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How Is Anxiety Perceived? Reflections from Native and Non-native Instructors in Higher Education ¹

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Abstract

It is a well-known fact that language anxiety is one of the biggest challenges in the language learning process. It is frequently observed when teaching speaking and writing skills. Although there is a growing interest in examining the potential reasons and possible solutions to this concept, there are not many studies that have investigated the beliefs of native and non-native EFL instructors at the tertiary level. To fill this gap and contribute to the related literature, this study investigated and explored native and non-native teachers' beliefs associated with factors affecting language anxiety and reflecting suggested solutions to this complicated notion. The study was generated with 21 EFL instructors at a prep school of a foundation university in Turkey. Semi-structured interviews and open-ended questions were employed to collect the data. The qualitative data were analyzed by means of the content analysis method to obtain the results. The findings of the study indicated that there is not a significant difference between native and non-native teachers' beliefs in terms of language anxiety in productive skills. On the other hand, native teachers believe that learners have more trouble with writing than speaking skills whereas non-native teachers have the opposite perception. It is suggested that providing constructive feedback and building up a rapport between teachers and learners will help overcome language anxiety in productive skills.

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Introduction

English has become a global language with rapid advancements in technology. This globalization necessitates communicating proficiently in written and spoken language. However, learning a foreign language is a complex process which brings along distinct problems and individual differences such as learners' beliefs, attitudes, motivation, expectations, and affective states (Aydın, 2008). Anxiety is one of the challenging problems that foreign language learners experience when they are introduced to a new language. As an affective state, language anxiety is considered as a block hindering achievement and quality of the process in foreign language development. As the focus of this study, foreign language anxiety appears to be a significant variable that affects the language learning process to a great extent.

Literature Review

Anxiety is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face of an expected danger (Blau, 1955). Several attempts have been made to define and classify language anxiety. To a greater extent, language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986). It is defined by Gardner and MacIntyre (1993) as a fear which occurs in situations that require the use of language by an individual who is not properly competent in a foreign language.

Anxiety can be categorized into three distinguished types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is considered as an aspect of personality and a more permanent disposition to be anxious (Scovel, 1978). State anxiety, on the other hand, is a kind of apprehension experienced at a specific moment as a reaction to a particular situation (Spilberger, 1983). Lastly, situation-specific anxiety is linked to apprehension that is unique to particular situations and events (Ellis, 1994). With regard to these definitions, trait anxiety is steady whereas state anxiety is restricted to anxiety-provoking factors (Horwitz, 2001). As an affective factor, foreign language anxiety is discrete from trait and state anxiety and it aligns with situation-specific anxiety (Aydın, 2008; Ellis, 2012). There are three kinds of foreign language anxiety under this category: fear of negative evaluation, communication apprehension, and test anxiety. Fear of negative evaluation is experienced when foreign language learners feel incompetent in making the proper social impression and it is an

apprehension towards evaluations by others and avoidance of evaluative situations (Aydın, 2008). Communication apprehension is associated with the fear of communicating with others even though the learner has mature thoughts and ideas (Aydın, 2018). Finally, test anxiety, an apprehension towards academic evaluation, is a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in various situations (Horwitz & Young, 1991). Gardner (1985) notes that all kinds of anxiety would not dominate foreign language learning, however, “a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement” (p.34). Horwitz, Horwitz, and Cope’s theory of foreign language anxiety has been challenged by opposing perspectives. Sparks and Ganschow (1995) claim that anxiety should not be discussed without inferring a cause. In other words, foreign language anxiety should be considered as a result rather than a cause (Sparks & Ganschow, 1991, 1995). Horwitz (2000), argued against Sparks and Ganschow’s theory, stating that they were not able to explain the reason why successful and advanced learners declared anxiety in the learning process. Both theorists, in fact, have not completely refused the views they had claimed.

