



ÖZGÜN ARAŞTIRMA / ORIGINAL ARTICLE



Copyright@Author(s) - Available online at dergipark.org.tr/en/pub/igusbd.
Content of this journal is Licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 (CC BY-NC-ND) International License.

I Understand But I Cannot Speak!: Examining the English Speaking Anxiety in the Classroom of Tourism Guidance Students

Anlıyorum Ama Konuşamıyorum!: Turizm Rehberliği Öğrencilerinin Sınıfta İngilizce Konuşma Kaygılarının Belirlenmesi

Onur AKGÜL 

Abstract

Aim: This study aims to assess students' concern regarding English speaking in the classroom, identify its roots, and formulate solutions.

Method: Data were gathered from undergraduates enrolled in the Department of Tourism Guidance at Mardin Artuklu University's Faculty of Tourism. A mixed technique was utilized to correspond with the study's purpose, integrating both quantitative and qualitative research approaches. Data were collected from 106 students in the preliminary phase via a questionnaire. Subsequently, a series of focus group interviews were conducted with a cohort of 8 students to obtain more complete insights. A descriptive analytic technique was employed to examine the data acquired from the focus group interviews. As a result of the descriptive analysis of the responses received after the interview, themes and categories were formed.

Findings: The findings revealed that students displayed a considerable degree of anxiety over English speaking. The focus group interview revealed that students' speaking anxiety stemmed from their fear of being ridiculed by classmates for incorrect responses and pronunciation, coupled with a deficiency in self-confidence exacerbated by the presence of English-speaking peers in the classroom. Furthermore, the focus group interview revealed that the students' reluctance to interact in English primarily stemmed from their classmates, whereas the course instructor typically did not exacerbate any anxiety.

Conclusion: Students' apprehensions regarding speaking stem from two fundamental elements. The primary component was identified as the reservations originating from their peers. This matter consists of two elements: peer harassment and a lack of confidence. The second key influence is the reluctance induced by instructors, which is specifically characterized by humiliation. These findings led to the advice to alleviate students' concern regarding English speaking and enhance their ability in the language.

Keywords

Tourism Guidance, Foreign Language, English Speaking Anxiety, Foreign Language Speaking Anxiety

ETHICAL STATEMENT: Ethical approval for this study was obtained from the Mardin Artuklu University Scientific Research and Publication Ethics Board (Document date and number: 19/02/2024-133093)

This study was presented as an abstract paper at the 6th National Tour Guide Congress held at Kütahya Dumlupınar University on May 24-25, 2024.

¹Asst. Prof., Mardin Artuklu University, Faculty of Tourism, Department of Tourism Guidance, Mardin, Türkiye.
✉ onurakgul@yahoo.com

Geliş/Received: 28.01.2025
Kabul/Accepted: 03.07.2025

Öz

Amaç: Bu çalışma, Turizm Rehberliği bölümünde öğrenim gören öğrencilerin sınıfta İngilizce dilinde konuşma kaygılarını ve bu kaygıların kaynağını belirleyerek çözüm önerileri geliştirmeyi amaçlamaktadır.

Yöntem: Çalışmanın amacı doğrultusunda, Mardin Artuklu Üniversitesi Turizm Fakültesi Turizm Rehberliği Bölümünde öğrenim gören lisans öğrencilerinden veri toplanmıştır. Araştırmanın amacı doğrultusunda nicel ve nitel araştırma yaklaşımları kullanılarak karma yöntem kullanılmıştır. Birinci aşamada 106 öğrenciden anket ile veri toplanmıştır. Ardından daha derinlemesine bulgular elde etmek amacıyla 8 öğrenci ile odak grup görüşmesi yapılmıştır.

Bulgular: Bulgular, öğrencilerin İngilizce konuşma kaygılarının yüksek olduğunu göstermiştir. Yapılan odak grup görüşmesi sonucunda, öğrencilerin konuşma kaygılarının temelinde, yanlış cevap verilebileceği ve yanlış telaffuzdan dolayı akran zorbalığına uğrama korkusu ve sınıfta daha iyi İngilizce konuşan öğrencilerin olmasından dolayı özgüven problemi olduğu anlaşılmıştır. Ayrıca öğrencilerin, İngilizce konuşurken yaşadıkları çekincenin büyük ölçüde sınıf arkadaşlarından kaynaklı olduğu, dersin öğretim elemanından dolayı genel olarak bir çekince yaşamadıkları görülmüştür. Odak grup görüşmesinden elde edilen bulgulardan yola çıkarak, öğrencilerin İngilizce konuşma kaygılarına ilişkin kavramsal model geliştirilmiştir.

Sonuç: Öğrencilerin konuşma kaygıları iki temel nedenden kaynaklanmaktadır. Birinci etken, sınıf arkadaşlarından kaynaklı çekinceler olarak adlandırılmıştır. Bu çekincenin altında ise iki faktör yer almakta olup, bunlar akran zorbalığı ve özgüvensizlik olarak adlandırılmıştır. İkinci temel etken ise öğretim elemanından kaynaklı çekincedir ve bunun altındaki faktör ise mahcubiyet olarak adlandırılmıştır. Bu bulgular doğrultusunda, öğrencilerin İngilizce konuşma kaygılarını azaltmaya ve İngilizce konuşma becerilerini geliştirmeye yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler

Turizm Rehberliği, Yabancı Dil, İngilizce Konuşma Kaygısı, Yabancı Dil Konuşma Kaygısı

Introduction

Language serves as a mechanism for individuals to comprehend, convey, and contemplate with one another. Besides performing these functions, language encompasses several skill areas. These encompass hearing, reading, speaking, writing, and grammar. In both daily and corporate contexts, speaking is considered the most prevalent language competency (Yaman and Surolu Sofu, 2013: 42). Simultaneously, speaking is one of the primary sources of anxiety for foreign language learners (Tsiplakides and Keramida, 2009: 40). This worry inhibits students from adequately developing their foreign language speaking skills (Özcanlı and Kozikoğlu, 2023: 3). Consequently, it is essential to mitigate students' worries in foreign language acquisition. It is crucial to assess foreign language anxiety, particularly within the classroom setting, and to identify its underlying causes (Oruç and Demirci, 2020: 78).

Given the strategic significance of tour guides in promoting the country and fostering relationships within the tourism sector, it is imperative that candidates for tour guide positions have exemplary education (Batman, 2003: 118). Law No. 6326 regarding the Tour Guiding Profession mandates that knowledge in foreign languages is a requirement for entry into the profession. To become a tour guide in our country, proficiency in at least one foreign language is essential. Tour guide education should prioritize foreign language acquisition. Foreign language proficiency is crucial for tour guides to execute their duties effectively (Çelikkanat Paslı and Paslı, 2022: 23). Nevertheless, foreign language proficiency is a challenge for students who lack adequate foreign language instruction. One of the primary reasons that graduated tour guide candidates are unable to commence their careers is the lack of access to quality foreign language instruction (Duman and Mil, 2008: 3). Değirmencioğlu (2001: 196) highlighted the issue of directing applicants in the process of acquiring a foreign language. Taş (2019: 107) asserts that students preparing to be tour guides must prioritize speaking practice in their foreign language study. It is deemed essential to concentrate on speaking skills in the foreign language acquisition of students pursuing tourist guidance, to explore methods for enhancing this skill, and to identify and resolve issues that hinder speaking practice.

The challenges encountered in foreign language acquisition have prompted numerous researchers to investigate this issue and provide solutions. Nonetheless, because existing studies on this topic are inadequate, further research is ongoing (Çağatay, 2015: 649). The literature indicates that while numerous studies exist on foreign language acquisition, research specifically addressing foreign language speaking anxiety—one of the primary challenges faced by students learning English in our country—is scarce (Topçu and Güney, 2023: 354). Despite the existence of studies on English-speaking anxiety among university students in the international literature (Kurakan, 2021; Karataş, Alçı, Bademcioğlu, and Ergin, 2016; Hsu, 2012; Chantha, Suranakkharin, and Siridetkoon, 2019), there is a lack of research

regarding foreign language-speaking anxiety among students in tourism guidance departments within the national literature. The objective of this study is to assess the degree of English speaking anxiety among students enrolled in the undergraduate program of Tourism Guidance and to provide solutions by examining the underlying reasons for these fears.

Literature Review

Proficiency in English is essential for individuals to achieve success in their social interactions and professional endeavors. At this juncture, the acquisition of foreign languages becomes challenging when learners have limited opportunities for practice (Fryer and Carpenter, 2006: 8). Furthermore, a significant barrier to language acquisition is anxiety (Gardner, Day, and MacIntyre, 1992: 1). Language anxiety has arisen as an issue particular to foreign language acquisition (Alsaraj, 2014: 51). Language anxiety has been examined conceptually in numerous studies within the domain of foreign language instruction (Horwitz, Horwitz, and Cope, 1986; Young, 1992; Alsaraj, 2014; Alrabai, 2015). Language anxiety is generally defined as “the anxiety that an individual experiences when confronted with a situation necessitating the use of a second language in which he/she lacks full competence” (Gardner and MacIntyre, 1993: 2).

Speaking English is regarded as a source of anxiety, particularly for university students in our nation (Öztürk and Gürbüz, 2014: 14). This fear diminishes students’ inclination to communicate (Vural, 2019: 55). Students often experience worry, stress, or tension when speaking English (Woodrow, 2006: 322). Learning a foreign language is a multifaceted and taxing endeavor that can disrupt students’ overall educational experience and induce anxiety and discomfort (Rafada and Madini, 2017: 55). Furthermore, foreign language acquisition is characterized as a multifaceted process involving the mastery of new grammar, pronunciation, and vocabulary. Nonetheless, it is a procedure that evaluates the foreign language learner’s willingness to take risks and adaptability in making errors publicly (Occhipinti, 2009: 10).

Horwitz et al. (1986) categorized foreign language anxiety into three types: test anxiety, communication apprehension, and dread of negative evaluation. Pertaub, Slater, and Carter (2010: 69) contend that the apprehension of evaluation or embarrassment from others induces anxiety. Conversely, Sun (2009: 90-97) asserted that students have challenges in practicing spoken language. These challenges encompass the limitation of practice opportunities to speaking sessions, overcrowded classrooms, and inadequate class hours. Rafada and Madini (2017: 61) similarly asserted that the duration of English class hours for students is inadequate, resulting in limited opportunities for foreign language communication.

Numerous investigations have indicated that rivalry significantly contributes to students’ speaking anxiety (Rafada and Madini, 2017: 56). Cutrone (2009: 55) identified competitiveness as a primary factor contributing to English language anxiety among Japanese students. Kayaoğlu and Sağlamel (2013: 144-145) identified that the primary factors contributing to students’ speaking anxiety are the fear of failing, fear of making errors, and competitiveness. Öztürk and Gürbüz (2014: 17) noted that Turkish students encounter stressful situations, including forgetting the words they intend to articulate while speaking English in class, feeling unprepared to speak due to embarrassment, and the anxiety of being asked a question unexpectedly. In addition to these elements, students’ interactions and conduct towards one another also induce nervousness when speaking. Kardas (2020) asserted that shyness significantly influences speaking abilities, particularly in public settings. The researcher noted that shyness is primarily experienced during verbal communication and highlighted that it can occur in unfamiliar settings, workplaces, classrooms, and foreign language instruction contexts. A study by Ansari (2015: 43) revealed that students are reluctant to talk due to fear of negative evaluation by their peers.

Method

The population of the study consists of undergraduate students studying at Mardin Artuklu University, Faculty of Tourism, Department of Tourism Guidance. The study topic was selected due to Mardin Artuklu University’s provision of diverse foreign language learning experiences, drawing students from several disciplines, including tourism, Arabic and Syriac studies, foreign language literature, and international relations. Mardin’s position in the Turkey-Syria border region fosters a cosmopolitan milieu characterized by languages including Kurdish, Arabic, and Syriac. The research questions formed in line with the purpose of the study are as follows:

- 1- What is the level of students’ anxiety about speaking English?
- 2- What are the causes of students’ anxiety about speaking English?
- 3- How can students’ anxiety about speaking English be reduced?

Given that data were obtained from all 106 students, constituting the whole population, a sampling strategy was deemed unnecessary. The research utilized both quantitative and qualitative methodologies. The initial phase employed a questionnaire to gather data from the students. The initial stage will involve administering a questionnaire form with 15 statements to the students. The statements were derived from the Foreign Language Anxiety Scale developed by Horwitz et al. (1986) and Matsuoka, Matsumoto, Poole, and Matsuoka (2014), modified based on Muftah's (2022) research, and translated into Turkish. The study collected questionnaires from 106 students between April 15 and April 19, 2024. Approval from the ethics committee for data collection was secured during the Mardin Artuklu University Scientific Research and Publication Ethics Committee meeting on 14.02.2024, under the reference number E-79906804-020-133093, dated 19.02.2024.

To acquire more comprehensive insights aligned with the survey data, focus group interviews were performed with eight students, two from each class, during the second phase of the research. A conventional focus group interview is ideally composed of 6 to 9 members (Yıldırım and Şimşek, 2016). Focus group interviews facilitate the acquisition of increasingly detailed information regarding a subject (Sarantakos, 1993). The purposive sampling method was utilized for student selection. The inquiries for the focus group interview were prepared with the assistance of scholarly literature (Kurakan, 2021; Ka-kan-dee and Al-Shaibani, 2018) and the expertise of an English linguist. The subsequent inquiries were incorporated in the interview:

- 1- What are the factors that make you hesitate to speak English with your friends outside the classroom?
- 2- What are the factors that make you hesitate to speak English in the classroom during the lesson?
- 3- What are the factors that make you afraid of speaking English in the classroom due to the lecturer?
- 4- What can be done to reduce anxiety about speaking English in class?

The second phase of the study involved a focus group interview with eight students on April 25, 2024. During the focus group interview, participants were initially apprised of the study's objective, and it was clarified that their responses would solely be utilized for this research. The interview was recorded after receiving the participants' express consent for audio recording. The participants' responses were audio-recorded and thereafter transcribed into the interview format. In focus group interviews, an occurrence of identical statements from participants indicates that data saturation has been achieved (Yağar, 2023). As the responses from the students were redundant and no new themes or categories arose, it was determined that data saturation had been achieved, and hence, no further participants were added to the focus group interview. The focus group interview procedure was executed as illustrated in Figure 1.

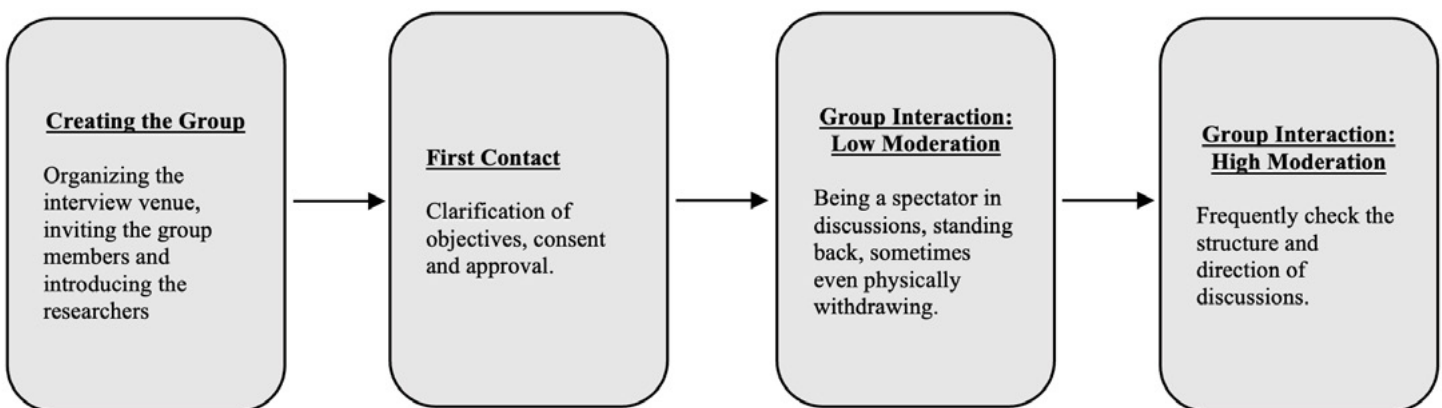


Figure 1: Focus Group Interview Process

Source: Kümbetoğlu (2021).

This research employed a qualitative design. The qualitative technique seeks to uncover the participants' intrinsic meanings and maintain contextual depth (Patton, 2002). The analytical procedures proposed by Braun and Clarke (2006) were adhered to in the data analysis. Initially, the interview texts were analyzed and comprehended; subsequently, significant segments of the data were emphasized, analogous codes were categorized into themes, the themes were evaluated for coherence, each theme was assigned an appropriate designation, and the substance of these themes was elucidated through comparative examples. To confirm the reliability of the themes and categories, expert comments were solicited from two academicians, and the table was finalized.

A descriptive analysis technique was employed to examine the data acquired from the focus group interviews. The objective of descriptive analysis is to structure and elucidate the data. Meanwhile, the data might be structured

according to the thematic framework established by the study questions. Descriptive analysis entails delineating, elucidating, and analyzing data, alongside discussing and concluding causal links. Furthermore, in descriptive analysis, direct quotations are employed to vividly illustrate the participants' comments (Yıldırım and Şimşek, 2016). The elucidation of participants' individual responses is deemed adequate to guarantee validity in qualitative research (Yıldırım and Şimşek, 2016). Qualitative research provides multiple methods for assessing reliability (Silverman, 2005). The recording and transcribing of the interview in high-quality audio enhances reliability (Creswell, 2023). Moreover, Silverman (2005) asserts that inter-coder consensus is a contributing component to reliability.

This study employed the dependability criteria established by Lincoln and Guba (1985) to assure the validity and reliability of qualitative research. The principles of accuracy, demonstrated by the consistent and precise representation of participant perspectives; transferability, attained through a comprehensive description of the research context; reliability, ensured by systematic documentation of the methodological process; and confirmability, founded on data-grounded interpretations, have been upheld. This strategy upholds the methodological rigor and scientific validity of the study.

Baş (2014: 102) said that most research on measuring students' foreign language anxiety uses quantitative methods. Consequently, qualitative methodologies are essential for examining complex subjects such as the development of foreign language anxiety in students and the factors influencing it. Consequently, qualitative methodologies are essential for examining intricate subjects such as the development of students' foreign language anxiety and the factors influencing it. These techniques will result in more definitive solutions to the issue at hand. This study preferred a mixed-methods approach, effectively utilizing both qualitative and quantitative methods. The research disclosed the extent of foreign language anxiety among students of tourism guiding. These students will engage with international tourists from various nations as a component of their employment. Comprehensive information regarding these worries was obtained through interviews, and based on the findings, strategies for alleviating these anxieties were proposed. The research is considered significant due to its unique contribution to the existing literature and its practical recommendations.

Findings

Among the 106 students surveyed in the study, 78 were female and 28 were male. The students' ages range from 18 to 32 years. In the Department of Tourism Guidance, there are 22 1st grade students, 32 2nd grade students, 25 3rd grade students, and 27 4th grade students. Table 1 presents data on demographic characteristics.

	Groups	n	%
Gender	Female	78	73,6
	Male	28	26,4
Age	18	3	2,8
	19	6	5,7
	20	13	12,3
	21	26	24,5
	22	35	33,0
	23	16	15,1
	24	6	5,7
Grade	32	1	0,9
	1st Class	22	20,8
	2nd Class	32	30,2
	3rd Class	25	23,6
SUM	4th Class	27	25,5
	106		

The study's English Speaking Anxiety Scale had a Cronbach's Alpha value of 0.937, which means it was reliable. It was chosen to look at the "skewness-kurtosis" values, which is a statistical method used to find out if the data is normally distributed (Coşkun, Altunışık, Bayraktaroğlu and Yıldırım, 2015). Table 2 presents the findings of the normality analysis.

Statements		Skewness	Kurtosis
1	I feel nervous when I speak English.	-0,453	-0,990
2	Failing to speak English traumatizes me.	-0,89	-1,185
3	I worry that I might speak English in a strange way.	-0,334	-0,822
4	When I realize that my English is weak, it is difficult for me to speak and I lose confidence.	-0,338	-1,139
5	I feel embarrassed speaking English in public.	0,095	-1,292
6	I feel a bit nervous if my English is wrong when I speak in public.	-0,431	-1,025
7	I feel nervous no matter how many times I give a speech in English.	-0,017	-1,254
8	I never feel completely confident when I speak in my English class.	-0,135	-1,184
9	It scares me not to understand what the teacher is saying in English.	0,370	-1,248
10	I panic when I have to speak unprepared in English class.	-0,337	-1,021
11	I feel very anxious about speaking English in front of other students.	0,038	-1,234
12	I get nervous and confused when speaking in English class.	0,549	-0,665
13	I get nervous when I don't understand every word the teacher says in English.	0,440	-1,115
14	I feel overwhelmed by the number of rules you have to learn to speak English.	0,204	-1,172
15	I tremble when I know it will be my turn to speak in English class.	0,434	-0,891

Field (2009) states that the normality assumption can be met when the kurtosis-skewness values in the statements are between +2 / -2. In fact, if you look at the values in Table 2, you can say that the data are normally distributed, with skewness values between -0.453 and -0.549 and kurtosis values between -1.292 and -0.665. In the next stage of the analysis, the mean and standard deviation values of the survey statements were examined. Table 3 presents the findings regarding these values.

Statements		\bar{x}	SD
1	I feel nervous when I speak English.	3,34	1,344
2	Failing to speak English traumatizes me.	2,99	1,298
3	I worry that I might speak English in a strange way.	3,28	1,209
4	When I realize that my English is weak, it is difficult for me to speak and I lose confidence.	3,25	1,381
5	I feel embarrassed speaking English in public.	2,88	1,399
6	I feel a bit nervous if my English is wrong when I speak in public.	3,47	1,259
7	I feel nervous no matter how many times I give a speech in English.	3,01	1,363
8	I never feel completely confident when I speak in my English class.	2,98	1,338
9	It scares me not to understand what the teacher is saying in English.	2,58	1,433
10	I panic when I have to speak unprepared in English class.	3,28	1,322
11	I feel very anxious about speaking English in front of other students.	2,92	1,307
12	I get nervous and confused when speaking in English class.	2,23	1,098
13	I get nervous when I don't understand every word the teacher says in English.	2,53	1,347
14	I feel overwhelmed by the number of rules you have to learn to speak English.	2,74	1,333
15	I tremble when I know it will be my turn to speak in English class.	2,57	1,258
Overall Mean and Standard Deviation		2,93	0,958

Analysis of the arithmetic means of the questionnaire statements reveals that the three statements with the highest averages are "I feel nervous if my English is wrong when I speak in public" (\bar{x} =3.47), "I feel nervous when I speak English" (\bar{x} =3.34), and "I worry that I might speak English in a strange way" (\bar{x} =3.28). The findings indicate that students in the Department of Tourism Guidance have anxiety while speaking English, are concerned about making errors, particularly in public speaking, and are apprehensive about their pronunciation accuracy.

According to the results of the difference test regarding students' English speaking anxiety levels and their gender, it was seen that speaking anxiety showed a significant difference between genders ($p=0.002<0.05$). When the averages

of the statements were analyzed, it was seen that female students were more anxious while speaking English than male students ($\bar{x}=3,10$). Table 4 presents these findings.

Table 4. t-test Results Regarding the Gender of the Students

	Gender	N	\bar{x}	SD	t	p
English Speaking Anxiety	Female	78	3,10	0,891	3,103	0,002
	Male	28	2,47	1,000		

ANOVA test was applied to determine whether there was a significant difference between the students' class and their English speaking anxiety. The test results in Table 5 show that there is no significant difference ($f=0.154$; $p=0.927<0.05$) between students' grades and their English speaking anxiety levels.

Table 5. ANOVA Test Results Regarding Students' Grades

	Grade	N	\bar{x}	SD	f	p
English Speaking Anxiety	1.	22	2,94	1,041	0,154	0,927
	2.	32	2,93	0,933		
	3.	25	3,02	1,011		
	4.	27	2,84	0,912		

The interview with 8 students for the focus group interview lasted 27 minutes. As a result of the descriptive analysis of the responses received after the interview, themes and categories were formed. The findings of the descriptive analysis are given in Table 6.

Table 6. Findings of Descriptive Analysis

Themes	Categories	Statements
Hesitations due to Classmates	Lack of self-confidence	Sometimes I feel shy. When there is someone in the class who speaks better than me, I feel uneasy because I know I won't be as good as them when I speak. (S8)
		If I feel comfortable, I will speak, but generally, I hesitate. The main point I hesitate about is mispronunciation. If there is someone in the class who speaks better than me, I also get anxious. (S6)
		I get very shy and tense when speaking in class. As your friends said, especially if there is someone in class who speaks better, I hesitate because of that. (S5)
		As your friends said, I get very anxious with spontaneous questions, and since there are better speakers in the class, I hesitate because I feel inadequate if I make a mistake, and I don't participate in the lesson. (S2)
	Peer bullying	I especially fear being mocked for making mistakes in sentences and pronunciation. No one has ever made fun of me in class before, but due to the anxiety of "what if it happens this time," I often don't attend classes. (S7)
		My concern manifests in two ways. If the teacher directly asks me a question during the class, I get tense because of the fear of making a mistake and the worry of being laughed at due to my pronunciation. But if I know what the teacher is going to ask and he is asking questions in order, I can think of the answer by the time it gets to me and respond comfortably. Since I think there is no one in the class who can speak and pronounce better than me, I can speak more comfortably.(S4)
Hesitations due to Lecturer	Embarrassment	If I see a teacher as sincere, I have no reservations. Since I get to know the professors I was initially hesitant to talk to over time, I become more comfortable speaking with them after a while. But if it's a professor whose class we are attending for the first time, I have a concern that I might give the impression of being someone who "has come to university but cannot speak, even struggling with pronunciation." (S4)
		I hesitate because I fear the teacher will notice my lack of knowledge. (S7)
		If I use the wrong word, I hesitate and feel bad because I will be embarrassed in front of the teacher. (S8)

Table 6. Continue

Themes	Categories	Statements
Suggestions for Reducing Anxiety	Motivation	In class, when the teacher asks questions, the same students always answer. The teacher needs to give everyone a chance to speak and encourage all students to participate in the discussion. (S8)
		I also think the teacher needs to encourage all the students to speak by getting individual responses from them. If the teacher sees that I am hesitant to speak, I think they should especially try to get me to talk. (S7)
		I already work at home and strive to improve myself, but I still hesitate to speak in class. At this point, the teacher should focus on those who have speaking anxiety in the classroom, rather than those who already speak well, and concentrate on how to reduce their concerns. Speaking practice activities should be conducted in class, and the teacher should especially encourage those who are hesitant to speak. (S4)
		In class, we only focus on the topic, and only certain people speak. Sometimes, when I want to speak, the friends who are good at English are given the floor again. Since they are given the first opportunity to speak, I lose my enthusiasm and don't want to talk. (S3)
	In-class events	While I agree with my friends, I think we should have more dialogues among friends in class. Because we can feel more anxious when engaging in dialogue with the teacher. For this reason, we can practice speaking more comfortably with friends. (S8)
	Individual effort	I think the individual needs to make an effort to reduce their speaking anxiety. The teacher can encourage up to a point in class, but after that, individual effort is needed. (S1)
I think this situation is somewhat dependent on the person's effort. I need to overcome this anxiety through my own effort. We should read more English books, we should practice more. (S5)		

Three themes emerged from the interview questions directed at the students, designated as “hesitations due to classmates”, “hesitations due to lecturer,” and “suggestions for reducing anxiety.” Two categories were recognized within the subject of concerns stemming from classmates, designated as “lack of self-confidence” and “peer bullying.” Only one category, “embarrassment,” surfaced in the topic of hesitations due to lecturer. The theme of recommendations for alleviating anxiety finally produced three categories: “motivation,” “in-class activities,” and “individual effort”. A conceptual framework for the English-speaking anxiety of tourism guidance students was developed based on these findings, as illustrated in Figure 2.

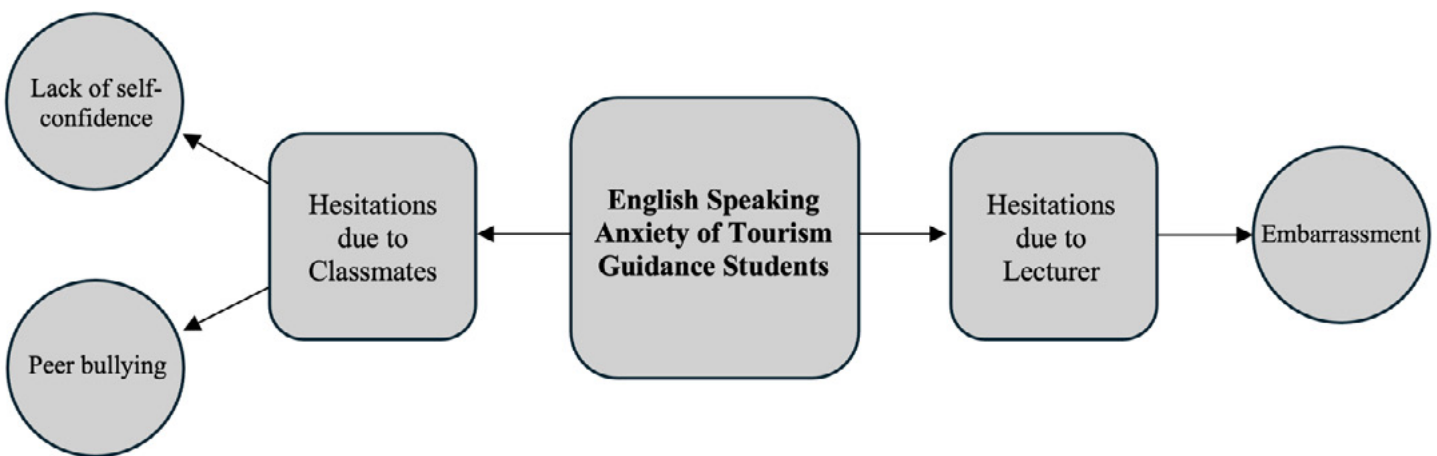


Figure 2: Conceptual Framework for the English Speaking Anxiety of Tourism Guidance Students

Conclusion

The study's findings indicate that students in the Department of Tourism Guidance experience significant anxiety regarding English speaking in the classroom. Research by Kardas (2020), Baş (2014), Öztürk and Gürbüz (2014), Occhipinhti (2009), and Yıldırım (2007) indicates that English language learners have significant speaking anxiety. Students in the Department of Tourism Guidance typically exhibit ease in conversing in English with friends, although they display reluctance to engage in English dialogue in the presence of other classmates. The majority of students expressed significant hesitation and anxiety regarding their English-speaking abilities in the classroom. The primary

reasons for their reluctance included fear of providing incorrect responses, concern about ridicule for mispronunciation, and diminished self-confidence stemming from the presence of more proficient English-speaking peers in the class. Von Worde (2003) reported the same findings, indicating that students' nervousness stemmed from adverse classroom experiences, apprehension of poor assessment, and interactions with native English speakers. Research conducted by Alsaraj (2014), Ansari (2015), and Rafada and Madini (2017) indicated that students are reluctant to speak English in class due to apprehension over adverse peer assessment. Kardas (2020) noted that foreign language learners encounter sentiments of fear and anxiety during evaluations by teachers and peers. The findings indicate that insecurity and peer bullying exacerbate students' anxiety over English communication in the classroom. Melouah (2013) asserted that students experiencing anxiety related to English speaking perceive public speaking in class as a threat and tend to remain silent.

During the focus group interview, the students had no hesitations due to the lecturers, whom they perceived as genuine and empathetic, and indicated that their reluctance to engage with them stemmed only from their peers. Furthermore, students expressed concern regarding potential shame from providing the lecturer with an incorrect answer in English. Baş (2014) and Mukminin et al. performed research that produced analogous findings. Occhipinti (2009) indicated that students predominantly feared providing incorrect answers and were only inclined to speak when they felt confident. Çağatay (2015) emphasized the significance of lecturers establishing conditions that enable students to demonstrate their speaking abilities. Young (1999) emphasized that establishing a nurturing and supportive classroom atmosphere enables the teacher to communicate successfully with students, thereby alleviating their nervousness around English speaking. Consequently, the lecturer must establish a conducive classroom atmosphere to facilitate student participation. Students' apprehension of ridicule for employing improper vocabulary and pronunciation is a significant factor contributing to their reluctance to engage in spoken English during class. At this juncture, it is imperative for the teacher to issue requisite warnings and enforce classroom discipline in the event of any peer bullying behavior among the students.

All participants said that the lecturer should motivate students who are hesitant to speak English in class to engage in more verbal communication. Furthermore, it was asserted that speaking practice should be prioritized in the course, and that students' fear may be alleviated by promoting discourse through interactive exercises. They articulated the conviction that personal practice can alleviate nervousness associated with speaking English. Occhipinti's (2009) research demonstrated analogous results, indicating that students exhibited increased comfort when speaking in pairs. Such techniques provide students the opportunity to engage in speaking in a more relaxed environment, alleviating the pressure of performing "under a spotlight" before the entire class while also promoting interpersonal acquaintance among peers.

Practical Implications

In light of the criticism and recommendations obtained, it is imperative to increase speaking practice in English lessons, particularly by motivating reticent students to engage more actively with the lecturer. Rafada and Madini (2017) and Yahya (2013) asserted that students experience speaking anxiety due to factors such as exclusive exam preparation, reliance on conventional teaching techniques, and neglect of their individual requirements and shortcomings. Students ought to be afforded the opportunity to engage in speaking practice within a more relaxed setting through in-class activities that facilitate peer conversation, distinct from exam-oriented and conventional pedagogical approaches. As future tour guides are required to present before an audience, activities should be arranged for students to deliver class presentations, alleviating their nervousness and preparing them for future endeavors. The course lecturers can assist students in enhancing their deficiencies in English speaking and applying ways to manage their fears. Occhipinti (2009) asserted that language educators ought to adopt instructional practices that assist students in surmounting feelings of inadequacy, perplexity, and failure. This context indicates that teachers can enhance students' confidence in their speaking abilities by providing reassurance, exhibiting empathy, and delivering encouragement. Furthermore, educators may create an English-speaking group or student community to consistently engage in activities that promote English communication among students. Details regarding mobility initiatives such as Erasmus+ can help motivate students to engage. Nevertheless, the swiftly advancing information and communication technologies present numerous opportunities. Various foreign language learning applications accessible via mobile devices and internet websites enable students to broaden their practice opportunities.

Limitations and Future Research

The study was limited to participants exclusively from the Department of Tourism Guidance at Mardin Artuklu University. Furthermore, the base score of the pertinent department is deemed a limitation, since it is quite low

at 289.79 points (LANGUAGE) according to the 2023 placement statistics. Consequently, by performing research in departments with elevated language scores, the outcomes might be juxtaposed. Expanding the cosmos can produce more thorough outcomes. By conducting a study with students from the Gastronomy and Culinary Arts, Tourism Management, and Recreation Management departments, the extent of interdepartmental communication issues can be examined.

Kaynaklar

ALRABAI, F. (2015). The Influence of Teacher's Anxiety-reducing Strategies on Learners' Foreign Language Anxiety, *Innovation in Language Learning and Teaching*, 9(2), 163-190. <http://doi.org/10.1080/17501229.2014.890203>

ALSARAJ, T. M. (2014). Revisiting the Foreign Language Classroom Anxiety Scale. *L2 Journal*, 1, 50-76.

ANSARI, M. S. (2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. *International Journal of Educational Investigations*, 2(4), 38-46.

BAŞ, G. (2014). Lise Öğrencilerinde Yabancı Dil Öğrenme Kaygısı: Nitel Bir Araştırma. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 36(36), 101-119.

BATMAN, O. (2003). Türkiye'deki Profesyonel Turist Rehberlerinin Mesleki Sorunlarına Yönelik Bir Araştırma. *Bilgi Sosyal Bilimler Dergisi*, 2, 117-134.

BRAUN, V. & CLARKE, V. (2008). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>

CHANTHA, P., SURANAKKHARIN, T. & SIRIDETKOON, P. (2019). A Study of the Factors Contributing to English Language Learning Anxiety in Classroom Perceived by Computer Engineering Students and English Major Students at Naresuan University. *Lampang Rajabhat University Journal*, 8(1), 57-72.

COŞKUN, R., ALTUNIŞIK, R., BAYRAKTAROĞLU, S. & YILDIRIM, E. (2015). *Sosyal bilimlerde araştırma yöntemleri* (8. Baskı). Sakarya: Sakarya Yayıncılık.

CRESWELL, J. W. (2023). *Nitel araştırma yöntemleri: Beş yaklaşıma göre nitel araştırma ve araştırma deseni* (3. Baskı). (M. Bütün ve B. Demir, Çev.). Ankara: Siyasal Kitabevi.

CUTRONE, P. (2009). Overcoming Japanese EFL Learners' Fear of Speaking. *Language Studies Working Papers*, 1, 55–63.

ÇAĞATAY, S. (2015). Examining EFL Students' Foreign Language Speaking Anxiety: The Case at a Turkish State University. *Procedia: Social and Behavioral Sciences*, 199(3), 648-656. <http://doi.org/10.1016/j.sbspro.2015.07.594>

ÇELİKKANAT PASLI, N. & PASLI, M. M. (2022). Turist Rehberliği Lisans Bölümlerinde Verilen Yabancı Dil Derslerinin İncelenmesi. *Avrasya Turizm Araştırmaları Dergisi* 3(1), 21-30.

DEĞİRMENCİOĞLU, A. Ö. (2001). Türkiye'de Turizm Rehberliği Eğitimi Üzerine Bir Araştırma. *Anatolia: Turizm Araştırmaları Dergisi*, 12(2), 189-196.

DUMAN, G. & MİL, Z. (2008). Akademik Görüş: Turist Rehberliği ve Eğitimi. *Seyahat ve Otel İşletmeciliği Dergisi*, 5(4).

FIELD, A. (2009). *Discovering statistics using SPSS* (3. Baskı). Kaliforniya: Sage Publications.

FRYER, L. & CARPENTER, R. (2006). Bots as language learning tools. *Language Learning ve Technology*, 10(3), 8–14.

GARDNER, R. C., DAY, J. B. & MACINTYRE, P. O. (1992). Integrative Motivation, Induced Anxiety, and Language Learning in a Controlled Environment. *Studies in Second Language Learning*, 14, 197-214. <http://doi.org/10.1017/S0272263100010822>

GARDNER, R. C. & MACINTYRE, P. D. (1993). A Student's Contributions to Second-Language Learning. Part II: Affective Variables. *Language Teaching*, 26, 1-11. <http://doi.org/10.1017/S0261444800000045>

HORWITZ, E. K., HORWITZ, M. B. & COPE, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. <http://doi.org/10.2307/327317>

HSU, T. C. (2012). A Study on the EFL Students' Speech Related Anxiety in Taiwan. *International Journal of Research Studies in Language Learning*, 1(2), 3-18.

KA-KAN-DEE, M. & AL-SHAIBANI, G. K. S. (2018). Tourism students' oral presentation anxiety: a case study. *Pertanika Journal of Social Sciences ve Humanities*, 26, 231-256.

KARATAŞ H., ALÇI B., BADEMCİOĞLU M. & ERGİN A. (2016). An Investigation into University Students Foreign Language Speaking Anxiety. *Procedia - Social and Behavioral Sciences*, 232, 382-388. Science Direct. <http://doi.org/10.1016/j.sbspro.2016.10.053>

KARDAS, D. (2020). The Effect of Shyness on Speaking Skills of Foreign Students Learning Turkish. *International Online Journal of Educational Sciences*, 12(2), 202-213. <http://doi.org/10.15345/iojes.2020.02.013>

- KAYAOĞLU, M. N. & SAĞLAM, H. (2013). Students' Perceptions of Language Anxiety in Speaking Classes. *Tarih Kültür ve Sanat Araştırmaları Dergisi*, 2(2), 142-160.
- KURAKAN, P. (2021). Anxiety in English Oral Presentations of Thai EFL Engineering Students. *ThaiTesol Journal*, 34(2), 67-92.
- KÜMBETOĞLU, B. (2021). *Sosyolojide ve antropolojide niteliksel yöntem ve araştırma*. İstanbul: Bağlam Yayıncılık.
- LINCOLN, Y. S. & GUBA, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.
- MELOUAH, A. (2013). Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-Year LMD Students of English at Saad Dahlab University of Blida, Algeria. *Arab World English Journal*, 4(1), 64-76.
- MUFTAH, M. (2023). Communication Apprehension and Self-Perceived Communication Competence: A Study of Undergraduate Students in Their Final Year. *Higher Education, Skills and Work-Based Learning*, 13(6), 1187-1203. <http://doi.org/10.1108/HESWBL-08-2022-0174>
- MATSUOKA, R., MATSUMOTO, K., POOLE, G. & MATSUOKA, M. (2014). Japanese University Students' Willingness to Communicate in English: The Serendipitous Effect of Oral Presentations. *Journal of Pan-Pacific Association of Applied Linguistics*, 18(1), 193-218.
- MUKMININ, A., MASBIROROTNI, M., NOPRIVAL, N., SUTARNO, S., ARIF, N., & MAIMUNA, M. (2015). EFL Speaking Anxiety Among Senior High School Students And Policy Recommendations. *Journal of Education and Learning*, 9(3), 217-225.
- OCCHIPINTI, A. (2009). *Foreign language anxiety in class speaking activities* (Yayımlanmamış Yüksek Lisans Tezi). Oslo Üniversitesi Edebiyat, Alan Çalışmaları ve Avrupa Dilleri Bölümü, Oslo. <https://core.ac.uk/download/pdf/30817328.pdf>
- ORUÇ, E. & DEMİRCİ, C. (2020). Investigating the Underlying Constructs of the Foreign Language Classroom Anxiety Scale. *Language Teaching and Educational Research (LATER)*, 3(1), 76-93.
- ÖZCANLI, N. & KOZİKOĞLU, İ. (2023). Ortaokul Öğrencilerinin İngilizce Konuşma Kaygısı: Öğrenci ve Öğretmen Görüşleri. *Siirt Eğitim Dergisi*, 3(1), 1-22. <http://doi.org/10.58667/sedder.1274744>
- ÖZTÜRK, G. & GÜRBÜZ, N. (2014). Speaking Anxiety Among Turkish EFL Learners: The Case at a State University. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- PATTON, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Kaliforniya: Sage Publications.
- PERTAUB, D. P., SLATER, M. & BARKER, C. (2001). An Experiment on Public Speaking Anxiety in Response to Three Different Types of Virtual Audience. *Teleoperators and Virtual Environments*, 11(1), 68-78. <http://doi.org/10.1162/105474602317343668>
- RAFADA, S. H. & MADİNİ, A. A. (2017). Major Causes of Saudi Learners' Speaking Anxiety in EFL Classrooms. *International Journal of English Language Education*, 5(1), 54-71.
- SARANTAKOS, S. (1993). *Social research*. New York: MacMillan Press.
- SILVERMAN, D. (2005). *Doing qualitative research: A practical handbook* (2. Baskı). Kaliforniya: Sage Publications.
- SUN, Y. C. (2009). Voice Blog: An Exploratory Study of Language Learning. *Language Learning ve Technology*, 13(2), 88-103.
- TAŞ, E. (2019). *Lisans düzeyinde turizm rehberliği eğitiminde mesleki İngilizce dersine yönelik bir değerlendirme* (Yayımlanmamış Yüksek Lisans Tezi). Ege Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- TOPÇU, S. & GÜNEY, Y. E. (2023). Üniversite Hazırlık Sınıfı Öğrencilerinin Yetersizlik Duygusu ve Yabancı Dil Konuşma Kaygısı Arasındaki İlişki. *Asya Studies-Academic Social Studies / Akademik Sosyal Araştırmalar*, 7(24), 353-361. <http://doi.org/10.31455/asya.1257340>
- TSIPLAKIDES, I. & KERAMIDA, A. (2009). Helping Students Overcome Foreign Language Speaking Anxiety in The English Classroom: Theoretical Issues And Practical Recommendations. *International Education Studies*, 2(4), 39-44.
- VURAL, J. (2019). The Relationship of Personality Traits with English Speaking Anxiety: A Study on Turkish University Students. *Research in Educational Policy and Management*, 1(1), 55-74. <http://doi.org/10.46303/repam.01.01.5>
- WOODROW, L. (2006). Anxiety and Speaking English as a Second Language. *RELC Journal*, 37(3), 308-328. <http://doi.org/10.1177/0033688206067428>
- VON WORDE, R. (2003). Students' Perspectives on Foreign Language Anxiety. *Inquiry*, 8(1), 1-15.
- YAĞAR, F. (2023). Nitel araştırmalarda örneklem büyüklüğünün belirlenmesi: Veri doygunluğu. *Aksaray Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(2), 138-152. <http://doi.org/10.38122/ased.1030365>
- YAHYA, M. (2013). Measuring Speaking Anxiety Among Speech Communication Course Students at the Arab American University Of Jenin (AAUJ). *European Social Sciences Research Journal*, 1(3), 229-248.
- YAMAN, H. & SUROĞLU SOFU, M. (2013). Öğretmen Adaylarına Yönelik Konuşma Kaygısı Ölçeğinin Geliştirilmesi. *Türkiye Sosyal Araştırmalar Dergisi*, 17(3), 41-50.

YILDIRIM, S. (2007). Foreign Language Anxiety: Listening and Speaking. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 9(3), 178-206.

YILDIRIM, A. & ŞİMŞEK, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri* (10. Baskı). Ankara: Seçkin Yayıncılık.

YOUNG, D. J. (1992). Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25, 157-172. <http://doi.org/10.1111/j.1944-9720.1992.tb00524.x>

YOUNG, D. J. (Ed.). (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw-Hill College.

Özet

Mevcut literatür, ülkemizde yabancı dil olarak İngilizce öğrenenlerin karşılaştığı önemli bir sorun olan yabancı dil konuşma kaygısı üzerine araştırmaların yetersiz olduğunu göstermektedir. Uluslararası literatürde üniversite öğrencilerinin yaşadığı İngilizce konuşma kaygısı üzerine çeşitli çalışmalar yapılmış olsa da ulusal literatürde turizm rehberliği bölümünde okuyan öğrenciler arasında yabancı dil konuşma kaygısı üzerine herhangi bir araştırma bulunmamaktadır. Nitekim araştırmanın amacı, turizm rehberliği lisans programına kayıtlı öğrenciler arasında İngilizce konuşma kaygısının etkenlerini belirlemek ve bu kaygılara neden olan faktörleri inceleyerek çözüm önerileri sunmaktır.

Öğrencilerden veri toplamak için birinci aşamada anket formu kullanılmıştır. Öğrencilere ilk aşamada verilecek olan anket formunda 15 ifade yer almaktadır. Araştırma kapsamında 106 öğrenciden, 15-19 Nisan 2024 tarihleri aralığında anket toplanmıştır. Anket verileri doğrultusunda daha derinlemesine bulgular elde etmek amacıyla, araştırmanın ikinci aşamasında her sınıftan iki öğrenci olmak üzere toplam sekiz öğrenciyle odak grup görüşmesi yapılmıştır.

Araştırmadan elde edilen bulgular doğrultusunda, Turizm Rehberliği bölümü öğrencilerinin sınıfta İngilizce konuşma kaygılarının yüksek olduğu görülmektedir. Turizm Rehberliği bölümü öğrencilerinin genellikle samimi oldukları arkadaşları ile İngilizce konuşurken rahat oldukları, ancak diğer sınıf arkadaşlarının bulunduğu ortamda İngilizce konuşmaktan çekindiklerini görülmektedir. Öğrencilerin çoğunluğu sınıf ortamında İngilizce konuşmaktan çok çekindiklerini ve gerildiklerini ifade etmiştir. Çekincelerinin temelinde, yanlış cevap verilebileceği korkusu, yanlış telaffuzdan dolayı dalga geçilmesine yönelik endişe ve sınıfta daha iyi İngilizce konuşan öğrencilerin olmasından dolayı özgüven problemi yaşanması yer almaktadır.

Görüşmede öğrencilere yöneltilen sorular üzerinden üç tema oluşturulmuş ve bunlar; "sınıf arkadaşlarından kaynaklı çekinceler", "öğretim elemanından kaynaklı çekinceler" ve "kaygıları azaltmaya yönelik öneriler" olarak adlandırılmıştır. Sınıf arkadaşlarından kaynaklı çekinceler temasında iki kategori belirlenmiş ve bunlar "özgüvensizlik" ile "akran zorbalığı" olarak adlandırılmıştır. Öğretim elemanından kaynaklı çekinceler temasında ise tek kategori ortaya çıkmış ve bu kategori "mahcubiyet" olarak isimlendirilmiştir. Son olarak kaygıları azaltmaya yönelik öneriler temasında üç tema ortaya çıkmış ve bunlar da "motivasyon", "sınıf içi etkinlikler" ve "bireysel çaba" olarak adlandırılmıştır.

Odak grup görüşmesinde öğrenciler, samimi ve anlayışlı gördükleri hocalara karşı çekincelerinin olmadıklarını, sadece sınıf arkadaşlarından dolayı konuşmaktan çekindiklerini ifade etmişlerdir. Diğer yandan öğrencilerin, dersin öğretim elemanı ile İngilizce konuşurken yanlış cevap verilebileceğinden kaynaklı bir mahcubiyet endişesinin olduğu da görülmüştür. Ayrıca öğrencilerin derste İngilizce konuşurken çekinmelerinin temelinde, yanlış kelime ve telaffuz kullanılmasından dolayı sınıf arkadaşları tarafından dalga geçilebileceği endişesi yer almaktadır. Bu noktada öğretim elemanının, öğrencilerin akran zorbalığına yönelik herhangi bir davranışlarında gerekli uyarılarda bulunması ve sınıf disiplinini sağlaması önem taşımaktadır. Gelen eleştiriler ve öneriler doğrultusunda, öğrencilerin İngilizce derslerinde daha fazla konuşma pratiklerinin yapılması, özellikle çekincesi olan öğrencilerin, dersin öğretim elemanı tarafından konuşmaya daha fazla teşvik edilmesi gerekmektedir. Bununla birlikte, öğrencilerin kendi aralarında İngilizce iletişim kurabilmelerine yönelik aktiviteleri düzenli bir şekilde yürütmek için İngilizce konuşma kulübü veya öğrenci topluluğu kurulabilir. Ayrıca öğrencilere Erasmus+ gibi hareketlilik programlarının faydaları ve avantajları hakkında bilgiler verilebilir ve öğrencilerin bu fırsatları değerlendirmeleri teşvik edilebilir. Bununla birlikte, her gün gelişen bilgi ve iletişim teknolojileri birçok imkânı da beraberinde getirmektedir. Mobil ve internet web siteleri gibi kanallarda yer alan çeşitli yabancı dil öğrenme uygulamaları sayesinde öğrenciler pratik yapabileceği alanları genişletebilir.