

**REPUBLIC OF TURKEY
YILDIZ TECHNICAL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
MA PROGRAM IN FOREIGN LANGUAGES EDUCATION (ENGLISH)**

MASTER’S THESIS

**INVESTIGATING THE SPEAKING PERFORMANCE LEVELS
OF MIDDLE SCHOOL STUDENTS AND FACTORS
AFFECTING SPEAKING PERFORMANCE**

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**THESIS SUPERVISOR
Asst. Prof. BURCU ÜNAL**

2023

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Şeyma YANIK tarafından hazırlanan “Ortaokul Öğrencilerinin Konuşma Performans Düzeylerinin Ve Konuşma Performansını Etkileyen Faktörlerin İncelenmesi” başlıklı çalışma, **22.02.2023** tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunmuş ve jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Programında **YÜKSEK LİSANS** tezi olarak kabul edilmiştir.

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ABSTRACT

INVESTIGATING THE SPEAKING PERFORMANCE LEVELS OF MIDDLE SCHOOL STUDENTS AND FACTORS AFFECTING SPEAKING PERFORMANCE

The objectives of speaking skills are reflected in the National Education curriculum according to the criteria of CEFR (2001), and oral language abilities are taught in accordance with these objectives. Since 2013, English education has been given in Turkey starting from grade 2 and it is aimed that this education will focus on speaking skills. The reality, however, is quite different when it comes to English speaking skills since English Proficiency in Turkey is reported to be low by English Proficiency Index (EPI) (2022). In order to make this situation clearer, the current study investigated the speaking performance level of the 7th and 8th-grade students, and the effects of English Speaking Self-Efficacy, English Speaking Anxiety, school type, and out-of-the-school language practice on speaking performance. Data was collected through a demographic information survey, English Speaking Self-Efficacy Scale and English Speaking Anxiety Scale, and TOEFL Primary Speaking Test. Descriptive statistics showed that while 7th-grade students achieved the expected speaking performance, 8th-graders failed to achieve A2 speaking performance. Also, it was found that anxious students tend to have low self-efficacy in terms of English speaking. The Structural Equation Regression Model, however, showed that while English speaking self-efficacy strongly predicts speaking performance, English speaking anxiety is not a significant predictor of speaking performance. Lastly, it was found that private school students scored better than public school students in terms of speaking performance, and students who practice English out of school were also more successful than their non-practicing peers.

Key Words: English Speaking Performance, English Speaking Self-Efficacy, English Speaking Anxiety, Private and Public Schools, English Practice

ÖZET

ORTAOKUL ÖĞRENCİLERİNİN KONUŞMA PERFORMANS DÜZEYLERİNİN VE KONUŞMA PERFORMANSINI ETKİLEYEN FAKTÖRLERİN İNCELENMESİ

Avrupa Dilleri Ortak Çerçeve Programı'na (CEFR) (2001) göre belirlenen konuşma becerisi kazanımları Milli Eğitim müfredatında yer almakta ve dilin bu kazanımlara uygun olarak öğretilmesi amaçlanmaktadır. 2013 yılından itibaren Türkiye'de 2. sınıftan itibaren İngilizce eğitimi verilmekte ve bu eğitimin konuşma becerilerine ağırlık verilmesi amaçlanmaktadır. Ancak, İngilizce konuşma becerileri söz konusu olduğunda gerçek oldukça farklıdır, çünkü EPI (2022) Türkiye'de İngilizce Yeterliliğinin düşük olduğunu bildirmektedir. Bu durumu daha net ortaya koymak için bu çalışmada 7. ve 8. sınıf öğrencilerinin konuşma performans düzeyleri incelenmiş ve İngilizce Konuşma Öz-Yeterliği, İngilizce Konuşma Kaygısı, okul türü ve okul dışı konuşma pratiği yapılmasının konuşmaya etkisi analiz edilmiştir. Veri toplama, demografik bilgi anketi, İngilizce Konuşma Öz-Yeterlik Ölçeği ve İngilizce Konuşma Kaygısı Ölçeği ve TOEFL Birincil Konuşma Testi ile yapılmıştır. Betimsel istatistikler, 7. sınıf öğrencilerinin beklenen konuşma performansını yakalarken, 8. sınıfların A2 konuşma performansını yakalayamadığını göstermiştir. Ayrıca, İngilizce konuşma becerileri açısından kaygı düzeyi yüksek öğrencilerin düşük öz-yeterliğe sahip olma eğiliminde oldukları bulunmuştur. Ancak Yapısal Eşitlik Regresyon Modeli, öz-yeterliğin konuşma performansını güçlü bir şekilde yordamasına rağmen, kaygının konuşma performansının önemli bir yordayıcısı olmadığını göstermiştir. Son olarak konuşma performansı açısından özel okul öğrencilerinin devlet okulu öğrencilerine göre daha başarılı olduğu, okul dışında İngilizce pratiği yapan öğrencilerin de pratik yapmayan akranlarına göre daha başarılı olduğu tespit edilmiştir.

Anahtar Kelimeler: İngilizce Konuşma Performansı, İngilizce Konuşma Öz yeterliği, İngilizce Konuşma Kaygısı, Özel ve Devlet Okulları, İngilizce Pratiği

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LIST OF ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
MONE	: Ministry of National Education
SEM	: Structural Equation Modeling
TOEFL	: Test of English as a Foreign Language

- “Speak, friend, and enter”*
- *J.R.R. Tolkien, The Lord of the Rings: Fellowship of the Ring*

1. INTRODUCTION

In this section, the importance of foreign language speaking skills is explained. Also, an overview of teaching and assessing English speaking skills are given and its implications in Turkey are discussed. Lastly, the speaking aims of the Common European Framework of Reference for Languages (CEFR) and the Ministry of National Education (MONE), are mentioned in a nutshell.

1.1. The Importance of Foreign Language Speaking Skill

The distinction between a living language and an extinct language is that the former is utilized for communication, whereas the latter is no longer spoken by any individuals (Grenoble & Whaley, 2005), which makes it impossible to communicate. In other words, a language needs to be spoken to be considered “alive”. As Krause (1916) stated: “Language comes from lingua (tongue), hence language is primarily a form of speech.” (p. 23), so, it is impossible to learn a language without learning speaking skills. Indeed, all language learning skills contribute to language learning and cannot be separated and sorted by their importance. However, speaking skill is a predictor of knowing language development since practicing speaking leads learners of the language to produce comprehensible output (Swain, 1985) by receiving immediate feedback from the native speakers of the language.

Proficiency in a foreign language, particularly English, holds great significance in terms of both education and career prospects (Baker & Westrup, 2003). The ability to communicate in a foreign language is considered a valuable asset when applying to academic institutions or seeking employment, as it facilitates the expansion of one's communication network and enables more effective communication with individuals from diverse backgrounds. Spoken mostly by non-native speakers in the world (Ling & Braine, 2007), English is considered as lingua franca, which means the common language spoken by people whose mother tongue is different (UNESCO, 1953). Therefore, possessing English language proficiency can provide individuals with greater opportunities to communicate with a wider audience and transfer information more effectively, particularly in the realms of education and business.

1.2. Teaching and Assessing English Speaking Skills

Due to the fact that traditional language teaching methods remained dominant over the years and communication tools only became available in the 70s, speaking skills started to develop into a distinct area of instruction, study, and testing in the past 40-45 years (Nunan & Carter). That is why, the teaching and evaluation of speaking skills lagged behind the teaching and assessing reading and writing skills. This is not surprising as assessment procedures that concentrate mostly on reading and writing skills, and the traditional pen-and-paper examinations that are still in use. Because the English teaching is generally focuses on reading and writing, students are unable to develop speaking and listening skills, and the purpose of teaching evolved to ensure that students are successful in the test exams rather than providing the language skills (Chen, 2003; 2007). The direct method was the first method to teach speaking skills, which aimed to allow students to speak only in the target language and enables them to develop their communication skills by creating real-life situations. (Larsen-Freeman & Anderson, 2011). The assessment of speaking skills included immediate feedback and self-correction, and students were anticipated to enhance their oral proficiency by engaging in communicative tasks (Saraç, 2020). Then audio lingual method became very popular during the war times as the soldiers needed to learn foreign language as soon as possible. Although this method was seen very beneficial for beginners of foreign languages as the main focus was to teach listening and speaking skills, mostly pronunciation and habit formation was emphasized by memorization rather than communicative competence, (Demirezen, 2020). The main purpose of learning a second language had started to be questioned in 70s, as it was realized that the students could construct sentences correctly during a session but were unable to do so in casual conversations (Larsen-Freeman & Anderson, 2011). It was also realized that students learn a second language the same way they learn their first language, by interacting with people (Bailey & Nunan, 2005). Then, Communicative Language Teaching (CLT) method was established that accepts the language as a tool for social interaction (Celik, 2020) and the target language started to be taught by communicative activities in order to have communicative competence, which is defined as the knowledge of how to talk in certain situations and with certain people (Hymes, 1971). Teachers assessed student's speaking skills informally by taking notes of their errors, while the students themselves confirmed their accuracy by receiving feedback from their peers on their

speech (Larsen-Freeman & Anderson, 2011). The students' language proficiency was also assessed through tests that included practical communication scenarios (Larsen-Freeman & Anderson, 2011). CLT led many other communicative approaches that emphasize speaking to emerge. One method is Cooperative Language Learning which aims to provide a natural second language acquisition with socially-structured interactive tasks and activities in target language, motivate learners to develop communicative strategies and promotes peer learning via working in groups. (Olsen & Kagan, 1992; Richard & Rodgers, 2014,). CLT led many other communicative approaches to emerge such as Natural Approach, Cooperative Language Instruction, Content-Based Instruction, Task-Based Language Teaching. Content-Based Instruction, generally an academic content such as social studies, history, or science is taught by using the target language and aims to teach language indirectly. Task-Based Language Teaching, on the other hand, aims to teach language to students by letting them communicate during the process of completing a meaningful task (Larsen-Freeman & Anderson, 2011). The difference between former and modern methods can be seen clearly in terms of considering students' feelings while learning speaking skills. Former teaching methods do not prioritize the feelings of students, whereas modern approaches aim to not only equip students with communication skills, but also to reduce anxiety and increase motivation.

1.3. Teaching and Assessing Speaking Performance in Turkey

English language education has been implemented in Turkey since 2013, commencing from the second grade and continuing throughout high school, constituting a period of 11 years. Throughout this period, the MONE has emphasized the significance of communicative competence in accordance with the objectives of foreign language education outlined in the CEFR (MONE, 2018). Nevertheless, despite this emphasis, there have been no modifications made to the assessment of students' speaking skills. Besides, teachers state that the course book content is not enough to assess student development properly. Activities are neither instructive nor enjoyable to teach especially listening and speaking skills (Haspolat, 2019). The common use of the Audio-lingual Method for teaching English and avoidance of other useful methods and techniques to teach English, especially to younger learners (e.g. storytelling) is questionable (Haznedar, 2010) since students are expected to have communicative competence rather than memorizing chunks and vocabulary.

Previous research on the instruction and evaluation of English language learning highlighted that traditional teaching methods are frequently employed, while communicative approaches advocated by MONE are often neglected by educators. Moreover, the primary assessment method used by teachers is pen-paper examinations, with oral examinations being the least commonly used approach (Kırkgöz, 2006, 2007). Currently, it can be seen that the methods for teaching and assessing language remain the same and, teachers still use traditional methods for language teaching and assessing language skills with written test examinations (Çimen, 2021). Besides, although different assessment types such as quizzes, class observations, and performance tasks are started to be used by teachers, oral exams and presentations are used by a minority of teachers (Kırkgöz et al, 2017), which causes speaking skills to develop slower compared to other skills.

1.4. English Speaking Aims of CEFR and MONE

The importance of learning English has increased drastically in 21st century. To identify and standardize the level of language proficiency, Council of Europe published Common European Framework of Reference for Languages (CEFR), and led many countries -including Turkey- to design an appropriate education program considering language levels. CEFR aims to:

- “•promote and facilitate co-operation among educational institutions in different countries;
- provide a sound basis for the mutual recognition of language qualifications;
- assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts” (CoE, 2001, p. 5).”

CEFR explains the oral production outcome of A1 level learners as “can produce simple, mainly isolated phrases about people and places” (CoE, 2001 p. 62) and A2 level learner outcomes as “can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list” (CoE, 2001, p. 62). Based on these purposes, MONE updates and publishes the English curriculum every few years in order to include the aims of the education, content of the program, suggestions for syllabus implication and expected outcomes of national education. The curriculum

for 7th and 8th grades was updated in 1997, 2006, 2011,2013 and finally in 2018 (MEB, 2018; Sönmez & Köksal, 2022; Yücel et al., 2017).

MONE points out the CEFR's strong emphasis on necessity of students applying their knowledge in real-world situations in order to achieve fluency, competency, and language retention (CoE, 2001 as cited in MONE, 2018). To support the real life language usage, teaching materials include mostly authentic materials. Also, listening and speaking are the main focus of English teaching while reading and writing are secondary skills to be taught in classrooms (MONE, 2018). The English language curriculum prioritizes the role of teachers as communicators, requiring them to utilize audio-visual materials and develop activities to improve students' communication skills, with the aim of maximizing students' exposure to the target language (MEB, 2018). The primary objective of MONE is to develop a well-structured curriculum for effective English language instruction in classrooms, while also aligning the English education system with the objectives outlined in the CEFR (MEB, 2018).

Learning English speaking skills has been an ongoing problem in Turkey for years. Despite years of English education, students cannot speak English properly and have difficulty communicating in English. Paker (2012) pointed out that students have approximately 1400 hours of English classes beginning from 4th grade till university but still register the university English preparation programs as beginners meaning that they are still struggling with learning English. Today, students have English classes beginning from 2nd grade and a student who takes only compulsory English class in the least English focused schools takes 1008 hours of English instruction. Even more, with elective courses, a student can take 1584 hours of English class regardless of weekend courses or other extracurricular activities. Notwithstanding, the issue of students' inadequate communicative abilities remains unchanged. Given that teachers focus only on grammar, use traditional teaching methods, and avoid communicative activities in classes, it is not surprising to hold this perspective. Besides, psychological states of students like having anxiety and self-efficacy of speaking, or the school choice and the amount of practice out of class also might be a determiner of their speaking skills. Student generally suffer from anxiety while performing foreign language speaking because anxiety causes self-efficacy to decrease which eventually causes speaking performance to decrease as well.

1.5. Purpose of the Study

The main purpose of this study is to determine to what extent students' English speaking performances can reach the outputs predicted by MONE and CEFR and to reveal the factors affecting their performance. At the same time, the relationships between the factors and how the factors affect English speaking performance are also examined. In the light of the findings, pedagogical implications which will improve speaking instruction in MONE classrooms will be proposed.

Firstly, the English speaking performance outputs were intended to be measured and compared with the expected outputs of MONE. Secondly, the effect of school type and outside practice, which refers to the usage of English language out of the school, on speaking performance was examined. Thirdly, the relationship between the psychological factors, English speaking Self-Efficacy and English Speaking Anxiety were investigated. Lastly, the predictor roles of these psychological factors on speaking performance was aimed to be discovered.

1.6. Significance of The Study

There is a great level of deficiency in terms of English speaking skills in Turkey. Despite the long period of education MONE provides both in public and private schools, students still fail to communicate in English (Paker, 2012; Sönmez & Köksal, 2022). In order to draw attention to this situation, it is important to determine the speaking level of students. As far as the researcher is aware, measuring students' speaking level and comparing the results with expected outcomes hasn't been studied before in literature. Additionally, there are many separate studies considering language self-efficacy, language anxiety, school type, outside practice and language performance (Demirel et al., 2020; Horwitz, 2001; Lubienski et al., 2008; Saka & Merc, 2021; Wu & Lin, 2014). However, the current study is the first to consider all these factors at once with an aim to ameliorate English instruction at schools.

This study presents an analysis of the current status of students' English speaking skills in comparison to the target outputs set by MONE. Hence, the results of this study have the potential to increase awareness about the need for updates to English education policies and encourage the use of suitable teaching methods and techniques for developing speaking skill. It can also play a mediating role in determining the needs of students regarding anxiety or self-efficacy levels. In

addition, the study may contribute to the improvement of school conditions in order to provide equality and equity in education and to provide an environment where students can practice speaking more.

1.7. Research Questions

Following research questions were intended to be answered in the current study:

1. Do the middle school EFL students' levels coincide with the expected outputs of MONE?
2. How do school type and outside practice affect speaking performance of middle school EFL students?
3. Do Speaking Anxiety and/or Speaking Self-Efficacy predict speaking performance of middle school EFL students?
4. Is there any relationship between Speaking Anxiety and Speaking Self-Efficacy of middle school EFL students?

2. LITERATURE REVIEW

2.1. Self-Efficacy

An individual's belief in their own ability to complete a task is known as self-efficacy (Bandura, 1985). Parallel to Bandura's definition, Huang and Chang (1996) defines self-efficacy expectations as beliefs regarding one's capacity to carry out a specific action or behaviour successfully and emphasize the importance of self-efficacy on learning. Liu (2013) defined speaking self-efficacy as "students' perceived capability to conduct effective verbal communications with native and non-native speakers of English" (p. 28). Based on these definitions, foreign language self-efficacy can be defined as an individual's belief in their ability to perform linguistic tasks, such as speaking, reading, writing, and listening, in a foreign language. English speaking self-efficacy, on the other hand, can be considered a form of perceived self-efficacy, which is defined by Wood and Bandura (1989) as "beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands" (Wood & Bandura (1989, p. 408).

Bandura (1982) mentions 4 main ways to attain self-efficacy:

Enactive attainments represent the actual achievements an individual experienced and these achievements help increase self-efficacy. Failure, on the other hand, lowers the self-efficacy level. *Vicarious experiences* represent the observation of the others achieving a task and developing self-efficacy. It is putting oneself in the shoes of others and determining the level of self-efficacy with their success or failure, basically developing a self-efficacy through empathy. *Verbal persuasion* refers to being encouraged to develop self-efficacy by being told that they can succeed. *Psychological state* refers to the effect of an individual's fear and hesitation level on their self-efficacy. A challenging task or a situation may cause an individual to fail developing self-efficacy to the certain task (Bandura, 1982; 1985).

It has been observed that one's level of self-efficacy can be positively influenced through language practice. In fact, various studies have demonstrated that when individuals are given opportunities to engage in a speaking activity, they are likely to

develop a greater sense of self-efficacy, which can ultimately lead to improved performance. Demirel et al. (2020) aimed to see the level of self-efficacy beliefs of 843 university senior students according to the number of speech they have given before. The results indicated that students who gave more speech in the past have significantly more speaking self-efficacy beliefs compared to the students who gave less speech or no speech at all. Similarly, according to a study by Leeming (2017) involving 77 university students enrolled in an oral English course found that students' self-efficacy level increased over an academic year and they found themselves more proficient in terms of English speaking performance. The study suggests that the opportunity to practice speaking English helped the students develop their conversational skills, which in turn led to greater self-confidence when speaking the language. Moreover, providing individuals with the opportunity to practice a particular skill can not only enhance their proficiency, but also bolster their confidence in their ability to perform that skill. A study conducted by Genç et al (2016) with 194 university students in English Language Teaching (ELT) department, intended to learn the relationship between the self-efficacy and language learning beliefs. It is reported that the more self-efficacy pre-service teachers have, the more they are willing to practise English with native speakers. Similarly, Seraoui (2016)'s study with 151 university students in ELT department showed that self-efficacy motivates students to speak English and attend the classes more actively. Also, it is claimed that self-efficacy is a motivator for students to try harder to be successful. In the light of these studies, it can be deduced that self-efficacy is seen as more like a source of motivation than the direct source of success.

2.2. Anxiety

A threatening situation that causes a damage and fear on an individual's personality is called anxiety (May, 1977). Mowrer (1939) defined anxiety as "psychological problem to which the habits known as 'symptoms' provide solutions" (p. 46). Speech anxiety, or public speaking anxiety is defined by Ayres & Hopf (1993) as a term used to describe the state when a person feels fearful or apprehensive about giving a speech or presentation, and it was noted that speech anxiety is a significant issue that affects many people and has been shown to have a negative impact on both career advancement and academic achievement. Also, according to Fremouw &

Breitenstein (1990) “speech anxiety is defined as maladaptive cognitive and physiological reactions” (p. 455).

Foreign language anxiety, on the other hand, is explained by Horwitz, Horwitz, and Cope (1986) as “a distinct complex set of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p.128). Horwitz (1986) showed the effect of anxiety on language performance by developing a foreign language classroom anxiety scale. Research has identified communication apprehension, test anxiety, and fear of negative evaluation as three of the main causes of foreign language anxiety. Based on these definitions, foreign language speaking anxiety refers to the fear or apprehension that individuals experience when using a foreign language, particularly in situations where they need to speak or interact with others.

In today’s world, it is almost impossible to overlook the effect of anxiety on our lives. Especially when learning a new language, anxiety can interfere with students’ willingness to learn and their success. Previous studies have emphasized the negative effect of anxiety on students during their language learning process (Proulx, 1991; Horwitz, 2001; Al-Shboul et al, 2013). Even though it is assumed that only productive skills are under the impact of anxiety, many studies proved that all skills can be affected by anxiety. Argaman and Abu-Rabia’s (2010) study revealed that not only productive skills but also comprehensive skills (like reading) are negatively affected by anxiety. Similarly, a study held by Yan and Wang (2012), showed that anxiety has a strong negative effect on students’ translation performance.

However, when the effect of anxiety on all skills is considered together, it is possible to see that speaking skills are the most affected. Anxiety is one of the main reasons why students struggle with speaking English. Previous studies have emphasized the strong effect of anxiety on speaking. Liu and Xiangming (2019)’s study, for instance, found that students’ achievement anxiety and English classroom anxiety predict language achievement, especially speaking performance. According to Woodrow (2006), both in-class and out-of-class anxiety has significantly negative effect on speaking performance. Although Phillips (1992), reported a negative correlation between anxiety and oral language performance but the relation found to be insignificant, the extended replica study conducted by Hewitt and Stephenson (2012) brought more striking results showing the significant effect of anxiety on speaking

performance. Thus, one thing is certain that anxiety correlates with speaking performance negatively. But it should also be considered that anxiety might not be the only factor to predict speaking performance.

There are various factors leading students to have speaking anxiety. One of the major contributing factors to students' speaking anxiety is not being well prepared before speaking and students feel uncomfortable when they are forced to speak simultaneously (Öztürk & Gürbüz, 2014). Especially unfamiliar topics make students even more anxious when they already lack foreign language speaking skills (He, 2013).

Anxiety not only affects oral performance directly, but also has a strong effect on the willingness to perform oral skills. Former studies show that anxious students tend to repress their real performance of speaking and find themselves more inadequate unlike relaxed students (Liu, 2007) and the more anxious students feel, the more they are likely to avoid speaking. In other words, anxiety inhibits students to practice oral skills by taking away their courage to speak. In Szyszka's (2011) study, it is proved that ELT students who have higher level of language anxiety, find themselves less competent in pronunciation and this situation may cause students to be unwilling to speak. Anxiety also effects students' beliefs and opinions about language aptitude which is an important factor on speaking performance. Students who believe that foreign language learning is dependent on the giftedness are the ones who have high anxiety level (Cheng, 2001). Considering all the studies, it can be concluded that anxiety causes not only a decline in oral performance but also prevents students to speak comfortably and practice language performance. That is why, it is important to encourage students to practice English more without hesitating to increase their confidence level because what makes them more into speaking is being comfortable about making mistakes (Young, 1990).

According to Yalcin and Incecay (2014), success seems to have a strong influence on anxiety; as students succeed in tasks, they get more comfortable while speaking. Also, when students are familiar with the activities, they feel less anxious so they speak more fluently. Another study conducted by Batumlu and Erden (2007) concluded that unsuccessful students show higher levels of anxiety than successful students. It can be said that while speaking anxiety level affects the level of speaking proficiency, the vice-versa is also acceptable. All these problems somehow create

some kind of a loop in which one factor keeps affecting another. In addition, Kaya (2019) indicates that some of the reasons behind speaking failure of students are lack of proficiency, lack of practice and students' dislike of English which are also mutually effective on one another. Another interesting result from Onwuegbuzie et al. (2010) showed that the second most important factor affecting language achievement is anxiety level of the students and the most effective factor was the overall achievement. This result can be summarized as anxiety is indeed an important factor in language performance but ultimately success is success. However, other studies prove that high proficiency does not suppress anxiety all along. Besides, anxiety takes place regardless of students' language level, even if they are advanced language learners, still they might feel anxious. According to Saito's (1996) study, for example, advanced students also can have anxiety and it affects their success and interactions. Ewald (2007)'s study also revealed that advanced Spanish language students are afraid of making mistakes which leads them to make grammatical errors eventually. Similarly, Alsowat's (2016) study with English language students at university, revealed that students' anxiety level and language proficiency have a significantly negative correlation, especially in speaking.

2.3. The Relationship Between Self-Efficacy and Anxiety in EFL Context

Vural's (2017) thesis with 1845 English Language Teaching (ELT) and English Language and Literature (ELL) students found a significant negative relationship between foreign language speaking anxiety and foreign language speaking self-efficacy levels for both EFL and ELL students. Also, it is found that both ELT and ELL students' self-efficacy levels effect their second language anxiety levels. Mede& Karairmak (2017) studied the effect of speaking anxiety on English Self-efficacy and the relationship between speaking anxiety and having a speaking English friend with 205 undergraduate university students. The results revealed that both anxiety and self-efficacy is a strong predictor of the foreign language anxiety. It means that, high level of speaking anxiety and low level of self-efficacy cause high level of foreign language anxiety. Another result derived from the study is that students with an English speaking friend have lower level of speaking anxiety, meaning that practising English for communicative purpose can reduce anxiety level drastically. Liu and Jackson's (2008) study with 547 university first-year students aimed to measure the level of anxiety of the students in classroom and to find out the

relationship among their foreign language anxiety, unwillingness to communicate, self-rated English proficiency and access to English. It was reported that anxiety was a strong predictor of unwillingness to communicate, suggesting that highly anxious learners are less likely to feel motivated to engage in communication. Also, students with high level anxiety find themselves less proficient in terms of overall achievement and English speaking achievement. Regarding this study, it can be said that anxiety affects self-efficacy both directly and indirectly. Besides, it is revealed that students who speak English with their peers were more willing to communicate and their level of anxiety were lower than students who rarely or never speak. It can be concluded that practising English also increases the self-efficacy level by decreasing anxiety and increasing the eagerness to speak. Luo's study with 257 college students who were at different levels of proficiency in learning Chinese language aimed to investigate the relationship between proficiency level of the students and their Chinese Language Speaking Anxiety. The results showed that there is no significant relationship between the level of proficiency and Chinese Language Speaking Anxiety, indicating that students at different levels of Chinese proficiency experience similar levels of anxiety. However, the study did find that elementary level students experience the highest levels of anxiety, while advanced level students experience the lowest levels. The reason for this explained as when students are exposed to a language for a longer period of time, their anxiety level tends to decrease. Torres & Turner's (2016) study with 206 university Spanish course students investigated the relationship between foreign language anxiety and self-efficacy, and whether their levels of foreign language anxiety and self-efficacy differ according to different skills and course levels. The study found a significant and negative relationship between foreign language self-efficacy and foreign language anxiety. However, there is no skill-specific anxiety as students' level of anxiety is almost equal in all skills, reading writing listening, and speaking. In fact, the lowest anxiety is reported in speaking skills which are slightly lower than the general anxiety mean score. Also, while self-efficacy levels increased on the higher-level courses, anxiety levels remained similar. So, it can be said that having a high level of self-efficacy is more important than having low anxiety to be successful. Likewise, Doğan (2016) aimed to investigate the correlation between self-efficacy and anxiety levels among 150 first-year university students. The study found a

significant negative relationship indicating that students exhibiting elevated levels of self-efficacy tend to experience lower levels of anxiety.

Controversially, Çubukçu's (2008) study with 100 EFL junior students investigated the correlation between self-efficacy and foreign language learning anxiety. The study found a non-significant relationship between self-efficacy and foreign language learning anxiety indicating that students feel anxious regardless of their self-efficacy level. Furthermore, the study discovered that students experience higher levels of anxiety in a classroom setting compared to an environment where they communicate with a native speaker.

2.4. Speaking

Speaking occurs as a result of formulation of comprehensible output by anterior and posterior cortex and the production by motor cortex (Yule, 2017). What is unique about the speaking skill is that it involves the real-time coordination of multiple cognitive and motor processes, which must occur rapidly and accurately to produce fluent speech. Unlike writing or sign language, speaking requires the speaker to simultaneously generate and organize ideas, retrieve and select appropriate vocabulary, formulate grammatical structures, and articulate the sounds of speech, all in real-time. Speaking also requires the speaker to continuously monitor their own speech and adjust their language production based on feedback from the listener (Levelt, 1983). The real-time nature of speaking, and the rapid and simultaneous integration of cognitive and motor processes, make it a uniquely complex and demanding language skill. That is why, speaking performance requires a communicative competence which refers to a system comprising both knowledge and skills that are essential for effective communication (Canale & Swain, 1983), and based on set of competences in order to formulate and produce what is intended to say. These competences are as follow:

Grammatical competence pertains to the regulations of sentence structure and its meaning. It includes the theoretical knowledge of language. Sociolinguistic competence is concerned with human interaction in real-life settings and encompasses the social and cultural conventions that determine the meaning and appropriateness of an utterance, particularly in various sociocultural contexts. Discourse competence refers to the ability to produce language at the sentence and text level while maintaining cohesion and coherence. Strategic competence involves

the implementation of both verbal and nonverbal communication strategies that aim to overcome communication barriers caused by performance factors or inadequate grammatical and sociolinguistic competence. Its main goal is to ensure that communication is efficient, effective, and fluent (Canale, 1983; Canale & Swain, 1981). All of these competencies hold equal importance in attaining proficiency in speaking skills and demand significant attention and effort. This makes the process of teaching and assessing speaking skills a challenging endeavour. Therefore, it is crucial to meticulously consider principles for teaching and assessing speaking skills, with particular emphasis on the evaluation of speaking abilities to offer students more constructive feedback.

Assessing foreign language speaking skills can present several challenges, including:

Subjectivity, refers to the evaluator's personal judgments about the quality of the speaker's language use (Ruch, 1924). *Reliability*, refers to the consistency and accuracy of the assessment results over time and across different evaluators (Luoma, 2004). *Time constraints*, means that the limitation on the amount of time available to assess a speaker's foreign language speaking proficiency. Assessing speaking skills can be time-consuming, especially if the assessment requires one-on-one interaction between the speaker and evaluator (McNamara, 2011). *Authenticity*, refers to the extent to which the assessment reflects the speaker's ability to use the language in real-life situations. Assessing speaking skills in a classroom setting may not reflect these real-life situations (Luoma, 2004). *Anxiety* can be provoking for some learners, which can affect their performance during assessments (Horwitz et al., 1986; Young, 1991). *Limited assessment tools* may be limited for evaluating foreign language speaking skills, which can make it difficult to assess proficiency accurately (McNamara, 2011). Overall, assessing foreign language speaking skills requires careful consideration of these challenges and the use of appropriate assessment tools and techniques. (Fulcher, 2015, Wigglesworth, 2016).

2.5. Problems in Teaching Speaking Performance

Foreign language-speaking instruction can be very challenging, particularly in solely school-based education. This is due to the fact that effective language acquisition requires exposure to the target language as much as possible and the implementation of different learning methods. Akbari (2015) stated: "The problems fall into seven categories which constitute five important components of any education system

(students, teachers, materials, teaching methods, and evaluation) and two other subcomponents (curriculum and policy) which are closely interrelated” (p. 400).

Teachers keep following traditional methods, particularly those which include memorization and drill, even though they support the constructivist ideas (Zhang & Liu, 2014). Haznedar (2010) pointed out that teachers use traditional methods to teach English although they are aware of modern methods; and by looking at today’s studies it can be seen that there is not much of a change in terms of using modern and more communicative methods. A study by Kaya (2019) supported the idea of teachers’ using mostly memorization and ignoring speaking activities. So, one can question why teachers avoid teaching the way they believe is appropriate and persist to teach traditionally.

As per the findings of a study conducted by Ocak et al. (2013), teachers perceive that the English curriculum is inadequate in terms of supporting students' speaking skills. Despite this, limited lecture hours and overcrowded classrooms made it difficult for students to practice their speaking abilities. Students on the other hand, attribute the reason behind their inability to learn English to the fact that they are not sufficiently exposed to English at school and outside of school (Bodur & Arikan, 2017). Aküzel’s (2006) thesis on the other hand, indicates the reasons behind the English failure problems as socioeconomic status of the family, crowded classrooms, absence of language laboratories, teachers’ avoidance of using target language and visual and audio materials, inadequate class hours and unclear objectives in education program.

2.6. Private and Public Schools

Socioeconomic background of students is one of the most important factors related to language performance, (Akram & Ghani, 2013), especially speaking. Some families are highly invested in their children's language abilities and have the financial resources to enrol them in foreign language courses (Bernardo et al., 2014). Moreover, it is widely recognized that students who attend private schools have various advantages over those who attend public schools, one of which is better access to foreign language education. According to Ephraim’s (2021) thesis conducted with 9th graders in the United States, socioeconomic status and schools with high socioeconomic status, like private schools, not only have a significant effect on mathematical achievement but also have a significant effect on self-efficacy in mathematics. In other words, students with higher socioeconomic backgrounds are

more successful and self-efficacious in mathematics than their peers with low socioeconomic backgrounds. Another study by Kormos and Kiddle (2013) with 740 secondary school students in Chile found that students with low socioeconomic background are less motivated and have less self-efficacy in English as a foreign language compared to their peers with high socioeconomic background. This might explain the difference in success between students with low and high socioeconomic backgrounds in terms of language learning.

Although it cannot be considered independent of socio-economic reasons, it can be said that the type of school has reached different results in different studies on education. A study by Lubienski et al (2008) was conducted by using National Assessment of Educational Progress (NAEP) data of United State students found that, private school kindergarten students outperformed the public school kindergarten students in Math, however, among 5th grade students, it was found that public schools are almost equal to private schools. In contrast, Berberoglu and Kalender (2005) analysed the Programme for International Student Assessment (PISA) scores of high school students in Turkey and found that private high schools outperform public high schools (except the schools where students attend by their ranks in exams, e.g. science high schools) in terms of mathematical achievement. However, another study conducted by Recber et al. (2018) with 934 7th graders in Turkey, Ankara revealed that there was a non-significant relationship between school type and mathematics achievement, although private schools scored slightly higher. Furthermore, neither anxiety nor self-efficacy levels of students differ according to school type.

In terms of language achievement, studies indicate more diverse results. Kim's (2012) study with South Korean high school students concluded that private foreign language high school students were more successful than public high school students. However, there was no difference between general private high school and public high school students in terms of English skills. It means that unless the school is field specific, students have equal conditions both in private and public schools in South Korea. Similarly, De Fraine et al's (2003) study with 2569 secondary students in Belgium found that public schools are a little more successful than private schools in terms of language achievement, also classroom and teacher level are as effective on students' language achievement. Mancebón et al. (2017) analysed the Programme

for International Student Assessment (PISA) results of 19.604 9th graders from 682 schools in Spain. The results concluded that public school students outperformed publicly subsidized private school students in general and what effects the achievement the most is the unique characteristic of the schools rather than being public or private. In fact, there were much more important issues which affected student achievements such as socioeconomic and cultural background, educational resources and school conditions.

In Turkey, however, the differences between private and public schools are quite significant, with noticeable variations in student population per class, teaching conditions and resources, and the range of additional courses offered, particularly in the area of foreign language education. In private schools, students receive more English language instruction, benefit from the language laboratories more sufficiently and are better guided by the counselling service according to their tendencies (Gürler, 2020). Türkiye Ekonomi Politikaları Araştırma Vakfı (TEPAV) (2014) claimed that parents' income can affect the students' success in English indirectly by the school type they can afford and opportunities in terms of accessibility of different materials and tutoring which makes students more interested in learning English. The low income of more than half of the 1394 participants in the study, might explain the general problem of learning English clearly.

As can be seen in the studies, the difference between private and public schools do not depend on students' socio-economic background but country's socio-economic status and students' achievement generally does not differ according to school type in developed and wealthy countries. According to Gross domestic product (GDP) rates of the country, it can be seen that countries such as United States, Belgium and Spain have more income than Turkey (SNA, 2008). So, it can be said that the higher the welfare level of the country, the more equal the education between private and public schools. EPI (2022) results, on the other hand, indicate that Belgium ranks 6th in the list of English proficiency which is considered very high proficiency and, according to Eurostat (2011) data of foreign language rates of people aged between 25-64 in 2011, %57.9 of Belgium population know at least one foreign language. Spain ranks the 33rd in the list of English proficiency which is also considered as moderate proficiency and the %51.1 of the population knows at least one foreign language (Eurostat, 2011). South Korea, which is the 32nd country in terms of the

English proficiency which corresponds to a moderate level of proficiency (EPI, 2022). Turkey, however, ranks 64th on the list which is considered as low proficiency level and only % 18.2 of the population knows at least one foreign language in Turkey. The educational disparities observed between private and public schools in developing countries highlight the differences in the quality of education offered in developed, wealthier countries versus developing or economically disadvantaged countries. The findings of Thapa's (2015) research in Nepal suggest that students attending private schools perform better on their School Leaving Certificate (SLC) exam than students attending public schools. Similarly, Vukosi et al.'s (2021) study of 12th-grade students in South Africa found that private school students outperformed their public school counterparts in English oral proficiency. These studies provide evidence to support the assertion that there are significant differences in academic outcomes between private and public schools in developing countries.

By the way, the reason most of the studies focus on mathematics achievement is that math and other scientific lessons are generally taught in classroom for the first time irrespectively of the school type, so comparing students' math results in public and private schools is considered more reliable (Peterson, 1998). So, in terms of school type effect, the results can prove the equal education in these countries. However, language learning is optional and it generally depends on parents' and students' choice to bear down on language achievement outside the school. This situation makes it hard to fully measure the difference between public and private schools, yet, socioeconomic reasons effecting the choice of schools might be more reliable to represent the general frame about language achievement. As a result, although different results were obtained in the effect of the difference between schools on success, it can be said that there is a consensus on the effect of socio-economic level on success.

2.7. Former Studies on the Factors Affecting Speaking Performance

Numerous studies have explored the relationship between self-efficacy and anxiety as predictors of language attainment, as well as the effect of socioeconomic status. However, no study has examined all of these factors together, although some studies have investigated the effects of one or two of these factors independently. According to Pajares's (1996) path analysis study with 181 high school students, it was found

that self-efficacy strongly predicts writing performance. Similarly, Shah et al. (2011) studied with 120 secondary school students and found a significant positive relationship between their self-efficacy and writing performances. Harris (2022) conducted a study to demonstrate the association between speaking self-efficacy and speaking performance among 449 first-year university students. The research revealed a significant but moderate correlation between the students' speaking self-efficacy and their speaking performance. In a study conducted by Karbakhsh and Safa (2020) involving 506 university students in the English Literature or Translation department, the objective was to determine the predictive effect of self-efficacy on second language achievement. The findings indicate that self-efficacy is a significant predictor of second language performance, and students who possess higher levels of self-efficacy are more likely to excel in their second language than those with lower levels of self-efficacy. Gahunga's (2009) study with 37 university students who have intermediate French level aimed to find how self-efficacy relates to language ability and learning strategy use. It is found that there is a significant positive relationship between self-efficacy and language ability. The study also found that students who use learning strategies have higher self-efficacy level. Mahyuddin and others (2006) conducted a study involving 1,146 secondary school students and discovered that students from rural areas have lower self-efficacy compared to students from urban areas. This could be attributed to the inferior language teaching conditions prevalent in rural areas, as well as the lower likelihood of English being spoken by parents in these regions, leading to a lack of exposure to the target language. Additionally, the study uncovered a strong relationship between self-efficacy and English language achievement, with students possessing higher levels of self-efficacy outperforming those with lower levels. A similar research conducted by Meera and Jumana (2015), involved 520 students at the secondary school level, aiming to examine the correlation between self-efficacy and academic achievement in English. The findings revealed that students with high levels of self-efficacy demonstrated superior academic English performance. Besides, there was a significant difference between the students from rural and urban areas. Specifically, students hailing from rural regions exhibited lower levels of both self-efficacy and academic performance in comparison to their urban counterparts. Dewaele's (2002) study with 100 secondary school senior students investigated the persistence of the effect of anxiety on both second and third languages. Students were speaking French as a second language and

English as a third language. The study also determined the effect of social class on L2 and L3 performance. The results indicated that social class and communicative anxiety are negatively and significantly correlated with their L2 (French) performance. It means that students from higher class have lower anxiety levels than their lower social class peers. Moreover, social class predicts communicative anxiety in L2. However, the relationship does not apply to their L3 (English) performance as no significant relationship is found between their anxiety level on L3 and social class. Nevertheless, students reported that they use L3 more than L2 out of school, watch TV in L3 more than L2 and listen to songs in L3 more than in L2, and it is found that their level of communicative anxiety is higher in French than in English. A similar study by Kutuk et al (2022) with 701 preparatory EFL students intended to find out the relationship of self-efficacy and anxiety with language attainment by also comparing gender stereotypes. It is concluded that there is a significant negative correlation between EFL anxiety and EFL self-efficacy both for men and women participants although correlations for male participants were a little higher. So, it can be interpreted that anxious students tend to be less self-efficacious, and anxious males generally have lower self-efficacy levels than anxious females. There is also a positive correlation between EFL self-efficacy and EFL attainment while there is a negative correlation between EFL anxiety and EFL attainment.

3. METHODOLOGY

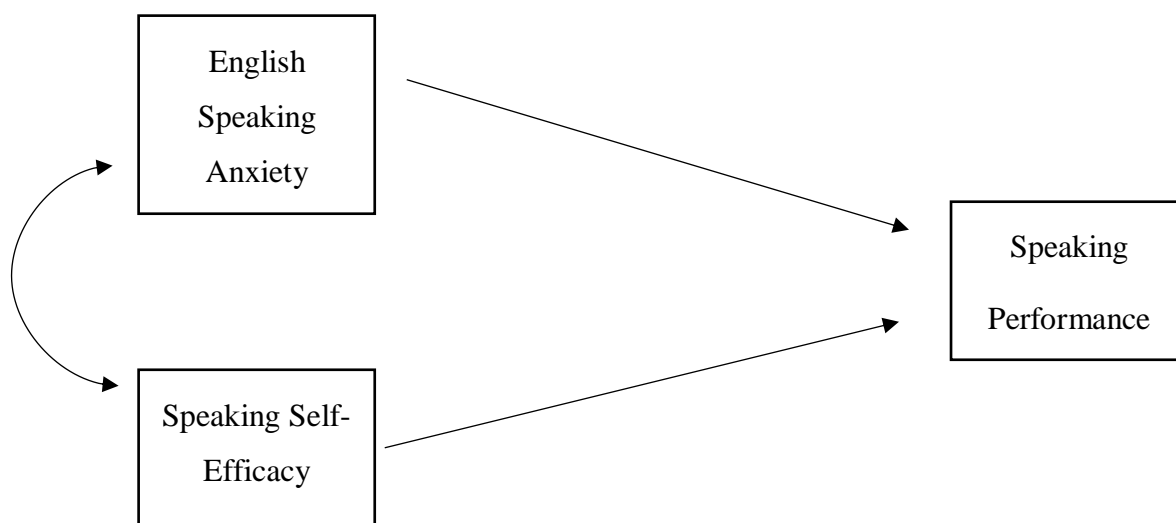
In this chapter, the research design was introduced and hypothesized model is shown in the first section to make the aim of the study more understandable. In the second section, the participants, and the data setting were explained in detail. In the third section the instruments used for the data collection were defined and their reliability and normality values were shown. Then, the procedure of data collection was described particularly. Lastly, information about the data analysis was given in detail.

3.1. Research Design

The objective of this study is to examine the oral performance results of students based on the expected outcomes of the MONE, while also exploring the potential factors that may influence these outcomes. The factors under consideration include psychological factors, such as English speaking anxiety and speaking self-efficacy, as well as external factors, such as school type (public and private schools) and the extent to which students practice English outside of school (referred to as "outside practice"). The study also investigates the relationship between English speaking anxiety and English speaking self-efficacy, as well as the predictive value of these factors on speaking performance.

Quantitative research method is used in this study. Quantitative research aims to make judgments about data using measures and numbers and quantitative data requires statistical analyses to make meaning from the data (Leedy & Ormrod, 2020), Since the data collection tools are formal and structured, numerical data are obtained and thus analyses can be made more objectively (Queirós et al., 2017).

Figure 3.1 The Structural Equation Model (SEM) for the Study



As can be seen in the figure, the effect of English Speaking Self-Efficacy and English Speaking Anxiety on Speaking Performance were intended to be answered by SEM. In order to offer a fuller image of the overall model, SEM enables complex variable interactions to be stated through hierarchical or non-hierarchical, recursive or non-recursive structural equations (Hanushek & Jackson, 1977; Bullock et al., 1994 as cited in Gefen et al. 2000).

3.2. Participants/Setting

The data were collected from 176 7th and 8th grade students. However, two students were excluded from the study due to providing conflicted answers. Conflicted answers refer to situations where students provide the same response (such as "agree" or "disagree") to both positively and negatively keyed items. This can cause ambiguity in the interpretation of the results, as it is unclear whether the responses reflect a high or low level of the trait being measured. Positively keyed items refer to items in which agreement implies a greater level of the trait being measured, while negatively keyed items refer to items in which agreement indicates a lower level of the trait being measured (Furr, 2011). Therefore, students who provided the same response to both positively and negatively keyed items were considered as they did not read the items carefully or paid close attention to the questions.

Additionally, two more students were excluded from the study because of the problems in their audio and video recordings during the speaking test, making it impossible to score their performance. Eventually, 172 7th and 8th grade students in

total participated in the study. Students were selected from 3 private and 2 public schools in Erzurum. Majority of the students began their English language education before the age of 13, which is considered the critical period for language acquisition (Loewen & Reinders, 2017). Generally, students were taking 4 hours English classes per week but 31 students stated that they take extra English courses.

Table 3.1 Demographic Characteristics of the Participants

	Groups	Secondary Groups	N	%
Grade and School Type	7 th Grade	Private School	41	23,8
		Public School	41	23,8
	8 th Grade	Private School	44	25,6
		Public School	46	26,7
State of Outside Practice	Yes		79	45,9
	No		93	54,1
Gender	Female		93	54,1
	Male		79	45,9
Grade of First English Instruction	Kinder garden		24	14,0
	1st grade		9	5,2
	2nd grade		122	70,9
	3rd grade		3	1,7
	4th grade		11	6,4
	5th grade		2	1,2
	8th grade		1	,6

As shown in the table, there are 85 (%49,4) students attending private schools and 87 (%50,6) students attending public schools participated in the study. Of the total sample, 82 (47.7%) were 7th graders and 90 (52.3%) were 8th graders. The study included 93 (%54,1) female and 79 (%45,9) male students. The majority of the participants (122, 70.9%) reported starting their English language education at the 2nd grade level. A smaller proportion of students reported starting their English classes at other grade levels, including kindergarten (24, 14%), 4th grade (11, 6.4%), and 1st grade (9, 5.2%). A very small number of students, specifically three students, reported starting their English education at the 3rd grade level, and only one student reported starting at the 8th grade level. Among all students, 79 (%45,9) of them reported that they speak English outside the school (with their parents, teachers etc.) while 93 (%54,1) students reported that they do not.

3.3. Instruments

The data were collected by using several instruments like a demographic survey, English Speaking Anxiety Scale, English Speaking Self-Efficacy Scale, and Speaking Test. The demographic survey was designed to gather information about students, including their names, the type of school they attend, the age at which they began learning English, the state of English practice outside of school, and the state of extra English courses they have taken. The English Speaking Anxiety Scale developed by Orakcı (2018) was used to measure the levels of anxiety of students. Yanar & Bümen (2012)'s English Self-Efficacy Scale's speaking part was used to measure the students' self-efficacy levels on English speaking. Lastly, students took a computer based speaking test called TOEFL Primary Speaking Test developed by ETS in 2013. In brief, the data collection instruments were formed of a demographic survey, two scales and one speaking test.

3.3.1. Demographic Information Survey

Students were asked to fill out the survey for a background information. This information was then used to contextualize and analyse the data collected from the other instruments, such as the English Speaking Anxiety Scale and the English Self-Efficacy Scale, as well as the speaking test.

The survey intended to learn:

- their names to be able to score the speaking test individually
- their gender to check whether the balance between genders is achieved
- their school and grade to be able to make grouping and categorization
- the time they started to take English classes, yet this information hasn't been used in the study as almost all of them started the English education on the same grade
- whether they take courses outside the school, which also couldn't be used as the students who took extra courses were too few to compare.
- whether they practice English outside the school with their family, friends or teachers.

The data collected from the surveys were utilized as independent variables and classifications during the analysis process.

3.3.2. English Speaking Anxiety Scale

This scale is designed by Orakcı (2018) to measure the level of English speaking anxiety of middle school 7th grade students. The scale includes 16 items and 2 subscales. There were 3 reverse items which were not mentioned in the original study, yet studies using this scale reversed the items (Sevinç, 2020). In this study, these items were also reversed. The original scale was developed in Turkish, and in the current study, the same scale was used in Turkish to avoid any misinterpretation of the reading material by the students.

The table below shows the items in two subscales and their maximum/minimum scores.

Table 3.2 Subscales, Items and Properties

Subscales	Items	Min. Score	Max Score
First Subscale	1, 2, 3, 4, 5, 7, 8, 9, 10	9	45
Second Subscale	6, 11, 12, 14, 15, 16,17	7	35

Source: Orakci, 2018, p. 7

The subscales were not explained in the original study, nevertheless first subscale included items like “In English class, I get very anxious when I have to speak without preparation”, “I am worried that other students will not understand me when I speak English” and “I am worried that other students will laugh at me when I speak English” while second subscale included items such as “I am afraid of making mistakes when speaking in English class”, “I feel nervous when the English teacher asks me questions”, and “I get frightened when speaking in English”. The item 13 was explained to be omitted from the scale but as there were item 17 in the table in the study but not included in the scale itself, it is accepted that item 17 was replaced by item 13. The items were scored depending on the answers; Certainly Disagree (1), Disagree (2), Not Sure (3) Agree (4), Certainly Agree (5). As the scale is proven to be an additive scale of the Likert type (Orakci, 2018); it means that, the more score students get, the more anxious they are while speaking English.

In the original study The Cronbach’s alpha was found .92 for the first subscale, .89 for the second subscale and, .89 for the scale in total. The reliability values for the current study are demonstrated in table 3.4

3.3.3. English Self Efficacy Scale Speaking Part

The scale is designed to measure the self-efficacy beliefs of the high school students by Yanar & Bümen (2012). Originally, the scale consists of 4 parts; reading, writing, listening and speaking. In this study, 6-item speaking subscale was used. The scale was answered by scoring the items as; It doesn't suit me at all (1), It suits me very little (2), It suits me a little (3), It suits me quite well (4), It suits me completely (5). A high score obtained from the scale indicates a high level of self-efficacy (Yanar & Bümen (2012). In the original study, the Cronbach's Alpha coefficient was 0.97, while for the speaking component, it was 0.92. Reliability values pertinent to the current study are given in Table 3.4.

3.3.4. The TOEFL Primary® Test Speaking Section

TOEFL Primary is a computer based test designed for students aged 8+ and aims to measure young learners' listening, speaking, reading and writing. In this study, only speaking part is applied. The aim of the speaking test is explained as: "The TOEFL Primary Speaking test measures young learners' ability to communicate orally in routine social situations related to their daily lives" (ETS, 2019, p. 24).

The test is based on 6 parts which included:

- expressing opinions, where students are shown some pictures of animals and asked a question about which one is their favorite.
- giving directions, where students are shown a picture of a boy feeding birds step by step and asked to give directions to feed the birds.
- describing a picture, where students are shown a picture of a bus with odd objects (e.g. The bus has apples instead of wheels, there are fish swimming in the bus etc.)
- retelling a story, where students are shown a video of a monkey stealing a key and hides it in a tree twice and asked to explain what happened in the video.
- making request, where the students are expected to ask one question to the zoo keeper that if they can go see the tigers (usage of can/can't)
- asking a question, where the students are expected to ask three questions about the tigers (usage of wh- questions)

TOEFL has another speaking test called TOEFL Junior which is designed for students aged 11+ and is generally considered more appropriate for middle school students. However, based on middle school teachers' views, it is decided that TOEFL

Junior might be too hard for the students, and TOEFL Primary is considered more appropriate for their level.

3.3.4.1. Scoring The Speaking Test

The scoring procedure is explained in detail by the book, TOEFL® Primary™ Teacher Workshop Manual. Taking this manual into consideration, each student recording was listened carefully and scored. Firstly, sections were scored separately by giving points according to the figure, then the points were collected and the total score was calculated.

Figure 3.2. Speaking Scoring Guide

Task	Communication Goal	Scoring Guide
Expressing opinions	Express basic emotions and feelings	0–3 points
Descriptions	Describe people, objects, animals, places, and activities	0–3 points
Directions	Give short commands and directions	0–5 points
Story narration	Explain and sequence simple events	0–5 points
Asking questions	Ask and answer questions	0–3 points
Making requests	Make simple requests	0–3 points

Source: Educational Testing Service, 2016, p. 40

The figure depicts the evaluation process for the Speaking Section of TOEFL Primary. The initial two sections are rated on a scale of 0-3 points, while the subsequent sections are scored on a scale of 0-5 points. The final two sections are also scored on a scale of 0-3 points. The maximum achievable score for this section is 23 points.

3.4. Data Collection

Once approval was obtained from the Ethical Committee to collect data, consent forms were distributed to students in both public and private schools. As the students were minors but old enough to make decisions, consent was obtained separately from them and their parents. Only students who expressed their willingness to participate in the study and obtained signed consent forms from their parents were included. The participants and their parents were provided with information regarding the study's objective, which scales and assessments would be employed, and the estimated

duration of the study. Consent forms also included the contact number of the researcher for parents to ask for further information.

The data were collected from October 2021-2022 fall semester, until the January 2022 before the half term holiday. Students were firstly given the forms they needed to fill out, then they were called to the test room adjusted for students to take speaking tests individually. The test approximately took 10 minutes for each student and during the test, students were video and voice recorded. Voice recordings were used to score the data while video recordings were utilized as an alternative data collection instrument to serve as a contingency plan in case the audio recordings were indistinct or interrupted. To score the data voice records were used. The directions in the test were in English, so, in order to eliminate the listening skill effect, students were given directions in their mother tongue by the researcher. When students asked the researcher for words they did not know, they were answered to prevent the student from getting stressed out and stopping speaking but the speeches in which these words were used were not scored.

3.5. Data Analysis

Different types of analyses were conducted to ensure the validity and reliability of the data before carrying out the data analysis. These analyses Included Missing Data Analysis, Normality Analysis, Reliability Analysis, Confirmatory Factor Analysis and, Interclass Correlation Analysis. The English Speaking Anxiety Scale included three items with controversial expressions, and the scores for these items were reversed. This means that a score of 1 point was changed to 5 points, a score of 2 points was changed to 4 points, and the score of 3 points remained the same. These reversed scores were then included in the total score of the scale. These 3 items were compared with other items and students with conflicted answers were removed from the analysis (see p. 21). For instance, item 3 and item 5 are considered as counter-arguments. While item 3 stated that “I feel confident when speaking in English class”, item 5 expressed “I get nervous when speaking English”. In this case, it can be seen that it is impossible for a student to give the same score to both questions so students who scored the same point to these items were also removed.

In order to answer the first research question, descriptive statistics were used and the level of students derived from speaking test results were compared with the target level MONE suggested. The data were analysed by IBM SPSS Statistics 20. As

different outcomes were expected from 7th and 8th graders; the data were classified. Private and public school results were shown both separately and together.

Second research question was answered by Independent Sample t-Test for School Type and Outside Practice separately. It is aimed to see if there is a significant difference between private and public schools in terms of English Speaking Self-Efficacy, English Speaking Anxiety and English Speaking Performance. Similarly, students who practice English outside the school and those who don't were compared by their level of English Speaking Self-Efficacy, English Speaking Anxiety and English Speaking Performance.

Third research question was answered by the Pearson's Correlations Analysis using IBM SPSS Statistics 20. The data was classified as 7th and 8th graders; and public and private schools. Then, schools were compared separately within the 7th grade and 8th grade data in order to demonstrate the difference between correlations depending on the schools.

Last research question was answered by Structural Equation Regression Model made in AMOS 20 and regression weights of English Speaking Self-Efficacy and English Speaking Anxiety on English Speaking Performance were reported. The reason for using SEM in this study is because SEM allows more complicated models to be analysed and gives more reliable results. The independent and dependent variables can both be handled as random variables with measurement error using SEM (Galob, 2003, as cited in Nunkoo & Ramkissoon, 2012). When multiple regression is used when there is measurement error in the measurements, these flaws are overlooked, which can lead to biased results and inaccurate statistics (Nunkoo & Ramkissoon, 2012).

3.6. Missing Data Analysis

In order to fill out the unanswered items, Missing Data Analysis was made. Missing value analysis is a process of identifying and handling missing values in a dataset. A total of 7 items were left blank in all scales. Approximately 5% missing numbers of the whole data set is not a big concern as such few missing values wouldn't cause extreme changes on the whole results (Kline, 2016, p.83). In order to conduct SEM analysis using AMOS, missing data should be addressed either by using imputation methods to fill in the missing values or by excluding participants with missing

answers. (Wolgast et al., 2017). However, omitting missing values can lead to biased estimates in data analysis (Guan &Yusoff, 2011). One method for filling out the missing values is mean substitution that calculates the arithmetic mean of the available scores for each variable and substitutes missing values are with the means (Peugh & Enders, 2004). Mean substitution has been shown to be a useful method for dealing with missing values in data analysis, as it can produce unbiased results (Guan &Yusoff, 2011).

3.6.1. Descriptive Statistics and Normality Analysis

The data from the scales and the test were descriptively analysed, minimum/maximum values, mean scores were calculated. Besides, Normality Analysis was carried out to find out if the data were suitable for parametric or non-parametric tests. Skewness and Kurtosis values of the scales and the test are examined and shown in the table 3.3.

Table 3.3 Descriptive Statistics, and Normality Analysis of the Scales and the Test

		Min	Max	\bar{x}	Skewness	Kurtosis
English Speaking Self-Efficacy	Total Scale	6	28	17.80	-.207	-.698
	First Subscale	9	41	23.97	.166	-.977
English Speaking	Second Subscale	7	35	17.13	.356	-.495
Anxiety	Total Scale	16	74	41.10	.187	-.778
	Expressing Opinions	0	3	1.91	-.141	-1.236
	Giving Directions	0	5	1.65	.789	-.463
English Speaking Success	Describing A Picture	0	3	1.45	.294	-.575
	Retelling A Story	0	5	1.85	.768	.120
	Making Request	0	3	1.30	.580	-.707
	Asking A Question	0	3	1.57	.064	-.788
	Total Test	1	22	9.76	.660	-.446

As seen in the table, except the expressing opinions subsection, kurtosis values of the scales and test results are between -1 and +1 which is regarded as excellent in psychometric applications that indicates a normal distribution (George & Mallery, 2012). Yet, values between -1.5 and +1.5 are also accepted for normal distribution (Tabachnick & Fidell, 2013), therefore expressing opinions subsection can be also accepted to have a normal distribution. Similarly, skewness values out of the -1 and +1 range are indicators of a highly skewed distribution (Hair et al., 2010), providing

the range of values, it can be easily said that the scales and the test in this study have a normal distribution.

3.6.2. Reliability Analysis

To assess the reliability of both the scales and the test measure, a reliability analysis was conducted which involved calculating the Cronbach's alpha values. The results are reported in the table below.

Table 3.4 Reliability Analysis of the English Speaking Self-Efficacy Scale, English Speaking Anxiety Scale and the English Speaking Test

Scale/Test		Cronbach's Alpha
Speaking Self-Efficacy	Total Scale	,83
	First Subscale	,86
English Speaking Anxiety	Second Subscale	,84
	Total Scale	,91
English Speaking Performance	Total Test	,89

The table displays the results of the reliability analysis, which indicate that the English Speaking Self-Efficacy subscale has a Cronbach's Alpha value of .83. Additionally, the overall English Speaking Anxiety scale consists of 16 items and has a Cronbach's Alpha value of $\alpha = .91$. Of the two subscales, the first one consists of 9 items and has a Cronbach's Alpha value of $\alpha = .86$, while the second one consists of 7 items and has a Cronbach's Alpha value of $\alpha = .84$. Finally, the English Speaking Test has a Cronbach's Alpha value of $\alpha = .89$. Cronbach's Alpha value of $\alpha = .70$ is considered acceptable (Hair et al., 2010) while the value of $\alpha = .80$ and above is considered good and the value of $\alpha = .90$ and above is considered excellent (George & Mallery, 2003). The Cronbach's alpha values calculated for the current study indicate high levels of internal consistency and reliability across all measures.

3.6.3. Confirmatory Factor Analysis

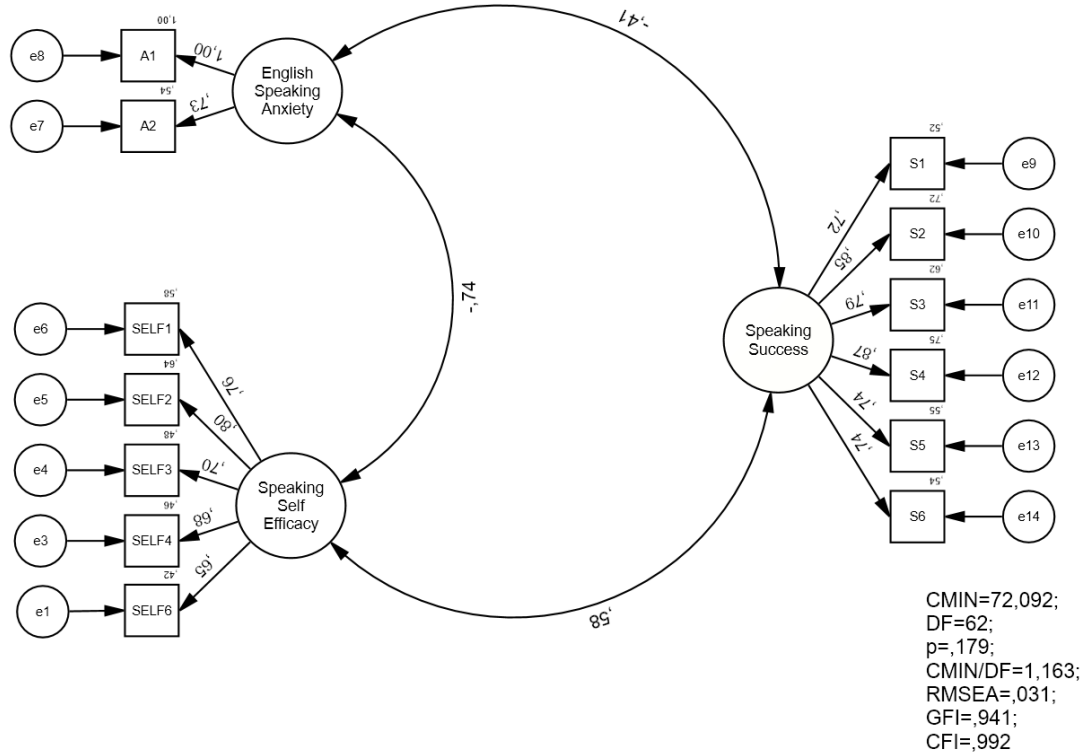
Confirmatory factor analysis (CFA) is defined as “a statistical technique used to verify the factor structure of a set of observed variables” (Suhr, 2006, p. 1). According to another description CFA is a SEM technique that examines the connections between observed indicators such as test items, test scores, or behavioral observation ratings, and underlying latent variables or factors (Brown, 2012, Chapter 14, p. 261).

CFA can be employed for four principal objectives:

- to assess the latent structure of a test instrument, including the number of underlying dimensions or factors and the pattern of item-factor relationships represented by factor loadings
- to validate a construct
- to examine method effects
- to evaluate the degree to which measurement models can be generalized across diverse groups of individuals or over time (Brown, 2006, Harrington, 2009)

To conduct SEM analysis, it was essential to first carry out CFA to evaluate the suitability of the model and assess construct validity. As Brown explained: “CFA should be conducted as a precursor to structural equation models (SEMs) that specify structural relationships (e.g., regressions) among the latent variables.” (Brown, 2012, Chapter 14, p. 263). The model consists of the of the English Speaking Anxiety Scale with two subscales, English Self- Efficacy Scale Speaking subscale within the six items, and Speaking Test with the six subsections as shown in the figure.

Figure 3.3 Confirmatory Factor Analysis (CFA) of the Model



CMIN: Minimum Discrepancy Function; DF: Degrees of Freedom divided; χ^2 p-value: Chi-squared p-value; CMIN/DF: Minimum Discrepancy Function by Degrees of Freedom divided; RMSEA: Root Mean Square Error of Approximation; NFI: Normed Fit Index; CFI: Comparative Fit Index

As can be seen in the model, CMIN/DF ratio is found 1,163 which indicates a perfect fit as being below the value of 3.000 (Kline, 2005; Jöreskog & Sörbom, 1993; Sümer, 2000). Model-data fit is indicated by the RMSEA index being .05 or less (Browne & Cudeck, 1993; Hu & Bentler, 1999; Şimşek, 2007; Vieira, 2011). In this model, the RMSEA index is .03 which indicates that the compatibility is achieved. The CFI value of the model is .99 which indicates an excellent fit as the value is higher than .95 (West et al., 2012). GFI value indicates an excellent fit, if it is higher than .95 (Kline, 2005). In this model, the value is .94 which shows an almost excellent fit. NFI value of the model is to be >90 (Byrne, 1994) and the value shows a perfect fit by getting closer to 1, in this model the value is .94 which can also be considered as excellent. Also, SRMR value is .04 indicating an acceptable fit by being lower than .05 (Diamantopoulos & Siguaw, 2000). The correlations between English Speaking Self-Efficacy and English Speaking Anxiety was found to be -.74; between English Speaking Self-Efficacy and Speaking Performance the correlation

value is .58 and; between English Speaking Anxiety and Speaking Performance the correlation value was found -.41.

Table 3.5 Confirmatory Factor Analysis Outputs

Measurement Model	β_1	β_2^*	S.E.	C.R.
SELF6 <--- English Speaking Self-Efficacy	,650	1,000		
SELF4 <--- English Speaking Self-Efficacy	,678	1,039	,138	7,528
SELF3 <--- English Speaking Self-Efficacy	,696	1,076	,138	7,773
SELF2 <--- English Speaking Self-Efficacy	,799	1,252	,145	8,606
SELF1 <--- English Speaking Self-Efficacy	,764	1,145	,137	8,328
ANX2 <--- English Speaking Anxiety	,732	1,000		
ANX1 <--- English Speaking Anxiety	,999	1,675	,176	9,518
S1 <--- Speaking Success	,718	1,000		
S2 <--- Speaking Success	,847	2,020	,191	10,554
S3 <--- Speaking Success	,789	1,025	,104	9,824
S4 <--- Speaking Success	,867	1,599	,147	10,888
S5 <--- Speaking Success	,740	1,110	,118	9,390
S6 <--- Speaking Success	,735	,997	,107	9,328

* $p < 0,001$; β_1 : Standardized coefficients, β_2 : Unstandardized coefficients; SELF1: English Speaking Self-Efficacy Item; ANX: English Speaking Anxiety Subscale; S: Speaking Test Section

The regression weights were calculated and reported on the Table 3.5. SELF5 subscale was deleted from the model as having a low factor load value of .44, however the factor loading should be at least .50 (Hair et al., 2009). Remaining standardized regression coefficients are above .50 and the relationships are significant. It means that each subscale predicts its own subscale. In terms of English Speaking Self-Efficacy, SELF 2 is found the most effective item, in terms of English Speaking Anxiety Scale, A1 item is found to be the most effective, and S4 is the most effective item on Speaking Success.

3.6.4. Interrater Reliability

The variance between the scores of the subject group measured by two or more raters is defined as interrater reliability (Ko & Li, 2016). A high degree of agreement between the raters' scores indicates strong interrater reliability, providing evidence that the scoring process was conducted appropriately.

In the current study, TOEFL Primary Speaking results were scored by a second rater, who was a research assistant in Ataturk University on English Language Teaching Department, to prove inter-rater reliability. %10 of the data were scored by the

second rater and the results were analysed by two way-random, absolute agreements inter-class reliability analysis. The analyses were made separately for all questions and for the total results. The results are reported and demonstrated in the table.

Table 3.6 Interclass Correlation Analysis Results

		Mean	IIC	ICC	Value	Sig	Cronbach's Alpha
S1	First rater	2.12					
	Second rater	2.18	.73	.85	6.36	.00	.84
S2	First rater	1.43					
	Second rater	1.81	.91	.90	11.31	.00	.91
S3	First rater	1.62					
	Second rater	1.56	.88	.94	16.48	.00	.93
S4	First rater	1.62					
	Second rater	1.87	.88	.90	10.85	.00	.90
S5	First rater	1.56					
	Second rater	1.43	.95	.97	35.42	.00	.97
S6	First rater	1.75					
	Second rater	1.75	.70	.83	5.66	.00	.82
Total Scores	First rater	10.12					
	Second rater	10.62	.96	.97	43.17	.00	.97

IIC: Inter-Item Correlation; ICC: Intraclass Correlation

According to the results, the lowest all Cronbach's Alpha value is .82 and the highest value is .97 among the sections. Cronbach's Alpha of the total score is .97 which can be considered reliable, as the value is above .70 and all the relationships are significant ($p=.00$). The ICC value between .75 and .90 is an indicator of a good reliability and the value between .90 and above is an indicator of an excellent reliability (Koo & Li, 2016). The lowest ICC value among the sections is .70 indicating a good level of reliability while the highest ICC value among the sections is .95 and for the total scores the value is .96 indicating an excellent level of reliability.

4. RESULTS






In this chapter, the results of the quantitative study were presented. The data gathered from 172 middle school, 7th and 8th grade students were analysed and the results were reported. In order to answer the first research question which aimed to find out whether the students achieved the expected speaking skills level of MONE, descriptive analysis results of 7th and 8th graders were explained. Then, the effect of School Type and Outside Practice effect on Speaking Performance were demonstrated and the results were explained. In order to answer the third question, the predictive role of English Speaking Anxiety and English Speaking Self-Efficacy on the Speaking Performance was shown and interpreted. Lastly, the relationship between English Speaking Anxiety, English Speaking Self-Efficacy and Speaking Success levels of the students was explained.

4.1. Comparisons of Speaking Test Results

In order to answer the research question, “Do the middle school EFL students' levels coincide with the expected outputs of MONE?”, mean scores were calculated and compared with the results of TOEFL Primary scores. 7th graders and 8th graders were separately analysed because although both grades were expected to be on A2 level (MONE, 2018), as the data was collected at the beginning of the semester, in this research, 7th graders were expected to be A1 level. 8th graders on the other hand, were still expected to have A2 level. Also, public and primary schools were compared depending on their level of speaking to see which school achieved or more likely to achieve the expected outcome. TOEFL Speaking Score Report that indicates the scores and their corresponding CEFR level is demonstrated in Figure 4.1.

Figure 4.1: TOEFL Speaking Scores

TOEFL Primary Speaking Scores

Level		Score	CEFR	
Typical students at this level:				
 speak in English to expand descriptions, communicate multistep directions, and tell stories effectively.		27	B2	
		26		
			25	B1
			24	
			23	
 speak in English to express and explain what they like and give directions.		22	A2	
		21		
		20		
		19		
		18		
 speak in English to say what they like and give some descriptions.		17	A1	
		16		
		15		
		14		
		13		
 begin to speak in English by using words and simple statements.		12	A1	
		11		
		10		
		9		
		8		
 attempt to speak in English using words and simple phrases.		7	Below A1	
		6		
		5		
		4		
		3		
		2		
		1		
Score reports for students receiving a score of 0 will show N/S for the CEFR level.				

Source: Educational testing Service, 2016, p.58

According to the figure, scores falling within the range of 1-9 are regarded as being below the A1 level, while scores between 10-15 are indicative of the A1 level, as expected from 7th graders. Scores ranging from 16-21 are regarded as A2 level, which is expected from 8th graders. Scores between 22-25 are considered to be at the B1 level, while scores ranging from 26-27 are indicative of the B2 level. The English Speaking Test Results of 7th grades are shown in the table:

Table 4.1 7th Grade Students' Speaking Success Results and MONE's Expected Outcomes

	School Type	N	\bar{X}	Std. Deviation	Expected Outcome
Speaking Success	Private	41	13.58	5.07	10-15(A1)
	Public	41	6.68	2.61	10-15(A1)
Total		82	10.13	5.30	10-15(A1)

a. Grade = 7

The table shows the mean scores of the students' speaking test results in private and public schools. It can be seen that private school students achieved the expected outcome ($\bar{x}= 13.63>10$) while public school student scores were below the expected outcome ($\bar{x}= 6.61<10$). Total scores of the students on the other hand were on the limit of A1 level ($\bar{x}=10.13>10$). So, it can be said that students in total scraped through the A1 level. Standard deviations, on the other hand, were found to be higher in private schools ($\sigma=5.07$) compared to public schools($\sigma=2.61$). The English Speaking Test Results of 8th grades are shown on the table as:

Table 4.2 8th Grade Students' Speaking Success Results and MONE's Expected Outcomes

	School Type	N	Mean	Std. Deviation	Expected Outcome
Speaking Success	Private	44	10.95	5.26	16-21(A2)
	Public	46	7.95	5.27	16-21(A2)
Total		90	9.42	5.45	16-21(A2)

a. Grade = 8

According to the table, both private school ($\bar{x}= 10.86<16$) and public school ($\bar{x}= 7.70<16$) students were unable to achieve the expected outcome. Still, we can see that the private school students were more successful than public school students. Yet, looking at the total score mean ($\bar{x}= 9.42$), it can be seen that students fell far below the A2 level. Standard deviation values were quite close in both private ($\sigma=5.26$) and public schools ($\sigma=5.27$).

4.2. T-Test Analysis

In order to answer the research question “How do school type and outside practice affect speaking performance of middle school EFL students?” t-Test analyses of school type and outside practice on English Speaking Self-Efficacy, English Speaking Anxiety, and Speaking Performance were conducted and the results are presented below.

4.2.1. The School Type Effect on Speaking Anxiety, Speaking Self-Efficacy and Speaking Performance

Public and private school students are compared in terms of their level of English Speaking Anxiety, English Speaking Self-Efficacy and English Speaking Performance

Table 4.3 Independent Samples t-Test Results for School Type Effect on Speaking Anxiety, Speaking Self-Efficacy and Speaking Performance

Scales	Groups	N	\bar{x}	Sd	Sig.	t	df	P
English Speaking Self-Efficacy	Private	85	18.77	5.04	.668	2.478	170	.01
	State	87	16.86	5.06		2.478	169.933	.01
English Speaking Anxiety	Private	85	41.06	13.06	.981	-.040	170	.96
	State	87	41.14	13.36		-.040	170.000	.96
English Speaking Performance	Private	85	12.22	5.31	.005	6.635	170	.00
	State	87	7.35	4.26		6.619	160.761	.00

As shown in the table, students' English Speaking Self-Efficacy levels differ significantly regarding the school type ($p=.01$). Accordingly, speaking self-efficacy level of private school students ($\bar{x}=18.77$) is higher than public school students ($\bar{x}=16.86$). In terms of English Speaking Performance, there is also a significant difference ($p=.00$) between students based on their school type. Private school students' speaking results ($\bar{x}=12.22$) are much higher than public school students ($\bar{x}=7.35$). On the other hand, there is no statistically significant difference in Speaking Anxiety among students based on their school type ($p>.05$). Private school students' results ($\bar{x}=41.06$) are almost the same level of anxiety as public school students ($\bar{x}=41.14$).

4.2.2. Outside Practice Effect on Speaking Anxiety, Speaking Self-Efficacy and Speaking Performance

According to the data obtained from the demographic questionnaire, students who were determined to practice English outside of school and those who did not were compared in terms of their level of English Self-Efficacy, English Speaking Anxiety and English Speaking Performance. The results were shown in the table.

Table 4.4 Independent Samples t-Test Results for Outside Practice Effect on Speaking Anxiety, Speaking Self-Efficacy and Speaking Performance

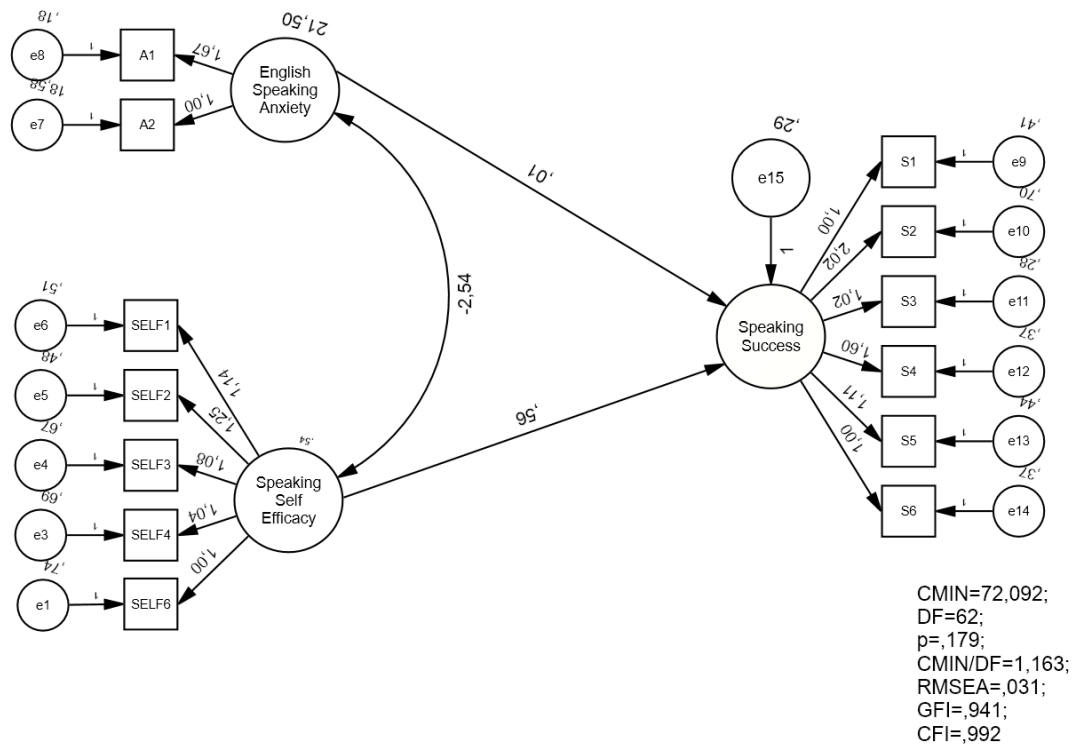
Scales	Outside Practice	N	\bar{x}	Sd	Sig.	t	df	P
English Speaking Self-Efficacy	Yes	79	20.23	4.44	.482	6.337	170	.00
	No	93	15.74	4.78		6.376	168.637	.00
English Speaking Anxiety	Yes	79	36.63	11.55	.043	-4.304	170	.00
	No	93	44.89	13.33		-4.355	169.924	.00
English Speaking Performance	Yes	79	11.32	5.80	.011	3.645	170	.00
	No	93	8.43	4.61		3.579	148.035	.00

As the table shows, English Self-Efficacy, English Speaking Anxiety and English Speaking Performance levels of students significantly differ regarding outside practice ($p < .01$). According to the results, students who speak English outside the school have more self-efficacy level ($\bar{x} = 20.23$) compared to students who doesn't ($\bar{x} = 15.74$). Furthermore, the English Speaking Performance outcomes of students who engage in outside practice ($\bar{x} = 11.32$) are significantly higher than those who do not practice ($\bar{x} = 8.43$). Conversely, Speaking Anxiety level of students who practice out of school ($\bar{x} = 36.63$) are lower than non-practicing students ($\bar{x} = 44.89$).

4.3. Structural Equation Regression Model

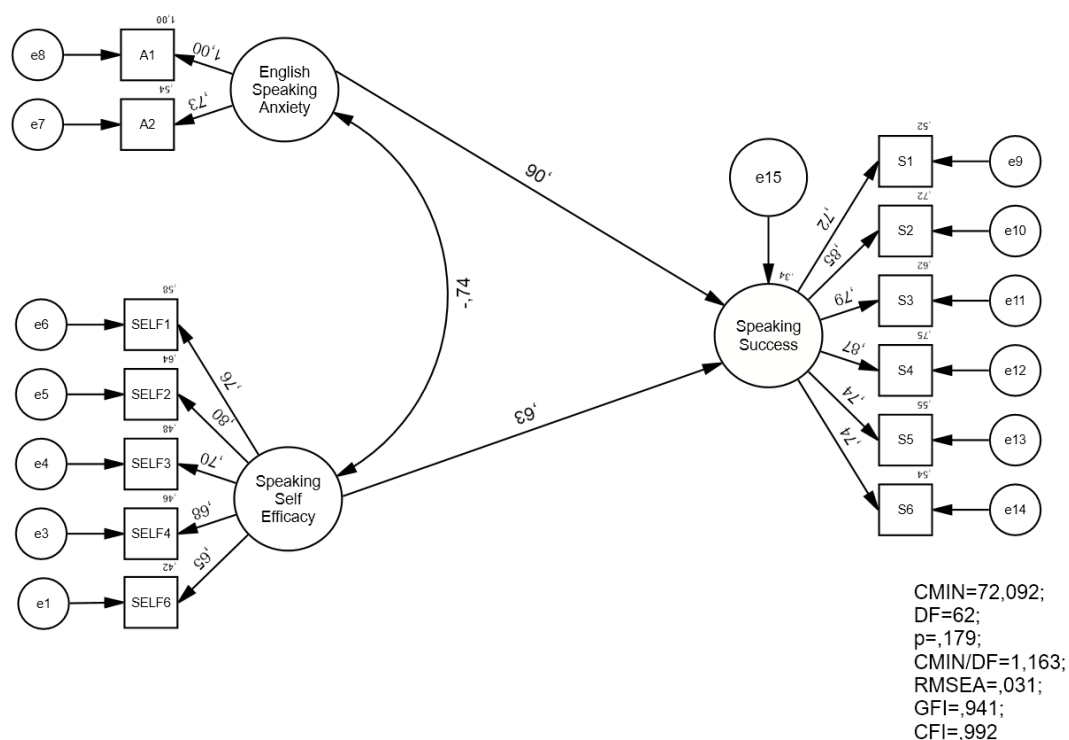
In order to answer the research question “Do Speaking Anxiety and/or Speaking Self-Efficacy predict speaking performance of middle school EFL students?” Structural Equation Regression Model is drawn and regression coefficients were calculated. Non-standardized and standardized values were shown on figures 4.2 and figure 4.3 respectively. Data analyses were performed using IBM AMOS and the desired fit values were obtained.

Figure 4.2 Unstandardized Regression Coefficients



The figure shows the calculated unstandardized coefficients and according to the results, Speaking Performance increases with .01 units when the English Speaking Anxiety increases 1 unit. Similarly, every 1 unit change on English Speaking Self-Efficacy causes English Speaking Performance to increase 56 units.

Figure 4.3 Standardized Regression Coefficients



The figure demonstrates the calculated standardized coefficients in the model. It means that every 1-unit increase on the standard deviation of English Speaking Anxiety, increases the standard deviation of English Speaking Performance .06 units. At the same time, a 1-unit of increase in the standard deviation of English Speaking Self-Efficacy causes .63 increase in English Speaking Performance.

The fit values of the model are in the desired range and show good fit. The model presents the values of CMIN/DF (1,163), RMSA (.031), GFI (.941), CFI (.992) and NFI (.943). The regression coefficients and significance values are given in the table below.

Table 4.5 SEM Model Results

	$\beta 1$	$\beta 2$	S.E.	C.R.	P
Speaking Performance <--- English Speaking Anxiety	.058	.008	.017	.481	.630
Speaking Performance <--- Speaking Self Efficacy	.625	.560	.133	4.193	<0.001

Looking at the table, it can be said that the effect of anxiety on speaking performance is non-significant, while speaking self-efficacy affects speaking performance positively and significantly. Two independents variables' effects were intended to be

explained in the model. According to the results, it is seen that self-efficacy has a high and significant effect on speaking performance ($\beta_1=.625$; $\beta_2=.560$; $p<.001$). The English Speaking Anxiety effect on speaking success was slightly positive, yet the effect is not significant.

4.4. Correlational Analysis

In order to answer the research question “Is there any relationship between Speaking Anxiety and Speaking Self-Efficacy of middle school EFL students?”, a correlational analysis was conducted on the English Speaking Anxiety scale, the English Speaking Self Efficacy scale and the Speaking Test, and the results were demonstrated in the Table 4.5. To obtain a more specific explanation, 7th and 8th graders were analysed separately and the difference between public and private schools was also shown (see Tables 4.3 and 4.4).

Table 4.6 Correlations Analysis Among Speaking Self-Efficacy, English Speaking Anxiety, and Speaking Success of Private 7th Grade Private and Public Schools

	Private School			Public School		
	English Speaking Self-Efficacy	English Speaking Anxiety	English Speaking Performance	English Speaking Self-Efficacy	English Speaking Anxiety	English Speaking Performance
English Speaking Self-Efficacy	1			1		
	41			41		
English Speaking Anxiety	-.42**	1		-.73**	1	
	.005			.000		
	41	41		41	41	
English Speaking Performance	.42**	-.34*	1	.35*	-.40**	1
	.00	.02		.01	.00	
	41	41	41	41	41	41

** . Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

a. Grade = 7

When 7th grade private school students are evaluated separately, it can be seen on the table that English Speaking Self-Efficacy and English Speaking Anxiety is negatively correlated ($r=-.42$, $p=.01$), and English Speaking Anxiety is negatively correlated with English Speaking Success ($r=-.34$, $p=.05$). English Speaking Self-Efficacy and English Speaking Success, on the other hand, is positively correlated ($r=.42$, $p=.01$).

Among 7th grade public school students, there exists a negative correlation between English Speaking Self-Efficacy and English Speaking Anxiety ($r=-.73$, $p=.01$). Similarly, there is a negative correlation between English Speaking Anxiety and Speaking Success ($r=-.40$, $p=.01$). However, there is a positive correlation between English Speaking Self-Efficacy and English Speaking Success ($r=.35$, $p=.05$).

Table 4.7 Correlations Analysis Among Speaking Self-Efficacy, English Speaking Anxiety, and Speaking Success of 8th Grade Private and Public Schools

	Private School			Public School		
	English Speaking Self-Efficacy	English Speaking Anxiety	English Speaking Performance	English Speaking Self-Efficacy	English Speaking Anxiety	English Speaking Performance
English Speaking Self-Efficacy	1			1		
	44			46		
English Speaking Anxiety	-.71**	1		-.58**	1	
	.00			.00		
	44	44		46	46	
English Speaking Performance	.48**	-.44**	1	.43**	-.38**	1
	.00	.00		.00	.01	
	44	44	44	46	46	46

** . Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

a. Grade = 8

On the view of 8th grade private school students, there is a negative correlation between English Speaking Self-Efficacy and English Speaking Anxiety ($r=-.71$, $p=.01$); and between English Speaking Anxiety and Speaking Success ($r=-.44$, $p=.01$). In addition to this, between English Speaking Self-Efficacy and Speaking Success, the correlation is significantly positive ($r=.48$, $p=.01$).

In terms of 8th grade public school students, there is a significant and negative correlation between English Speaking Self-Efficacy and English Speaking Anxiety ($r=-.58$, $p=.01$); and English Speaking Anxiety and English Speaking Success ($r=-.38$, $p=.01$) on the significance level of 0.05. English Speaking Self-Efficacy and English Speaking Success however, are negatively correlated and the relationship is significant ($r=.43$, $p=.01$).

Table 4.8 Correlation Analysis Among Speaking Self-Efficacy, English Speaking Anxiety, and Speaking Success (Participants in Total)

	English Speaking Self-Efficacy	English Speaking Anxiety	Speaking Performance
English Speaking Self-Efficacy	1		
English Speaking Anxiety	-.61**	1	
Speaking Performance	.46**	-.33**	1

** . Correlation is significant at the .01 level (2-tailed).

The table shows, there is a significant negative correlation between English Speaking Self-Efficacy and English Speaking Anxiety ($r = -.61$, $p = .01$), as well as between English Speaking Anxiety and Speaking Success ($r = -.33$, $p = .01$); besides, there is a significant positive correlation between English Speaking Self-Efficacy and English Speaking Success ($r = .46$, $p = .01$).

5. DISCUSSION AND CONCLUSION

In this chapter, the results obtained from the analyses are interpreted and discussed. The study examined the extent to which students achieved the speaking performance goals set by MONE and whether these achievement levels varied across schools. Additionally, the study presented the outcomes of a comparison between private and public schools in relation to English Speaking Self-Efficacy, English speaking anxiety, and Speaking Performance. Likewise, the study compared the reports obtained from students who practice English outside of school and those who do not, in terms of English Speaking Self-Efficacy, English speaking anxiety, and Speaking Performance. The study also established the relationship between English Speaking Self-Efficacy, English speaking anxiety, and Speaking Performance. Then, the results of the regression analysis which determined the effect of English Speaking Self-Efficacy and English speaking anxiety on English Speaking Performance were discussed. In conclusion, the study addressed the limitations of the present research and provided recommendations for future studies.

5.1. Discussion for Research Question 1

The first research question investigated students' success levels according to the target level. The results showed that while private school 7th grade students achieved the A1 speaking level determined by MONE, public school 7th grade students remained well below this level. On the other hand, considering the results of 8th grade students, neither private nor public school students could obtain the A2 speaking level that is expected by MONE. In this case, it can be concluded that the expected outputs of MONE are quite unrealistic, and there is a mismatch between the expected outcomes and the level students are actually at by the end of the education period.

While 7th grade students achieved A1 level on speaking performance, 8th graders were on A1 level, well below A2 level. Additionally, it was determined that the average of the 8th grade students' test results were slightly lower than the 7th grade students' results. The fact that students' speaking performances are worse in the

upper grades may also indicate that students practice speaking less or teachers focus less on their speaking skills. One reason may be that different schools, either private or public, place different emphases on English speaking skills. Another reason for this situation could be the high school entrance exam at the end of the 8th grade and the fact that this exam consists of only test questions disregarding oral language proficiency. The teachers of 8th grade students tend to prioritize teaching grammar rules that are more likely to appear on the high school entrance exams. However, this emphasis on exam preparation, combined with parents' lack of encouragement for their children to improve their speaking skills, may lead to a decline in students' speaking proficiency. So, there might be some kind of atrophy in their knowledge since students reduce speaking activities and focus on the test questions instead, as language that is not used “evaporates” (Thorndike, 1914). The findings of the current study are consistent with Kolkaya's (2019) research, which found that 12th-grade students have lower self-efficacy in speaking English than 11th-grade students. So it can be concluded that despite advancing to the next academic level, students may struggle to keep up with their English speaking abilities, and seniors of an educational stage experience a decline in their English speaking proficiency that leads them to feel less self-efficacious in their abilities.

Private schools may offer a better educational experience than public schools due to factors such as smaller class sizes. In contrast to public schools, where students often have to contend with crowded classrooms, private schools tend to have fewer students per class, allowing for more individualized attention from teachers. Private schools may provide students with more opportunities to practice speaking English, as they may allocate more time to this aspect of language learning. Additionally, private schools may have better teaching materials and physical resources that are designed to facilitate the teaching of English, which could contribute to the development of better speaking skills among their students.

5.2. Discussion for Research Question 2

The second research question aimed to find out the effect of school type and outside practice on English Speaking Self-Efficacy, English Speaking Anxiety and English Speaking performance. According to the study's findings, a noteworthy dissimilarity exists between private and public schools, with students enrolled in private schools exhibiting superior speaking proficiency compared to their counterparts in public

schools. In this respect, the study supported some of the previous studies (De Fraine et al, 2003; Ephraim, 2021; Kim, 2012) and contradicted others (Lubienski, 2008; Mancebón et al., 2017). The reason behind the difference in the levels of students in terms of speaking performance might be that private schools provide more qualified education in terms of English speaking skills. As cited by Ünsal (2019), the reason behind the higher speaking performance of students in private schools can be attributed to several factors, including greater access to instructional resources, supplementary coursework, smaller class sizes facilitating diverse teaching approaches and methods, and a more comprehensive language speaking curriculum compared to public schools. Similar results were obtained in terms of English Self-Efficacy and it was determined that private school students' self-efficacy levels were significantly higher than public school counterparts. Hence, it can be concluded that private school students proved their claim of seeing themselves as successful in English with the concrete success they showed as a result of the test. Therefore, these results corroborate the other results obtained through the analyses and prove the consistency of the study. The study's results corroborate the findings of Tehrani et al.'s (2014) study, which demonstrated that students enrolled in elite private schools possess higher levels of academic self-efficacy than students in public schools.

English Speaking Anxiety, however, does not differ according to the school type. What is more interesting is that both mean scores and standard deviations of anxiety levels of private and public school students are almost the same. It means that being successful or self-efficacious doesn't prevent students from feeling anxious anyway regardless of their school type. In other words, the level of anxiety cannot be associated with studying in a private or public school. The study's outcomes are in contrast to those of Tehrani et al.'s (2014) research, which discovered that students in private schools exhibit higher levels of anxiety compared to their counterparts in public schools.

The study revealed interesting results regarding the amount of speaking practise outside of the school. First of all, there is a strong difference between the students in terms of English Speaking Performance. Students who practice English outside the school are far more successful than those who don't. The reason why these results were not surprising is that speaking practice ensures speaking success whether it takes place in school or out of school. However, the results of Anyadubalu's (2010)

study which found that the exposure to the use of English does not predict the English language performance, contradicts with the results of the current study.

Speaking anxiety also varies significantly between students who practice outside of school and those who do not, according to the study. Students who practice English outside of school are less anxious than their non-practicing peers. Drawing upon these findings, one can infer that students who engage in English practice become more confident in their English speaking performance. However, this result does not support Dawale's (2002) study which found that students might feel anxious even though they use the language outside of the school. Furthermore, the study suggests that students who practice outside of school have higher levels of self-efficacy than those who do not. Batumlu and Erden (2007) reported that being successful increases the self-efficacy level and decreases the anxiety level. So, a possible reason that students who practice out of school have more English-speaking self-efficacy and lower English-speaking anxiety might be their awareness of proficiency level in speaking skills.

In the context of the contrast between private and public schools, there is one aspect that should also be taken into consideration. As previously noted in the literature review (see page 18), Turkey is a developing nation where there is a significant discrepancy in achievement between private and public schools. This situation highlights the necessity for education reform and the implementation of new educational policies to achieve equality and equity in education, which are qualities commonly found in developed countries.

5.3. Discussion for Research Question 3

In the analyses carried out to answer the third research question which aimed to find out whether the English Speaking Self-Efficacy and English Speaking Anxiety are the predictors of English Speaking Performance, very interesting findings were obtained. Firstly, as expected, it was found that English Speaking Self-Efficacy is a strong predictor of English Speaking Performance, so the students who believe that they are good at English speaking tend to speak English better than those who don't. In other words, being confident in English speaking makes students more successful in English speaking. Similar results were obtained in the study by Thompson et al. (2022) which found a significant relationship between self-efficacy and English

medium instruction success. Sundari & Dasmo (2014), however found a positive but non-significant effect of self-efficacy on speaking performance.

The most notable result from the analyses was that speaking anxiety in English was not a significant predictor of speaking performance. What is more interesting is that the regression value was positive. Although the regression coefficient is minor, we can still consider the slight predictive power of facilitative anxiety on speaking performance. Facilitative anxiety can be described as a factor that enhances learning and academic success (Rezaabadi, 2017). Nevertheless, the results of the study do not offer a complete explanation for the prediction of facilitative anxiety, and to provide a more comprehensive understanding, future research could examine the role of facilitative anxiety as a predictor of speaking performance. Onwuegbuzie et al. (2010) determined that the impact of anxiety on language performance is contingent upon the influence of achievement on language performance. Thus, it can be posited that anxiety is not a sufficient factor to counteract the attainment of success, implying that students who are already successful tend to be less susceptible to failure despite experiencing heightened levels of anxiety. Vice versa also implies that the students who are less anxious cannot always be successful at speaking performance. This, however, contradicts with Woodrow's (2006) study which found a strong negative effect of in-class and out-of-class anxiety on oral performance. However, Woodrow (2006) used correlational analysis instead of regression to explain the effect, thus the obtained results of the study were not satisfying enough to fully explain that English Speaking Anxiety predicts Speaking Performance. Nevertheless, similar method, SEM Analysis, used in Wu's (2019) study with 316 university students also contradicts with the result of the current study as Wu (2019) concluded that anxiety is a strong predictor of oral presentation performance and that higher anxiety decreases oral presentation performance. Yet, self-efficacy is found to be a positive predictor meaning that students who performed better are the ones who have a high level of self-efficacy which supports the results of the current study.

5.4. Discussion for Research Question 4

The last research question investigated the relationship among Speaking Self-Efficacy, English Speaking Anxiety, and Speaking Performance. The relationship between English Speaking Self-Efficacy and English Speaking Anxiety was found to be strongly negative. So, students who have a high level of English-speaking anxiety,

tend to have a low level of English-speaking self-efficacy and vice versa. In other words, students who experience anxiety and cannot feel comfortable while speaking English consider themselves inadequate in terms of their English speaking skills. This result supports the study conducted by Ghonsooly and Elahi (2010) which found that students who are more self-efficacious in terms of reading skills have lower anxiety levels.

The relationship between anxiety and speaking performance was also strongly negative, meaning that the more anxious students are generally less successful at speaking. The results contradicted with Phillips's (1992) study which found that the correlation between anxiety and oral performance is not significant; but parallel to other studies that found a strongly negative correlation between anxiety and speaking performance (Chen et al 2022; Woodrow, 2006).

Speaking self-efficacy, on the other hand, was strongly and positively correlated with English Speaking Performance, meaning that students who find themselves efficient in terms of speaking performance indeed performed better. From this point of view, it was seen that the results supported the previous studies that showed the positive effect of self-efficacy on speaking performance (Aregu, 2013), except a study by Zhang et al (2020), which found no negative or positive effect of self-efficacy on public speaking performance.

5.5. Pedagogical Implications

The current study revealed the level of proficiency in speaking skills of middle school students and mentioned the factors that affect speaking skills. From this point of view, the study sheds light on future studies to consider the problems encountered in speaking skills instruction, what should be taken into account when determining the target achievement levels, and how English-speaking education should be coordinated in schools.

Firstly, the study pointed out an educational problem in terms of teaching English speaking skills. It is revealed that MONE's expected outcomes of English speaking skills and the real outcomes of the students do not align with each other. In order to provide a better English education for middle school students, larger scale studies should be conducted and the educational needs should be determined in all respects.

Especially teaching methods, materials, physical conditions and curriculum should be considered in detail to provide better speaking skill instruction.

Secondly, the psychological predictions on speaking skills were investigated, and the findings showed that English Speaking self-efficacy positively predicts speaking performance, while English Speaking Anxiety is not a predictor of speaking performance. However, since there is a negative relationship between anxiety and self-efficacy, it is also important to reduce anxiety levels as well as increase students' self-efficacy in order to help them improve their speaking skills. The main reason why students feel anxious is fear of making mistakes (Jones, 2014) which causes them to avoid speaking (Hosni, 2014). Therefore, it is important for students to feel comfortable while learning English speaking skills in order not to be afraid of making mistakes, and to be encouraged to speak. In addition, formative speaking skills assessments should be arranged and appropriate feedback should be given to students to increase students' self-efficacy levels.

Lastly, it has been determined that the speaking performance of the students varies according to the type of school and private schools are more successful than public schools. In this case, it can be said that English-speaking instruction in private schools is at a better level than in public schools. In this respect, the current study offers some suggestions for improving education in schools. To ensure equity in education, adequate emphasis should be placed on enhancing English speaking abilities in public schools, including the possibility of extending course hours and elevating the proportion of English-speaking activities in elective courses, if deemed necessary. In terms of outside practise, one question that needs to be asked; whether students who practice English outside of school are better because they practice in addition to the practice at school, or they are better because there is no opportunity for practice at all in schools. To provide a definitive response to this query, an observation of the instructional setting is essential, including an assessment of the time allocated for speaking activities, the amount of target language used by both teachers and students, and the overall quality of the language learning environment.

5.6. Limitations

In order to guide further studies, some limitations found in this study are to be explained. First of all, the scope of the results obtained from this study is limited to 172 students in two public and three private schools in Erzurum. Moreover, the study

outcomes are grounded on the measurement scales responded by the students and the results of the speaking assessment, thereby carrying the potential for bias. Even more, it is important to take into account the fact that the same oral exam is given to all students, which raises the possibility of test questions being shared among those who have not yet taken the exam. This factor should be considered when interpreting the results, as it could result in a negative washback effect on students. This means that there is a risk of students memorizing answers provided by their peers prior to taking the test. Finally, in the current study, the socioeconomic background of the students was decided by their school type, so it might not fully explain the differences of speaking performances. Further studies can prepare a more extended demographic survey to learn the income and education level of the parents to see the direct effect of socioeconomic background. Likewise, there is limited information about the outside practice of the students. The only information available from the students pertains to whether they practice English outside of school or not, with the frequency of English practice remaining unknown. As a result, future investigations may explore how the amount of practice influences speaking competence by incorporating this inquiry into their measurement scales.

5.7. Recommendations for Future Research

A number of recommendations were noted for future research to address the issue in a broader context. Firstly, in order to investigate different factors affecting speaking performance, more demographic information can be collected such as the parents' educational background, income, and their level of English. This kind of information can help to disentangle the direct and indirect factors that affect speech performance. Besides, school and classroom conditions can be noted, and classroom observations can be made to see which physical and educational opportunities are provided for students. The information derived directly from the schools and classrooms can explain the environmental factors more precisely. Finally, to further investigate the relationship between speaking self-efficacy, speaking anxiety, and speaking performance, qualitative data could be incorporated into the study, and the views of teachers or students could be obtained through interviews.

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APPENDICES

Appendix 1. Ethical Committee Reports and Permission Papers



YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 20.10.2021

Toplantı No:2021/08

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Eğitim Fakültesi öğretim üyelerinden Dr. Öğr. Üyesi Burcu ÜNAL danışmanlığında lisansüstü öğrencisi Şeyma YANIK'ın yapacağı “**Ortaokul Öğrencilerinin İngilizce Konuşma Becerilerinin Milli Eğitim Kazanımları ve Diğer Çevresel/Bireysel Faktörlere Göre Değerlendirilmesi**” adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

Etik Kurul Üyeleri

Prof. Dr. Murat DONDURAN
Başkan

Prof. Dr. Ali ERYILMAZ
Üye

Prof. Dr. Gülhayat GÖLBAŞI ŞİMŞEK
Üye

Doç. Dr. Mehmet Emin KAHRAMAN
Üye

Doç. Dr. Senay OĞUZTIMUR
Üye

Doç. Dr. Yasir ŞEHİTOĞLU
Üye

Dr. Öğr. Üyesi Güzin AKYILDIZ
Üye



T.C.
ERZURUM VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-36648235-605.01-36879261
Konu : Anket ve Görüşme İzni
(Şeyma YANIK)

14/11/2021

VALİLİK MAKAMINA

İlgi: Yıldız Teknik Üniversitesi Rektörlüğü'nün 05.11.2021 tarihli ve E.2111050035 sayılı yazısı.

İlgi yazı ile, Yıldız Teknik Üniversitesi Araştırmacılarından; Yabancı Diller Eğitimi Anabilim Dalı Yabancı Dil (İngilizce) Öğretimi Tezli Yüksek Lisans öğrencisi (19708002 numaralı) **Şeyma YANIK** tarafından; "Ortaokul Öğrencilerinin Konuşma Becerilerinin Milli Eğitim Kazanımları ve Diğer Çevresel ve Bireysel Faktörlere Göre Değerlendirilmesi" konulu uygulama çalışması için izin talebinde bulunulmuştur.

İlgi yazı ve ekleri, Bakanlığımızın 21.01.2020 tarihli ve E.1563890 (2020/2) sayılı genelgesi çerçevesinde Komisyonumuzca incelenmiş olup; "Araştırmaların, Eğitim Öğretim Faaliyetlerini Aksatmayacak Şekilde, gönüllülük esasıyla ve varsa veli onay belgesinin onaylatılması" ve komisyon kararlarında belirtilen veri toplama araçlarının kullanılarak isimleri belirtilen okullarda uygulama ve anket çalışmasının yapılması, yapılan çalışmalarının sonuçlarının birer örneğinin Müdürlüğümüz, Strateji Geliştirme Şube Müdürlüğü (AR-GE Birimi)'ne gönderilmesi ve çalışmaların bir eğitim öğretim yılını kapsayacak şekilde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Salih KAYGUSUZ
İl Millî Eğitim Müdürü

OLUR
İlyas ÖZTÜRK
Vali a.
Vali Yardımcısı

Ek: İlgi Yazılar (1 adet dosya)

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Yönetim Cad. Valilik Binası Kat:4 Yakutiye ERZURUM
Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>
Telefon No : 0 (442) 234 48 00
E-Posta: arge25@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr
Bilgi için: H.TEMEL
Unvan : Veri Hazırlama ve Kontrol İşletmeni
İnternet Adresi: erzurummeb@meb.gov.tr
Faks: 4422351032
Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 2f18-b888-3860-ae92-014a kodu ile teyit edilebilir.



FORM:2	
T.C. MİLLÎ EĞİTİM BAKANLIĞI Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü	
ARAŞTIRMA DEĞERLENDİRME FORMU	
ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Şeyma YANIK
Kurumu / Üniversitesi	Yıldız Teknik Üniversitesi
Araştırma yapılacak iller	Erzurum
Araştırma yapılacak eğitim kurumu ve kademesi.	Erzurum İl Milli Eğitim Müdürlüğüne Bağlı Tüm Ortaokullar
Araştırmanın konusu	Ortaokul Öğrencilerinin Konuşma Becerilerinin Milli Eğitim Kazanımları ve Diğer Çevresel ve Bireysel Faktörlere Göre Değerlendirilmesi
Üniversite / Kurum onayı	Kurum Onayı İle
Araştırma / Proje /ödev / Tez önerisi	Araştırma İzni
Veri toplama araçları	Öğrenci Demografik Bilgi Anketi, İngilizce İle İlgili Özyeterlik İnancı Ölçeği (Konuşma Bölümü), İngilizce Konuşma Kaygısı Ölçeği, Sınıf İçi Gözlem Ölçekleri
Görüş İstenilecek Birim / Birimler.	
Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 2020/2 nolu genelge doğrultusunda yapılan incelemede araştırmanın kabulüne karar verildi.	
Komisyon Kararı	Oybirliği ile Kabulüne
Muhalif Üyenin Adı ve Soyadı	
KOMİSYON	
10.11.2021 Tokay İSLER	
İl Milli Eğitim Şube Müdürü Tunc AGAVER Yaşar YURTOĞLU Mesut ARAS	

Appendix 2. Demographic Information Survey

ÖĞRENCİ DEMOGRAFİK BİLGİ ANKETİ

Değerli Öğrenciler;

Cevaplandıracağınız bu anket, “Ortaokul Öğrencilerinin İngilizce Konuşma Becerilerinin Milli Eğitim Kazanımları ve Diğer Çevresel/Bireysel Faktörlere Göre Değerlendirilmesi” başlıklı çalışmada kullanılacak olup başka bir amaç için kullanılmayacaktır. Her soruyu kutucukları doldurarak yanıtlayınız. Lütfen işaretlenmeyen soru bırakmayınız. Anket formuna kimliğinizi belirtecek herhangi bir işaret koymayınız. Doğru bir değerlendirme için gerekli olan samimi cevaplarınız için şimdiden teşekkür ederiz.

Okulunuzun Adı:

.....

Cinsiyetiniz:

- ☐ Kız
☐ Erkek

Kaçıncı sınıfa gidiyorsunuz?

- ☐ 7. Sınıf
☐ 8. Sınıf

Kaçıncı sınıftan beri İngilizce eğitimi alıyorsunuz?

- ☐ Anaokulu
☐ 2. Sınıf
☐ 4. Sınıf
☐ Diğer (Belirtiniz)

Okul dışında İngilizce eğitimi(özel ders/dershane/aile tarafından) alıyor musunuz?

- ☐ Evet
☐ Hayır

İngilizce dersi dışında(ailenizle/arkadaşlarınızla/öğretmenlerinizle) İngilizce konuşuyor musunuz?

- ☐ Evet
☐ Hayır

Appendix 3. English Speaking Anxiety Scale

İngilizce Konuşma Kaygısı Ölçeği

Sevgili Öğrenciler, bu çalışma, İngilizce konuşma kaygınızı belirlemeye yönelik bir ölçme aracıdır. Aşağıda belirtilen beşli derecelendirme ölçeği üzerinde uygun gelen seçeneği (ölçek noktasını) işaretleyerek (X) belirtmeniz beklenmektedir. Çalışmaya göstermiş olduğunuz ilgidendolayı teşekkür ederim.

Sıra	İfadeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
1	Yabancı birisiyle İngilizce bir şeyler konuşmayı seviyorum.	①	②	③	④	⑤
2	İngilizce dersinde, hazırlık yapmadan konuşmak zorunda olduğumda çok kaygılanırım.	①	②	③	④	⑤
3	İngilizce dersinde konuşurken kendime güvenirim.	①	②	③	④	⑤
4	İngilizce konuşurken diğer öğrencilerin beni anlamayacağından endişeduyarım.	①	②	③	④	⑤
5	İngilizce konuşurken tedirgin olurum.	①	②	③	④	⑤
6	İngilizce dersinde herhangi bir konu hakkında konuşmam gerektiğinde kendimden emin olamam.	①	②	③	④	⑤
7	İngilizce konuşurken diğer öğrencilerin bana güleceklerinden kaygı duyarım.	①	②	③	④	⑤
8	Diğer öğrencilerin İngilizceyi benden daha iyi konuştuğunu düşünürüm.	①	②	③	④	⑤
9	Diğer öğrencilerin önünde İngilizce konuşma konusunda kendime güvenirim.	①	②	③	④	⑤
	İngilizce konuşurken, ana dilden İngilizce diline kelimeleri tek tek	①	②	③	④	⑤

10	tercüme ettiğimde kendimi tedirgin hissedirim.					
11	İngilizce dersinde sorulara gönüllü olarak cevap vermek beni utandırır.	①	②	③	④	⑤
12	İngilizce dersinde konuşurken hata yapmaktan korkarım.	①	②	③	④	⑤
13	Öğretmenin İngilizce olarak nededğini anlamadığım zaman kendimi tedirgin hissedirim.	①	②	③	④	⑤
14	İngilizce öğretmeni bana sorularsorduğunda, kendimi gergin hissedirim.	①	②	③	④	⑤
15	İngilizce konuşma yaparken korku içinde olurum.	①	②	③	④	⑤
16	İngilizce konuşurken kelimeleri yanlış telaffuz edeceğim diye kaygı duyarım.	①	②	③	④	⑤

Appendix 4. English Speaking Self-Efficacy Scale

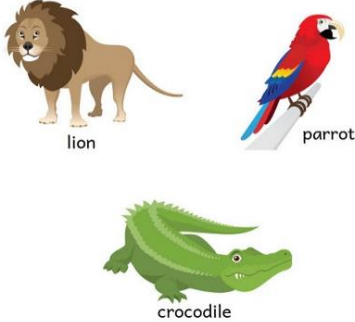
İngilizce İle İlgili Özyeterlik İnancı Ölçeği Konuşma Bölümü

(1= bana hiç uymuyor – 5= bana tamamen uyuyor)


KONUŞMA						
1	Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
2	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
3	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
4	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
5	Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
6	Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5

Appendix 5. TOEFL Primary Speaking Test

Which animal do you like? Why?



lion parrot crocodile



How do you give food to the birds?

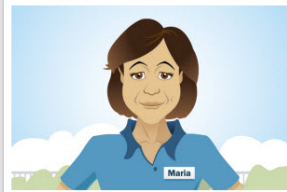
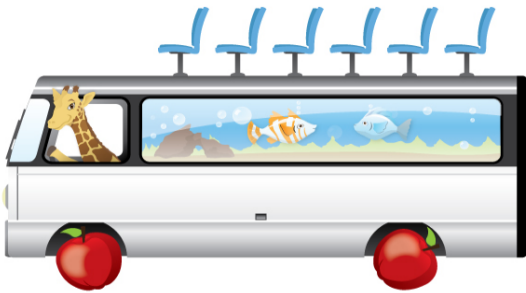


1 2 3 4



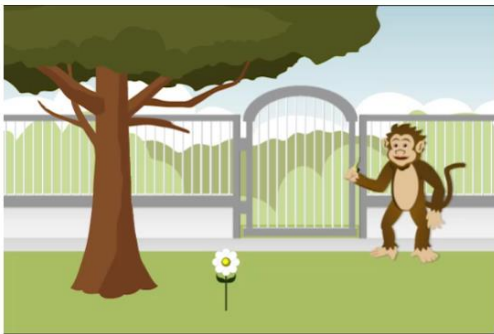
00:27

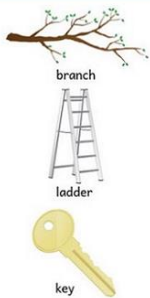
What's strange on the bus?



00:18

The key





branch

ladder

key

What happened, and where is the key?






branch

ladder

key

00:28

Ask to see the tigers.



00:15

Questions about the tiger





00:28

Appendix 6. Parent and Student Consent Form

DENEKLERİN GÖNÜLLÜLÜĞÜ VE AYDINLATILMIŞ VELİ ONAM FORMU

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Sayın Velimiz,

Velisi bulunduğunuz öğrenciyi, “**İngilizce Konuşma Becerilerinin; Milli Eğitim Kazanımlarıyla, İngilizce Özyeterlik ve Konuşma Kaygısı ile Karşılaştırılması**” adlı çalışmamıza katılmaya davet ediyoruz.

Bu çalışma;

Öğrencilerin konuşma becerilerini ölçmeye yönelik konuşma testi uygulaması,

Öğrencileri tanımaya yönelik demografik sorular,

Öğrencilerin İngilizce konuşma öz-yeterlik algılarını ve İngilizce konuşma kaygılarını tespit etmeye yönelik anket içermektedir.

Öğrencilere uygulanacak konuşma testi bilgisayar üzerinden yapılacak olup sınav süresince görüntü ve ses kaydı alınacaktır fakat bu görüntüler araştırmacı ve değerlendiriciler dışında hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır. Çalışma için Milli Eğitim Bakanlığı’ndan gerekli izinler alınmış olup katılımda **gönüllülük** esastır. Velisi bulunduğunuz öğrenci, çalışmaya katılmama veya katıldıktan sonra çalışmanın herhangi bir anında ayrılma hakkına sahiptir. Öğrencinin çalışmaya katılmasına izin vermeniz halinde öğrencinin de onayı alınarak çalışma yürütülecektir.

1. Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı:** Bu çalışmada, öğrencilerin konuşma becerileri ile Milli Eğitim müfredatında belirtilen kazanımlar, sınıf içi aktiviteler ve İngilizce konuşma kaygısı arasındaki ilişki incelenecektir.
- Araştırmanın İçeriği:** Öğrenciler İngilizce konuşma testini tamamlayacak, daha sonra “İngilizce Konuşma Özyeterlik” ve “İngilizce Konuşma Kaygısı” Anketini kendilerine göre cevaplandıracaklardır.
- Araştırmanın Nedeni:** Yüksek Lisans Tez çalışması
- Araştırmanın Yapılacağı Yer(ler):** Milli Eğitim’e bağlı özel ve resmi ortaokullar

2. Çalışmaya Katılım Onayı:

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve velisi bulunduğum öğrencinin katılması istenen çalışmanın kapsamını ve amacını tamamen anladım. **Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkânı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel verilerin korunması konusunda teminat verildi.** Velisi bulunduğum öğrencinin çalışmayı herhangi bir zamanda ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğini ve bıraktığı takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın velisi bulunduğum öğrencinin katılmasına onay veriyorum.

- ☐ Evet, velisi bulunduğum öğrenci çalışmaya **katılabilir.**
☐ Hayır, velisi bulunduğum öğrenci çalışmaya **katılamaz.**

Öğrenci Velisi Adı ve Soyadı:

Tarih:

İmza:

Detaylı bilgi almak için:

adresine mail atabilir veya

numaralı telefona mesaj

gönderebilirsiniz.

Arş. Gör. Şeyma YANIK

DENEKLERİN GÖNÜLLÜLÜĞÜ

VE

AYDINLATILMIŞ ÖĞRENCİ ONAM FORMU

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Değerli Öğrencilerimiz,

Sizleri, “**İngilizce Konuşma Becerilerinin; Milli Eğitim Kazanımlarıyla, İngilizce Özyeterlik ve Konuşma Kaygısı ile Karşılaştırılması**” adlı çalışmamıza katılmaya davet ediyoruz.

Bu çalışma;

Öğrencilerin konuşma becerilerini ölçmeye yönelik konuşma testi uygulaması,

Öğrencileri tammaya yönelik demografik sorular,

Öğrencilerin İngilizce konuşma öz-yeterlik algılarını ve İngilizce konuşma kaygılarını tespit etmeye yönelik anket içermektedir.

Öğrencilere uygulanacak konuşma testi bilgisayar üzerinden yapılacak olup sınav süresince görüntü ve ses kaydı alınacaktır fakat bu görüntüler araştırmacı ve değerlendiriciler dışında hiçbir şekilde üçüncü kişilerle paylaşılmayacaktır. Çalışma için Milli Eğitim Bakanlığı’ndan gerekli izinler alınmış olup katılımda **gönüllülük** esastır. Çalışmaya katılmama veya katıldıktan sonra çalışmanın herhangi bir anında ayrılma hakkına sahipsiniz. Velinizin onayı ile birlikte sizin de onayınız alınarak çalışma yürütülecektir.

1. Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı:** Bu çalışmada, öğrencilerin konuşma becerileri ile Milli Eğitim müfredatında belirtilen kazanımlar, sınıf içi aktiviteler, İngilizce konuşma özyeterliği ve İngilizce konuşma kaygısı arasındaki ilişki incelenecektir.
- Araştırmanın İçeriği:** Öğrenciler İngilizce konuşma testini tamamlayacak, daha sonra “İngilizce Konuşma Özyeterlik” ve “İngilizce Konuşma Kaygısı” Anketini kendilerine göre cevaplandıracaklardır.
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Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmak istiyorum.

- ☐ Evet, çalışmaya katılmak istiyorum.
- ☐ Hayır, çalışmaya katılmak istemiyorum.

Öğrenci Adı Soyadı:

Tarih:

İmza: