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THE COMPARISON OF THE AFFECTIVE STRATEGIES USED BY DOMESTIC AND INTERNATIONAL UNIVERSITY STUDENTS IN PREPARATORY CLASSES IN TURKEY TO COPE WITH AFFECTIVE FILTER IN SPEAKING ENGLISH VS. THEIR SPEAKING PROFICIENCY

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Abstract

Accompanied by the newly emerging circumstances and rapidly increasing requirements of the globalizing world, language learning and teaching has always been in the limelight. It is a field in which there are a great number of researches to help learners and teachers overcome hardships and foster their experiences in language. Compared to other skills, speaking in a different language is the most challenging one for learners, which deserves much attention. Along with cognitive, personal, social factors, etc., affective ones like motivation, confidence and anxiety also play a significant role in performing speaking. Individuals learn a language if they have an intelligible input and if their affective filters (AF) are low enough to permit it in. In studies done on this area, learners state that their speaking performances are hindered because

a mental block prevents them realizing a good speaking when they feel unmotivated, anxious or insecure. It is therefore important to come up with strategies so as to come to grips with it for both learners and teachers in helping them. This pilot study aims at finding affective variables domestic (Turkish) and international students in preparatory classes of two state universities in Turkey might face in speaking English and exploring different strategies used to lower affective filter and its correlation with their achievement through speaking grades. This way, it intends to help learners from both sides see what other strategies are employed by those from a different background, society, culture and nationality for the promotion of speaking, and give insight into their implementations. As a result of the study, which was carried upon 11 domestic, Turkish and 11 international students, it shows that international students have higher values in affective factors like self-confidence, motivation in, and attitude towards speaking English than Turkish students. Likewise, their speaking scores and affective strategy use are ahead of those of Turkish students.

Keywords

Speaking a Foreign Language, Affective Filter, Affective Strategies

1. Background

Learning and teaching another language has always been a significant field for which different methods, approaches, ways, or techniques have been continually developed for the sake of establishing a sound system in realizing language learning and teaching in a desirable and optimum level. Each method succeeding one another has aimed at finding a better way into the dynamics of language learning and teaching, and trying to compensate for the inadequacies of the previous ones.

The rationale behind the significance of this area is it is a means for such countless reasons as communication, coming into terms, aid, empathy, expression of ideas, living together peacefully, finding common solutions to world problems, trade, etc. among the people across the countries of the world. In this sense, the way and natural process a baby acquires his mother tongue so perfectly is a fruitful source that is referred to commonly by scholars. It is sought to present ways of second or foreign language learning similar to the acquisition of the first language.

Two hypotheses of Stephen Krashen (1982), 'Input Hypothesis' and 'The Affective Filter Hypothesis' are widely known for their contributions to this field. He believes language learning can be achieved by two different ways: 'learning' or 'acquisition'. 'Learning' is the conventional way to improve in a language, simply put, learning structures of the language, grammar, dealing with grammar rules, and practicing them in given situations, so it realizes consciously. However, 'acquisition' is an occurrence that helps us 'get the language' subconsciously. In reading texts, watching movies, listening to people or trying to have talks speaking in the target language, we may find ourselves occupied with or exposed to a rich situation that may possibly bring about acquisition of language items just as in the situation of a baby. As they take place in a natural setting, it, for sure, aids 'getting a language' better than 'learning' (Krashen, 2013). In one of his articles about motivation, Krashen (2015) states:

Instead of trying to motivate our students by urging them to work hard and reminding them how important it is to know English, let's take advantage of the natural process, and make sure they have access to input that they find compelling, in class and outside of class. (p.2)

'Input Hypothesis' refers to the fact that acquirer receives and understands comprehensible input, the structure of which is composed of a little beyond what he already knows and can utilize it for further progress in language. What is important is that the meaning but not the structure of the message is focused on. How can he manage to understand the input without knowing the structures used in the message? It is realized by using the context, knowledge of the world and extra-linguistic information around. It is just like 'caretaker speech', which is directed at children. 'Caretaker speech' is a simplified form of speech used by parents or others that is adjusted to contain what is needed for the child. It may have just what the child already knows 'i' or a little beyond of it 'i+1'. Parents don't aim to teach language to the child, but just try to make themselves understood by the child. Understanding comprehensible input doesn't require output, communication, all of a sudden. It may take several months for the child to start speaking. It is called 'silent period'. Production emerges when the child is ready to do so, by using what he has acquired so far.

Like a child, if a student is supplied enough comprehensible input through foreigner-talk, teacher-talk and interlanguage-talk (among friends) forms, which are roughly tuned to have suitable input for the acquirer, as in caretaker speech, and allowed to have silent period until he produces, improvement can be achieved. However, if the student is required to produce right

away, two ways could be used: 'using patterns, routines, sentences that are memorized as a whole' or 'relying on the surface structure of the first language'. These, though, may have some serious disadvantages in using language (Krashen, 1981).

'Affective filter hypothesis' is closely related to 'input hypothesis'. Affective variables like 'anxiety', 'self-confidence', 'attitude' and 'motivation' can affect language acquisition and production. Yet, it is not a direct way, but can hinder comprehensible input from reaching 'language acquisition device', which is termed as 'LAD' by Noam Chomsky. The student may understand the input, but his affective filter is up or strong enough, it may not get access to language acquisition device and he can't utilize the input to produce output (Krashen, 1982). Here is how Krashen (1982) notes the importance of input and affective filter in language acquisition:

A variety of factors that have been thought to be related to second language acquisition success, including instruction, different measures of exposure to the second language, and the age of the acquirer..... are not really causative factors. While they seem to relate to success or failure to acquire second languages, the true causative variables in second language acquisition derive from the input hypothesis and the affective filter--the amount of comprehensible input the acquirer receives and understands, and the strength of the affective filter, or the degree to which the acquirer is "open" to the input. (p.9)

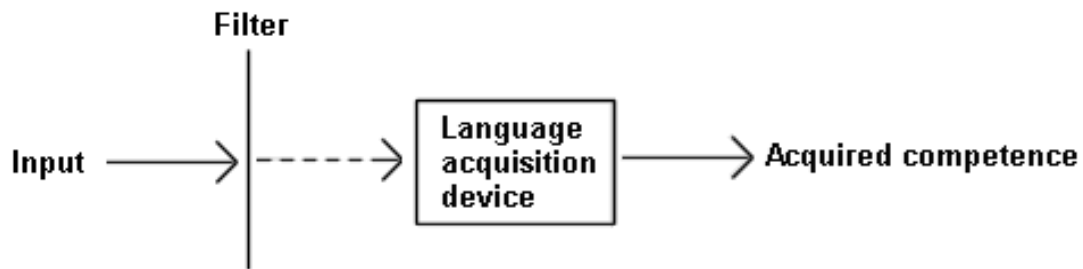


Figure 1: *The relationship between affective factors and language acquisition Krashen (1982) (p.32)*

1.1 Anxiety

Anxiety is a factor that is closely linked to proficiency in learning or acquiring a language. Some anxiety would be helpful in activating student in learning/acquiring English, but the excess amount of it is for sure an inhibiting agent, so it is considered to have a negative correlation with success in English. Some commonly encountered situations regarding anxiety would be fear of making grammatical mistakes, shyness in speaking English in public, hesitance

in raising hands in class, the fear of being negatively evaluated by the teacher, feeling insecure in English speaking and being uncomfortable of the staring eyes of classmates, thoughts about the possibility of being laughed at or mocked by friends.

1.2 Self-confidence

Students with self-esteem, self-confidence and believing themselves generally become more successful in achieving tasks. They can think more freely, initiate things more easily, like taking risks, start conversations with people in another language, don't feel bad for mistakes, try to practice speaking English at every opportunity, etc. However, such thoughts as feeling incompetent in English, seeing oneself inferior to others in using or speaking English and feeling hopeless may result in failure.

1.3 Motivation

It is a high probability that the more a student is motivated for language learning/acquisition, the more he becomes proficient in that language. It has two types: 'integrative motivation' and 'instrumental motivation'. The first one refers to motivation when people want to learn or do something because they have a personal curiosity or desire to do so. Instrumental motivation can be incited because of some external factors like getting credit, having a good job, status or obligatory reasons.

1.4 Attitude

How a student sees language learning/acquisition can affect his proficiency in that language. Negative attitudes towards learning English could be varied like thinking that using English is not useful or important, it is difficult and boring to learn or hating it.

These affective variables can increase or decrease proficiency in English regardless of how hard it is studied. 'The presence of the affective filter explains how two students can receive the same (comprehensible) input, yet one makes progress while the other does not. One is 'open' to the input while the other is not.' says Krashen (2013). (p.5)

2. Methodology

The participants of this pilot study are 22 English language learners in preparatory classes of two state universities in Turkey. 11 students are domestic students, all of which are Turkish, and the rest are 11 international students, who were born, raised and educated in their home countries and have come to Turkey to study at university. The domestic students are from

different cities in Turkey, the international students' hometowns are Syria, Iraq, Mali, Turkmenistan, and Tatars tan, Afghanistan, Togo and Bangladesh. The students' ages are between 18 and 21. 7 students are female and the rest 15 are male students.

All the students' departments are different from each other, ranging as Department of Nutrition and Dietetics, Business, Engineering, Chemistry, Economics, Press, Journalism, Architecture and Law.

The students were given 'Affective Strategy Inventory' and questionnaires to test their anxiety, motivation, self-confidence and attitude levels within and across groups. Also, they were interviewed about the possible affective factors they may feel while speaking English and affective strategies they use to cope with these factors.

Statistical Package for Social Science (SPSS) 20.0 and NVivo 8.0, a program helpful in categorizing and obtaining qualitative data were used to analyze the quantitative values and interviews and field notes, respectively.

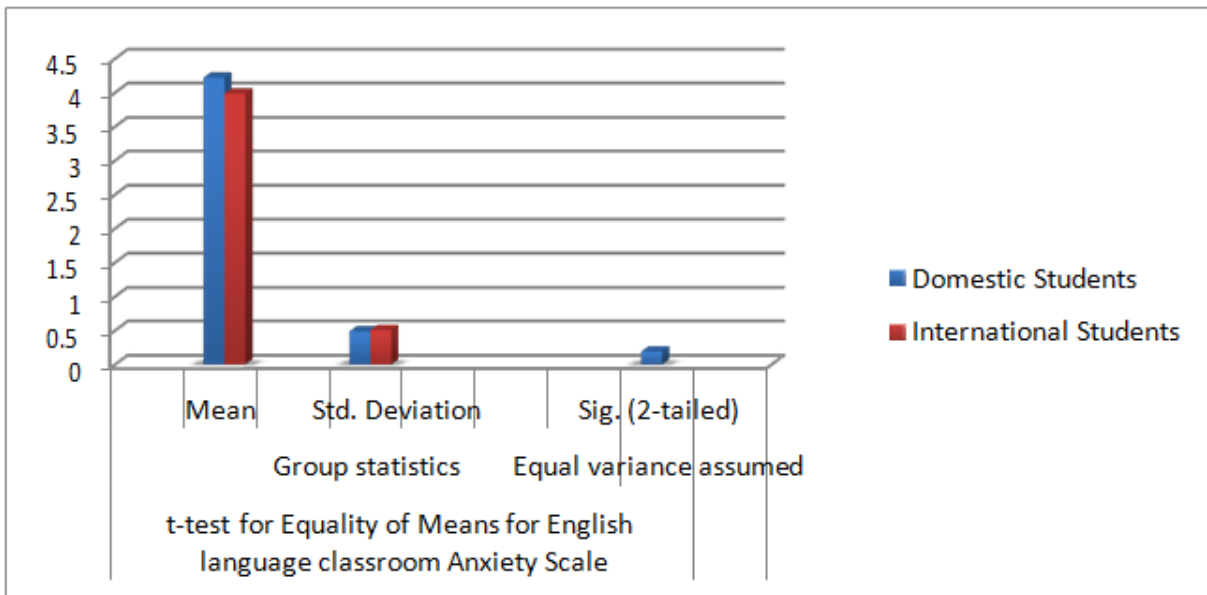
3. Result and Discussion

To determine the levels and the comparisons between domestic students and international students for English language speaking in classroom, the answers which the students gave to the questionnaires of anxiety, motivation, self-confidence and attitude scales, and the affective strategy inventory were tested and analyzed through SPSS. The results for each type of scale present the variations that occur between two groups of students.

3.1 Statistical Findings

3.1.1 Comparisons of Values across Domestic and International Students

Table 1: *T-test for equality of means for English language classroom anxiety scale*

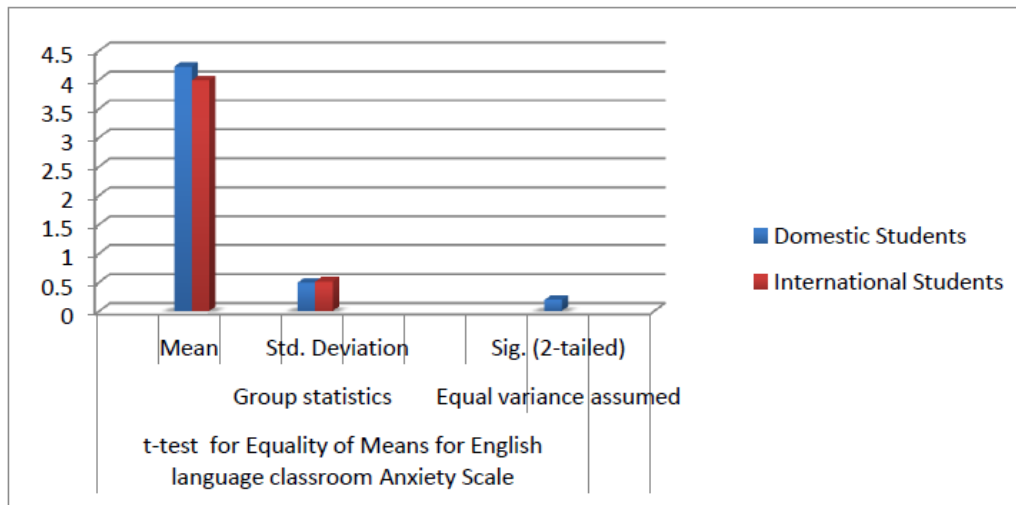


The statistics about the comparison of anxiety levels of the students in terms of their nationalities show that there is a slight difference between them. The international students feel more comfortable or unworried while speaking in English in classroom when compared to their domestic classmates. Domestic students may feel the fear of making mistake, panic when they are asked to speak without preparation, embarrassment of speaking in front of class, nervousness or confusion about what to say a little more in speaking English than international students. However, it is minor as the statistics show above, with the significance p value, 0, 19. It means that there is not an important difference between two groups in term of their anxiety levels.

Another similar research about the contribution of affective factors to English proficiency was conducted in Romania. Henter (2013) studied first year university students. Motivation and anxiety were found to be closely related to students' English performance.

Nonetheless, the study by Aydın (2012) reveals contracting results with the present paper. On her study, Aydın (2012) investigated the role of English proficiency level, personal and affective factors predicting students' academic success at the preparatory school of a university in Turkey. She found there is strong relation between students' English self-concept and their academic success. However, motivation and anxiety weren't significant predictors of students' English exam scores. She remarked that preparatory school is not alternative but compulsory for students, so it may be the reason behind the values of students' motivation. English proficiency exam of students doesn't include speaking part. Not having such an experience in their exams, students may not see speaking English as a factor to be anxious for.

Table 2: *T-test for equality of means for English language classroom motivation scale*

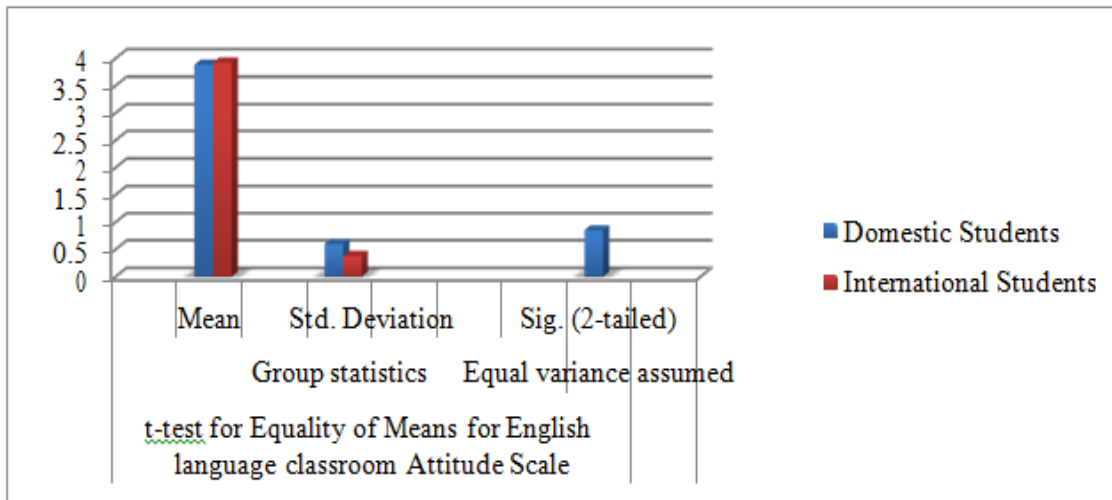


When we check the motivation values that domestic and international groups have about English speaking, we can again see that there is not much difference. Both groups consider that learning English is a necessity either for work, study, status, access to practical benefits in the world or communication with people all over the world. They state that they are eager to learn and speak it due to either external or internal reasons. The significance p value, 0,265 and group statistics point it clearly, with the higher values of international students.

The relationship between students' motivation level and proficiency scores are positively paralleled. International students have higher speaking grades in comparison to domestic students. This chart shows the results verify it. The findings are consistent with that of Gardner (1960) (Krashen, 1981) (p.26). He studied eighty-three tenth-grade students of French to find out whether 'integrative motivation' has an impact on students' success in French. He found integrative motivation is a strong predictor and was especially important for improvement in French.

Likewise, Gardner and Lambert (1972) (Krashen, 1981) (p.28) conducted a study on learners of English as a second language in the Philippines. English is used for education and business, but at home, its usage is limited there. Therefore, Gardner and Lambert concluded that instrumental motivation, but not the integrative one was influential in determining English proficiency.

Table 3: *T-test for equality of means for English language classroom attitude scale*



Attitudes towards learning and speaking English are more or less the same for both groups. The values even give the minimal numbers in showing the difference between the groups in comparison to the other scales' values. The students agree on the idea that learning and speaking another language, English, helps them broaden their worldview and take considerable steps in their careers. Besides, they mostly find learning and speaking it enjoyable and attribute importance to the role of teachers in helping them in class, too.

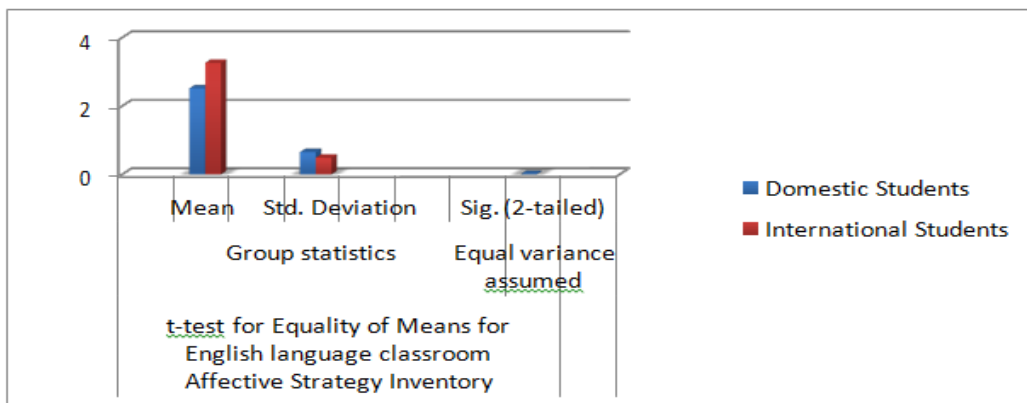
Table 4: T-test for equality of means for English language classroom self-confidence scale



Though not having much variation, the statistics report that the international students feel more self-confident and more autonomous in speaking, creating a good self-image as a language learner or considering themselves successful in English. Whereas the domestic students often think that their peers speak English better than them, the international group doesn't state it

much. However, there are individuals from both groups who consider themselves as almost equal to their peers. In this regard, feeling oneself self-confident in using a second or foreign language may almost equal to considering oneself one of the parts of a unity of speakers of a language. Krashen (2014) indicates that it is important for acquirers of a language see themselves as ‘a member of the club’ of people who speak the language. The club membership is seen to have a positive effect on proficiency in language.

Table 5: *T-test for equality of means for English language classroom affective strategy inventory*



The statistics about the use of affective strategy to overcome negative feelings the students may have in speaking English present notable variation between the groups. With the significance p value 0,006, the international students use more strategies to have a good speaking. However, contrary to our expectations, the students from both groups did not state any different definite affective strategy for speaking in the interview. They chose the frequencies of the strategies they use in their speaking in the questionnaire because they are already written there, but they stated they don't use any different strategy to lower their affective filter in speaking in the interview except some students. It points that either the students are not aware of the fact that they use them, or they do not see some common reactions like trying to relax,

encouraging him or thinking positively in speaking as strategies. Besides the common strategies, they give no information about the possible various strategy types that can be used in speaking a foreign language as I mentioned above. After the items of encouraging, relaxing and saying positive things to him, such items like setting goals, using checklists, trying to stay cool in speaking are also used mostly by students. The affective strategy that the students use least is the item “I write down my feelings in a language-learning diary”. It may be because writing isn’t a common pastime for students.

We can reach many studies available in literature both within country or abroad that studies the relationship between using language learning strategies (LLS) including affective ones and language proficiency, too, along with the ones that investigate the effect of training in affective strategies on improvement in a language, or the tie between achievement in learning or acquiring a language with only one, or two parts of affective variables.

Kato (2005) searched how language-learning strategies affect English proficiency in three different Japanese universities. It was carried on 195 1st to 4th year university students. The study revealed that ‘met cognitive, affective strategy’ use was the strongest factor in predicting students’ proficiency. The more students use met cognitive, affective strategies, the more they are successful in learning English. ‘Cognitive strategy’ use was in the second place in contributing to success. They were followed by ‘social strategy’ and ‘memory-compensation strategy’ use respectively.

Deneme (2010) studied Jordanian, Spanish and Turkish university students to compare their language learning strategy choices. The results showed that Jordanian and Turkish students use memory strategies and affective strategies much more than Spanish students. Jordanian students come first in using social strategies. It points out that Jordanian students are more active in starting a conversation or practicing speaking in English. Overall rating, Jordanian students were found to use strategies more than Turkish and Spanish students and Spanish students are the last ones in strategy use.

3.1.2 Correlations of Values within Groups

Following the analysis that shows the comparisons between international and domestic students in terms of affective factors they possibly face during speaking English, we now return to the correlations of the values regarding speaking grades, level of study and mean of affective strategy use within groups.

- Speaking grades
- Level of study
- The mean of affective strategy use

Both international and domestic students' speaking grades were obtained from responsible instructors at these 2 state universities through submitting petition. Students were given points from 1 to 5, depending on the grades they got.

Scores ranged as follows:

0-40: 1 41-60: 2 61-72: 3 73-85: 4 86-100: 5

In order to determine the levels of English studies of students, they were asked to number themselves from 1, never, to 5, always in studying English in the questionnaire and report much detail about it on a separate document consisting of questions relating English study. The questions were prepared as to cover all the areas and skills of English. International students come first in the level of study (3, 7) compared to domestic students (3) and are better affective strategy users.

After analyzing each value, they were correlated within each group using SPSS program.

Below, it shows the results for international and domestic students, respectively.

Table 6: *Correlations between Grades, Level of Study and Mean of Affective Strategy Use of International Students*

		Speaking grades	Level of study	Mean of affective strategy use
	Pearson Correlation	1	.329	.040
Speaking grades	Sig. (2-tailed)		.324	.907
	N	11	11	11
	Pearson Correlation	.329	1	.035
Level of study	Sig. (2-tailed)	.324		.920
	N	11	11	11
	Pearson Correlation	.040	.035	1

Mean of affective strategy use	Sig. (2-tailed)	.907	.920	
	N	11	11	11

The findings reveal that studying English has much more impact on the speaking scores of international students (0,329) than affective strategy use. However, the contribution of affective strategy use in speaking proficiency isn't deniable. It can be said that affective strategy use works in blocking negative feelings and discouraging speaking more in English for the part of international students. In the section that deals with qualitative findings, it will be explained in much detail below.

Table 7: *Correlations between Grades, Level of Study and Mean of Affective Strategy Use of Domestic Students*

		Speaking grades	Level of study	Mean of affective strategy use
Speaking grades	Pearson Correlation	1	.132	-.018
	Sig. (2-tailed)		.700	.958
	N	11	11	11
Level of study	Pearson Correlation	.132	1	.670*
	Sig. (2-tailed)	.700		.024
	N	11	11	11
Mean of affective strategy use	Pearson Correlation	-.018	.670*	1
	Sig. (2-tailed)	.958	.024	
	N	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).

Domestic students, all of whom are Turkish students, have lower speaking scores and use affective strategies less than international students. Table 7 show that the level of study of domestic students have a role on their speaking grades, having a positive correlation between them. Yet, affective strategy use correlates negatively with speaking scores (-.018) Even though domestic students are reported to use some affective strategies, it concludes they can't make use of them efficiently or productively enough in helping to lower their affective filter.

As a result, while study levels of international students make more contribution to proficiency in speaking English, the effect of affective strategies are of significance too. However, domestic students exhibit low scores, accompanied with less study and negatively correlated affective strategy use, which suggests non-yielding efforts of students.

3.2 Qualitative Findings

In this part, interviews with students and observation notes were used, by the means of NVivo program, in narrating the findings. Though all the interview questions contribute to the overall analysis and evaluation of values, only some questions are focused here due to their significant relevance to the investigated topic.

3.2.1 Interviews

- Domestic Students

1) When and where did you start learning English? How were your classes in primary and secondary classes? How about your teachers? How much did you speak English in class?

Domestic students started learning English at the 4th grade when they were children. They state that the teaching of English was usually focused on grammar rules. Even in high school, listening and speaking skills were not dealt with much in classes. The amount of speaking, communicative, activities was rare. Their general view is that English lessons were not fruitful or productive and they were almost always instructed on just English grammar rules and their application on exercises. Therefore, it can be concluded that students haven't had enough comprehensible input at all. They weren't exposed to natural English listening or speaking environments, so there weren't 'teacher-talk' or 'inter language talk', which were mentioned to resemble 'caretaker speech' because they are roughly funned in providing student input for acquisition of English. They were only asked to use language structures on given non-productive exercises, which clearly explain their present proficiency in English.

Student 6: “It was at the 4th grade. It was awful. I didn’t speak.

Student 8: “I started learning English at 4th grade. My teachers were so good. I was so active in the class.”

Student 9: “I started to learn English at 4th grade in primary school. English lessons were not productive enough.”

2) How much have you been in foreign countries? What do you feel about speaking with native speakers? How do you find speaking English in class with classmates and teachers who are not native?

Except one student, domestic students have not been in foreign countries at all. Including teacher-talk and interlanguage talk, foreigner talk is something that they haven’t been exposed to.

3) How do you feel when speaking English in class? How much is it difficult for you? Do you feel anxious or not? Why /not?

They remark that they don’t feel much anxiety or fear of speaking in English in class. Student 9 says ‘I don’t feel anxious because all of us in the class are at the same level’. What is common is that they find speaking English difficult and think they can’t speak in English, but they don’t mention the reasons behind it. Student 7 just says, “I can’t speak English” and doesn’t give any other response. Another one (student 3) states, “I feel normal, but I can’t speak well because my level is low and this makes me sad.” It seems they aren’t aware of them. Thoughts of student 5 about learning English are different. She replies the question, saying “I hate English and it is like a heavy burden for me.”

Student 10: “I don’t feel bad. It is difficult but not impossible. It can be learned one way or another and I’m going to learn it. Anxiety and worry are certain to occur. But, you anyway try to speak in the end.”

4) How often do you participate in class discussions voluntarily? Why?

Their participation levels in class activities at the preparatory school are at normal rate.

7) What do you think are the reasons of your possible anxiety and what can be done to overcome it?

The students who feel anxiety in speaking English explain the reasons as audience, namely being stared at by members of class, which is seen as anxiety provoking situation for them; the fear of making mistakes or being unable to speak in English and the feeling they aren't proficient enough in vocabulary use. Except two, they don't mention any solution to overcome speaking anxiety. These two students believe they can overcome it as they learn English more and often practice speaking.

Student 1: "I think the reason of my anxiety is audience. I should try to be confident. Student 4: "I fear making mistakes."

Student 11: "I worry about not being able to speak over difficult topics. I can overcome it by speaking a lot."

8) How often is it for you that you can't find the exact word, phrase or sentence structure to express your idea when speaking English? How do you feel at that time? How do you cope with it?

Almost all domestic students often encounter such a problem in speaking English. The answers to how they cope with this problem are varied. Almost each student gives a different answer. While one student says he asks his teacher, another tries to summarize her speech using short cuts. She says, "I often face this problem. I try to summarize." A male student (student 10) uses his body language to explain his sentences clearly, "It generally happens. I don't have enough knowledge of English vocabulary, but I try to use mimics and gestures to get meaning across." A female learner states (student 6) "I can't cope with it and finish my sentence there" and two other students say they try to remember the structures or the words and correct their mistakes. Here is what student 11 remarks about this problem: "I generally forget auxiliary verbs and make inverted sentences. I know I make mistakes but don't try to correct it. It is an issue that can be improved on over time."

9) When you give a wrong answer to teacher's question, how does it affect you, e.g. loss of face, affecting your listening for a few minutes...? How do you handle it?

9 students don't feel bad or embarrassed when they give a wrong answer to the teacher. They think that it is very normal to make mistakes and that learning and speaking don't emerge

without mistakes. However, two students are affected badly by mistakes. They feel sad, embarrassed and discouraged.

Student 4: “I feel embarrassed and sad. I become discouraged”. Student 5: “I don’t feel bad. It is normal to make mistakes”.

12) Is there any other strategy that you find useful or use to reduce anxiety and increase your motivation and self-confidence in speaking English? If yes, please tell more about them.

Except three male students, the rest domestic participants don’t mention any affective strategy to overcome bad feelings they may face during speaking English. One of these three students notes, “I choose some basic words that I can use easily for my speaking.” Another one (student 11) says, “It is more reasonable to speak slowly and not to feel anxious or worried when I make a mistake.” The last one (student 10) says, “I find it comforting to be in a class where there aren’t big gaps between the levels of students.” He may focus on this idea as a strategy and try to relax to cope with negative emotions about English speaking.

13) How can you relate the strategies you use to cope with affective factors in speaking English with your educational background, nationality, society, culture or country you have grown up?

Most of the students don’t give an answer to this question. A few students remark that they can’t exactly relate any affective strategy for English speaking to their education, culture, nationality, society or country because they think it is an exceptional thing for Turks to speak English in Turkey. One student (student 11), on the other hand, considers it is hard to learn English in Turkey due to the different language categories Turkish and English belong to.

b) International students

1) When and where did you start learning English? How were your classes in primary and secondary classes? How about your teachers? How much did you speak English in class?

The hometowns of international participants are Syria for two students, Togo and Mali in Africa, Turkmenistan and Tatars tan in Central Asia, Northern Iraq, Bangladesh and Afghanistan. There

are 2 more Arabian students who didn't state their countries. International students except Afghan student started learning English either at primary or secondary school. Afghan student says he studied English in his hometown for just 8 months before he came to Turkey. Like domestic students, they also didn't get comprehensible input or have communicative activities much in their classes in their hometowns, so they didn't have opportunity to practice speaking English and improving it. Grammar was again a focus in lessons. Female Syrian student (student 16) says, "Since I entered the school. My classes and teachers were good. I spoke English a little." Student (student 20) from Togo answers this question as: "I started learning English in secondary in my country. We had two hours of English learning in the week. We had not any speaking class." Another one (student 19) from Mali says, "... My class was calm; everybody stayed focused on the lesson. The teachers were good. I used to speak a little during the lecture." However, Iraqi student is different from others. He notes, "My classes in my hometown were just like any class in the world. All of my teachers studied in America and I spoke English a lot in class."

2) How much have you been in foreign countries? What do you feel about speaking with native speakers? How do you find speaking English in class with classmates and teachers who are not native?

4 international students have never been to a foreign country except Turkey before. Turkmen student has been to India. He says, "... Before I went there, I had hated English language. But when he was there, I learned something we need to some common language. Otherwise, we can't communicate with others." It seems he understood the importance of English because people need a common language for communication. Other students who have been to a foreign country are two Syrians, one Iraqi, two Africans and one Bangladeshi. Duration of their stays is from four months to two years. They generally may feel nervous or anxious in speaking with native speakers. Bangladeshi and Iraqi students stayed in a foreign country for 2 and 1 years, respectively. They remark that except some situations, they feel good with native speakers. It may be because they have the experience of living in a country more than the others and they may be accustomed to and feel comfortable in speaking with them.

3) How do you feel when speaking English in class? How much is it difficult for you? Do you feel anxious or not? Why /not?

All the international students state they don't feel anxiety in speaking English in class, maybe a bit. English is a little difficult for them. 2 Arabian students and one student from Mali say they even feel happy while speaking. 'I feel relaxed instead of feeling anxious' says one of these 2 Arabian students (student 13). Students from Togo and Afghanistan see themselves self-confident and good speakers. Afghani student (student 21) says, "It is not difficult for me because I'm good at speaking." Student 20 from Togo thinks, "... I don't feel anxious because I know that the only way to improve my speaking is by speaking more."

4) How often do you participate in class discussions voluntarily? Why?

2 Arabian students and the ones from Tatars tan, Mali, Togo and Afghanistan are really eager to participate in classroom activities voluntarily to improve their English. The others' participation levels are less compared to the ones below.

7) What do you think are the reasons of your possible anxiety and what can be done to overcome it?

They generally don't feel worry while speaking English. For a few of them, fear of making a mistake and being uncomfortable from the staring eyes of their classmates could be reasons for anxiety. Arabian student (student 12) says, "While everybody in class stares at me, I feel uncomfortable and I don't know what to say sometimes." Iraqi student believes staying strong and not fearing can be ways to overcome anxiety and Bangladeshi students thinks students should speak English more in class with the help and encouragement of the teacher and that this way it would be normalized to speak English, with decreases in anxiety levels.

Student 13 (Arabian student): "Reasons of my possible anxiety were fear of making a mistake and I did a lot of practice on my own and then I overcame it."

Student 16 (Syrian student): "Maybe that, I can't understand Turkish speaking in the class, so I can't understand the classmate's comments. I should believe in myself and not care about others comments".

Here on the sentence the female Syrian student utters above, it is clear she is more concerned about her friends' comments and she attributes negativity to it. It also shows instead of English, Turkish is spoken more among domestic students even in the lessons although they have an international friend in the class. It seems they don't benefit from this situation to practice speaking English in the class at least.

8) How often is it for you that you can't find the exact word, phrase or sentence structure to express your idea when speaking English? How do you feel at that time? How do you cope with it?

For some, it doesn't occur much. 2 Arabian students and Bangladeshi student try to cope with it by changing or explaining the word. Tatarian student looks up in the dictionary for help. Student from Mali also uses dictionary or ask one of his friends. Afghan student resorts to teacher help while the student from Togo stops talking for a while to think about. Two Syrians students express they feel sad or shy in such a situation. They smile at the teacher by either finishing speaking or asking the teacher for explanation.

9) When you give a wrong answer to teacher's question, how does it affect you, e.g. loss of face, affecting your listening for a few minutes...? How do you handle it?

For six international students, it isn't a trouble to make mistake and they aren't affected by it. Some of them try to listen to the teacher more carefully, take notes for the right answer or pay attention to the lesson more to handle this problem. Syrian female student (student 16) says, "I feel shy, but I usually forget that after 10 minutes." Another Arabian student (student 12) notes, "I sometimes feel okay, sometimes upset. When I feel upset, I don't want to listen the rest of conversation." For Afghan student, his listening to the lesson is affected negatively for a few minutes.

Student 22 (Bangladeshi student): "When I give a wrong answer to teacher, I don't fear to make mistake and I try to answer right the next questions. But I know my listening is bad, so I afraid of it. Yeah, I handle it according to the situation."

12) Is there any other strategy that you find useful or use to reduce anxiety and increase your motivation and self-confidence in speaking English? If yes, please tell more about them.

Just 4 international students remarked some possible affective strategies that would be helpful for speaking English. Turkmen student says, “Believe in yourself. Love what you are doing. If you don’t like, it can be more difficult”. Students from Mali and Afghanistan suggest and find it useful to play educational games in class and discuss about two opposite common themes like money and health in English speaking to be more relaxed, respectively. But they can be mostly thought as strategies for teachers. Student from Togo says, “The only strategy I use is not to be afraid of speaking.”

13) How can you relate the strategies you use to cope with affective factors in speaking English with your educational background, nationality, society, culture or country you have grown up?

Only Syrian female student answered this question. She states “In my country and abroad, the English is very important in your life, jobs, when you travel and in the culture so that we must to learn speaking English very well.”

3.2.2 Field Notes

To obtain enough data from students, I visited them in their classrooms and observed their behaviors silently during speaking activities.

- **Domestic students**

In the lesson, teacher speaks in English and students can understand it, but they continue asking questions in Turkish. Then, the teacher gives up and speaks in Turkish to make them understand more clearly. They are engaged in a speaking activity. While speaking, they don’t seem to be nervous, shy or to be caring or interested much in learning and improving English internally, but it is as if they do it just to accomplish the task because they compete with each other. In speaking, they make some grammatical mistakes, and when they can’t word correct word or structure, they end up saying it in Turkish, not persisting to use English in spite of difficulties they have. Even some pairs may continue discussing the topic in Turkish when the teacher isn’t around them. Some other pairs speak less and stop talking. Some 5 to 6 students who continue

speaking in English until the activity finishes seem so enthusiastic to do something with English. I observe that they use eye movements, body or hand gestures, etc. It indicates they try to think over their sentences for a good conversation. The body postures of eager students are firm and seem ready, energetic for speaking. The students who are not seen willing to practice speaking much sit on their desks loosely, watching around at the same time. Two or three students do something on their cell phones or sleep during all the class hour.

- **b) International Students**

Most of the international students I observed participate in speaking activities so voluntarily. They may also exert some distracting behaviors like not listening to the teacher, being busy with their cell phones or speaking loudly. In speaking activities, however, they appear striving to use English in their speech with much effort. When listened and observed carefully, they sound using some different and original words and structures in their sentences. They're focused on the topic and try to realize the conversation with their partners. The possibility of their raising hands to volunteer answers orally is higher than their domestic counterparts. They seem to be keen on the speaking activities more for improvement in English, not just to accomplish the given tasks. When they make mistakes, they try to use other equivalent words to get the meaning across, or get help from their peers and teachers.

4. Conclusion and Suggestions

The goal of this paper is to find out affective variables domestic (Turkish) and international students in preparatory classes of two state universities in Turkey might face in speaking English and exploring different strategies used lower affective filter and its correlation with their achievement through speaking grades. The study was carried on 11 domestic, Turkish and 11 international students, whose departments are different from English language. It revealed that international students have higher values in affective factors like self-confidence, motivation in, and attitude towards speaking English than Turkish students. Likewise, their speaking scores and affective strategy use are ahead of those of Turkish students. There also exists a positive correlation among the speaking scores, study levels and affective strategy use of international students. Domestic students, on the other hand, have more anxiety, less study habits and affective strategy use for English study.

This study is consistent with what Krashen (1981) puts forward for the acquisition of a second or foreign language by students in the optimum level. It also has parallels with many researches available in the literature. It, though, differentiates from others because it tries to shed light on both Turkish and international learners studying in Turkish universities side by side at the same time. Though they may have varied educational backgrounds, it focuses on finding the differences between them on the investigated issues, taking also account of the period, the same educational setting and life they have had together in Turkey.

Nevertheless, it lacks in the number of participants and countries. Some other researches could be conducted on this topic with more participants from more countries to build on what we have had so far.

5. Implications

It is an undeniable fact that learning and teaching another language brings about many hardships as well as new study and working areas, job opportunities or prosperity in the effective communication of people all over the world. It is therefore a focused area that is to be improved to get optimum favorable results. Turkey, especially, faces the difficulties of teaching, learning and using English in practice much. Among the reasons, the fact that English is not used for communication in daily life besides Turkish in Turkey, that is to say, not being exposed to enough input from English, the general attitudes of Turkish people towards it or the inefficient usages of the ways, methods or techniques in learning and teaching English could be considered to have negative impacts on the current situation. Accordingly, this study could be of positive contribution to the possible solutions to the problems in speaking English in terms of affective variables for learners, benefitting from international and cross-cultural ties and individual differences. Through consideration of the varieties of strategies and opinions of domestic and international students, some affective strategies could be developed or the present ones may be combined or improved agreeing upon their weaknesses and strengths for the benefits of students. With the aim of raising awareness and shedding light upon how affective variables and strategies relate to speaking

English, this paper could act as a potential agent for the encouragement of learners and teachers in this field.

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7. Figures and Tables

1)

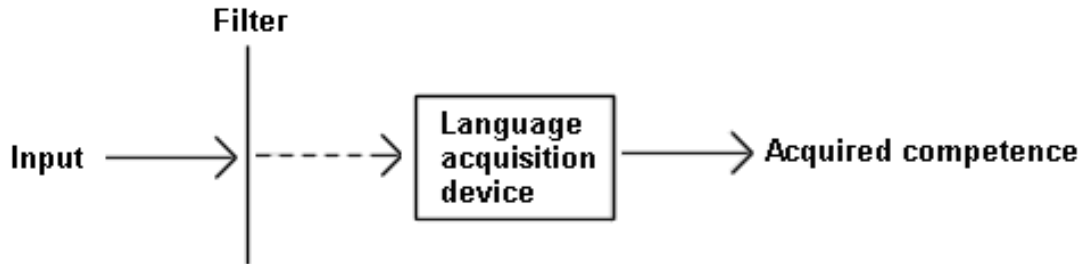
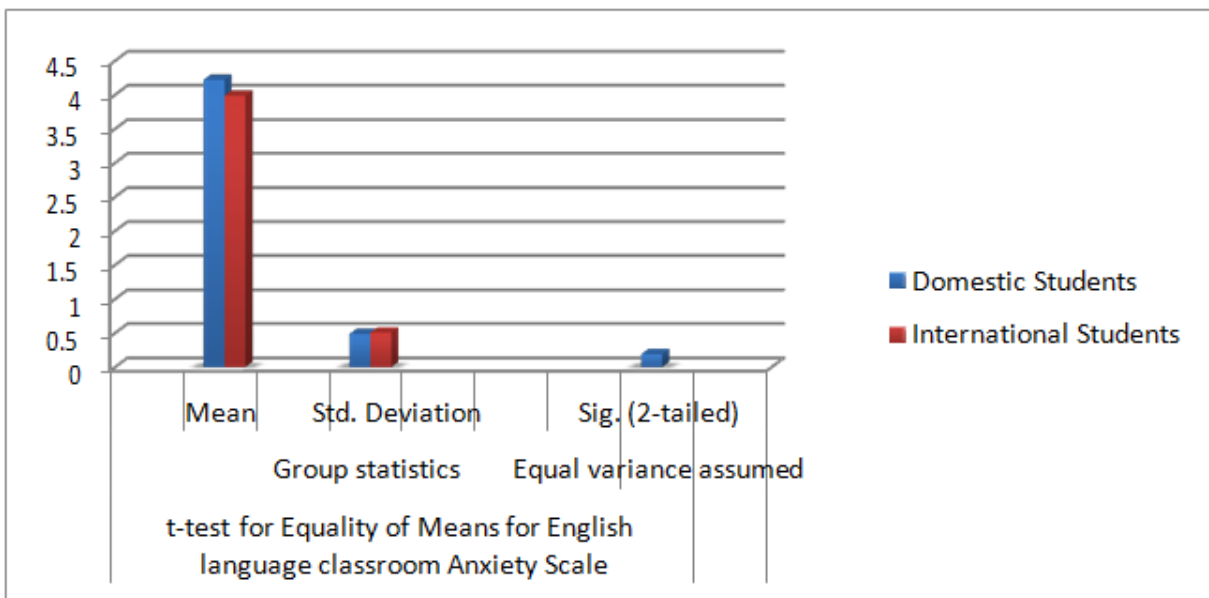


Figure 1: *The relationship between affective factors and language acquisition Krashen (1982)*
 (p.32)
 (p.4)

2)

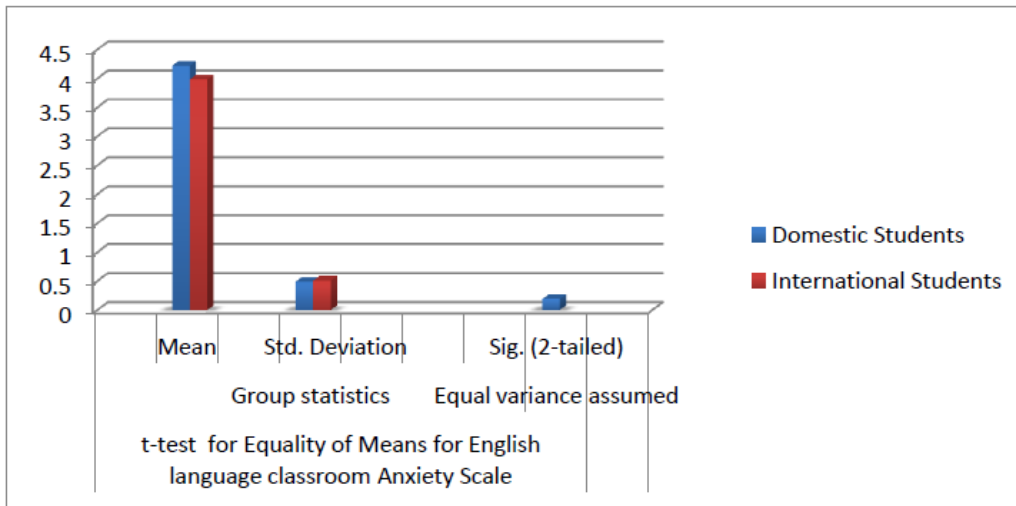
Table 1: *T-test for equality of means for English language classroom anxiety scale*



(p.6)

3)

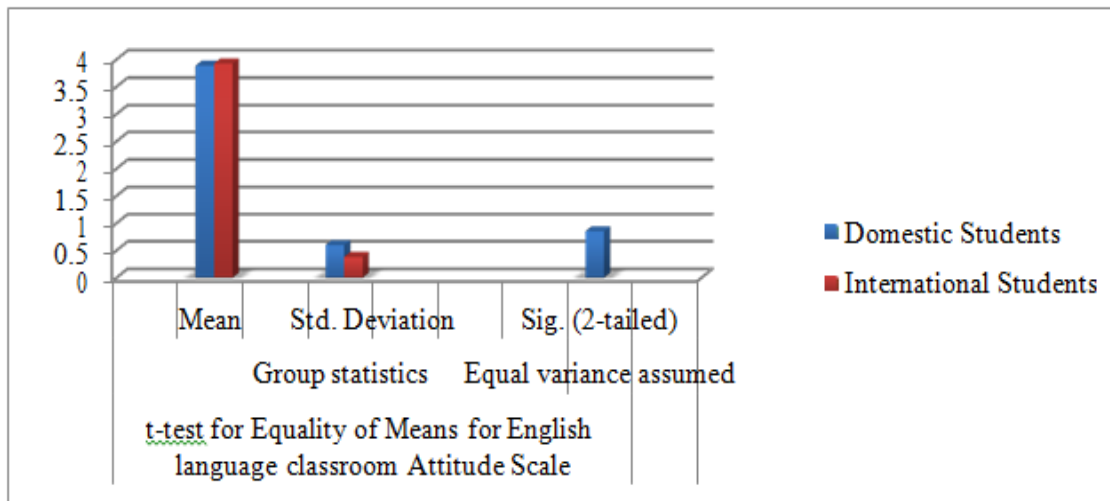
Table 2: *T-test for Equality of Means for English Language Classroom Motivation Scale*



(p.7)

4)

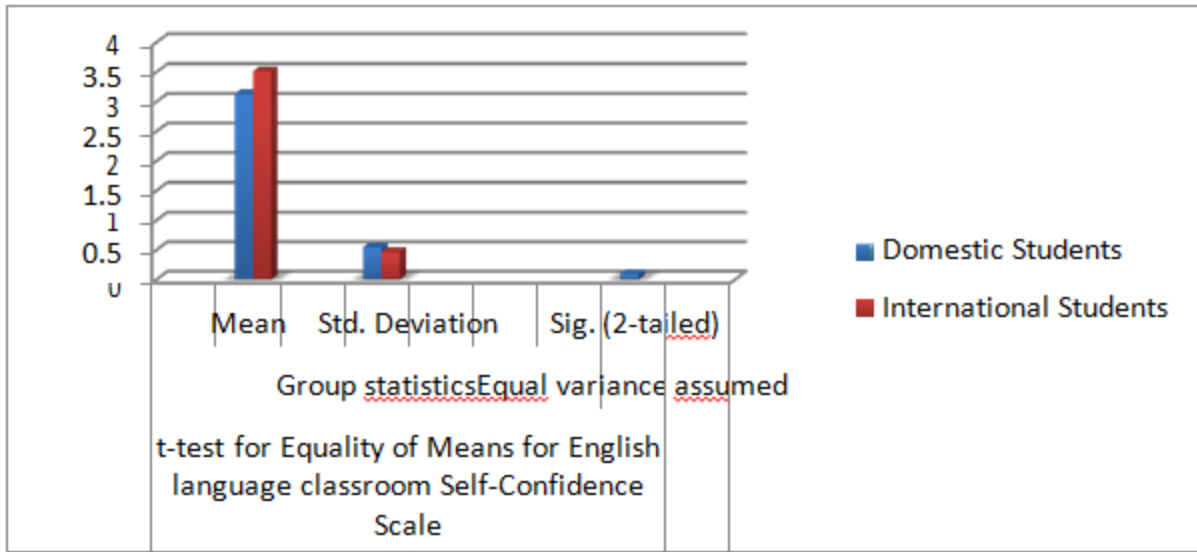
Table 3: T-test for Equality of Means for English Language Classroom Attitude Scale



(p.7)

5)

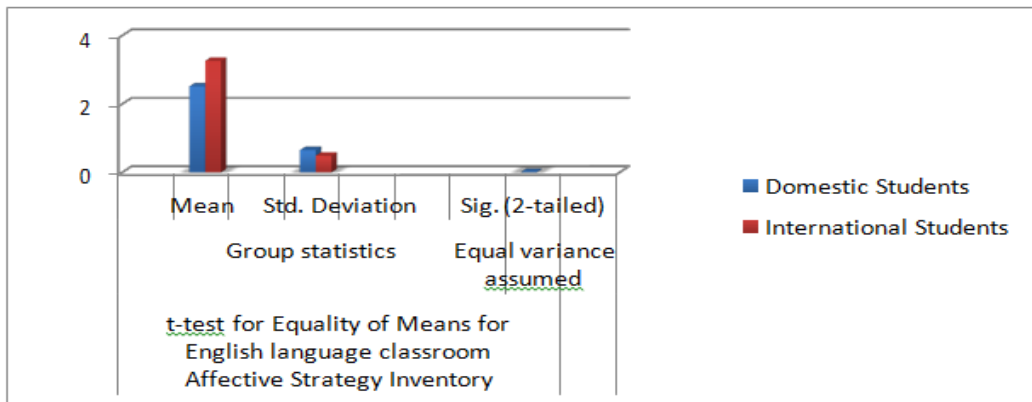
Table 4: T-test for Equality of Means for English Language Classroom Self-Confidence Scale



(p.8)

6)

Table 5: *T-test for Equality of Means for English Language Classroom Affective Strategy Inventory*



(p.8)

7)

Table 6: *Correlations between Grades, Level of Study and Mean of Affective Strategy Use of International Students*

		Speaking grades	Level of study	Mean of affective strategy use
	Pearson Correlation	1	.329	.040
Speaking grades	Sig. (2-tailed)		.324	.907
	N	11	11	11
	Pearson Correlation	.329	1	.035
Level of study	Sig. (2-tailed)	.324		.920
	N	11	11	11
	Pearson Correlation	.040	.035	1
Mean of affective strategy use	Sig. (2-tailed)	.907	.920	
	N	11	11	11

(p.10)

8)

Table 7: *Correlations between Grades, Level of Study and Mean of Affective Strategy Use of Domestic Students*

		Speaking grades	Level of study	Mean of affective strategy use
Speaking grades	Pearson Correlation	1	.132	-.018
	Sig. (2-tailed)		.700	.958
	N	11	11	11
Level of study	Pearson Correlation	.132	1	.670*
	Sig. (2-tailed)	.700		.024
	N	11	11	11
Mean of affective strategy use	Pearson Correlation	-.018	.670*	1
	Sig. (2-tailed)	.958	.024	
	N	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).