Foreign language anxiety may have a close relationship with the affective filter hypothesis proposed by Krashen (1982). According to the researcher, the ultimate benefits of comprehensible input rely upon the learners' positive feelings and an unthreatened environment. If these conditions are not provided, then the learners’ affective filter is raised and prevents the input from being acquired and processed. On the other hand, if the affective filter is lowered, the comprehensible input that the learners are exposed to will contribute more efficiently to absorb a new language. In other words, the hypothesis suggests that the language block may be decreased by encouraging interest, providing a relaxed and anxiety-free atmosphere, which hints that our pedagogical aims should not only include comprehensible input, the substantiality is to provide an encouraging environment of a low filter (Huang, 2012)

When four language skills are considered, speaking and writing skills are most influenced by anxiety (Atay & Kurt, 2006; Sutarsyah, 2017). However, research on second or foreign language speaking anxiety has dominated the related literature (Horwitz et al., 1986; Philips, 1992; Ellis, 1994; Woodrow, 2006). As a result of this, the development of instruments was designed to measure speaking-related items. The most well-known of these instruments was the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) which deals mainly with anxiety over spoken communication. Young (1991) noted that learners who fear of making verbal mistakes do not participate in activities in the class. This implication is close to Koch

and Terrell (1991) who indicated that speaking in public is a factor triggering foreign language anxiety. In the same vein, Ay (2010) argues that students who are expected to speak without previous preparation experience anxiety most. Lastly, Price (1991) specifies that fear of making pronunciation errors is another source of language anxiety.

Returning briefly to writing anxiety, trends in anxiety demanded a shift of a neglected and unexplored area. Recognition of the existence and significance of writing apprehension has been a prominent result of extensive research on interpersonal communication (Cheng, Horwitz, & Schallert, 1999). Daly and Miller (1975) coined the term writing apprehension referring to discomfort with writing tasks. Daly (1985) remarks that people's dispositional feelings about composing are closely related to writing apprehension, indicating that willingness to engage in writing tasks is far more important than having that skill or competence. Writing provokes a kind of writer's block among EFL learners despite being the most private and self-controlling of four language skills (Leki, 1999). A broader perspective has been adopted by Cheng, Horwitz, and Schallert (1999) who argue that anxiety in second language writing stems from low writing-related self-esteem, negative attitudes towards the writing task, and fear of negative evaluation. This view is supported by Kurt and Atay (2007) who highlight that learners feel stressed and helpless since they are required to complete the task alone. The level of anxiety also determines the quality of the written product among learners. The lower their anxiety is, the better their written tasks (Hassan, 2001).

When considering research related to speaking and writing anxiety in the Turkish EFL context, the number of studies is too limited. Students in Turkey have to study English in primary, secondary, and higher education. From this standpoint, foreign language anxiety is a crucial concern, and a promising research area needed to be investigated in depth. Due to the limited number of studies, it is not possible to draw a general conclusion with reference to foreign language anxiety in the Turkish context. Thus, the aim of this study to investigate the native and non-native teachers' beliefs of language anxiety.

Research questions

With regard to these concerns, this qualitative study examines the following research questions:

1. Are there any differences between native and non-native teachers' beliefs of language anxiety when teaching productive skills?
2. What are the causes of speaking and writing anxiety?

3. What are the possible solutions to overcome speaking and writing anxiety?

Method

The current study adopted a qualitative research design to obtain an in-depth analysis of the problem from the perspectives of participants. Qualitative research comprises a collection of empirical materials such as interviews, case studies, artifacts, introspection, and life stories that help define problematic areas in individual's lives (Denzin & Lincoln, 2008). The most distinctive feature of this method is that qualitative design lets researchers analyze the subject matter from the viewpoints of their participants and understand the meanings and interpretations that they attribute to objects, behaviors, or events (Hennink, Hutter, & Bailey, 2020). Thus, this study is built on qualitative research design to examine native and non-native teachers' beliefs of language anxiety, causes of writing and speaking anxiety, and suggestions to cope with language anxiety in productive skills.

Participants

The participants of this study encapsulate 21 EFL instructors working at a foundation university. 12 of the participants are non-native teachers and 9 of them are native teachers. From the non-native group, 5 of the participants are female and 7 of the participants are male. In the native group, 4 participants are female and 5 participants are male. When all participants are classified in terms of their experiences, 38% of participants have almost five years of experience, 29% of the participants have experience between five and ten years, and lastly, 33% of participants have more than ten years of experience.

Instruments

An online open-ended questionnaire was employed to obtain demographic information about participants and semi-structured interviews were established to obtain relevant information in correspondence to the views of participants.

