Comparison of the Effect of Teachers Speaking Only English in English Language Teaching on Students' Anxiety According to Gender and Graduation Status: A Quantitative Research

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Abstract. This casual comparative study investigated the impact of exclusive English Language instruction by teachers on students' anxiety levels in the context of English language learning, with a particular focus on the students' graduation status. The research was conducted among 450 participants enrolled in English language programs at two private educational institutions in Eskişehir. All participants were university students, undergoing English speaking lessons delivered by both local and foreign instructors. Data collection employed the English Speaking Anxiety Scale, and the statistical analysis was executed using SPSS software. Descriptive statistics, including mean, standard deviation, t-test, and one-way analysis of variance (ANOVA), were employed to analyse the acquired data. The findings revealed that the exclusive use of English by teachers during second language instruction did not significantly impact students' anxiety level based on gender. However, a noteworthy distinction emerged between university graduates and non-graduates, suggesting that anxiety levels were lower among the former group.

Keywords: English speaking anxiety, teacher's speaking, teacher's role.

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In the context of globalization, the imperative for individuals to employ a universal language for cross-border communication is steadily escalating. In this milieu, the significance of English, presently spoken and instructed as either a native language or a secondary language in numerous countries, is progressively growing. It is noteworthy that approximately 1 billion individuals worldwide are conversant in English, with the language serving as the official medium of communication in 67 countries and being adopted as a secondary language in 27 countries (Nishanthi, 2018).

Given the extensive utilization of English, undertaking foreign language courses emerges as a strategic advantage for individuals aspiring to navigate life in English-speaking countries or seeking employment in multinational corporations. These courses not only target the enhancement of communication proficiency but also facilitate networking opportunities with professionals across diverse domains, underscoring the compelling rationale for English language study. In contrast to public educational institutions, private language courses offering English instruction often feature native English-speaking instructors who are highly sought after by students due to their linguistic expertise.

Medgyes (1994), an influential scholar in this field, asserts that instructors with English as their native language enjoy certain advantages, particularly in terms of language proficiency and self-assurance. On the other hand, educators from different linguistic backgrounds may possess distinct strengths, such as a comprehensive understanding of the local educational system and the ability to anticipate challenges that students might encounter. Within this framework, the acquisition of a foreign language may necessitate English instruction delivered by a teacher who is either a native English speaker or possesses advanced proficiency in English, even if it is not their native language.

Literature Review

Horwitz (1996; cited in Öztürk, 2016) describes anxiety as an unpleasant state marked by subjective feelings of pressure and nervousness, along with the activation or arousal of the nervous system. Based on this, student anxiety in foreign language learning can be defined as the experience of pressure, reluctance, and apprehension towards language learning. Language anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (MacIntyre, 1999). Among the primary responsibilities of educators is the incorporation of methods and activities geared towards alleviating students' anxiety levels throughout the language instruction process. Notably, speaking activities have been identified as potent triggers of anxiety among students in the pre-university educational phase (Baş, 2014).

The anxiety levels of both students and teachers in the classroom environment should be taken into consideration. For instance, İpek (2006) notes that high teacher anxiety negatively impacts teaching effectiveness. Similarly, Howirtz (1996) points out a negative relationship between foreign language teaching and teacher anxiety, indicating that high anxiety can hinder the effective presentation of the target language and adversely affect teaching practice. Similarly, various studies have demonstrated a strong relationship between student anxiety and language acquisition (Krahnke & Krashen, 1983; Ohata, 2005; Li, 2016; Hardacre & Güvendir, 2020).

Anxiety in learning a foreign language is not limited to productive skills like speaking and writing; teacher-related concerns also play a significant role. Merç (2011) highlighted that anxiety may stem from factors such as classroom management, teaching procedures, and observations during lessons. Unlike traditional teaching, which centres the teacher as the absolute authority, student-centred education expects students to actively participate and be emotionally prepared for the upcoming content. With the adoption of novel and student-centred approaches in education, minimizing student anxiety has become a priority for both institutions and course instructors. In these approaches, teachers are expected to guide students, serve as role models, and foster autonomous learning abilities rather than merely being authority figures. Thus, a teacher's knowledge of the content to be taught alone is insufficient for creating an effective educational process and enhancing student motivation and performance. Factors such as a teacher's cultural orientation, organizational behaviours, and resource utilization also impact students' interests, motivation, performance, and leadership skills (Siddiqui & Ahamed, 2020). To manage an effective teaching process, instructors must first address and minimize their own professional anxieties and concerns while guiding large class groups. Within the domain of English speaking, it has been observed that the teacher's role, coupled with the proficiency of students in the foreign language, contributes to heightened nervousness during speaking exercises (Merzifonlu, 2014). Furthermore, research findings indicate positive student reception to the utilization of the native language in English language instruction (Tamimi Sa'd & Qadermazi, 2015). Nevertheless, a prevailing perception in recent years within the realm of English language teaching advocates for the exclusive use of English by teachers.

