



**THE EFFECTS OF MINDFULNESS PRACTICES AND MINDFULNESS-BASED
SPEAKING TASKS ON FOREIGN LANGUAGE SPEAKING ANXIETY AND
FOREIGN LANGUAGE SPEAKING SELF-EFFICACY BELIEFS OF
PREPARATORY SCHOOL STUDENTS**

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Yüksek Lisans Tezi

Eskişehir 2024

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MA THESIS

Program in Foreign Language Education

MA in English Language Teaching Program

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Eskişehir

Anadolu University

Graduate School of Educational Sciences

June 2024

JÜRİ VE ENSTİTÜ ONAYI



ÖZET

BİLİNÇLİ FARKINDALIK UYGULAMALARININ VE BİLİNÇLİ FARKINDALIK TEMELLİ KONUŞMA ALIŞTIRMALARININ İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN YABANCI DİL KONUŞMA KAYGILARINA VE YABANCI DİL KONUŞMA ÖZ-YETERLİK ALGILARINA ETKİSİ

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Yabancı Diller Eğitimi Anabilim Dalı-İngilizce Öğretmenliği Programı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Haziran 2024

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Bu araştırmanın amacı, bilinçli farkındalık uygulamalarının ve bilinçli farkındalık temelli İngilizce konuşma alıştırmalarının; Türkiye'deki bir kamu üniversitesindeki hazırlık sınıfı öğrencilerinin yabancı dil konuşma kaygılarına ve yabancı dil konuşma öz-yeterlik algılarına etkilerini araştırmaktır. Araştırmada, açıklayıcı sıralı desenli karma yöntem kullanılmıştır. Kolay ulaşılabilir örnekleme metoduna bağlı olarak, araştırmanın katılımcılarını 28 öğrenci oluşturmuştur. Çalışmanın nicel verileri, Bilinçli Farkındalık Ölçeği (BİFÖ), İngilizce Konuşma Kaygısı Ölçeği (İKKÖ) ve Konuşma Becerileri Öz-Yeterlik Algıları Ölçeği kullanılarak toplanmıştır. Nicel veriler ise, yarı yapılandırılmış görüşmeler ve odak grup görüşmelerinden elde edilmiş ve araştırmacının yansıtıcı günlüğündeki notlarla desteklenmiştir. Araştırma bulguları, katılımcıların yabancı dil konuşma kaygısı seviyelerinde önemli ölçüde azalma olduğunu; yabancı dil konuşma öz-yeterlik algılarında ise önemli ölçüde artış olduğunu göstermiştir. Bunun yanı sıra, bilinçli farkındalık uygulamalarının ve bilinçli farkındalık temelli konuşma alıştırmalarının; öğrencilerin derse katılımlarını, motivasyonlarını, odaklanma becerilerini ve tatmin düzeylerini arttırdığı saptanmıştır. Tüm bunlara ek olarak, yapılan uygulamaların, araştırmacının da motivasyonunda ve mesleki tatmininde iyileşmelere yol açtığı gözlenmiştir.

Anahtar Kelimeler: Yabancı Dil Konuşma Kaygısı, Yabancı Dil Konuşma Öz-Yeterlik Algısı, Bilinçli Farkındalık, Bilinçli Farkındalık Uygulamaları, Bilinçli Farkındalık Temelli Konuşma Alıştırmaları

ABSTRACT

THE EFFECTS OF MINDFULNESS PRACTICES AND MINDFULNESS-BASED SPEAKING TASKS ON FOREIGN LANGUAGE SPEAKING ANXIETY AND FOREIGN LANGUAGE SPEAKING SELF-EFFICACY BELIEFS OF PREPARATORY SCHOOL STUDENTS

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Anadolu University, Graduate School of Educational Sciences, June 2024

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The purpose of this study is to investigate the effects of mindfulness practices and mindfulness-based English speaking exercises on foreign language speaking anxiety and foreign language speaking self-efficacy beliefs of preparatory year students at a public university in Turkey. In the study, a mixed method with exploratory sequential design was used. Based on convenience sampling method, 28 students constituted the participants of the study. Quantitative data were collected using the Mindful Attention Awareness Scale (MAAS), the Second Language Speaking Anxiety Scale, and the Speaking Skills Self-Efficacy Beliefs Scale. Quantitative data were obtained from semi-structured interviews and focus group interviews and were supported by notes in the researcher's reflective journal. The findings of the study showed that there was a significant decrease in the participants' foreign language speaking anxiety levels and a significant increase in their foreign language speaking self-efficacy beliefs. In addition, mindfulness practices and mindfulness-based speaking tasks were found to increase students' class participation, motivation, focusing skills and satisfaction levels. In addition to all these, it was observed that the practices also led to improvements in the motivation and professional satisfaction of the researcher.

Keywords: Foreign Language Speaking Anxiety, Foreign Language Speaking Self-Efficacy Beliefs, Mindfulness, Mindfulness Practices, Mindfulness-Based Speaking Tasks

ACKNOWLEDGEMENTS

First and foremost, I would like to express my profound appreciation to my supervisor, Dr. Meral ÇAPAR, for her continuous support, invaluable guidance, and continuous encouragement throughout this challenging period.

I would also like to thank dear committee members, Assist. Prof. Gökhan ÖZTÜRK and Dr. Ümit ÖZKANAL for their time, expertise, and thoughtful feedback. Their constructive critiques and scholarly insights have significantly enriched the quality and depth of this research.

In addition to my academic mentors and students, I also owe a debt gratitude to my colleagues and friends Nurgül DOĞAN, and Gülbike YILDIRIM. Your continuous support, and assistance have been invaluable.

I am deeply grateful to my dearest friend Yeşim Yasemin BALIK, who stood by me throughout this journey, spending countless sleepless nights with me. Your commitment, problem-solving skills, and assistance were invaluable. Without your tireless efforts and unshakable support, this thesis would not have been completed.

I also want to express my sincere appreciation to my very old friend Samet DENİZ. Your enduring friendship, and presence throughout this journey have been invaluable. You were always there for me to share my excitement and laughter.

I would also like to express my heartfelt thanks to İsmet ÇAVUŞOĞLU, whose unwavering emotional support and belief in my abilities have sustained me throughout this tough journey. Your patient ear, always ready to listen to my concerns and soothe my anxieties, particularly during moments of doubt, has been incredibly valuable to me.

I also want to thank my mother, who believed in me from the very beginning, nurturing my curiosity and instilling in me a love for learning—your spirit continues to guide me. To my father, whose early morning commutes with great patience ensured my education and growth—your sacrifices are deeply appreciated and will always be cherished. To my sister, thank you for your understanding and patience. Your support means more to me than words can express.

Lastly, but certainly not least, I want to express my deepest gratitude to my beloved Lily. Her quiet presence and comforting company during late nights spent researching and writing have been a source of solace and motivation. Her purrs and gentle nudges were a constant reminder to take breaks and find joy.

15/05/2024

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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Cevza TEKSÖZ

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ABBREVIATIONS

AI	: Artificial Intelligence
BİFÖ	: Bilinçli Fakındalık Ölçeği
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESAS	: English Speaking Anxiety Scale
ESL	: English as Second Language
FLA	: Foreign Language Anxiety
FLL	: Foreign Language Learning
İKKÖ	: İngilizce Konuşma Kaygısı Ölçeği
L1	: First Language
L2	: Second Language
MAAS	: Mindful Attention Awareness Scale
MBSR	: Mindfulness Based Stress Reduction
OSE	: Obligatory Secondary Education
SLA	: Second Language Acquisition
SLSAS	: Second Language Speaking Anxiety Scale
SPSS	: Statistical Package of Social Sciences
SSEBS	: Speaking Skills Self-Efficacy Beliefs Scale
TJR	: Teacher's Reflective Journal

1. INTRODUCTION

1.1. Background of the Study

Learning a foreign language is a complex process that involves many dimensions to it. It is not only about acquiring sufficient knowledge on vocabulary and grammar, together with being able to listen, speak, read and write in that language fluently but also closely connected to individual differences and/or personality traits, which are related to the discipline of psychology. Psychology has had a substantial influence on language learning over the years as a result of numerous studies investigating the connection between language acquisition and affective variables (Gardner and MacIntyre, 1993; Horwitz et al., 1986; Young, 1991). These studies mostly concentrating on personality traits, including self-esteem, introversion, extroversion, motivation, willingness and anxiety found out that these individual differences have a significant impact on the process of language learning. During the language acquisition process, these attributes can have either beneficial or detrimental influence. Among these affective variables, anxiety is one of significant aspects of the affective domain (Balemir, 2009). Anxiety has been shown to negatively impact language learning, with studies indicating a correlation between high levels of anxiety and low levels of achievement (Horwitz et al., 1986; Liu and Jackson, 2008; Özkan, 2019). As a result, foreign language anxiety has been studied for many years, and obviously researchers have been trying to find new ways to help reduce it, as foreign language anxiety is still an obstacle both language learners and teachers are dealing with. Krashen's (1986) affective filter hypothesis argues that the presence of negative emotions, such as anxiety and fear, creates a barrier to language acquisition. Research have shown that speaking is the ability that causes the most anxiety, and therefore it is the primary cause of anxiety in classrooms. (Horwitz et al., 1986; Phillips, 1992).

Furthermore, the lack of self-efficacy, which relates to an individual's belief in their own abilities to achieve success, could be seen as a potential factor contributing to increased anxiety. Bandura's social cognitive theory, formulated in 1997, argues that humans have the ability to consciously control and change their activities. Self-efficacy is an essential concept in social cognitive theory. Self-efficacy is the term used to describe an individual's confidence in their capacity to efficiently plan and execute actions in order to achieve specific objectives. Bandura highlights the significant influence of self-efficacy on decision-making, perseverance, and level of effort. Individuals with a high level of self-efficacy in projects are more likely to accomplish superior performance due to their increased motivation, constant

determination, and skill in handling challenges and stress. This belief system has a substantial impact on cognitive processes, motivation, emotions, and actions, making it crucial for achieving behavioral changes and objectives. Prior studies have shown that self-efficacy is linked to several attributes, such as language achievement, competency in language skills and performance, anxiety, and self-reflection. Studies have shown that students' self-efficacy, which refers to their ideas about their own potential to succeed, may reliably predict their academic accomplishments in language learning (Darmawan et al., 2021; Ghonsooly et al., 2012; Graham, 2007; Kırmızı and Kırmızı, 2015; Mills et al., 2007; Woodrow, 2011). Also many studies have shown that high anxiety impedes speaking self-efficacy (Au and Bardakçı, 2020; Gürsoy and Karaca, 2018; Liu, 2013; Mede Kararımak, 2017; Zhang and Ardasheva, 2019). According to Bandura (1997), those who have low levels of self-efficacy are more likely to feel anxious because they believe that their skills and talents are not sufficient to complete a task. Therefore, it can be inferred that the findings of these two research align with the theoretical foundation of the self-efficacy concept.

Knowing that high foreign language anxiety and low self-efficacy are very common factors which have detrimental affects on language acquisition, reseachers have conducted a lot of studies trying to solve these problems over the years. Mindfulness is a relatively new concept dealing with these obstacles in language learning. According to Kabat-Zinn (1994), mindfulness refers to the intentional practice of directing one's attention to the current moment without making judgments. According to Fullwiler and de Torrijos (2011), their research suggests that mindfulness-based interventions have the potential to effectively address a wide range of mental and physical health issues, including addictions, chronic pain, depression, and anxiety. Mindfulness attitudes can enhance the learning experience for foreign language learners by teaching them to refrain from harsh self-criticism following unsuccessful attempts, embrace mistakes and effectively manage negative emotions in the face of failure, facilitating quicker recovery. Additionally, mindfulness helps cultivate patience throughout the learning process, maintain openness to new situations and learning opportunities, foster self-assurance and confidence in their abilities, perform without the pressure of perfection, and release past mistakes or unpleasant experiences to focus on new learning experiences. According to Langer (2000), some of the benefits of mindfulness include "an increase in competence; a decrease in accidents; an increase in memory, creativity, and positive affect; a decrease in anxiety; and an increase in health and longevity" (p. 220). In parallel with that, several studies revealed that mindfulness practices could help lowering language learners' anxiety, increasing their self-effiacy and focus

(Charoensukmongkol, 2019; Fallah, 2016; Fallah, 2017; Koçali, 2020; Önem, 2015). Bandura (1997) suggests that self-efficacy can be enhanced by engaging in successful experiences and positively evaluating one's past performance. Furthermore, it is recommended that heightened emotional arousal can impede performance and elevate the probability of failure.

Foreign language speaking anxiety and speaking self-efficacy can be considered as two of the main issues in language learning and teaching. As mentioned above, there are many studies on anxiety and self-efficacy. There are also some studies investigating the effects of mindfulness on anxiety or self-efficacy separately. And some of the studies suggest that anxiety and self-efficacy are related to each other. However, to writer's best knowledge, apart from the limited studies on mindfulness, there is no study in the FLA/SLA literature that studies foreign language speaking anxiety, foreign language speaking self-efficacy and mindfulness together. Yet, it might be insightful to study these three concepts together as many studies emphasize the relationship between anxiety and self-efficacy and also mindfulness is on the other hand claimed to be effective for both lowering anxiety and increasing self-efficacy. For this reason, exploring the effects of mindfulness on speaking anxiety and speaking self-efficacy of EFL students at a university in Turkey could be beneficial for gaining a greater understanding of these three influential aspects and their impact in actual language classes.

1.1.1. Foreign language speaking anxiety and mindfulness

Anxiety is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future (http-1). According to Horwitz, et al. (1986), almost half of the foreign language learners experience anxiety throughout their learning process. Foreign language anxiety plays a crucial role in second or foreign language learning and has been a popular subject of research for decades. It is a combination of self-perceptions, beliefs, feelings, and behaviors that relate to classroom learning, arising from the unique nature of the language learning process. Anxiety can elevate the affective filter, making the learner less receptive to language input, which can make it harder for them to understand target language messages and impede language learning (Krashen, 1982). Therefore, it should not be overlooked and should be addressed accordingly. All four language skills have their own level of anxiety. Horwitz et al. (1986) asserted that anxiety is a major hindrance for students when speaking in a foreign language. The core idea behind the theory of foreign language anxiety, which forms the basis of this research, is that speaking is the most anxiety-inducing aspect of second language learning (Cheng et al., 1999).

Since foreign language anxiety and especially foreign language speaking anxiety considerably hinders language learning, bringing in studies that investigate new techniques to reduce the foreign language speaking anxiety of the students is highly important and mindfulness due to its core principles might be an effective in treating foreign language anxiety.

1.1.2. Self-efficacy and mindfulness

Self-efficacy, as defined by Bandura (1986), is the belief that an individual holds in their ability to successfully complete a task. The researcher argues that by embracing mindfulness as a way of life, it can have a positive effect on self-efficacy due to mindfulness's *non-judgemental* nature. Furthermore, studies have shown that dispositional mindfulness is associated with academic self-efficacy and positive reappraisal (Chandna et al., 2022). Also, positive reappraisal can act as a mediator between mindfulness and academic self-efficacy (Hanley et al., 2015). Bandura (1997) stated that self-efficacy plays a powerful role in one's decision of activities, the amount of effort they put in, and how much they can maintain that effort in the face of difficulties. From this perspective, the researcher believes that the attitudes of mindfulness such as *acceptance* and *trust* can be useful in understanding problems, overcoming them with patience, and believing in oneself, ultimately fostering self-efficacy. Research suggests that self-efficacy is influenced by four factors: past performances, vicarious experiences, persuasion from others, and physiological reactions (Schunk and Meece, 2005; Schunk and Pajares, 2001). This is why there may be a connection between mindfulness and self-efficacy because mindfulness emphasizes being present in the moment and not dwelling on the past or future, which is one of its core attitudes, *letting go*. Kabat-Zinn (1990) defines the mindful attitude of 'letting go' as of letting things be, in other words, accepting the things as they are. People tend to hold onto past experiences whether they are pleasant or unpleasant. However, one of the basic principles of mindfulness is to recognize the feelings and observe them when thoughts of the past come and go without judging them. Similarly, the idea is that this principle of mindfulness may help students not hold onto their past mistakes or unpleasant experiences while learning a foreign language and thus, accept what has happened more easily and move on to the next experiences and hopefully not hinder their learning process.

Research has shown that mindfulness has a positive relationship with self-efficacy (Caldwell et al. 2010; Heath et al., 2016; Luberto et al., 2014; Perez-Blasco et al., 2013; Turner et al., 2016). Perez-Blasco et al., (2013) found that mindfulness is associated with

feelings of empowerment and confidence. Additionally, some researchers have found that non-judgement and awareness are negatively associated with depression (Cash and Whittingham 2010); thus, it is likely that a higher level of mindfulness can help individuals gain better control of their thoughts and feelings and improve their self-efficacy (Hosseinzadeh et al., 2019).

When all the aforementioned studies are considered, it can be said that a positive correlation between mindfulness and self-efficacy may exist. Nevertheless, to researcher's best knowledge, the studies on mindfulness and self-efficacy are limited. Therefore, it is worth investigating.

1.1.3. Mindfulness

Mindfulness, which has roots in ancient eastern and Buddhist philosophy, is a practice that involves paying attention to one's inner and outer experiences in a non-judgmental way from moment to moment (Kabat-Zinn, 2003) and it has been around for around 2500 years. In 1979, Dr. Jon Kabat-Zinn developed a program at UMass Medical Center called Mindfulness-Based Stress Reduction (MBSR) to help medical patients incorporate mindfulness into their daily lives as a way to cope with stress, chronic pain, and other chronic medical conditions (Kabat-Zinn, 1990). This program has been replicated globally and has led to an increase in popularity of mindfulness practices (Ludwig and Kabat-Zinn, 2008). Research has shown that mindfulness-based interventions can be beneficial for treating a variety of psychological and physical conditions, such as chronic pain, depression, anxiety, and addictions (Fulwiler and de Torrijos, 2011).

As modern life can be pretty demanding and overwhelming, people are in search of the things that will soothe them. In parallel with this, there has been a growing awareness of the importance of well-being, and mindfulness practices, along with yoga and meditation, have become increasingly popular through social media. Recently, the use of mindfulness in education has been gaining attention, as a way to reduce stress and anxiety and improve attention in students (e.g., Hooker and Fodor, 2008; Meiklejohn et al., 2012; Moafian et al., 2019).

While these practices are commonly found in literature worldwide, they have only recently started to be recognized as a research topic in the Turkish EFL context and therefore are worth being investigated.

