

Volume 6/3 September 2018

p. 194 / 210

**THE EFFECT OF SPEAKING ANXIETY ON
SPEAKING SELF-EFFICACY OF CHILDREN IN A
FLL CONTEXT¹**

Çocukların Yabancı Dil Öğrenme Ortamında Konuşma

Kaygılarının Konuşma Öz Yeterliklerine Etkisi

Esim GÜRSOY²

Necla KARACA³

Abstract

Self- efficacy and language anxiety are two major affective factors that affect language learning. There is a plethora of research on learners' self-efficacy and foreign language anxiety. However, there is limited research investigating the relation between speaking efficacy and speaking anxiety of younger foreign language learners. Due to this gap in the literature, the study aims to investigate secondary school students' (5th and 8th grades) self-efficacy and anxiety in speaking English in relation to gender and age. In addition, it aims to analyze the effect of speaking anxiety on speaking self-efficacy of younger and older child learners.150 students from 5th and 8th grades participated in the study. A sequential explanatory mixed-method research design was adapted for the study. The quantitative data were collected via a speaking efficacy scale, and a speaking anxiety scale. The qualitative data were collected via interviews. The results revealed that there is no significant gender difference in terms of speaking-efficacy and anxiety. Moreover, it was found that younger students have higher speaking self-efficacy beliefs than older students, whereas in terms of speaking anxiety no statistically significant difference was found. The findings revealed a strong negative correlation between speaking efficacy and speaking anxiety. As the results related to anxiety indicate differences from the previous literature, further studies are needed to be conducted for the generalizability of the results. Younger children's higher self-efficacy beliefs can be attributed to the characteristics of this age group as well as the role of the teacher in stimulating a risk-free environment. The study has implications both for researchers conducting classroom-research and language teachers.

Key words: Speaking anxiety; speaking self-efficacy; affective factors; age; children.

Öz

Öz yeterlik ve dil kaygısı dil öğrenimini etkileyen iki önemli duyuşsal faktördür. Öğrencilerin öz yeterliği ve yabancı dil kaygısı hakkında çok sayıda araştırma vardır. Bununla birlikte, yabancı dil öğrenen çocukların konuşma yeterliği ve konuşma kaygısı arasındaki ilişkiyi araştıran sınırlı sayıda araştırma bulunmaktadır. Literatürdeki bu boşluk nedeniyle, çalışma ortaöğretim öğrencilerinin (5. ve 8. sınıflar) cinsiyet ve yaş ile ilgili olarak İngilizce konuşmadaki öz yeterlik ve kaygısını araştırmayı amaçlamaktadır. Ayrıca, konuşma

¹ A previous version of this paper was presented in Çukurova International Teachers' Conference (CUELT) 2018, in Adana, Turkey.

² Assoc. Prof. Dr. Uludağ University ELT Department. esimgursoy@yahoo.com

³ Nuri Erbak Secondary School

kaygısının küçük ve büyük çocuk öğrencilerin konuşma öz yeterliğine etkisini analiz etmeyi amaçlamaktadır. Araştırmaya 5. ve 8. sınıflardan 150 öğrenci katılmıştır. Sıralı açıklayıcı karma-yöntem kullanılarak, nicel ve nitel veriler toplanmıştır. Nicel veriler, bir konuşma yeterliği ölçeği ve bir konuşma kaygısı ölçeği ile toplanmıştır. Nitel veriler, yarı-yapılandırılmış görüşmeler ile toplanmıştır. Sonuçlar cinsiyetler arasında konuşma öz yeterliği ve kaygısı açısından anlamlı bir fark olmadığını ortaya koymuştur. Ayrıca, daha küçük yaşta öğrencilerin daha yüksek konuşma yeterlik inançlarına ve daha yüksek düzeyde konuşma becerilerine sahip oldukları, konuşma kaygısı açısından ise istatistiksel olarak anlamlı bir fark bulunmadığı bulunmuştur. Bulgular, konuşma yeterliği ile konuşma kaygısı arasında güçlü bir negatif ilişki olduğunu ortaya koymuştur. Kaygı ile ilgili sonuçlar alan yazından farklılık gösterdiğinden, sonuçların genellenebilirliği için benzer başka çalışmaların yapılması gerekmektedir. Daha küçük çocukların daha yüksek öz-yeterlik inançları, bu yaş grubunun özelliklerine ve öğretmenin risksiz bir ortamı oluşturmadaki rolüne bağlanabilir. Bu çalışmanın sınıf içi araştırma yapan dil öğretmenleri ve araştırmacılar için anlamlı yansımaları vardır.

Anahtar Kelimeler: Konuşma kaygısı; konuşma öz yeterliği; duyuşsal faktörler; yaş; çocuklar.

INTRODUCTION

Being the lingua franca, English language has been the most frequently used means of interaction for international communication. People need to communicate globally and get engaged in international affairs actively for different reasons. That's why many countries give importance to language education and seek different ways of teaching languages more effectively. Turkey is one of these countries, but even though some innovative changes have been made by The Ministry of National Education, there is a common disappointment regarding the oral production of the language. Many researchers have found that affective variables are among the major factors in students' speaking performance. Bandura explained in his social cognitive theory that "what people think, believe, and feel affects how they behave" (Bandura, 1986 p. 25).