Speech Anxiety in Language Classes

It is well-known that speaking activities in foreign language classes are one of the primary sources of anxiety for students (Worde, 2003). Creating a less stressful classroom environment is regarded as a crucial strategy for reducing student anxiety (Ekizer, 2021). To achieve this, educators must carefully consider their teaching methods, pedagogical approaches, use of the target language,

and the design of classroom activities. In essence, they need to cultivate an optimal learning environment that minimizes anxiety and maximizes student comfort and engagement.

It can be anticipated that the anxiety levels of native English-speaking teachers, exclusively utilizing English in the classroom, may exhibit variations when considering different age groups, particularly within the age range under investigation. Students who are consistently exposed to English instruction during primary education tend to engage more actively in later-stage English education. However, as individuals in the youth and adult age groups commence English education at a later stage, there is an observed increase in the auditory acclimatization to the sounds of their native language. Consequently, distinguishing unfamiliar phonetic elements and attempting their pronunciation becomes progressively challenging (Gaonac'h, 2006).

Indeed, this perspective aligns with the Acquisition Threshold (Critical Age) Hypothesis, initially proposed by Lenneberg (1967), a seminal figure in theories and approaches to foreign language learning, and subsequently supported by Krashen (1982). This approach underscores the importance of adhering to the principle of early age language acquisition to prevent delays in language learning. Consequently, the current research is designed to comprehensively assess the anxiety levels and attitudes of students who commence English education beyond the critical period stipulated by the Acquisition Threshold, notably after the post-high school period.

Research Significance and Objectives

Despite numerous studies and practices in the literature addressing various anxiety situations in foreign language learning, no studies have been identified that specifically investigate the comparative impact of the instructional approach mandating exclusive English communication by teachers on the anxiety and stress levels between university students and graduates during their English language education. Consequently, this study distinguishes itself from other inquiries into anxiety and attitudes pertaining to students' English-speaking skills.

The research seeks to contrast the anxiety levels experienced by students when instructors solely use English in the delivery of English language education, considering their status as university students or graduates. Additionally, the investigation aims to scrutinize the influence of the teacher's consistent use of English during English language instruction on students' anxiety. The ultimate goal is to compare the anxiety levels of students, irrespective of their university enrolment status, in response to English instruction conducted entirely in a foreign language and to derive conclusions regarding the extent of this impact.

The primary objective of this study is to examine the impact of exclusive English-language instruction by teachers on students' anxiety levels during the process of learning English. Within this framework, the research aims to assess and comprehend students' attitudes through the administration of a scale, with a specific focus on addressing the following research questions:

1. To what extent does the exclusive use of English in English lessons impact students' anxiety levels?

2. Does a significant difference exist in the anxiety levels of university students as compared to graduate students undergoing English language learning?

3. Is there a discernible difference in English speaking anxiety between genders in the context of English language instruction?

Method

Research Design

In this study, the chosen quantitative research method is the causal comparison model. This model, falling under the broader category of quantitative research methods, is employed to measure students' anxiety levels in English-speaking classes. The causal comparison study model is designed to identify and analyse the factors influencing the causes of an existing or naturally occurring situation or event, as well as the consequences resulting from a particular effect (Büyüköztürk et al., 2008).

Participants

The population under investigation for this study comprises 852 students enrolled in two private educational institutions affiliated with the Ministry of National Education in Eskisehir, where English language education is provided. A sample group for scale application was selected using the random sampling method, a form of Probability Sampling Methods. Initially, 450 students were selected for the sample. However, only 317 students were available during the survey. Out of these, 4 students did not sign the voluntary participation form, resulting in a final sample size of 313 students. In this method, each potential combination of elements in the universe has an equal likelihood of being included in the sample, ensuring an unbiased selection process (Kerlinger et al., 1999). The students participating in the study are enrolled in general English courses at the specified private educational institutions, representing diverse programs and age groups, thereby contributing to the broad inclusivity of the research participants. Table 1 presents the demographic information of the students who participated in the study.

Table 1.

Demographic Information of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Female	122	39.0	39.0	39.0
	Male	191	61.0	61.0	100.0
	Total	313	100.0	100.0	

Data Collection Tools

For this study, demographic information such as education level, age, and gender will be collected from the participants. The primary data collection tool during the research phase will be the English Speaking Anxiety Scale, developed by Şenol Orakçı (Orakcı, 2018). The scale is structured in a Likert type format and comprises 16 items with two sub-dimensions. The researcher obtained necessary permissions via email to utilize the scale.

The reliability of the scale, as indicated by the Cronbach Alpha coefficient, is reported as 0.952, and the Item-Total correlations range from 0.387 to 0.794 based on the developer's reliability test. Confirmatory factor analysis (CFA) yielded a chi-square value of 482.35 (df=207, p<.01) with a ratio of $\chi^2/df=2.33$. A ratio below 3 from the sample selected during the scale adaptation and development process suggests an appropriate fit (Kline, 2005)

Data Analysis

To analyse the collected data, a t-test was employed, allowing for statistical procedures that compare the anxiety levels of university students and university graduates when English courses are taught exclusively in English. This analytical approach aims to discern potential variations in anxiety levels between these two groups.

Ethical Concerns

Following the acquisition of Ethics Committee approval for the research, participants were provided with comprehensive information regarding the research's content and objectives prior to the administration of the scale. Subsequently, participants were asked to complete voluntary participation forms. The content of these forms clarified that participants' information security would be

safeguarded, emphasizing their right to withdraw from the research at any point and request the removal of their data upon completion. Written information obtained from the research will be securely stored in a locked cabinet, accessible only to the researcher. Additionally, data transferred to the computer environment will be encrypted, reinforcing measures for information security. Comprehensive precautions have been implemented to uphold the confidentiality of participants' demographic information and data.

Results

This section encompasses the outcomes derived from the analysis of quantitative data collected from the students as part of the research. The findings are presented below in accordance with the research purpose questions. Findings that denote an insignificant or inconsequential difference are omitted.

Approximately 31.9% of the participating students exhibited a positive attitude towards engaging in English conversation with a foreigner. Conversely, 4.2% indicated they never hold such a positive attitude, 8.9% expressed disagreement, 30.4% remained undecided, and 24.6% affirmed a positive inclination. Table 2 provides detailed data regarding students' attitudes towards conversing in English with individuals of foreign origin.

Table 2.

Students' Attitudes toward Speaking English with a Foreigner

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	13	4.2	4.2	4.2
	Rarely	28	8.9	8.9	13.1
Q. 1	Sometimes	95	30.4	30.4	43.5
	Generally	77	24.6	24.6	68.1
	Always	100	31.9	31.9	100.0
	Total	313	100.0	100.0	

Findings Regarding Research Question 1: To What Extent Does the Exclusive Use of English in English Lessons Impact Students' Anxiety Levels?

During English language instruction, an investigation into whether students experienced an increase in anxiety levels when the teacher exclusively used English yielded notable responses. Notably, participants predominantly indicated elevated anxiety levels in response to related questions.

When considering the responses to question number 4 (Concerns about others not understanding when I speak English): - 20.8% stated "Never," - 22% expressed disagreement, - 14.1% remained undecided, - 6.4% agreed, - 36.7% strongly agreed. Table 3 provides a detailed overview of students' attitudes towards others when English is employed as the primary language in the classroom setting. These responses offer valuable insights into the nuanced aspects of anxiety levels associated with English language instruction. Further analysis and interpretation of these findings will be expounded upon in subsequent sections of the research report.

Table 3.

Students' Concerns About Other Students' Attitudes

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	65	20.8	20.8	20.8
	Rarely	69	22.0	22.0	42.8
	Sometimes	44	14.1	14.1	56.9
Q. 4	Generally	20	6.4	6.4	63.3
	Always	115	36.7	36.7	100.0
	Total	313	100.0	100.0	

When analysing the responses to question number 5 (Feeling nervous when speaking English), the following distribution of answers emerged: 15.3% responded with "Never.", 27.2% expressed disagreement, 14.4% remained undecided, 5.4% agreed, 37.7% strongly agreed. Table 4 provides a comprehensive breakdown of students' anxiety levels when speaking English. These findings contribute to a nuanced understanding of the emotional responses and concerns experienced by students during English language communication.