Data collection procedures

The data were collected in fall term in 2019. In the first stage of the study, the researcher identified the study group on a voluntary basis and took the consent of the participants before conducting the research. Participants who were willing to be involved in the study were sent an online open-ended questionnaire to gather demographic and background information in

association with the beliefs about teaching productive skills. Participants were requested to have an online interview when they were available. The interview was conducted on an online platform. The interview questions were reflected without any interventions and in an unbiased manner. The researcher consulted three experts from the field to determine whether the interview questions reflected the purpose and problems of the research. It was a significant phase of the research for the credibility of the study. Qualitative data from semi-structured interviews and the open-ended questionnaire were analyzed by means of content analysis method to gain a detailed understanding of the problem and to capture the complexities of the phenomenon. The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2006) and the main purpose in content analysis is to reach concepts and relationships that can interpret the collected data. Therefore, the researcher transcribed recordings and coded the data. Subsequent to determining the relevant phrases in the highlighted sentences, the codes are clustered to analyze the data consistently. The participants who belong to the native teachers' group were represented as “NP” and non-native participants were represented as “P”.

Findings And Discussion

The findings obtained from open-ended questions and semi-structured interviews revealed four main themes as follows:

1. Beliefs of productive skills
2. Problems encountered when teaching productive skills
3. Reasons for speaking and writing anxiety
4. Suggestions for overcoming anxiety

The participants' views were combined with codes and related themes and they are separately presented in tables. The codes are listed according to frequency. Direct quotations of participants are also represented when analyzing the data.

Beliefs of Productive Skills

Table 1

Native and Non-Native Teachers Beliefs of Productive Skills

Native Teachers	Non-Native Teachers
Translation (7)	Producing incorrect forms (10)
Frustration (6)	Unwillingness (9)
Reluctance (6)	Not paying attention to feedbacks (7)
Being weak at expressing opinions (5)	Inadequate self-confidence (6)
Ignore feedbacks (4)	Inadequate vocabulary development (3)
Making mistakes (4)	Feeling uncomfortable (3)
Having troubles (3)	Translation (2)

Table 1 presents the findings which incorporate the beliefs of participants in terms of speaking and writing skills. As can be noticed from the table, the most cited belief is trying to translate everything in the natives' group (n=7) and producing incorrect forms in the non-natives' group (n=10). Direct quotations from both groups are presented below.

“They have difficulties in producing sentences both in written and spoken. I believe that this is a result of not paying enough attention on reading and listening.” (P3)

“There are always typical grammatical mistakes in their papers although they have been warned about them a lot of times. In terms of speaking productiveness, they hardly ever try to make up grammatically correct and fluent sentences.” (P7)

“These are the skills that the students are the weakest at because they are always trying to translate every piece of information and this damages the flow.” (NP2)

“They want to get prepared even for speaking classes. Their mobile dictionaries are always active and they are addicted to translating everything even proverbs and idioms.” (NP4)

From these excerpts, it can be implied that students have a common problem with productive skills and they are not good enough in written or spoken communication. They are producing incorrect forms and translation is one of the obstacles inhibiting their language development. It is encouraging to compare this figure with that found by Tavakoli, et.al (2014) who reported that translation is not an influential strategy to redound the ability and achievement in productive skills.

Other indicators denoted by participants in the native teachers' group are frustration (n=6), reluctance (n=6), ignoring feedbacks (n=4), making mistakes (n=4), and having troubles (n=3). In the non-native teachers' groups, other problems are unwillingness (n=9), not paying attention to feedbacks (n=7), inadequate self-confidence (n=6), inadequate vocabulary development

(n=3), feeling uncomfortable, and (n= 3), translation. It is somewhat surprising that while translation is the most cited belief in the native teachers' group, it is the least cited belief in the non-native teachers' group. Sample direct quotations from the participants are presented as follows:

“In general, I believe that my students have lots of trouble with their writing and speaking skills. Grammar is a difficulty.” (NP3)

“They are reluctant to produce anything.” (NP9)

“They feel frustrated when speaking in front of their peers and when they have to write second drafts.” (NP6)

“They are not willing to participate in speaking activities. They do not want to write so they do not regularly attend writing classes.” (P2).

“They do not care about written or oral feedbacks I provided.” (P11)

“Lack of motivation and self-confidence are the biggest obstacles my students have had in productive skills.” (P6)

“Their vocabulary development is really low. That’s why they have difficulty in producing something regarding their levels.” (P8)

The findings identified in these responses indicate that teachers in native and non-native teachers' groups perceive that students have difficulty in productive skills and there are different factors and reasons affecting this process.

Problems Encountered When Teaching Productive Skills

Table 2

Problems participants encountered whilst teaching speaking and writing skills

Native Teachers	Non-Native Teachers
Lack of motivation (6)	Anxiety (9)
Anxiety (7)	Lack of motivation (8)
Fear of making mistakes (6)	Fear of making mistakes (7)
Feeling bored (5)	Lack of self-confidence (5)
Feeling shy (4)	Not willing to participate (5)
Indifference (2)	Trying to use complicated chunks (4)

Table 2 presents the findings regarding problems encountered when teaching productive skills. It is apparent from this table that the most cited problem in the native teachers' group is anxiety (n=7). Interestingly, the most cited problem in the non-native teachers' group is also anxiety (n=9). Direct quotations from the participants are as follows:

“The biggest problem with speaking is anxiety. Especially girls are really shy and feeling anxious in speaking activities.” (NP1)

“I think they have speaking anxiety mostly because they do not have enough practice and they do not have enough cause for using it outside of a classroom.” (NP7)

“I think they have anxiety because of pronunciation worries for speaking and they do not enjoy writing in their own language so English is more worrisome (NP5)

“Most of them have a high level of anxiety. Most probably, the biggest reason is their age. When they are adults, they are afraid of making mistakes in front of others. When they speak or write, they want to say or write everything grammatically perfect.” (P4)

“Almost all students in the classroom feel worried when they are supposed to speak and write in the target language. Talking in front of their peers causes anxiety for some students.” (P9)

“They are very anxious and they have fear of making mistakes or using the wrong word.” (P1)

It can therefore be assumed from these excerpts that anxiety is one of the most challenging problems whilst teaching speaking and writing skills. It may be considered as a kind of apprehension which blocks language teaching and learning. It is encouraging to compare this result with those observed in earlier studies (Kara, Ayaz, & Dündar, 2017). The first question in this study sought to determine if there was any distinction between native and non-native teachers' beliefs of language anxiety. The comments above illustrate that native and non-native teachers have similar beliefs related to language anxiety when teaching speaking and writing skills.

Other problems designated by participants in the native teachers' group are lack of motivation (n=6), fear of making mistakes (n=6), feeling bored (n=5), feeling shy (n=4), and indifference (n=2). In the non-native teachers' group, other important problems are lack of motivation (n=8), fear of making mistakes (n=7), lack of self-confidence (n=5), not willing to participate (n=5), and trying to use complicated chunks (n=4). Sample direct quotations from the participants are presented as follows:

“They are trembling with fear and they always think that they are going to produce something wrong.” (NP4)

“Sometimes they think that writing is boring. They don’t see speaking as important or real work.” (NP9)

“Some are quite shy and seem embarrassed for contributing.” (NP2)

“Their motivation is so low especially when they are writing. They are unwilling to attend writing classes.” (P3)

“I think they are afraid of making mistakes and they have lack of self-confidence.” (P7)

“They want to produce complex sentences even though they don’t know how to organize ideas. They just focus on fluency, not accuracy.” (P12)

The most interesting aspect of this data is that the frequency of the second and third most cited problems are in the same order in both groups. This finding may also suggest that native and non-native teachers have similar perceptions concerning the problems encountered when teaching productive skills.

Reasons for Speaking and Writing Anxiety

Table 3

Reasons for speaking and writing anxiety

Native Teachers	Non-Native Teachers
Unwillingness (8)	Fear of making mistakes (9)
Fear of negative judgment (7)	Lack of self-confidence (8)
Fear of negative evaluation (6)	Lack of preparation (7)
Fear of failure (5)	Feeling stressed (6)
Not revising (5)	Prejudice (5)
Feeling shy (4)	Unwillingness (5)
Age (1)	Lack of vocabulary knowledge (4)
	Age (2)

Table 3 presents findings regarding the reasons for speaking and writing anxiety. From the table above we can see that the most cited reason in the native teachers’ group is unwillingness (n=8) whereas it is fear of mistakes (n=9) in the non-native teachers’ group. Sample statements from both groups are as follows:

“The indifference or unwillingness to speak and write in English makes learners more anxious and worried.” (NP6)

“They are not willing to complete any speaking activity or writing portfolio. That’s why their anxiety is triggered by unwillingness.”(NP3)

“Lack of vocabulary knowledge leads them to fear of making mistakes. When they are feared of making mistakes, their anxiety level increases.”(P6)

“Some of them feel worried and anxious in speaking and writing activities. This may result from not having enough language background and fear of making mistakes.”(P8)

According to these data, we can infer that unwillingness and fear of making mistakes may be considered as the most striking anxiety-provoking factors. Having a moderate level of motivation and self-confidence might help decrease language anxiety and overcome language barriers that anxiety triggers. Consistent with the literature, findings of this research revealed that participants who reported fear of making mistakes and unwillingness are sources of foreign language anxiety (Aydın, 2008; Liu & Jackson, 2008).

With respect to the second research question, it was discovered that other reasons that have been stated by participants in the native teachers’ group are fear of negative judgment (n=7), fear of negative evaluation (n=6), fear of failure (n=5), not revising (n=5), feeling shy (n=4), and age (n=1). Reasons that have been expressed by participants in the non-native teachers’ group are lack of self-confidence (n=8), lack of preparation (n=7), feeling stressed (n=6), prejudice (n=5), unwillingness (n=5), lack of vocabulary knowledge (n=4), and age (n=2). It seems possible that there are slight discrepancies between native and non-native teachers related to causes of problems when teaching productive skills. The number of reasons provided by the non-native teachers is higher than the ones stated by native teachers to some degree. However, there are slight differences between the two groups related to the beliefs of reasons triggering speaking and writing anxiety. It is difficult to explain this result, but it might be related to the cultural background or experience of participants. Sample statements from participants are presented as follows:

“Judgment among peers is a big problem in a classroom setting.”(NP3)

“Negative evaluation both from teacher’s and classmates’ side causes some troubles.”(NP8)

‘‘I think because of fear of failure and shyness. Being evaluated in front of a large audience, sometimes hostile, makes the students feel anxious. In my context, boys never accept to be laughed at in front of girls' classmates.’’(NP1)

‘‘Students do not have the habit of revising any subject. When they leave school, education finishes for them.’’(NP7)

Actually, in the speaking class most people are happy to talk. However, Some students are reluctant to participate. They are either introvert, shy or anxious. For the writing class most students hate writing expression. They find it difficult and causes anxiety and boredom.’’(NP5)

‘‘They don't have enough self-confidence to express their feelings and ideas. This is especially true for speaking classes. They are more self-confident when they write.’’(P11)

‘‘Students don't revise what they have learned regularly. This is a serious problem for all language skills, especially for writing lessons. They seldom write their second drafts.’’(P7)

‘‘Students sometimes stay silent and not participate in class because their minds are filled with unwanted and stressful thoughts.’’(P4)

‘‘They have negative attitudes towards learning a foreign language. One of the reasons that kill their productivity is prejudice towards English.’’(P2)

‘‘The problem of not having enough vocabulary knowledge that helps them to produce content writing or speaking.’’ (P9)

It can be inferred from these excerpts that not having enough self-confidence, self-esteem, and being shy may be considered as possible factors triggering anxiety among language learners. This finding is in accordance with recent studies indicating that language anxiety causes learners to have lower self-confidence and self-esteem when they produce a piece of work (Kayaoğlu & Sağlamel, 2013; Okay & Balçıkanlı, 2017).

Suggestions for Overcoming Anxiety

Table 4

Possible solutions for speaking and writing anxiety

Native Teachers	Non-Native Teachers
Building up a rapport with learners (8)	Creating a peaceful environment (9)
Not focusing on mistakes (7)	Practice more (8)
Exposure to language outside the class (6)	Giving constructive feedback (7)
Paying more attention to learners' interests (5)	Preparing more effective lessons (6)
More games and fun activities (5)	Encouraging to read more (4)
Promoting pair/group work (3)	Encouraging to take risks (4)
Use humor (2)	Using technology (2)
Practicing self-talk (2)	

Table 4 provides an overview of the findings with respect to solutions to overcome language anxiety. As can be distinguished from the table, the most common solution is constituting a rapport with learners in the natives' group (n=8) and creating a peaceful environment in the non-natives' group (n=9). Direct quotations from the participants are as follows:

“Create a comfortable environment and try to maintain good relationships with all students. They need to feel valued.”(NP2)

“Creating an environment that helps students progress and a friendlier education system that supports the relationship between teachers and learners.”(NP5)

“Providing learners a friendly and warm learning atmosphere would be a potential solution to relieve their anxious mood and enhance their learning.”(P3)

“Provide a safe and peaceful learning environment where students feel comfortable and learn better.”(P6)

The aim of the third question in this research was to identify possible solutions and suggestions to overcome speaking and writing anxiety. From these statements, we can infer that creating an environment where students feel peaceful, safe, and less stressful; building up a rapport between teacher and learners may enhance and support students' learning in a positive way and might be regarded as substantial factors to decrease speaking and writing anxiety among students. This finding broadly supports the work of other studies in this area linking language anxiety and less stressful language learning conditions (Tekşan, Mutlu, & Çinpolat, 2019; Campbell & Ortiz, 1991; Horwitz et al. 1986). In accordance with the present results, these studies have demonstrated that a less stressful learning atmosphere and expressing worries freely make it possible to reduce language anxiety.

Concerning the third research question, other solutions suggested by the participants in the native teachers' group are not focusing on mistakes (n=7), exposure to the language outside the class (n=6), paying more attention to learners' interests (n=5), more games and fun activities (n=5), promoting pair/group work (n=3), use humor (n=2), and practicing self-talk (n=2). Solutions that have been suggested by the participants in the non-native teachers' group are practice more (n=8), giving constructive feedback (n=7), preparing more effective lessons (n=6), encouraging to read more (n=4), encouraging to take risks (n=4), and using technology (n=2). The variety of suggestions may stem from participants' cultural background, level of education, experience, and age. Direct quotations from the participants are as follows:

“They need a system based on encouraging more despite making lots of mistakes. Explicit correction makes learners focus more on mistakes rather than their success.”(NP1)

“The biggest challenge for language learners is that they don't have a chance to practice what they have learned out of class. They can be supported by online activities and have an opportunity to practice at home.”(NP9)

“Exercises better tailored to students interest with more interesting and unusual contexts will help a great deal.”(NP4)

“Set learners to practice again and again by making colorful lesson plans in writing classes and set learners to practice their talk at home before coming to class.”(P5)

“Ungraded writing assignments with constructive feedback and draft writing through gradual check may be useful to handle with language anxiety. The audio-visual materials offering self-recording and repeating may also work.”(P8)

“As an instructor, I believe that it will be really helpful to make our lesson plans more effective by considering the factors of learning styles, their needs and motivation in order to encourage them to take part in their learning.”(P12)

It can be inferred from these statements effective teaching strategies that allow learners to study and practice both in and outside of the classroom, activities that incorporate interesting subjects drawing learners' attention might be regarded as significant concerns to avoid speaking and writing anxiety. This finding was also reported by Aydın (2008) who demonstrated that teachers needed to utilize effective strategies to scaffold their learners.

Conclusion

The main goal of the current study was to determine native and non-native teachers' beliefs concerning factors which affect language anxiety and proposing effective solutions to this problem. One of the more significant findings to emerge from this study is that speaking and writing are problematic areas to teach from the teachers' aspect, and adverse skills to acquire from the learners' aspect. The reasons that make this learning process very complicated are mainly fear of making mistakes and unwillingness among language learners. Having low insufficient self-confidence, not boosting self-esteem, and being shy are other important factors that cause learners to feel more anxious when they are speaking or writing. The most obvious finding to emerge from this study is that speaking and writing anxiety may be avoided with some smooth solutions. Providing learners with a supportive, non-threatening learning environment, maintaining good relationships, and helping them feel less stressed might be listed as possible solutions. In addition to this, teachers' effective strategies and preparing more interesting content may be included to cope with language anxiety. These findings have significant implications for the understanding of how speaking and writing anxiety arouse and are prevented in the learning process, and the insights gained from this study may be of assistance to realize the important factors and solutions to consider when encountered in a negative situation during teaching and learning. In accordance with most studies, the present research is not without its limitations. When interpreting the results, it should be considered that the data was collected from only one university, thus the generalizability of the findings is limited to this context. Further research in this field would be of great help in conducting more comprehensive research with more participants and a valid questionnaire administered to both learners and teachers.

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