Self-efficacy and anxiety are two crucial affective factors that directly affect language learning. Bandura (1992) states that the students feel anxious and depressed when they try to speak English if they don't have a sense of self-efficacy. Pajares (1996) and Schunk (2003) assert that self-efficacy affects learners' motivation and success in language learning process. Anxiety is another variable which is related with language learning. Horwitz (2001) and Liu (2006) found that students' anxiety in class has negative impact on their success. Many researchers investigated the self-efficacy and anxiety in different language settings; however, research on speaking-efficacy and anxiety with regard to speaking skills is still limited in foreign/second language learning. Hence, the current study investigates the relationship between speaking self-efficacy and anxiety of 5th and 8th grade students in a state secondary school in Turkey. Besides, the effects of gender and age differences are analyzed in terms of speaking-efficacy and speaking anxiety of foreign language learners.

REVIEW OF LITERATURE

In today's era of globalization, English is accepted as an international, global and world language, as a result, learnt and spoken by millions of people around the world across cultural and linguistic boundaries. English language, as lingua franca, has gained virtual importance in different fields of life such as science, economics, entertainment, politics, sports or other fields of educational training. The increasing demand to learn English has turned the attention of educators, policy makers, parents and students to the outcomes of the learning process. There are a lot of factors that affect success in language learning.

Classroom related, cognitive and affective factors have considerable value in learning the language successfully. Individual factors such as motivation, attitudes, self-efficacy and anxiety are some of the most researched issues in the field of foreign language learning.

Learners' beliefs about language learning are among the most vital characteristics of learning outcomes (Horwitz, 1988, p.285).

Self-efficacy is a construct grounded in social cognitive theory. Bandura (1977) defines self-efficacy as "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 174). Individuals' achievements require both capabilities and self-beliefs of efficacy to control significant actions in their life successfully. For this reason, learners having the same knowledge and skills might perform much better or worse depending on their self-efficacy beliefs. People with high level of self-efficacy visualize success scenarios which lead and motivate them to perform successfully. On the other hand, people with low self-efficacy visualize failure scenarios that prevent them from doing their best inevitably and cause many things to go wrong. It is not easy to achieve goals while fighting self-doubt (Bandura, 1993). Pajares (2002) also states that individuals' self-efficacy beliefs, which affect their cognitive process and actions, can modify their functioning and change their experiences.

Self-efficacy has drawn attention in the field of education in the past two decades. There is no doubt that academic performance and self-efficacy are in a positive relationship. According to Pajares (1996), even when they have lower abilities, learners with high self-efficacy beliefs get deeply involved in doing a task, and thus get better scores than other learners who have lower perceptions of self-efficacy. Besides, some researchers examined the relationship between self-efficacy and learners' performance on foreign language learning. Wong (2005) demonstrated that numerous ESL learners lack self-efficacy. He states that lots of ESL learners don't have the necessary learning strategies and high self-efficacy to increase their language proficiency and motivation. Mills, Pajares and Herron (2006) surveyed the students who were learning French as a foreign language in the USA and found a certain relationship between the learners' self-efficacy and reading proficiency. Surveying 250 university students in Turkey, Tilfarlioğlu and Çiftçi (2011) revealed similar results. Similarly, Başaran and Cabaroğlu (2014) stated that foreign language teachers have commonly observed in language classes that learners having low proficiency in English are the ones having less self-efficacy to learn a foreign language properly.

As a productive skill, speaking challenges language learners' ability to perform a task. Communication means the ability to speak or interact with other people. Speaking occurs in real time and demands the learner's speaking capabilities in order to plan, process and finally, produce the language. This is not an easy task for students who are trying to develop speaking skills. Shumin (2002) claims that speaking a language is particularly challenging for foreign language learners, as effective oral communication demands the ability to use the language in social interaction appropriately. As a result, EFL learners, without being exposed to the target language, are considerably poor at spoken English. According to Shumin (2002) some factors that affect EFL learners' oral communication are socio-cultural factors, age, maturation and affective factors. Some of the affective factors are attitude, self-esteem, motivation, anxiety and self-efficacy.

Bandura (1986, 1997) asserts that self-efficacy is a task specific construct. Speaking self-efficacy refers to learners' abilities to communicate in the target language appropriately. An efficacious learner feels confident and competent to struggle while using the target language. On the other hand, a low efficacious learner feels incompetent to communicate orally in the target language. In other words, an individual's belief about his/her completion of a task may affect performance of the task. Additionally, Taipjutorus, Hansen, and Brown (2012) claim as a result of their study that the learners' self-efficacy

is specific to the context of a situation, but can be generalized to other conditions once it is established.

Recently, there has been some research on speaking self-efficacy in the field of foreign language learning (FLL). Kim and Lorshbach (2005) surveyed pre-university ESL learners, who were attending a private university, to investigate the relationship between self-efficacy and speaking ability. The result of the study demonstrated that the students presented high levels of self-efficacy in relation to speaking skills. In the same study, Kim and Lorshbach (2005) found that female students' self-efficacy level in speaking was crucially higher than male students. Similarly, Çubukcu, (2008) found that high self-efficacy beliefs direct the learners to engage in class activities more, so the learners can increase their academic achievement. Besides, according to Tilfarlıoğlu and Cinkara (2009), college students with high-self efficacy are more active and motivated in speaking activities. In addition, a study by Genç, Kuluşaklı, & Aydın (2016) revealed that language learners feel more efficacious for reading and speaking skills than for listening and writing skills.

Anxiety is another crucial affective factor during the foreign/second language learning process; therefore, numerous research studies have been conducted on the construct of anxiety in the last few decades. Dörnyei (2005) claims that anxiety is one of the most important barriers learners come across with in language classes. Horwitz (1986) defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 28). Similarly, MacIntyre (1999) stated that language anxiety is the "worry and negative emotional reaction aroused when learning or using a second language" (p.27). Horwitz, Horwitz and Cope (1986) divided language anxiety into three categories: 1) communication apprehension "a type of shyness characterized by the fear of or anxiety about communicating with people" (p.127); 2) Test anxiety "a type of performance anxiety stemming from a fear of failure" (p.128); and 3) Fear of negative evaluation "apprehension about others' evaluation, avoidance of evaluative situations and expectations that others would evaluate negatively" (p.128). Wang & Chang (2010) state that anxiety is of the most crucial barriers that language learners need to overcome in foreign language classes.

