



Possible Language Teacher Selves and Their Contribution to Foreign Language Speaking Anxiety: A Study Over English Language Teaching and English Language and Literature Departments

Olası Yabancı Dil Öğretmen Benlikleri ve Yabancı Dil Konuşma Kaygısına Katkıları; İngiliz Dili Eğitimi ve İngiliz Dili ve Edebiyatı Bölümleri Üzerine Bir Çalışma

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Öz

Yabancı bir dilde söyleşiye başlamak için kanıksanmış iki engel vardır; incelik ve utangaçlık. Bu gerçekte üniversite seviyesindeki öğrencilerde de karşılaşmak mümkündür. Üniversite öğrencilerinin iletişim edimi eksikliği bu utangaçlık ve yüksek konuşma kaygısı ile açıklanabilir. Bir topluluk önünde konuşmak kişinin kendi dilinde olsa bile zordur. Bu yüzden, öğretmenler öğrencilerinin İngilizce konuşma kaygı nedenlerinden haberdar olurlarsa, derslerinde daha verimli olabilirler ve o ders için en etkin öğretim teknik ve yöntemlerini belirleyebilirler. Konuşma kaygısı ve konuşma öz-yeterliliği yabancı dil öğreniminin en genel problemleridir denebilir. Bu çalışmanın hedefleri İngiliz Dili Eğitimi ile İngiliz Dili ve Edebiyatı öğrencilerinin yabancı dil konuşma kaygı (YDKK) seviyeleri arasında anlamlı bir farklılık olup olmadığının araştırılması, iki bölüm arasında YDKK değişkenleri arasındaki korelasyonun derecesinin ve çeşidinin saptanması ve YDKK derecesinin bölümlere göre farklılık gösterip göstermediğinin incelenmesidir. Bu çalışma karşılaştırmalı ve korelasyonel özellikler taşıyan nicel bir araştırmadır. Veriler İngiliz Dili Eğitimi ile İngiliz Dili ve Edebiyatı bölümü öğrencilerinin doldurduğu üç anket ile toplanmıştır. Araştırmanın sonuçlarına göre İngiliz Dili Eğitimi ile İngiliz Dili ve Edebiyatı öğrencilerinin yabancı dil konuşma kaygı seviyeleri arasında anlamlı bir farklılık vardır ve İngiliz Dili Eğitimi bölümü öğrencileri İngilizce konuşurken İngiliz Dili ve Edebiyatı öğrencilerinden daha az kaygı yaşamaktadır.

Anahtar Kelimeler: İngiliz dili eğitimi, İngiliz dili ve edebiyatı, yabancı dil konuşma kaygısı, öğretmen benlikleri

Makale Türü: Araştırma

Abstract

Even in one's native language, speaking in front of others might be difficult. Therefore, it may be said that if teachers are aware of the reasons for their students' English-speaking anxiety, they can choose the best teaching strategies and techniques to use in their lessons. The current study's objective is to determine whether students in the English Language Teaching (ELT) and English Language and Literature (ELL) departments have significantly different degrees of anxiety when speaking in a foreign language.; to investigate the degree and type of relations between these FLSA variables of two departments; and to find out how much FLSA the students have and whether their level of apprehension when speaking a foreign language varies depending on the departments they are in. The study has the features of quantitative research design. Data are collected from fourth-year students in the departments of English Language Teaching and English Language and Literature. The results demonstrate that there is a substantial difference between ELL and ELT students' levels of anxiety while speaking English.

Keywords: English Language Teaching (ELT); English Language and Literature; foreign language speaking anxiety; language teacher selves

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Introduction

Foreign language learners encounter a variety of issues, including nervousness, worry, and anxiety regarding academic tasks like speaking, listening, text reading, and writing composition. Most Turkish students frequently struggle with speaking exercises in class. One of the emotional elements that negatively impacts students' views of learning a foreign language is foreign language anxiety (FLA). The construct of anxiety has received a lot of attention in the past few decades as one of the most crucial affective factors in foreign language learning.

