

Anxiety Levels of Students About Speaking Their Mother Tongue and a Foreign Language —A Case From Bosnia-Herzegovina

Yasemin Uzun (Corresponding author)

Department of Turkish Language and Education, Faculty of Education

Canakkale Onsekiz Mart University, P.O. Box 17100, Canakkale, Turkey

Tel: 90-286-217-1303 E-mail: yaseminuzun@hotmail.com

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Abstract

This research aimed to determine the anxiety levels of students towards Bosnian, their native language, and Turkish, which is a foreign language. With this aim, two separate scales were used in the study to determine speech anxiety levels. The sample of the study is comprised of 49 female students. It is a qualitative research, and the data gathered in this study were evaluated on SPSS 21.0 software package. The findings indicated that the levels of anxiety of students comprising the sample group toward mother tongue were moderate, and their out-of-class speech anxiety level, one of the levels of anxiety toward foreign language, was higher than the mean. There was no significant difference between the levels of anxiety toward mother tongue and the levels of anxiety toward foreign language of the students comprising the sample group. In line with the findings obtained from the application, interviews were conducted with the students on the causes of anxiety. The causes of anxiety students referred to include getting excited, being embarrassed, being badly criticized, fearing that their knowledge is inadequate.

Keywords: Prospective teacher, Speech anxiety, Mother tongue, Language, Bosnian, Turkish

1. Introduction

Turkish is taught as a second language or a foreign language to immigrants or foreigners in a wide geography. Both internal (*i.e.*, learner-related) and external (*i.e.*, environment-related) variables are effective on the teaching language process. If these variables are identified, teaching Turkish can be more effective.

In the learning process, mental competencies are not sufficient on their own. Emotions play

an important role in the psychological state of the student, and if mental readiness is desired, emotional readiness must have been achieved first. An emotionally prepared student is better motivated to the topic of interest (Sevim, 2014).

Today, anxiety is one of the most important emotional factors affecting student achievement. Anxiety is a normal emotion experienced by healthy individuals throughout their lives, with protective and adaptive functions during the development of individuals (Karakaya & Öztop, 2013). Anxiety is a normal condition observed in most people, manifesting itself when danger is felt in situations such as riding a flying chair, or when uncertainty is perceived in situations such as making an application. This condition can be motivating in certain situations where the body functions as a fuse against danger. This form of anxiety also positively affects success. At the same time, anxiety is often defined as a state of expectation about future that makes a person upset and distresses or a state of excitement mixed with a sense of insecurity. (Öncül, 2000). If the severity of this state increases, negative effects may begin to emerge. If a person feels that there is a danger even when there is no significant danger, this means that anxiety has become a problem. Although such situations are perceived as a very long period of time, they are quite short-lived (MHF, 2014). When anxiety arises, one is induced to do something about it so s/he can run away from the threatening situation, suppress his/her dangerous stimuli or listen to the voice of conscience. If the individual cannot control his/her anxiety, s/he can feel like a desperate child (Alisinanoğlu & Ulutaş, 2003).

According to previous studies, anxiety affects interpersonal relationships the most. It is difficult for anxious children to read aloud, speak in front of the class, join a group, attend unstructured social settings, take an exam, feel being negatively judged and scrutinized by others (Karakaya & Öztop, 2013).

Social anxiety is one of the main types of anxiety that negatively affects learning of language. Individuals with social anxiety disorder suffer when conditions that cause anxiety arise. This may even cause them to limit their public sphere of work, work only in certain units, avoid jobs or careers that require them to speak (Martin-Lynch, Correia, & Cunningham, 2015).

Fear of speaking in front of a group of people, performance anxiety, communication anxiety, stage fear or fear of being judged negatively are types of social anxiety. Public speaking anxiety, a type of social anxiety, is a common form of social anxiety. This state of anxiety may affect students' verbal communication skills negatively (Martin Lynch, Correia, & Cunningham, 2015). Increased anxiety causes students to isolate themselves from the classroom, become introverted and avoid communication.

The person has significant fear and anxiety about one or more social situations in which s/he is involved and s/he is exposed to possible scrutiny by others. Examples of social situations are meeting new people, being observed while eating or drinking and speaking in front of other people. In children, this anxiety may occur both in peer environments and interactions with adults. The individual may think that the situation s/he is in is embarrassing, humiliating and distressing. Social situations almost always inevitably evoke fear or anxiety. The person may cry, go into a temper tantrum, be petrified and become speechless (The American Psychiatric Association, 2013).

The reasons of social phobia is not fully understood. “As social phobia represents a heterogeneous disorder, resulting from complex interactions among inherited traits, environment, personal experience (including the wounded self) and neurobiological vulnerability, it is unlikely that a single cause of the disorder will be found” (Alladin, 2016).

Social phobia, the exact causes of which cannot be fully described, reduces the quality of life of an individual. Particularly in academic life, social phobia has a negative effect on student success in courses. It also affects students to learn a foreign language.

Language learning is directly proportional to the development of comprehension and expression skills both. Today, language teaching is focused on skills with higher emphasis on communication and culture. Written and oral expression skills are the most important indicators of having a good command of a language. While learning a foreign language, living in a country where that language is spoken helps one to develop these skills faster. Students learning Turkish in Turkey are more advantageous than students learning Turkish in other countries. Those who try to learn Turkish in a country where Turkish is not spoken do not have much access to environments where they can improve their speaking skills. Combined with internal emotional factors (*i.e.*, anxiety stemming from the individual himself/herself), learning becomes increasingly difficult.

In terms of speaking skills, anxiety is the biggest handicap that makes it rather challenging for students with communication difficulties to learn that language.

In this study, students’ speech anxiety in the context of communication was examined. It was questioned whether speech anxiety occurred only in relation to a foreign language.

Therefore, speech anxiety scales were applied for both the mother tongue and Turkish as a foreign language.

2. Method

This study is designed as a survey model conducted on volunteering prospective teachers studying at Bosnia and Herzegovina Zenica University, Faculty of Philosophy, Department of Turkish Language in order to investigate their level of speech anxiety against the mother tongue and Turkish as a foreign language in terms of a range of variables.

Survey models are research approaches that aim to describe a situation as it existed in the past or as it exists in its current state. The things, individuals or objects covered by the research are studied in their natural settings and circumstances. There is no attempt to change, or influence them in any manner. The relational screening model was used in the study. Relational screening is a research design that aims to determine the relationship between multiple variables as they exist (Karasar, 2006).

Investigation questions of the research are:

1. What are the levels of anxiety toward mother tongue of the students comprising the sample group?
2. What are the levels of anxiety toward foreign language of the students comprising the

sample group?

3. Is there any significant difference in terms of grade between students' level of anxiety toward the mother tongue?

4. Is there any significant difference in terms of grade between students' level of anxiety toward the foreign language?

5. Is there any significant difference in terms of grade between the students' levels of anxiety toward the mother tongue and levels of anxiety toward the foreign language?

After the data were obtained, interviews were held with students to identify factors causing anxiety.

2.1 Population and Sample

The sample of the study is comprised of 49 female students studying at the Department of Turkish Language and Literature of the Faculty of Philosophy of Zenica University in the spring semester of 2018-2019 academic year. 14 (28.6%) students in the sample group were in the 1st grade, 12 (24.5%) were in the 2nd grade, 4 (8.2%) were in the 3rd grade and 19 (38.8%) were in the 4th grade. When the number of students learning Turkish in universities abroad is considered, this figure is normal. The low rate of participation in the 3rd grade is associated with the fact that the students visited Turkey under the Erasmus exchange program. The gender factor was not evaluated in practice since all students studying in the Department of Turkish Language and Literature at Zenica University in Bosnia and Herzegovina are female.

2.2 Data Collection Tools

Two separate scales were used in the study to determine Bosnian students' speech anxiety levels toward the mother tongue and Turkish as a foreign language. The first one is the Speech Anxiety Scale developed by Sevim (2012) to measure prospective teachers' speech anxiety. This scale was used to determine students' anxiety levels toward the Bosnian language, their mother tongue. The other was the scale developed by Woodrow (2006) to measure anxiety levels of people speaking English as a second language. Using this scale, anxiety levels of the same students toward Turkish as a foreign language were measured.

The Speech Anxiety Scale for Prospective Teachers (KKÖ), consisting of 20 items, was developed by Sevim (2012) to measure prospective teachers' speech anxiety. The Cronbach's alpha coefficient of the scale is .912. The scale consists of three factors: Speaker-oriented anxiety, environment-oriented anxiety, speech psychology. The scale contains 20 items, nineteen positive and one negative, but all are semantically negative. It has a 5-point Likert-type scale rating. This scale was applied because the study sample was comprised of prospective teachers.

The second language speaking anxiety scale (SLSAS) developed by Woodrow (2006) to measure anxiety levels of people speaking English as a second language, contains 12 items, comprised of short statements. It has a 5-point Likert-type scale rating. The reliability of the

Turkish version of the scale was determined by Melanlıoğlu and Deniz (2013). Cronbach's alpha internal consistency coefficient was calculated to determine the reliability of the scale, and it was found that the scale consisted of 2 factors, speaking-in-class anxiety and out-of-class anxiety, and reliability for in-class anxiety and out-of-class anxiety were .90 and .93, respectively, and .91. in total. The study group consisted of prospective teachers who study Turkish as a foreign language. For this reason, this scale was used.

In line with the findings obtained from the application, interviews were conducted with the students on the causes of anxiety.

2.3 Data Collection and Analysis

In order to conduct the research according to ethical standards, the participants were informed about the title and purpose of the study and the approximate duration (20 to 30 minutes) to complete the scales, and they were told that the information would be kept confidential and the scales would be completed anonymously. In addition, participants were informed about how to complete the scales and that participation was voluntary. The scales were applied directly by the researcher to university students who voluntarily participated in the study. Participants were asked to answer the scales themselves. The participants were given sufficient time to answer the scales. They were asked to tell any issues which they did not understand and allowed to complete the scales, which were then collected.

First, the scales completed were examined and checked for invalid forms (forms which were left blank or in which always the same items were marked, etc.). The data were entered into and evaluated on SPSS 21.0 software package. After checking the data, analyses were performed. Descriptive interpretations of the grade variable were made and frequency and percentage distributions were obtained. Arithmetic mean and standard deviation values were calculated about the scale items. In order to understand whether the scale scores constituted any significant difference in terms of the grade variable, Kruskal Wallis H test, a nonparametric technique, was used since the data did not show normal distribution, and where the groups proved to be significant, Mann Whitney U test was employed to compare the two groups. In addition, a correlation test was performed to determine the relationship between the variables. Significance level was taken as $p < 0.05$.

3. Findings

This section contains the data obtained from the Speech Anxiety Scale for Prospective Teachers (KKÖ) applied to students, and the data obtained from the second language speaking anxiety scale (SLSAS), the findings from statistical analyses of these data, and interpretations of these findings.

Table 1. Frequency and percentage values by grade

Groups	<i>f</i>	%
1st Grade	14	28.6
2nd Grade	12	24.5
3rd Grade	4	8.2
4th Grade	19	38.8
Total	49	100.0

As shown in Table 1, 14 (28.6%) students in the sample group were in the 1st grade, 12 (24.5%) were in the 2nd grade, 4 (8.2%) were in the 3rd grade and 19 (38.8%) in the 4th grade.

Table 2. Arithmetic mean, standard deviation values of total scores of Mother Tongue Anxiety Scale and all sub-dimensions

Dimension	N	\bar{x}	SD
Speech-oriented Anxiety	49	2.98	7.568
Environment-oriented Anxiety	49	3.06	4.711
Speech Psychology	49	2.84	2.755
Mother Tongue Speech Anxiety	49	2.98	13.167

As shown in Table 2, the total score from the Mother Tongue Speech Anxiety Scale of the students comprising the sample group was $\bar{x} = 2.98$, $SD = 13167$, the score from the Speech-Oriented Anxiety subscale was $\bar{x} = 2.98$, $SD = 7.568$, the score from the Environment-Oriented Anxiety subscale was $\bar{x} = 3.06$, $SD = 4.711$, and the score from Speech Psychology subscale was $\bar{x} = 2.84$, $SD = 2.755$). In this context, it can be argued that the students' anxiety level was moderate.

Table 3. Arithmetic mean, standard deviation values of total scores of foreign language anxiety scale and all sub-dimensions

Dimension	N	\bar{x}	SD
Speaking-in-class anxiety	49	3.13	5.007
Out-of-class speech anxiety	49	3.86	4.291
Foreign Language Speech Anxiety	49	3.01	8.476

As shown in Table 3, the total score from the Foreign Language Speech Anxiety Scale of the students comprising the sample group was $\bar{x} = 3.01$, $SD = 8.476$), the score from Speaking-in-class Anxiety subscale was $\bar{x} = 3.13$, $SD = 5.007$), the score from Out-of-class Anxiety subscale was $\bar{x} = 3.86$, $SD = 4.291$. Out-of-class speech anxiety can be said to be higher than the mean.

Table 4. Comparison of Mother Tongue Anxiety Scale by grade results of Kruskal Wallis H test

Score	Grade	<i>N</i>	\bar{x}_{sira}	χ^2	<i>p</i>
Speech-oriented Anxiety	1st Grade	14	27.36	.630	.889
	2nd Grade	12	23.88		
	3rd Grade	4	26.13		
	4th Grade	19	23.74		
	Total	49			
Environment-oriented Anxiety	1st Grade	14	26.64	.609	.894
	2nd Grade	12	22.54		
	3rd Grade	4	23.75		
	4th Grade	19	25.61		
	Total	49			
Speech Psychology	1st Grade	14	23.50	5.792	.122
	2nd Grade	12	32.13		
	3rd Grade	4	13.75		
	4th Grade	19	23.97		
	Total	49			
Mother Tongue Speech Anxiety	1st Grade	14	26.86	.333	.954
	2nd Grade	12	24.17		
	3rd Grade	4	24.13		
	4th Grade	19	24.34		
	Total	49			

As shown in Table 4, in view of the results of Kruskal Wallis H test, which was performed to identify any significant difference by grade between arithmetic means of the Mother Tongue Anxiety Scale scores, no significant difference was found in total scale and any of the

subscales. The difference between anxiety levels by years of study in speech-oriented anxiety, environment-oriented anxiety and speech psychology, and public speaking anxiety is not significant.

Table 5. Comparison of foreign language anxiety scale by grade results of Kruskal Wallis H test

Score	Age	<i>N</i>	\bar{x}_{sira}	x^2	<i>p</i>
Speaking-in-class anxiety	1st Grade	14	26.11	1.384	.709
	2nd Grade	12	27.92		
	3rd Grade	4	26.00		
	4th Grade	19	22.13		
	Total	49			
Out-of-class speech anxiety	1st Grade	14	30.61	9.044	.029
	2nd Grade	12	30.25		
	3rd Grade	4	25.13		
	4th Grade	19	17.53		
	Total	49			
Foreign Language Speech Anxiety	1st Grade	14	28.07	4.488	.213
	2nd Grade	12	29.54		
	3rd Grade	4	25.75		
	4th Grade	19	19.71		
	Total	49			

As seen in Table 5, in view of the results of Kruskal Wallis H test, which was performed to identify any significant difference by grade between arithmetic means of the Foreign Language Anxiety Scale scores, no significant difference was found in total scale and Speaking-in-class Anxiety subscale, whereas a significant difference was found in the scores of Out-of-class Speech Anxiety subscale. Mann Whitney U test was used to determine between which groups significant difference existed.

Table 6. Results of intergroup comparison Mann Whitney U test in out-of-scale speech anxiety subscale

Score	Age	<i>N</i>	\bar{x}_{sira}	Σ_{sira}	<i>U</i>	<i>z</i>	<i>p</i>
	1st Grade	14	13.14	184.00	79.000	-.258	.796
	2nd Grade	12	13.92	167.00			
	Total	26					
	1st Grade	14	10.07	141.00	20.000	-.856	.392
	3rd Grade	4	7.50	30.00			
	Total	18					
	1st Grade	14	22.39	313.50	57.500	-2.763	.006
	4th Grade	19	13.03	247.50			
	Total	33					
	2nd Grade	12	9.00	108.00	18.000	-.733	.464
	3rd Grade	4	7.00	28.00			
	Total	16					
	2nd Grade	12	20.33	244.00	62.000	-2.115	.034
	4th Grade	19	13.26	252.00			
	Total	31					
	3rd Grade	4	15.63	62.50	23.500	-1.183	.237
	4th Grade	19	11.24	213.50			
	Total	23					

As can be seen in Table 6, the results of Mann Whitney U test performed to identify any significant difference by grade between arithmetic means of Out-of-class Speech Anxiety scores indicated that there was a significant difference between 1st graders and 4th graders and that 1st graders had a higher out-of-class anxiety score. There was also a significant difference between 2nd graders and 4th graders and 2nd graders had a higher out-of-class anxiety score. There were no significant differences between other groups.

Table 7. Correlation test results between Mother Tongue Speech Anxiety Scale and Foreign Language Speech Anxiety Scale

		Speech -oriented Anxiety	Environment -oriented Anxiety	Speech Psychology	Mother Tongue Speech Anxiety	In-class speech anxiety	Out-of-class speech anxiety	Foreign Language Speech Anxiety
Speech-oriented Anxiety	r	1	.729**	.576**	.956**	-.110	-.111**	-.121**
	p		.000	.000	.000	.451	.446	.406
	n		49	49	49	49	49	49
Environment-oriented Anxiety	r		1	.397**	.860**	-.094**	-.041	-.077**
	p			.005	.000	.519	.779	.601
	n			49	49	49	49	49
Speech Psychology	r			1	.682**	-.255**	-.242**	-.273
	p				.000	.077	.094	.058
	n				49	49	49	49
Mother Tongue Speech Anxiety	r				1	-.151**	-.129**	-.154**
	p					.302	.376	.290
	n					49	49	49
In-class Speech Anxiety	r					1	.660	.925
	p						.000	.000
	n						49	49
Out-of-class Speech Anxiety	r						1	.896
	p							.000
	n							

As can be seen in Table 7, a significant positive correlation was found between the subscales of the Mother Tongue Speech Anxiety Scale. When the subscales of the Foreign language anxiety were examined, there was a positive significant correlation. When the correlation between the two scales was examined, it was found that there was no significant relationship between the scores of Mother Tongue Speech Anxiety Scale and the scores of Foreign Language Speech Anxiety Scale.

Table 8. Correlation test results between Mother Tongue Speech Anxiety Scale and Foreign Language Speech Anxiety Scale

		Mother Tongue Speech Anxiety	Foreign Language Speech Anxiety
Mother Tongue Speech Anxiety	r	1	-.154
	p		.290
	n		49
Foreign Language Speech Anxiety	r		1
	p		
	n		49

When the correlation between the two scales was examined, it was found that there was no significant relationship between the scores of Mother Tongue Speech Anxiety Scale and the scores of Foreign Language Speech Anxiety Scale.

Table 9. Comparison of the scores from Mother Tongue Speech Anxiety Scale by grade

Dimension	1 st Grade			2 nd Grade			3 rd Grade			4 th Grade		
	N	\bar{x}	SD									
Speech-oriented Anxiety	14	34.07	6.545	12	32.33	9.773	4	33.25	6.801	19	31.95	7.314
Environment-oriented Anxiety	14	18.86	4.0161	12	17.58	4.776		17.75	3.948	19	18.58	5.501
Speech Psychology	14	8.14	2.214	12	10.08	3.118		6.25	3.403	19	8.26	2.423
Mother Tongue Speech Anxiety	14	61.07	10.986	12	60.00	16.034		57.25	13.150	19	58.79	13.620

As seen in Table 9, as a result of the comparison of the scores from Mother Tongue Speech Anxiety Scale by grade, the students in the 1st grade had the highest anxiety score in the Speech-oriented Anxiety Subscale, followed by those in the 3rd grade, 2nd grade and 4th grade, respectively. The students in the 1st grade had the highest anxiety score in the Environment-oriented Anxiety Subscale, followed by those in the 4th grade, 3rd grade and 2nd grade, respectively. The students in the 2nd grade had the highest anxiety score in Speech Psychology Subscale, followed by those in the 4th grade, 1st grade and 3rd grade, respectively. The students in the 1st grade had the highest anxiety score in Mother Tongue Speech Anxiety Subscale, followed by those in the 2nd grade, 4th grade and 3rd grade, respectively.

Table 10. Comparison of the scores from Foreign Language Speech Anxiety Scale by grade

Dimension	1 st Grade			2 nd Grade			3 rd Grade			4 th Grade		
	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD	N	\bar{x}	SD
In-class Speech Anxiety	14	22.00	3.922	12	23.00	5.592	4	21.50	6.137	19	21.16	5.378
Out-of-class Speech Anxiety	14	16.00	3.234	12	15.83	5.006	4	14.50	2.646	19	12.00	3.9581
Foreign Language Speech Anxiety	14	38.00	6.737	12	38.83	10.008	4	36.00	8.367	19	33.16	8.308

As seen in Table 10, as a result of the comparison of the scores from Foreign Language Speech Anxiety Scale by grade, the students in the 2nd grade had the highest anxiety score from Speaking-in-class anxiety Subscale, followed by those in the 1st grade graders, 3rd grade and 4th grade, respectively. The students in the 1st grade had the highest anxiety score in the Out-of-class Speech Anxiety Subscale, followed by those in the 2nd grade, 3rd grade and 4th grade, respectively. The students in the 2nd grade had the highest anxiety score in the Foreign language speaking anxiety scale, followed by those in the 1st grade, 3rd grade and 4th grade, respectively.

In line with the findings obtained from the application, interviews were conducted with the students on the causes of anxiety. As a result of the interviews, the following data were generally identified as the cause of anxiety:

Students said that they sometimes got excited when they spoke Turkish as a foreign language and they were worried about being criticized and ridiculed. They stated that they were concerned that their knowledge on some subjects was insufficient. They also stated that teachers giving Turkish lessons changed every year, and not knowing their teachers was also a concern for them.

The students stated that they were also anxious while speaking Bosnian, except when they spoke with their close relatives. Speaking in public is a situation about which they feel anxious the most. They also stated that they were anxious while making a presentation in front of their friends in class. The causes of anxiety they referred to include getting excited, being embarrassed, being badly criticized, and fearing that their knowledge might prove inadequate.

4. Conclusion

14 (28.6%) students in the sample group were in the 1st grade, 12 (24.5%) were in the 2nd grade, 4 (8.2%) were in the 3rd grade and 19 (38.8%) were in the 4th grade. When the number of students learning Turkish in universities abroad is considered, this figure is normal. The low rate of participation in the 3rd grade is associated with the fact that the students visited Turkey under the Erasmus exchange program. The gender factor was not evaluated in

practice since all students studying in the Department of Turkish Language and Literature at Zenica University in Bosnia and Herzegovina are female.

The aim of this study was to determine the anxiety levels of students towards the Bosnian language, their native tongue and Turkish, a foreign language, and the results obtained from the study were as follows:

The levels of anxiety of students comprising the sample group toward the mother tongue were moderate, and their out-of-class speech anxiety level, which is among the levels of anxiety toward foreign language, was higher than the mean.

The levels of anxiety toward the mother tongue of the students comprising the sample group by grade were as follows: The students in the 1st grade had the highest anxiety score in Bosnian Speech-oriented Anxiety Subscale, followed by those in the 3rd grade, 2nd grade and 4th grade, respectively. The students in the 1st grade had the highest anxiety score in Bosnian Environment-oriented Anxiety Subscale, followed by those in the 4th grade, 3rd grade and 2nd grade, respectively. The students in the 2nd grade had the highest anxiety score in Bosnian Speech Psychology Anxiety Subscale, followed by those in the 4th grade, 1st grade and 3rd grade, respectively. The students in the 1st grade had the highest anxiety score in Mother Tongue (Bosnian) Speech Anxiety Subscale, followed by those in the 2nd grade, 4th grade and 3rd grade, respectively.

No significant difference by grade was found in Speaking-in-class anxiety subscale, which is one of the levels of anxiety toward foreign language, whereas a significant difference was found in the scores of Out-of-class Speech Anxiety subscale.

A significant difference by grade was found between Turkish out-of-class speech anxiety scores of the students in the 1st grade and those in the 4th grade, and the students 1st grade had a higher out-of-class anxiety score. There was also a significant difference between the students in the 2nd grade and those in the 4th grade, and the students in the 2nd grade had a higher out-of-class anxiety score. There were no significant differences between other groups.

In the comparison by grade of Turkish as a Foreign Language Speaking-in-class Anxiety subscale, the students in the 2nd grade had the highest anxiety score, followed by those in the 1st grade, 3rd grade and 4th grade, respectively. The students in the 1st grade had the highest anxiety score from Turkish Out-of-class Speech Anxiety Subscale, followed by the students in the 2nd grade, 3rd grade and 4th grade, respectively. In-class and out-of-class Turkish speaking is more common in the first two years.

The students in the 2nd grade had the highest anxiety score in the Foreign language speaking anxiety scale, followed by those in the 1st grade, 3rd grade and 4th grade, respectively.

There was no significant difference between the levels of anxiety toward mother tongue and the levels of anxiety toward foreign language of the students comprising the sample group.

The causes of anxiety students referred to include getting excited, being embarrassed, being badly criticized, fearing that their knowledge is inadequate. Similarly, Woodrow (2015)'s study reported that making an oral presentation and speaking in the presence of friends are

causes of anxiety.

Researches about the effect of anxiety on foreign language learning, which began with Horwitz and Cope (1986), have been going on for years. While some researchers have stated that some tension can motivate students and affect language learning positively (Spielmann & Radnofsky, 2001), some researchers (Gregersen, 2003; Gregersen & Horwitz, 2002; Horwitz, 1995) emphasized the negative effect of anxiety on foreign language learning (Hamamcı, 2015).

According to the results of the study, the following suggestions can be made:

- In that case, a higher number of speaking studies for which the students are prepared can be performed to make students feel relaxed.
- Encouraging students to speak Turkish as much as possible during their time at the university may help reduce their anxiety.

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