Many researchers investigated the effect of anxiety on foreign language (FL) education. Most of the studies proved that there is a negative correlation between the construct of anxiety and foreign language achievement (Chen & Chang, 2004; Horwitz & Young, 1991; Liu & Jackson, 2008; Price, 1991). On the contrary, some researchers found that there is a positive correlation between anxiety and language achievement (Ehrman & Oxford, 1995; Subaşı, 2010). Language learners usually report that speaking makes them feel a great deal of anxiety during the learning process (Woodrow, 2006).

Speaking is an important part of language learning, and therefore, speaking anxiety plays a significant role in learning a language successfully. According to Price (1991), language learners feel anxious while speaking in front of other learners, as they are afraid of being humiliated and laughed at because of their mistakes. Philips (1992) also states that speaking is the most challenging and threatening aspect of learning a language when oral communication skills are inadequate. Pertaub, Slater, and Carter (2002) found that anxiety generally occurs when the speakers have to make a public speech or communicate with a foreigner as they are afraid of being judged by other people. Even though speakers are aware of the fact that this nervousness is meaningless, they cannot stop feeling the anxiety, which might lead the speaker to feel depressed and frustrated.

Woodrow (2006) found a significant negative relationship between second language speaking anxiety and oral performance, especially while communicating with native speakers. FL anxiety has a negative effect on the willingness of learners to communicate in speaking classes (Ay, 2010; Balemir, 2009; Liu and Jackson, 2008). Tianjian (2010) examined Chinese EFL learners' speaking anxiety in relation to domains such as unwillingness to communicate, trait anxiety, speaking self-efficacy and language achievement. The results of the study revealed that over %50 of the learners reported average or high levels of foreign language speaking anxiety. Moreover, Çağatay (2015) investigated the university students' level of foreign language speaking anxiety (FLSA) and the results revealed moderate level of FLSA. She also found that the learners feel more anxious while they are speaking with native speakers.

Gender also has an important role in terms of feeling FL anxiety. Öztürk and Gürbüz (2012), and Tercan and Dikilitas (2015) found that female speakers were slightly more anxious than male speakers. On the contrary, Campbell (1999) found no significant difference between males and females in speaking anxiety. Bozavlı and Gülmez (2012) revealed higher speaking anxiety among the males when compared with female learners. Consequently, the findings on the effect of gender on foreign language speaking anxiety are inconsistent.

The effect of age on Language Learning

The process of learning a language is quite different for younger learners and adults. Having completed their cognitive development process, adult learners can understand abstract concepts or direct instruction of the rules. On the contrary, young learners are not aware of learning a language or social values and attitudes (Brown, 1980) as they are meaning focused. Brown states that there is a biological timetable which is called the Critical Period Hypothesis (CPH). According to the CPH, language acquisition occurs around puberty. As children grow older, their awareness of themselves rises and they feel more self-conscious and develop inhibitions about their self-identity. Dörnyei (2005) states that, anxiety causes negative effects on performance in language learning.

Piaget (1972) outlined a child's intellectual development in five stages, accordingly hypothetical thinking starts at the period of formal operations which is after age 12. This time is also marked with puberty according to the CPH. Before this age, children cannot understand the abstract language-related explanations and definitions. Thus, foreign language teaching to young learners is different from teaching to adults, as different teaching styles and techniques need to be used according to the learners' characteristics and their social, emotional and cognitive development (Halliwell, 1992; Moon, 2000). McCarty, Romero, and Zepeda (2006) indicate that adults find it hard to acquire and integrate language data and deal with different aspects of language at the same time, whereas children do the same things unconsciously. Certain biological, cognitive, socio-cultural and affective variables affect the language learning process. Brown (2000) claims that we are emotional creatures as human beings, so affective factors such as inhibition, self-esteem, extroversion, anxiety and attitudes are related with second language acquisition inevitably. Emotional and cognitive changes in puberty increase the feeling of inhibition. That's why younger second language learners are less frightened and don't think about mistakes in their attempts to communicate. Johnstone (2009) states that younger learners who are under the age of 11 don't feel inhibited much, but feel more enthusiastic for learning and using the language, as they have lower psychological barriers. Gürsoy and Akın (2013) investigated the foreign language anxiety between different age groups (11-14) and they found that the youngest group was the least

anxious group. They found no significant differences related to gender. On the contrary, Serçetin (2006) examined the anxiety levels of 5th and 8th grade language learners and found that younger learners were more anxious than the older ones.

METHODOLOGY

The aim of this study is to highlight the effect of speaking anxiety on the speaking-eficacy of FL learners. The study also aims to predict the impact of gender and age on foreign language speaking-eficacy and anxiety. The following research questions guide this study:

RQ 1: Does age affect students' level of FL speaking-eficacy and speaking anxiety significantly?

RQ 2: Are there any significant differences according to gender in terms of speaking-eficacy and FL speaking anxiety levels of secondary school students at 5th and 8th grades?

RQ 3: Is there any relationship between speaking anxiety and self-eficacy in foreign language learning?

