

**FRESHMAN ELT STUDENTS' ORAL COMMUNICATION STRATEGIES,
FOREIGN LANGUAGE SPEAKING ANXIETY AND PERCEIVED
COMMUNICATION APPREHENSION IN ORAL COMMUNICATION SKILLS
COURSE**

Yüksek Lisans Tezi

Şenay AKKUŞ

Eskişehir 2021

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MA THESIS

Programme in English Language Teaching

Department of Foreign Language Education

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Eskişehir

Anadolu University

Graduate School of Educational Sciences

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ABSTRACT

FRESHMAN ELT STUDENTS' ORAL COMMUNICATION STRATEGIES, FOREIGN LANGUAGE SPEAKING ANXIETY AND PERCEIVED COMMUNICATION APPREHENSION IN ORAL COMMUNICATION SKILLS COURSE

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Anadolu University, Graduate School of Educational Sciences, July 2021

Supervisor: Assoc. Prof. Dr. Gökhan ÖZTÜRK

The aim of this study is to reveal the level of speaking anxiety in the target language, communication apprehension experienced by students, and students' use of communication strategies in an oral communication course. To this end, a cross-sectional survey design was employed, and only quantitative data were collected through questionnaires. 315 university students studying their first year in English Language Teaching department composed the study group and the obtained data were analysed through descriptive and inferential statistics. The results indicated that freshman ELT students experience both speaking anxiety in foreign language and perceived communication apprehension on a moderate level in their Oral Communication Skills course. Regarding the relationship of these two constructs, communication apprehension was not found to be effective on predicting foreign language speaking anxiety. Furthermore, the results unveiled that the most frequently employed communication strategies were non-verbal strategies whereas message abandonment strategies were found to be the least. On the other hand, the level of foreign language speaking anxiety was not detected to have a statistically significant impact on students' preference of communication strategies. Nevertheless, the results presented that attempt to think in English and message abandonment strategies are moderately correlated with FLSA and play a role in determining speaking anxiety in the foreign language to a certain degree.

Keywords: Foreign language speaking anxiety, Communication apprehension, Oral communication strategies, Speaking skills, EFL

ÖZET

İNGİLİZCE ÖĞRETMENLİĞİ BİRİNCİ SINIF ÖĞRENCİLERİNİN SÖZLÜ İLETİŞİM BECERİLERİ DERSİNDEKİ SÖZLÜ İLETİŞİM STRATEJİLERİ, YABANCI DİL KONUŞMA KAYGILARI VE İLETİŞİM KAYGILARI

Şenay AKKUŞ

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Programı

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Danışman: Doç. Dr. Gökhan ÖZTÜRK

Bu çalışma, İngilizce'yi yabancı dil olarak öğrenen öğrencilerin Sözlü İletişim Becerileri dersinde yaşadığı yabancı dil konuşma kaygısı ve iletişim kaygısının seviyesini bulmayı ve kullandıkları sözlü iletişim stratejilerini ortaya koymayı amaçlamıştır. Buradan yola çıkarak bu çalışma kesitsel anket çalışması olarak dizayn edilmiş ve veriler üç anketin kullanıldığı nicel veri toplama yöntemiyle elde edilmiştir. Çalışmaya İngiliz Dili Eğitimi bölümünde okuyan 315 birinci sınıf öğrencisi katılmıştır ve elde edilen veriler betimsel ve çıkarımsal istatistik yöntemleriyle analiz edilmiştir. Analiz sonucunda öğrencilerin Sözlü İletişim Becerileri dersinde orta seviyede yabancı dil konuşma kaygısı ve iletişim kaygısı yaşadığı bulunmuş, ayrıca iletişim kaygısının yabancı dil konuşma kaygısını yordamadığı ortaya çıkmıştır. Sözlü iletişim stratejileri bazında öğrencilerin en sık sözsüz iletişim stratejilerini kullanırken en az mesajı terk etme stratejilerini kullandıkları tespit edilmiştir. Bunun yanı sıra, yabancı dilde yaşanan konuşma kaygısının öğrencilerin tercih ettikleri sözlü iletişim stratejileri üzerinde anlamlı bir etkisi bulunamamıştır. Son olarak sözlü iletişim stratejilerinin alt boyutlarından olan mesajı terk etme ve İngilizce düşünme girişimi stratejilerinin yabancı dil konuşma kaygısı ile orta seviyede ilişkili olduğu ve bu stratejilerin yabancı dilde konuşma kaygısını belirli bir ölçüde yordadığı da elde edilen sonuçlar arasındadır.

Anahtar Sözcükler: Yabancı dil konuşma kaygısı, İletişim kaygısı, Sözlü iletişim stratejileri, Konuşma becerileri, Yabancı dil olarak İngilizce

*To my late grandfather, thanks to whom
I became the person I am today.*

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Eskişehir 2021

Date: 30/06/2021

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me: that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

CA	: Communication Apprehension
CSs	: Communication Strategies
EFL	: English as a Foreign Language
ELF	: English as Lingua Franca
ELT	: English Language Teaching
ESL	: English as a Second Language
FLSA	: Foreign Language Speaking Anxiety
FLSAQ	: Foreign Language Speaking Anxiety Questionnaire
OCS	: Oral Communication Strategies
OCSI	: Oral Communication Strategies Inventory
PRCA	: Personal Report of Communication Apprehension

1. INTRODUCTION

1.1. Background of the Study: Anxiety and Language Learning

There have been numerous individual-specific constructs interfering with the learning process. In order to reveal these constructs affecting learning, researchers employed many studies and came up with some psychological factors along with some individual differences that were found to be influential on the learners' learning process such as aptitude, motivation, affective variables like anxiety, learning strategies and cognitive styles (Ortega, 2014). Such learner characteristics (e.g. motivation, learning styles, self-esteem, creativity, anxiety and many others) determine the quality of the learning process. Since these characteristics are unique and each has distinctions within itself, it is quite difficult to make general assumptions considering the findings of research done in the domain related to this phenomenon to the population, thus, the degree of attribution of the results obtained to these variables has always been a controversial issue.

It is undoubtedly a well-known fact that anxiety is a common phenomenon which is experienced by all human beings, but particularly by learners. In their classrooms, almost all teachers have to deal with anxious learners; that is why a great number of studies have been carried out on this issue in the field of educational sciences. In the literature, several definitions have been put forward to explain what anxiety is and in general terms anxiety is addressed as a feeling of unease, such as worry or fear that can be mild or severe. Since anxiety is widely under the investigation by the psychology domain, psychologists have had attempts to define anxiety and they regarded it as "an indefinite state of fear" (Scovel, 1991, p. 15-23) and "the feeling of tension, apprehension, nervousness" (Spielberger, 1983, p.15), and worry that is unique to an individual. Every individual experiences anxiety in every aspect of life; however, learners whether the subject is math, science or foreign language, experience anxiety at some point more than others. As mentioned by Dörnyei (2005) most of the scholars are in agreement with Arnold and Brown's (1999, p.8) deduction on the relation between anxiety and its effect on the learning process expressed as "Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process." Even though it has been stated by many scholars that anxiety is a learner characteristic that is among affective

factors affecting the learning process, the concept of anxiety has been found ambiguous when it comes to conceptualizing this term and at this point, whether anxiety is an emotion, a motivational construct or it refers to a personality trait that has kept its uncertainty (Dörnyei, 2005). As suggested by Dörnyei (2005), anxiety is not a sole aspect but it is complicated in nature and has several facets each of which exerts its own features. In terms of the distinctive features of anxiety, two of them have the utmost reputation in the field: state vs. trait anxiety and inhibitory/debilitating vs. beneficial/facilitating anxiety. Through scientific studies in the literature, it has been put forth that anxiety does not perpetually disrupt performance but it has a facilitating effect on the performance to some extent. Based on this information, the common misconception that anxiety is associated with phobia and has detrimental effects on learning should be defeated. Accordingly, MacIntyre (2002) indicated that unless the anxiety level is severe, the outcomes of experiencing anxiety does not necessarily have to be negative but it may lead to positive consequences in reverse; since the arise of anxiety makes the individual expand the level of endeavour as a reaction to anxiety which turns the case in learners' favour. However, when the anxiety is at the level of worry, then it inhibits the performance indeed. Besides, while the anxiety as a personal trait addresses to the person that has propensity to get anxious in various situations, state anxiety refers to the feeling of experiencing anxiety as a result of being exposed to a specific situation. Subsequently, trait anxiety is permanent, but state anxiety emerges as a response to a specific situation and it is transitory (Dörnyei, 2005).

1.1.1 Foreign language anxiety and speaking skills

The issue of anxiety has been a focus of attention by researchers for a long time now. The first time that a situation-specific anxiety related to language learning was conceptualized, it was by Horwitz et al. (1986) in a seminal paper and they named this construct as foreign language anxiety and thus they paved the way for more contributions from the scholars in second language acquisition (SLA) research. Furthermore, MacIntyre (1999) studied on this hot topic and defined foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language” (p.27). While Horwitz

et al. focused on classroom-related anxiety experienced by L2 learners, MacIntyre directed his studies to communicative anxiety that arouses during the interaction with foreigners speaking in the target language generally in second language settings instead of classroom (Ortega, 2014). As they pioneered to other researchers in the domain, they not only cast the stone but also tried to equip their colleagues with necessary instruments in order to dig more into this issue by making it more researchable. In this regard, Horwitz et al. originated Foreign Language Classroom Anxiety Scale (FLCAS) that is a 5-point Likert-scale measurement tool composed of 33 items and intends to reveal the foreign language learners' anxiety arousing in classroom setting when producing the language. On the other hand, MacIntyre and Gardner (1994) developed a research instrument called Input, Processing and Output Anxiety Scales (IPOAS) including 18 items and designed as 5-point Likert-scale type aiming to reveal the extent of anxiety experienced by foreign language learners in the input, processing and output stage of encountering, comprehending and producing the target language. These two above-mentioned instruments are the most popular and preferred research tools to collect data for research and according to the validation study conducted by Bailey et al. (2000), these two instruments demonstrate correlation with each other at an acceptable level and are used undoubtedly with the intent of gauging the foreign language anxiety. Although researchers such as Horwitz (2001) and MacIntyre (1999) indicated that foreign language anxiety has low level correlations with general trait-anxiety and this reveals that language anxiety is an independent factor and purely foreign language related, Sparks (1995), Sparks et al. (1995,1998), Sparks and Ganschow (1991) did not approve the research attempts that treat language anxiety as an independent factor on its own since they defended the idea that language anxiety occurs as a result of learners' cognitive deficits. Therefore, MacIntyre and Gardner (1994) employed an experimental study in order to prove that language deficiency does not bring on language anxiety, but inadequate performance can be caused by language anxiety and in their study their findings supported this claim.

After reaching a general consensus about language anxiety being a separate phenomenon, more research in the field has focused on finding out what causes it and what kind of a relationship foreign language anxiety has with other language-related variables. Investigating the correlation between language anxiety and performance, numerous studies

have been conducted in SLA and regarding the review of these studies it can be concluded that foreign language performance can be adversely affected by foreign language anxiety (Horwitz, 2001; MacIntyre, 1999; MacIntyre & Gardner, 1993; MacIntyre, Noels & Clement, 1997; Oxford, 1999a).

There are many claims regarding the causes of anxiety arousal in foreign language learning process. Through an abundant number of studies, the anxiety-provoking factors have been tried to be detected for ages. As reported by Horwitz et al. (1986), listening and speaking skills were found to be affecting language anxiety detrimentally. Based on findings derived from some studies, speaking skill is addressed to be provoking anxiety the most among others by the majority of language learners (Öztürk & Gürbüz, 2013; Young, 1991) and students are more reluctant to participate in speaking activities in a case where they are expected to speak in the foreign language in front of the class since they worry about making mistakes and being negatively evaluated by their peers (Daly, 1991; Price, 1991; Young, 1990).

Among all four language skills which are categorized as receptive and productive skills, speaking stands as a productive skill along with writing. According to Carter and Nunan (2002), speaking requires not only production, but also interaction as well which distinguishes it from writing skill. Whether it is because of personal reasons or because of lack of exposure to the target language out of classroom, speaking is generally perceived as the most challenging skill in foreign language learning process. As reported by Young (1990), speaking in foreign language is not a threat to increase anxiety level on its own; however, it turns into a threat once the learner is supposed to speak in front of a group of people or class due to some reasons such as the worry about making mistake or fright of negative evaluation.

In addition to studies on detecting the level, causes and results of foreign language anxiety, a lot of effort to conduct studies and attempts to reduce anxiety experienced by foreign language learners have been made. It was agreed that students require more relaxing and anxiety-free atmosphere to get rid of the feeling of tension and being flustered; thus, for example, suggestopedia (Larsen-Freeman, 2000) which is a teaching method emerged to eliminate factors that hinder foreign language learning. Moreover, edited by Young (1999), the book “A Practical Guide to Creating a Low-Anxiety Classroom” also has an important

role in the literature as a guide for researchers, teachers and practitioners discussing ‘how to’ aspects of foreign language anxiety.

1.1.2. Communication apprehension

Communication apprehension (CA), which appeared and gained interest at the turn of the 1970s, is also another concept that is related to learner characteristics being influential on learning process at all aspects of education and individuals’ social life. James C. McCroskey promoted the concept of communication apprehension in 1970 and defined the construct of CA as "...a broadly based anxiety related to oral communication..." (p. 270). After some attempt to clarify what exactly CA is, he came up with a more comprehensible definition of this brand-new construct and it was denoted as "...an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" and now this is the most cited definition of the communication apprehension (McCroskey, 1984a, p. 13). At the beginning when CA was first put forward as a valid variable affecting an individual’s life in several ways, it did not get universal acceptance by the scholars in academic world and was considered not to be worthy of further researching. One of those scholars, Porter (1979), opined that there was not enough research done on it and no strong evidence proving its effect were available. Thus, it took a while for researchers to get intrigued by CA and commence to do studies in order to clarify the construct of CA. After a while, the construct validity of communication apprehension was proved as a result of a load of research in the literature (Beatty & Payne, 1985; Greene & Sparks, 1983; Leary, 1983; McCroskey, 1982; McCroskey, Beatty, Kearney & Plax, 1985; McCroskey, Booth-Butterfield & Payne, 1989). With the aim of gauging how much apprehensive a person is during a real communication required situation or expected conversation, using self-report was found to be quite convenient and effective in measuring CA (Daly, 1991; McCroskey, 1984b). In order to fulfil the need for a valid measurement instrument, The Personal Report of Communication Apprehension (PRCA-24) that consists of 24 items grouped under four contexts each of which has six items was developed by McCroskey (1982). These contexts belong to the following categories such as dyads, speaking in small groups, speaking in

class/meetings and public speaking. Clearly, the PRCA-24 is used to find out the apprehension level of a person in a real communication atmosphere or an anticipated situation that requires communication whether the context is a class, in front of a crowded group of people, a formal/informal meeting and a group consisting of a few people or a dialogue between two people. Of particular importance is that speaking is not the only mode of communication but writing and singing are classified as forms of communication; however, in order to measure the apprehension level that one experiences, different measurement instruments have been used for each forms of communication such as Writing Apprehension Test (WAT), Test of Singing Apprehension (TOSA), The Personal Report of Communication Apprehension (PRCA) and not a single one of them was enough to foresee the apprehension level of the other component on its own. While initially CA referred only to the mode of oral communication, by time it has been broadened and encompassed all modes of communication (McCroskey, 1981).

In a research paper, which was published in 1981 and has the quality of having invaluable contribution to the academic world, McCroskey as the pioneer of CA provided ample information about the conceptualization of CA, related constructs to CA, types of CA, the causes detected to be effective on particular types of CA's arousal. McCroskey (1981) identified those related constructs of communication apprehension as unwillingness to communicate, stage fright, reticence, predispositions towards verbal communication, audience anxiety and shyness. Undoubtedly, stage fright is encountered in a context where public speaking is required, reticence was put forward to be antecedent of communication apprehension (Philips, 1980) and it was regarded as the opposite of communication competence. The other two constructs as unwillingness to communicate and predispositions towards verbal communication are also considered to be the reverse of each other since a person that scores high in a measure of one of these constructs, scores low in the other one (McCroskey, 1981). In terms of shyness, there is an ambiguity because there is no general agreement upon the definition of it while Zimbardo (1977, p.13) stating that "Shyness is a fuzzy concept" Pilkonis (1980) who was educated by Zimbardo asserted that shy people "are characterized by avoidance of social interaction, and when 'this is impossible, by inhibition and an inability to respond in an engaging way'; they are reluctant to talk, to make eye

contact, to gesture, and to smile” (p.250). Reviewing what has been suggested by the literature, the construct of shyness is considered as subdivision of reticence. Finally yet importantly, audience anxiety, which can be viewed as the new form of stage fright, appears in public speaking context as in the construct of stage fright; however, making a speech in meetings is concerned as a part of audience anxiety (McCroskey, 1981).

Related to the types of CA, five types were revealed to be existing and each of them emerges in different ways depending on the mode of communication, context, interlocutor or interlocutors taking part in the conversation. The first of the CA types is trait-like CA which refers to the communication apprehension experienced by an individual through being adapted to various contexts adhering to the personality type of that person via given form of communication such as singing, speaking and writing (McCroskey, 1981). Second, generalized-context CA, such as trait-like CA, is personality type oriented but the context plays an important role in triggering this type of CA and the generalized-context CA is composed of four varieties which are the contexts given in PRCA-24 (dyads, small group discussions, speaking in class/meeting and public speaking). The other CA types, about which abundant information was provided by McCroskey (1981) in a review paper, is person-group CA, which addresses to the attitude and reaction of a person to communication with an individual or a group. However, in this type of CA, apprehension-triggering factor is not the situation created by an individual or a group like the case in situational CA but a certain individual or a certain group of individuals taking part in communication. Pathological CA as different from the other types does not depend on an individual, a group, a situation or context alone but it is regarded as a person not experiencing CA in all communication situations even if the situation requires some reaction. Considering this, McCroskey (1981) states that since this is an example of pathological behaviour, one may need professional help because of enacting abnormal behaviours.

Unlike foreign language anxiety (FLA), CA deals mainly with the individuals' difficulty in starting or continuing a real or an anticipated speech not merely in their foreign/second language but in native language of theirs as well, since CA was found to be fairly effective on people's lives from childhood to adulthood at daily basis and it has undeniable influence not only on the academic achievement and the potential of dropping out

college but also on an individual's choice of career pursuit which was evidenced by abundant number of studies (Booth-Butterfield & Thomas, 1995; Comadena & Prusank, 1987; Hamilton & Frerichs, 1996; McCroskey et al., 1983; McCroskey & Payne, 1984; Richmond & McCroskey, 1985). Considering that CA is experienced by almost 14% to 20% of a population in their native language (Ayres & Hopf, 1993; Richmond & McCroskey, 1985), arousal of CA in second/foreign language is irrefutable. Knowing that communication apprehension is a psychological barrier that results in a person's avoidance of communication and practice in second or foreign language being learned, it brings about deficiency in second/foreign language because of inhibiting development of competence in that language; however, it should be considered that CA not only appears because of low ability or proficiency in L2 but also it may be a consequence of general communication apprehension that a person has. Thus, this brings us to the conclusion that in either way the problem of communication apprehension experienced by learners should be taken into consideration and carefully dealt with by second and foreign language teachers in order to ease the learning process (McCroskey, 1983).

1.1.3. Strategies in language learning and oral communication

The lexical meaning of 'strategy' found in dictionaries is a long-term plan that is used to achieve something particular or reach a goal that was set beforehand. When the concept of strategy is adapted to educational fields, they are called learning strategies. From the traditional point of view, learning strategies were one of the subsets of the taxonomy of individual differences; however, then they were attributed as aspects of learning process not individual factors. In the literature, Snow et al. (1996) referred to learning strategies as a component that is related to individual differences but distinguished them in terms of their broadness and stability. Although the phenomena of learning strategies have been widely the interest of researchers and welcomed eagerly by language teachers for a long time, it was relatively difficult to draw a conclusion about the definition of learning strategies and no watertight interpretation could be offered. Nevertheless, the general overview is that learning strategies are perceived as learning processes opted for facilitating one's learning (Cohen,

1998). Rebecca Oxford, who is one of the leading researchers on this issue, identified learning strategies as “specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.” (Oxford, 1999b, p.518). Another helpful and quite comprehensive suggestion on the definition of learning strategies was proposed by Cohen (1998, p.5) in his book called *Strategies in Learning and Using a Second Language* as follows:

“Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need to be, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs and so forth), having repeated contact with the material (e.g., through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique).”