Ide (1989) lists politeness and shyness as conflict-avoidance strategies as well as ways to maintain a congenial atmosphere and prevent disturbances in literature about fluent interactions (Leech, 2016). Shyness is one of the communication confidence factors since it is strictly connected with strong oral performance (Park and Lee, 2005). Perhaps because they do not personally know them well enough or feel comfortable among them, Turkish people appear to find it difficult to communicate with foreigners. Another theory holds that Turkish individuals frequently lack the will to talk because they feel insecure, uneasy, and incapable of speaking adequately on their own. In a survey conducted in Turkey, respondents identified themselves as being "somewhat talkative" (Alishah, 2016).

This truth is evidently seen when university students study English as well. This timidity and excessive anxiety while speaking in front of groups can be used to explain why Turkish university students lack effective communication skills because public speaking is difficult in any language. Some individuals speak more English than others in similar settings and situations. Depending on their degrees of foreign language speaking anxiety (FLSA), some people enjoy speaking freely and frequently, while others choose to remain silent. People with low levels of English can speak more freely than those with high levels, which makes this a potentially fascinating point. Therefore, it may be inferred that a speaker's knowledge level does not always determine how well they communicate in English with others. It is apparent that levels of anxiety when speaking a foreign language also influence the preferences of speakers.

According to MacIntyre and Gardner (2011), foreign language speaking anxiety is the likelihood of experiencing anxiety arousal in a foreign language context, such as in a language classroom or when communicating in a foreign language. Researchers suggest that the idea of foreign language speaking anxiety has some significance in the learning process since speaking elicits greater anxiety than other language skills and has a negative impact on anxiety.

Since Turkish is the official language, English language learners cannot directly interact with English language in Turkey. This statement also applies to English language teaching at Turkish universities and to English language and literature departments. These students with English as their major have the chance to communicate and perfect their English. These chances consist of in-class activities as well as various events hosted by the departments or institutions, as well as English-speaking international students from other countries studying in Turkey. However, not all students take advantage of these chances and attempt to speak English in every situation. Despite having a lower English proficiency than others, some students have less anxiety, engage in more activities, and speak English more than others; some students, while having a good level of English, experience more anxiety when speaking it, which prevents them from taking part in activities and speaking English. Regardless of how well they can communicate in English, it's critical to investigate why certain students experience anxiety at higher or lower levels.

Ample theoretical material on generic language anxiety is available in the literature. Speaking anxiety's effects on other domains, such as gender, language attainment, learners' real competency and productivity, self-evaluation, negative appraisal, and previous knowledge of any

foreign language have also been noted by research. To further explain, anxiety is one of the most significant factors that negatively affect language learning among the individual differences. In actuality, the majority of Turkish EFL students voice their displeasure and discontent with foreign language learning. Students and teachers agree that anxiety is closely correlated with the context in which the language is spoken (Horwitz et al., 1986). In light of this, there is enough theoretical research on general language anxiety in the literature.

Therefore, there have been numerous research and analyses on FLSA in L1 circumstances, but there haven't been many of these for learning foreign languages. It is believed that examining the FLSA differences between two departments will enhance literature and supply information about how FLSA levels of students are affected by their departments. Two significant departments, English Language Teaching (ELT) and English Language and Literature (ELL), are chosen for the study, because these two departments teach English intensely. Beside of the fact that both departments teach English, ELT prepares English teachers and ELL students may be English teachers after having additional teaching formation educational courses. To put it another way, the relationships between FLSA, ELT, and ELL departments may aid researchers and educators in discovering strategies to lessen learners' anxiety when speaking a foreign language. In this study, it is examined to what extent and what kind of link these FLSA factors from two departments exist. Additionally, it looks into the students' FLSA levels and determines whether their degrees of anxiety about speaking a foreign language vary depending on the departments in which they are studying.

Therefore, this study investigates the relations between FLSA levels of students in ELT and ELL Departments and the correlations between FLSA components among 4th year students at Turkish institutions.

The following research question is investigated in line with the aforementioned objectives:

Are there any significant differences in the means of the foreign language speaking anxiety scores between ELL and ELT students?