Participants

The study was conducted at a state secondary school in Bursa-Turkey. The convenience sampling technique was used, and a total of 150 students participated in the study. 77 participants were 8th grade students ranging in age from 13 to 14, and included 39 females and 38 males. On the other hand, 73 participants of the study were 5th grade students. Their ages ranged from 9 to 12 and included 38 female and 35 male students. 8th grade students had similar educational backgrounds. They started to learn English as a FL at the 4th grade (2 hours a week) and they continued their language education at the 5th grade and 6th grade (3 hours a week), at the 7th grade (4 hours a week) and at the 8th grade (6 hours a week).

5th grade students also had a similar language education background within the group, but different from the 8th graders. They started their FL education at the 2nd grade (2 hours a week), and they had English courses at the 3rd and 4th grades (2 hours a week). When the 5th grade students started secondary school, they had 15 hours of English courses in a week, since their school was selected as a pilot school of English Preparatory Class for the 5th grades. The groups did not take a separate speaking class, since they studied English language skills in an integrated way.

Dörnyei (2007) asserts that the main goal of sampling in a qualitative inquiry is to find participants who can provide rich and varied data for the phenomenon which is investigated so as to maximize and enrich what we can learn. The best way of achieving this goal is 'purposive sampling'. In this study, 10 participants from the younger children group (YC = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) and 10 participants from the older children group (OC = 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) were selected for the interviews. Half of the students were male. The opinions of the English teachers of the students were also collected in order to choose from both weak and strong students in English classes for the interviews.

Data Collection Instruments

This research is designed as a mixed-method study to triangulate the data by using multiple data collection tools, therefore involves two sources of data; quantitative data

from a combination of “The Foreign Language Speaking-efficacy” and “Foreign Language Speaking Anxiety” Scales and qualitative data from the semi-structured interviews.

The questionnaire comprises three sections. Section A contains demographic information of the participants such as gender, age and level of education. Section B is an adaptation of “The French Self-efficacy Scale” constructed by Pajares and Mills (2006) to assess French reading and listening self-efficacy. To assess speaking self-efficacy beliefs of the participants, 24 items were adapted. To check the content and face validity, 5 experts rated items according to their relevance and appropriateness. As a result, four items were omitted from the original instrument. Later, the instrument was tested for the construct validity. According to the results of the factor analysis (KMO = .908), three items (items 9, 10, 11) were excluded from the scale. The analysis revealed two dimensions in the scale. The first factor having 46,27% eigenvalue of variance represents a desire for speaking and includes the items (1,3,5,12,13,15,16,19,20), factor 2 has 6,25% eigenvalue of variance and represents language expectations including the items (2,4,6,7,8,14,17,18). It was designed as a five-point Likert scale ranging from never (1) to always (5). The reliability for factor 1 was found to be .89, for factor 2 to be .84, and .92 for the whole scale.

Foreign Language Speaking Anxiety Scale was adopted from Woodrow (2006) and used in section C. It is a five-point Likert type scale ranging from never (1) to always (5), and consists of twelve items. The instrument was translated into Turkish by two researchers and it was back translated by two English teachers to prevent any misunderstandings. The researchers also asked a 5th grade student to read the items and check if there was any item that was too difficult to understand. The instrument was found reliable with alpha value of .91 consecutively.

Procedure

The study took place in a secondary state school in Bursa, and it was conducted during the 2017-2018 fall semester. After three weeks from the collection of the quantitative data, the interviews were held. All the interviews were audio recorded and field notes were taken at the time of interviews. 20 participants were interviewed and eight questions about speaking efficacy, and seven questions about speaking anxiety were asked. 10 participants were selected from among the 8th grade students (5 male, 5 female) and 10 participants were selected from among the 5th grade students (5 male, 5 female) purposefully. Half of the students were stronger and more active in English lessons than the others according to the teachers' views.

Data Analysis

The data were analyzed by using the Statistical Package for the Social Sciences (SPSS) version 20. Firstly, normality test was conducted for speaking efficacy and speaking anxiety scales to be able to decide whether to use parametric or non-parametric tests. Before the statistical analysis was carried out, the normality of the data was checked. As the data were normally distributed according to the Skewness and Kurtosis values (Skewness = -0.45, Kurtosis = 0,39) for speaking-efficacy and (Skewness = 0.76, Kurtosis = 0.04) for speaking anxiety, parametric tests were decided to be used. The Skewness and Kurtosis values ranged between ± 1 (Table 1). According to Tabachnick and Fidell (2013), the acceptable range for Skewness or Kurtosis is between +1.5 and -1.5 for normal distribution. Therefore, the scale used in the study might be taken into consideration as normally distributed. Besides, Q-Q plots were used as a graphical method for the visual check of normality. It was observed that most of the points were distributed on or near the straight line on the graphs. According to Tabachnick and Fidell (2001), when the

number of the samples is over 100, observing the visual appearance of the data distribution is sufficient. This study includes 150 participants, and as the data were normally distributed, parametric tests were applied.

Independent samples t-test was used to examine gender differences and one-way ANOVA was used to analyze group differences according to the age of the students. 5th grade students' ages range between 9 and 12 as they started the primary education at different ages as a result of the change at the education system 6 years ago, so ages of the students fall into 3 groups (9-10, 11-12, 13-14). Pearson Moments correlation analysis was conducted to examine the language learners' speaking efficacy and speaking anxiety correlations.

To be able to triangulate the quantitative data with the qualitative data, interviews were conducted after the quantitative data was collected via speaking efficacy and speaking anxiety scales. An Excel spreadsheet was used to code the data as recommended by Tracy (2013).

RESULTS

The first research question aimed to find out the effect of age on students' level of FL speaking-efficacy and speaking anxiety. The descriptive data indicate that the speaking-efficacy of younger children (YC) is higher than the older children (OC). On the other hand, the speaking anxiety of younger children is lower than that of the older children (Table 1).