With the intent of specifying distinctive aspects of learning strategies, Weinstein et al. (2000) asserted that learning strategies exert mainly three distinctive features which are being goal-directed, intentionally invoked and effortful; however, this statement of discreteness of the construct led to confusion of learning strategies with motivation since being a strategic learner and a motivated learner both share the same three key elements in terms of being goal-oriented, intentionally invoked and effortful (Macaro, 2001).

In L2 studies, the research process started with questioning and trying to identify some learner characteristics that make them different and more or less successful from their peers. As a result of a great number of studies (e.g., Naiman et al., 1978; Rubin, 1975; Stern, 1975; Wong-Fillmore, 1979), it was proposed that not only having a high level of language aptitude and motivation but also active and creative involvement of the learner in the process of learning a language by adapting learning strategies that are individualized enables them to outdo the others in language acquisition process as well (Dörnyei, 2005).

Examining the literature of SLA field, there are two best known and commonly accepted taxonomies of language learning strategies which were generated in the same year in 1990. The first one was introduced by Oxford (1990) and six categories of strategies constitute this taxonomy of language learning strategies: cognitive, memory, metacognitive,

compensation, affective and social strategies; however, Oxford's taxonomy was criticized in two ways. First, some scholars (e.g., Cohen, 1998; Ellis, 1994, Selinker, 1972; Tarone, 1981) argued that cognitive and memory cannot be separated since they were equally dependent of each other as it was dispelled in Purpura's (1999) study. Second matter of disagreement among researchers was that compensation strategies are related to the use of language not learning it. Thus, they claimed that compensation strategies cannot be used for assessing language learning since the use of language and language learning are two distinct processes and have different functions; however, Hsiao and Oxford (2002) indicated that it might not be possible to consider L2 learning and use of L2 in isolation. The second proposed taxonomy of language learning strategies generated by O'Malley and Chamot (1990) presented strategies in three groups: social/affective, metacognitive and cognitive strategies. To summarize briefly, cognitive strategies such as repetition, using images and summarizing are used in order to employ and direct the input; metacognitive strategies such as monitoring, planning and organizing an individual's own learning process are considered as higher-order strategies; social strategies like starting a conversation with natives or working in collaboration with others in learning environment are an example of interpersonal interactions to increase practice of L2; and lastly, affective strategies are concerned with managing emotions in the learning process (Dörnyei, 2005). Over the years, numerous studies were conducted to find out and suggest ways to train learners in terms of gaining language learning strategies and a learner-centred approach which was developed through combining strategy training with raising their awareness about learning by integrating strategies into language learning process, by Cohen (2002) Styles and Strategies-Based Instruction (SSBI) was promoted (Cohen & Dörnyei, 2002; Dörnyei, 2005). Not only to teach strategy use integrated into language instruction, but also to assess the results measurement tools were designed indeed. There are four popular instruments in the field, which are The Motivated Strategies for Learning Questionnaire (MSLQ) originated by Pintrich & De Groot (1990), Strategy Inventory for Language Learning (SILL) by Oxford (1990), Language Strategy Use Inventory and Index by Cohen and Chi (2002) and Self-Regulated Capacity in Vocabulary Learning Scale by Tseng, Dörnyei & Schmitt (2006), generated to assess the strategic learning (Dörnyei, 2005).

As aforementioned, a lot of effort were put in order to facilitate second or foreign language learning through encouraging language learners employ strategies that help them ease and organize their learning process. Besides, several measurement instruments were developed with the aim of drawing a conclusion to see what characteristics differentiates learners from each other, how successful they are when they use specific learning strategies and on what kind of variables strategy use depend. Specifically focusing on the communicative aspect of L2, learners are encouraged to employ communicative strategies so that they can cope with the problems encountered in speaking. The communicative strategies to be used during L2 production are classified under two categories the first one of which is achievement or compensatory strategies and the second is reduction or avoidance strategies (Bialystok, 1990; Dornyei & Scott, 1997; Faerch & Kasper, 1983; Nakatani, 2005; Tarone, 1981). Achievement or compensatory strategies are regarded as strategies to be found in a successful language learner since the aim of using these strategies is to enable them to reach their ultimate goal while the ones that use reduction or avoidance strategies are usually predisposed towards refraining from achieving their goal because of some problems they experience during communication (Nakatani, 2006). Through a great number of research into this area, several measurement tools were developed in order to examine the strategies used in communicative contexts but even though each of those studies and instruments had great contribution to make the concept of oral communication strategies (hereafter OCS) more comprehensive, they were not either qualified or reliable and valid enough to be able to explore the interaction in tasks that requires communication (Nakatani, 2006). After that realization of deficiencies in existing instruments, the need of a new instrument has emerged to determine the strategies that language learners use to cope with speaking and listening problems in L2; thus, Nakatani (2006) developed a measurement called Oral Communication Strategies Inventory (OCSI) that is made up of 64 items (32 items presented under the strategies for dealing with problems in oral communication and 32 items given under the strategies for dealing with listening problems). The emergence of this instrument has led SLA researchers focus on oral communication strategies, as a research matter, more and investigate learners' strategy use and its relationship with other language-related issues.

1.2. Purpose of the Study

Without any doubt, foreign language learners are confirmed to be experiencing foreign language anxiety in all terms depending on many factors such as cognitive factors, affective factors, learner beliefs, self-concept of learners, worry about making mistake, fear of being tested or being made fun of by their classmates and even being perfectionist. To this end, it has been a curiosity triggering issue that to what extent EFL learners studying at universities experience foreign language speaking anxiety and communication apprehension and which oral communication strategies they use during communicative activities in their speaking course. Based on this, the study aims at revealing the level of foreign language speaking anxiety and communication apprehension experienced by EFL learners who are studying in department of English Language Teaching at university.

Foreign language learners use different strategies when they encounter problems in any part of the target language such as vocabulary, reading, listening, speaking and so forth. These strategies are meant to facilitate their learning process and help them build a better developed interlanguage system. From the communicative point of view, learners use oral communication strategies to cope with speaking problems during tasks that require communication; however, not all learners' strategic competence is at the same level so there are several variables affecting the use and the amount of these strategies such as proficiency level or motivation. For this reason, considering that foreign language anxiety and communication apprehension may be one of those variables that is influential on making use of communication strategies, and there may be a possibility of FLSA and CA and communication strategies playing a predictor role on each other, another focus of this study is to explore the relationship between these three constructs (foreign language speaking anxiety, communication apprehension and oral communication strategies) and to determine if they anticipate one another or not.

1.3. Significance of the Study

The present study focuses on foreign language speaking anxiety, communication apprehension and oral communication strategies which are used to manage and facilitate

one's learning. In the literature, there is a dearth of research focusing on these three constructs at the same time and investigating their predictive aspect on each other. This study aims to unveil the level of speaking anxiety in foreign language and communication apprehension of EFL learners as well as detecting the communication strategies they use during oral interaction in the target language. Furthermore, since there is a paucity of research and valid findings on this issue, this study intends to enable future researchers to make an insightful analysis of the current situation regarding one of the most problematic phenomena of L2 field, which is foreign language speaking anxiety. Depending on the results obtained from this study, researchers and language teachers may draw conclusions such as increasing the number of communicative activities to engage foreign language learners in practicing the target language. Moreover, based on the findings from the current study, if highly anxious and communicatively apprehensive students and low anxious students differ from each other in terms of the oral communication strategies and these two groups are prone to use specific strategies, then this provides the language teachers with the information that encourages them to take actions in order to ease their students' learning process such as making effective interventions to train their students on the strategy use. Since foreign language anxiety is the open wound of our education system and it is an obstacle in careers of people in our country, immediate action can be taken by recognizing the problem and starting to produce solutions to cope with it at all costs so that next generations can be more fearless of speaking in foreign language and proficient which will definitely change the quality of education and vocational preferences of people.

1.4. Research Questions

In consistent with aforementioned purposes and with the intent of shedding light on the research field of affective factors in language learning, answers to the following research questions were sought in the present study:

1- What is the level of foreign language speaking anxiety experienced by freshman ELT students in the Oral Communication Skills course?

2- What is the level of freshman ELT students' perceived communication apprehension in this course?

3- What are the oral communication strategies used by freshman ELT students in Oral Communication Skills course?

3.a- Does the use of oral communication strategies change according to the level of foreign language speaking anxiety among freshman ELT students?

4- Can perceived communication apprehension of freshman ELT students predict their foreign language speaking anxiety?

5- What is the relationship between foreign language speaking anxiety, perceived communication apprehension and the oral communication strategies of students?

1.5. Definition of Terms

Anxiety: It is defined as “an indefinite state of fear” (Scovel, 1991, pp. 15-23) and “the feeling of tension, apprehension, nervousness” (Spielberger, 1983, p.15), and worry that is unique to individual.

Foreign Language Anxiety (FLA): MacIntyre (1999) explains foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language” (p.27).

Foreign Language Speaking Anxiety (FLSA): Huang (2004) suggests that foreign language speaking anxiety is associated with the emotional reactions, which arouses in foreign language classroom contexts when an individual speaks a foreign language under conditions such as uneasy, fearful, nervous, or worrying.

Communication Apprehension (CA): Referred as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” by McCroskey (1984a, p.13).

Oral Communication Strategies (OCS): Selinker (1972) asserts that the notion of communication strategies can be defined as an outgrowth of a learner's endeavour to convey

the meaning in an unplanned speech in target language with the aid of a limited L2 knowledge.

2. REVIEW OF LITERATURE

2.1. Foreign Language Speaking Anxiety

Learning a second or a foreign language causes anxiety to some extent and almost one out of three students learning a new language experiences foreign language learning anxiety at a moderate level (Horwitz, 2001). However, according to Wilson (2006), particularly speaking is regarded as one of the major causes of anxiety that emerges in language learning process. With the aim of identifying the reasons behind the question of why the speaking skills triggers anxiety in language learning the most, a great deal of studies have been performed in the field so far. As a result of the studies conducted on the concept of foreign language speaking anxiety, not only the variables and factors that play a major role in triggering speaking anxiety in language learning were detected, but also a lot of effort was put to reveal the results of having foreign language speaking anxiety.

2.1.1. Related studies on FLSA

English language has been accepted as the lingua franca, which means it is regarded as the medium of communication among people all around the world. Seidlhofer (2013) explains English as lingua franca (ELF) as "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option" (p.7). Considering this fact, almost all countries worldwide provide English language education either as a foreign or a second language. To this end, foreign or second language speaking anxiety can be regarded as the concern of almost all language learners around the world. The reason behind this concern is that they focus on speaking skill more than other language skills because their ultimate goal is to be able to produce in foreign language. For this reason, anxiety in speaking a foreign language comes into light and therefore a great number of research have been carried out in order to identify the concept of FLSA, and to seek for the sources of it as well as proposing and developing strategies to cope with FLSA.

Though anxiety in speaking a foreign language was addressed in several mainstream educational studies beforehand, it was Horwitz, Horwitz and Cope (1986) who touched upon

it as a separate construct. They put forth that students experience a general foreign language anxiety yet the most anxiety experienced language skill was found to be speaking among all four skills. Moreover, they suggested that all aspects of foreign language anxiety should be recognized and practitioners should endeavour to deal with it and minimize its adverse effects at all costs in order to improve foreign language teaching system.

After accepting foreign language speaking anxiety as a separate phenomenon, there were some attempts to find out the sources that provoke foreign language speaking anxiety experienced by language learners. To this end, Young (1990) intended to explore the connection between anxiety and speaking in foreign language from the perspective of foreign language learners, and conducted a research with 135 university and 109 high school students. Benefiting from a three-section questionnaire developed by herself, the results of her study indicated that speaking in foreign language did not play a role as provoking anxiety in foreign language on its own yet speaking in foreign language in front of the class or a group of people was found to be regarded as one of the sources of students' anxiety. Besides, it was concluded by the findings that teacher's attitude when correcting an error in a gentle way or having a relaxing attitude played a remarkable role in reducing the anxiety level of students. Considering that students' beliefs play a remarkable role in causing speaking anxiety to arise in language learning process, Price (1991; cited in Aydın, 2001) conducted interviews with highly anxious students in the study sample, and it was reported by the students that they were less successful comparing to their classmates and they did not have aptitude for language. It was clear that high anxious students in his study had negative self-assessment of their ability towards learning a foreign language. Another finding of his study was in line with Young (1990) which concluded that speaking in front of others caused anxiety to increase since fear of making mistakes and fear of negative evaluation by peers were utilized at that moment hence. Similarly, Akkakoşon (2016) conducted a mixed method study in Thai context with 287 university students who are EFL learners. FLCAS was administered to collect quantitative data, and qualitative data were collected through semi-structured interview forms. In light of the findings, it was reported that students experienced FLSA at a moderate level, and interviews revealed that students exhibited positive attitudes towards speaking English as a foreign language in classroom setting. However, their self-

ratings of speaking ability in foreign language were found to be negative. Besides, lack of vocabulary knowledge in foreign language was found to be the major cause of FLSA.

Affective factors play a remarkable role in language learning process, and it is possible that these factors have impact on students' performance as well. From this point of view, with the intent of unveiling the effect of foreign language anxiety on students' speaking performance in the target language and their attitudes, Philips (1992) performed a study. The results of the study indicated that there was a moderate negative correlation between anxiety and oral performance. Parallel to this, Woodrow (2006) examined the correlation between foreign language speaking anxiety and oral performance in ESL context with a sample of 275 advanced level university students. Making use of both qualitative and quantitative data collection instruments through a questionnaire and interviews, it was indicated by the findings that second language speaking anxiety anticipated oral achievement at a significant level. Furthermore, as a result of qualitative data, interacting with native speakers came into light as the main source of speaking anxiety. Willingness to communicate in the target language as being influential on oral performance, was considered to be related to foreign language speaking anxiety to some extent. Thus, in order to explore the relationship between anxiety in target language and willingness to communicate in foreign language, Liu and Jackson (2008) performed a study with a very large sample of 547 non-English major university students studying their first year in China. The results demonstrated that foreign language anxiety was the antecedent of willingness to communicate. Fear of negative evaluation and fear of making mistakes were also reported to be main causes of anxiety in foreign language, besides the ones who were more worried about being negatively evaluated were revealed to be suffering from a high level of apprehension and less self-confidence. As a result, it was concluded that one out of three participants experienced anxiety in English courses and felt apprehension about speaking English and being tested.

Foreign language speaking anxiety's relationship with other affective factors that play a vital role in language learning was aimed to be disclosed. Therefore, Huang (2004) examined foreign language speaking anxiety in relation to motivation, one of the affective factors. In light of the findings of his study, foreign language learning motivation and foreign language speaking anxiety was demonstrated to be correlated negatively on a moderate level.

Furthermore, the results shed light on the effect of gender factor and found that students experienced speaking anxiety in foreign language on a high level, but particularly female students were revealed to be experiencing more speaking anxiety than their male peers. In parallel with this, the results of Luo's (2014) study which was carried out on 257 students (147 male, 110 female) to investigate the learners' foreign language anxiety, showed consistency. As a result of three-way ANOVA, gender was found to be highly effective on experiencing FLSA since it was concluded that female and male students have significantly different levels of FLSA. However, no significant relationship was detected between proficiency level and speaking anxiety in foreign language.

Some researchers aimed to set out initiative studies to cope with speaking anxiety in foreign language faced by language learners in order to prevent speaking anxiety from impeding language learning process. For this purpose, by employing Natural Approach activities to reduce students' anxiety, Koch and Terrell (1991; cited in Öztürk & Gürbüz, 2014) investigated the learners' reaction to activities designed in line with Natural Approach. Even though it was intended with Natural Approach to reduce students' anxiety levels, for some students it did not work in a positive way since they wanted to know if their speech was accurate or not, thus not being corrected made them more anxious. On the other hand, in their case study, benefiting from qualitative data collected through semi-structured interviews, observation and group discussion Tsiplakides and Keramida (2009) focused on identifying the characteristics of anxious students with the aim of coming up with suggestions to deal with anxiety. The findings showed that, six of the 15 secondary school students in their sample experienced FLSA that stemmed from fear of negative evaluation by their peers and perception of low capability. A set of interventions to reduce the level of FLSA of the students were implemented to help them overcome negative effects of anxiety such as project work, in which they took an active role that may boost their self-confidence, improving teacher-student relations, providing indirect correction and so on. As a result, implementing such interventions was found to be effective in terms of increasing their willingness to speak in foreign language, and improving their language performance.

2.1.2. Research studies on FLSA in Turkey

As mentioned before, since English is accepted as the lingua franca throughout the world (Kachru, 1985), now it is an essential qualification to be able to speak English to keep up with the world and to get a good job. As specified by Kachru's (1985) Three Circle Model of World Englishes, in which the countries around the world are categorized into three as Inner Circle, Outer Circle and Expanding Circle, Turkey is included in the expanding circle, so English language is regarded as a foreign language in Turkey. Starting from elementary school, Turkish students learn English at school. However, their exposure to English is generally limited to classroom context even though there are some tools to aid them in practicing the foreign language outside the classroom. That is why considering the four language skills, it was realized that students experience the most anxiety in speaking as one of the productive skills. Besides the influence of lack of exposure, some other factors were considered to be effective on students' speaking anxiety in foreign language, so the concept of foreign language speaking anxiety has become the focus of research studies in Turkey.

Abundant number of research have been performed to unveil the impact of demographic factors, language proficiency and some other variables on FLSA. As one of those studies, Balemir (2009) conducted a research with the participation of 234 students receiving prep school education at a state university. The data obtained by means of both qualitative and quantitative instruments revealed that students had a moderate level of FLSA, and proficiency level was not a significant factor in determining the FLSA. Besides, although the effect size was small, it was indicated by the results that there was a significant difference between female and male students as females experiencing more FLSA than their male peers. As causes of FLSA, fear of negative evaluation, procedures of teaching and testing, linguistic difficulties of the target language, and personal reasons were detected to induce speaking anxiety in L2. Similarly, aiming to explore if there is a significant difference between students' speaking anxiety in target language and variables such as gender, proficiency level of the students in L2, the type of high school they graduated from and studying in prep-school, Karatas et al. (2016) carried out a quantitative study with a group of 488 students (320 male, 168 female) studying at a state university in İstanbul, Turkey during the 2015-

2016 academic year. The Foreign Language Speaking Anxiety Questionnaire (FLSAQ) adapted into Turkish by Saltan (2003) was administered as the data collection instrument, and the findings of the study showed that female students experienced more anxiety than male students, and the students that had received English preparatory training were found to be less anxious than others. However, no significant effect of type of high school being graduated from, and language proficiency level on foreign language speaking anxiety was detected. Another study that supports the findings of Balemir (2009) and Karataş et al.'s (2016) studies was carried out by Çağatay (2015). In her study focusing 147 students (62 female, 85 male) from four proficiency levels studying at the preparatory program of a state university, Çağatay (2015) aimed to detect the level of FLSA experienced by EFL learners, and whether the anxiety level was affected according to gender, proficiency level and the interlocutor's being native they were in communication with. The results demonstrated that the students experienced foreign language speaking anxiety on a moderate level, and the findings regarding gender and proficiency level were similar to the study of Karatas et al. (2016). It was concluded that females experienced more anxiety during speaking in foreign language, and proficiency level had no significant relationship with the level of FLSA. Moreover, it was reported that the students' foreign language speaking anxiety level increased when they communicated with a native speaker of the target language rather than speaking in front of their peers in classroom. Considering the finding of her study, Çağatay (2015) suggested some implications such as engaging EFL learners in more authentic contexts and approaching each gender with different strategies in order to minimize FLSA they experience. In a study performed by Öztürk and Gürbüz (2012), they purely focused on revealing the effect of gender factor on speaking anxiety and motivation with the participation of 383 students by administering two questionnaires and semi-structured interviews. The results were in line with the previously mentioned studies (Balemir, 2009; Çağatay, 2015; Karataş et al., 2016), which demonstrated that male students experienced a lower level of FLSA than female students. Besides, it was found out that female students had more foreign language learning motivation than their male peers.