1. Review of Literature

Despite the fact that anxiety is one of many affective variables studied in FLL, it might be argued that anxiety is the most intriguing and one of the hardest concepts to explain. One of the terms in psychology that is particularly challenging to define in a few sentences is anxiety. Both the affective and cognitive parts of the brain are accepted as significant in the learning process (Gardner, 2011). Teaching efficacy may be impacted by emotion as an affective element. As other affective aspects in their teaching process, teachers may be most aware of anxiety, attitudes, imagination, inhibition, extroversion, self-esteem, and empathy (Brown, 2000). According to studies, among the other affective components, anxiety has the greatest negative consequences on students (Brown, 2000; Horwitz et al., 1986; Young, 1992). Even though there are many different definitions of anxiety, they all relate it to a troublesome sentimental circumstance marked by feelings of tension and fear. According to these unfavorable implications, anxiety has a crippling impact on all learning processes, including the learning of a second or foreign language, which is greatly influenced by many emotional factors.

According to earlier studies, foreign language anxiety is a significant factor that should be considered in language courses. Speaking in the target language, such as English, is typically one of the situations that causes students the most anxiety in language classes. Throughout their foreign language classes, language learners may experience any kind of anxiety, regardless of their age, competence level, gender, or place of origin. This fact might also have an impact on how well foreign language learners are doing. As it was previously said, anxiety plays a significant and critical role in all learning styles. Because learning a foreign language involves so many emotional components, anxiety is nuanced, multidimensional, and essential as well (Young,

1990). Stress and dread are feelings that are not objective but rather subjective, and they are most prevalent when learning a second or foreign language and involve activities like speaking, writing, studying, and listening (MacIntyre and Gardner, 1994). The likelihood of having anxiety in a foreign language environment, such as in a language school or when speaking in a foreign language, is how they describe foreign language anxiety (MacIntyre and Gardner, 1994).

There has long been debate on how anxiety affects learning. According to some researchers (Bailey, 1983), learning is negatively impacted by anxiety and anxiety makes anxious people less successful learners. Student could feel anxious if they must respond to a question in a foreign language class; cognitive performance worsens as a result of stress and rumination brought on by anxiety; this, in turn, leads to negative self-evaluations and more self-deprecating cognition, which further hinders performance and so forth (MacIntyre, 1995). For example, according to Pertaub et al., (2001), anxiety is increased when speakers are required to give a speech in a foreign language or converse with foreigners because they worry about being judged or embarrassed by others. Besides, Price (1991) said that speaking before a group of peers causes anxiety among foreign language learners because they are worried about making mistakes and getting teased. Some students develop relationships between anxiety and learning a foreign language, and this association causes an anxiety reaction in them that may make it difficult for them to learn a foreign language or communicate. Additionally, it is possible that some students may feel uneasy about learning a foreign language. Some academics also look into the significance of affective, cognitive, and meta-cognitive aspects on foreign language proficiency as learner variables (Olivares-Cuhat, 2013; Vural, 2019). Their findings demonstrate once more that FLL is significantly influenced by language learning anxiety.

However, studies on language learners show that, among other affective factors, foreign language anxiety best predicts how well foreign language learners perform (Liu and Huang, 2011; Vural, 2020). It is widely acknowledged that anxiety hinders learning a foreign language, although it is unclear exactly how this occurs. However, it is generally acknowledged that anxiety's negative impacts outweigh its beneficial advantages. This fact suggests that anxiety typically appears to have crippling effects on language learners' performance across all linguistic domains. Anxiety has a detrimental effect on pupils' skills in reading, learning, listening speaking and repetition (MacIntyre, 1995). Because of this, there can be peculiar differences between students who are highly anxious and those who are not. Thus, it is anticipated that more anxious students may perform poorly on numerous tasks in their foreign language classes.

Speaking and other oral activities in learning a new language cause greater anxiety than writing, listening, and reading according to a large body of research on the topic. This is the activity that raises the most concerns. Anxiety affects speaking negatively, and these negative impacts are significant (MacIntyre and Gardner, 1994; Horwitz, 2001; Woodrow, 2006; Vural, 2013; Öztürk and Gürbüz, 2014), and anxiety in learning a new language may affect success of learners (Capan and Simsek, 2012; Vural, 2019).