Table 4.

Students' Anxiety While Speaking English

Item.	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	48	15.3	15.3	15.3
	Rarely	85	27.2	27.2	42.5
	Sometimes	45	14.4	14.4	56.9
Q. 5	Generally	17	5.4	5.4	62.3
	Always	118	37.7	37.7	100.0
	Total	313	100.0	100.0	

In evaluating the responses to question number 7 (Concerns about others laughing when speaking English), the distribution of answers is as follows: 18.8% responded with "Never.", 25.6% expressed disagreement, 14.7% remained undecided, 7.3% agreed, 33.5% strongly agreed. Table 5 provides an organized presentation of students' apprehensions regarding the reactions of other students when speaking English. These findings illuminate the social and interpersonal dimensions of anxiety experienced by students in the context of English language communication.

Table 5.

Students' Concerns About Other Students' Possible Reactions When Speaking English

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	59	18.8	18.8	18.8
	Rarely	80	25.6	25.6	44.4
	Sometimes	46	14.7	14.7	59.1
Q. 7	Generally	23	7.3	7.3	66.5
	Always	105	33.5	33.5	100.0
	Total	313	100.0	100.0	

When analysing the responses to question number 10 (Uneasiness when translating words one by one from the native language into English), the distribution of answers is as follows: 16% responded with "Never.", 25.6% expressed disagreement, 15.3% remained undecided, 7% agreed, 36.1% strongly agreed. Table 6 provides a comprehensive breakdown of students' anxiety levels when translating from the native language to the target language while speaking English. These findings offer insights into the cognitive challenges and discomfort experienced by students in the process of language translation.

Table 6.

Students' Anxiety While Translating Words

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	50	16.0	16.0	16.0
	Rarely	80	25.6	25.6	41.5
Q. 10	Sometimes	48	15.3	15.3	56.9
	Generally	22	7.0	7.0	63.9
	Always	113	36.1	36.1	100,0
	Total	313	100.0	100.0	

When examining the responses to question number 12 (Fear of making mistakes while speaking in English class), the distribution of answers is as follows:13.7% responded with "Never.", 24% expressed disagreement, 18.8% remained undecided, 10.9% agreed, 32.6% strongly agreed. Table 7 provides a detailed overview of students' fear levels related to making mistakes while speaking in an English class. These findings shed light on the psychological aspect of language learning, revealing the apprehensions and concerns students experience in the context of potential errors.

Table 7.

Students' Fear of Making Mistakes While Speaking in English Class

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	43	13.7	13.7	13.7
	Rarely	75	24.0	24.0	37.7
	Sometimes	59	18.8	18.8	56.5
Q. 12	Generally	34	10.9	10.9	67.4
	Always	102	32.6	32.6	100.0
	Total	313	100.0	100.0	

When analysing the responses to question number 16 (Concerns about mispronouncing words when speaking English), the distribution of answers is as follows: 4.8% responded with "Never.", 21.1% expressed disagreement, 21.1% remained undecided, 15% agreed, 38% strongly agreed. Table 8 provides a comprehensive breakdown of students' anxiety levels related to potential pronunciation errors while speaking English. These findings illuminate the phonological aspect of language anxiety, showcasing the concerns and unease students experience in relation to word pronunciation.

Table 8.

Students' Concerns About Mispronouncing Words When Speaking English

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	15	4.8	4.8	4.8
	Rarely	66	21.1	21.1	25.9
	Sometimes	66	21.1	21.1	47.0
Q.16	Generally	47	15.0	15.0	62.0
	Always	119	38.0	38.0	100.0
	Total	313	100.0	100.0	

When scrutinizing the responses to question number 13 (Feeling uneasy when not understanding what the teacher says in English), the distribution of answers is as follows: 6.4% responded with "Never.", 24.9% expressed disagreement, 21.7% remained undecided, 9.9% agreed, 37.1% strongly agreed. Table 9 provides a detailed overview of students' anxiety levels concerning the possibility that the teacher may not understand them when they speak English. These findings shed light on the communication apprehensions experienced by students in the classroom setting.

Table 9.

Feeling Uneasy When Not Understanding What the Teacher Says in English

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
Q. 13	Never	20	6.4	6.4	6.4
	Rarely	78	24.9	24.9	31.3
	Sometimes	68	21.7	21.7	53.0
	Generally	31	9.9	9.9	62.9
	Always	116	37.1	37.1	100.0
	Total	313	100.0	100.0	

When examining the responses to question number 14 (Feeling nervous when the English teacher asks me questions in English), the distribution of answers is as follows: 9.9% responded with "Never.", 21.7% expressed disagreement, 21.1% remained undecided, 9.6% agreed, 37.7% strongly agreed. Table 10 provides a comprehensive breakdown of students' anxiety levels when the teacher asks questions in English. These findings offer insights into the interpersonal dynamics and discomfort students experience during interactive sessions in the English language classroom.

Table 10.

Students' Feeling Nervous When the English Teacher Asks Questions in English

Item	Answer	Frequency	Percent	Valid Percent	Cml. Percent
	Never	31	9.9	9.9	9.9
	Rarely	68	21.7	21.7	31.6
Q. 14	Sometimes	66	21.1	21.1	52.7
	Generally	30	9.6	9.6	62.3
	Always	118	37.7	37.7	100.0
	Total	313	100.0	100.0	

Findings Regarding Research Question 2: Does a Significant Difference Exist in the Anxiety Levels of University Students as compared to Graduate Students Undergoing English Language Learning?

Among the participants in the study, 5.8% (18 individuals) were under the age of 18, 34.8% (109 individuals) were between the ages of 18-20, 38.4% (120 individuals) were between the ages of 21-23, and 21% (66 individuals) belonged to the age group of 24 years and above.

Upon examining the independent two-sample t-test results regarding whether there is a difference in the average answers to the survey questions between educational status groups, it was determined that there is a statistically significant difference between university students and university graduates. This difference is evident in terms of the arithmetic averages of the answers given to all questions, except for Question 1 (*I like talking to a foreigner in English*). Further details and implications of these findings will be elaborated upon in subsequent sections of the research report.

For example, in the context of Question 2 (Q2), the statistical hypotheses and results are presented as follows:

- Null Hypothesis (H0): $\mu_1 = \mu_2$ (There is no difference in the average answers given to Q2 between university student and university graduate participants).

- Alternative Hypothesis (H1): $\mu1 \neq \mu2$ (There is a difference between university student and university graduate participants in terms of the average answers given to Q2).

Given that the calculated t-statistic value is 3.675 and the corresponding probability value is <0.05, the null hypothesis (H0) is rejected. This implies that, with 95% confidence, a statistically significant difference exists between university student and university graduate participants concerning the average answers given to Q2. The rejection of the null hypothesis suggests that the observed difference is not likely due to random chance, providing evidence for a meaningful distinction between the two groups in their responses to Q2.

Another example is, in the context of Question 3 (Q3), the statistical hypotheses and results are expressed as follows:

- Null Hypothesis (H0): $\mu1 = \mu2$ (There is no difference in the average answers given to Q3 between university student and university graduate participants).

- Alternative Hypothesis (H1): $\mu1 \neq \mu2$ (There is a difference between university student and university graduate participants in terms of the average answers given to Q3).

The calculated t-statistic value is -2.971, and the corresponding probability value is 0.003. Given that the probability value is less than 0.05, the null hypothesis (H0) is rejected. This implies that, with 95% confidence, a statistically significant difference exists between university student and university graduate participants regarding the average answers given to Q3. The rejection of the null hypothesis suggests that the observed difference is unlikely to be due to random chance, providing evidence for a meaningful distinction between the two groups in their responses to Q3.

Table 11 shows the difference analysis between university students and university graduates when the Teacher speaks only English in the classroom environment.

Table 11.