In their study, Okay and Balçıkanlı (2017) focused on investigating the connection between level of FLSA and students' belief patterns regarding their proficiency level in their

study. On the contrary to some studies (e.g. Balemir, 2009; Çağatay, 2015; Karatas et al., 2016), the findings of their study illustrated that the level of instruction was a predictive factor on FLSA since low-proficient students found to be experiencing a high level of FLSA than that of the high-proficient learners. Besides, between four belief patterns and proficiency level of students a significant relationship was detected. In light of the findings, low proficient students were revealed to perceive English language as difficult to learn comparing to their first language. They also thought that they did not have a language aptitude while high proficient students thought that they have an aptitude, they did not believe themselves to be able to learn and speak English eventually. In addition, low-proficient students stated that they were not self-conscious when they were supposed to speak in target language in front of other people. Similarly, Mede and Kararımak (2017) investigated demographic factors' relationship with FLSA, as well as students' self-efficacy beliefs towards foreign language speaking anxiety. With the participation of 205 undergraduate students studying at a private university, the data were collected through scales. In light of this study, the results revealed that there was a negative correlation between FLSA and learners' prior foreign language experience. Having a foreign friend was also found to be negatively correlated with FLSA while experience abroad had no statistically significant effect on it. Finally, speaking anxiety and English self-efficacy found to be strongly correlated with FLSA. Hence, this study suggested language teachers to encourage their learners to practice foreign language more in order to help them increase their self-confidence and self-perception of performance in foreign language.

Besides demographic factors and proficiency level, other potential sources of foreign language speaking anxiety were intended to be identified in order to take proper actions to cope with it. To this end, Subaşı (2010) examined the causes of foreign language anxiety in oral practice with a sample of 55 ELT department students all of whom were studying their first year. As a result of her mixed method design study, a few sources of FLSA were identified. Having high expectations from their performance, effect of subject and uninteresting teaching procedures, lack of knowledge in foreign language, negative self-assessment of ability, fear of negative evaluation by peers, competitiveness among students and teacher's attitude came into light as the major causes provoking speaking anxiety.

Correspondingly, Tüm and Kunt (2013) aimed to unearth the causes of FLSA, and suggest implications for both teachers and institutions. As a result of their study conducted with 131 foreign language prospective teachers, the causes of FLSA were found to be fear of making mistake, having a perfectionist attitude and interacting with native speakers. At the end of their study, Tüm and Kunt (2013) presented a two phased plan to overcome the adverse effects of FLSA: recognition and respond. They referred recognition which is the very first step as recognizing the concept of FLSA as normal as long as they are able to manage it. Respond as the second step suggests teacher training programs to teach their students how to give appropriate responses to their anxiety. Parallel to this, Kayaoğlu and Sağlamel (2013) also intended to shed light on the major causes and students' perceptions of FLSA, as a result of which they conducted a study in which they made use of only qualitative data collected through semi-structured interviews with 30 students. In light of the findings of their study, a great number of causes were identified such as teacher's attitude, fear of failure, competitiveness among students, negative past experiences in foreign language, lack of knowledge in native language and lack of knowledge in foreign language. Moreover, Öztürk and Gürbüz (2014) performed a study with the participation of an English preparatory program students. The results of the study put forward mainly three categories of sources of FLSA that brought about an increase in FLSA levels of learners. These were identified as following: being afraid of making mistakes, perfectionist attitude of learners, and worry about being negatively evaluated by either their peers or teachers. As for the level of FLSA of the participants, while it was reported as a result of quantitative data that students had a low level of FLSA, as a result of qualitative data it was reported that most of the students discerned speaking in foreign language to arouse anxiety.

Debreli and Demirkan (2015) focused on identifying the levels and major causes of FLSA experienced by foreign language learners, and carried out a mixed method research with 196 students 10 of whom were interviewed to collect in depth-data. The results derived from their study showed that there was not a statistically significant relationship between gender and anxiety levels of students whereas the correlation between proficiency level and FLSA was concluded to be positive. Moreover, the fear of making mistake was indicated as the major cause of FLSA besides having difficulty in pronunciation and spontaneous

questions asked by the teacher. On the other hand, a very different pattern was seen in Yalçın and İnceçay's (2014) study in which they focused on whether spontaneous speaking activities helped learners cope with FLSA. The quantitative data that were collected through FLCAS and Unwillingness to Communicate Scale (UCS) throughout research process revealed that students opted for being unprepared rather than being prepared beforehand for speaking activities since their anxiety level were found to be reduced when spontaneous speaking activities were integrated. Yalçın and İnceçay (2014) also sought for the factors that affected speaking anxiety in target language. The qualitative data showed that feeling of success, being familiar to speaking tasks and using group-work in speaking tasks had a great impact on reducing FLSA. Hence, they suggested teachers to take action in this direction in light of these findings.

Regarding the common cliché among foreign language learners “I can understand but I cannot speak”, Aydoğan et al. (2013) performed a study by intending to uncover the causes of FLSA experienced by foreign language learners, and why they refrained from speaking in target language. FLCAS (Horwitz et al., 1986) and BALLI (Beliefs About Language Learning Inventory) instruments were employed on 100 preparatory program students. On account of the data analysis, the results indicated that most of the problems experienced by learners were related to content knowledge, materials and methods used in teaching process besides language proficiency. For the very same reason, Koçak (2010) aimed to reveal the causes of FLSA experienced by students in a prep school at a state university through qualitative data collection techniques. The results indicated that the students suffered from FLSA mainly because of fear of failure and the researcher suggested that students needed more practice of speaking, and teachers should focus on teaching vocabulary, grammar and syntax since students thought that they lacked of knowledge about these aspects of foreign language, which provoked FLSA.

Since interacting with native speakers was demonstrated to be among major causes of foreign language speaking anxiety in some studies (Çağatay, 2015; Tüm & Kunt , 2013), some studies focused on this issue. With the intent of investigating the effect of native and non-native teachers on determining FLSA experienced by foreign language learners, 90 university students who were receiving English language education at a state university, were

included in Bozavlı and Gulmez's (2012) study. The data obtained via a 23-item questionnaire, generated by Young (1990) to measure foreign language classroom anxiety, and through speaking activities done in classroom setting. In light of the findings derived from the study, there was no statistically significant relationship between female and male students in native and non-natives classes; however, unlike Karataş et al. (2016) and Çağatay's (2015) studies, male students were revealed to experience more anxiety than female students regarding their higher mean score. Moreover, the results indicated that the students in native speaker class experienced a higher level of anxiety than that of students being trained by a non-native teacher, but the difference was not at a statistically significant level. Similarly, in a mixed-method study conducted by Han, Tanrıöver & Şahan (2016), the data obtained from 48 prep-school students via FLSA questionnaire and semi-structured interviews revealed the same results about native and non-native teachers' effect on foreign language learners' attitude towards FLSA, and no significant difference was found between students' FLSA in classes taught by native and non-native teachers. Moreover, they put forth that error correction strategies used by teachers were found to affect students' attitudes towards FLSA.

Justifying that there are few studies in number that search for techniques to decrease the level of FLSA experienced by EFL learners, Uştuk and Aydın (2016) designed an experimental study with the participation of 40 advanced level EFL students majoring in English Language Teaching (ELT) at a state university. In their study, Uştuk and Aydın (2016) investigated whether employing paralinguistic features' such as gesture, proximity to learners, echoing etc. had an effect on foreign language anxiety during speaking. Having used a questionnaire that asked for their gender, age, proficiency scores, and FLCAS developed by Horwitz et al. (1986) as administered at the beginning and end of the research process, the data were collected over two weeks, and the results demonstrated that using paralinguistic cues in EFL classes helped learners to decrease their foreign language anxiety level in terms of communication apprehension and fear of negative evaluation; however, it brought about the test anxiety to increase.

In a recent study, Punar and Uzun (2019) aimed to contribute to the literature of foreign language speaking anxiety from a more technology-language integrated perspective, and they

examined the use of Skype in foreign language classrooms in their experimental research design study. 21 (14 female and 7 male) B1 and B2 level adult learners were separated into two groups as control group that was exposed to face to face speaking lesson, and experimental group in which the students had the lesson with the same native speaker teacher, and on the same topics as the control group but through a Skype conference call. Data were collected through pre- and post-tests with the help of two scales to find out learners' anxiety levels. The results of the study revealed that there was a statistically significant difference between pre- and post- test scores of experimental group comparing to control group. Moreover, male students were revealed to experience less FLSA than female students. At the end of their study, Punar and Uzun (2019) suggested the foreign language teachers to provide the language with technology as much as possible since it is now a necessity of the era we live in today.

Identifying that students struggle in speaking English due to factors like lack of fluency and experiencing an overdose of anxiety in foreign language, Yaman (2016) also realized the gap in the field to come up with solutions to alleviate students' foreign language speaking anxiety, and suggested keeping voice diaries in dealing with the debilitating effects of FLSA. At the end of a ten-week period with 12 students, keeping voice diaries was found to be effective in decreasing FLSA, improving pronunciation and fluency as well as providing students with a certain amount of out of classroom practice which increased the exposure to the target language.

As one of the recent studies, K ro glu (2016) carried out a study to find out the effect of using Interventionist Dynamic Assessment on foreign language speaking anxiety. In Interventionist Dynamic Assessment model, unlike the traditional standardized assessment model, there is intervention to the process through support and feedback such as guiding or encouraging the student to speak during the speaking test. FLCAS and structured written interviews were utilized as to collect the data. The results of the study put forward that by providing a relaxing atmosphere, the interventionist dynamic assessment helped students reduce their speaking anxiety as well as boosting their achievement in oral practice.

Undoubtedly, teaching profession always requires to deliver speech in front of a group of people, thus it is inevitable for teachers to experience anxiety especially if they are required

to have a speech in a foreign language. For this reason, to alleviate FLSA's adverse effects, Güvendir, Kocabıyık and Dündar (2020) conducted a quite recent study. They investigated the impact of Counsellor Trainee Support on speaking anxiety in classroom context. Quantitative data were gathered through pre-tests, post-tests and qualitative data were collected by means of written reflections of 16 junior student teachers, the findings of the data concluded that the student teachers benefited from the counsellor trainee support procedure in a positive way. Considering the findings, it was reported that counselling procedure not only helped the participants reduce their FLSA level, but also it helped them gain skills to cope with their anxiety related problems. Similarly, with the aim of finding out ways to reduce speaking anxiety level of EFL learners, Kılıç, Eryılmaz and Dinç (2018) carried out an experimental study with 16 B1 level students (8 students in each group - control and experimental) studying at a preparatory program of a state university. They adopted three instruments to collect data in pre- and post- tests. These scales were the State-Trait Anxiety Inventory (STAI), the Satisfaction with Life Scale (SWLS) and Positive and Negative Affect Schedule (PANAS). Over a period of ten weeks, the students in the experimental group took psychoeducational group training once a week which aimed to realize the major sources and the degree of FLSA. Considering the aspect of FLSA, a statistically significant difference between pre- and post-test scores of students in the experimental group was reported by the findings of this study while no change was observed in the control group's pre- and post-test results. Therefore, it can be concluded that psychoeducational group training is an effective method of reducing the level of FLSA among EFL learners.

From a different perspective, Zerey (2008) examined whether theatre production created a difference in the level of foreign language speaking anxiety, and focused on this issue in her masters' thesis. With the participation of ELT department students of a state university, FLCAS was utilized to collect the data at the beginning and end of the process, interviews, diaries and another questionnaire developed by the researcher (Theatre Production Perception Questionnaire). At the end of the study, the results revealed that theatre production had a positive influence on participants by reducing their FLSA level and public speaking anxiety. Moreover, participants gained self-confidence and courage thanks to staging a play. Likewise, Atas (2015) focused on techniques used to deal with FLSA, and

performed a study with 24 high school students studying their last year. In her study, Atas (2015) investigated the impact of making use of drama techniques in classroom setting to reduce the speaking anxiety level of EFL learners. Over a six-week period participants received language and drama training, and data were collected via both quantitatively and qualitatively. Inferential statistics was utilized to analyse the quantitative data, the result of which indicated that there was a positive and significant difference between the scores of pre-test and post-test. The results obtained from the qualitative data also showed consistency with the result of the quantitative data, thus the efficiency of the use of drama techniques on reducing students' anxiety, shyness and fear towards foreign language was indicated.

Along with studies that focus on identifying the major causes of FLSA, and possible solutions to deal with debilitating effects of FLSA on foreign language learners, studies to reveal the possible effects of FLSA on learners' academic or personal life have been put forward in Turkish context as well. For this purpose, Tuncer and Doğan (2015) carried out a descriptive study to unveil the impact of having FLSA on academic achievement. 271 students receiving education at prep-school of a state university participated in the study in which FLCAS (Horwitz et al., 1986) was used to collect data. By comparing the results obtained from the scale with students' scores on foreign language achievement test, it was indicated that the FLSA experienced by students at the beginning of the prep-school education did not predict any academic failure for the future. However, the findings also demonstrated that academic failure which was encountered at the end of their language education could be explained by anxiety's emerging and increasing throughout the teaching-learning process. In another study of Doğan and Tuncer (2016), they investigated the relationship between FLSA and academic achievement according to variables such as the gender factor, having been abroad, knowing a third language other than English and Turkish, and economic status of the learners via a correlational survey study. As a result of their study, statistical analysis on the data showed that as found in Mede and Karairmak's (2017) study experience abroad and economic status had no effect on FLSA and achievement while knowing a third language was effective to a small extent. Furthermore, FLSA and achievement was concluded to be negatively correlated. As for the gender factor, males were found to be inclined to have more interest for learning a language and experiencing less

anxiety of communicating with a native speaker than their female peers; however, female students were better in terms of foreign language achievement. Furthermore, to discuss the effect of FLSA on achievement, at the turn of the 21st century, Dalkılıç (2001) performed a study on FLSA with 126 freshman students studying in the department of English Language Teaching at a state university. Her study aimed to find out the relationship between FLSA and achievement in speaking classes as well as revealing the causes of FLSA. At the end, a significant relationship between anxiety level and achievement was illustrated by the findings as the more they were anxious, the worse their scores in speaking classes were. In terms of the causes of FLSA, interviews put forward that conspicuousness, lack of self- confidence, shyness, high expectations of others, lack of knowledge in the target language were among the major causes that provoked speaking anxiety in foreign language.

Investigating the concept of FLSA at all education levels is important to make sensible interpretations about it, so all educational contexts in which English is learned as a foreign language from elementary school to university level should be investigated in terms of learners' experiences on FLSA. In order to find out the role of FLSA in different grades, Mestan (2017) conducted a study with 80 students from two level of schools as secondary school and high school. Both quantitative and qualitative data were collected through the same questionnaire developed by the researcher, and the results revealed that students experienced FLSA mainly because of making mistake and their negative feelings and attitudes towards learning a foreign language as in Okay and Balçıkanlı's (2017) study. It was also found that as age and exposure to language increased, it was possible that the anxiety level decreased; however, still its effect on learners was considerable. In her study, suggestions and strategies to overcome FLSA were also proposed by students yet they stated that they preferred the teacher's help to deal with FLSA's negative effects instead of trying to manage their anxiety on their own.

Kasap and Power (2019) investigated the concept of FLSA from both teachers' and students' perspectives to unveil its symptoms on students' feelings and physical condition through semi-structured interviews with highly anxious students and teachers' observations. The results derived from the qualitative data demonstrated that students experienced a feeling of uneasiness, discomfort with self-esteem, bodily sensations such as trembling, blushing,

increase in heart rate and so on. The teachers' observations were in line with students' statements, and they observed that experiencing a high level of FLSA impeded communication in foreign language severely as well as affecting the atmosphere of the class and participation of the students. Parallel to this, since teachers' role in language learning process cannot be ignored, Öztürk and Gürbüz (2013) focused on the impact of students' feelings and teacher's role on foreign language speaking anxiety and creating an ideal classroom to minimize the debilitating effects of FLSA on learners. With the participation of 19 students studying at a preparatory program of a state university, as a result of the interviews it was reported that students believed that teachers had a great role on their FLSA in terms of their behaviours and attitudes towards their students, they also expressed that they lost their self-confidence while speaking in classroom environment which resulted in avoidance to speak. Moreover, it was indicated by the results that if the classroom had a sincere atmosphere, the students tended to feel less anxious. Regarding these findings Öztürk and Gürbüz (2013) suggested some implications to create an ideal classroom in terms of foreign language anxiety such as teachers should use positive feedbacks to boost learners' self-confidence, avoid negative attitudes towards their learners and use motivating strategies to help their learners alleviate the negative effects of FLSA on foreign language learning process.

2.2. Communication Apprehension

The concept of communication apprehension differs from foreign language speaking anxiety with being an aspect that is related to not only L2, but also L1. McCroskey (1970) defined communication apprehension as "...a broadly based anxiety related to oral communication..." (p. 270). As the concept of communication apprehension gained popularity in time, a more comprehensible definition was proposed by McCroskey (1984a) stating that communication apprehension is a fear or anxiety experienced by an individual in case of having a real or anticipated communication with a person or people. Shyness, audience anxiety, stage fright, unwillingness to communicate, reticence and predispositions towards verbal communication were detected as constructs that are related to communication

apprehension by McCroskey (1981). Communication apprehension's relation with foreign or second language learning became a concern of researchers; thus, in literature of SLA domain, numerous research have been carried out to conceptualize the CA, and define its role in language learning process.

2.2.1 Research studies on communication apprehension

Communication apprehension experienced later in life might have a relation with individuals' childhood experiences; therefore, Daly (1991) asserted that negative past experiences on communication and being discouraged in communicative contexts may bring on communication apprehension to arise. Hence, Aydın (2001) highlights the importance of encouragement to communicate which leads to the increase in willingness to speak. Alleging that communication apprehension level of children depends on their family size since the larger family they have, the less communication skills they attain, McCroskey (1977) involved 128 high school students in his study. The findings put forward that family size and CA experienced by children were significant and positively correlated.

In another study of McCroskey (1983), students from 51 colleges and universities participated in the study, and Personal Report of Communication Apprehension (PRCA-24) was administered to gauge participants' apprehensiveness in communication. The results of his study indicated that one fifth of the students experienced a high level of CA. Later on, aiming to identify the impact of CA on academic achievement, McCroskey and Payne (1984) carried out a longitudinal study that lasted five years with a sample of 1,885 freshmen college students. The results of the data collected via PRCA-24 detected a negative correlation between the level of CA and achievement. Furthermore, it was reported that for highly apprehensive students the possibility of dropping out of school in the first two years was higher than the possibility for students who experienced a moderate or low level of CA. On the contrary, Comadena and Comadena (1984) administered Stanford Achievement Test (SAT) and Measurement of Elementary Communication Apprehension (MECA) on 48 elementary school students; however, the findings did not present a significant relationship between communication apprehension and academic achievement.

Not only the correlation between achievement and degree of apprehensiveness, but also the impact of gender on predicting CA has become a matter of research by time. Comadena and Prusank (1987) carried out a study with 144 students (70 males, 74 females) studying at elementary school and a negative correlation between the level of CA and academic achievement was found unlike Comadena and Comadena (1984). Nevertheless, in terms of gender factor, no significant relationship was detected between CA and females' achievement while a significant relationship was indicated between male students' success particularly in language achievement and their CA level. As a more recent research on the relation of gender and communication apprehension, Loureiro, Loureiro and Silva (2020) performed a study on 345 students with different graduation degrees by employing Personal Report of Communication (PRCA) and Dally-Miller Writing Apprehension Test (DMWA) to collect data. The findings concluded that students experienced more oral communication apprehension than writing apprehension, and females' level of CA was found out to be higher than that of males.

McCroskey et al. (1985) changed their direction to unveil the relationship between CA and language learning; therefore, they carried out a research on students whose second language was English. It was concluded at the end of the study that students experienced more CA in their second language than their native language, and the level of apprehension in first language anticipated CA in second language more concisely than students' perceived competence in their second language. Considering the findings of ESL research revealing Malaysian students' deficiencies in English as their second language, Sabri (2014) examined the level of CA, and whether the year of study had an effect on communication apprehension among university students. 60 students from two different grades participated in the study in which the data were collected through Personal Report of Communication Apprehension. As a result of the study, the findings did not present any significant difference between the level of CA and year of study. Moreover, the scores retrieved from PRCA-24 indicated that participants' communication apprehension did not differ depending on the four contexts which were group discussion, meetings, interpersonal and public speaking.

Supposing that executives are required to be qualified in oral communication, Rimkeeratikul et al. (2016) carried out a study on 31 MA students studying in a program for

executives at a state university in Thailand to examine the trait-like communication apprehension experienced in both L1 and L2. PRCA-24 was administered to collect quantitative data, and t-test analysis was computed to find out the differences between L1 and L2 in terms of trait-like anxiety. The findings showed no differences between the level of trait-like CA in L1 and L2; however, participants were found to be experiencing more apprehension in the context of interpersonal communication in their native language rather than in English which was their second language. In another study conducted in Thai context by Rimkeeratikul (2016), year of study's effect on communication apprehension was examined with the participation of 30 first year and 46 second year MA students taking English as a second language course. Adopting a quantitative research, PRCA-24 was administered for collecting data, and t-test analysis of the data indicated no significant difference on the level of CA at all four contexts between first and second-year students; however, first year students were revealed to have higher mean scores than the second year students. This finding was attributed to the higher amount of time spent on English course by second year MA students comparing to the first-year students.

With the aim of investigating the sources of communication apprehension, and their effect on both CA and willingness to communicate, Matsuoka (2008) found that perfectionism and competitiveness were among the major causes that aggravated CA. Furthermore, qualitative data collected with semi-structured interviews concluded that CA had a potential effect on lowering willingness to communicate in second language.

In Turkish context, little research has been done on communication apprehension in relation to foreign language. Kavanoz (2017) designed an explanatory study on the concept of CA, and data were collected by means of both quantitative and qualitative data collection instruments. Communication Apprehension with The Lecturers Scale (Gümüő & Geęer, 2008) to collect the quantitative data, and open-ended survey questions were administered to obtain the qualitative data. The study sample consisted of 114 students (27 sophomores, 29 juniors, 58 seniors) studying in English Language Teaching department of a state university. Kavanoz (2017) investigated the influence of gender, year of study and achievement on the level of communication apprehension. Descriptive analysis, independent samples t-test, ANOVA, and Pearson correlation coefficient were utilized for the analysis of the quantitative

data while content analysis was utilized to analyse the qualitative data. The findings of the study revealed that participants had low level CA and none of the variables was found to be significantly correlated with CA. Although no significant effect of these variables was identified, it should be considered that mean scores of apprehension scale were observed to be lowering as the year of study increased. Furthermore, female students' mean scores were higher than their male peers, and qualitative data demonstrated the students' opinions regarding the remarkable role of CA in teacher education. Besides, it was suggested by the results that lecturers' behaviours have an impact on determining communication apprehension of the learners; that's why lecturers were suggested to exhibit positive behaviours to increase the communication with their students. As a more recent study, Han et al. (2020) focused on investigating the level of apprehension, and the effect of gender with 44 academics working at two state universities in Turkey. They examined the communication apprehension experienced by academics during international symposiums and conferences. Data were collected through two questionnaires as PRCA-24 (McCroskey, 1982), FLCAS (Horwitz et al., 1986), and both descriptive and inferential analysis were performed. In light of the findings, academics found to be experiencing a moderate level of CA, and even though female academics' mean scores were higher than males', gender was not revealed as a determiner of CA at a significant level.

2.3. Oral Communication Strategies

Strategy as based on its lexical definition refers to a plan that is used to achieve a goal, and starting from this point, Selinker (1972) referred to strategies in language learning for the first time, which led the concept of learning strategies to become a focus of research. The term communication strategy was first used by Varadi (1973), and communication strategies were defined as plans that are put in action for realizing the negotiation of meaning and managing a conversation (Tarone, 1980). In case of a person suffering from deficiency in linguistic knowledge in the target language to meet the objectives of a particular communication, the need for the use of communication strategies arises (Dörnyei & Scott, 1997). Hence, based on their facilitative characteristics, Faerch and Kasper (1983; cited in

Kongsom, 2009) highlight the role of communication strategies (CSs) in coping with any predicaments aroused during communication.

In the literature, there have been numerous studies that investigated the use of communication strategies, and two perspectives were revealed as a result of this. The first one, psycholinguistic perspective, justifies that communication strategies are used by the individual on her/his own as a result of a cognitive process in order to provide comprehension of the communication that the individual is involved in. Thus, psycholinguistic view focuses on the production level of communication from the view of individual (Faerch & Kasper, 1983). As opposed to this perspective, interactional perspective defines communication strategies as a mutual attempt of two people, who take part in a conversation, to employ these strategies with the aim of realizing the negotiation of meaning (Tarone, 1980).

Researchers made a lot of effort to investigate the communication strategies, and categorized them based on their common features under particular dimensions considering two perspectives mentioned above. While Tarone's Taxonomy of CSs (1977; cited in Kongsom, 2009) classified the strategies in accordance with the interactional perspective, Faerch and Kasper's Taxonomy of CSs (1983) made their classification based on the psycholinguistic perspective. Furthermore, Dörnyei's Taxonomy of CSs (1995), Nakatani's Classification of CSs (2005) showed similarities with Faerch and Kasper (1983). Although Dörnyei (1995) offered stalling and time gaining strategies in addition to avoidance and achievement, Nakatani (2005) classified communication strategies under two main categories as avoidance and achievement strategies similar to Faerch and Kasper (1983) as in line with the psycholinguistic view.

2.3.1. Related studies on oral communication strategies

Dörnyei (1995) emphasizes the importance of teaching students in terms of communication strategies since they function as tools that facilitate to speak in foreign or second language through some hints. Based on this point of view, studies on the effectiveness of strategy training have been carried out in literature. In the same study as a result of which Dörnyei (1995) highlighted the importance of strategy training, 109 high school students took

part in an experimental design that was conducted in Hungarian context. Student participants received a training on some strategies such as topic avoidance and replacement, circumlocution, filler and hesitation. The results suggested that strategy training made difference on learners' frequency of using communication strategies in a positive way because when they were trained to use strategies, they gained confidence and competence in managing a conversation in the target language. Cohen et al. (1996) focused on examining the effect of explicit strategy training through an experimental design study on 55 intermediate level students, and it was concluded that explicit strategy training brought about an increase in speaking ability in foreign language. Furthermore, another experimental study was conducted by Nakatani (2005) with 62 female students, 28 of which took metacognitive strategy training over a period of 12 weeks. It was indicated by the findings that metacognitive strategy training helped students increase their speaking performance. Kılıç (2003; cited in Kavasoğlu, 2011) examined the impact of strategy training on spoken performance on upper-intermediate level high school students, and it was found that students taking explicit strategy training delivered a better oral performance in speaking tasks.

Despite the majority of research in the literature affirming the explicit strategy training, Özdemir and Örsdemir (2017) investigated whether it was possible that various communication strategies used by teachers determined students' employment of communication strategies. It was put forward by the qualitative and quantitative data that foreign language teachers used teaching strategies rather than communication strategies except for message abandonment strategy. Hence, students should be trained on various communication strategies explicitly. Considering findings of these studies, it can be deduced that strategy training remarkably contributes to learners' improvement of speaking ability in foreign language.

An abundant number of studies dealing with the role and effect of oral communication strategies in language learning process have been conducted in the literature. Some of these particular studies addressed the relationship between the use of CSs and learners' proficiency level. Paribakht (1985) carried out a study on two groups of Persian EFL learners with the aim of revealing the impact of proficiency level on the communication strategies preferred to use in foreign language. The findings indicated that low proficient learners tended to use

communication strategies more than the students whose proficiency level was higher. Similarly, the same pattern was encountered in Chen's (1990) study carried out on 12 EFL students reporting that highly proficient learners made use of fewer communication strategies. In addition, the conclusion of strategic competence's positive relationship with communication competence was drawn from the findings; however, the small size of the sample was presented as a limitation of the study, thus the findings may not be generalized to the population. The findings of Wannaruk's (2002; cited in Kavasoglu, 2011) study lent support to Paribakht (1985) and Chen (1990), by concluding a negative relationship between proficiency level and the amount of using communication strategies.

Furthermore, the correlation between the use of communication strategies and language proficiency level of learners was investigated by some researchers in Turkish context where English is taught as a foreign language as well. Karatepe (1993; cited in Sümme, 2001) performed a study to probe whether the proficiency level was influential on the use of oral communication strategies, and it was demonstrated by the findings that low proficiency level students employed more communication strategies than others. Sümme (2001) conducted a study into revealing the factors that affected the use of communication strategies with 60 freshman students studying at ELT department of a state university. It was concluded by the findings that not only the frequency but also the quality of the communication strategies changed depending on learners' proficiency in target language. Similarly, the results of a study conducted by Gümüş (2007) were compatible with studies that reported less proficient students' use of communication strategies to be more frequent in order to cope with speaking problems rather than highly proficient students. The findings indicated that low-level students employed communication strategies more frequently and made use of modification devices such as repetition and fillers more frequently than highly proficient students.

On the other hand, the findings of Gökgöz's (2008) study with 102 EFL learners indicated different findings than studies that presented a negative correlation between frequency of communication strategies used and oral proficiency of learners. As a result, a significant difference was found between high and low proficiency students based on the strategies they made use of. While students that have high speaking grades tended to use social affective, negotiation for meaning strategies and fluency oriented strategies, students

that have low speaking grades were reported to benefit from communication strategies less than their peers. In a study conducted by Uztosun and Erten (2014), 17 pairs from different levels of language proficiency were asked to speak about two short movies. Data were collected through stimulated-recall interviews, analysed via Kruskal-Wallis test. Findings illustrated that level of language proficiency did not have a significant effect to determine the use of communication strategies. Besides, use of filter, self-repair and self-repetition were found among the most frequently used strategies.

Findings of all the studies into investigating the role of linguistic proficiency on the frequency of employing communication strategies do not show consistency with one another. While some allege that there is a negative correlation between proficiency and use of communication strategies since students with low proficiency have to benefit from these strategies in order to overcome the difficulties and breakdown in communication, there are studies presenting the opposite results. Thus, more research is needed to identify whether proficiency determines the use of communication strategies.

Differing from a great number of research on relationship between learner characteristics and language learning performance, Ehrman and Oxford (1989) examined the relationship among learner characteristics in their exploratory study with 78 participants. As a result, females found to be using strategies more frequent than males. In contrast to Ehrman and Oxford's (1989) findings, Whartan (2020) carried out a research into investigating the strategy use of 648 bilingual foreign language learners. Chi-square analysis was computed to reveal the impact of gender and proficiency on strategy use, and a significant effect of gender was revealed on strategy use since males were reported to be employing strategies more often than females. Although, in his study, Li (2010) reported that Taiwanese female students participated in his study were predisposed to use more communication strategies comparing to male university students.

Some researchers aimed to shed light on the question about the existence of specific communication strategies' influence on boosting oral performance of foreign language learners. To this end, Nakatani (2010) focused on identifying the distinctive communication strategies that foster spoken performance. 62 Japanese female college students constituted the study group, and the data were collected over 12 weeks. The results of the study suggested

that strategies employed to maintain discourse and strategies for negotiation for meaning had the potential of reinforcing learners' ability of communication in target language. For similar reasons, Şener and Balkır (2014) carried out a mixed method study with a study group of 76 freshman ELT students at a state university. Both being classified under the group of compensatory strategies, approximation was found to be the most frequently employed strategy while the least employed one was foreignizing. Furthermore, the students utilizing modification strategies revealed to be more successful than the others. Moreover, in his study, Uzun (2019) focused on unveiling the most frequently favored compensatory and avoidance strategies by EFL learners studying in preparatory school at a foundation university in Turkey. Adopting a mixed-method study to corroborate the results with various sources, he administered OCSI (Nakatani, 2006) for the quantitative data collection and for the qualitative data semi-structured interviews with five instructors teaching English to the participants of the study, and retrospective interviews with five voluntary students were conducted. The quantitative findings of the study demonstrated that among avoidance strategies students use message reduction and syntactic avoidance strategies the most; however, among compensatory strategies, approximation, circumlocution, time gaining and prefabricated patterns were revealed to be the most frequently preferred ones. On the other hand, qualitative data presented difference in terms of the most frequently favoured compensatory and avoidance strategies, and it was concluded that message abandonment strategies were the most employed avoidance strategies while prefabricated patterns, self-repetition and self-repair were the most frequently favoured compensatory strategies. It was also put forward by the results of the study that there was a negative correlation between proficiency level and the amount of using avoidance strategies.

2.4. Summary

In the literature of foreign or second language learning, a great deal of studies have been performed to conceptualize and identify the speaking anxiety experienced in the target language. Therefore, a lot of effort have been made and much ground has been gained to be able to make rigorous explanations regarding the concept of foreign language speaking

anxiety. Studies in both international context and Turkey generally focused on the same issues regarding foreign language speaking anxiety. While the early studies attempted to conceptualize the term of foreign language speaking anxiety apart from language learning anxiety, later on they changed their direction to reveal the sources of speaking anxiety such as gender, proficiency level, students' self-beliefs and attitudes towards the target language etc., effects of FLSA on learners, teachers' and teaching procedure's influence on FLSA, and possible suggestions to minimize the negative effects of FLSA that deteriorate the language learning process.

As referred to the feeling of apprehension that is induced by a real or an anticipated communication, the concept of communication apprehension also aroused interest among researchers. Communication apprehension's relation with other variables have been investigated throughout a number of studies regarding both L1 and L2, and some specific topics were identified to be mainly focused on in the literature of CA. Gender factor, year of study, proficiency level and academic achievement were presented to be the most frequently investigated variables in relation to communication apprehension. However, little research have been conducted in Turkey into this phenomenon.

In terms of communication strategies, many research have been set out to determine language learners' use of these strategies. Researchers investigated the frequency of the use of strategies by language learners during communication in the target language, whether the use of communication strategies differs depending on the gender and linguistic proficiency, and the effect of the use of particular strategies on oral performance. In addition, some researchers agreed upon the teachability of communication strategies, and carried out studies to find out the efficacy of strategy training.

Consequently, there is a paucity of research into investigating these three constructs at the same time and shedding light on the possible relationship between them. For this reason, the present study aims to contribute to the literature by exploring the current situation of the each construct in the foreign language learning process on its own, revealing the relationship of each phenomenon with the others separately and then identifying the relationship between FLSA, CA and OCS. Through the help of the findings, the current study intends to enable all

the stakeholders in foreign language teaching and learning process to draw conclusions and guide them in terms of FLSA, CA and the use of OCS.

3. METHODOLOGY

3.1. Research Design

The current study aims to identify to what extent foreign language learners experience foreign language speaking anxiety and perceived communication apprehension, and which oral communication strategies they make use of in their Oral Communication Skills course.

Several number of research designs are used in order to plan, conduct and evaluate both quantitative and qualitative research. However, as known for its being a widely used research design among others, survey research has been adopted in educational studies for a long time in order to realize the procedures in quantitative research. The reason for the popularity of this research design in use may be attributed to its ease in providing the researchers with trends, individuals' opinions about a particular subject, individuals' attitudes and beliefs towards a specific topic that the research focuses on (Creswell, 2012). For this reason, as one of the two types of research surveys, a cross-sectional survey research design, which "has the advantage of measuring current attitudes or practices by administering a survey and collecting information" (Creswell, 2012, p.377) was employed in the present study with the intent of examining the current state of foreign language learners regarding the level of foreign language speaking anxiety, perceived communication apprehension level and the use of oral communication strategies.

The present study was conducted with the participation of freshman students studying in the department of English Language Teaching at twelve state and private universities located in different cities in Turkey. Only quantitative data were collected through three questionnaires, and the obtained data were analysed through both descriptive and inferential statistics.

3.2. Participants

The current study intended to focus on the students studying at the English Language Teaching department in the fall semester of 2020-2021 academic year, and adopted convenience sampling method to form the sample as one of the non-probability sampling methods. The study group consisted of 315 first year voluntary students from 12 universities

(11 state and one private) in Turkey. All participants were taking Oral Communication Skills course at the time of the study which is given as a compulsory course in the programme of English Language Teaching departments with the aim of gaining students effective communication skills to be able to deliver a speech and make presentations in front of people.

The participants of this study took a university entrance exam conducted by the Measurement, Selection and Placement Center after graduating from high school in order to enable students to be placed in higher education programmes. The exam includes two sessions, first of which is based on testing their basic proficiency on Turkish language, liberal arts, mathematics and science, and the second session is the foreign language test consisting of 80 questions focusing on revealing the students' proficiency in English. According to the scores of this two-session exam, students were placed to department of English Language Teaching at different universities. Although the duration of education offered in this programme is four years, in order to ensure that each student has sufficient level of language proficiency to be able to comprehend the courses given in foreign language, some students may have to take prep-class education for one year. For this reason, a proficiency test is given to students at the beginning of the first school year. The ones whose language proficiency level is B2 or above directly start their first year in the department while less proficient students are to receive English language training at preparatory school of the university until they achieve B2 level of proficiency.

Three questionnaires were distributed in digital forms, and each of the questions was mandatory to answer which prevented the answers of unfinished questionnaires to be saved; therefore, no loss of data was detected. The age and gender of the participants and these demographic characteristics' effect on the focus of the research topics were not included in the research questions, so the present study provided no information about the demographic characteristics of the participants. Besides, although the questionnaire form did not ask for demographic information, age of the participants are considered to be between 18 and 22.

3.3. Setting

As mentioned above, convenience sampling method was used, and non-random selection of participants who were easy to contact and obtain data was made. 315 students enrolled in eleven state universities and one private university were included in the current study from 12 universities. Names and the number of participants from each university are presented in Table 3.1.

Table 3.1. *Distribution of participants over universities*

	N
Alanya Alaaddin Keykubat University	8
Anadolu University	120
Burdur Mehmet Akif Ersoy University	11
Çanakkale Onsekiz Mart University	10
Gaziantep University	13
Middle East Technical University	10
Necmettin Erbakan University	57
Pamukkale University	7
Sinop University	7
Sivas Cumhuriyet University	58
Süleyman Demirel University	9
Ted University	5

All of these universities have various faculties and departments. The common point of all is that they have a teacher training program on English language teaching that offers four years of study on departmental courses, and a year of preparatory school on the condition that students fail the proficiency test conducted at the beginning of the school year after enrolling in the school and before starting to receive teacher training education. In their first year, students take courses related to educational sciences along with skill-based courses on improving their linguistic competence in the foreign language that they are supposed to be teaching after graduation. The language of instruction in courses related to teaching foreign language is English while the courses lectured by academics working in department of

educational sciences are taught in students' first language, which is Turkish. The program to train English language teachers starts from theory yet as the year of study increases, practice of teaching language is integrated with theory. In their last year, students are supposed to take teaching practicum courses in both semesters, through which they visit schools affiliated to Ministry of Education, in order to both observe the teachers there and gain teaching experience. For providing detailed information about the courses offered by the curriculum of the department of English Language Teaching prepared by the Council of Higher Education in Turkey, the bachelor programme courses are presented in the appendices section (See Appendix A).

Since the participants of the present study are freshman students, they are more like language learners rather than prospective English teachers. In their first year of study, their departments offer courses that help students improve their language skills for two semesters such as Phonetics and Phonology to make them gain an understanding of the sound system of English, Writing Skills for enabling students to practice in academic writing from paragraph to different types of essays, Reading Skills for improving their critical reading skills, Oral Communication Skills to make them competent in both delivering a speech and making presentations in front of other people in foreign language and Contextual Grammar to increase their awareness of the structure of the target language. For that reason, the participant group that is composed of freshman students of these departments in this study are considered as language learners with upper-intermediate or advanced level of language proficiency rather than pre-service or prospective teachers.

Although all these above mentioned courses were previously being conducted as two-hour classes per week, at the time of the data collection process the participants were taking each of these courses online in one hour per week. The reason for the decline in the duration of the courses was the coronavirus pandemic that caused all the countries to take severe measurements to deal with it such as adopting emergency distance education system, and thus all the courses were started to be taught online starting from March 2020. Distance education was conducted through online classes realized via some sort of software programs such as Zoom, Microsoft Teams, Google Meet and some other online meeting software developed by universities. During this process, students attended the live classes online or

had the chance of watching a class they had missed since the teachers were required to record the class and upload it to the system in order to be watched by the students afterwards. Assessment of the classes were realized through online tasks and online exams or assignments.

In terms of Oral Communication Skills course, which our participants were taking as a compulsory course from academics all of whom have PhD in English Language Teaching, the online classes took 50 minutes per week. In these classes, students were aimed to be equipped with skills such as competency in speaking skills, being able to use speech acts properly, preparing and making effective presentations, using body language and voice effectively and so on. In accordance with the objectives of the course, participants were required to prepare presentations, reflect on their own presentation and give peer-feedback on their peers' presentations, write reflective journals on this subject through the semester and take part in debates managed by the lecturer of the course. The assessment of this course was made in compatible with the aim of the course such as through online presentations prepared and presented by students and assessed by the lecturer via a well-prepared rubric.

3.4. Data Collection Tools

This study employed only quantitative data collection instruments. Having a cross-sectional survey research design, the quantitative data were collected through three instruments each of which is composed of various number of items. Every one of the questionnaires attempts to gather information on each of the three concepts that the current study focused on: foreign language speaking anxiety, perceived communication apprehension and oral communication strategies. Furthermore, questionnaires were written and distributed to participants in their first language in order to prevent any misunderstanding of the items, which may impede the reliability of the findings. Detailed information about the questionnaires are presented below.

3.4.1. Foreign language speaking anxiety questionnaire (FLSAQ)

In a study conducted by Horwitz et al. (1986), Foreign Language Classroom Anxiety Scale (FLCAS), which is a 5-point Likert type scale, was designed with the aim of measuring the range and extent of foreign language anxiety experienced in classrooms by foreign language learners. The FLCAS consists of 33 items and even today it is one of the widely administered questionnaire in studies related to foreign language anxiety since it has demonstrated a high internal consistency with an alpha coefficient of .93. Moreover, the test-retest reliability of the instrument was found to be $r = .83$ ($p < .001$) at the end of an 8-week period (Horwitz et al., 1986). FLCAS focuses on determining foreign language anxiety experienced in foreign language classrooms under three constructs as communication apprehension, fear of negative evaluation and test anxiety; however, the present study's focal point is foreign language speaking anxiety. For this reason, Foreign Language Speaking Anxiety Questionnaire (FLSAQ) used by Saltan (2003), designed by extracting 18 items that are truly related to speaking anxiety in foreign language out of 33 items, was administered in the study (See Appendix B). 18-item Foreign Language Speaking Anxiety Questionnaire is composed of 5 points as 1: strongly disagree, 2: disagree, 3: not sure, 4: agree, 5: strongly agree, and participants are supposed to choose the number that most appeals to them considering the statement.

Saltan (2003) made use of this 18-item FLSAQ in her study, and revealed the instruments' direct relation to foreign language speaking anxiety. With the intent of preventing any misinterpretation of the items and obtaining more reliable data, Saltan (2003) adapted the FLSAQ into Turkish through back translation technique by getting help from two American bilingual teachers and her supervisor. In this study, Turkish version of foreign language speaking anxiety questionnaire (See Appendix C) was administered to 315 freshman ELT students, and the internal consistency of the instrument was calculated and regarding the Cronbach's Alpha coefficient obtained from the reliability analysis, it can be said that FLSAQ is quite reliable (Cronbach's Alpha=.95).

3.4.2. Personal report of communication apprehension (PRCA-24)

Personal Report of Communication Apprehension (PRCA-24) developed by McCroskey (1982) has a few versions each of which is consisted of various items; however, PRCA-24 (See Appendix D) is the latest and the most commonly used version to determine the degree of communication apprehension. The questionnaire was scored on 5-point Likert Scale, requiring a response to each item with a single answer as following 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree. The questionnaire consists of 24 items in total, and four dimensions to measure the level of communication apprehension depending on communication contexts such as group discussion, meetings or classes, dyadic interaction and public speaking. Each of the four dimensions are represented by 6 items, and in order to avoid response bias 3 of these items were negatively worded while the other 3 items are positively worded, and these items were coded reversely in data analysis process. Besides having a predictive validity, the instrument is also known for being highly reliable (coefficient of reliability $>.90$) (McCroskey, 1982).

Alishah (2015) adapted PRCA-24 into Turkish to be used in his study conducted on Turkish EFL learners to reveal the predictive effect of communication apprehension on willingness to communicate in foreign language. Turkish version developed by Alishah (2015) was re-examined, and expert opinion was taken on the questionnaire (See Appendix E). An online meeting was organized for this expert opinion and some minor revisions were made by the researcher to increase the comprehensibility of some items under the supervision of her supervisor and a lecturer who is holding a PhD in foreign language teaching. The internal consistency of the instrument was calculated to find out its reliability, and reliability coefficient of the questionnaire was concluded to be quite high (Cronbach's Alpha=.99).

3.4.3. Oral communication strategy inventory (OCSI)

The strategies that foreign language learners make use of to manage a conversation or to cope with problems and breakdown in communication have been intended to unveil; hence, Oral Communication Strategy Inventory (OCSI) (See Appendix F) was developed by Nakatani (2006). 5-point Likert Scale was designed to reveal the strategies used in foreign

language interactions, and students are required to select one of the following options that best expresses their use of strategy: 1: never or almost never true of me, 2: generally true of me, 3: somewhat true of me, 4: generally true of me, 5: always or almost always true of me. The OCSI consists of 32 items collected under 8 groups of strategies. These groups and the distribution of the items to the groups are as following: social affective (items 23, 25, 26, 27, 28, 29), fluency-oriented (items 9, 10, 11, 12, 13, 14), negotiation for meaning while speaking (items 19, 20, 21, 22), accuracy-oriented (items 7, 8, 17, 18, 30), message reduction and alteration (items 3, 4, 5), non-verbal strategies while speaking (items 15, 16), message abandonment (items 6, 24, 31, 32), attempt to think in English (items 1, 2). Furthermore, Cronbach's alpha was computed to find out the reliability coefficient of these 32 items, and it was indicated that with an alpha coefficient of .86 the OCSI has a high internal consistency.

Yaman and Kavasoğlu (2013) carried out a study for the adaptation of OCSI into Turkish with 808 ELT department students and high school students studying in Turkey. In their study, they translated Nakatani's (2006) OCSI into Turkish (See Appendix G), and some changes on the factorial structure of the questionnaire were detected in terms of the classification of the strategies. While OCSI developed by Nakatani (2006) is made up of 8 factors, Turkish adapted version is composed of 7 factors since two items existing in the factor of non-verbal strategies while speaking in the original inventory gave loadings to the factor of negotiation for meaning. After the items were revised, the correlation between the original version developed by Nakatani (2006) and the Turkish version was found to be $r = .78$ which illustrates its acceptability in terms of internal consistency. Overall Cronbach's alpha value of the Turkish adapted version of OCSI was indicated as .83. Since the factorial structure was not reported properly, and factorial loadings of some items were missing in the appendix part of Yaman and Kavasoğlu (2013), the original factorial structure by Nakatani (2006) was followed. For this study, internal consistency of the Turkish version of OCSI was calculated, and Cronbach' alpha value (.77) was found to be higher than .70 which makes the questionnaire reliable to employ.

3.5. Data Collection Procedure

At the beginning of the 2020-2021 academic year, an application was made to Anadolu University Social Sciences Ethics Committee and the research ethics committee approval was provided for the current study (See Appendix H). The Turkish versions of the questionnaires were gathered, and their items were typed on Google Docs. Three questionnaires were presented under one main questionnaire that consisted of three parts each of which presents items related to one questionnaire separately. A detailed explanation regarding the aim and content of the current study was made, and consent form (See Appendix I) was presented in the introduction part of the questionnaire form. In the main questionnaire, data collection instruments as questionnaires were given in the following order: Foreign Language Speaking Anxiety Questionnaire, Oral Communication Strategy Inventory and Personal Report of Communication Apprehension. When transferring the questionnaires to Google Docs through typing, five options in accordance with the original questionnaires were provided, and each item in the questionnaires was determined as mandatory to answer so that participants who skip even only one of the questions cannot submit their answers. Through this way, any kind of data loss was prevented. Furthermore, participants were asked to write their names and last names but not asked for revealing their demographic information such as age and gender. After creating the questionnaire on Google Docs, a link was prepared, and it was shared with the academics working in Department of English Language Teaching at 11 state and a private universities mentioned previously to be shared with their freshman students in the department. The questionnaire was opened to access at the beginning of December 2020 and it was ended at the end of January 2021. Thus, the quantitative data of this study were obtained over two months from 315 participants.

3.6. Data Analysis

The present study mainly has five research questions as follows: **1)** What is the level of foreign language speaking anxiety experienced by freshman ELT students in the Oral Communication Skills course? **2)** What is the level of freshman ELT students' perceived communication apprehension in this course? **3)** What are the oral communication strategies

used by freshman ELT students in Oral Communication Skills course? **3. a)** Does the use of oral communication strategies change according to the level of foreign language speaking anxiety among freshman ELT students? **4)** Can perceived communication apprehension of freshman ELT students predict their foreign language speaking anxiety? **5)** What is the relationship between foreign language speaking anxiety, perceived communication apprehension and the oral communication strategies of students?

The data obtained from the questionnaires were analysed by a statistical software program in accordance with the research questions of the study. In order to find an answer to the first research question, descriptive statistics were used to reveal the degree of foreign language speaking anxiety experienced by first year ELT students in their Oral Communication Skills course. Similarly, for the second research question, descriptive statistics were used to find out participants' level of apprehension in a communication context. In order to illustrate the communication strategies from the most frequently used to the less employed, the researcher made use of descriptive statistics as well. For the question represented by 3.a, one-way ANOVA was computed to identify whether foreign language speaking anxiety was influential on determining the use of communication strategies. In the analysis of the fourth research question, communication apprehension's predictive effect on foreign language speaking anxiety was intended to be unearthed, so regression analysis was used to see to what extent communication apprehension explained foreign language speaking anxiety, and ANOVA was computed to identify whether the communication apprehension's effect on foreign language speaking anxiety was significant. Finally, for the fifth research question, the correlation between FLSA, CA and OCS was aimed to be unveiled and thus the data were subjected to the Pearson product-moment correlation coefficient since it showed normal distribution, then simple linear regression and multiple regression were employed to reveal the relationship between these constructs.

4. FINDINGS

4.1. Analysis of the Research Question 1: What is the level of foreign language speaking anxiety experienced by freshman ELT students in the Oral Communication Skills course?

The first research question aimed to reveal whether the students experienced foreign language speaking anxiety and the degree of it. For this purpose, Foreign Language Speaking Anxiety Questionnaire (Saltan, 2003), which composes of 5-point graded 18 items, was administered. The total scores ranged from 18 to 90, and a total score less than 54 demonstrated a low level of speaking anxiety in foreign language while a total score more than 72 represented a high level of speaking anxiety. The total scores ranging between 54 and 72 showed a moderate level of foreign language speaking anxiety.

In order to identify the level of foreign language speaking anxiety experienced by EFL learners in their Oral Communication Skills course, the mean scores obtained from the questionnaire were computed through descriptive statistics. Furthermore, percentages and frequencies of participants' foreign language speaking anxiety mean scores were computed through descriptive statistics as well. The number of students experiencing each level of speaking anxiety (low, moderate and high) was determined in order to identify the ratio of students with low, moderate and high FLSA levels. The results are demonstrated in Table 4.1.

Table 4.1. *The level of foreign language speaking anxiety*

	N	Mean
FLSA	315	54.24
	Frequencies	Percentages
Low level of speaking anxiety	154	48.9
Moderate level of speaking anxiety	105	33.3
High level of speaking anxiety	56	17.8
Total	315	100

The findings explain that 315 freshman ELT students participated in this study experience a moderate level of foreign language speaking anxiety with a mean score of 54.24 in their speaking course. It is also seen that the mean score obtained from the analysis is quite close to the top line of low level of speaking anxiety.

Besides, as it is presented in the table, the analysis illustrated that 48.9 percent (f=154) of the participants, which is almost a half, experience a low level of foreign language speaking anxiety. Moreover, one third of the students (f=105) experience a moderate level of speaking anxiety while 17.8 percent (f=56) of them, nearly one fifth of the participants, have a high level of foreign language speaking anxiety.

4.2. Analysis of the Research Question 2: What is the level of freshman ELT students' perceived communication apprehension in this course?

This question focused on investigating students' perceived level of communication apprehension, which is the representative of anxiety that occurs in group discussions, interpersonal interactions, meetings and public speaking not only in L2 but also in L1. With this aim, a 5-graded Likert scale named Personal Report of Communication Apprehension (PRCA-24) (McCroskey, 1982) that is made up of 24 items was employed. Since there are 24 items, total score ranges from 24 to 120. A total score lower than 51 illustrates a low level of communication apprehension while a total score higher than 80 presents a high level of apprehension. The moderate level of communication apprehension is determined by a total score between 51 and 80.

With the aim of revealing the degree of communication apprehension experienced by students participated in the present study, descriptive statistics were computed. In addition, to present the frequencies and percentages of participants' communication apprehension as low, moderate and high, scores were analysed through descriptive statistics as well. The results are presented in Table 4.2.

Table 4.2. *The level of perceived communication apprehension*

	N	Mean
CA	315	70.72
	Frequencies	Percentages
Low level of communication apprehension	0	0
Moderate level of communication apprehension	311	98.7
High level of communication apprehension	4	1.3
Total	315	100

As a result of the analysis illustrated in the table above, mean score of the participants were found to be 70.72 which explains that students experience communication apprehension in their Oral Communication Skills course on a moderate level.

Furthermore, as presented in the table, it was concluded that 98.7 percent, nearly all of the participants (f=311), experience a moderate level of communication apprehension. However, not a single participant was found to have low level of apprehension while four students were detected to be experiencing communication apprehension on a high level.

4.3. Analysis of the Research Question 3: What are the oral communication strategies used by freshman ELT students in Oral Communication Skills course?

3rd research question focused on investigating the oral communication strategies employed by freshman ELT students in their Oral Communication Skills. In order to find an answer to the research question, Oral Communication Skills Inventory (OCSI), which is a 32-item 5-point Likert scale developed by Nakatani (2006), was administered to the study group. The scale is made up of eight dimensions each of which corresponds to a group of communication strategies as social-affective strategies (items 23, 25, 26, 27, 28, 29), fluency-oriented strategies (items 9, 10, 11, 12, 13, 14), negotiation for meaning strategies (items 19, 20, 21, 22), accuracy-oriented strategies (items 7, 8, 17, 18, 30), message reduction and alteration strategies (items 3, 4, 5), non-verbal strategies (items 15, 16), message abandonment strategies (items 6, 24, 31, 32) and attempt to think in English (items 1, 2).

Descriptive statistics were computed to find out the frequency of communication strategies used by students and to rank these strategies from the most frequently used to the least made use of. The results of the descriptive analysis are shown in Table 4.3.

Table 4.3. *Oral communication strategies employed by freshman ELT students*

Dimensions	Mean
Factor 1: Social Affective Strategies	3.771
Factor 2: Fluency Oriented Strategies	3.789
Factor 3: Negotiation for meaning while Speaking	4.085
Factor 4: Accuracy Oriented Strategies	3.766
Factor 5: Message Reduction and Alteration Strategies	4.044
Factor 6: Non Verbal Strategies While Speaking	4.087
Factor 7: Message Abandonment Strategies	2.772
Factor 8: Attempt to Think in English	2.850

As presented in the table above, the students were found to be making use of all group strategies to some extent. Regarding the results of the analysis, it was revealed that non-verbal strategies while speaking are the most frequently preferred strategies (M=4.087) by freshman ELT students while message abandonment strategies are revealed to be the least employed strategies (M=2.772). The order of the communication strategies from the most to the least employed by 315 freshman ELT students in Oral Communication Skills Course was found as following: non-verbal strategies while speaking (M=4.087), negotiation for meaning while speaking (M=4.085), message reduction and alteration strategies (M=4.044), fluency-oriented strategies (M=3.789), social-affective strategies (M=3.771), accuracy-oriented strategies (M=3.766), attempt to think in English (M=2.850), message abandonment strategies (M=2.772).

4.3.1. Analysis of the research question 3a: Does the use of oral communication strategies change according to the level of foreign language speaking anxiety among freshman ELT students?

With this research question, it was aimed to unveil the effect of foreign language speaking anxiety on the use of oral communication strategies by students. Since there are three sub-groups of sample based on their anxiety level, one way analysis of variance (one-

way ANOVA) as inferential statistics method was computed to determine whether the use of communication strategies vary significantly depending on the level of foreign language speaking anxiety experienced by students. The statistical results of one-way ANOVA are presented in Table 4.4 and Table 4.5.

Table 4.4. *Levene Statistic on OCS and FLSA*

Levene Statistic	df1	df2	Sig.
1.694	2	312	.186

As it is seen in Table 4.4, $p > 0.05$ explains that the study group consisted of 315 freshman ELT students are homogenous in terms of the use of oral communication strategies.

Table 4.5. *Oral communication strategies according to foreign language speaking anxiety level*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	187.921	2	93.961	.708	.494
Within Groups	41419.666	312	132.755		
Total	41607.587	314			

Furthermore, the results investigating whether the scores on oral communication strategies differ significantly according to the level of foreign language speaking anxiety were obtained from one way ANOVA as presented in Table 4.5. The statistical results illustrate that there is not a significant difference between the use of oral communication strategies and foreign language speaking anxiety ($p > 0.05$) since the p value was found to be .494. In other words, it can be said that the level of foreign language speaking anxiety does not have a significant effect on participating students' oral communication strategy use.

4.4. Analysis of the Research Question 4: Can perceived communication apprehension of freshman ELT students predict their foreign language speaking anxiety?

This question was proposed to reach a conclusion on whether perceived communication apprehension experienced by students has a predictive impact on foreign language speaking anxiety. In order to achieve the aim of the research question, regression

analysis as a type of inferential statistics was employed. The results are presented in Table 4.6.

Table 4.6. *Simple linear regression R values on FLSA*

Model	R	R square
Foreign Language Speaking Anxiety	0.092	0.008

Dependent Variable: foreign language speaking anxiety
Predictors: (Constant), communication apprehension

In Table 4.6, R values regarding the predictor effect of perceived communication apprehension on foreign language speaking anxiety are illustrated and the R value was found to be 0.092. This value refers to the multiple regression coefficient that explains the correlation between the predicted values by multiple regression model and the observed values of the independent variable. Simply put, the correlation coefficient between students' predicted foreign language speaking anxiety scores and observed foreign language speaking anxiety scores was revealed as 0.092 as a result of the regression analysis. Moreover, $R^2 = 0.008$ refers to the percentage of foreign language speaking anxiety explained by perceived communication apprehension. As a result, it was concluded that perceived communication apprehension scores of the students explain only 0.8 percent of the variance in foreign language speaking anxiety scores. That means the explanatory power of perceived communication apprehension on foreign language speaking anxiety is extremely low.

In addition, ANOVA was computed to find out whether the effect of communication apprehension on foreign language speaking anxiety is statistically significant. The results are demonstrated in Table 4.7.

Table 4.7. *ANOVA results on FLSA*

Model	Sum of Squares	df	Mean Square	F	Sig. (p)
1	2.676	1	2.676	2.650	.105

Dependent Variable: Foreign Language Speaking Anxiety
Predictors: (Constant), Communication Apprehension

When the statistical results of ANOVA are examined, it is seen that F statistics value was found as 2.650 while p value was found as 0.105 ($p>0.01$). Since these values are not in statistically acceptable range to explain any significant effect of the independent variable on the dependent variable, it was concluded that perceived communication apprehension has no significant effect on foreign language speaking anxiety.

4.5. Analysis of the Research Question 5: What is the relationship between foreign language speaking anxiety, perceived communication apprehension and the oral communication strategies of students?

Having posed this question, it was intended to reveal the relationship between each sub-dimension of the Oral Communication Strategies Inventory Scale (OCSI) and foreign language speaking anxiety and perceived communication apprehension separately. In order to realize the aim of the question, it was controlled whether the data were normally distributed. As a result, since the data showed a normal distribution, the Pearson product-moment correlation coefficient was computed to find out the correlation between the sub-dimensions of OCSI and FLSA and CA. Results of the statistical analysis are demonstrated in Table 4.8.

Table 4.8. Correlations between the sub-dimensions of OCSI and FLSA and CA

		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
FLSA	Pearson Correlation	-.049	-.075	.093	-.161**	.167**	-.197**	.462**	.498**
	Sig. (p)	.384	.183	.100	.004	.003	.000	.000	.000
	N	315	315	315	315	315	315	315	315
CA	Pearson Correlation	.133*	.087	.103	-.072	.146**	-.012	.094	.040
	Sig. (p)	.018	.124	.067	.202	.009	.826	.096	.480
	N	315	315	315	315	315	315	315	315

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 4.8. (Continued) *Correlations between the sub-dimensions of OCSI and FLSA and CA*

Factor 1: Social Affective Strategies
Factor 2: Fluency Oriented Strategies
Factor 3: Negotiation for meaning while Speaking
Factor 4: Accuracy Oriented Strategies
Factor 5: Message Reduction and Alteration Strategies
Factor 6: Non Verbal Strategies While Speaking
Factor 7: Message Abandonment Strategies
Factor 8: Attempt to Think in English

In terms of the correlation between the sub-dimensions of oral communication strategies and foreign language speaking anxiety, it was indicated by the results given in the table above that there was no significant relationship between foreign language speaking anxiety and the first three factors of the Oral Communication Strategies Inventory when the p value is significant at 0.01 (social affective strategies ($r=-.049$), fluency-oriented strategies ($r=-.075$), negotiation for meaning while speaking ($r=.093$)). However, when the p value is significant at 0.01, a weak negative correlation was detected between FLSA and accuracy oriented strategies ($r=-.161$) and non-verbal strategies while speaking ($r=-.197$) while a weak positive correlation was found between FLSA and message reduction and alteration strategies ($r=.167$). Furthermore, it was revealed that there was a positive moderate correlation between FLSA and message abandonment strategies ($r=.462$), and attempt to think in English ($r=.498$) at the significance level of $p<0.01$. That means, as participants tend to use message abandonment and attempt to think in English strategies (e.g. translation from L1 to foreign language, adaptation of a previously known English sentence to a different communication context) while speaking in the target language, their foreign language speaking anxiety tends to increase in the same way.

Regarding the relationship between perceived communication apprehension and the sub-dimensions of oral communication strategies, it was concluded that there was no correlation between CA and fluency-oriented strategies ($r=.087$), negotiation for meaning while speaking ($r=.103$), accuracy-oriented strategies ($r=-.072$), non-verbal strategies ($r=-.012$), message abandonment strategies ($r=.094$), attempt to think in English ($r=.040$). On the other hand, the correlation between perceived communication apprehension and social-affective strategies ($r=.133$) at a significance level of $p<0.05$ and message reduction and

alteration strategies ($r=.146$) when the p value is significant at 0.01 was found to be a weak positive relationship.

Since a positive moderate correlation was found between factor 7 and foreign language speaking anxiety, simple linear regression analysis was employed in order to investigate whether the use of message abandonment strategies has a predictive effect on the level of foreign language speaking anxiety. The results are illustrated in Table 4.9.

Table 4.9. *Intercept and slope coefficients of regression model 1*

Model	Unstandardized Coefficients		Beta	t	Sig. (p)
	B	Std. Error			
1					
Constant	30.570	2.722		11.232	.000
Message Abandonment Strategies	7.267	.788	.462	9.224	.000
R= 0.462		R ² = 0.214			
F= 85.089		P = .000			
Dependent Variable: Foreign language speaking anxiety					
Predictor (Constant), Message abandonment strategies					

R values regarding the predictive role of using message abandonment strategies as oral communication strategy on speaking anxiety in the target language was found to be 0.462. R value found as 0.462 refers to the regression coefficient that explains the correlation between the predicted values by multiple regression model and the observed values of the independent variable, hence it refers to the correlation coefficient between students' predicted scores and observed scores of foreign language speaking anxiety. Besides, $R^2 = 0.214$ refers to the percentage of foreign language speaking anxiety explained by message abandonment strategies. As a result, it was concluded that the use of message abandonment strategies explains only 21 percent of the variance in foreign language speaking anxiety scores.

Furthermore, ANOVA was computed to reveal the significance level of the explanatory effect of using message abandonment strategies on foreign language speaking anxiety scores. As presented in the table, ANOVA analysis results on the model concluded that F statistics

value was found as 85.089, and the p value as .000 ($p < 0.01$). Thus, it was reported by the statistical analysis that employing message abandonment strategies has a significant explanatory effect on foreign language speaking anxiety.

After revealing the predictor impact of employing message abandonment strategies while speaking on foreign language speaking anxiety, further analysis was conducted to find out the degree of its effect, so intercept and slope coefficients were calculated as presented in the table above. According to this, the intercept coefficient (b_0) values was found as 30.570, and this refers to the predicted foreign language speaking anxiety score when the use of message abandonment strategies score is taken as 0.

It was found out that unstandardized slope coefficient of message abandonment strategies (b_{mas}) is equal to 7.267. This value indicates that a one-unit increase in message abandonment strategies score tends to increase students' foreign language speaking anxiety scores by 7.267 units. Moreover, standardized slope coefficient of message abandonment strategies (β_{mas}) was found to be 0.462. This demonstrates that a one-standard deviation increase in message abandonment strategy score is inclined to increase students' foreign language speaking anxiety scores by 0.462 standard deviation.

Subsequently, in light of the statistical analysis, it was found that since the p value revealed to be at significant level ($p < 0.01$), the use of message abandonment strategies has a significant effect on predicting the students' speaking anxiety in foreign language. As a result of this finding, a statistical equation was revealed to predict foreign language speaking anxiety scores of the students based on their use of message abandonment strategies as following: FLSA score = $30.570 + (\text{Message Abandonment Strategies score} * 7.267)$.

The relationship between factor 8 (attempt to think in English) and foreign language speaking anxiety was also indicated to be positively correlated at a moderate level ($r = .498$). To this end, with the intent of unveiling the predictor effect of this strategy on foreign language speaking anxiety, simple linear regression was computed. The results are presented in Table 4.10.

Table 4.10. *Intercept and slope coefficients of regression model 2*

Model	Unstandardized Coefficients		Beta	t	Sig. (p)
	B	Std. Error			
2	Constant	33.664	2.208		.000
	Attempt to Think in English	7.177	.705	.498	10.174
R= 0.498		R ² = 0.249			
F= 103.501		P = .000			
Dependent Variable: foreign language speaking anxiety					
Constant (Predictor), attempt to think in English					

As demonstrated in the table, the determining role of using attempt to think in English strategies on speaking anxiety in the target language was found to be 0.498. R value found as 0.498 corresponds to the correlation coefficient between students' predicted scores by the multiple regression model and observed scores of foreign language speaking anxiety. In addition, $R^2 = 0.249$ refers to the extent of foreign language speaking anxiety explained by attempt to think in English strategies. Considering these, it was found that the use of attempt to think in English strategies explain only 24 percent of the variance in foreign language speaking anxiety scores.

Moreover, ANOVA analysis was employed to find out the significance level of the predictive effect of using attempt to think in English strategies on foreign language speaking anxiety scores. Regarding the ANOVA analysis results on the model, F statistics value was found to be 103.501, and the p value as .000 ($p < 0.01$). As a result, it was concluded that employing attempt to think in English strategies has a significant explanatory effect on foreign language speaking anxiety.

In order to reveal to what extent the attempt to think in English was effective on anticipating students' foreign language speaking anxiety scores, further analysis was conducted, and intercept and slope coefficients were calculated as demonstrated in Table 4.10. As a result of the analysis, the intercept coefficient (b_0) values was revealed to be 33.664, and this points out to the predicted foreign language speaking anxiety score when the use of attempt to think in English strategies score is taken as 0.

As presented in Table 4.10, it was concluded that unstandardized slope coefficient of attempt to think in English strategies (b_{ate}) was found as 7.177. This value puts forward that a one-unit increase in attempt to think in English strategies score tends to increase students' foreign language speaking anxiety scores by 7.177 units. In addition, standardized slope coefficient of attempt to think in English strategies (β_{ate}) was found to be 0.498, and this indicates that a one-standard deviation increase in attempt to think in English strategy score is inclined to increase students' foreign language speaking anxiety scores by 0.498 standard deviation.

Consequently, regarding the statistical analysis, it was reported that since the p value revealed to be at significant level ($p < 0.01$), the use of attempt to think in English strategies has a significant effect on determining the students' foreign language speaking anxiety. Based on this finding, a statistical equation was concluded to predict foreign language speaking anxiety scores of the students based on their use of attempt to think in English strategies as following:

$$\text{FLSA score} = 33.664 + (\text{Attempt to think in English Strategies score} * 7.177).$$

After unveiling the relationship between foreign language speaking anxiety and message abandonment, attempt to think in English strategies separately, multiple regression analysis was employed as further analysis in order to find out the inter-relationship of message abandonment strategies, attempt to think in English and foreign language speaking anxiety. For this model, in which the use of message abandonment strategies and attempt to think in English predict foreign language speaking anxiety, the correlation and Variance Inflation Factor (VIF) values are presented in Table 4.11.

Table 4.11. *Analysis of the model's assumption testing*

		Correlation			VIF
		N	FLSA	Message Abandonment Strategies	
FLSA		315	1.000	.462	.498
Message Abandonment Strategies		315	.462	1.000	.339
					1.130

Table 4.11. (Continued) *Analysis of the model's assumption testing*

Attempt to Think in English	315	.498	.339	1.000	1.130
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According to Gujarati (1995), the correlation between independent variables should be lower than 0.70, and as illustrated in Table 4.11, the correlation between message abandonment strategies and attempt to think in English was found as .339 which is lower than 0.70. Moreover, Hair et al. (2010) state that VIF value being more than 4 is accepted as the existence of multicollinearity. Considering these, as demonstrated in Table 4.11, correlation and VIF values are in acceptable range. Therefore, multiple regression analysis was employed for this model in which the predictor effect of message abandonment strategies and attempt to think in English on foreign language speaking anxiety was investigated, and the results obtained from the analysis are demonstrated in Table 4.12.

Table 4.12. *Intercept and slope coefficients of regression model 3*

Model	Unstandardized Coefficients		Beta	t	Sig. (p)	
	B	Std. Error				
3	Constant	21.336	2.746		7.771	.000
	Message Abandonment Strategies	5.209	.765	.331	6.808	.000
	Attempt to Think in English	5.559	.701	.386	7.932	.000
R= 0.588		R ² = 0.346				
F= 82.422		P = .000				

Dependent Variable: Foreign language speaking anxiety
Constant (Predictor): Message abandonment strategies, Attempt to think in English

The results present that R value, which refers to the multiple regression coefficient that explains the correlation between the predicted values by multiple regression model and the observed values of the independent variables, was found to be 0.588. Thus, the correlation coefficient between students' predicted level of foreign language speaking anxiety and observed level of foreign language speaking anxiety was revealed to be 0.588 as a result of the multiple regression analysis.

Furthermore, R²=0.346 refers to the percentage of foreign language speaking anxiety explained by message abandonment strategies and attempt to think in English. Consequently,

it was reported that message abandonment strategies and attempt to think in English scores of the students explain 34 percent of the variance in foreign language speaking anxiety scores.

In order to reveal the determiner impact of message abandonment strategies and attempt to think in English on foreign language speaking anxiety, ANOVA analysis was made use of, and the p value was revealed to be lower than 0.01 which presents that message abandonment strategies and attempt to think in English have a statistically significant effect on predicting students' foreign language speaking anxiety. After drawing conclusion on the predictor effect of message abandonment strategies and attempt to think in English on foreign language speaking anxiety, further statistical analysis was made use of to reveal which independent variable or variables had an impact on the level of foreign language speaking anxiety to what extent. For this reason, intercept and slope coefficients were calculated.

As demonstrated in Table 4.12, the intercept coefficient (b_0) values was found as 21.336, and this corresponds to the predicted foreign language speaking anxiety score when both message abandonment strategies and attempt to think in English scores are taken as 0.

For the message abandonment strategies, unstandardized slope coefficient of foreign language speaking anxiety (b_{mas}) was found to be to 5.209. This value illustrates that once the attempt to think in English score is controlled, a one-unit increase in message abandonment strategies score tends to increase students' foreign language speaking anxiety scores by 5.209 units. Furthermore, standardized slope coefficient of message abandonment strategies (β_{mas}) was revealed to be 0.331. This demonstrates that when attempt to think in English strategies score is controlled, a one-standard deviation increase in message abandonment strategies score is inclined to increase students' foreign language speaking anxiety scores by 0.331 standard deviation.

Regarding the attempt to think in English, unstandardized slope coefficient (b_{ate}) is equal to 5.559. This indicates that a one-unit increase in attempt to think in English score tends to increase students' foreign language speaking anxiety scores by 5.559 units when message abandonment strategies score is controlled. In addition, the standardized slope coefficient of attempt to think in English strategies (β_{ate}) was found to be 0.386. This suggests that once the message abandonment strategies score is controlled, foreign language speaking

anxiety scores of the students tend to increase by 0.386 standard deviation when attempt to think in English score is increased by one standard deviation.

Consequently, considering the p values of both independent variables, message abandonment strategies and attempt to think in English, the statistical analysis of the data through multiple regression analysis concluded that these variables have a statistically significant effect ($p < 0.01$) on foreign language speaking anxiety. In other words, the use of message abandonment strategies and attempt to think in English have a significant explanatory effect on predicting foreign language speaking anxiety of the students experienced in their Oral Communication Skills course. Considering this, an equation was put forward by the statistical analysis that provides a formula to calculate foreign language speaking anxiety scores of students regarding their use of message abandonment strategies and attempt to think in English scores as following: $FLSA \text{ score} = 21.336 + [(\text{Message Abandonment Strategies} * 5.209) + (\text{Attempt to Think in English} + 5.559)]$

5. DISCUSSION

The present study sought for answers to mainly six questions that aimed to investigate the students' level of foreign language speaking anxiety, perceived communication apprehension and the use of oral communication strategies in their speaking course. With the aim of realizing the aim of the study, a cross-sectional survey design was adopted and thus three questionnaires were administered to the participants who were 315 students studying English Language Teaching at 12 universities located in different cities of Turkey. The collected data were analysed through descriptive and inferential analyses via a statistical software program. The analyses of the data were presented in the findings section, and each research question is discussed below regarding the analyses.

5.1. Discussion of the Research Question 1

The first research question of the study focused on revealing the students' level of foreign language speaking anxiety they experience in their Oral Communication Skills course. The Turkish translated version by Saltan (2003) of the Foreign Language Speaking Anxiety Scale was employed, and the data were analysed through descriptive statistics to find out the students' level of speaking anxiety in the target language.

As a result of the statistical analysis, the participants were revealed to be experiencing foreign language speaking anxiety on a moderate level; however, their mean score was close to low level of speaking anxiety in foreign language. This suggests that ELT freshman students experience foreign language speaking anxiety at an acceptable level that does not debilitate their learning process. The results of this study were in line with Akkakoson's (2016) study, which was conducted in Thai context, and the study group consisting of 283 EFL learners studying at university were found out to be experiencing a moderate level of speaking anxiety in foreign language. Some studies conducted in Turkey also reached similar findings. Çağatay (2015) carried out a mixed method study with the participation of 147 pre-school students and found that they had moderate level of foreign language speaking anxiety. In parallel with this, in a study conducted by Balemir (2009) with the participation of 234 pre-school students of a state university, the data collected through both quantitative and

qualitative instruments indicated that the participants experienced a moderate level of FLSA. On the other hand, in their study, Öztürk and Gürbüz (2014) found that 383 students studying at preparatory program at a state university revealed to be experiencing a low level of FLSA according to the quantitative data collected through a questionnaire while the qualitative data demonstrated that most of the students perceive speaking in foreign language to be provoking anxiety. This difference between findings may result from the efficiency of using interviews as qualitative data to get in-depth information in order to make more comprehensible interpretations since not all the participants answer the questionnaires with the same attention and care. Another contradictory result was obtained from Huang's (2004) study in which the relationship between foreign language speaking anxiety and language learning motivation was focused on. In terms of foreign language speaking anxiety, the results concluded that students had a high level of anxiety while speaking in the target language, and the less they were motivated the more FLSA they experienced. This may explain that more motivated students experience less anxiety because they are more eager to learn the target language and even if they make mistakes, they perceive it as a part of learning and does not let it impede their language learning process.

Regarding the findings of this study, students' experiencing a moderate level of FLSA may be because of the participants' having the same language proficiency, and studying at the same department in which the language of the majority of the courses are English. Furthermore, considering the fact that the present study was carried out during emergency remote teaching process, the reason behind this finding regarding the level of FLSA might be the effect of online classes. In other words, the data put forward that almost half of the study group revealed to have a low level of FLSA, one third of them to have a moderate level of FLSA and 17.8% of them to have a high level of FLSA. Therefore, a conclusion drawn from these findings might be that the number of students experiencing low level of FLSA are more than moderate level and high level, and the least number of students are in high-level group because offering this speaking course, Oral Communication Skills, in an online platform and that students are in their comfort zone might have an effect on reducing the FLSA comparing to a physical classroom environment.

5.2. Discussion of the Research Question 2

The second research question aimed to find out the level of perceived communication apprehension that ELT freshman students experience. To this end, adapted version of PRCA-24 (McCroskey, 1982) by Alishah (2015) that is a 5-point Likert scale consisting of 24 items was administered to 315 freshman students studying in English Language Teaching department at 12 universities around Turkey. For the statistical analysis of the obtained quantitative data, descriptive statistics were utilized to reveal the apprehension of participants in communication.

Descriptive statistics computed through a statistical software program demonstrated that students had a moderate level of perceived communication apprehension. To be more specific, 98 percent of the students were found to have a moderate level of CA, only four students out of the study group were revealed to have a high level of CA while there was not a single student detected to be experiencing a low level of CA. Similarly, in a more recent study with 44 participants, Han et al. (2020) found that they experienced a moderate level of communication apprehension. On the other hand, the findings of McCroskey's (1983) study conducted with 10.000 students from colleges and universities put forward that one fifth of the students experience a high level of communication apprehension; however, in the present study the number of the highly apprehensive students were found to be quite few in number since those highly apprehensive students comprised of 1.3 percent of the study group. Furthermore, Kavanoz (2017) focused on gauging the communication apprehension level of ELT department students as in the current study, but she included 114 students from different years in her study as a result of which it was unveiled that the participants experienced a low level of CA, and the mean scores regarding their apprehension level decreased as their year of study increased. Besides, it was indicated by the results that lecturers play a remarkable role in determining the apprehension level of their learners. Therefore, teachers of foreign language should be aware of their responsibility on causing an increase in communication apprehension of their learners, and should exhibit behaviours that do not induce their learners to avoid communication.

Considering the findings of this research question, a few interpretations may be made. Firstly, the reason why there was not any student found to have a low level of CA may be because the majority of these students meet their classmates for the first time at the beginning of the first semester of their first academic year in which the data were started to be collected. Besides, these students had no face-to-face interaction and opportunity to get to know each other because they were taking this course online during remote teaching process. Parallel to this, through the data collected at the beginning and end of the study year, in their study Rubin et al. (1997) found out that at the end of the year, the level of communication apprehension of the students were lower than the beginning of the study period. Therefore, this explains why all of them experience at least a moderate level of communication apprehension but not any low level since it is usually more difficult to communicate with people that one is not acquainted with. Furthermore, Lucas (1984) highlighted the notion of communication apprehension's being a culture specific issue since experiencing a high or a low level of communication apprehension is more common in some cultural settings. For instance, some studies in literature put forth that Asian people experience more apprehension in case of a communication since they are relatively more introverted, and thus they are inclined to be more apprehensive. Specifically, a difference between females and males in terms of communication apprehension was put forward by some studies revealing that females experience more apprehension than males in some cultures (Barraclough et al., 1988; Burrroughs & Marie, 1990). That is to say, the reason of experiencing a moderate level of communication apprehension by almost all students may be due to their cultural characteristics. Besides, since the majority of the students in ELT departments usually compose of females, the finding of the present study that presented a moderate level of apprehension in communication experienced by 98.7 percent of the participants may result from the fact that there are more female students studying in ELT department than male students.

5.3. Discussion of the Research Question 3

Through this question it was intended to identify the communication strategies benefited by ELT freshman students to manage a conversation and for negotiation for meaning in a communication context. Originally developed by Nakatani (2006), the Turkish version of Oral Communication Strategies Inventory (OCSI) adapted by Yaman and Kavasoğlu (2013) was administered to 315 participants, and the collected data were subjected to descriptive statistics in order to find out the frequency of using each strategy by students.

The descriptive statistics demonstrated that students make use of all strategies to some extent but benefit more from some strategies more or less than others. According to the findings, the order of the communication strategies employed by ELT freshman students based on the frequency of using was concluded as following: non-verbal strategies while speaking, negotiation for meaning while speaking, message reduction and alteration strategies, fluency-oriented strategies, social-affective strategies, accuracy-oriented strategies, attempt to think in English, message abandonment strategies. Regarding these findings, it can be stated that students mostly employ non-verbal strategies through which they use eye contact, facial expressions and gestures to aid them enhance their conversation and convey the meaning to the listener. Furthermore, students were found to be making use of message abandonment strategies the least among all communication strategies which implies that ELT freshman students do not tend to give up on their communication when they face a linguistic difficulty in expressing themselves.

The findings obtained from this research question is in line with Nakatani (2006) since he revealed in his study with Japanese EFL learners that low proficient learners are predisposed to use negative strategies more frequently than highly proficient students. Simply put, the participants of this study have at least B2 level of language proficiency according to the Common European Framework of References of Languages (CEFR); therefore, these students have a proper level of strategic competence which leads them not to use negative strategies such as message abandonment strategies in communication. Furthermore, Nakatani (2006) also found that negotiation for meaning is the most preferred strategy among highly proficient learners, and this study also revealed that negotiation for

meaning is the second most frequently employed strategy by ELT freshman students in their Oral Communication Course. On the other hand, Uzun (2019) identified in his study that according to the quantitative data, message reduction strategies and according to the qualitative data, message abandonment strategies were the most frequently favoured avoidance strategies by students. The discrepancy between that study and the current one may result from the difference between the linguistic proficiency of two study groups since the participants of this study are at least B2 level and based on the findings of Uzun's (2019) study, proficiency and use of avoidance strategies were found to be negatively correlated. Similarly, attempt to think in English was found to be the second least used strategy by participants of the present study, and this also may result from their having a relatively higher level of language proficiency and thus a proper level of communicative competence in foreign language. Thanks to this, they do not need to reformulate their sentences formed in their first language to the target language since they are capable of producing the target language. In addition, based on the findings, non-verbal strategies were identified to be the most preferred communication strategies by students because they were taking their speaking course online which means that it may have required more effort to convey the message properly through a screen in front of them. Thus, this may have made them use their facial expressions and gestures more frequent than ever in order to be understood.

5.3.1. Discussion of the research question 3a

The reason behind posing this question to be sought answer for is investigating whether students' use of particular communication strategies vary according to their level of foreign language speaking anxiety. One-way ANOVA as a method of inferential statistics was computed to realize the aim of this question, and the data obtained from FLSAQ and OCSI were subjected to analysis.

Even though it might be considered that the higher level of speaking anxiety results in the more frequent use of negative communication strategies such as message abandonment strategies, the statistical findings illustrated that there was not a significantly explanatory effect of the level of speaking anxiety in target language found on the use of oral

communication strategies. In other words, whether the students experience a low, moderate or high level of foreign language speaking anxiety, their employment of strategies used in a foreign language communication context does not significantly depend on their speaking anxiety level. This result may imply that level of foreign language speaking anxiety and the use of communication strategies are independent of each other because while making use of communication strategies usually depend on the linguistic competence of students, the level of foreign language speaking anxiety is an affective factor that might be experienced regardless of students' achievement in foreign language. Finally, as suggested in Akkakoson (2016), another reason may be that students utilize different language learning strategies based on their speaking anxiety in target language rather than oral communication strategies to cope with their speaking anxiety such as cognitive, meta-cognitive, compensatory, social, affective and memory-related strategies. On the other hand, Bijani and Sedaghat (2016) found in their study conducted with Iranian EFL learners that highly apprehensive students make use of more communication strategies than students with a low level of communication anxiety in foreign language and the most favoured strategies by low apprehensive students are fillers. Consequently, in order to explain whether foreign language anxiety plays an important role in determining the use of communication strategies, further research is needed to settle this argument.

5.4. Discussion of the Research Question 4

This question addressed to the relationship between perceived communication apprehension and foreign language speaking anxiety and thus the predictor role of communication apprehension experienced in first language on speaking anxiety in foreign language was investigated. In order to realize the aim of the research question, regression analysis was employed to find out whether CA level of students anticipate FLSA based on their scores from each of two data collection tools.

The statistical data analysis through simple linear regression illustrated that communication apprehension can only explain 0.8 percent of the variance in foreign language speaking anxiety scores which is quite low. In addition, the results indicated that perceived

communication apprehension in first language has no statistically significant effect on determining foreign language speaking anxiety. On the contrary to the findings of this study, McCroskey (1985), in his study with students whose second language was English, found out that communication apprehension in first language tend to anticipate the apprehension in second language. The inconsistency between the results of these two studies may stem from the difference in their focus of the additional language as a foreign and second language. Since the exposure to second language is almost equal to one's exposure to first language, communication apprehension in first language is likely to predict the level of apprehension in second language. However, in a foreign language-learning context, the opportunity for practice outside of the classroom is quite low which impedes the transition of CA in first language into the experienced CA in foreign language. Subsequently, in spite of communication apprehension's very low explanatory power on foreign language speaking anxiety, there are some studies (e.g. Bijani & Sedaghat, 2016; Mustapha, 2010) conducted to investigate the speaking anxiety in target language by administering PRCA-24 to collect data in order to make interpretations on foreign language speaking anxiety of the students. Thus, the use of PRCA-24 for this purpose would not be appropriate because it may not reveal reliable results as stated in Arnold (2007) since not all the items in PRCA-24 are related to foreign language practices. Simply put, communication apprehension and speaking anxiety are two constructs used interchangeably in several studies in the literature; however, this does not explain that the instruments for measuring each construct can be truly used reciprocally. All in all, as it was validated by Horwitz et al. (1986), the result of this research question also confirms that speaking anxiety in foreign language is a distinct phenomenon "with its own variables, sources and effects on learners" as put forward by Öztürk and Gürbüz (2014, p.12).

5.5. Discussion of the Research Question 5

After examining the relationship of foreign language speaking anxiety with communication apprehension and the general use of oral communication strategies separately, this question aimed to shed light on the relationship between sub-dimensions of oral communication strategies and foreign language speaking anxiety and perceived

communication apprehension. A number of analyses were computed to respond to this research question. Firstly, Pearson correlation coefficient was utilized and the correlation between the scores derived from sub-dimensions of Oral Communication Strategies Inventory and foreign language speaking anxiety, and communication apprehension distinctively. As a result, it was concluded that message reduction & alteration strategies and social affective strategies were weakly correlated with perceived communication apprehension, and no significant correlation was identified with other factors. Similarly, in terms of the relationship between speaking anxiety in target language and sub-dimensions of OCS, accuracy-oriented strategies, non-verbal strategies and message reduction & alteration strategies were revealed to be weakly correlated with FLSA. However, the important point is that a moderate positive correlation was found between message abandonment strategies, attempt to think in English and speaking anxiety in foreign language. That indicates that as the use of message abandonment strategies and attempt to think in English increased, the level of foreign language speaking anxiety increased as well.

In order to bring more rigorous explanation to this correlation, regression analysis was made use of to present whether these two strategies predict the level of FLSA. The statistical results put forward that message abandonment strategies predict 21 percent of the FLSA scores of students while attempt to think in English explains 24 percent of the FLSA scores. Further analysis, as multiple regression, was conducted to find out the inter-relation between these two strategies and foreign language speaking anxiety, and as a result, it was illustrated that these two strategies together explain 34 percent of the variance in FLSA scores. To be more concise, these findings suggest that the use of message abandonment strategies such as giving up on communication when not being understood, leaving sentences unfinished because of language difficulty, asking for other people's help to make oneself understood, changing the direction from the planned conversation to a way more basic verbal plan and attempt to think in English strategies such as adapting a previously known sentence in English to the communication context, forming a sentence in first language and then translating it to the target language play a remarkable role in determining the speaking anxiety level of students. By way of explanation, students feel more anxious when they face a linguistic difficulty and so have to abandon the message they have in mind. The reason of

this may be because they feel incompetent and linguistically not capable of realizing the objective of communication and expressing what they have in mind exactly, and thus this puts more pressure on them resulting in experiencing more anxiety. In addition, trying to adapt a sentence to the situation that communication takes place, and making effort to translate the message formed in native language to target language provokes anxiety to some extent and this may stem from the amount of time and struggle spent on this translation and adaption process.

Considering the findings of this research question, it would not be wrong to say that strategy training would help foreign language learners to be more confident, in charge of their own language learning process, and open to communication at any time without reticence as previously suggested by some researchers (Dörnyei, 1995; Nakatani, 2010; O'Malley & Chamot, 1990). Hence, when the students are trained to use communication strategies, they are likely to be more confident and thus they will be more open to communication, which will minimize the debilitating effect of speaking anxiety in target language. Besides, they will be able to take responsibility regarding their learning process and keep the track of their improvement through time.

Furthermore, although Tarone (1980) claims that all sort of strategies used in communication are relatively helpful to negotiate the meaning, according to the findings, message abandonment strategies as one of the avoidance strategies and attempt to think in English found to be adversely affecting the students' foreign language speaking anxiety to some extent. At this point, Corder (1978) and Faerch and Kasper (1983) highlight the importance of teaching students to employ compensatory strategies rather than avoidance strategies so that they can become more successful foreign language learners.

6. CONCLUSION

6.1. Summary of the Study

The present study headed out with the intent of deriving information about the level of foreign language speaking and perceived communication apprehension experienced by students, the use of oral communication strategies and the relationship between these three constructs. In order to make rigorous explanation on these constructs, five research questions were posed. Cross-sectional survey design was adopted to meet the objectives of the study and thus the data were collected only by means of quantitative instruments. The convenience sampling method from non-probability sampling methods was used, and the study group consisted of 315 EFL learners studying their first year in English Language Teaching department of 12 universities located in different parts of Turkey. Even though the participants were studying in a teacher training program, they were more like language learners since in the first year of this program students are aimed to be gained linguistic skills to be able to teach English properly after graduation.

This study focused on speaking-related constructs; therefore, the data were collected regarding Oral Communication Skills course that is offered as compulsory course in the department, and the aim of this course is to increase students' speaking skills in target language and to make them capable of making presentations and delivering a speech in foreign language in front of a group of people. Furthermore, the study was conducted during emergency remote teaching process, that's why the participants were taking all classes online. For the data collection, three instruments were administered and all of these instruments were delivered to students in their native language in order to prevent any possibility of misunderstanding and misinterpretation of the items. All three questionnaires were translated and adapted versions of Turkish EFL context, so no pilot study was needed. The reliability coefficients of both English and Turkish versions had already been calculated and all of three instruments were found to be reliable to employ. In addition, three questionnaires were prepared on Google Docs and presented under one main questionnaire that consisted of three sections each of which corresponds to one of the three questionnaires and it took two months to collect the data.

For the statistical analyses of the findings, a statistical software program was benefited. Out of five research questions, for the first three questions descriptive analysis was used, one-way ANOVA was run for the sub-question of the third research question, simple linear regression was employed for the fourth question, and Pearson correlation coefficient along with simple linear regression and multiple regression analysis were made use of to find an answer to the last research question.

Statistical analysis for the first research question revealed that ELT freshman students had a moderate level of speaking anxiety in foreign language. It was also illustrated that almost half of the students experienced low level of FLSA while the number of highly anxious students was only 17.8 percent of the study group. The second research question indicated that students experienced perceived communication apprehension on a moderate level, and also it is important that no student was identified to be experiencing a low level of communication apprehension. Third research question addressed to the use of oral communication strategies by ELT freshman students in Oral Communication Skills course, and the results put forward that the most frequently used strategy was non-verbal strategies while message abandonment strategies were found to be the least frequently employed strategy. Furthermore, the use of oral communication strategies revealed to have no statistically significant anticipatory effect on foreign language speaking anxiety. The fourth question presented that speaking anxiety in target language was a separate phenomenon and communication apprehension did not play a significant role in determining the speaking anxiety in foreign language. Finally, the relationship between sub-dimensions of OCS and FLSA and CA was addressed in the current study. The results demonstrated that message abandonment strategies and attempt to think in English were positively related with FLSA on a moderate level. As a result of a further statistical analysis, it was found out that message abandonment and attempt to think in English strategies had 34 percent of explanatory power on FLSA. That is to say, as students made use of message abandonment strategies and attempt to think in English strategies frequently in communication, their level of speaking anxiety had a tendency to increase. This may be because of the feeling of incompetency, not being able to realize their verbal plan properly and due to the stress on them when trying to make

translation between two languages or the effort and time spent on adapting a sentence to the communication context they are in.

6.2. Limitations of the Study

The present study has a few limitations. Firstly, this study was conducted with 315 freshman students majoring in English Language Teaching department at 12 universities in Turkey. Thus, this study is limited to the freshman students in ELT departments of 12 universities with relatively higher level of foreign language proficiency and cannot be generalized to all EFL learners in Turkish university context. In terms of research design, the present study adopted a cross-sectional survey design and thus only quantitative data were collected through means of reliable data collection instruments. Besides, it must be borne in mind that only the students studying their first year in this department were focused on because even though they were studying in a teacher training program, they were more like language learners rather than prospective English teachers in terms of the courses they took, so the results cannot be generalized to all students studying in ELT department.

6.3. Suggestions for Further Research and Implications

Regarding the limitations of the current study, a few suggestions for further research can be made. First of all, rather than making use of only quantitative data, qualitative data collection methods such as interviews and reflections can be used in order to enhance the scope of the study by corroborating the findings via different sources. Therefore, further research may focus on the relationship between FLSA, CA and OCS with the help of using both quantitative and qualitative data. Moreover, structural equation model may be employed in further research in order to shed light on the inter-relationship between these three constructs. Furthermore, a more comprehensive large-scale study with students from all grades on the condition that they take a speaking course can be conducted to provide an understanding of these constructs over more language learners from different years of study. Finally, there is a dearth of research investigating the relationship between FLSA and CA as

well as the relationship between FLSA and OCS, so future research may provide insight into the EFL domain regarding these constructs considering the findings of this study.

By virtue of the findings, the present study suggests some implications for all the stakeholders in foreign language learning process. To start with, EFL teachers and learners should be aware that speaking anxiety in target language exists and foreign language speaking anxiety should be handled as a separate phenomenon (Horwitz et al., 1986; Öztürk & Gürbüz, 2014). Besides, it needs to be made sure that not only the foreign language learners but also teachers gain the perspective towards the fact that making mistake is a natural outcome of learning and that it is inevitable. Through this, students may overcome their perfectionist attitude, which refrain them from producing in foreign language, and encourage them to be involved in the learning process more eagerly. Even though there are abundant number of studies investigating the major causes of FLSA and its relation to proficiency and achievements, studies suggesting hints to reduce students' speaking anxiety and minimize the debilitating effects of FLSA should be focused on at all costs so that foreign language learners are no longer hindered from oral production in target language. As for the oral communication strategies, as suggested by Ellis (2004), increasing the awareness of EFL teachers in terms of employing strategies in speaking to help their learners handle any linguistic shortcomings and breakdowns occurring in communication context is of great importance. Thus, teachers may provide their students with more favourable teaching materials and employ more effective teaching methods in order to both integrate the use of communicative strategies in their lesson and thus to alleviate the anxiety experienced by their students. Furthermore, Oral Communication Strategy Inventory (OCSI) may be used for diagnostic purposes as opined by Nakatani (2006), and considering the obtained results explicit strategy training may be helpful for EFL learners to be more competent in using these strategies properly while speaking in the target language. This also will help them be in charge of their own improvement as suggested by previous researchers (Dörnyei, 1995; Nakatani, 2010; O'Malley & Chamot, 1990). As in line with Faerch and Kasper (1983) students should be encouraged to employ compensatory strategies that will facilitate the process and lead them to be better at learning the target language rather than avoidance strategies. Specifically, students' use of message abandonment strategies should not be

encouraged but they should be given support and time to convey what they exactly want to say since use of these strategies induce an increase in their level of speaking anxiety in foreign language and thus make them refrain from speaking the target language. Moreover, as Dörnyei (1995) suggested, foreign language teachers should enable learners to observe native speakers using communication strategies in a communicative context, and enhance the opportunities for their learners to practice communication strategies while speaking out of the classroom environment as well as in the classroom. Finally, teachers should increase the number of communicative activities while teaching, and encourage their students to create opportunities to increase their exposure to the target language.

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APPENDICES

Appendix A- Courses Offered in ELT Departments

2

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

Dersin Adı	T	U	K	AKTS
Eğilim Geliş	2	0	2	3
Eğilim Süreçleri	2	0	2	3
Anadolu İnkılabı ve İnkılap Tarihi 1	2	0	2	3
Yabancı Dil 1	2	0	2	3
Türk Dil 1	3	0	5	5
İktisat Sosyoloji	3	0	3	5
Okuma Becerileri 1	2	0	2	3
Yazma Becerileri 1	2	0	2	3
Dinleme ve Gözetim 1	2	0	2	3
Sözlü İletişim Becerileri 1	2	0	2	3
Toplam	22	0	22	30

Dersin Adı	T	U	K	AKTS
Eğilim Psikolojisi	2	0	2	3
Eğilim Felsefesi	2	0	2	3
Anadolu İnkılabı ve İnkılap Tarihi 2	2	0	2	3
Yabancı Dil 2	2	0	2	3
Türk Dil 2	3	0	3	5
Okuma Becerileri 2	2	0	2	3
Yazma Becerileri 2	2	0	2	3
Dinleme ve Gözetim 2	2	0	2	3
Sözlü İletişim Becerileri 2	2	0	2	3
İngilizce Öğretim Yöntemleri	2	0	2	3
Toplam	21	0	21	30

III. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretim Teknolojileri	2	0	2	3
Öğretim Araç ve Yöntemleri	2	0	2	3
Seçmeli 1	2	0	2	4
Seçmeli 1	2	0	2	3
Seçmeli 1	2	0	2	4
İngilizce Öğretimi ve Öğretim Yöntemleri	2	0	2	3
İngilizce Eğitim 1	2	0	2	4
Dinleme 1	2	0	2	3
Elazığ Okuma ve Yazma	2	0	2	3
Toplam	18	0	18	30

IV. Yarıyıl

Dersin Adı	T	U	K	AKTS
Türk Eğitim Tarihi	2	0	2	3
Eğilim Araştırma Yöntemleri	2	0	2	3
Seçmeli 2	2	0	2	4
Seçmeli 2	2	0	2	3
Seçmeli 2	2	0	2	4
İngilizce Öğretim Programları	2	0	2	3
İngilizce Eğitim 2	2	0	2	4
Dinleme 2	2	0	2	3
Dil Edinimi	2	0	2	3
Toplam	18	0	18	30

V. Yarıyıl

Dersin Adı	T	U	K	AKTS
Sınıf Yürütme	2	0	2	3
Eğilim Araç ve Yöntemleri	2	0	2	3
Seçmeli 3	2	0	2	4
Seçmeli 3	2	0	2	3
Seçmeli 3	2	0	2	4
Okuma ve Yazma Dil Öğretimi 1	3	0	3	5
İngilizce Dil Becerilerinin Öğretimi 1	3	0	3	5
Dil ve Edinim Öğretimi 1	2	0	2	3
Toplam	18	0	18	30

VI. Yarıyıl

Dersin Adı	T	U	K	AKTS
Eğilim Ölçme ve Değerlendirme	2	0	2	3
Türk Eğitim Sistemi ve Okul Yürütme	2	0	2	3
Seçmeli 4	2	0	2	4
Seçmeli 4	2	0	2	3
Seçmeli 4	2	0	2	4
Okuma ve Yazma Dil Öğretimi 2	3	0	3	5
İngilizce Dil Becerilerinin Öğretimi 2	3	0	3	5
Dil ve Edinim Öğretimi 2	2	0	2	3
Toplam	18	0	18	30

VII. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretmenlik Uygulaması 1	2	8	5	10
Özel Eğitim ve Kayıtsızlık	2	0	2	3
Seçmeli 5	2	0	2	4
Toplam Hizmet Uygulaması 1	1	2	2	3
Seçmeli 5	2	0	2	4
İngilizce Öğretiminde Ders İçerik Geliştirme	3	0	3	3
Çevre	3	0	3	3
Toplam	15	8	10	30

VIII. Yarıyıl

Dersin Adı	T	U	K	AKTS
Öğretmenlik Uygulaması 2	2	8	5	15
Okuma ve Yazma	2	0	2	3
Seçmeli 6	2	0	2	4
Seçmeli 6	2	0	2	4
İngilizce Öğretiminde Sınır Hükümleri	3	0	3	4
Toplam	11	8	14	30

Genel Toplam	T	U	K	AKTS	SAAT	YÜZDE
Meslek Dışı	44	12	50	91	58	34
Genel Kültür	26	2	27	40	26	18
Alan Eğitimi	71	0	71	107	71	48
Toplam	141	14	148	240	155	100

Appendix B- EFL Speaking Anxiety Scale– English Version

This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

‘1’ : **Strongly disagree.** ‘2’ : **Disagree.** ‘3’ : **Not sure.**
 ‘4’ : **Agree.** ‘5’ : **Strongly agree.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5

9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix C- İngilizce Konuşma Kaygısı Anketi

Bu anket İngilizce konuşurken yaşadığınız kaygı seviyesi hakkında bilgi toplamak için hazırlanmıştır. Lütfen her maddeyi okuduktan sonra size en uygun olan rakami daire içine alınız. Anketteki soruların doğru veya yanlış cevabı olmadığını unutmayınız. Katkılarınızdan dolayı teşekkürler.