Taking into account the Turkish EFL setting, Ay (2010) notes that when compelled to speak in front of others without preparation, students experience increased anxiety. Dalkılıç (2001) looks into how Turkish first-year EFL students' performance in their speaking classes is related to their FL fear and finds out that there is a direct link between the anxiety levels of the participants and their academic accomplishment. Another factor that appeared to be important in FL anxiety is gender. For example, as compared to their female counterparts, male learners show higher levels of anxiousness, according to Bozavlı and Gülmez (2012). Contrarily, a study conducted in Turkey in 2012 by Öztürk and Gürbüz finds that gender has an impact on speaking anxiety while using a foreign language, with females in particular experiencing higher levels of worry. Besides, Tercan and Dikilitas (2015) reports that if female students do not prepare for the classes ahead, they feel more anxiety than male students do. Güngör and Yaylı (2012) finds that

while self-efficacy among pre-service teachers is above average, their speaking-listening comprehension anxiety is high.

The identity of foreign language teachers is a subject that is heavily discussed in the most recent academic literature, especially after 2010. The early studies are rarely related to language teacher identities but mostly to language learners. Language teacher identity is significantly impacted by post structural approaches, and these approaches have shown how diverse and composite language teacher identities are, especially when they are present in contexts with conflicting discourses and ideologies. Most investigations define language teacher identities as varied, complicated, and changeable. However, new research has been dedicated to exploring new concepts such as agency, emotions, and language teacher identities (De Costa and Norton, 2017; Tao and Gao, 2017).

It is essential to comprehend the nuanced identity formations of foreign language instructors. The way teachers view themselves as professionals affects how foreign language instruction is supported or undermined (Varghese et al., 2016), as well as teacher growth (Kanno and Stuart, 2011), power access, and language ownership (Varghese et al., 2016; De Costa and Norton, 2017).

Since the subject of this current study is two departments which prepare English teachers, it is necessary to mention about self-identities of foreign language teachers as well. These self-identities and their components may help understand the differences between FLSA levels of students from two departments. Higgins (1987) and Markus and Nurius (1986) both defined and acknowledged possible selves to inspire and guide foreign language teachers' actions. The ideal teacher-self, the feared language teacher-self, and the ought-to language teacher-self are these potential language teacher-selves (Higgins et al., 1994; Kubanyiova, 2009).

The ideal teacher-self is a reference to identification, and it represents the teacher's future objectives and identity aims. The term "ought-to language teacher-self" describes how a person's intellectual and empirical thinking reflect the attributes that person believes s/he ought to have. It concerns the standards that should be upheld by community, government, inspection, institutions, and professional ethics (Higgins, 1987). Ought-to language teacher-self and ideal language teacher-self collide when there is insufficient training and experience, and this is the feared language teacher-self, that is what an English teacher would like to avoid anyway (Carver et al., 1994).

In addition to the teacher-selves mentioned above, there is also the professional teacher-self; this is a potential second-language self that is developed over the course of a teacher's entire teaching career (Demirezen, 2015k). Ought-to language teacher-self and ideal language teacher-self are the two selves that are necessary for the professional teacher-self. Here, the feared language teacher-self is avoided. Because they are proficient in English like a native speaker and have clear, correct, and fluent pronunciation and intonation, English teachers who are also professional language teachers are knowledgeable and assured (Demirezen, 2015k).

2. Methodology

The present investigation comprises characteristics of a quantitative research design with comparative and correlational character to determine the FLSA levels of participants.

The current study was carried out without any interventions; data were gathered once, and participants underwent a single measurement. Convenience sampling was used for the current study because participants were selected based on their presence at the time of the application of the questionnaires and on how easily and nearby, they could be reached. Around 2000 students from 31 different universities in Turkey participated in this study. Data were divided into two categories: one for ELL students and one for ELT students. All questionnaires should have had complete responses to every question. As a result, cases with any missing data were presumed to be from false participants and were eliminated. Final n-size was 1845 (923 fourth-year students

in English language teaching departments and 922 fourth-year students in English language and literature departments) after missing responses were removed.

Foreign Language Classroom Anxiety Scale: Developed by Horwitz et al. (1986), the Foreign Language Classroom Anxiety Scale is a common test used by researchers to assess how much anxiety students experience when learning a foreign language in their classes. A questionnaire was used to gather information from 4th-year students studying in the ELT and ELL departments. The FLCAS's items reflect how anxious foreign language learners are when communicating, when taking tests, and when they might get bad grades. Foreign language anxiety is intimately linked to performance evaluation in various situations, such as social or academic, and is consequently linked to several performance anxieties, such as communication apprehension, test anxiety, and fear of unfavorable evaluation (Horwitz et al., 1986).