Difference In Attitudes Between University Students and Graduates

	Education (Student:1, Graduated: 2)	N	Mean	Std. Deviation	Std. Error Mean	t-statistics	p-value
Q1	1	252	3.67	1.133	0.071	-1.460	0.145
	2	61	3.90	1.106	0.142		
Q2	1	252	3.19	1.379	0.087	3.675	<0.05
	2	61	2.48	1.337	0.171		
Q3	1	252	3.06	1.035	0.065	-2.971	0.003
	2	61	3.51	1.105	0.141		
Q4	1	252	3.26	1.597	0.101	2.145	0.033
	2	61	2.77	1.575	0.202		
Q5	1	252	3.33	1.532	0.097	2.227	0.027
	2	61	2.84	1.572	0.201		
Q6	1	252	3.31	1.504	0.095	1.893	0.059
	2	61	2.90	1.535	0.197		
Q7	1	252	3.25	1.535	0.097	3.242	0.001
	2	61	2.54	1.523	0.195		
Q8	1	252	3.40	1.454	0.092	4.995	<0.05
	2	61	2.38	1.331	0.170		
Q9	1	252	2.98	1.063	0.067	-3.577	<0.05
	2	61	3.52	1.120	0.143		
Q10	1	252	3.31	1.523	0.096	2.263	0.024
	2	61	2.82	1.555	0.199		
Q11	1	252	3.24	1.548	0.098	3.384	0.001
	2	61	2.49	1.534	0.196		
Q12	1	252	3.44	1.423	0.090	4.948	<0.05
	2	61	2.44	1.373	0.176		
Q13	1	252	3.56	1.339	0.084	2.548	0.011
	2	61	3.07	1.436	0.184		
Q14	1	252	3.50	1.413	0.089	1.757	0.080
	2	61	3.15	1.459	0.187		
Q15	1	252	3.35	1.466	0.092	5.105	<0.05
	2	61	2.30	1.395	0.179		
Q16	1	252	3.72	1.279	0.081	3.303	0.001
	2	61	3.11	1.330	0.170		

Findings Regarding Research Question 3: Is there a Discernible difference in English Speaking Anxiety between Genders in the Context of English Language Instruction?

Upon analysing the collected data, the study investigated potential differences between genders concerning English language anxiety. When examining the results of the independent two-sample t-test concerning whether there is a difference between gender and the average scores given to the survey questions, it was found that there is no statistically significant difference between male and female participants in terms of the arithmetic averages of the answers provided to all questions. Table 12 provides the t-statistics and p-values for the students' responses to the questions. These statistical results further affirm the absence of a significant gender-based difference in the students' average scores across the surveyed questions.

Table 12.

Differences in Answers to Questions According to Gender

	Gender (F1, M2)	Mean	Std. Deviation	Std. Error Mean	T-Statistics	P Value
Q1	1	3.73	1.114	0.101	0.213	0.831
	2	3.70	1.142	0.083		
Q2	1	3.08	1.519	0.138	0.279	0.780
	2	3.04	1.319	0.095		
Q3	1	3.26	1.051	0.095	1.496	0.136
	2	3.08	1.066	0.077		
Q4	1	3.14	1.663	0.151	-0.208	0.835
	2	3.18	1.566	0.113		
Q5	1	3.24	1.606	0.145	0.070	0.944
	2	3.23	1.517	0.110		
Q6	1	3.26	1.558	0.141	0.300	0.764
	2	3.21	1.493	0.108		
Q7	1	3.14	1.592	0.144	0.250	0.803
	2	3.09	1.536	0.111		
Q8	1	3.16	1.571	0.142	-0.325	0.746
	2	3.22	1.430	0.104		
Q9	1	3.15	1.133	0.103	0.832	0.406

	2	3.04	1.070	0.077		
Q10	1	3.22	1.572	0.142	0.037	0.970
	2	3.21	1.522	0.110		
Q11	1	3.11	1.610	0.146	0.125	0.901
	2	3.08	1.550	0.112		
Q12	1	3.28	1.544	0.140	0.315	0.753
	2	3.23	1.417	0.103		
Q13	1	3.36	1.483	0.134	-1.059	0.290
	2	3.53	1.293	0.094		
Q14	1	3.59	1.341	0.121	1.546	0.123
	2	3.34	1.474	0.107		
Q15	1	3.13	1.611	0.146	-0.148	0.883
	2	3.16	1.446	0.105		
Q16	1	3.65	1.323	0.120	0.471	0.638
	2	3.58	1.303	0.094		

Discussion and Conclusions

This research sought to ascertain the impact on anxiety levels among university students and graduates undergoing English language education in private educational institutions, distinct from formal school programs, when the instructor employs English as the medium of instruction. The investigation aimed to establish potential correlations between the anxiety levels of participants based on gender and their status as university graduates.

The findings indicated that the exclusive use of English by the instructor in the context of English language education did not yield a noteworthy discrepancy in anxiety levels based on gender. However, discernibly lower anxiety levels were observed among university graduates compared to participants currently enrolled as university students. These outcomes underscore the considerable influence of pre-existing language proficiency and individual awareness on foreign language acquisition and anxiety levels.

While the general inclination of participating students to engage in English conversation with a non-native speaker was noted, the research revealed that the presence of additional individuals during such interactions heightened anxiety, resulting in withdrawal by the speaker. It was observed that heightened anxiety related to the fear of making errors in the classroom environment significantly

amplified apprehensions of criticism from peers, thereby exacerbating English-speaking anxiety. Notably, university graduate students exhibited a comparatively lesser susceptibility to this phenomenon, while those who enrolled in university programs reported heightened anxiety levels, irrespective of gender.

The research also revealed that anxiety levels associated with the accurate pronunciation of English words were notably elevated in comparison to other facets. While graduate students exhibited a relatively lower prevalence of this particular anxiety, a general trend emerged wherein participants, across the board, tended to refrain from actively engaging in English dialogues with the instructor, primarily due to the heightened anxiety concerning pronunciation accuracy.

In light of these findings, and taking into account students' motivation, age of instruction, and academic trajectory, it is evident that instructional delivery exclusively in English by the teacher within the classroom setting results in a significant escalation of anxiety levels among students. This form of anxiety manifests across various domains, encompassing apprehension related to pronunciation errors, reticence, hesitancy to actively participate in class discussions, and challenges in effective communication with peers. Notably, college freshmen exhibit lower motivation to engage in English communication compared to their upper-class counterparts, as elucidated by Nguyen (2019). This disparity may be attributed to several factors, including the likelihood that graduate students have previously undergone English language courses, possess heightened awareness and motivation toward their professional aspirations, and pursue English courses autonomously and in alignment with their individual preferences.

Acknowledged principles emphasize the pivotal role of a student's active participation and productivity as prerequisites for fostering effective learning experiences. Active learning methodologies have been associated with a notable augmentation in student success with regard to academic performance, as expounded by Nurbavliyev et al. (2022). The impediment to effective teacher-student interaction arising from heightened anxiety levels constitutes a challenge attributable not solely to the student but also implicates the teaching methodology. Drawing upon Krashen's (1982) expertise in linguistics, which posits that second language acquisition unfolds in stages and progressing to subsequent stages is arduous without acquiring requisite foundational elements, it is postulated that the initial provision of basic explanations exclusively in English during the initial exposure of university-level students to English language education induces heightened anxiety levels and hampers the attainment of optimal levels of active learning. Accordingly, it is envisioned that

incorporating the instructor's use of the students' native language, at a requisite level, in foundational English language teaching will positively impact the learning process.

Recommendations

Based on the research findings, the following recommendations were found necessary to be proposed:

- In basic and intermediate level classes, teachers should use minimal native language to enhance student comprehension, while prioritizing accurate information transfer.
- Teachers may allocate specific times or lessons where the teacher exclusively speaks English, allowing for more flexibility in the use of English during regular lectures.
- In educational institutions, teachers may consider including an additional teacher who speaks only English to support the main course teacher.
- When teaching English as a second language, teachers should consider students' prior educational backgrounds and readiness. In mixed-level classes, beginners should be provided with more opportunities to speak.
- Mistakes caused by anxiety must be addressed and achievements must be rewarded to help reduce anxiety. As students recognize and accept their mistakes as normal, their speaking anxiety will decrease.
- To build self-confidence, teachers should encourage students to make brief speeches in front of the class with minimal interference.

Further Research

This study, due to being conducted within private institutions in a specific city, possesses certain limitations. Future investigations on this topic could benefit from including a broader participant base. The readiness of students in private institutions may differ from that of students in public schools due to various factors, such as voluntary engagement in foreign language learning, duration of exposure to foreign language education, teacher qualifications, and the presence of foreign instructors.

Therefore, research in this domain should be more comprehensive, encompassing a variety of schools, educational levels, and age groups, as this may yield different outcomes. Additionally, since the participants in this study are exclusively of Turkish origin, extending the research to include students from diverse cultural and racial backgrounds would significantly enrich the literature.

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Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Funding

Ethical Standards

The permission of this research was approved by the number E-64075176-050.01.04-2300251558 on 18.12.2023 by ethics committee of Osmangazi University. Data were collected with the permission of the scale owners.

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