'1' : **Kesinlikle Katılmıyorum.**

'2' : **Katılmıyorum.**

'3' : **Kararsızım.**

'4' : **Katılıyorum.**

'5' : **Kesinlikle Katılıyorum.**

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce derslerinde konuşurken asla kendimden emin olamıyorum.	1	2	3	4	5
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum	1	2	3	4	5
3. İngilizce derslerinde siranın bana geleceğini bildiğim zaman çok heyecanlanıyorum.	1	2	3	4	5
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	1	2	3	4	5
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda panikliyorum.	1	2	3	4	5

6.İngilizce derslerinde sorulan sorulara cevap vermekten çekiniyorum.	1	2	3	4	5
7. Ana dili İngilizce olan insanlarla İngilizce konuşurken kendimi gergin hissediyorum.	1	2	3	4	5
8. Öğretmenin hangi hatalari düzelttiğini anlamamak beni endişelendiriyor.	1	2	3	4	5
9. İngilizce derslerinde konuşurken kendime güvenemiyorum.	1	2	3	4	5
10. İngilizce öğretmenimin yaptığı her hatayı düzeltmeye çalışması beni korkutuyor.	1	2	3	4	5
11. İngilizce derslerinde sıra bana geldiğinde kalbimin daha hızlı attığını hissediyorum.	1	2	3	4	5
12. Diğer öğrencilerin daima benden daha iyi İngilizce konuştuklarını düşünüyorum.	1	2	3	4	5
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum	1	2	3	4	5
14. İngilizce derslerinde konuşurken hem heyecanlanıyorum hem de kafam karışıyor.	1	2	3	4	5
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman tedirgin oluyorum.	1	2	3	4	5
16. İngilizce konuşmak için öğrenmem gereken kuralların sayısı beni kaygılandırıyor.	1	2	3	4	5
17. İngilizce konuşacağım zaman diğer öğrencilerin bana gülmesinden korkuyorum.	1	2	3	4	5
18. İngilizce öğretmenim cevabına önceden hazırlanmadığım sorular sorduğunda heyecanlanıyorum.	1	2	3	4	5

**Appendix D- Personal Report of Communication Apprehension (PRCA-24)
(McCroskey, 1982) in English**

	Disagree	Strongly Disagree	Neutral	Agree	Strongly Agree
1. I dislike participating in group discussions.					
2. Generally, I am comfortable while participating in group discussions.					
3. I am tense and nervous while participating in group discussions.					
4. I like to get involved in group discussions.					
5. Engaging in a group discussion with new people makes me tense and nervous.					
6. I am calm and relaxed while participating in group discussions.					
7. Generally, I am nervous when I have to participate in a meeting.					
8. Usually, I am comfortable when I have to participate in a meeting.					
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.					
10. I am afraid to express myself at meetings.					
11. Communicating at meetings usually makes me uncomfortable.					
12. I am very relaxed when answering questions at a meeting.					
13. While participating in a conversation with a new acquaintance, I feel very nervous.					
14. I have no fear of speaking up in conversations.					
15. Ordinarily I am very tense and nervous in					

conversations.					
16. Ordinarily I am very calm and relaxed in conversations.					
17. While conversing with a new acquaintance, I feel very relaxed.					
18. I'm afraid to speak up in conversations.					
19. I have no fear of giving a speech.					
20. Certain parts of my body feel very tense and rigid while giving a speech.					
21. I feel relaxed while giving a speech.					
22. My thoughts become confused and jumbled when I am giving a speech					
23. I face the prospect of giving a speech with confidence.					
24. While giving a speech, I get so nervous I forget facts I really know.					

Appendix E- İletişim Kaygısı Ölçeği (Alishah, 2015)

	Katılmıyorum	Kesinlikle Katılmıyorum	Tarafsız	Katılıyorum	Kesinlikle Katılıyorum
1. Grup tartışmalarına katılmayı sevmem.					
2.Genellikle, grup tartışmalarına katılırken rahatımdır.					
3. Grup tartışmalarına katıldığımda gergin ve stresli olurum.					
4. Grup tartışmalarına katılmayı severim.					
5. Yeni kişilerin olduğu grup tartışmalarına dahil olmak beni stresli ve gergin hissettirir.					
6. Grup tartışmalarına katılırken sakin ve rahatımdır.					
7. Genellikle, bir toplantıya katılmak zorunda olduğumda, gergin hissederim.					
8. Genellikle, bir toplantıya katılmak zorunda olduğumda, rahat hissederim.					
9. Bir toplantıda bir fikir ifade etmem istendiğinde sakin ve rahatımdır.					
10. Toplantılarda kendimi ifade etmekten korkarım.					
11. Toplantılarda iletişim kurmak genellikle beni rahatsız hissettirir.					
12. Toplantılarda soruları yanıtlarken çok rahatımdır.					
13. Yeni tanıdığım biriyle sohbet ettiğimde, çok gergin hissederim.					

14. Sohbetlerde fikirlerimi açıkça söylemekten korkmam.					
15. Genelde sohbetlerde çok gergin ve stresli hissedirim.					
16. Genelde sohbetlerde çok sakin ve rahatımdır.					
17. Yeni tanıdığım biriyle sohbet ederken, çok rahatımdır.					
18. Sohbetlerde ne düşündüğümü açıkça söylemekten korkarım.					
19. Konuşma yapma korkum yoktur.					
20. Konuşma yaparken vücudumda gerginlik hissedirim.					
21. Konuşma yaparken rahatımdır.					
22. Konuşma yaparken düşüncelerim birbirine girer.					
23. Bir konuşma yapma ihtimaline karşı kendime güvenirim.					
24. Konuşma yaparken, o kadar gergin olurum ki, bildiğim şeyleri unuturum.					

Appendix F-Oral Communication Strategy Inventory (OCSI) (Nakatani, 2006)

<p style="text-align: center;">Oral Communication Strategy Inventory (OCSI)</p> <p style="text-align: center;"><i>Strategies for Coping With Speaking Problems</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Never or almost never true of me</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Generally not true of me</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Somewhat true of me</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Generally true of me</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Always or almost always true of me</p>
1. I think first of what I want to say in my native language and then construct the English sentence.					
2. I think first of a sentence I already know in English and then try to change it to fit the situation.					
3. I use words which are familiar to me.					
4. I reduce the message and use simple expressions.					
5. I replace the original message with another message because of feeling incapable of executing my original intent.					
6. I abandon the execution of a verbal plan and just say some words when I don't know what to say.					
7. I pay attention to grammar and word order during conversation.					
8. I try to emphasize the subject and verb of the sentence.					
9. I change my way of saying things according to the context.					
10. I take my time to express what I want to say.					

11. I pay attention to my pronunciation.					
12. I try to speak clearly and loudly to make myself heard.					
13. I pay attention to my rhythm and intonation.					
14. I pay attention to the conversation flow.					
15. I try to make eye-contact when I am talking.					
16. I use gestures and facial expressions if I can't communicate how to express myself.					
17. I correct myself when I notice that I have made a mistake.					
18. I notice myself using an expression which fits a rule that I have learned.					
19. While speaking, I pay attention to the listener's reaction to my speech.					
20. I give examples if the listener doesn't understand what I am saying.					
21. I repeat what I want to say until the listener understands.					
22. I make comprehension checks to ensure the listener understands what I want to say.					
23. I try to use fillers when I cannot think of what to say.					
24. I leave a message unfinished because of some language difficulty.					
25. I try to give a good impression to the listener.					
26. I don't mind taking risks even though I might make mistakes.					
27. I try to enjoy the conversation.					
28. I try to relax when I feel anxious.					

29. I try to encourage myself to express what I want to say.					
30. I try to talk like a native speaker.					
31. I ask other people to help when I can't communicate well.					
32. I give up when I can't make myself understood.					

Factorial Structure of Oral Communication Strategy Inventory (OCSI) by Nakatani (2006)

Factor 1: Social Affective Strategies

- 28. I try to relax when I feel anxious.
- 27. I try to enjoy the conversation.
- 25. I try to give a good impression to the listener.
- 29. I actively encourage myself to express what I want to say.
- 26. I don't mind taking risks even though I might make mistakes.
- 23. I try to use fillers when I cannot think of what to say.

Factor 2: Fluency Oriented Strategies

- 13. I pay attention to my rhythm and intonation.
- 11. I pay attention to my pronunciation.
- 14. I pay attention to the conversational flow.
- 9. I change my way of saying things according to the context.
- 10. I take my time to express what I want to say.
- 12. I try to speak clearly and loudly to make myself heard.

Factor 3: Negotiation for Meaning while Speaking

- 22. I make comprehension checks to ensure the listener understands what I want to say.
- 21. I repeat what I want to say until the listener understands.
- 19. While speaking, I pay attention to the listener's reaction to my speech.
- 20. I give examples if the listener doesn't understand what I am saying.

Factor 4: Accuracy Oriented Strategies

- 7. I pay attention to grammar and word order during conversation
- 18. I notice myself using an expression which fits a rule that I have learned.
- 17. I correct myself when I notice that I have made a mistake.
- 8. I try to emphasize the subject and verb of the sentence.
- 30. I try to talk like a native speaker.

Factor 5: Message Reduction and Alteration Strategies

- 4. I reduce the message and use simple expressions.
- 3. I use words which are familiar to me.
- 5. I replace the original message with another message because of feeling incapable of executing my original intent.

Factor 6: Non Verbal Strategies while Speaking

- 15. I try to make eye contact when I am talking.
- 16. I use gestures and facial expressions if I can't communicate how to express myself.

Factor 7: Message Abandonment Strategies

- 24. I leave a message unfinished because of some language difficulty.
- 31. I ask other people to help when I can't communicate well.
- 32. I give up when I can't make myself understood.
- 6. I abandon the execution of a verbal plan and just say some words.

Factor 8: Attempt to Think in English

- 2. I think first of a sentence I already know in English and then try to change it to fit the situation.
- 1. I think of what I want to say in my native language and then construct the English sentence.

Appendix G- Sözlü İletişim Stratejileri Envanteri (Yaman & Kavaoğlu, 2013)

	Asla bana uymaz	Genellikle bana uymaz	Biraz bana uyar	Genellikle bana uyar	Kısnlikle bana uyar
1. Konuşurken, ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.					
2. Konuşurken, önce İngilizcesini bildiğim bir cümleyi aklıma getiririm sonra onu o andaki duruma uyacak şekilde değiştiririm.					
3. Konuşurken, bildiğim sözcükleri kullanırım.					
4. Söylemek istediklerimi basit ifadelerle kısaca anlatırım.					
5. Anlatmak istediğimi tam olarak ifade edemediğimde başka bir ifadeye başvururum.					
6. Söylemek istediğim şeyi ifade edemediğimde birkaç kelimeyle geçiştiririm.					
7. Konuşurken, dilbilgisi ve söz dizimine dikkat ederim.					
8. Konuşurken cümlenin özne ve yüklemine vurgulamaya çalışırım.					
9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm.					
10. Söylemek istediklerimi ifade etmek epey zamanım alır.					
11. Konuşurken telaffuzuma dikkat ederim.					

12. Konuşurken ses tonumu anlaşılabilirliğim şeklinde kullanmaya çalışırım.					
13. Konuşurken vurgu ve tonlamama dikkat ederim.					
14. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.					
15. Konuşurken karşımdakiyle göz teması kurmaya özen gösteririm.					
16. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.					
17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim.					
18. Konuşurken, öğrenmiş olduğum kurallara uygun ifadeler kullandığımı fark ederim.					
19. Konuşurken, dinleyicinin konuşmama nasıl tepki verdiği dikkat ederim.					
20. Söylediklerim anlaşılmadığı zaman örnelemeye başvururum.					
21. Dinleyici anlayıncaya kadar söylemek istediklerimi ifade etmeye devam ederim.					
22. Konuşurken, ne söylemek istediğimin dinleyici tarafından anlaşılıp anlaşılmadığını kontrol ederim.					
23. Konuşurken söyleyeceğim şey aklıma gelmeyince, Türkçe’de “ee”, “yani” gibi kelimelerin karşılığı olabilecek İngilizce ifadeler kullanırım.(örn.well, I know, vb)					
24. Konuşurken dille ilgili problem yaşarsam konuşmamı tamamlamam.					
25. Dinleyicide iyi bir izlenim bırakmaya					

çalışırım.					
26. Konuşurken çekinmem.					
27. Karşılıklı konuşmaları yaparken konuşmadan keyif almaya çalışırım.					
28. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.					
29. Söylemek istediğimi ifade edebilmek için kendimi cesaretlendirmeye çalışırım.					
30. İngilizce konuşurken, ana dili İngilizce olan kişiler gibi konuşmaya çalışırım.					
31. Konuşurken, iletişim kuramadığımı hissettiğim an yardım isterim.					
32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.					

Factorial Structure of Turkish Version of OCSI

Factor 1: Social Affective Strategies

23. Konuşurken söyleyeceğim şey aklıma gelmeyince, Türkçe'de "ee", "yani" gibi kelimelerin karşılığı olabilecek İngilizce ifadeler kullanırım. (örn. well, I know, vb)

25. Dinleyicide iyi bir izlenim bırakmaya çalışırım.

26. Konuşurken hata yapsam da risk almaktan çekinmem.

27. Karşılıklı konuşmaları yaparken konuşmadan keyif almaya çalışırım.

28. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.

29. Söylemek istediğimi ifade edebilmek için kendimi cesaretlendirmeye çalışırım.

Factor 2: Fluency Oriented Strategies

9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm.

10. Söylemek istediklerimi ifade etmek epey zamanımı alır.

11. Konuşurken telaffuzuma dikkat ederim.

12. Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım.

13. Konuşurken vurgu ve tonlamama dikkat ederim.

14. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.

Factor 3: Negotiation for Meaning While Speaking

19. Konuşurken, dinleyicinin konuşmama nasıl tepki verdiğiğine dikkat ederim.

20. Söylediklerim anlaşılmadığı zaman örneklemeye başvururum.

21. Dinleyici anlayıncaya kadar söylemek istediklerimi ifade etmeye devam ederim.

22. Konuşurken, ne söylemek istediğimin dinleyici tarafından anlaşılıp anlaşılmadığımı kontrol ederim.

Factor 4: Accuracy Oriented Strategies

7. Konuşurken, dilbilgisi ve söz dizimine dikkat ederim.

8. Konuşurken cümlenin özne ve yüklemine vurgulamaya çalışırım.

17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim.

18. Konuşurken, öğrenmiş olduğum kurallara uygun ifadeler kullandığımı fark ederim.

30. İngilizce konuşurken, ana dili İngilizce olan kişiler gibi konuşmaya çalışırım.

Factor 5: Message Reduction and Alteration Strategies

3. Konuşurken, bildiğim sözcükleri kullanırım.

4. Söylemek istediklerimi basit ifadelerle kısaca anlatırım.

5. Anlatmak istediğimi tam olarak ifade edemediğimde başka bir ifadeye başvururum.

Factor 6: Non Verbal Strategies while Speaking

15. Konuşurken karşımdakiyle göz teması kurmaya özen gösteririm.

16. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.

Factor 7: Message Abandonment Strategies

6. Söylemek istediğim şeyi ifade edemediğimde birkaç kelimeyle geçiştiririm.

24. Konuşurken dille ilgili problem yaşarsam konuşmamı yarıda bırakırım.

31. Konuşurken, iletişim kuramadığımı hissettiğim an yardım isterim.

32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.

Factor 8: Attempt to Think in English

1. Konuşurken ifade etmek istediğim şeyi önce anadilimde düşünürüm.

2. Konuşurken, önce İngilizcesini bildiğim bir cümleyi aklıma getiririm sonra onu o andaki duruma uyacak şekilde değiştirim.

Appendix H- Etik Kurul İzni

Etik Kayıt Tarihi: 13.11.2020 Protokol No: 66786

Tarih: 25.11.2020



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	ENG- Investigating Freshman ELY Students' Oral Communication Strategies, Foreign Language Speaking Anxiety and Perceived Communication Apprehension in Oral Communication Skills Course During Emergency Remote Teaching TR-Açılı Uzaktan Öğretim Döneminde İngilizce Öğretmeniği Birinci Sınıf Öğrencilerinin Sözlü İletişim Becerileri Dersinde Kullanılan Sözlü İletişim Stratejilerinin, Yabancı Dil Konuşma Kaygılarının ve İletişim Kaygılarının İncelenmesi
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gökhan ÖZTÜRK
TEZ YAZARI:	Şenay AKKUŞ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Appendix I-Araştırma Gönüllü Katılım Formu

Bu araştırma, Anadolu Üniversitesi İngilizce Öğretmenliği Tezli Yüksek Lisans Programı kapsamında yürütülen, “Freshman ELT Students’ Oral Communication Strategies, Foreign Language Speaking Anxiety and Perceived Communication Apprehension in Oral Communication Skills Course” başlıklı bir tez çalışmasıdır. Çalışma, Doç. Dr. Gökhan Öztürk danışmanlığında Şenay Akkuş tarafından yürütülmekte ve İngilizce Öğretmenliği birinci sınıf öğrencilerinin Sözlü İletişim Becerileri dersinde kullandıkları stratejileri ve yabancı dil konuşma & iletişim kaygılarını inceleme amacını taşımaktadır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anketler uygulanarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler sadece bilimsel çalışmada kullanmak üzere korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Sivas Cumhuriyet Üniversitesi İngiliz Dili Eğitimi bölümünden Arş. Gör. Şenay Akkuş’a yöneltebilirsiniz.

Araştırmacı Adı:

Adres:

İş Tel:

E-posta:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih: