Researchıng The Anxıety Of Speakıng Englısh Among Students Studyıng Tourısm Education Accordıng To Varıous Varıables

Assoc. Prof. Çiğdem Özkan[1], Ramazan Ceyhan[2], Y. Ahmed[3]

[1&2,3]Gauhati University India
cigdemirmak26@gmail.com[1], 3yahiahojai@gmail.com[3]

ABSTRACT

The aim of this study is to examine the level of anxiety that is particularly effective on speaking skills in language learning. Data were obtained using qualitative and quantitative research methods in line with the aim of the study. According to the quantitative research results obtained from this study, which is based on a comparison of English speaking anxiety among students studying tourism education according to various variables, those who work in an English-speaking job experience less speaking anxiety than those who do not. Similarly, those who have previously been abroad experience less English speaking anxiety than those who have not .

Furthermore, no significant relationship was found between speaking anxiety and gender, age, education level, class level, whether or not they had previously received language training, their field of study, the duration of language training, the time they started learning English, or the length of time they had worked in an English-speaking job.

According to the qualitative research results obtained from this study, which compares students studying tourism education with English speaking anxiety based on various variables; it was concluded that participants had sufficient knowledge about the concept of anxiety, those with a good level of English speaking had good classroom performance, and those with low levels of English speaking had low classroom performance. Furthermore, it was concluded that those with insufficient English speaking proficiency had high levels of anxiety, and that while those with low English proficiency felt negative emotions when speaking English, those with good English proficiency felt positive emotions.

KEYWORDS: Speaking Anxiety, Tourism Students, English Language, Turkish Students.

INTRODUCTION

The fundamental characteristics that distinguish humans from other species include the ability to think, speak, and write. Humans use language as a tool to express their feelings and thoughts, communicate in social life, and transmit their culture. Therefore, language is considered an indispensable element of life at both the individual and societal levels.

Language is a social agreement system and the most powerful means of communication, enabling people to express their feelings, thoughts, attitudes, and beliefs. According to Yalçın (2005: 7), language is a system consisting of all kinds of signs, especially sound signs, used to convey feelings and thoughts. Ergin (2012: 3) defines language as "a natural tool that facilitates understanding between people, a living entity with its own unique rules that develops within the framework of these rules, and a social institution woven from sounds." According to Özbay (2009: 2), language is the most effective tool that people use to share information, convey emotions, and pass on culture from generation to generation in all areas of life.

Language, a fundamental element in human communication, has also been a subject of research in various scientific fields. Linguistic research classifies languages into four groups based on their origins: Indo-European, Hamito-Semitic, Bantu, and Sino-Tibetan languages; and into three groups based on their structure: monosyllabic, agglutinative, and inflected languages. While each language has common characteristics specific to its family, each also has its own unique structural and cultural qualities.
The process of learning language begins at birth, with individuals first acquiring the language they hear from their mother and immediate environment. Aksan (1990: 81) defines the mother tongue as the language that becomes embedded in an individual's subconscious and forms their strongest bonds with society. Similarly, Korkmaz (2003: 18) expresses the concept of mother tongue as the language that an individual learns in the environment where they are born and raised and which becomes integrated with their personal identity. From the moment they are born, children acquire the sound characteristics of the language that surrounds them and construct their world of meaning through this language (Adalı, 1983: 380).

Every language learned after the mother tongue is called a foreign language (Demircan, 1990: 8). Today, globalization, technological developments, and the intensification of international relations have increased the importance of foreign language teaching. In this process, the development of communication skills is among the fundamental objectives of language teaching.

One of the most fundamental elements of communication, speech enables individuals to express their feelings, thoughts, and knowledge verbally through language. Çongur (1995: 42) defines speech as "the ability of a person to convey their feelings and thoughts to others for a specific purpose," while Demirel (1999) explains speech as the process of conveying feelings and thoughts through language by loading them onto sounds. Calp (2010: 191) evaluates speech as a psychomotor skill in which mental and physical processes work together. According to the Common European Framework of Reference for Languages, the aim of speech teaching is to develop the individual's comprehension and expression skills, to enable them to socialize by communicating effectively in daily life, and to meet their needs (Varışoğlu, 2018: 48).

Individual differences play a significant role in language learning and the development of speaking skills. Anxiety level is at the forefront of these differences. Anxiety is a psychological response that an individual gives to environmental or internal factors. According to Budak (2000: 437), anxiety is "a response that develops towards a threat that is present in the environment or within the individual but has not yet been perceived." The Turkish Language Association (2022) defines anxiety as "a feeling of tension that usually arises from the thought that something bad will happen." Anxiety is a natural defense mechanism that arises when an individual feels insecure. However, when this feeling becomes intense and persistent, it can negatively affect the individual's cognitive and social functioning (Göksu and Kumcağız, 2020: 466).

Anxiety is a psychological state with cognitive, emotional, physical, and behavioral components. According to Aydın and Tiryaki (2017: 715), anxiety is divided into two types: short-term "situational anxiety" that arises from environmental factors and "persistent anxiety" that lasts throughout an individual's life. Both types of anxiety can affect an individual's speaking and communication skills during the language learning process.

The primary objective of this study is to examine the level of anxiety that significantly impacts language learning, particularly speaking skills. The anxiety individuals experience during the speaking process directly affects their desire to communicate, their ability to actively use the language, and their self-confidence. Accordingly, this study aims to determine the anxiety levels of foreign language learners on their speaking skills, reveal the possible causes of anxiety, and develop solutions for the language teaching process.

The research also aims to provide data that will support practices aimed at developing speaking skills in both native and foreign language teaching processes. Thus, it is expected to contribute to students' ability to communicate more effectively by reducing their speaking anxiety. One of the most challenging areas in foreign language teaching is speaking skills. Speaking anxiety is cited as one of the most important reasons why students remain inadequate in speaking despite understanding the language. In this regard, the main problem of the research can be stated as follows:

What is the level of anxiety on the speaking skills of individuals learning a foreign language, and what are the factors affecting this anxiety?
In addition to this fundamental question, the following sub-problems can also be addressed in the study:
1. Does the level of speech anxiety differ according to variables such as gender, age, and education level?
2. What are the main causes of speech anxiety among students?
3. How does speech anxiety affect students' language performance and communication proficiency?
4. What are the teaching strategies aimed at reducing anxiety, and how effective are these strategies in developing students' speaking skills?

In a globalizing world, individuals' ability to communicate with different cultures and increase their professional and academic success largely depends on their foreign language proficiency, especially their speaking skills. However, many individuals experience anxiety when it comes to actively using a foreign language. This situation reduces the efficiency of the language learning process and undermines students' self-confidence.

This research aims to contribute to the field of language teaching by identifying the causes and effects of speaking anxiety. The findings are expected to guide teachers in developing strategies to reduce anxiety in their classroom practices and to help students use their speaking skills more effectively.

Furthermore, the research results will contribute to the reorganization of language teaching programs, the strengthening of communication-based approaches, and the creation of learning environments that take students' psychological factors into account. In this respect, the study makes an important contribution to both individual learning processes and the overall effectiveness of foreign language teaching.

LITERATURE REVIEW
Research on foreign language anxiety shows that the emotional barriers individuals experience during foreign language learning processes play a decisive role in success. Numerous studies conducted in this field have revealed that there is generally a negative relationship between anxiety levels and academic achievement.

Öner and Gedikoğlu (2007), in their study examining the effect of secondary school students' foreign language anxiety on English learning, found a significant and negative relationship between students' anxiety levels and their language achievement. Similarly, Batumlu and Erden (2007) found a negative relationship between the foreign language anxiety levels of university preparatory class students and their English achievement, noting that unsuccessful students had higher anxiety levels.

Aydın (2008), in his study conducted on university students, determined that fear of negative evaluation is an important source of foreign language anxiety. Burgucu (2011) examined Turkish students' motivation, attitudes, and anxiety levels towards learning English and revealed a negative relationship between general motivation and foreign language anxiety. In line with this finding, Öztürk (2012) and Takan (2014) also found a negative relationship between foreign language speaking anxiety and motivation. Waseem and Jibeen (2013), in their study on Pakistani students, determined that the relationship between motivation and anxiety is inversely proportional; as motivation levels increase, anxiety decreases. Çimen (2011) examined the relationship between education faculty students' anxiety levels regarding English courses and their perceptions of self-efficacy, concluding that as self-efficacy increased, English anxiety decreased. Similarly, a study by Tsai (2013) found a significant and negative relationship between high school students' foreign language learning anxiety and their self-efficacy levels.

One of the studies examining the relationship between anxiety and individual characteristics, Aksoy (2012), revealed a significant relationship between foreign language anxiety and shyness. Demirtaş and Bozdoğan (2013) also found a negative relationship between foreign language anxiety and language performance. In a study conducted by Baş (2014), a significant negative relationship was determined between high school students' foreign language anxiety and their academic achievement and attitudes toward English classes.

Bashosh, Nejad, Rastegar, and Marzban (2013) examined the relationships between shyness, foreign language anxiety, gender, willingness to communicate, and foreign language proficiency, but did not find a significant relationship between shyness and foreign language anxiety.

Research conducted in the field of tourism in the literature is noteworthy in terms of the sectoral importance of foreign language anxiety. Akşit and Gökçe (2019), in their study on "Factors affecting the foreign language speaking anxiety levels of tourism undergraduate students," determined that students' speaking anxiety levels were above average and that the factors most affecting anxiety were the course structure and the attitude of the instructor. They also concluded that female students had higher anxiety levels than male students.

Research conducted by Akgöz and Gürsoy (2014) found that tourism students' attitudes, motivation, and determination toward foreign language education varied according to individual differences. Duman et al. (2017) revealed that the vast majority of tourism students participating in the study experienced anxiety about speaking in class. Another study by Demirtaş and Bozdoğan (2013) determined that female students had higher levels of speaking anxiety than male students.

Overall, research shows that foreign language anxiety is a common problem among students. Anxiety levels are seen to be related to variables such as personality traits, motivation, self-efficacy, gender, teaching method, and learning environment.

In this regard, the current study aims to examine the levels of foreign language speaking anxiety among university students studying tourism education. The tourism sector requires employees to actively use their foreign language skills, particularly speaking skills. Therefore, the sample of the study consists of university students enrolled in tourism programs. The findings of the research are expected to contribute to both reducing speaking anxiety in tourism education and developing new approaches for foreign language teaching.

METHOD

Research Design

The theoretical framework of this research is based on the fundamental concepts in the literature regarding English speaking anxiety levels, anxiety, and studies related to the counseling profession. The theoretical discussions on these concepts are included in the literature review section. As a result of the literature review, the main research question was determined as follows: "What is the level of anxiety about speaking English among students studying tourism at universities?"

Research Method

A mixed method is used in the research. Mixed method is a research approach frequently preferred in social sciences, which involves the combined use of quantitative and qualitative data collection methods. This method provides researchers with more comprehensive data in terms of both deduction and induction by reducing the limitations of both methods. This is also one of the most important elements that constitute the originality and scientific contribution of the study.

Research Model and Hypotheses

In the quantitative section of the research, the general survey model, one of the quantitative research models, will be used. According to Karasar (2009), the general survey model is based on collecting data on the entire population or a sample selected from it in order to arrive at a general judgment about the individuals in the population. A review of the national literature reveals various studies examining speech anxiety levels in different occupational groups and age categories (Gaibani and Elmenfi, 2014; Özkan and Kınay, 2015; Çakmak and Hevedanlı, 2005; Aydın, Yavuz, and Yeşilyurt, 2006; Demirdaş and Bozdoğan, 2013). In this study, the English speaking anxiety levels of university students studying tourism education are measured comparatively. In addition, differences between speaking anxiety and demographic variables such as age, gender, education level, and foreign language background are examined.

According to Karasar (2008), the research model is "the organization of the conditions necessary for the collection and analysis of data in an economical manner appropriate to the research objective." In this regard, the model of the study is designed to investigate the relationships between foreign language speaking anxiety levels and various demographic characteristics and the

department in which the students are enrolled.

According to Yüksel and Yüksel (2004), a hypothesis is "a scientific statement that leads the research to a conclusion, the accuracy of which has not yet been tested." In this context, the following hypotheses have been developed:

H1: The English speaking anxiety levels of students studying tourism at universities are above average.
H2: Speaking anxiety levels differ according to the departments and grade levels in which students are enrolled.
H3: Speaking anxiety levels differ according to age and gender.
H4: Speaking anxiety levels differ according to students' foreign language proficiency levels.
H5: Speaking anxiety levels differ according to educational levels.
H6: Speaking anxiety levels differ according to employment status in the sector.

The qualitative part of the research seeks an in-depth answer to the basic research question: "What is the level of English speaking anxiety among students studying tourism at universities?" It is anticipated that the qualitative data will add depth to the research and form a holistic structure with the quantitative findings.

Population and Sample
The population of the study consists of 44,743 students enrolled in associate and bachelor's degree programs in Tourism and Hotel Management, Tourism Management, Tourist/Tourism Guiding, Tourism and Travel Services, Travel Management, and Tourism Guiding at state universities in Turkey.

The sample group consists of associate and bachelor's degree students studying tourism at Çanakkale Onsekiz Mart University. For quantitative research, the goal was to reach at least 381 students using convenience sampling. In the qualitative part, in-depth interviews were conducted with at least 10 students, with at least two students from each unit. Interviews continued until data saturation was achieved.

According to YÖK Atlas 2023 data, the number of students enrolled in tourism programs across Turkey is 44,473.
Due to time, cost, and accessibility reasons, the study opted for sampling rather than reaching the entire population. The "convenience sampling" method, one of the "non-probability" sampling methods, was used to determine the sample from the population, and the data was obtained through face-to-face interviews. "The essence of convenience sampling is that everyone who responds to the survey is included in the survey. The process of finding subjects continues until the desired sample size is reached" (Altunışık et al. 2012: 142). Accordingly, the sample size should be between 318 and 381.

Data for the qualitative research section was collected until data saturation was reached. Nevertheless, at least 10 in-depth interviews were conducted to enable measurement. The sample group consists of students studying tourism at different departments of Çanakkale Onsekiz Mart University. Quotas were set for these departments. A total of five departments were included, with a minimum quota of two students from each department.

Data Collection Methods and Tools
Surveys and interviews will be used in the research. The survey method was preferred in terms of obtaining a large amount of data, increasing validity and reliability, and measuring individuals' behavioral and attitudinal characteristics.
The survey form consists of two sections:

Demographic Section: This section includes information such as the participants' age, gender, educational status, length of time learning English, and sectoral experience.

English Speaking Anxiety Scale: Developed by Orakçı (2018), the 16-item scale was used in its validated and reliable form.
A semi-structured interview form was used in the qualitative research. The interview questions were adapted from the study by Duman et al. (2017). Sample questions are as follows:
-What do you think English speaking anxiety is?
-How does this anxiety affect your performance in class?
-What are the underlying causes of speaking anxiety?
-How do you feel when you speak English?
-If your speaking anxiety disappeared, what would change in your life?

Data Collection and Analysis
Data was collected through face-to-face interviews on a voluntary basis. Quantitative data was analyzed using the SPSS software package. T-tests and ANOVA methods were used for comparative analyses.
Qualitative data was analyzed using content analysis to identify themes, and the findings were reported.

FINDINGS
Findings Related to Demographic Characteristics
This section presents the frequency and percentage distributions of findings related to the demographic characteristics of the participants in the study in tabular form. Table 1 shows the demographic and socio-cultural characteristics of the participants in the study. The majority of participants were male (51.5%), aged 18-24 (61.8%), high school graduates (70.8%), studying tourist guiding (47.8%), and second-year students (46.5%). Most of the participants (53.2%) stated that they had previously received English language training outside of school, 19.9% of those who received language training had received less than one year of language training, and most of the participants (43.5%) stated that they had started receiving English language training in middle

school.

The majority of participants had never traveled abroad (80.1%), had not worked in a workplace where they could speak English (72.1%), and of those who had worked in a workplace where they could speak English (14.6%), they had worked for less than one year.

Table 1: Frequency and Percentage Analysis Results for Categorical Features

Control Variables		f	%
Gender	Woman	146	48.5
	Male	155	51.5
Age	18-24	186	61.8
	25-31	54	17.9
	32-38	24	8.8
	39-45	21	7.0
	46 and above	16	5.3
Educational Status	High school	213	70.8
	Associate Degree	73	24.3
	Licence	15	5.0
The Department You Are Reading	Tourism and Hotel Management	75	24.9
	Tourist Guide	144	47.8
	Travel Business	32	10.6
	Travel Business and Tourist Resources	27	9.0
	Gastronomy and Culinary Arts	23	7.6
Your Class Level	1st grade	132	43.9
	2nd grade	140	46.5
	3rd grade	13	4.3
	4th grade	16	5.3
Have you ever received English language training outside of school?	Yes	160	53.2
	No	141	46.8
How many years did you study languages?	Less than 1 year	60	19.9
	1 year	19	6.3
	2 years	26	8.6
	3 years	16	5.3
	4 years and above	44	14.6
When did you start learning English?	Primary school	107	35.5
	Middle school	131	43.5
	High school	52	17.3
	University	11	3.7
Have you been abroad before?	Yes	60	19.9
	No	241	80.1
Have you had any work experience where you could speak English?	Yes	83	27.6
	No	217	72.1
How long have you been working in a workplace where you can speak English?	Less than 1 year	44	14.6
	1 year	9	3.0
	2 years	19	6.3
	3 years	4	1.3
	4 years and above	10	3.3

Table 2. English speakinganxietyFindings Regarding the Reliability of the Scale

Table 2 shows the reliability statistic for the English speaking anxiety scale as 0.898. The English speaking anxiety scale was found to be highly reliable. Since a value of 0.60 or higher is considered sufficient in the social sciences, the scales are considered reliable (Durmuş, Yurtkoru , & Çinko, 2013).

Findings regarding the reliability of the scales		
	Cronbach's Alpha	Number of Items
Organizational DNA	0.898	16

English Speaking Anxiety Scale Findings Regarding Comparison of Participants According to Demographic

Characteristics

T -test Findings According to Gender and English Speaking Anxiety Levels

Before analyzing the significant difference between gender and IQRS using a t-test, the equality of group variance was examined. Equality of group variance is determined using the Levene test. The t-statistic calculated for acceptance of the Levene test , also known as the homogeneity test, differs from the t-statistic calculated for rejection. A p-value greater than 0.05 in the Levene test indicates that the groups' variances are equal.

H1: There is a significant difference between gender and IKK.

	Gender	n	$\overline{X}$	ss .	t	p
IKK	Woman	146	2.65	0.90043	,159	0.874
	Male	155	2.63	0.81525		

Levene test, the p value was found to be 0.93. Accordingly, since the p value was greater than 0.05 , the variance of the groups was considered equal (p=0.93>0.05). The hypothesis was tested by looking at the p value in the first row of the analysis. Accordingly, there is no difference in IKK (p=0.874>0.05) by gender at the 0.05 significance level. **H1 hypothesis is rejected.**

Table 4. T-test Findings Comparing English Speaking Anxiety Levels According to Whether or Not They Had Previous English Language Education Outside of School

Before analyzing whether there was a significant difference between the status of having received language training before and the IKK with the T-test, it was checked whether the variance of the groups was equal.

H2: There is a significant difference between having received language education before and IKK.

	Language Education	n	$\overline{X}$	ss .	t	p
IKK	Yes	160	2.6523	0.91823	,164	0.870
	No	141	2.6361	0.78310		

Levene test, the p value was found to be 0.66. Accordingly, since the p value was greater than 0.05 , the variance of the groups was assumed to be equal (p=0.66>0.05). The hypothesis was tested by looking at the p value in the first row of the analysis. Accordingly, there was no difference at the 0.05 significance level based on whether or not IKK had received previous language training (p=0.870>0.05). **Hypothesis H2 was rejected.**

Table 5. T-test Findings Comparing English Speaking Anxiety Levels According to Whether or Not You Have Been Abroad Before

Before analyzing whether there was a significant difference between the status of having been abroad before and the IKK with the T-test, it was checked whether the variance of the groups was equal.

H3: There is a significant difference between whether or not you have been abroad before and the IKK.

	Language Education	n	$\overline{X}$	ss .	t	p
IKK	Yes	60	2.3802	0.88518	-2,702	0.007
	No	241	2.7106	0.83781		

Levene test, the p value was found to be 0.601. Accordingly, since the p value was greater than 0.05 , the variance of the groups was considered equal (p=0.601>0.05). The hypothesis was tested by looking at the p value in the first row of the analysis. Accordingly, there was a difference at the 0.05 significance level according to whether or not IQC (p=0.007<0.05) had received previous language training. **Thus, hypothesis H3 was accepted.** As can be seen from the means, those who had not received language training had higher speaking anxiety compared to those who had (Yes=2.3802, No =2.7106).

Table 6. T-test Findings Comparing English Speaking Anxiety Levels Based on Whether or Not You Have Previously Worked in a Job Where English Is Spoken

Whether or not you have worked in an English-speaking job beforeBefore analyzing whether there was a significant difference between the IKK using the T-test, it was checked whether the variance of the groups was equal.

H4: Whether or not you have worked in an English-speaking job beforeThere is a significant difference between the status and IKK.

	Working Status	n	$\overline{X}$	ss .	t	p
IKK	Yes	83	2.3802	0.89919	-3,276	0.001
	No	217	2.7106	0.82111		

Levene test, the p value was found to be 0.457. Accordingly, since the p value was greater than 0.05 , the variance of the groups was considered equal (p=0.457>0.05). The hypothesis was tested by looking at the p value in the first row of the analysis. Accordingly, the IKK (p=0.001<0.05) was determined as having worked in an English-speaking job before.There is a difference at the 0.05 significance level according to my situation. **Thus, hypothesis H4 was accepted.** As can be seen from the means, those who do not work in an English-speaking job have higher speaking anxiety compared to those who do (Yes = 2.3802, No = 2.7106).

Table 6. ANOVA Findings for Comparing ICC and Age Variables
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. This homogeneity test is performed using the LEvene test. Accordingly, since (p=0.09>0.05), a prerequisite for one-way analysis of variance is met.

H5: There is a significant difference between IKK and age variables.

	Age	n	$\overline{X}$	ss .	F	p	
IKK	18-24	186	2.6946	0.06232	0.813	,517	
	25-31	54	2.5023	0.10985			
	32-38	24	2.7605	0.14471			
	39-45	21	2.5238	0.17811			
	46 and above	16	2.5313	0.31950			

The table shows that the p value is 0.517>0.05. Accordingly, there is no significant difference between the IKK based on age. **Hypothesis H6 is rejected.**

Table 7. ANOVA Findings for Comparing ICC and Education Status Variables
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. This homogeneity test is performed using the LEvene test. Accordingly, since (p=0.32>0.05), the prerequisite for one-way analysis of variance is met.

H7: There is a significant difference between the variables of IKK and education status.

	Age	n	$\overline{X}$	ss .	F	p	
IKK	Primary school	107	2.5648	0.90061	1,699	,167	
	Middle school	131	2.6555	0.79562			
	High school	52	2.6719	0.79356			
	University	11	3.1648	1.25849			

The table shows that the p value is 0.167>0.05. Accordingly, there is no significant difference between the IKK based on age. **Hypothesis H7 is rejected.**

Table 8. ANOVA Findings Comparing the IKK and Department Variables
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. Homogeneity testing is performed using the Levene test. Accordingly, since (p=0.006>0.05), the prerequisite for one-way analysis of variance is not met. In cases where homogeneity is not achieved, the Welch and Brown -Forsythe tests were performed.
H8: There is a significant difference between the variables of IKK and the department he/she studies in.

	Age	n	$\overline{X}$	ss .
IKK	Tourism and Hotel Management	75	2.7275	0.99961
	Tourist Guide	144	2.5521	0.86198
	Travel Business	32	2.8184	0.75157
	Travel Business and Tourist Resources	27	2.5046	0.63096
	Gastronomy and Kitchen Industry.	23	2.8777	0.57944

IKK	P
Welch	0.80
Brown- Forsythe	0.105

Since the p value in both tests is 0.80>0.05 and 0.105>0.05, there is no significant difference between the groups. **Hypothesis H8 is rejected.**

Table 9. ANOVA Findings for Comparing ICC and Grade Level Variables
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. Homogeneity testing is performed using the Levene test. Accordingly, since (p=0.173>0.05), the prerequisite for one-way analysis of variance is met.

H9: There is a significant difference between IKK and grade level variables.

	Grade level	n	$\overline{X}$	ss .	F	p	
IKK	1st grade	132	2.6785	0.88510	0.822	,483	
	2nd grade	140	2.6513	0.85955			
	3rd grade	13	2.2885	0.71331			
	4th grade	15	2.6625	0.63554			

The table shows that the p value is 0.483>0.05. Accordingly, there is no significant difference between the IKK scores based on grade level. **Hypothesis H9 is rejected.**

Table 10. ANOVA Findings Comparing the Variables of IKK and Duration of Language Education
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. Homogeneity testing is performed using the Levene test. Accordingly, since (p=0.482>0.05), the prerequisite for one-way analysis of variance is met.

H10: There is a significant difference between the variables of IKK and duration of language education.

	Grade level	n	$\overline{X}$	ss .	F	p	
IKK	Less than 1 year	60	2,7021	0.90552	0.916	,456	
	1 year	19	2.5099	0.77763			
	2 years	26	2.4014	0.89968			
	3 years	16	2.5234	0.92446			
	4 years and above	44	2.7784	0.99476			

The table shows that the p value is 0.456>0.05. Accordingly, there is no significant difference between the IKK and the duration of language education. **Hypothesis H10 is rejected.**

Table 11. ANOVA Findings Comparing the Time to Learn English Variables with IKK
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. Homogeneity testing is performed using the Levene test. Accordingly, since (p=0.32>0.05), the prerequisite for one-way analysis of variance is met.

H11: There is a significant difference between the variables of IKK and the starting level of learning English.

	Grade level	n	$\overline{X}$	ss .	F	p	
IKK	Primary school	107	2.5648	0.90061	1,699	,167	
	Middle school	131	2.6555	0.79562			
	High school	52	2.6719	0.79356			
	University	11	3.1648	1.25849			

The table shows that the p value is 0.167>0.05. Accordingly, there is no significant difference between the IKK and the duration of employment. **Hypothesis H11 is rejected.**

Table 12. ANOVA Findings Comparing the Time Working in an English-Speaking Job and the Time Learning English
Before conducting the ANOVA test, a homogeneity test should be performed to test the equality of variance between groups. Homogeneity testing is performed using the Levene test. Accordingly, since (p=0.103>0.05), the prerequisite for one-way analysis of variance is met.

H11: There is a significant difference between the variables of IKK and length of time working in an English-speaking

job.

	Grade level	n	$\overline{X}$	ss .	F	p	
IKK	Less than 1 year	44	2.4545	0.97053	0.0649	,629	
	1 year	9	2.5764	0.66201			
	2 years	19	2.4079	1.01942			
	3 years	4	1,7969	0.43113			
	4 years and above	10	2.2375	0.60150			

The table shows that the p value is 0.629>0.05. Accordingly, there is no significant difference between the IKK based on working duration. **Hypothesis H12 is rejected.**

Findings related to qualitative research
Information About Participants:

Table 13. Information on Participants

Interviewer	Gender	Age	Educational Sta	Section
G1	Male	20	High school	Tourist Guiding Associate Degree
G2	Male	19	High school	Gastronomy and Culinary Arts
G3	Male	54	University	Tourist Guiding Associate Degree
G4	Woman	52	University	Tourist Guide License
G5	Woman	21	High school	Gastronomy and Culinary Arts
G6	Male	22	High school	Tourism and Hotel Management Bachelor's Degree
G7	Woman	32	University	Tourist Guiding Associate Degree
G8	Male	49	High school	Tourism and Hotel Management Bachelor's Degree
G9	Woman	43	Degree	Travel Management Associate Degree
G10	Woman		High school	Tourism and Hotel Management Associate Degree

When the information about the participants is examined, it is seen that they can represent the sample group in terms of gender, department and educational status.

When the responses given to the open-ended questions posed to the participants were examined;
When asked, "What do you think English speaking anxiety is?", all participants responded, "Being stressed or excited when speaking English." The responses indicated that the participants' knowledge of the concept of anxiety was sufficient.

-How does English speaking anxiety affect your performance in the classroom?
G1, G2, G5, and G8 stated, "It negatively affects my performance in class, I'm shy about speaking. My English speaking level is not at the level I want." In this case, it can be said that the classroom performance of those with low English speaking levels is negatively affected.

G3, G4, G7, G9, G10, and G6 stated, "My English speaking level is good enough for classes, so it doesn't negatively impact my performance." Accordingly, it can be said that those with a good level of English speaking have good classroom performance.

-What are the underlying reasons for speech anxiety?
All participants stated that the most important reason underlying speaking anxiety is "not having enough speaking skills." Accordingly, it can be said that those who don't have enough English speaking skills have high anxiety levels.

-How do you feel when you speak English?
Participants G1, G2, G5, and G8 expressed their feelings using expressions such as "I'm excited," "I'm embarrassed," and "I'm afraid of making mistakes." G3, G4, G7, G9, G10, and G6 used expressions such as "I feel comfortable," "happy," "confident," "safe," "useful," and "skilled." Accordingly, when speaking English, those with low English proficiency experience negative emotions, while those with good English proficiency experience positive emotions.

- What would change in your life if your speaking anxiety disappeared?
G3, G4, G7, G9, G10, and G6 used the phrases, "I would work in a better job and be happier."

CONCLUSION AND RECOMMENDATIONS
According to the quantitative research results obtained from this study based on the comparison of English speaking anxiety of tourism students according to various variables;

Those who work in an English-speaking job experience less speaking anxiety than those who don't. Similarly, those who have

previously been abroad experience less speaking anxiety than those who haven't.

In addition, no significant relationship was found between speaking anxiety and gender, age, education level, class level, whether or not they had received language education before, the department they were studying, the duration of language education, the time they started learning English, or the duration of working in an English-speaking job.

According to the qualitative research results obtained from this study based on the comparison of English speaking anxiety of tourism education students according to various variables;

Participants' knowledge of the concept of anxiety was sufficient, and those with good English proficiency had good classroom performance, while those with poor English proficiency had poor classroom performance. Furthermore, those with poor English proficiency had high anxiety levels, and those with poor English proficiency experienced negative emotions while those with good English proficiency experienced positive emotions.

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