Table 1. The descriptive values for the study variables

	N	Mean	Mode	Median	Skewness	Curtosis
Speaking-efficacy	150		4,05	3,7368	-0,452	0,394
YC	77	3,86				
OC	73	3,37				
Speaking- anxiety	150		1	2,125	0,763	0,046
YC	77	2,10				
OC	73	2,32				

One-way ANOVA was conducted to examine whether there was a significant difference among the three different age groups. The results indicated a statistically significant difference between different age groups in terms of speaking efficacy [F (2,147) =13.41, p=0.00], with a large effect size (eta squared = .10). As a result of observing a significant p value, post hoc test was computed to determine which contrasts were significant. The speaking efficacy test indicated homogeneity of variances as (p> .05). That's why Tukey test results were taken into consideration. There was a significant difference between the 13-14 year-old students (M=3.37, SD=0.75) and 11-12 year-old of students [(M=3.98, SD=0.60), p<.001]. There was also a significant difference between the students aged 9-1 (M=4.01, SD=0.80) and the students aged 13-14 [(M=3.37, SD = 0.75), p<.001]. However, 11-12 year-old students did not significantly differ from the 9-10 year olds. The 5th grade students are between the ages of 9-10 and 11-12, so the results of the one-way ANOVA analysis indicate that 5th grade students (YC) have higher speaking self-efficacy beliefs than the 8th grade (OC) students.

On the other hand, one-way ANOVA analysis was conducted to analyze the different age groups in terms of their foreign language speaking anxiety, but no significant difference was observed between the age groups [$F(2,147)=1.01, p=0.36$].

The second research question inquired about the possible differences according to gender in terms of speaking-efficacy and FL speaking anxiety levels of secondary school students at 5th and 8th grades. An independent samples T-test was performed to see whether there was a significant difference between female and male participants with regard to foreign language speaking efficacy and speaking anxiety. The results indicate that there is no significant difference according to gender regarding students' speaking efficacy beliefs [males ($M=3.66, SD=.81$)], females ($M=3.73, SD=.78$), $t(148) = -.53, (p>.05)$] and speaking anxiety ($p>.05$) [males ($M=2.26, SD=.88$), females ($M=2.16, SD=.96$), $t(148) = .63, (p>.05)$].

The third research question sought to find out any relationship between speaking anxiety and self-efficacy in foreign language learning. The relationship between the speaking-efficacy and speaking anxiety was computed by conducting Pearson Moments correlation analysis on SPSS. As a result, a significant negative correlation between the two variables was found ($r = -.65, p < .001$) as demonstrated in Table 2.

Table 2. Correlations between speaking efficacy and speaking anxiety

		Speaking- efficacy	Speaking Anxiety
Speaking-efficacy	Pearson Correlation	1	-,655**
	Sig. (2-tailed)		,000
	N	150	150
Speaking anxiety	Pearson Correlation	-,655**	1
	Sig. (2-tailed)	,000	
	N	150	150

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

Interviews were conducted to collect qualitative data for an in-depth understanding. As a result of analyzing the collected data, 4 categories, 5 subcategories, and 15 codes were found and tabulated for speaking-efficacy (Table 3), and 3 categories, 5 subcategories, and 13 codes were found and tabulated for speaking anxiety (Table 4). The younger children (YC) in the tables between the numbers 1-10 represent the 5th grade students, and older children (OC) between 11-20 represent the 8th grade students.

Table 3. Summary of the categories subcategories and corresponding codes emerged from data regarding speaking-efficacy

Category Frequency	Subcategory	Code	Example Mean Unit	
Presence of speaking efficacy		Having confidence	"I usually feel confident while speaking English". YC (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) / OC (12, 13, 14, 16, 17, 19)	(n=16) 100%/6 0%
		Lack of confidence	"I rarely feel confident while speaking English". OC (11, 15, 18, 19) / YC()	(n=4) 40% / 0
Factors affecting Speaking- efficacy	Teacher attitude s	Teacher's positive manner	"I want my teacher to treat me positively while I am speaking". YC (3, 5, 6, 7, 8, 9) / OC (10, 19)	(n=8) 60% / 20%

Category	Subcategory	Code	Example Mean Unit		
Frequency	Teacher's verbal feedback		"I feel relax while speaking when my teacher correct my mistakes gently".	(n=5) 30% / 20%	
			OC (12, 17, 18) / YC (2, 6) "I feel confident if the teacher gives feedback after my speaking".	(n=3) 20% / %10	
		Teacher's gestures	OC (11,16) / YC (4) "I want my teacher to smile during the lesson to feel confident".	(n=5) 30% / 20%	
		Teacher's support	YC (1, 2, 9) / OC (16, 20) "I want my teacher to support me in class to feel confident to speak".	(n=4) 20% / 20%	
	Teacher's tone of voice		YC(1, 4) / OC(10, 16) "I feel relax while speaking if my teacher don't get angry and shout in class".	(n=2) 10% / 10%	
		YC (9) / OC (16)			
	Friends	Peer support		"I feel confident if my friends listen to me and respect my speech while I am speaking English".	(n=13) 80% / 50%
		Friends' verbal feedback	YC (1, 2, 3, 4, 5, 6, 7, 8) / OC (13, 14, 16, 18, 20) OC (11)	"I feel confident if my friend corrects me while speaking English".	(n=1) 10%
	Linguistic influences	Producing language correctly		"If I can pronounce the words correctly I feel confident".	(n=4)
			OC (13, 18, 19) / YC (5)		30% / 10%
"If I can find the appropriate word for what I mean, I feel confident to speak".			(n=3) 20% / 10%		
Interlocutor variables	Interaction	Teacher-student interaction	OC (16, 20) / YC (3) "I feel more confident if I speak English with my teacher".	(n=8) 70% / 10%	
		Student-student interaction	YC (1, 3, 5, 6, 8, 9, 10) / OC (12) "I feel more confident when I speak English with my friends".	(n=6) 60% / 0	
		Family-child interaction	OC(11, 16, 17, 18, 19, 20) / YC () "I feel more confident if I speak with someone from my family".	(n=4) 20% / 20%	
	Communication Place / setting	In class	YC (4, 7) / OC (13, 14) "I prefer speaking English in class to outside of school".	(n=14) 100%/4 0%	
Out of school		YC (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) / OC (11, 13, 17, 18) OC (12,14,15,16,19,20)	"I prefer speaking English out of school". (n=6) 60%		

Table 4. Summary of the categories subcategories and corresponding codes emerged from data regarding speaking anxiety

Category	Subcategory	Code	Example Mean Unit	Frequency
Anxious while speaking	Linguistic influences	Pronouncing the words incorrectly	"I feel anxious while speaking English if I can't pronounce the words correctly". OC (11, 12, 13, 17, 18, 19, 20) / YC (4, 5)	(n=9) 70% / 20%
		Fear of making mistakes	"I am afraid of making mistakes while speaking, so I feel anxious". OC (11, 14, 18, 19, 20) / YC (4, 5, 8, 9)	(n=9) 50% / 40%
		Lack of vocabulary knowledge	"If I don't know the words about the topic, I feel anxious to speak". YC (3, 8, 9, 10) / OC (14, 18, 20)	(n=7) 40% / 30%
		Lack of knowledge on the structure of the language	"Sometimes I don't know how to make a sentence, so I feel anxious to speak". YC (2, 3, 4) / OC (15, 19)	(n=5) 30% / 20%
Setting	Place	Out of school	"I feel anxious when I speak English out of the school". YC (1, 2, 3, 4, 6, 7, 9) / OC (11, 13, 15, 18)	(n=11) 70% / 40%
		In class	"I feel anxious when I speak English in the class". OC (12, 14, 16, 17, 19, 20) / YC (8, 10)	(n=8) 60% / 20%
		Crowded places	"I feel anxious when I speak in crowded places". YC (1) / OC (16)	(n=2) 10% / 10%
	Time	Limited time	"I feel anxious, if I have to speak quickly in a limited time". OC (12, 13, 17, 19) / YC (4, 6, 9)	(n=7) 40% / 30%
People	Teacher	Strict/short-tempered	I feel anxious while speaking English if my teacher gets angry to me or my friends". OC (11, 14, 17, 18, 20) / YC (1, 5, 7, 9)	(n=9) 50% / 40%
		Being indifferent to students' answers	"If my teacher doesn't listen to me while speaking, I feel nervous and anxious". YC (1, 4, 6, 9) / OC ()	(n=4) 40% / 0
		Error correction	"I don't want my teacher to correct me while speaking. Because I feel nervous then". YC (3, 6, 8) / OC (17)	(n=4) 30% / 10%
	Friends	Making fun of each other	"If my friends laugh at me while speaking, I feel anxious". OC (11, 12, 13, 16, 18, 19, 20) / YC (1, 5, 8, 9, 10)	(n=12) 70% / 50%
		Being indifferent to their classmates	"I feel anxious while speaking English if my friends make noise or don't listen to me". YC (2, 4, 6, 7) / OC (12, 15, 17)	(n=7) 40% / 30%

DISCUSSION

The purpose of this study was to investigate the relationship between foreign language speaking efficacy beliefs and speaking anxiety of secondary students in terms of age and gender, and to identify the effect of speaking anxiety on speaking self-efficacy of younger and older students.

In this study the students' ages were divided into three groups. The 5th grade students are between the ages of 9-10 and 11-12, the 8th grade students were 13-14 years old. According to the one-way ANOVA results, there is a significant difference between the 5th grade and 8th grade middle school students in their speaking-efficacy, but there was not a significant difference within the 5th grade students. This means that puberty, which is around the age of 11/12 (Piaget, 1972), can be an important variable for the formation of self-efficacy beliefs. Brown (2000) states that learners develop inhibitions about self-identity after puberty, and feel more self-conscious, which can be a reason why the 8th grade students have lower speaking efficacy beliefs than the 5th graders. Johnstone (2009) also revealed that learners under the age of 11 have lower inhibitions, so they feel more willing and self-confident in the learning process.

In addition, the 5th grade students started to learn English at an earlier age at the 2nd grade, but the 8th grade students started to learn English at the 4th grade. At the same time, the 5th graders get 15 hours of English in a week, but the 8th graders get 6 hours of English in a week. Younger students had more chance to be engaged with language which may be another reason why they have higher self-efficacy. On the other hand, no significant difference was found in terms of speaking anxiety. Both the 5th and 8th grade students feel low anxiety in speaking a foreign language.

The study shows that females and males in this study are similar in terms of speaking efficacy and anxiety beliefs. In addition, even though a significant difference was not observed in terms of gender, the results indicate that females have a slightly higher level of speaking efficacy than males, and males have a slightly higher level of anxiety when compared to the females. Çubukçu (2008) found similar results about gender differences related with self-efficacy beliefs of learners, and Campbell (1999) found no significant gender difference in speaking anxiety analysis. However, most of the researchers such as Pajares (1996), Kim and Lorshbach (2005) state that females perform higher abilities in the process of language learning and have higher self-efficacy in speaking performance. In terms of anxiety, researchers found inconsistent results. For instance, Park and French (2013) claim that female learners are more anxious than males while learning a language, yet Bozavlı and Gülmez (2012) state that males feel more anxious while speaking in a foreign language.

The correlation analysis revealed a significant negative relationship between the English language speaking efficacy and speaking anxiety among Turkish secondary school students, indicating that learners who perceive a higher level of speaking self-efficacy experience a lower level of speaking anxiety in language learning process. Therefore, students who feel nervous, shy and afraid to speak English in speaking lessons or outside the classroom have low speaking self-efficacy beliefs. Bandura (1992) points out that students having lower level of self-efficacy have the feeling that they can't meet their goals, and therefore, feel depressed. MacIntyre (1995) also asserts a negative relationship between language learners' levels of anxiety and their self-efficacy of language proficiency. Anyadubalu (2010) found similar results when he investigated the relationship between self-efficacy and foreign language anxiety of secondary school students' speaking performances in Bangkok.

When the interviews were analyzed, it was observed that the results of the qualitative data were in agreement with the results of the quantitative data. All the 5th grade students claimed that they have speaking efficacy while speaking English, but 20% of the students who claimed that they don't have speaking efficacy were all 8th grade students. These results are in line with the quantitative results. All the students reported that the teacher's attitudes affect their speaking efficacy in the class. They expect their teacher to smile, support and encourage them, be positive and relaxed during the lesson and speak in a friendly tone of voice in the class to feel more efficacious while speaking English. The majority (85 %) of the students said that their friends affect their efficacy at the time of speaking. They want their friends to listen to them and show respect. Nearly half of the students reported that if they are sure that they can make the sentence correctly and pronounce the words properly, they feel more confident to speak English. As Brown (2000) states, after puberty, the children become more aware of them and feel shy; they want to feel independent as they develop their self-identity. That is why most of the young learners indicated that they prefer to speak to their teacher in the class rather than to their friends, but the majority of the 8th grade students preferred to speak with their friends or to speak English out of school.

The interview results indicated that the fear of making sentence-forming or pronunciation mistakes was the most stressing factor that affect the speaking of the 5th and 8th grade students. The education system might be the main reason of this as the students start to learn English by focusing on form rather than meaning and communication skills. Even though some changes have been made recently, teachers teach for exams not for communication, being in an exam-oriented teaching environment (Gürsoy & Akın, 2013). Besides, the majority of the students feel anxious while speaking if the teacher is too strict or gets angry easily or shouts at them in the class. Nearly all of the interviewees (95%) stated that they feel anxious while speaking English if their friends laugh at them or tease them when they are speaking. When the question "Do you feel more anxious in class or out of class?" was asked, most of the 8th grade students said that they feel more anxious to speak in the class because they are afraid of being criticized by their teacher or friends, but most of the 5th grade students indicated that they feel more anxious out of school as they do not know the people out of the school and there is nobody to support them when they have difficulty. They believe that their teacher can help them to speak English in the class. These answers support the results from the speaking efficacy interviews that young learners have more positive beliefs to speak in class, whereas, older students prefer speaking out of school or with their friends or tourists as they feel more inhibited at school probably because they are at puberty.

CONCLUSION

The findings of this study revealed that there is a strong negative correlation between students' speaking efficacy beliefs and speaking anxiety while learning English. When they have a high level of self-efficacy for speaking English, their level of speaking anxiety is low. The age of the students is another important factor that affects their level of speaking efficacy. Younger students feel more confident in speaking English, whereas the students' level of anxiety does not vary by age. Besides, gender is not a crucial factor in speaking efficacy and anxiety. This study indicates a variation in students' self-efficacy beliefs by different ages but does not present a significant difference in terms of their anxiety to speak a foreign language. Many other researchers such as Serçetin (2006), and Gürsoy & Akın (2013) found significant differences between younger and older learners in terms of foreign language anxiety. Thus, further studies are needed to more precisely identify the students' speaking anxiety level. It is also observed in the interviews

that teachers' attitudes have great importance in shaping students' feelings when speaking English. That's why further research might probe into how teachers' attitudes and classroom environment affect students' efficacy and anxiety to speak English. The limitation in this study is that the data were collected from one single school. Regional and cultural factors or educators can affect students' beliefs about speaking English, so other studies are necessary in similar contexts with more participants and in a different educational region to be able to generalize the findings of the current study. Another limitation is that the participant groups had different educational backgrounds, which might have had an impact on the findings.

The results of the study revealed several pedagogical implications for language teachers: Teachers play a key role in decreasing foreign language anxiety and helping students build strong self-efficacy beliefs. Pajares (1996) underscores that verbal persuasion and encouragement are important factors to increase students' self-efficacy. Teachers can create friendly, positive learning environments and use praise and encouragement even for the little efforts of students to speak English. In addition, attending professional development activities might help teachers to practice new ways to create a communicative and risk-taking environment. Knowledge of self-perceptions and self-efficacy beliefs are important in educational psychology research. This study contributes to the previous findings in applied linguistics by providing both quantitative and qualitative results about the relationship between speaking self-efficacy and speaking anxiety, which are among the most crucial affective variables in language learning processes.

References

- Anyadubalu, C. (2010). Self-efficacy, anxiety, and performance in the English language among middle-school students in English language program in Satri Si Suriyothai, Bangkok. *International Journal of Social Science*, 5(3), 193-198.
- Ay, S. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. *The Journal of International Social Research*, 3, 83-91.
- Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety* (Unpublished Doctoral dissertation, Bilkent University).
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. New Jersey: Prentice-Hall.
- Bandura, A. (1992). Exercise of personal agency through the self-efficacy mechanism. In R. Schwarzer (Ed.), *Self-efficacy: Thought control of action* (pp. 3-38). Washington, DC, US: Hemisphere Publishing Corp.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Başaran, S., & Cabaroğlu N. (2014). The effect of language learning podcasts on English self-efficacy. *International Journal of Language Academy*, 2(2), 48-69.

- Bozavlı, E., & Gülmez, R. (2012). Turkish students' perspectives on speaking anxiety in native and non-native English speaker classes. *US-China Education Review B12*, 1034-1043.
- Brown, H. D. (1980). The optimal distance model of second language acquisition. *TESOL Quarterly*, 14(2), 157-164.
- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Pearson Education.
- Campbell, C. M. (1999). Language anxiety in men and women: Dealing with gender difference in the language classroom. In Dolly J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 191-215). Boston: McGraw-Hill College.
- Chen, T. Y., & Chang, G. B. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279-289.
- Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia-Social and Behavioral Sciences*, 199, 648-656.
- Çubukçu, F. (2008). A study on the correlation between self efficacy and foreign language learning anxiety. *Journal of Theory and Practice in Education*, 4(1), 148-158.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second Language acquisition*. Mahwah, NJ: Erlbaum.
- Dörnyei, Z. (2007). Creating a motivating classroom environment. In *International handbook of English language teaching* (pp. 719-731). Springer, Boston, MA.
- Ehrman, M.E., & Oxford, R.L., 1995. Cognition plus: Correlates of language learning success. *Modern Language Journal*, 79(1), 67-89.
- Fidell, S., Tabachnick, B., Mestre, V., & Fidell, L. (2013). Aircraft noise-induced awakenings are more reasonably predicted from relative than from absolute sound exposure levels. *The Journal of the Acoustical Society of America*, 134(5), 3645-3653.
- Gahungu, O. N. (2007). *The relationships among strategy use, self-efficacy, and language ability in foreign language learners* (Unpublished Doctoral dissertation, Northern Arizona University).
- Genç, G., Kuluşaklı, E., & Aydın, S. (2016). Exploring EFL learners' perceived self-efficacy and beliefs on English language learning. *Australian Journal of Teacher Education*, 41(2), 53-68.
- Gürsoy, E., & Akin, F. (2013). Is younger really better? Anxiety about learning a foreign language in Turkish children. *Social Behavior and Personality: An International Journal*, 41(5), 827-841.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. London, UK: Longman.
- Horwitz, E.K., Horwitz, M.B., & Cope, J.A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.

- Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72(3), 283-294.
- Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to classroom implications*. Pearson College Div.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
- Johnstone, R. (2009). An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, & U. Ramen (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 31-41). Reading, UK: Garnet.
- Kim, J. & Lorschach, A. W. (2005). Writing self-efficacy in young children: Issues for the early grade environment. *Learning Environments Research*, 8, 157-175.
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3), 301-316.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- McCarty, T. L., Romero, M. E., & Zepeda, O. (2006). Reclaiming the gift: Indigenous youth counter-narratives on native language loss and revitalization. *The American Indian Quarterly*, 30(1), 28-48.
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99.
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In Dolly J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp.24-45). Boston: McGraw-Hill College.
- Moon, J. (2000). *Children learning English*. Oxford: Macmillan Heinemann.
- Mills, N., Pajares, F., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, 39(2), 276-295.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-Social and Behavioral Sciences*, 70, 654-665.
- Pertaub, D. P., Slater, M., & Barker, C. (2002). An experiment on public speaking anxiety in response to three different types of virtual audience. *Presence: Tele operators & Virtual Environments*, 11(1), 68-78.
- Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15(1), 1-12.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. *Perception*, 11, 239-266.

- Pajares, F. (2002). Gender and perceived self-efficacy in self-regulated learning. *Theory into Practice*, 41(2), 116-125.
- Park, G. P., & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, 41(2), 462-471.
- Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with high-anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice Hall.
- Sertçetin, A. (2006). Classroom foreign language anxiety among Turkish primary school students. (Unpublished master's thesis). Uludağ University, Bursa, Turkey
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting and self-evaluation. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 19(2), 159-172.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students speaking abilities. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 204-211). Cambridge: Cambridge University Press.
- Subaşı, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice?. *Turkish Online Journal of Qualitative Inquiry*, 1(2), 29-49.
- Tabachnick, B. G., & Fidell, L. S.,(2001). *Using Multivariate Statistics*. Boston, MA: Pearson, Education, Inc.
- Taipjutorus, W., Hansen, S., & Brown, M. (2012). Investigating a relationship between learner control and self-efficacy in an online learning environment. *Journal of Open, Flexible, and Distance Learning*, 16(1), 56-69.
- Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: A case from tertiary level students. *ELT Research Journal*, 4(1), 16-27.
- Tianjian, W. (2010). Speaking anxiety: More of a function of personality than language achievement. *Chinese Journal of Applied Linguistics*, 33(5), 95-109.
- Tilfarlioğlu, F. T., & Cinkara, E. (2009). Self-efficacy in EFL: Differences among proficiency groups and relationship with success. *Novitas-Royal*, 3(2), 129-142.
- Tilfarlioğlu, F. T., & Ciftci, F. S. (2011). Supporting self-efficacy and learner autonomy in relation to academic success in EFL classrooms (A Case Study). *Theory and Practice in Language Studies*, 1(10), 1284-1294.
- Tracy, S. J. (2013). *Qualitative research methods*. UK: Wiley-Blackwell.
- Wang, L. J., & Chang, H. F. (2010). Applying innovation method to assess English speaking performance on communication apprehension. *Belt Journal*, 1(2), 147-158.
- Wong, M. S. L. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *RELC Journal*, 36(3), 245-269.