The Cronbach's Alpha coefficient for 33 items was determined to be .92 in accordance with the table above. In light of this, it may be inferred that the questionnaire items utilized in the current study have very high internal consistency.

In the current investigation, an independent sample t-test was used. It was utilized to compare the means of two separate groups, which represented the foreign language speaking anxiety scores of the ELT and ELL groups in the current study (Anderson, 1998; Cramer, 1998; Field, 2009). The objective was to determine whether significantly different related population means existed.

3. Results and Discussion

Using independent samples t-tests, inferential statistics were used for the analysis of the data obtained for the research question. To compare the two means (ELT-ELL) and see if there were any variations in the groups' levels of anxiety when speaking a foreign language, an independent samples t-test was used.

The mean scores of ELT-ELL students' speaking anxiety in a foreign language, along with their significance percentages, are shown in the table below.

Tablo 1. Foreign Language Speaking Anxiety T-test results of ELT-ELL groups

	n	M	SD	t
ELT	923	2.60	.66	9.73*
ELL	922	2.89	.62	

*P < .001

The FLSA mean scores for ELT and ELL students are displayed in the table above. The results of the participant analysis show that the ELT group has a lower mean score for speaking anxiety on average than the ELL group. To put it another way, ELL students appear more nervous when speaking a foreign language than ELT students. The t-test results show a significant difference between ELT (M = 2.60, SD = .66) and ELL (M = 2.89, SD = .62) with regard to the aforementioned variable, $t(1844) = 9.73$, $p < .001$.

The difference between the means of FLSA scores for ELT and ELL students is the topic of the current study's investigation. The two FLSA means (ELT-ELL) were compared by independent samples t-test, and differences between the ELT and ELL groups in terms of FLSA were looked at. According to the results of the t-test, there is a significant difference in the FLSA scores of ELT and ELL $t(1844) = 9.73$, $p < .001$.

This result demonstrates that the FLSA mean score of ELT group (M = 2.60) is lower than the FLSA mean score of ELL group (M = 2.89). In other words, ELT group members are less anxious about speaking a foreign language than ELL group members and so, ELL students

are more anxious about speaking English than ELT group members. The results show that both ELT and ELL groups have English speaking anxiety at some degrees and this outcome is consistent with research on Turkish students, where participants reported that speaking English increases their anxiety (Öztürk and Gürbüz, 2014).

The various sorts of selves and self-identities (Markus and Nurius, 1986; Higgins, 1987) and their reflections on ELT and ELL groups can be used to explain this; since ELT students are expected to become English language teachers from the very beginning of their university careers, the ideal teacher self is crucial for them. English instructors are encouraged to have ideal teaching selves rather than their real teaching selves by this ideal teacher-self, which shapes their future aspirations and identity goals (Higgins et al., 1994; Kubanyiova, 2009). Additionally, the ideal teacher-self is meant to inspire ELT students to work hard to become their ideal teachers. In contrast to ELL students, ELT students may have less anxiety when speaking a foreign language because, according to the nature of being an English teacher, English teachers are required to talk in class a lot. Since ELL students are not essentially expected to become English language instructors due to their educational specialty, there may not be such a duty or demand for them.

The second factor that could lessen ELT students' anxiety of public speaking in a foreign language is possibly ought-to language teacher self (Higgins, 1987). One of the main responsibilities placed on English teachers during their training is the ability to speak the language. English teachers have certain responsibilities and obligations related to their profession. These obligations, responsibilities, and duties, which are typically predicated on someone else's point of view, are represented by the ought-to language teacher self. Every English teacher must feel that in order to be an ideal teacher, s/he must possess a certain set of qualities and traits. These expectations are typically placed on her/him extrinsically by institutions, people in her/his immediate vicinity, professional ethics, administration, or inspection. These depictions of obligations and standards for others all make reference to the ought-to language teacher self, which can be accepted as additional motivator for English teachers to use English while instructing and to lessen their anxiety about speaking a foreign language. ELL students, however, could not feel these commitments, which could limit their willingness and ability to talk and raise their anxiety while speaking English.

The third factor that can help ELT students and reduce their anxiety about speaking in a foreign language is possibly avoiding the feared language teacher self (Higgins et al., 1994; Kubanyiova, 2009). It alludes to the lack of professional talents and ideal and ought-to language teacher selves as a result of insufficient experiences in education and training. Speaking English fluently is the primary competency required of an English teacher, and the opposite of this is being unable to speak English well. Furthermore, being unable to speak English is a future self that an English instructor would rather not have and should be prevented at all circumstances. Since ELT students are candidates for English teachers and are aware that they must talk at work, they may avoid their feared language teacher selves and must develop their English language skills during their education in order to prevent unpleasant situations in their future careers.

The duty to prepare for a career as a teacher may be the fourth factor that could lessen ELT students' anxiety about speaking in a foreign language (Demirezen, 2015j). Careers in teaching foreign languages are now recognized as among the most difficult jobs since they require one to be both a teacher and a student at the same time, such as an English teacher. In addition, English teachers require a variety of skills to do their duties well. A professional teacher self is developed over the course of a teacher's career and requires knowledge and confidence. It does, however, begin during college. ELT students should prepare for professional teacher self by reaching the ideal and ought-to language teacher selves rather than the feared language teacher self since professional teacher-self demands nearly native-like English speaking with clear pronunciation, and ELT students will need speaking capability during their teaching.

The desire to become a teacher is ingrained in ELT students from the very beginning of their studies. Their curriculum is aligned with this objective. They must talk and present in front of their classmates during most of their classes. Speaking is therefore heavily emphasized in addition to the other skills. During their in-school teaching experience, ELT students assist other English teachers, observe them, and spend some time teaching in actual classrooms. All these chances may enhance the English language proficiency of ELT students and lessen their anxiety when speaking a foreign language. However, ELL students do not have these responsibilities or as many chances to use their English.

Conclusion

The analysis reveals a substantial difference between ELL and ELT students' mean scores for speaking anxiety in a foreign language. Compared to ELL students, ELT students appear to experience less anxiety when speaking a foreign language. This study suggests that ELL students experience higher levels of anxiety than ELT students since the FLSA mean score of the ELT group is lower than the FLSA mean score of the ELL group. In other words, the FLSA level of the ELT group is lower than that of the ELL group, and the ELT students are less anxious when speaking English than the ELL students. This variation in speaking anxiety between the two groups could be explained by self and self-identity types mentioned above. Additionally, ideal teacher self, ought-to language teacher self, and avoidance of feared language teacher self can all be used to explain why ELT students have little anxiety when speaking a foreign language in class because an English teacher is expected to speak well while instructing.

This study reveals that English speaking anxiety is a dominant issue among ELT and ELL departments' students. Students' English-speaking anxiety shows a significant difference according to the department variable. All students have anxiety in speaking English at various levels. Among the four fundamental skills, speaking is the most important, the most used and effective communication tool in daily life not only in a mother tongue but also in a foreign language. There are many factors that affect and prevent speaking a foreign language. One of these factors is anxiety.

It should be noted that speaking anxiety is a very contentious topic. In actuality, no one is compelled to assert that they acquire all the answers given the ELT-ELL speaking anxiety controversy's fundamental nature. This study merely attempts to provide a justification for including anxiety related to speaking foreign languages in two departments. ELT and ELL are two distinct disciplines of knowledge that only tangentially complement one another and cannot be replaced by any reasonable parallel. The findings of the current study can indicate a gap in the Turkish ELT and ELL agenda for English speaking that is currently minor but could grow significantly. The findings also indicate the differences between the FLSA levels of ELT and ELL departments' students. Although it is certainly up to the ELT and ELL students to decide whether this difference may have positive or bad effects, the matter nevertheless merits more research.

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Bu çalışmanın tüm hazırlanma süreçlerinde etik kurallara ve bilimsel atıf gösterme ilkelerine riayet edildiğini yazar(lar) beyan eder. Aksi bir durumun tespiti halinde Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi'nin hiçbir sorumluluğu olmayıp, tüm sorumluluk makale yazarlarına aittir. Yazarlar etik kurul izni gerektiren çalışmalarda, izinle ilgili bilgileri (kurul adı, tarih ve sayı no) yöntem bölümünde ve ayrıca burada belirtmişlerdir.

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