1.1.4. Foreign language speaking anxiety, self-efficacy and mindfulness

Foreign language speaking anxiety and speaking self-efficacy are two primary concerns in language acquisition and instruction. As previously stated, there are numerous studies have been conducted on the topics of anxiety and self-efficacy. Research has shown that mindfulness practices are effective on lowering language learners' anxiety, increasing their self-efficacy and focus (Charoensukmongkol, 2019; Fallah, 2016; Fallah, 2017; Koçali, 2020; Önem, 2015). In addition, research has also revealed that mindfulness has a positive relationship with self-efficacy (Caldwell et al. 2010; Heath et al., 2016; Luberto et al., 2014; Perez-Blasco et al., 2013; Turner et al., 2016). However, to the researcher's best knowledge, there is no study in the literature on EFL/ESL that examines the concepts of foreign language anxiety, and mindfulness since the studies on mindfulness are relatively new and limited. In that sense, it could be enlightening to examine these three notions collectively, as numerous research highlight the correlation between anxiety and self-efficacy and also mindfulness is found out to be useful in reducing anxiety and enhancing self-efficacy separately. Therefore, conducting a study on the impact of mindfulness on speaking anxiety and speaking self-efficacy among EFL students at a Turkish university could provide valuable insights into these three significant factors and their influence in real language classrooms.

1.2. Statement of the Problem

Learning a foreign language is a complex process that involves acquiring a good vocabulary and grammatical knowledge, as well as being able to listen, speak, read and write in that language fluently. Besides these requirements, many individual factors such as motivation, willingness, and L1 interference can make the process even more difficult. Additionally, anxiety has been shown to negatively impact language learning, with studies indicating a correlation between high levels of anxiety and low levels of achievement (Horwitz et al., 1986; Liu and Jackson, 2008; Özkan, 2019). As a result, foreign language anxiety has been studied for many years, and obviously researchers have been trying to find new ways to help reduce it, as foreign language anxiety is still an obstacle both language learners and teachers are dealing with.

Krashen's (1986) affective filter hypothesis proposes that when negative emotions such as anxiety and fear are present, they act as a barrier to language acquisition and this barrier must be lowered to create a sense of safety and facilitate language learning. In this context, this study suggests that mindfulness practices may help create a more relaxed and

safe learning environment by lowering the affective filter in foreign language teaching environments.

On the other hand, self-efficacy, or one's belief in their own abilities in achieving success, can be seen as another factor that may cause higher anxiety in its absence. According to Bandura (1997), self-efficacy can be strengthened through mastery experiences and positive self-appraisals of previous performance. Additionally, it is suggested that high emotional arousal can hinder performance and increase the likelihood of failure. In parallel with these, the principles of mindfulness such as 'acceptance, non-judging or the aforementioned letting go' may be beneficial while dealing with anxiety or low self-efficacy. Therefore, the study aims to investigate the correlation between mindfulness, self-efficacy beliefs, and speaking anxiety in EFL and how mindfulness practices may potentially decrease speaking anxiety and increase the level of mindfulness and self-efficacy beliefs of students.

1.3. Significance of the Study

The main reason why people learn a foreign language is communication, and speaking is the key skill that learners want to develop in order to be recognized as a fluent speaker of that language. However, teaching speaking in contexts where English is taught as a foreign language is challenging because students' exposure to the language outside the classroom is limited. Although the internet and social media can provide some exposure to the language, students find it difficult to develop speaking skills unless they need to use the foreign language in their daily lives, as in the English as a Second Language (ESL) context. In addition, students often experience anxiety when speaking a foreign language, which is a common problem and can interfere with the development of speaking skills. Anxiety can have many causes and one of them can be self-efficacy beliefs.

The researcher has been teaching English preparatory classes for about 10 years and has encountered many situations both in the classroom and in oral examinations where even eager and successful students were unable to speak English due to their anxiety and sometimes low self-efficacy beliefs. However, the researcher has not found a solution to these problems so far except for trying to reduce the learners' anxiety by adopting an understanding and soft attitude towards them. In parallel to this, since speaking is one of the most important but most difficult skills in language learning/teaching, as mentioned above, finding solutions to problems caused by anxiety and self-efficacy beliefs in language learning/teaching is becoming more and more important in language learning/teaching literature.

In this context, the concept of mindfulness, which is known to be effective in reducing stress and increasing well-being, is considered worthwhile to investigate in this study. Mindfulness has been a popular phenomenon in the field of psychology for years, and has been proven to be useful in teaching and learning environments by various studies around the world as mentioned earlier. However, it is a relatively new concept in the Turkish context of teaching English as a foreign language and there are limited studies on this subject. Moreover, most of these studies solely aimed to identify the reasons behind foreign language learning anxiety rather than including an intervention on mindfulness for learners. There are just a few studies that include an intervention focusing on mindfulness in terms of issues such as vocabulary retention (Önem, 2015) or speaking anxiety and the desire to communicate (Öz, 2017). The most recent article in the Turkish context belongs to Kuru Gönen. A recent article by Kuru Gönen (2022) gives several examples of breathing and meditation practices to promote mindfulness in the language teaching classroom and emphasizes the need for such resources. This is because EFL teachers lack both knowledge and practical understanding of mindfulness and need guidance on how to do these practices, which is lacking in the literature.

For all these reasons, this study aims to investigate the effects of mindfulness practices and mindfulness-based speaking tasks on students' levels of foreign language speaking anxiety and their self-efficacy beliefs in foreign language speaking. To the best of the researcher's knowledge, there is no study in the literature that addresses these concepts together. This study may contribute to the literature by providing important findings and examples of mindfulness practices and mindfulness-based speaking tasks for the benefit of the teachers who have students with speaking anxiety and negative self-efficacy beliefs.

1.4. Purpose of the Study and Research Questions

This study aimed to examine the effects of mindfulness practices and mindfulness-based speaking tasks on the students' level of mindfulness, level of speaking anxiety and speaking self-efficacy beliefs.

Therefore, in line with the aforementioned issues and considerations, this study intends to answer the following research questions:

1. Is there any significant difference in students'
 - a. mindfulness levels
 - b. speaking anxiety levels

- c. speaking self-efficacy beliefs after the implementation of mindfulness practices and mindfulness-based speaking tasks?
- 2. What are the students' perceptions about integrating
 - a. mindfulness practices
 - b. mindfulness-based speaking tasks into the speaking classes?



2. LITERATURE REVIEW

2.1. Foreign Language Anxiety

Foreign language anxiety can be considered as "specific anxiety reaction", as described by Horwitz et al. (1986, p. 125). Foreign language anxiety shares similarities with other types of anxiety, as it arises within its own specific context (MacIntyre and Gardner, 1991). It can also be recognized as a sensation of tension and fear associated with second language situations, such as listening and speaking (MacIntyre and Gardner, 1994).

Anxiety is unavoidable in a language class (Hasan and Fatimah, 2014; Horwitz et al., 1986). Learners may lack confidence and comfort while studying in an unfamiliar language compared to other subjects such as Math or Science. Thus, anxiety might have an impact on academic achievement in language classes. In her study, Özkan (2019) discovered a strong correlation between foreign language anxiety and success level. Specifically, as the level of anxiety grows, the level of success drops. A separate study conducted with 251 Taiwanese EFL learners revealed a significant correlation between trait anxiety, language anxiety, and the speaking performance of students (Huang, 2018). Put simply, state anxiety is mostly caused by language anxiety and trait anxiety. Huang (2018) found that both language anxiety and trait anxiety had a detrimental effect on L2 performance.

Foreign language acquisition occurs within social environments. Therefore, foreign language anxiety, which can also be referred to as social anxiety according to MacIntyre and Gardner (1991), shares similar characteristics with Schwarzer's (1986) three-component definition of social anxiety. The components mentioned are emotions of tension and discomfort, negative self-evaluations, and a tendency to retreat in the presence of others (Aydın, 1999; Schwarzer, 1986). Hence, foreign language learners typically refrain from speaking, particularly in the presence of classmates, to preserve their self-esteem and social status. Consequently, one can infer that foreign language anxiety stems from the fear of failure.

Perfectionism is identified as another primary cause of foreign language anxiety (Önem, 2015). According to Horwitz et al. (1986), it has been observed that pupils with high levels of anxiety are more likely to correct their mistakes. Research on foreign language anxiety has found that students with high levels of anxiety and those with low levels of anxiety exhibit varying degrees of perfectionism. Specifically, learners with high anxiety tend to demonstrate a higher level of perfectionism (Gregersen and Horwitz, 2002).

According to Horwitz et al. (1986), foreign language anxiety can be broken down into three sub-dimensions: communication apprehension, test anxiety, and fear of negative evaluation. *Communication apprehension* stems from the fear that effective communication may not be achieved (Horwitz et al., 1986). This is a primary factor that leads learners to refrain from engaging in communicative activities. Foreign language anxiety hinders learners from participating in classroom activities due to the fear of making mistakes or receiving bad evaluations, therefore acting as an inhibitor (Liu and Jackson, 2008).

Test anxiety primarily arises in situations when evaluation is present (Horwitz et al., 1986). The exams used in foreign language learning differ from other exams, and the frequency and intensity of quizzes are significant factors that contribute to anxiety in EFL students (Horwitz et al., 1986). Furthermore, foreign language evaluation includes more than just traditional written exams. It also includes interactive exams that require communication between teacher and student, as well as between students (Horwitz et al., 1986).

Consequently, test anxiety can be linked to the fear of receiving negative evaluation. Excessive concern with others' opinions might lead children to see the potential consequences of failure, resulting in fear of negative evaluation. The fear of negative evaluation is so widespread that it is a more common sub-dimension when compared to test anxiety (Horwitz et al., 1986).

The phenomenon of foreign language anxiety has been examined in connection with various concepts, including self-efficacy, self-perception, and both external and internal factors that impact the classroom environment. A study conducted in Korea with 537 young learners aimed to establish the correlation between foreign language anxiety and background characteristics (Yim, 2014). The study by Yim (2014) revealed that students' self-perception significantly influences their anxiety levels during language acquisition. Specifically, when learners have a good perception of themselves, their anxiety lowers. In addition, the study found that the experience of studying abroad, the amount of time spent studying English, and gender all had a significant impact on students' foreign language anxiety (Yim, 2014). Self-efficacy and foreign language anxiety are negatively related. MacIntyre et al. (1997) examined the correlation between foreign language anxiety, perceived competence, and real competence. Consequently, the researchers discovered that students who perceived themselves as successful were indeed more successful, and they also observed a negative correlation between anxiety related to foreign language learning, proficiency in language skills, and test anxiety. In addition, it was noted that students with high levels of anxiety

typically underestimate their level of skill competency, while students with low levels of anxiety tend to overestimate their level of skill competence (MacIntyre et al., 1997). Bailey et al. (2000) examined 205 university students to identify a set of characteristics that could be associated with three types of anxiety: input, output, and processing stages. Researchers discovered that students with the highest level of anxiety tend to be older, have lower expectations of their achievement in foreign language classes, and have low perceived intellectual skill and low perceived job competence (Bailey et al., 2000).

According to Woodrow (2011), those who experience higher levels of anxiety are less inclined to show an intrinsic motivation to learn a language, tend to study English for shorter durations, and face greater parental pressure. The research conducted on 738 college English students in China highlights that the students who possess confidence and experience fewer levels of anxiety exhibit more positive attributes towards learning. These students have an intrinsic motivation and experience less external pressure, as stated by Woodrow in 2011. Conversely, in open-ended interviews, certain students said that pressure from parents or professors was not seen as a negative thing, but rather as a motivation to study more diligently (Woodrow, 2011).

When it comes to studying a foreign language, it is necessary to consider individual differences because the indications of anxiety may vary across students (Král'ová and Sorádová, 2015). Certain kids may experience complete memory loss and physical tremors when asked a question in the classroom, while others only require minimal assistance from the teacher or their peers and show no signs of anxiety (Král'ová and Sorádová, 2015). Hence, it is essential to adapt teaching materials and techniques in accordance with the particular requirements of the learners. The study conducted by Baş (2014) found that foreign language learning anxiety was linked to seven factors: listening and speaking activities, teaching techniques, fear of making mistakes, learning environment, teachers' attitudes, and tests. Many of these characteristics, such as methods of teaching, listening and speaking activities, and teachers' attitudes, might be associated with individual differences. Effectively navigating these issues and implementing them in the classroom may lead to a reduction in anxiety levels in EFL classes.

Conversely, anxiety can have a beneficial impact on the process of acquiring a new language. A study conducted in Korea found that learners with a high level of anxiety outperformed learners with a low level of anxiety and achieved higher scores (Park and French, 2013). The study involved 948 students who were enrolled in conversation classes at

a university in Korea. The findings revealed that females exhibited higher levels of anxiety compared to males. Despite experiencing higher levels of anxiety, female students achieved higher results on the tests. This phenomenon can be attributed to socio-cultural influences, namely in societies such as Korea where females are taught to be inferior to males. As a result, women might take on greater duties and perform extra effort to achieve success and earn recognition in their culture (Park and French, 2013).

2.1.1. Foreign language anxiety factors

According to Horwitz et al. (1986), foreign language learning (FLL) typically occurs in academic settings, such as classrooms. This is considered a unique characteristic of FLA in these situations. They proposed a theory of FLL anxiety, drawing on their observational and non-scientific evidence. They assert that their hypothesis includes three interconnected variables contributing to performance anxiety: test anxiety, fear of negative evaluation, and communication apprehension.

MacIntyre and Gardner (1991) argue that these aspects of anxiety have a harmful impact on the acquisition of foreign languages. These three categories of performance fears accurately reflect foreign language anxiety. The presence of fear of negative evaluation, test anxiety, and communication apprehension in foreign language acquisition poses a potential threat to one's self. Similarly, a learner may experience a decrease in their belief in their own ability to succeed, known as self-efficacy, which can lead them to see a foreign language setting as intimidating or dangerous (Pappamihel, 2002).

2.1.1.1. Test anxiety

Test anxiety refers to the feelings of stress and unease that arise specifically during examinations and tests in the process of learning a foreign language. According to Horwitz et al. (1986), test anxiety is a sort of performance anxiety that is triggered by a fear of failure. Concerns about receiving low grades and failing to fulfill standards could increase learners' anxiety levels. Research has demonstrated a positive correlation between high levels of test anxiety and lower performance in foreign language tests. Therefore, a significant degree of test anxiety can lead to increased success in foreign language tests (Ohata, 2005). A study conducted by Phillips (1992) examined the impact of foreign language anxiety on oral tests and yielded similar results. The results indicated that students with elevated levels of anxiety exhibited poorer performance compared to students with lower levels of anxiety. Additionally, individuals with mild anxiety showed a greater ability to utilize complex structures compared to students with high levels of anxiety.

Therefore, it may be inferred that students who experience high levels of test anxiety are likely to perform worse on exams compared to their peers who have low levels of test anxiety. Hodapp et al. (1995) discusses the psychological consequences of test anxiety and argues that individuals with high levels of test anxiety may struggle to answer questions accurately and confidently in an examination setting. Learners who experience test anxiety typically exhibit certain characteristics, such as difficulty in concentrating and paying attention. They are also affected by physical tension and heightened senses. Ultimately, this situation can negatively impact their performance in foreign language classes and potentially lead to academic failure (Whitaker Sena et al., 2007).

Test anxiety can be correlated with foreign language anxiety. Horwitz and Young (1991) established a strong correlation between test anxiety and foreign language anxiety (FLA) due to the continuous evaluation of students' performance in their foreign language class. The cause of test anxiety is the learners' fear of failure. Students with exam anxiety tend to perceive everything as a failure, except for achieving a perfect score on a test. Consequently, these kids have numerous challenges in foreign language lessons due to the abundance of tests, quizzes, and exams in language learning, which can trigger anxiety. According to Horwitz et al. (1986), students are aware that they provide incorrect answers due to feelings of fear, nervousness, and uncertainty, even when they are aware of the correct answer. Test anxiety is also influenced by a student's ability to effectively handle the testing procedure and efficiently arrange the necessary material and information while taking the test. Students may experience anxiety when they are unable to organize and articulate information effectively. Students experiencing test-anxiety may have a pessimistic attitude towards exams, leading to distorted ideas about their performance on the tests.

Anxiety can occur in several types of tests throughout teaching and testing procedures. Learners exhibit varying reactions to specific test types. Of these test categories, true-false and dictation tests are often the least anxiety-inducing, whereas translation tests are the most anxiety-inducing and least preferred by learners. Furthermore, it is recommended that when a language instructor administers various forms of assessments and employs a certain methodology in language instruction, learners may experience heightened anxiety and frustration due to the unfamiliarity of the new test format (Young, 1986).

The detrimental impacts of anxiety are not limited solely to learners' performance. Anxiety has a detrimental impact on the cognitive processing of material in foreign language classes (MacIntyre, 1995). Overall, those with high anxiety tend to allocate their attention to

multiple tasks, whereas individuals with low anxiety focus solely on pertinent information. Consequently, the learners' performance is adversely impacted. However, worry can have a beneficial impact on learners' performance in tasks that are relatively straightforward (MacIntyre, 1995).

2.1.1.2. Fear of negative evaluation

Additionally, the fear of negative evaluation is linked to individuals' concerns about how others see them, which they typically assume to be negative (Horwitz and Young, 1991). Here, evaluation refers to the assessment of both academic and personal aspects of learners' competence and activity in the target language. Learners experience anxiety regarding the evaluation of their academic and personal performance by their professors and peers (Noormohamadi, 2009).

Individuals strive to create a favorable social image, which leads to the fear of receiving negative evaluations from others. However, during class, students should ignore their self-perception and be open to receiving negative criticism from others. Alternatively, individuals may experience anxiousness in this particular circumstance (Tsui, 1996). These types of learners prioritize their social image among their peers in the classroom and typically choose to be passive participants, avoiding engagement in activities and assignments. In addition, students perceive errors as sources for receiving negative evaluations from their professors or peers (Tsiplakides and Keramida, 2009).

Furthermore, it can be inferred that the fear of negative evaluation involves a wider range of situations compared to test anxiety (Horwitz and Young, 1991). The research has demonstrated that evaluations of teachers and peers can significantly impact students in foreign language classrooms.

They lack confidence in their foreign language proficiency, leading to uncertainty in their statements and answers. They have uncertainty over their proficiency and competence in their language courses, which may lead them to believe that they will not achieve sufficient success to establish a suitable social image among their peers (MacIntyre and Gardner, 1991). Students sometimes underestimate their proficiency in language lessons, have apprehension of receiving negative evaluations when they are required to answer a question or complete a language task, and perceive themselves as being lower than their peers.

Occasionally, individuals may perceive and persuade themselves that they are being assessed negatively, and this fear of negative evaluation might impede their progress in acquiring a foreign language entirely (Ay, 2010). Some learners believe that their evaluation

is based on their language usage. Occasionally, individuals may perceive themselves as lacking sufficient linguistic proficiency to effectively engage in communication and accurately convey what they want. At this juncture, individuals may experience anxiety about being perceived negatively by others and have concerns about presenting a false social image of oneself. Consequently, there is a reluctance to engage in communication and limited involvement in oral and speaking responsibilities.

These claims are further confirmed by a study conducted by Gregersen and Horwitz in 2002. A study was done to examine the response of language learners with anxiety compared to learners without anxiety during oral performance. The results indicated that students with high levels of anxiety experienced fear in relation to receiving negative evaluations from their peers, since they thought this would make them seem foolish. Thus, it may be inferred that learners typically have fear towards receiving criticism from their teachers and classmates.

2.1.1.3. Communication apprehension

Communication apprehension refers to the fear or anxiety that individuals have when they are required to communicate with others. It can manifest in various situations, such as public speaking, group discussions, or even one-on-one conversations. This apprehension can be caused by a variety of factors. Communication apprehension can occur in any form of interaction with others. It includes the feeling of anxiety experienced by a recipient when they receive information or listen to a spoken message, as well as the fear and nervousness that arises when an individual needs to speak in front of an audience or engage in oral communication with peers or within a group setting. It can be inferred that individuals experience anxiety in communication due to their inability to fully control the circumstance. From this perspective, it may be argued that individuals who experience anxiety while communicating orally are likely to experience anxiety when speaking in their foreign language classes. Insufficient equipment in language classrooms can contribute to communication apprehension, which is a significant component of foreign language anxiety. Communication apprehension is distinct from other forms of anxiety since it appears to be more common in the context of learning a foreign language.

Communication apprehension refers to the discomfort that learners feel when engaging in spoken communication, particularly in their foreign language classes. Learners have a sense of apprehension and frustration when they are unable to communicate effectively. Researchers have proposed several potential causes of communication apprehension. Learners experiencing communication apprehension have feelings of

apprehension, frustration, and negative feelings towards the foreign language due to their inability to understand others or communicate themselves. Communication apprehension appears in a foreign language class as the reluctance of students to engage in any form of communication, such as giving a speech or engaging in conversation in a foreign language (Foss and Reitzel, 1988). Students often experience anxiety due to their self-perception regarding their speaking abilities. Certain students may choose to remain silent since they perceive silence as more desirable than engaging in poor communication (Foss and Reitzel, 1988). The idea of having low ability diminishes students' motivation and impedes their progress in developing their skills.

Individuals experiencing communication apprehension struggle to comprehend and effectively convey their thoughts and ideas to others. Learners that have communication apprehension do not feel at ease in foreign language environments, particularly when it comes to listening and speaking skills (Tsiplakides and Keramida, 2009). Noormohamadi (2009) argues that communication apprehension is characterized by a distinct metacognitive awareness. Communication apprehension arises from an individual's inability to articulate their complex ideas and thoughts effectively. One's self-awareness is the recognition that they may not comprehend others and may struggle to effectively communicate their own thoughts and ideas. This could be proposed as an explanation for why many talkative individuals remain quiet in an educational setting. Based on this understanding, those who are listening and speaking in a foreign language are unable to fully and thoroughly understand the message. Learners experience anxiety and uncertainty during the communication process due to their inability to comprehend the message.

2.2. Foreign Language Speaking Anxiety

"Anxiety is a multifaceted phenomenon that is commonly experienced by educators. According to McNally (1989), anxiety can be defined as "trait anxiety," which refers to a person's overall tendency to respond with fear when faced with stressful situations. Spielberger et al. (1983) define anxiety as a subjective experience characterized by feelings of tension, apprehension, nervousness, and worry, which are accompanied by activation of the autonomic nervous system (p. 15). Moreover, it is additionally defined as "the feeling of tension and apprehension specifically associated with second language learning" (MacIntyre and Gardner, 1994, p. 284). Regarding the topics of speaking anxiety and mindfulness, the majority of research has focused on studying public speaking in L1. Studies have found that mindfulness effectively decreases public speaking anxiety in L1

(Dalrymple and Herbert, 2007; England et al., 2012; and Rasmussen and Pidgeon, 2011). However, anxiety is a common and increasing issue among language teachers in the context of foreign language learning.

2.2.1. Reasons of foreign language speaking anxiety

Regarding anxiety in an EFL class, speaking is the primary source of anxiety due to its demand for active engagement and communication with others using a language other than L1. Harmer asserts that speaking is one of the most demanding abilities in a foreign language, since it requires students to simultaneously employ their linguistic proficiency and thoughts (as cited in Çağatay, 2015, p. 645). This difficulty can be attributed to various factors. Nunan (2003) identifies two primary factors that contribute to the difficulty of speaking as a skill. Firstly, unlike the other three skills, speaking takes place in the present moment, whereas the other three skills do not occur in real-time. At that particular moment of speaking, there is no opportunity to revise, delete, or correct again. Mai and Tuan (2015) identified several key factors that contribute to the difficulty language learners face when speaking a foreign language. These factors include time management, planning strategies, the standardization and amount of performance, motivation, self-confidence, anxiety, listening ability, and peer/teacher feedback during and after speaking tasks.

Addressing L2 speaking anxiety, numerous research have been carried out in this field, revealing a range of factors contributing to the difficulties experienced by individuals while speaking a language other than their native tongue. Balemir (2009) identified teaching and testing procedures, personal motivations, and fear of negative evaluation as the primary factors contributing to L2 speaking anxiety. Moreover, as stated by Çağatay (2015), native speakers contribute to the anxiety experienced by language learners when it comes to speaking a foreign language. Debreli and Demirkan (2015) discovered that factors such as pronunciation challenges, receiving immediate questions from the teacher, and not comprehending what the teacher is asking are among the factors that cause speaking anxiety for language learners. In addition, according to Occhipinti (2009), the instructor's use of harsh correction methods is one of the factors that contribute to language learners feeling anxious about their speaking abilities. Moreover, speaking in front of an audience is considered to be one of the factors that affects students' motivation to speak in the classroom. According to Stewart and Tassie (2011), a public speaking classroom frequently induces stress, anxiety, and tension among undergraduate students. Juhana (2012) asserts that individuals experience fear of ridicule from their peers as a result of their limited proficiency in English language

speaking skills (p. 101). Despite its perceived difficulty, the fear of public speaking can potentially be reduced by a six to eight week mindfulness training program (England et al., 2012; Rasmussen and Pidgeon, 2011).

Perception management could be another factor causing the fear of speaking in L2 among students. Perception management is described as “...indicators to foreign audiences to influence their emotions, motives and objective reasoning; and to intelligence systems and leaders at all levels to influence official estimates, ultimately resulting in foreign behaviors and official actions favorable to the originator’s objectives” (Jones, 1998, p. 38). The practice of mindfulness can serve as a sign of a change in the mindset, allowing teachers to overcome their perception management and bias and become more receptive to diverse perspectives.

2.2.2. Results of foreign language speaking anxiety in Türkiye

Considering all the variables listed, speaking a language can become a daunting challenge for many students, leading to a dislike for that specific language and sometimes perceiving it just as a measure of exam performance. Considering the previously indicated most likely causes of anxiety when speaking a second language, it would be valuable to examine the current state of Turkish learners in terms of their English language acquisition. Just as in other countries, English is also taught as a foreign language in Turkish schools. In the 1900s, English gained recognition for its significance and became a prominent subject at one of Türkiye's leading institutions. Subsequently, it was incorporated into the Turkish national education system as a compulsory course in schools. If kids begin learning English as a second language (L2) in the 4th grade, it is assumed that by the time they reach university, they will have developed proficiency in listening, speaking, reading, and writing. Nevertheless, a study carried out by TEPAV (Economic Policy Research Foundation of Türkiye) in collaboration with the British Council revealed that over 95 percent of Turkish citizens are unable to respond to fundamental English questions even after completing an extensive language course, which consisted of more than 1000 hours of instruction. The study's findings indicate a strong correlation between individuals who continue to study English as a foreign language from 4th grade and their subsequent failure in competence assessments upon entering university. According to the English Proficiency Index (EPI) (2023), Türkiye ranks 66th out of 113 countries worldwide and is classified as having a 'low English proficiency' level. Unfortunately, this situation is a cause for concern over Turkish education system.

To conclude, speaking is one of the most difficult abilities to master in a foreign language. To reduce anxiety and alter one's impression of speaking skills, it is necessary to create mental and physical space for relaxation. By doing so, one can gradually overcome worries and worrisome thoughts and head to the desired transformation.

2.3. Self-Efficacy

Self-efficacy, as defined by Bandura (1997), is the belief that individuals hold regarding their ability to successfully complete a certain job or achieve a desired objective. Self-efficacy is a crucial factor in academic learning and motivation as it influences students' academic accomplishment in terms of their persistence, effort, and task selection (Schunk, 1995). Self-efficacy, a psychological term, has been acknowledged as playing a significant role in various multidimensional processes, such as the acquisition of a foreign language.

2.3.1. Social cognitive theory and self-efficacy

Social cognitive theory, proposed by Bandura in 1997, argues that humans possess the capacity to alter and control their behaviors. According to this theory, humans are considered to be "self-organizing, proactive, self-reflective, and self-regulating" (Pajares, 2008, p. 12). They possess the capacity to adapt and change by engaging with people in different situations. Bandura (2012) believes that an individual's achievement is influenced by the dynamic interaction of their behavior, personal characteristics such as thoughts and beliefs, and environmental circumstances. The interaction between personal agency, self-belief, and external contextual circumstances significantly influences human behavior (Mills, 2014). Self-beliefs encompass significant facets of human skills, such as "symbolizing, forethought, vicarious learning, self-regulation, and self-reflection" (Bandura, 1997). These talents enable individuals to make judgments, evaluate their own performance, analyze the results, establish ideas about their competence, and mentally retain this information for future guidance (Mills, 2014, p.7). Among these five categories, Bandura (1997) regards self-reflection as the most crucial, as it enables individuals to modify their ideas and behavior by introspecting on their behaviors or thoughts.

Self-efficacy is regarded as a key element of self-reflection in social cognitive theory (Bandura, 1997). Self-efficacy refers to an individual's conviction in their ability to effectively plan and carry out the necessary actions to achieve specific goals or outcomes (Bandura, 1997, p. 3). Self-efficacy can be defined as an individual's confidence in their capacity to successfully do a specific task or complete an activity. It is often utilized as an indicator of future performance (Mills, 2014, p. 8). According to Bandura (1997), an individual's self-

efficacy beliefs have the power to impact their decision-making, determination, and level of effort. These beliefs also play a role in their ability to bounce back from challenges, their thinking patterns, emotional states, and overall accomplishments. Individuals who possess a high level of self-efficacy in a specific task or job tend to perform better. This is because their beliefs and positive ideas about their talents motivate them to exert more effort and remain persistent, even in the face of hurdles or difficulties. In addition, elevated levels of self-efficacy result in a more profound dedication to specific endeavors, a willingness to embrace novel experiences, the ability to cope with stress, heightened motivation, and a drive to achieve greater goals (Cave et al., 2018). According to Bandura (1997, p. 19), self-efficacy beliefs have a significant impact on various aspects of human behavior, including cognition, motivation, emotions, and actions. Therefore, if individuals do not possess sufficient levels of self-efficacy, they may not be able to achieve behavioral change and fulfill their goals (Bandura, 2006).

2.3.2. Sources of self-efficacy

Bandura (1997) identified four factors that contribute to self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion, and affective or emotional indicators. An individual's self-efficacy beliefs are influenced by several factors, which can either enhance or diminish one's ability to do a given task (Mills, 2014). According to Bandura (1997), an individual's self-efficacy beliefs, which encompass their current and future perceptions of one-self, can be changed by promoting certain sources of information.

2.3.2.1. *Mastery experiences*

Mastery experiences, also known as previous personal experiences of success (Cave et al., 2018), are considered the primary source of self-efficacy according to Bandura (1997). According to Bandura (1997), successful past experiences enhance an individual's confidence in their ability to effectively complete a task, but previous failures diminish their impression of their own capabilities and reduce their self-efficacy beliefs in accomplishing a task. Mastery experiences have an impact on an individual's perception of their abilities, their perception of the task's level of difficulty, and the amount of effort they are willing to make in order to complete the task (Bandura, 1997). For example, if an individual has previously been unsuccessful in completing a specific task, they are likely to view themselves as less competent and perceive the task as more complex. This perception can have a cumulative impact on their motivation and performance when they are subsequently requested to undertake a similar task. Conversely, when individuals repeatedly achieve success in their

performances, it will enhance their self-efficacy beliefs and increase their likelihood of future success in similar tasks (Mills, 2014).

2.3.2.2. *Vicarious experiences*

Vicarious experiences refer to "modeling" experiences in which individuals observe the accomplishment of others who possess similar abilities (Bandura, 1997). Bandura (1997) claims that individuals are more likely to believe in their own ability to perform a task when they observe others with similar abilities, age, and level of achievement achieving the same activity. This observation plays a significant role in shaping their self-efficacy beliefs. On the other hand, if individuals observe others who possess similar abilities fail at a certain task, they can view the objective or task as impossible to achieve and hence reduce their own level of effort in attaining it. According to Bandura (1997), watching others fail can have a favorable impact on an individual's self-efficacy views, but only if they successfully complete the activity themselves.

2.3.2.3. *Verbal persuasion*

Verbal persuasion, often known as "socially persuasive feedback" from others, is another factor that contributes to self-efficacy (Zhang and Ardasheva, 2019, p. 49). Verbal persuasion involves supportive feedback and encouragement by teachers or mentors regarding an individual's performance on a certain activity (Mills, 2014). Bandura (1997) suggests that self-efficacy beliefs can be strengthened by receiving constructive feedback that emphasizes the positive parts of one's performance. Conversely, receiving negative feedback that highlights deficiencies in one's performance can be demoralizing and potentially undermine one's confidence in their ability to succeed. According to Bandura (1997), having people show confidence in one's abilities is more helpful in maintaining a sense of efficacy, especially when facing challenges, compared to when they express doubt (p. 101). Teachers should prioritize giving students feedback that emphasizes their strengths rather than pointing out their weaknesses. This approach is crucial for helping students keep a strong belief in their own abilities.

2.3.2.4. *Physiological and affective states*

Physiological and affective states contribute to an individual's self-efficacy, which refers to their capacity to effectively handle physical and emotional stress responses (such as breathing and anxiety) while performing tasks (Zhang and Ardasheva, 2019, p. 49). Stressful settings, task difficulty, and emotional mood are three significant aspects that might impact physiological and affective states. These characteristics, as identified by Bandura (1997), can

separately or collectively undermine one's sense of efficacy, as stated by Mills (2014, p. 9). To enhance self-efficacy, it is crucial to reduce negative elements like anxiety, stress, and fatigue in learning and teaching situations, as positive emotional and physiological aspects play a significant role in boosting self-efficacy levels.

2.3.3. Self-efficacy and foreign language learning

The self-efficacy construct has long been studied across several different fields of research, especially social psychology, and educational psychology; however, studies that centralize self-efficacy in foreign language learning contexts have become more prominent relatively recently. Most of these studies have investigated the relationship between self-efficacy and foreign language achievement (e.g., Ghonsooly et al., 2012; Hsieh and Kang, 2010), foreign language anxiety (e.g., Kırmızı and Kırmızı, 2015; Woodrow, 2011), language skills (e.g., Mills et al., 2006; Rahimi and Abedi, 2009) language learning strategies (e.g., Graham, 2007), and self-regulation (e.g., Graham, 2007; Mills et al., 2007).

Ghonsooly et al. (2012) conducted a study to investigate the correlation between the self-efficacy levels of university students and their performance in a regular English course. The study's findings revealed that self-efficacy plays a crucial role in determining students' linguistic achievement. Similarly, the study conducted by Hsieh and Kang in 2010 demonstrated that self-efficacy is a highly influential factor in determining one's success in acquiring a foreign language. The study's findings revealed that students with elevated levels of self-efficacy demonstrated superior performance compared to those with lower levels of self-efficacy. The study also demonstrated that students with elevated levels of self-efficacy ascribed their exam outcomes to internal and individual variables. Conversely, individuals with lower levels of self-efficacy ascribed their test outcomes to external causes, indicating that students with a diminished sense of self-efficacy exhibited less personal influence over their language proficiency.

Various studies have also examined the correlation between anxiety and self-efficacy in language learners. Woodrow (2011) investigated the correlation between the level of anxiety experienced by English language learners at the college level when writing, and their belief in their own ability to succeed. The findings demonstrated a negative correlation between high levels of writing anxiety and self-efficacy among students. Additionally, it was observed that students with writing anxiety exerted less effort in their writing tasks, leading to subpar performance. On the other hand, pupils who had low levels of worry when it comes to writing had a greater sense of self-confidence and achieved superior performance in writing

assignments. The study's findings indicate that self-efficacy is a more influential predictor of performance compared to anxiety. Similarly, the study conducted by Kırmızı and Kırmızı (2015) with Turkish university students learning English as a foreign language found a detrimental association between writing anxiety and writing self-efficacy.

On the other hand, multiple studies examined the correlation between self-efficacy and competency in foreign languages. In their study, Mills et al. (2007) examined the correlation between the listening and reading skills of foreign language learners and their self-efficacy. The findings demonstrated a significant association between reading self-efficacy and reading proficiency scores, as students with higher levels of self-efficacy achieved higher scores in reading proficiency. However, there was no significant correlation observed between the students' level of anxiety when reading and their scores in reading proficiency. These findings corroborate Bandura's (1997) assertion that self-efficacy is a more potent indicator of performance compared to worry. In a study conducted by Rahimi and Abedini (2009), it was discovered that there is a direct relationship between the degrees of self-efficacy in listening comprehension of English as a Foreign Language (EFL) learners and their scores in listening proficiency.

The relation between language learning practices and learners' self-efficacy was also investigated. In his study, Graham (2007) investigated the impact of training students in listening strategies on their self-efficacy. The study findings demonstrated that providing language learners with listening strategy instruction, along with feedback, was successful in enhancing their beliefs in their own ability to listen well. In a similar vein, Graham and Marco (2008) discovered that strategy training not only proved beneficial in enhancing the utilization of listening techniques, but also had a positive impact on the students' self-confidence in listening. In addition to acquiring learning skills, self-reflection has been demonstrated to have a correlation with self-efficacy in multiple research. Mills et al. (2007) found that students' self-efficacy beliefs had a role in their self-reflection and their ability to plan and evaluate their performance in completing activities. Additionally, it was discovered that the students who believed they were capable of achieving high test results were the ones who utilized their self-reflection abilities.

Previous research has emphasized that self-efficacy is associated with various characteristics including language accomplishment, proficiency in language skills and performance, anxiety, and self-reflection. Research has demonstrated that students' beliefs

about their own ability to succeed, known as self-efficacy, can significantly predict their academic achievements in language learning.

2.3.4. Previous research on speaking self-efficacy

The significant importance of speaking proficiency in communication, as well as the complex nature of the cognitive processes involved, is widely recognized by both educators and learners of foreign languages. Nevertheless, in the majority of English as a Foreign Language (EFL) settings, learners are provided with restricted chances to enhance their speaking abilities by developing their knowledge and skills (Goh and Burns, 2012). Furthermore, psychological issues such as anxiety, communication apprehension, and a lack of willingness to communicate have a detrimental impact on the processes involved in enhancing speaking abilities. Hence, it might be important to seek methods to improve students' confidence in speaking, considering that self-efficacy has a direct impact on individuals' performance in a given task. Several studies have been conducted on the speaking self-efficacy of English language learners. The majority of these studies were descriptive and centered on examining the correlation between speaking self-efficacy and other elements of language acquisition, such as skill achievement, anxiety, and feedback.

Several research primarily focused on examining the correlation between speaking self-efficacy and speaking skill achievement. Asakereh and Dehghannezhad (2015) conducted a descriptive study to examine the correlation between self-efficacy beliefs in speaking skills, student satisfaction with speaking lessons, and achievement in speaking skills. The findings indicated a notable association between students' confidence in their speaking abilities and their level of satisfaction with speaking skill classes. Additionally, it was discovered that the level of confidence in one's speaking abilities strongly influenced the attainment of speaking skills. Alawiyah (2018) conducted a study that found a positive relationship between speaking self-efficacy and achievement in speaking skills. According to Bandura (1997), individuals with elevated levels of self-efficacy establish more ambitious objectives for themselves and do things that demand significant effort, perseverance, and resilience.

Unsurprisingly, the findings of these two studies indicate that students who have a strong belief in their ability to communicate effectively tend to get higher marks on exams assessing their speaking skills. Darmawan et al. (2021) conducted a study to examine the self-efficacy beliefs related to speaking skills among university students. The study's findings revealed that students demonstrated elevated levels of speaking self-efficacy, as seen by their scores on the speaking self-efficacy measure. The study also found that students' regular

reading habits and expertise in giving prepared speeches are significant elements that influence their speaking self-efficacy.

Some studies on speaking self-efficacy primarily examined its correlation with speaking anxiety. Mede and Karairmak (2017) conducted a study to examine the correlation between speaking anxiety and speaking self-efficacy. The study's findings indicated a robust inverse relationship between self-efficacy and speaking anxiety. In a similar vein, Gürsoy and Karaca (2018) discovered a negative association between the two notions. According to Bandura (1997), those who have low levels of self-efficacy are more likely to feel anxious because they believe that their skills and talents are not sufficient to complete a task. Therefore, it can be inferred that the findings of these two research align with the theoretical foundation of the self-efficacy concept. In addition to speaking anxiety, feedback was also found to have a correlation with speaking self-efficacy. Au and Bardakçı (2020) discovered in their recent study that feedback is crucial for improving students' speaking self-efficacy and improving their speaking skills.

Leeming (2017) conducted a longitudinal study to examine changes in students' self-efficacy levels. The study's findings revealed a notable increase in students' speaking self-efficacy, implying that students have the potential to enhance their speaking skills and self-efficacy if they are given time and opportunities for language practice. This rise in students' speaking self-efficacy also guarantees that students will feel more capable and competent in their speaking abilities when presented with a more challenging task. Zhang and Ardasheva (2019) conducted a study to examine the factors that influence students' self-efficacy in English public speaking. They discovered that previous experiences of success or failure, modeling of others, verbal persuasion and affective states all played a role in determining students' self-efficacy in public speaking.

Only a limited number of research have documented strategies to improve students' speaking self-efficacy. Castañeda and Rodríguez-González (2011) conducted a study to investigate if L2 learners' speaking self-ability perceptions may be enhanced by listening to repeated recordings of their own speech drafts. Self-ability perceptions might be seen as synonymous with self-efficacy perceptions, as self-efficacy refers to one's self-perceived abilities on a given task (Bandura, 1997). The findings of this study showed that students enhanced their speaking self-efficacy and self-ability views, as well as their overall speaking performances, by engaging in self-reflection and self-assessment activities. Liu (2013) conducted a separate study to examine the usefulness of "English Bar," a self-access facility

designed for improving students' speaking self-efficacy. The findings demonstrated that students who made more regular visits to the self-access center saw an enhancement in their speaking self-efficacy. The findings of this study align with the notion that self-efficacy can be reinforced, strengthened, or weakened by individual effort and perseverance (Schunk and Pajares, 2009).

However, as previously stated, numerous studies have investigated the relationship between speaking self-efficacy and speaking skill achievement, anxiety levels, and feedback. However, there is a lack of research studies that examine ways to enhance the speaking self-efficacy of English as a Foreign Language (EFL) learners.

In conclusion, foreign language anxiety and self-efficacy are crucial components in the acquisition of a second or foreign language. Foreign language anxiety has been extensively researched due to its potential to increase the affective filter, hence impeding the learner's comprehension of linguistic input and hindering language learning (Krashen, 1982). According to Horwitz et al. (1986), anxiety has substantial negative impact on student's ability to speak in a foreign language. The core principle underlying the idea of foreign language anxiety, which forms the basis of this study, is that speaking is the most anxiety-inducing aspect of acquiring a second language (Cheng et al., 1999). Considering that foreign language anxiety, specifically foreign language speaking anxiety, greatly impedes the process of acquiring a new language, it is essential to give priority to research on novel techniques that attempt to decrease students' anxiety when speaking in a foreign language. Krashen's (1986) emotional filter hypothesis argues that the presence of negative emotions, such as anxiety and fear, creates a barrier to the acquisition of language. This barrier must be reduced in order to establish a sense of safety and enhance the process of language learning. Within this particular framework, this study proposes that the use of mindfulness practices has the potential to cultivate a more relaxed and secure learning atmosphere by reducing the affective filter in foreign language teaching settings. Conversely, the absence of self-efficacy, which refers to an individual's confidence in their own abilities to achieve success (Bandura, 1986), might potentially lead to increased anxiety. Bandura (1997) suggests that self-efficacy can be enhanced by engaging in successful experiences and positively evaluating one's past performance. Moreover, it is recommended that increased emotional arousal can impede performance and elevate the probability of failure. Meanwhile, the principles of mindfulness, such as acceptance, non-judgment, and letting go, can be advantageous when managing anxiety or poor self-efficacy.

2.4. Definition and Scope of Mindfulness

In a nutshell, "mindfulness" means to be fully present in the here and now, paying close attention to one's internal and exterior experiences and surroundings. It is derived from the Sanskrit word 'smṛti' that translates directly to "that which is remembered" and it is also an English version of the word "sati," which is a term rooted in an ancient Buddhist tradition that deals with awareness, attention, and remembering (Williams, et.al., 2004; Germer, et al., 2013).

There are two separate schools of thought from which mindfulness originates. The work of Ellen Langer, an experimental psychologist, gave rise to it first. Langer (1997) stated that a mindful person is creative, open to creation, and aware of multiple perspectives. Mindfulness, according to Langer (2014), is a way of being that allows one to genuinely notice things by allowing one-self to construct new mental categories, take in new information, and be aware of different viewpoints. In other words, it is the exact opposite of mindlessness where one does respond automatically, is limited by preconceived notions, and has a single point of view on mind. The main difference between Buddhist and Langer's mindfulness practices is that the former emphasizes being fully present and thinking clearly in the here and now, while the latter is supplementary and aims to refine previously formed mental conceptions (Weick et al., 1999).

Following that, Jon Kabat-Zinn introduced the field of behavioral medicine to Buddhist meditative practices. Kabat-Zinn (1994) defines mindfulness as a form of nonjudgmental, purposeful attention in the present moment. Mindfulness is an ancient Buddhist practice that holds great significance for our daily life. The significance of this matter is not specifically related to Buddhism itself or the act of becoming a Buddhist, but rather it is entirely concerned with the act of waking and living in a state of harmony with oneself and the surrounding world (Kabat-Zinn, 2015). Although it is originally an ancient Buddhist philosophy, According to Ludwig and Kabat-Zinn (2008), mindfulness techniques have become more widespread as a result of this program's replication around the world. According to research conducted by Fullwiler and de Torrijos (2011), a number of mental and physical health issues, including addictions, chronic pain, depression, and anxiety, can find recovery through mindfulness-based interventions.

2.4.1. Fundamental attitudes of mindfulness

The concepts and practices of mindfulness reveal the fundamental attitudes of awareness. The basic behaviors of mindfulness are defined in seven categories. These are as follows (Kabat-Zinn, 1990):

a. Non-Judging: Humans are able to see that they are in constant criticism and judgment when they look at their life. These judgments can be for everything; it can be an emotion, an observation, a situation and friends. People can make bad judgments about what they do not like and feel unwell while they judge well for the things they like. However, persons can be acted ineffective in non-emotion state. If they judge anything, they should become aware of it immediately. Instead of stopping this with mindfulness exercises, they need to understand that they are aware of this.

b. Acceptance: Mindfulness based acceptance means understanding the negativities in life. For example, it can be a negative emotion like losing one of your family members. Most of the time, people can go through processes such as denial and anger before accepting it. These situations cause unnecessary power loss. Acceptance is an important part of well-being.

c. Patience: Patience can be defined by the timed situation and acceptance of it. Untimely actions keep them impatient. For this reason, people need to be patient with mindfulness. Tolerant people are being clear to the minute of every hour and seeing it as an experience.

d. Beginner's Mind: The beginner's mind allows people to be open and clear about new situations. Every process has a different moment and all of the experiences are different and unique. The beginner's mind helps to remember this fact.

e. Trust: Self-confidence is important in the exercise process while applying mindfulness exercises. While practicing mindfulness, emphasis is placed on being one's self, listening to and trusting one's own existence. The person develops this confidence in his own existence so it will be easier to trust other people and see their goodness.

f. Non-Striving: Individuals generally live to achieve a goal in their life. It is not quite right to apply them in mindfulness exercises. They need to allow watching themselves more clearly while they meditate and they can only achieve this by being non-striving. If people focus on doing the good while practicing mindfulness, they think that they are not doing

something well and they try to be good. In this sense, it prevents attention at the present moment.

g. Letting Go: The letting go approach forms the basis of mindfulness meditation. When one's individual begins to pay attention to inner experiences, it is understood that there are certain thoughts and emotional states that the mind wants to control. If it is pleasant, an effort is made to maintain these thoughts, feelings, or situations and to live them over and over again. On the contrary, there are many thoughts, feelings and experiences that are trying to be protected. In such cases, people need to live in the moment and leave everything while doing this exercise.

All the attitudes of mindfulness mentioned above might help foreign language learners in ways such as learning not to judge themselves harshly when they have unsuccessful attempts while learning (a), accepting their mistakes and allowing the negative feelings when faced with failure and moving on more easily (b), being patient with the process of learning (c), being open to new situations, learning opportunities and trying again (d), believing in themselves and their abilities (e), performing without trying to be perfect (f), and moving onto new experiences instead of holding onto their past mistakes or unpleasant experiences while learning.

2.4.2. Mindfulness in language learning

Numerous research in language learning situations have shown that mindfulness can reduce levels of anxiety and tension, just as it has in other fields. Both teachers and students reported less stress after using mindfulness practices, as will be seen in the following examples of research. Mindfulness offers an opportunity to help keep or boost the positive energy and motivation level in the classroom, which is especially useful in the context of teaching and learning English. According to Langer (2000), some of the benefits of mindfulness include "an increase in competence; a decrease in accidents; an increase in memory, creativity, and positive affect; a decrease in stress; and an increase in health and longevity" (p. 220). It greatly aids students in being more productive, paying closer attention in class, lowering their affective filter, and paying more attention to the learning process overall, all of which lead to better grades. In other words, students of foreign languages who regularly practice mindfulness tend to take more responsibility in their own academic progress.

Anxiety was found to impair the three stages of cognitive processing—encoding, storage, and retrieval—and to slow down the learning of new language (MacIntyre and Gardner, 1994). Horwitz also investigates the link between language anxiety and academic achievement in second language acquisition (2001). The author argues that having language anxiety can make it harder to learn a new language and take longer to become fluent. These findings provide credence to the idea that anxiety is a major contributor to learning delays.

Beauchemin et al. (2008), Horwitz et al. (1986), and Young (1991) are just a few of the many studies that point to the possibility that we might help our students learn a new language and do better in class by reducing their stress and anxiety levels and increasing their motivation. From what we can see, it is also likely that anxiety hinders students' ability to learn English in the classroom. Consequently, students' affective filter may be reduced by the incorporation of mindfulness techniques into language classes. According to the Affective Filter Hypothesis, learners who have a low affective filter try to discover and acquire more input, communicate with confidence and tend to be more open to the input which is offered to them (Krashen, 1982). Consequently, these students achieve higher levels of academic accomplishment. While anxious students have a high affective filter, it becomes more challenging for them to acquire new information. (Richards and Rogers, 2001; Krashen, 1985). According to Baş (2014), there are seven factors that contribute to anxiety when it comes to learning English. These include activities involving listening and speaking, fear of failure, attitudes of teachers, the learning environment, and more.

According to Fallah (2016), who reviewed previous research on the subject, there is a direct relationship between practicing mindfulness and reducing anxiety related to the English language. Fallah (2017) conducted research with Iranian EFL students and looked at how mindfulness, self-efficacy, and FLA relate to one another. Learners who exhibited more mindfulness also exhibited less anxiety, suggesting a strongly negative correlation between the two variables. In 2020, Koçali conducted research at a Turkish state institution on the topic of mindfulness and FLA. As an alternative strategy for effectively coping with the anxiety that comes with learning a new language, research has demonstrated that mindfulness practice affects students' overall FLA level. Mindfulness training may help students deal with anxiety and stress more effectively, according to this study's findings. Önem (2015) aimed to find out if mediation may help Turkish students with anxiety and improve their vocabulary memory. Participants in the intervention group showed reduced anxiety and improved vocabulary acquisition after participating in mindfulness meditations, according to the study's

conclusions. Charoensukmongkol (2019) set out to answer the question whether the level of mindfulness had any effect on the anxiety level of marketing students in Thai in public speaking. During their presentations, students who stated having high levels of mindfulness were found to experience less anxiety.

Nothing will be learned unless at least some attention is paid to the input when learning a language. Among the most crucial abilities for second or foreign language acquisition is the capacity to direct and concentrate cognitive activity on particular stimuli for long periods of time (Moafian et al., 2019). Jha et al. (2007) looked into the necessity of meditating and practicing mindfulness to improve one's capacity to focus. When students actively and cognitively participate in seeing and identifying new information they receive, learning takes on a new dimension. As a result of paying close attention to differences, perspectives, and contexts, students learn as they go along (Langer, 1997). Hanh (2019) suggests that cultivating an attitude of mindfulness can help students with attention, concentration, and comprehension—the three pillars upon which all learning rests. According to Mortimore's (2017) findings, young learners who have a greater capacity to take in and process new knowledge are also more in tune with their emotions. Overall, the study's results suggested that primary school foreign language classes could benefit from including mindfulness practices to create a calmer learning environment that would aid in students' focus and language acquisition. According to the class instructor, after the sessions, students were able to learn new information more easily and were more attentive and calmer. From what we can see, the mindfulness sessions may have created a temporary sense of calm in the classroom, which could have facilitated the students' language acquisition.

Skelly and Chichon (2021) conducted a literature analysis to examine the impact of mindfulness on enhancing teenagers' capacity to manage attention, emotion, behavior, thinking, and learning, hence improving their performance in English as a Foreign Language (EFL). The findings strongly indicate that incorporating mindfulness into the daily routine of Obligatory Secondary Education (OSE) students in Spain can significantly reduce stress and anxiety levels, thereby enhancing their ability to learn English as a Foreign Language (EFL). In order to address the research question about the impacts of implementing mediation on the acquisition of a foreign language, Zeilhofer (2020) did a study on the relationship between second language acquisition (SLA) awareness and mindfulness practices and awareness. The findings indicate a clear demonstration of enhanced academic performance and increased self-awareness compared to the comparison group. These results suggest that boosting

metacognitive awareness in second language acquisition (SLA) may be a potential outcome. The students displayed a positive attitude towards mediation strategies overall. These findings suggest that including contemplative practices into instructional approaches may contribute to improved academic achievement by enhancing students' self-regulation in areas such as language usage, vocabulary, and expression. Erbe and Lohromann (2015) did a meta-analysis which showed a significant enhancement in academic performance due to implementing mindfulness techniques to increase attention and cognitive function.

The beneficial impacts of mindfulness can even be noticed within a short amount of time. In Strickland and Selwyn's (2019) study, the participants were exclusively presented with a three-minute instructional film on mindfulness and were exposed to mindfulness for duration of two weeks. The Single Letter Cancellation exam was employed to assess the error rates of the students, both prior to and following a two-week period. Consequently, it was discovered that the students in the experimental group had a much lower error rate on the exam in comparison to the students in the control group. In a prior study conducted by Mrazek et al. (2013), it was discovered that students' vocabulary test scores showed notable enhancements. This increase was observed by introducing mindfulness only through daily ten-minute guided video activities over a period of two weeks. Moreover, a learner's self-awareness can guide them toward employing the most efficient and relevant approaches and learning processes while acquiring a new language. Garretson's (2010) research showed that incorporating mindfulness into English as a Second Language (ESL) lesson resulted in enhanced reading and writing skills among students. The researcher claimed that increased self-awareness and deliberate practice had the potential to make learners view reading as an experiential activity and develop enhanced reflective writing skills.

"Practicing mindfulness helps us become more aware of the context and perspective of situations, which in turn gives us more control over our lives." (Langer, 2000, p. 220) Engaging in mindfulness exercises can enhance language acquisition by employing various methods. As stated and elucidated in this chapter, engaging in mindfulness goes beyond being a practice to enhance concentration. It is also a means for individuals of all ages and proficiency levels to gain an early advantage in acknowledging their own state of being and fostering a consciousness of the significance of their contentment in the process of learning. Applying the mindfulness technique within the context of language learning and acquisition has the potential to enhance the participation of learners by increasing their active engagement, prioritizing the understanding of meaning, enhancing their attention, and

reducing stress levels. By incorporating the four elements of Langer's mindfulness theory - novelty seeking, novelty producing, engagement, and flexibility – as discussed in the previous chapter, one can greatly enhance the process of language learning. Since acquiring a second or foreign language can be completely unfamiliar to learners, it can be both intriguing and challenging. By engaging in mindfulness, individuals can enhance their ability to effectively handle novel situations, leading to increased success and less anxiety. Both educators and learners in English as a Foreign Language (EFL) lessons might get advantages from employing stress-reduction strategies such as mindfulness meditations. Individuals who engage in these exercises demonstrate enhanced concentration abilities and are more likely to get pleasure and meaning from their academic pursuits. In addition, individuals experience enhanced efficacy, ingenuity, efficiency, and elevated academic performance. In addition, individuals have the opportunity to lead a more cognizant and satisfying existence, both within the educational setting and beyond.

Essentially, it is quite likely that anxiety hinders students' academic advancement in English as a Foreign Language (EFL). Numerous studies in language learning settings have demonstrated that mindfulness effectively decreases stress and anxiety levels. Integrating mindfulness practices into foreign language training has the ability to reduce the emotive filter and anxiety experienced by students. Engaging in mindfulness enhances students' ability to concentrate, focus, and improve their comprehension, all of which are vital aspects of the learning process. Considering these aspects, it is crucial to contemplate the effectiveness of mindfulness exercises and the advantages they provide during the language learning journey.

However, based on the researcher's extensive knowledge, the existing literature does not contain a study that integrates the ideas of speaking anxiety, speaking self-efficacy, and mindfulness. Thus, this work has the potential to enhance the existing body of knowledge in this particular field.

3. METHODOLOGY

This chapter provides a comprehensive overview of the study's methodology. It includes a description of the research design, details on the setting and participants, specifics regarding the data collection instruments, and an explanation of the data collection techniques employed in the research. Lastly, the chapter concludes by stating the validity and reliability of the study.

3.1. Research Design

This study aimed to examine the effects of mindfulness practices and mindfulness-based speaking tasks on the students' level of mindfulness, level of speaking anxiety and speaking self-efficacy beliefs. In order to answer the research questions in depth, a mixed-methods design with a sequential explanatory model was adopted (Dörnyei, 2007). The Turkish versions of Mindful Attention Awareness Scale (MAAS) (Özyeşil et al., 2011), Second Language Anxiety Scale (SLSAS) (Alkan et al., 2019) and Speaking Self-Efficacy Beliefs Scale (Türkkaynağı, 2020) were implemented as pretest-posttest in order to gather the quantitative data and for the qualitative part, semi-structured interviews, focus group interviews, and teacher's reflective journal were applied.

Creswell (2014) defined the sequential explanatory model as a form of mixed methods design which involves initially conducting quantitative research, analyzing the findings, and subsequently using qualitative research to provide a more comprehensive explanation of the results. The use of a mixed-method research design enables us to examine a singular research subject from many perspectives. By integrating qualitative and quantitative methodologies, this approach enhances strengths and minimizes flaws. It provides multi-level analysis for complex problems, enhances validity, a more comprehensive explanation of the results, a broader understanding of a phenomenon and allows researchers to engage diverse audiences (Mackey and Gass, 2015). Additionally, Ivankova et al. (2015) addressed the benefits of adopting a mixed-methods research approach by emphasizing that it enables the researcher to have an accurate view of the social, cultural and political factors that influence the development of communicative competence of individuals as well as the learning process itself.

In this regard, since mindfulness, anxiety and self-efficacy factors that are investigated in my study are individual factors, a mixed-method research design is thought to

produce more accurate and detailed findings for this study. The researcher analyzed the findings from both data sets to ascertain if they produced identical results or not. First, the quantitative data gathered from the scales were analyzed to have a general picture of the research problem, and then in order to explain this general picture, qualitative data obtained from the semi-structured interviews and focus group interviews were analyzed (Creswell, 2012). The researcher's reflective journal was also used to support the qualitative findings (Silverman, 2005).

3.2. Setting and Participants

This study was conducted in a state university's preparatory program in Uşak, Türkiye at the beginning of the fall semester of 2023-2024 academic year. The School of Foreign Languages conducts two preparatory programs: Optional Preparatory Program and Compulsory Preparatory Program. The optional preparatory program accepts students from several faculties such as The Faculty of Humanities and Social Sciences, Communication, Economics and Administrative Sciences according to the quota. On the other hand, the Compulsory Preparatory Program consists of only the students of English Language Literature Department as the medium of education is Turkish in all the other departments at the university.

The students of Compulsory Preparatory Program have to take the proficiency exam at the beginning of the academic year. The students who obtain under 70 points are required to join the preparatory program. English File and Q:Skills by Oxford University Press are used in this program and the exit level is determined as B2+. Proficiency exam of this program is prepared and applied by the instructors. The exam consists of listening, reading, writing and speaking parts. Students whose scores are below 70 are mixed and placed into the classes heterogeneously. In the program, the students study 25 hours of English in a week which includes 5 hours of main course classes, following that, 10 hours of Reading and Writing Classes and finally 10 hours of Listening and Speaking Classes. Throughout the year, the students are required to collect a total of 70 points out of 100 in order to be qualified as successful and start their own department in the following academic year. However, if they fail, they can take the proficiency exam again at the beginning of the following academic year or they can hand in their YDS-YÖKDİL scores (70+) and skip the preparatory program.

This study was conducted with the students of the Compulsory Preparatory Program, namely, English Language and Literature students. Students' ages ranged from 18 and 24.

They were coming from different cities of Türkiye. Most of them studied at language classes during high school while a few others were self-taught or coming from other departments. At the time of the study, 103 students took the proficiency exam and 51 of them passed. About 15 students submitted their YDS-YÖKDİL results and were exempted from the examination. In the end, there were 37 students in the class lists. However, about 9 students did not attend the classes, so the study was conducted with 28 students and also 2 students did not participate in the post-tests. Therefore, during the pre-tests, the number of participants was 28, consisting of 5 males (17.9%) and 23 females (82.1%) (See Table 1) while during the post-tests, the number of the participants was 26, consisting of 5 males (19.2%) and 21 females (80.8%) (See Table 2). All the participants were given a consent form in order to verify their voluntary participation in the study. The researcher was teaching Listening and Speaking Classes at the time of the study.

Table 3.1. Descriptive statistics of gender (pre-test and post-test)

	Gender	Frequency	Percent
Pre-Test	Male	5	17.9
	Female	23	82.1
	Total	28	100
Post-Test	Male	5	19.2
	Female	21	80.8
	Total	26	100

3.3. Procedures

3.3.1. Types of sampling

In the present study ‘convenience sampling’ technique was used in order to pick up a sample from the existing population. It can be broadly defined as the act of selecting samples that are readily available and willing to take part in a study (Teddle and Yu, 2007). While conducting research, it is quite not often for the researcher to benefit from the entire population. In this sense, it is much easier and practical for a researcher to select subjects who are easy to access.

The researcher was teaching Listening and Speaking classes at the Compulsory Preparatory Program at the time of the study. For this reason, convenience sampling was

applied in this study and the students in the Compulsory Preparatory Program were selected as participants. On the other hand, the mentioned students would have a high need for developing their speaking skills considering their department. Also, since they have to pass the preparatory program successfully in order to start studying at their department in the following academic year, their anxiety levels were expected to be higher compared to the other student group. Owing to these factors, the students were invited to the study and they were willing to participate.

3.3.2. Data collection instruments

In this study, three scales were used as the instruments of the pre-test and post-test design in order to collect quantitative data. In addition, semi-structured interviews, focus group interviews, and the teacher's reflective journal were implemented in order to obtain the qualitative data. In the following sections, the instruments for quantitative data and qualitative data were presented respectively.

3.3.2.1. *The mindful attention awareness scale (MAAS)*

The Mindful Attention Awareness Scale (MAAS) was used in order to find out the mindfulness levels of the participants (See Appendix 1) and therefore answer Research Question 1a: "Is there a difference in students' level of mindfulness?". MAAS is a 15-item, 6-point Likert-type scale originally developed by Brown and Ryan (2003) to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place. It is a scale which requires participants to circle the right option including: Almost always (1), Very frequently (2), somewhat frequently (3), Somewhat infrequently (4), Very infrequently (5), and Almost never (6). The internal consistency of the scale is .82 and $\alpha=.92$. In this study, in order to prevent any misunderstandings, Turkish version of this scale, namely Bilinçli Farkındalık Ölçeği (BİFÖ) developed by Özyeşil, et al. (2011) was used before and after the intervention (See Appendix 2). The scale's internal consistency is $\alpha=.80$ and test-retest correlation is .86.

3.3.2.2. *Second language speaking anxiety scale (SLSAS)*

Second Language Speaking Anxiety Scale (SLSAS) was used with the aim of determining second language speaking anxiety levels of the participants (See Appendix 3) and therefore answer Research Question 1b: "Is there a difference in students' level of speaking anxiety?". SLSAS is a 12-item, two-dimensional, five-point Likert-type scale originally

developed by Woodrow (2006). The first dimension of this scale (six items) measures in-class speaking anxiety and the second dimension (six items) measures out-of-class speaking anxiety. Students responding to the scale are expected to express the extent to which they feel anxious in the 12 situations by choosing the most appropriate option from the options of Extremely anxious (5), Very anxious (4), Somewhat anxious (3), Somewhat anxious (2) and Not at all anxious (1). The reliability coefficient of the scale is .89 for the speaking anxiety sub-dimension in the classroom, .87 for the speaking anxiety sub-dimension outside the classroom, and .94 for the whole scale. In order to prevent any misunderstandings, Turkish version of this scale, namely English Speaking Anxiety Scale (ESAS), translated into Turkish (İKKÖ) by Alkan, et al. (2019) was used before and after the intervention (See Appendix 4). The reliability coefficients of the Turkish version are .83 for the speaking anxiety sub-dimension in the classroom and .85 for the speaking anxiety sub-dimension outside the classroom.

Although the original version of this scale was designed for ESL context, the researchers who translated this scale into Turkish emphasized that all the necessary analysis steps were carried out in order to use this scale in Türkiye, namely for Turkish EFL students. The researchers used the original version of the scale with B1 level English students. Following that the Turkish version of the scale was applied to 778 students studying English at different levels. For the confirmatory factor analysis, Turkish version was re-applied to a different group of participants of B1. The two-factor structure of the original scale was confirmed, and the fit indices corresponded to perfect fit. Based on the reliability coefficients mentioned in the previous paragraph, Alkan, et al. (2019) stated that this scale could be used in Türkiye. The scale's name was also adapted accordingly as the English Speaking Anxiety Scale (ESAS) by the researchers.

3.3.2.3. *Speaking skills self-efficacy beliefs scale (SSEBS)*

Speaking Skills Self-Efficacy Beliefs Scale (SSEBS) was applied in order to measure the participants' levels of speaking self-efficacy beliefs (See Appendix 5) and therefore answer Research Question 1c: "Is there a difference in students' level of speaking self-efficacy levels?". The Speaking Skill Self-Efficacy Beliefs Scale was originally designed by Asakereh and Dehghannejad (2015) and it is a 28-item Likert-type scale ranging from Strongly disagree (1), Disagree (2), Neutral (3), Agree (3), to Strongly agree (5). The internal consistency of the original scale is $\alpha=.84$ and Kaiser-Meyer-Olkin (KMO) sampling adequacy is 0.71. In this study, in order to prevent any misunderstandings, Turkish version of this scale,

developed by Türkaynağı (2020), was implemented before and after the intervention (See Appendix 6). The Turkish version of the scale's reliability score is $\alpha=.93$.

3.3.2.4. Semi-structured interviews

Interviews are the most frequently used method for gathering qualitative research data (Dörnyei, 2007). According to Adams (2015), semi-structured interviews should be used when researchers seek to gain a comprehensive understanding of a topic by asking open-ended questions and obtaining individual perspectives from the samples. These interviews are expected to be supplementary and offer an insight in mixed-method study design. Moreover, employing interviews as a method of data collection allows for the acquisition of information in an agreeable and appropriate way, facilitating its utilization in various ways and yielding more thorough data (Dörnyei, 2007).

In this sense, semi-structured interviews were given to the participants to be able to obtain different perspectives and receive feedback on the treatment in order to answer Research Questions 2a: "What are the students' perceptions about integrating mindfulness practices into the speaking classes?" and 2b: "What are the students' perceptions about integrating mindfulness-based speaking tasks into the speaking classes?". Semi-structured interviews included questions about how the students felt about the mindfulness practices and what they liked or disliked about the mindfulness-based speaking tasks. The semi-structured interview questions were in Turkish to ensure the research's reliability and they were revised by an expert on the field. The questions were fixed questions as the researcher applied them every week during the treatment in order to be able to observe changes in the feelings and/or thoughts of the participants, if any, throughout the weeks. Each week, the participants were asked a total of 8 questions (See Appendix 7); 4 questions were about mindfulness-based speaking tasks, 2 questions were about the mindfulness practices at the beginning of the classes and 2 questions were about the mindfulness practices at the end of the classes. These questions were reviewed by an expert on the field for interrater reliability.

The questions were prepared using Google Forms, meaning the participants answered the questions online with their smart-phones. In this way, it was much more practical and easier to collect and store the data, which was also confirmed by the participants as they stated that they felt comfortable answering the questions online and mostly did not hold back. The participation to the semi-structured interviews was voluntary. Therefore, the number of the answers or the respondents differed along the weeks during the treatment. After the interviews

were completed, the Google Form files, which were stored online, were analyzed by the researcher and thematic analysis was carried out through emerging themes and codes from the data (Braun and Clarke, 2013).

3.3.2.5. Focus group interviews

Focus group interviews, usually referred to as group-depth interviews or just focus groups, emerged in the following years of World War II and have been extensively utilized in several disciplines within the field of social sciences. Sociologist Merton introduced the phrase "focus group" (1954). The primary objective of the focused interview is to collect qualitative data from individuals or from a group of individuals who have firsthand experience of a particular and specific situation, which is the central topic of the interview (Merton and Kendall, 1946). As much as the difficulty of managing it, due to the group dynamics, it was discovered that various forms of sensitive and personal information were more probable to be disclosed in a focus group environment, and that certain sensitive topics only arose in the context of a focus group (Guest et al., 2017). From that perspective, in this study, in addition to semi-structured interviews, focus group interviews were also implemented.

In order to obtain in-depth data about the feelings, thoughts and personal experiences of the participants about the treatment and answer Research Question 2a: "What are the students' perceptions about integrating mindfulness practices into the speaking classes?" and 2b: "What are the students' perceptions about integrating mindfulness-based speaking tasks into the speaking classes?", the researcher prepared 10 open-ended questions (See Appendix 8) and interviewed the group for 25-30 minutes at the end of the treatment. An expert's opinion was sought to ensure interrater reliability. The interviews were recorded on a smart phone and then the audio files were transcribed and thematic analysis, which was one of the most popularly implemented methods, was done with the emerging themes and codes from the data (Boyatzis, 1998; Braun and Clarke, 2013; Roulston, 2001).

3.3.2.6. Teacher's reflective journal

Dewey (1933) defined reflective inquiry as the process of actively, persistently, and meticulously examining any belief or purported form of knowledge in relation to the evidence that supports it and the conclusions that it leads to. Research journals are personal records maintained by the researchers themselves during the course of a research project, as opposed to being written by the participants of a study related to the subject of the investigation

(Dörnyei, 2007). The use of reflective journals allows teachers to track their professional development, reflect on actions, effectively manage their time, and plan (Silverman, 2005). This practice enables them to assess the progress of their inquiry process, determine appropriate actions to take, and interpret the results obtained from other data collection methods.

Therefore, in this study, to support and highlight the findings of the study, the researcher maintained a weekly journal (See Appendix 9). The researcher noted the observable impacts of mindfulness activities on students' emotions, academic achievements, and progress in order to have a deeper understanding of the data.

3.4. Data Collection Procedures and Analysis

3.4.1. Ethical procedures

Prior to completing the data collection procedure, it is essential to obtain the required permissions from the institutions to which the researcher is associated and where the research will be conducted. Initially, the Research Ethics Committee of Anadolu University was contacted to initiate the process on 14.04.2023 and provided with information regarding the study, its content, data collecting instruments, and the procedure. Following the approval of Anadolu University Committee on 02.05.2023 (protocol no. 516216) (See Appendix 16), the paper was then sent to the Rectorate of Uşak University for their approval. Both the Rectorate and the School of Foreign Languages granted permission on (See Appendix 17) to conduct the instruments on the students. At the beginning of the treatment, the students were informed about the study and the consent forms were given (See Appendix 15).

3.4.2. Data analysis

Firstly, the answers of the students to the scales on Google Form were obtained as separate excel documents as pre-tests and post-tests, and then the data were transferred to The Statistical Package for Social Sciences (SPSS) program to answer the first research question. Shapiro-Wilk test was run in order to determine whether the parametric or nonparametric tests would be used in analyzing the quantitative data. According to the normality test, p values for all three scales were greater than 0.05, therefore the distribution of the data was accepted as normal, which meant that the parametric tests would be used. As a result, Paired Samples T-Tests were carried out to analyze the quantitative data.

In order to analyze the qualitative data to answer the second and third research questions, semi-structured interviews, focus group interviews and teacher's reflective journal

were transcribed and/or examined separately and respectively. Following that, so as to carry out a thematic analysis on the data, emerging concepts, patterns, and words were examined with the aim of finding out the themes and the codes. Here is a detailed flowchart of the whole process in Figure 3.1. below:

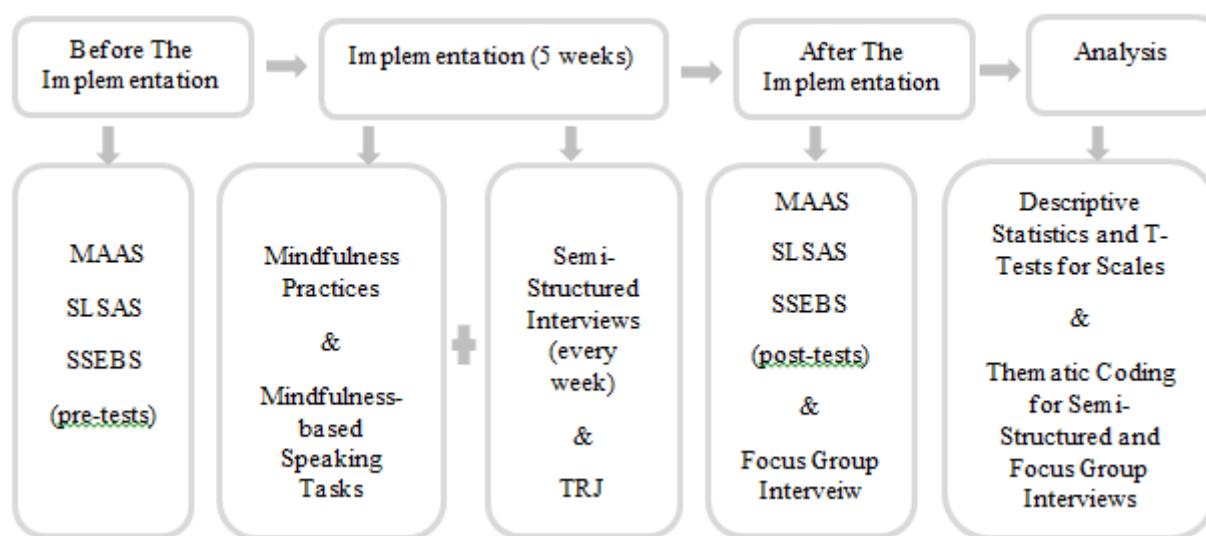


Figure 3.1. Data collection and analysis procedures

3.4.2.1. Thematic coding

The data collected from the semi structured interviews and focus group interviews were analyzed using inductive analysis, which is one of the approaches for analyzing qualitative data. The main objective of inductive analysis is to identify the concepts and relationships that can provide an explanation for the obtained data. Inductive analysis involves the grouping of similar data under specific concepts and themes. The data is structured and analyzed in a manner that facilitates comprehension for the reader. Thematic analysis was utilized by Braun and Clark's (2013) seven stages of thematic analysis as follows:

1. transcription,
2. familiarization,
3. coding,
4. generating themes,
5. reviewing themes,
6. defining and naming themes,
7. writing up.

According to the analysis methodology mentioned above, semi-structured interviews and focus group interviews were transcribed. Transcripts were initially examined for a few times for familiarization. Then, the repeating topics/words grouped and coded. Following that, these codes were organized and themes were generated. After examining the themes again, they were defined clearly and named. Finally, the themes and codes were organized into tables. Based on interview transcripts and interview topics, nine themes for the research question 2a (mindfulness practices) were eventually created: Positive feelings (1), Mindfulness, awareness and relaxation (2), Focus and concentration (3), Anxiety (4), Self-efficacy (5), Difficulties faced (6), Timing of the practices – at the beginning of the class (7), Timing of the practices – at the end of the class (8), Suggestions for a safe(r)/more pleasant experience (9), and Neutral or mixed feelings (10). In addition, nine themes for the research question 2b (mindfulness-based speaking tasks) were found out: Positive feelings (1), Mindfulness and awareness (2), Focus and concentration (3), Relaxation (4), Self-efficacy and confidence (5), Anxiety (6), Difficulties faced (7), Suggestions (8), and Neutral or mixed feelings (9).

3.4.3. Treatment and implementation

The treatment started after the first two weeks of the fall semester. During the first two weeks, the class atmosphere was somehow constructed, the students started to feel familiar with each other, and with the instructor, and the first unit of the book was covered. In order to avoid distraction and absenteeism, the teacher decided to conduct the implementation during the period starting from the third week of the term until the first midterm, which is a total of five weeks covering five units from the coursebook. In the institution, Q:Skills 4 Listening and Speaking by Oxford University Press was used as the coursebook. To prevent students' falling behind the syllabus, the research design was in line with the coursebook and the syllabus of the institution.

The treatment consisted of two components: mindfulness practices and mindfulness-based speaking tasks. The practices and the tasks were prepared by the researcher. For this study, the researcher attended a Mindfulness-based Stress Reduction Program by Prof. Dr.Zümra Atalay, who is an expert on mindfulness practices (See Appendix 19). After the practices and the tasks were ready, feedback from the supervisor was required. The supervisor is also a certified Mindfulness-based Stress Reduction trainer.

The researcher taught 10 hours of listening and speaking classes spread on four days of the week throughout the treatment. Mindfulness practices took place during the first 5 minutes of the first hour of each day's class and during the last 5 minutes of the last hour of each day's class. During this practice, students closed their eyes or fixated them at a point (whichever was comfortable for them) and took deep breaths and did a small breathing meditation guided by the researcher. The meditation text was taken from the book "Mindfulness - Zıvanadan Çıkış Bir Dünyada Huzur Bulmak İçin 8 Haftalık Bir Rehber" (Williams, M. and Penman, D. 2020) and adapted accordingly along with expert opinion.

The teacher had 3 days for the treatment each week for five weeks in total. Breathing meditations at the beginning of the classes and at the end of classes were carried out regularly with the same guidance. However, other mindfulness practices like raisin meditation or spicy sensory game were applied just once. Similarly, mindfulness-based speaking tasks were also different each week according to the units' themes. Mindfulness-based speaking tasks were designed by the researcher for each unit's speaking parts either by adding new questions or by adapting the ones already in the unit or designing new tasks such as guided imagery as can be seen in Table 3.2 below:

Table 3.2. *Treatment schedule*

Weeks	Units	Mindfulness practices	Mindfulness-based speaking tasks
1. (16-20 October) 3 days of class	2 Why do we change the foods we eat?	Breathing meditation (at the beginning of the class and at the end of the class each day)	Spicy sensory game (Day 1) Raisin method (Day 1) Restaurant with friends imagination (Day 2) Dinner table from childhood imagination (Day 3)
2. (23-27 October) 3 days of class	3. In what ways is change good or bad?	Breathing meditation (at the beginning of the class and at the end of the class each day)	Road-trip with a van imagination (Day 1) Winning the lottery imagination (Day 2) Peaceful place imagination (Day 3)
3.(30 October-3 November) 3 days of class	4. How does advertising affect our behavior?	Breathing meditation (at the beginning of the class and at the end of the class each day)	Most memorable TV ad imagination (Day 1) Favorite cartoon character and scene imagination (Day 2)

[Table 3.2. (Continued) *Treatment schedule*]

4. (6-10 November) 3 days of class	5. Does taking risks change our behavior?	Breathing meditation (at the beginning of the class and at the end of the class each day)	Picking up a new hobby imagination (Day 2) Trying a new dish imagination (Day 3)
5.(13-17 November) 3 days of class	6. Will artificial intelligence ever be as smart as humans?	Breathing meditation (at the beginning of the class and at the end of the class each day)	Robot teacher imagination (Day 1) AI Instagram account imagination (Day 3)

3.4.3.1. Mindfulness practices

3.4.3.1.1. Breathing meditation

Breathing meditation text was adapted from the mindfulness book mentioned above as two slightly different versions (See Appendix 11) and checked by an expert. One version was used during the first 5 minutes of the first hour of each day's class and the other version was used during the last 5 minutes of the last hour of each day's class. The version used at the end of the classes was slightly different from the other one in the sense that it operated as a summary and reflection of the day by guiding the students and reminding them the activities they did and the feelings they experienced during those activities. Throughout the meditation, students closed their eyes or fixated them at a point (whichever was comfortable for them) and took deep breaths and did as the teacher guided them.

3.4.3.1.2. Raisin meditation

The raisin meditation, sometimes referred to as the raisin exercise, is a mindfulness technique that helps developing consciousness and being fully present during everyday activities. It is a simple yet effective method to actively involve all of our senses and establish a connection with the current moment. Hence, the practice of raisin meditation can also enhance mindful eating and cultivate a healthier connection with food (Kabat-Zinn, 2003). Most people eat in an "auto-pilot mode", which means eating without feeling the smell, texture, colors and the taste of the food properly. As a result of this auto-pilot mode, we might not feel full since we eat fast and unconsciously, and we could end up eating more than we need. However, by applying the steps of raisin practice into our daily eating habits (http-2), we might change our relationship with the food for the better. This practice can also be related with one of the attitudes of mindfulness that is "Beginner's Mind", which was it was

explained in the literature review part of the study. With the beginner's mind, one can ignore their prior opinions about a specific food they disliked once and try tasting it again as if it were the first time. All in all, it can be said that this meditation is beneficial to be fully present during every day activities, namely to get out of autopilot mode, and also could help being open-minded about past or new experiences.

While covering the first unit in the treatment, the teacher used this practice by bringing a pocket of raisins to the class. The teacher gave three raisins to each student. By following the instructions listed above, she guided the students with the raisin practice text in Turkish (See Appendix 12). The teacher wanted the students to closely examine one of the raisins as if they had seen a raisin for the first time in their lives. She asked them to feel its color, texture, smell, shades and lights in it, taste it, and then eat it slowly. After that, she wanted the students to eat the second raisin without any guidance but as the same with the first one and the last raisin was instructed to be eaten as they normally do. At the end, the teacher asked how they felt and what felt different while eating the three raisins.

3.4.3.1.3. *Spicy sensory game*

The spicy sensory technique in mindfulness is an enjoyable approach to stimulate your sense of smell and enhance attention in the present moment. In this activity, spices with strong scents are used to practice mindful smelling. To play it, a blindfold can be used or you can simply close your eyes. You smell the spice in front of you and try to guess the name of it (http-3). This practice has several benefits: (1) Focusing on a single sense helps us become more present, (2) Our sense of smell is closely tied to memory often triggering soothing feelings associated with specific scents, and (3) Certain smells have been found to reduce anxiety.

While covering the first unit in the treatment, the teacher carried out this practice by bringing several types of spices to the class. One of the students closed their eyes and the teacher made them smell a certain spice and guess what that spice was. Also, the teacher asked the student to express how they felt in general and what they felt in their body, what they thought, and what that spice reminded them.

3.4.3.1.4. *Guided imagery*

Guided imagery was used in the Dr. Rossman (2000) as an effective approach for the treatment of chronic pain, cancer, and other serious illnesses. It is a relaxing technique that involves utilizing one's imagination to construct serene and tranquil mental images. It offers a

"mental escape" that helps reduce stress, anxiety, and enhance overall well-being (Marudhar, P., and Bano, M., 2019). Essentially, it is a practice of mindful meditation that integrates relaxation with visualization, facilitating an insightful connection with the self. During the practice of guided imagery, you intentionally summon favorable mental images in order to elicit a good impact.

During the treatment, as for the mindfulness-based speaking tasks, guided imagery technique was often used by the teacher. While implementing this technique, at the speaking parts of the units, the teacher told the students to close their eyes and imagine what was told to them. The teacher guided the students with the imagery texts written by her (See Appendix 10). The texts included different themes. After the imagination was done, the teacher would ask the students to open their eyes and to express what they saw by talking about the images, scenery, colors, voices, smells, and feelings they experienced during the imagination. Since studies in this research area are relatively new and limited, all the guided imagery texts were written by the researcher and were checked by an expert.

3.5. Reliability and Validity

To ensure the reliability and the validity of the results, all scales and interviews were conducted in Turkish. As it was clearly stated above in the data collection instruments section, the reliability coefficients of the scales MAAS, SLSAS and SSEBS are .80, .83 and .93 respectively. Therefore, all three scales indicate Cronbach Alfa reliability coefficient value of ≥ 0.70 , which reflects an acceptable reliability (Nunnally, 1978). The scales were used in their original versions without any adaptations. Therefore, a pilot study for the scales was not needed. On the other hand, mindfulness-tasks, semi-structured interviews, focus group interviews and the teacher's reflective journal were reviewed by an expert on the field.

3.6. Interrater Reliability

Another rater was employed to confirm the accuracy of the qualitative data analysis in order to ensure interrater reliability. The value in question falls within the range of -1 to 1. A number between 0 and 0.20 indicates very weak reliability, while a value between 0.21 and 0.39 suggests minimal reliability. A value between 0.40 and 0.59 indicates weak reliability, while a value between 0.60 and 0.79 suggests moderate reliability. A value between 0.80 and 0.90 indicates strong reliability, and a value over 0.90 indicates excellent reliability (Mchugh, 2012, p. 282).

Cohen's Kappa results for the mindfulness-based speaking tasks, semi-structured interviews, focus group interviews and the teacher's reflective journal were 0.84, 0.87, 0.70 and 0.72 respectively. Therefore, it can be said that both mindfulness-based speaking tasks and semi-structured interviews showed strong reliability while focus group interviews and teacher's reflective journal showed moderate reliability.



4. FINDINGS

This chapter presents the findings of the research questions of this study that investigated the effects of mindfulness practices and mindfulness based speaking tasks on mindfulness, speaking anxiety and speaking self-efficacy levels of the students studying at the Compulsory English Preparation Program at a public university in Uşak.

4.1. Findings of the Research Question 1

In order to address to the first research question which was: “Is there any significant difference in students’ a)mindfulness levels, b)speaking anxiety levels and c)speaking self-efficacy beliefs levels after the implementation of mindfulness practices and mindfulness-based speaking tasks?”, descriptive statistics, including frequency, percentage, arithmetic mean, standard deviation, minimum value, and maximum value and paired samples t-tests were carried out.

To start with, The Saphiro-Wilk Test, which is a normality distribution test, was employed to analyze the data (See Table 4.1.) in order to decide whether parametric or non-parametric tests would be used. Since the normality requirements were met ($p>0.05$), paired samples t-tests as parametric tests were then conducted.

Table 4.1. *Saphiro-wilk test results*

		Statistics	df	P	Skewness	Kurtosis
MAAS	Pre-Test	.976	15	.934*	-.470	.876
	Post-Test	.954	15	.596*	-.663	.944
SLSAS	Pre-Test	.941	12	.510*	-.037	-1.411
	Post-Test	.938	12	.470*	.708	-.332
SSEBS	Pre-Test	.973	28	.650*	.163	-.309
	Post-Test	.973	28	.652*	.250	-.348

*** $p>0.05$**

Paired samples t-test results were used to compare the means of pre-tests and post-tests of each scale separately to find out if there was a change between the levels of mindfulness, speaking anxiety and speaking self-efficacy beliefs of the students before and after the treatment. Cronbach's alpha coefficient was used in the reliability analysis of the

scales. All test results were evaluated at the 0.05 significance level. The results are given in Table 4.2. below:

Table 4.2. *Paired samples t-test results*

		M	SD	T	df	p (2-tailed)
MAAS	Pre-Test	3.23	0.63	-11.38	14	.000*
	Post-Test	3.75	.57			
SLSAS	Pre-Test	3.16	.51	6.00	11	.000*
	Post-Test	2.70	.50			
SSEBS	Pre-Test	2.82	.41	-12.00	27	.000*
	Post-Test	3.26	.47			

*p<0.05

4.1.1. Findings of the research question 1a

In this part of the study, it was aimed to respond to the research question 1a which was: “Is there a significant difference between the mindfulness levels of the students before and after the treatment?”. A paired samples t-test was run in order to answer this question. The results can be seen in Table 4.3. below:

Table 4.3. *Paired samples t-test results of MAAS*

		M	SD	t	df	p (2-tailed)
MAAS	Pre-Test	3.23	0.63	-11.38	14	.000*
	Post-Test	3.75	.57			

*p<0.05

According to the Paired Samples T-Test results of the mindfulness levels of the students, p value was .000 which means that it is smaller than the alpha value 0.05 and it is statistically significant. As a result of this, it can be said there is a statistically significant change between the mindfulness levels of the students after the 5-week treatment. The table also illustrated the descriptive statistics of the pre-test and post-test regarding mindfulness levels. The findings of the post-test showed a significant increase after the treatment (M = 3.23; SD = 0.63) compared to the pre-test (M = 3.75; SD = .57).

Item statistics were also carried out in order to gain more insight about the data (See Table 4.4.). According to the item statistics of Mindful Attention Awareness Scale, the

“lowest” selected item was item 13, “I find myself preoccupied with the future or the past” indicating mindless experience of a person. It also shows that, the participants did not have much control over their minds, bodies and emotions. Second top scored lowest item was number 1 “I could be experiencing some emotion and not be conscious of it until sometime later” meaning they were mostly not aware of their emotions. Following that, item 11 “I find myself listening to someone with one ear, doing something else at the same time”, means they had difficulty in focusing on and being fully present in what they were doing. Lastly item 7 “It seems I am “running on autopilot,” without much awareness of what I’m doing” means again that they were not aware of what they were doing and why they were doing it”. The difference between the mean score of the pre-test and the post-test of item 7 also was found out to be the highest indicating that item 7 shows the biggest increase.

Table 4.4. Paired samples t-test item statistics results of MAAS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1 Pre-Test	2.6154	26	1.49872	.29392
	Q1 Post-Test	3.0000	26	1.76635	.34641
Pair 2	Q2 Pre-Test	4.0000	26	1.93907	.38028
	Q2 Post-Test	4.2692	26	1.71015	.33539
Pair 3	Q3 Pre-Test	3.4615	26	1.24035	.24325
	Q3 Post-Test	3.5769	26	1.20576	.23647
Pair 4	Q4 Pre-Test	3.0000	26	1.74356	.34194
	Q4 Post-Test	3.7308	26	1.56353	.30663
Pair 5	Q5 Pre-Test	3.6538	26	1.64784	.32317
	Q5 Post-Test	4.1154	26	1.60815	.31538
Pair 6	Q6 Pre-Test	3.1923	26	1.74400	.34203
	Q6 Post-Test	3.6154	26	1.74532	.34229
Pair 7	Q7 Pre-Test	2.8846	26	1.50537	.29523
	Q7 Post-Test	3.7692	26	1.47804	.28987
Pair 8	Q8 Pre-Test	3.5385	26	1.42073	.27863
	Q8 Post-Test	3.9231	26	1.38342	.27131
Pair 9	Q9 Pre-Test	3.1538	26	1.59229	.31227
	Q9 Post-Test	3.8846	26	1.17735	.23090
Pair 10	Q10 Pre-Test	3.4231	26	1.67745	.32898
	Q10 Post-Test	3.9615	26	1.34107	.26300
Pair 11	Q11 Pre-Test	2.6923	26	1.34964	.26469
	Q11 Post-Test	3.1923	26	1.64971	.32353
Pair 12	Q12 Pre-Test	4.4231	26	1.65343	.32427
	Q12 Post-Test	4.6538	26	1.54770	.30353

[Table 4.4. (Continued) *Paired samples t-test item statistics results of MAAS*]

Pair 13	Q13 Pre-Test	1.7692	26	1.14220	.22400
	Q13 Post-Test	2.4231	26	1.41910	.27831
Pair 14	Q14 Pre-Test	3.1154	26	1.30620	.25617
	Q14 Post-Test	3.6923	26	1.19228	.23383
Pair 15	Q15 Pre-Test	3.9615	26	1.68477	.33041
	Q15 Post-Test	4.5769	26	1.33186	.26120

4.1.2. Findings of the research question 1b

In this part of the study, it was aimed to respond to the research question 1b which was: “Is there a significant difference between the speaking anxiety levels of the students before and after the treatment?”. A paired samples t-test was run in order to answer this question. The results can be seen in Table 4.5. below:

Table 4.5. *Paired samples t-test results of SLSAS*

		M	SD	t	df	p (2-tailed)
SLSAS	Pre-Test	3.16	.51	6.00	11	.000*
	Post-Test	2.70	.50			

* $p < 0.05$

According to the Paired Samples T-Test results of the speaking anxiety levels of the students, p value was .000 which means that it is smaller than the alpha value 0.05 and it is statistically significant (See Table 4.5.). As a result of this, it can be said there is a statistically significant change between the speaking anxiety levels of the students after the 5-week treatment. The table also illustrated the descriptive statistics of the pre-test and post-test regarding speaking anxiety levels. The findings of the post-test showed a significant decrease in the speaking anxiety levels of the students after the treatment ($M = 3.16$; $SD = 0.51$) compared to the pre-test ($M = 2.70$; $SD = .50$).

Item statistics were also carried out in order to gain more insight about the data (See Table 4.6.). According to the item statistics of Second Language Speaking Anxiety Scale, the “highest” picked item was 5 “Giving an oral presentation to the rest of the class”. That means the biggest cause of anxiety for the participants is public speech. Following that, the students picked item 4 “Taking part in a role-play or dialogue in front of my class” and item 6 “When asked to contribute to a formal discussion in class”. These items indicate similar things with item 5. Finally, the item 7 “Talking to administrative staff of my language school in English”

was picked highest indicating the anxiety while speaking with the authorities. The difference between the mean score of the pre-test and the post-test of item 6 also was found out to be the highest indicating. Therefore, item 6 shows the biggest decrease.

Table 4.6. Paired samples t-test item statistics results of SLSAS

		Mean	N	Std.Deviation	Std. Error Mean
Pair 1	Q1 Pre-Test	3.2308	26	1.24283	.24374
	Q1 Post-Test	2.6538	26	1.05612	.20712
Pair 2	Q2 Pre-Test	2.4231	26	1.17211	.22987
	Q2 Post-Test	2.0769	26	1.05539	.20698
Pair 3	Q3 Pre-Test	2.9231	26	1.19743	.23484
	Q3 Post-Test	2.3077	26	1.01071	.19822
Pair 4	Q4 Pre-Test	3.5769	26	1.39063	.27272
	Q4 Post-Test	3.0769	26	1.05539	.20698
Pair 5	Q5 Pre-Test	3.8846	26	1.33647	.26210
	Q5 Post-Test	3.4231	26	1.23849	.24289
Pair 6	Q6 Pre-Test	3.5385	26	1.24035	.24325
	Q6 Post-Test	2.8462	26	1.15559	.22663
Pair 7	Q7 Pre-Test	3.5385	26	1.20767	.23684
	Q7 Post-Test	3.6923	26	.97033	.19030
Pair 8	Q8 Pre-Test	2.7692	26	1.33589	.26199
	Q8 Post-Test	2.3077	26	.78838	.15461
Pair 9	Q9 Pre-Test	2.5769	26	1.23849	.24289
	Q9 Post-Test	2.1538	26	.88056	.17269
Pair 10	Q10 Pre-Test	3.3462	26	1.23101	.24142
	Q10 Post-Test	2.9231	26	1.05539	.20698
Pair 11	Q11 Pre-Test	2.6923	26	1.25759	.24663
	Q11 Post-Test	2.5769	26	.98684	.19353
Pair 12	Q12 Pre-Test	2.3077	26	1.28901	.25280
	Q12 Post-Test	2.3846	26	1.06120	.20812

4.1.3. Findings of the research question 1c

In this part of the study, it was aimed to respond to the research question 1b which was: “Is there a significant difference between the speaking self-efficacy beliefs levels of the students before and after the treatment?”. A paired samples t-test was run in order to answer this question. The results can be seen in Table 4.7. below:

Table 4.7. Paired samples t-test results of SSEBS

		M	SD	t	df	p (2-tailed)
SSEBS	Pre-Test	2.82	.41	-12.00	27	.000*
	Post-Test	3.26	.47			

*p<0.05

According to the paired samples t-test results of the speaking self-efficacy levels of the students, p value was .000 which means that it is smaller than the alpha value 0.05 and it is statistically significant (See Table 4.7.). As a result of this, it can be said there is a statistically significant change between the speaking self-efficacy levels of the students after the 5-week treatment. The table also illustrated the descriptive statistics of the pre-test and post-test regarding speaking self-efficacy levels. The findings of the post-test showed a significant increase in the speaking self-efficacy levels of the students after the treatment (M = 2.82; SD = 0.41) compared to the pre-test (M = 3.26; SD = .47).

Item statistics were also carried out in order to gain more insight about the data (See Table 4.8.). According to the item statistics of the Speaking Skills Self-Efficacy Beliefs Scale, the “lowest” picked item was 4 “I can use a wide range of grammatical structures accurately in my speech” meaning the students do not believe that they are self-sufficient about the variety of the grammatical structures they could use while speaking. Following that, the students picked item 12 “When the instructor asks a question, I raise my hand to answer it even if I am not sure about it” indicating that unless the students are sure that they know the answer to a question, they will not answer it. Lastly, item 14 “While speaking, I can remain calm when facing difficulties” was picked meaning that when the students face a problem while speaking, they have difficulty remaining calm. The difference between the mean scores of the pre-test and the post-test of the items 24 “I can answer my teacher’s questions in English”, 22 “I can introduce myself or a friend to in English, and 14, which was mentioned above, were found out to be the highest indicating that the items 24, 22 and 14 show the biggest increase.

Table 4.8. Paired samples t-test item statistics results of SSEBS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1 Pre-test	2.9231	26	1.09263	.21428
	Q1 Post-Test	2.6154	26	.89786	.17608
Pair 2	Q2 Pre-test	3.3077	26	.78838	.15461
	Q2 Post-Test	2.8846	26	.86380	.16941

[Table 4.8. (Continued) *Paired samples t-test item statistics results of SSEBS*]

Pair 3	Q3 Pre-test	2.8462	26	.88056	.17269
	Q3 Post-Test	2.7692	26	.86291	.16923
Pair 4	Q4 Pre-test	2.3462	26	1.09334	.21442
	Q4 Post-Test	3.1538	26	.83390	.16354
Pair 5	Q5 Pre-test	3.5000	26	1.10454	.21662
	Q5 Post-Test	3.3846	26	.98293	.19277
Pair 6	Q6 Pre-test	2.6154	26	1.13409	.22241
	Q6 Post-Test	2.9615	26	.91568	.17958
Pair 7	Q7 Pre-test	2.8077	26	1.20064	.23547
	Q7 Post-Test	2.9231	26	.84489	.16570
Pair 8	Q8 Pre-test	2.8846	26	1.07059	.20996
	Q8 Post-Test	3.7692	26	1.06987	.20982
Pair 9	Q9 Pre-test	2.9615	26	1.58697	.31123
	Q9 Post-Test	3.0000	26	1.13137	.22188
Pair 10	Q10 Pre-test	2.9615	26	1.37057	.26879
	Q10 Post-Test	3.5000	26	.81240	.15933
Pair 11	Q11 Pre-test	2.8077	26	1.05903	.20769
	Q11 Post-Test	3.2308	26	.65163	.12779
Pair 12	Q12 Pre-test	2.3462	26	1.26309	.24771
	Q12 Post-Test	3.2308	26	1.42289	.27905
Pair 13	Q13 Pre-test	3.0769	26	1.23038	.24130
	Q13 Post-Test	3.1923	26	1.20064	.23547
Pair 14	Q14 Pre-test	2.3846	26	1.29852	.25466
	Q14 Post-Test	3.0385	26	1.34107	.26300
Pair 15	Q15 Pre-test	3.4231	26	1.20576	.23647
	Q15 Post-Test	2.3846	26	1.06120	.20812
Pair 16	Q16 Pre-test	3.0000	26	1.23288	.24179
	Q16 Post-Test	3.5000	26	.90554	.17759
Pair 17	Q17 Pre-test	3.1154	26	1.14287	.22414
	Q17 Post-Test	2.9231	26	1.16355	.22819
Pair 18	Q18 Pre-test	2.7692	26	1.14220	.22400
	Q18 Post-Test	3.5769	26	.90213	.17692
Pair 19	Q19 Pre-test	3.6923	26	1.15825	.22715
	Q19 Post-Test	3.6154	26	.98293	.19277
Pair 20	Q20 Pre-test	3.6538	26	1.05612	.20712
	Q20 Post-Test	3.6538	26	.84580	.16588
Pair 21	Q21 Pre-test	3.6923	26	1.01071	.19822
	Q21 Post-Test	3.1923	26	1.02056	.20015
Pair 22	Q22 Pre-test	2.9615	26	1.07632	.21108
	Q22 Post-Test	4.1923	26	.80096	.15708

[Table 4.8. (Continued) *Paired Samples T-Test Item Statistics Results of SSEBS*]

Pair 23	Q23 Pre-test	3.1154	26	1.14287	.22414
	Q23 Post-Test	4.0769	26	1.01678	.19941
Pair 24	Q24 Pre-test	2.3077	26	1.28901	.25280
	Q24 Post-Test	4.1923	26	.74936	.14696
Pair 25	Q25 Pre-test	2.7308	26	1.21845	.23896
	Q25 Post-Test	3.6538	26	1.09334	.21442
Pair 26	Q26 Pre-test	3.1154	26	1.14287	.22414
	Q26 Post-Test	3.4615	26	1.06699	.20925
Pair 27	Q27 Pre-test	2.3077	26	1.28901	.25280
	Q27 Post-Test	2.5000	26	1.27279	.24962
Pair 28	Q28 Pre-test	2.7308	26	1.21845	.23896
	Q28 Post-Test	2.9231	26	1.09263	.21428

4.2. Findings of the Research Question 2

In order to respond to the second research question which was: “What are the students’ perceptions about integrating a) mindfulness practices and b) mindfulness-based speaking tasks into the speaking classes?” and obtain a more in-depth understanding about the quantitative data, thematic analysis was carried out for semi-structured interviews, and focus group interviews.

4.2.1. Findings of the research question 2a

Semi-structured interview questions including questions about mindfulness practices, mindfulness based-speaking activities done in the class were given to the students every week for 5 weeks, the whole treatment, in order to gain insight and support quantitative data. The questions asked what the students thought about the practices, activities, and how they felt doing them. Some suggestions were also asked about the timing of the breathing practices, or the nature of the practices and activities as well. Findings are presented below. According to the themes and codes, it can be said that although a few students had worries due to the unfamiliarity or uncertainty they experienced, overall they stated that they were satisfied with the novelty in the classes and felt more aware of their feelings and surroundings, were more focused, attentive and relaxed and believed that they could speak more easily and fluently.

When the data including the overall perceptions of the students toward integrating mindfulness practices and mindfulness-based speaking tasks into the speaking classes were

analyzed, 6 themes with 18 codes in total were found out as it can be seen in Table 4.9. below:

Table 4.9. *Students' overall views on mindfulness-based speaking tasks*

Themes	Codes	f
Positive feelings	Engaging, fun and satisfying	55
Neutral or mixed feelings	No change or specific feedback	8
Mindfulness, awareness and relaxation	Feeling peaceful and having mental clarity	10
	Awareness of thoughts and feelings	8
	Being present in the moment	6
	Noticing sensations	4
Focus and concentration	Improved focus	11
	Being attentive during activities	7
	Maintaining concentration	5
	Enhancing attention	3
Self-efficacy and confidence	Feeling confident	6
	Increased self-efficacy	5
	Feeling prepared and capable	4
	Overcoming challenges	3
Anxiety	Feeling stressed	3
	Unfamiliarity with the activities	2
	Feeling nervous and excited	2
	Overcoming anxiety	1

The most frequently emerged theme was positive feelings stating that the activities and the class in general were engaging, fun and satisfying. Following that, mindfulness, awareness and relaxation, focus and concentration, self-efficacy and confidence and also anxiety came up. Most of the students stated that they felt peaceful and had a clear mind after the breathing practices. Moreover, they were more aware of their thoughts and feelings and were more present in the moment. Similarly, they also emphasized that their concentration improved and they were more attentive during the activities:

“...Gayet güzel geçti. Rahatlamış hissettim...” (“...It went well, I felt relaxed...”), (Participant 9, semi-structured interviews).

“...Bu etkinliği çok verimli buluyorum dersin daha verimli geçmesini sağlıyor eğer bu ders başlamadan önce yorulduysam birkaç dakikalık zihin egzersizi ile toparlanıyorum ve derse iyi odaklanıyorum “... (“...I find this activity very beneficial as it leads to a more productive lesson.

If I feel tired before the class starts, I refresh myself with a few minutes of mental exercise and then I can focus well on the lesson...”), (Participant 11, semi-structured interviews).

“...Ders daha etkili geçti daha verimli oldu. Sıkılmadım...” (“...The lesson went more effectively, it was more productive. I didn't get bored...”), (Participant 12, semi-structured interviews).

“...Gün geçtikçe daha iyi hissediyorum kendimin farkına varıyorum...” (“...As the day goes by, I feel better; I'm becoming more aware of myself...”), (Participant 14, semi-structured interviews).

“...Bugünkü ders güzel geçti. Çeşitli aktiviteler yaptık ve bu dersle ilgilenmemi ve odaklanmamı sağladı...” (“...The lesson went well. We did various activities, and it helped me engage and focus on this lesson...”), (Participant 16, semi-structured interviews).

“...Bugün ders oldukça hızlı geçti. Dersin başında odağımızı toplamamız ve ders boyu etkinliklerle odağın derste kalmasının sağlanması günün güzel ve eğlenceli geçmesini sağladı...” (“...Today, the lesson passed quite swiftly. Gathering our focus at the beginning of the class and maintaining it throughout with activities made the day enjoyable and fun...”), (Participant 21, semi-structured interviews).

On the other hand, about their speaking skill, they expressed that they were feeling more confident while speaking English and believed that they could speak better and that the things they learned were more permanent:

“...Bugünkü ders güzel geçti etkinliklerde daha özgüvenli konuştum ve bu beni iyi hissettirdi...” (“...Today's lesson went well; I spoke more confidently during the activities, which made me feel good...”), (Participant 4, semi-structured interviews).

“...Konuşmada zorlanmadım...” (“...I didn't struggle in the conversation...”), (Participant 7, semi structured interviews).

“...Hepimiz çok daha akıcı ve mutlu konuştuk...” (“...We all spoke more fluently and happily...”), (Participant 12, semi-structured interviews).

“...Rahat konuştum ve kendimi en rahat hissettiğim etkinlik oldu...” (“...I spoke comfortably, and it was the activity where I felt most at ease...”), (Participant 18, semi structured interviews).

“...Speaking yaparken çok rahat hissettim. Imagination bana çok iyi geliyor. Aklımda bir fikir olduğu için kolayca aktarabiliyorum karsındaki kişiye...” (“...I felt very comfortable speaking. Imagination is very useful to me. I can easily pass my ideas on to my partner because I have an idea on my mind...”), (Participant 20, semi-structured interviews).

“...Bugün dersimizin çok güzel ve verimli geçtiğine inanıyorum. Eğlenerek öğrendiğimizi düşünüyorum. Bazı bilgilerin bu iki gün içerisinde, yurda dönüp ettiğim tekrarlarla beraber, daha çok akılda kaldığını düşünüyorum...” (“...I believe that our lesson was very good and productive today. I think that we had fun learning for myself. I think that some of the information was

retained more in these two days, with the repetition I did back at the dorm...”), (Participant 23, semi-structured interviews).

Nevertheless, although the majority of the students mentioned feeling calm and peaceful, a few of them stated that they experienced a little bit anxiety as they were not familiar with the practices or the activities at the beginning:

“...İlk gün yaptığımızda kaygılarımı tetikledi çünkü bana kaygılı olduğum zaman yaptığım egzersizleri hatırlattı ancak ikinci gün yani bugün deneyimim daha iyiydi zihnimi boşaltabildim bunda ortamın ve kendimi o gün daha iyi hissetmemin etkisi olduğunu düşünüyorum...” (“...On the first day, it triggered my anxiety because it reminded me of the exercises I do when I'm anxious. However, on the second day, which is today, my experience was better; I was able to clear my mind. I think the environment and feeling better about myself that day played role in this...”), (Participant 24, semi-structured interviews).

Finally, a few students did not report specific feedback or any change in their experience. In short, when the aforementioned findings are considered, it can be said that mindfulness practices could contribute to students’ speaking abilities and overall speaking experience by helping them to increase their focus and confidence and decrease their anxiety.

When the data about students’ favorite mindfulness-based speaking task were analyzed, 6 themes with 12 codes in total were determined as it can be seen in Table 4.10. The most emerged theme was positive feelings including enjoyment, satisfaction, nostalgia, reminiscence, engagement and interaction with their peers. Following that, mindfulness and awareness, relaxation, focus and concentration and self-efficacy were determined. The students reported all of the speaking activities in this part however they provided different reasons for choosing an activity as their favorite one. In that sense, codes related to the themes mostly reflected the reasons why the students picked an activity as their favorite and also displayed the feelings they experienced.

Table 4.10. *Students’ views on their favorite mindfulness-based speaking task*

Themes	Codes	f
Positive feelings	Enjoyment and satisfaction	32
	Nostalgia and reminiscence	21
	Engagement and interaction with peers	13
Mindfulness and awareness	Being present and focusing on details	5
	Self-awareness and recognizing feelings	3

[Table 4.10 (Continued) *Students' views on their favorite mindfulness-based speaking task*]

	Environmental awareness	1
Focus and concentration	Staying attentive	3
	Engagement	1
Self-efficacy	Feeling capable	1
Relaxation	Feeling calm	8
Neutral or mixed feelings	No change or specific feedback	8

Raisin method, spicy sensory game, going to a restaurant with friends, picking up a new hobby, favorite cartoon character, road-trip with van were the most frequently mentioned activities. Following them, the students also stated that they liked *trying a new dish* and the ones with AI, namely, *robot teacher and AI Instagram account* imageries. The least picked activities were *the safe place* and *winning the lottery* imaginations. The students reported that they liked *raisin method, spicy sensory game* and *trying a new dish* activities mostly because they caused they were really interesting and helped them focus and overcome their prejudice and gain a new perspective at the same time:

“...Restorant hayal etme etkinliği çünkü yeni bir yere gittiğimde kimi yanıma alacağımı ve denemediğim bir şeye olumlu ya da olumsuz nasıl yaklaştığımı öğrendim...” (“...The restaurant imagination activity because I learned who to take with me when I go somewhere new and how to approach something I haven't tried, positively or negatively...”), (Participant 5, semi-structured interviews).

“...Kuru üzüm etkinliği çok etkiliydi daha önce kuru üzümü hiç böyle incelememiştim ya da bunun üzerinden yorum yapmamıştım...” (“...The raisin activity was very effective, I had never analyzed or commented on raisins like this before...”), (Participant 6, semi-structured interviews).

“...Baharat etkinliği. Her ne kadar bazı baharatların tanıdık kokusu olsa da gözüm kapalı koklayarak tanıyabileceğimi düşünmüyordum...” (“...Spice activity. Although some spices have a familiar smell, I didn't think I could recognize them by smelling them with my eyes closed...”), (Participant 11, semi-structured interviews).

“...Gözümüzü kapatıp hayatımızdan herhangi biriyle yemeğe çıktığımızı hayal ettiğimiz etkinlik dikkatimi oldukça çekti. Risk alıp alamadığımı görmemi sağladı...” (“...The activity where we closed our eyes and imagined going out to dinner with someone from our lives really caught my attention. It allowed me to see if I could take risks...”), (Participant 16, semi-structured interviews).

They also expressed that especially these activities helped them being present, which could indicate that mindfulness-based speaking activities could enhance students' mindfulness and awareness:

“...Kuru üzüm etkinliği çünkü yediğim şeyleri hissetmeden yediğimi fark ettim...” (“...The raisin activity was my favorite because it made me realize that I was eating without really feeling what I was eating...”), (Participant 4, semi-structured interviews).

“...Kuru üzüm etkinliği olduğunu söyleyebilirim. Durup yavaşlamak ve anda kalmakla ilgili ufuk açıcı bir etkinlikti...” (“...I can say it was the raisin activity. It was an eye-opening activity about pausing, slowing down, and being present in the moment...”), (Participant 5, semi-structured interviews).

“...Favori yemeğim kısmıydı çünkü kendim hakkında neleri sevip sevmediğimi düşündüm biraz nedenlerini falan düşündüğüm için düşündürücüydü...” (“...My favorite food part was my favorite because it made me think about what I like and dislike about myself, and it was thought-provoking as I contemplated the reasons behind them...”), (Participant 9, semi-structured interviews).

On the other hand, the students emphasized that they were calm and confident during all of these speaking activities because they were guided by the teacher and having an image on their minds made the speaking easier, which might suggest that mindfulness-based speaking activities, especially guided imagery activities, lowered the students’ anxiety and improved self-efficacy. Some students also emphasized feeling more attentive or capable while speaking, which can also be referring self-efficacy:

“...Rahat konuştum ve kendimi en rahat hissettiğim etkinlik oldu. Aktiviteyi yaparken mutluydum. Düşüncelerimi sistematik olarak organize edebilmeme yardımcı oldu...” (“...I spoke comfortably, and it was the activity where I felt most at ease. I was happy while doing the activity. It helped me organize my thoughts more systematically...”), (Participant 18, semi-structured interviews).

“...Dikkatimi en çok, kendi hayalimizde canlandırıp, tasvir edip daha sonra da arkadaşlarımızla paylaştığımız etkinlikler çekiyor. Çünkü kendimi İngilizce konuşurken bulabiliyorum, ki derste İngilizce konuşmak aslında benim için o kadar da kolay değil. Ama Cevza Hoca'nın dersinde kendimi güvende hissediyorum ve konuşmaktan çekinmiyorum...” (“...What draws my attention the most are the activities where we imagine and describe things in our minds and then share them with our friends. Because I can find myself speaking English during these activities, even though speaking English in class is not that easy for me. But in Cevza Hoca's class, I feel safe and confident, and I'm not afraid to speak...”), (Participant 19, semi-structured interviews).

“...Speaking yaparken çok rahat hissettim. Imagination bana çok iyi geliyor. Aklımda bir fikir olduğu için kolayca aktarabiliyorum karsımdaki kişiye...” (“...I felt very comfortable speaking. Imagination is very useful to me. I can easily pass my ideas on to my partner because I have an idea on my mind...”), (Participant 20, semi-structured interviews).

In addition, students also stated that they felt more attentive, happy and enjoyed the class more, which indicates the positive feelings about the class, because the speaking tasks

were fun and related to them. For this reason, they reported that they felt more connected with the task and wanted to speak more:

“...Imagining your van etkinliği en sevdiğim etkinlik oldu. Bana huzur verecek şeyleri hayal ettiğim için bana iyi geldi...” (“...My favorite activity was 'imagining your van.' It was comforting for me because I imagined things that would bring me peace...”), (Participant 2, semi-structured interviews).

“...Hobi etkinliğiydi. Uzun zamandır yapmak istediğim bir hobinin hayali beni çok güzel hissettirdi. Hayal ederken bile heyecanlandırdı...” (“...It was the hobby task. The dream of a hobby I have wanted to do for a long time made me feel very good. It excited me even while imagining it...”), (Participant 4, semi-structured interviews).

“...Eğlendim. Nostaljiyi severim ve arkadaşlarımla bunun hakkında konuşmak için fırsatım oldu, o yüzden güzel geldi...” (“...I had fun. I enjoy nostalgia, and it was a good opportunity to talk about it with my friends, so it felt nice...”), (Participant 5, semi-structured interviews).

Lastly, a few students experienced no change in their situation or did not state any specific feedback.

When the data about what was difficult for the students were analyzed, 5 codes were found out under the main theme. The challenges the students faced included focus and concentration, language difficulty, physical and emotional discomfort, decision making and difficulty in immediate thought (See Table 4.11.). A vast majority of the students stated that they did not experience any challenges, which indicates that the students enjoyed the treatment and mostly had positive feelings about it. However, the statements indicating emotional discomfort were specifically about the activity including a dinner table from childhood, which was remarkable.

Table 4.11. *Difficulties the students faced*

Theme	Codes	f
Difficulties faced	No difficulty	61
	Focus and concentration	13
	Language difficulty (Speaking/Listening)	6
	Physical and emotional discomfort	7
	Decision making	2
	Difficulty in immediate thought	4
	Mixed feelings	3

Some of the students expressed that they had difficulty in focusing or being present in the moment from time to time:

“...Kafamı boşaltmak zordu...” (“...Clearing my mind was difficult...”), (Participant 2, semi-structured interviews).

“...Gelen düşüncelerin akıp gitmesine izin vermekte zorlanıyorum...” (“...I struggle to let my thoughts flow freely...”), (Participant 9, semi-structured interviews).

“...Odaklandığım şey hakkında düşüncelerimi düzgün bir şekilde toplamak...” (“...Gathering my thoughts properly about what I am focusing on...”), (Participant 12, semi-structured interviews).

Some students stated that they experienced some kind of physical or emotional discomfort. As it was mentioned above, discomfort about the childhood imagination was remarkable since the teacher had not expected that beforehand and the reactions to it helped form the following tasks accordingly. Here are some excerpts providing example for the specific difficulties mentioned:

“...Uyumamaya çalışmak...” (“...Trying not to fall asleep...”), (Participant 2, semi-structured interviews).

“...Çocukluğuma gitmek. Çünkü bu yüzleşmek istemeiğim bir şey...” (“...Going back to my childhood because it's a situation I don't want to confront...”), (Participant 3, semi-structured interviews).

“Çocukluğuma gitmek. Ailemi özlediğimi fark ettim childhood dinner table etkinliğinde...” (“...Going back to my childhood. I realized I miss my family, during dinner table from your childhood task...”), (Participant 4, semi-structured interviews).

“...Ayaklarımı sabit tutmakta zorlandım...” (“...I struggled to keep my feet steady...”), (Participant 10, semi-structured interviews).

“...Zihnimizi boşaltmak için gözlerimizi kapattığımızda biraz uykum geldi o an hiçbir şey düşünemedim ama aynı zamanda çok iyi hissettirdi sanki uzun zamandır kendimi böyle dinlendirmeye ihtiyavim varmış gibi hissettim...” (“...When we closed our eyes to clear our minds, I felt a bit sleepy at first and couldn't think of anything. But at the same time, it felt really good, as if I needed to rest like that for a long time...”), (Participant 12, semi-structured interviews).

Lastly, a few students reported that they experienced anxiety due to the struggle to focus during breathing exercises or lack of confidence or ability to speak in English. However, they emphasized that they had these challenges especially during the initial attempts:

“...İlk başlarca düşüncelerimi İngilizce dile getirmekte zorlandım...” (“...I struggled to express my thoughts in English at first...”), (Participant 14, semi-structured interviews).

“...İngilizce konuşmak diyebilirim. Fakat diğer derslerimize nazaran yine de daha utanmadan, hata yapmaktan korkmadan konuşabiliyorum...” (“...I can say speaking English. However, compared to our other classes, I can still speak without feeling as embarrassed or afraid of making mistakes...”), (Participant 19, semi-structured interviews).

“...Zorlandığım nokta nefes egzersizleri oldu. Kaygımı artırıyor eğer dikkatimi iyi toparlayamazsam ya da o an stres içindeysem...” (“...The challenging part for me was the breathing exercises. They tend to increase my anxiety, especially if I can't focus well or if I'm feeling stressed at that moment...”), (Participant 20, semi-structured interviews).

When the data about the suggestions of the students for a more efficient speaking class were analyzed, 4 themes with 16 codes were detected answering the question above (See Table 4.12.) According to the findings of this question, most of the students expressed contentment with the current structure and flow of the class, indicating that they found it effective and enjoyable as it is.

Table 4.12. *Suggestions for more efficient speaking classes*

Themes	Codes	f
Positive Feedback/Encouragement	Satisfaction with current activities	24
	Appreciation for the effectiveness of the activities	12
	Feeling of improvement and development	8
	Enjoyment of the activities	6
	Suggestions for continuation of similar activities	10
	Mention of specific positive aspects experienced	14
Neutral/No opinion	Lack of specific feedback or suggestions	19
	Indifference towards the current activities	7
	Absence of strong positive or negative feelings	16
Desire for more similar Activities	Wish for more frequent occurrence of similar activities	9
	Interest in exploring similar activities in the future	11
	Desire for variety and diversity in activities	5
Specific suggestions for Improvement	Recommendations for additional types of activities	7
	Ideas for enhancing the current activities	6
	Suggestions for adjusting the format or duration of activities	8
	Requests for specific changes or additions to the activities	9

Similarly, many students suggested having more of the same type of activities or increasing the frequency of similar engaging exercises to enhance learning and participation. They also suggested extending the duration of activities, indicating that longer sessions would provide more opportunities for learning and personal development:

“...Böyle etkinliklerin fazlalığının artmasını isterim...” (“...I would like to see more of these kinds of activities...”), (Participant 3, semi-structured interviews).

“...Bence daha uzun yapabiliriz bu etkinlikleri çünkü kendimi birkaç gündür daha iyi hissettirdi...” (“...I think we can make these activities longer because they have been making me feel better for the past few days...”), (Participant 4, semi-structured interviews).

“...Ben her ders imagination etkinliği yapılması taraftarıyım ...” (“...I am in favor of having an imagination activity in every class...”), (Participant 11, semi-structured interviews).

“...Etkili olduğunu düşünüyorum...” (“...I believe they are effective...”), (Participant 15, semi-structured interviews).

On the other hand, some students proposed specific activities or variations to existing exercises, such as incorporating listening exercises, additional mindfulness activities like breathing exercises or focusing on specific objects, or playing different games like small-scale theater performances:

“...Bence farklı oyunlar oynanabilir ya sınıf içinde küçük tiyatro gibi bir şeyler olabilir...” (“...I think we could play different games or even have small theater-like activities in the classroom...”), (Participant 6, semi-structured interviews).

“...Arka planda Cevza hocanın sesiyle beraber soft bir müzik olsa gayet güzel olurdu...” (“...It would be nice to have soft music playing in the background along with Cevza Hoca's voice...”), (Participant 7, semi-structured interviews).

Lastly, some students provided mixed feedback, expressing uncertainty or stating that they did not have specific suggestions while also indicating satisfaction with the current approach.

When the data including students' thoughts about the breathing practices at the beginning of the classes and at the end of the classes were analyzed, 5 themes, 16 codes were found out (See Table 4.13.). Themes indicated positive impact on relaxation, enhancement of focus and attention, improvement in mental state, effectiveness of the activity and mixed feelings and/or unusual experiences.

Table 4.13. *Students' views on the mindfulness practice at the beginning and at the end of the class*

Themes	Codes	f
Positive impact on relaxation	Feeling relaxed, calm, and relieved of stress	50
	Feeling tranquility and peace of mind	12
	Feeling of relief from fatigue and refreshed	13
Enhancement of focus and attention	Enhanced focus	25
	Reduced mental distraction	15
	Being more attentive and clear minded	9
Mixed feelings or unusual experiences	Feeling strange or unexpected emotions	5
	Feeling sleepy or tired	7
	Feeling discomfort	4
	Uncertain or neutral responses	10
Improvement in mental state	Feeling freshed, energized and mentally alert	49
	Feeling more positive and uplifted	35
	Feeling relieved of headaches or mental fatigue	3
Effectiveness of the activity	Satisfying and beneficial	28
	Providing clearer mind and better mood	14
	Positive contribution to overall learning experience	6

According to the findings, the students' responses to the breathing practices varied. Many expressed feelings of relaxation and comfort, noting that the activity helped them to unwind, focus, and feel at ease during the lesson. Some mentioned feeling more centered and stress-free, with a sense of improved well-being as they engaged in the activity. However, there were also mixed or neutral responses, with individuals describing feelings of discomfort, distraction, or sleepiness during the exercise. Some noted initial unease but found relief and calmness as they continued, while others experienced physical discomfort, such as headaches or drowsiness. Despite these varied reactions, some participants still acknowledged the activity's positive impact in alleviating anxiety or aiding in concentration, even if they initially felt uncertain or uncomfortable.

The statements about doing the breathing practices at the beginning of the classes mostly were about experiencing a clear and focused mind, relaxation and relieved anxiety:

“...Zinde hissetmemi sağladı...” (“...It made me feel refreshed...”), (Participant 11, semi-structured interviews).

“Yaptıkça daha rahat ve daha iyi hissettim...” (“...As I continued, I felt more relaxed and better...”), (Participant 13, semi-structured interviews).

“...Rahatlamış ve derse odaklanmış hissettim...” (“...It made me feel comfortable and focused on the lesson...”), (Participant 9, semi-structured interviews).

“...Heyecanımı ve kaygımı hafiflettiğini söyleyebilirim...” (“...I can say that it relieved my excitement and anxiety...”), (Participant 5, semi-structured interviews).

Some students said that doing the breathing practice at the begging of the class made them feel sleepy

“...Beni rahatlattı ve biraz uykumu getirdi...” (“...It made me relaxed and sleepy a little bit...”), (Participant 4, semi-structured interviews).

“...Epey uykumu getirdi...” (“...It made me quite sleepy...”), (Participant 8, semi-structured interviews).

Meanwhile, some students reported mixed feelings about the practice or unusual experiences they had:

“...Bugün bu uygulamayı yaparken nedense gözlerim istemsizce doldu. Neyden korktuğumu veya neden gergin hissettiğimi anlayamadım doğrusu...” (“...Today, while doing this exercise, my eyes filled up involuntarily. I couldn't understand what I was afraid of or why I felt tense, to be honest...”), (Participant 5, semi-structured interviews).

“...İlk önce gözlerimi kapayarak deneyimledim fakat kendimi hiç güvende hissedemedim. Denizde boğulacakmışım gibi hissettim. Daha sonra gözlerim açık deneyimlediğimde durup yavaşlamak, nefes almak, sakinleşmek çok iyi geldi...” (“...At first, I experienced it with my eyes closed, but I didn't feel safe at all. Later, when I tried it with my eyes open, taking a moment to pause, slow down, breathe, and calm down felt really good...”), (Participant 21, semi-structured interviews).

On the other hand, the statements about doing the breathing practies at the end of the classes mostly were about experiencing calmness, relaxation, relief and decreased fatigue:

“...Yorgunluğumu aldı. İyi ve dinlenmiş hissediyorum...” (“...It relieved my tiredness. I feel good and refreshed...”), (Participant 2, semi-structured interviews).

“...Dersin sonunda yaptığımız bilinçli farkındalık uygulaması en rahatladığım ve güvende olduğum yer...” (“...The mindfulness practices we do at the end of the class is the most relaxing and safe place for me...”), (Participant 6, semi-structured interviews).

“...Her geçen gün daha iyi hissettiriyor çünkü ders sonunda zihnimi boşaltıp resetleyebilmek için çok güzel bir fırsat bence...” (“...I feel better with each passing day because I believe the

opportunity to clear and reset my mind at the end of the lesson...”), (Participant 10, semi-structured interviews).

Finally, for both versions of breathing practices, the students emphasized feeling better overall:

“...Dersin yorgunluğunu hatta tüm haftanın yorgunluğunu atıp, bir an için durup yavaşlamak iyi geldi diyebilirim...” (“...I can say that it felt good to stop and slow down for a moment to relieve the tiredness of the lesson, even the tiredness of the whole week...”), (Participant 4, semi-structured interviews).

“...Her geçen gün daha iyi hissettiriyor çünkü kafamı dinlendirme fırsatı oluyor ders sonunda olunca...” (“...It makes me feel better every day...”) (Participant 5, semi-structured interviews).

“...Gerçekten kendimin farkına varacağımı düşünüyorum bu etkinliklerle...” (“...I really think I will be more aware of myself with these activities...”) (Participant 14, semi-structured interviews).

The findings about how the students felt before and after the breathing practices were analyzed and 2 themes with 11 codes in total were detected given in Table 4.14. below:

Table 4.14. *Students’ feelings before and after the mindfulness practice*

Themes	Codes	f
Before the practice	Feeling tired or sleepy	26
	Experiencing stress or anxiety	10
	Having a cluttered or distracted mind	15
	Feeling neutral or unsure	18
	Experiencing physical discomfort	19
After the practice	Feeling relaxed or calm	28
	Experiencing mental clarity and focus	19
	Reduction in stress or anxiety levels	7
	Feeling awake or energized	5
	Continued feeling of sleepiness or discomfort	10
	Mixed feelings or neutral responses	7

Students reported feeling relaxed and calmer after the breathing practices, noting a sense of relief and improved focus:

“...Öncesinde biraz yorgun hissediyorum fakat etkinlik sonrası dinginleştiğimi düşünüyorum...” (“...I felt a bit tired before, but I think I became calmer after the activity...”), (Participant 4, semi-structured interviews).

“...Öncesinde kafam daha doluydu sonrasında ise kafamdaki düşünceler azaldı...” (“...My mind was very cluttered before, but afterwards, my thoughts decreased...”), (Participant 7, semi-structured interviews).

“...Öncesinde derse odaklanmış değildim ama sonrasında kendimi rahat ve derse hazır hissettim...” (“... I wasn't very adapted to the class, but afterwards, I felt comfortable and focused on the lesson later on...”), (Participant 15, semi-structured interviews).

“...Zihnim dağınıktı, sonrasında toparlanmış hissettim ve etkinlikten sonra uykumdan uyanmış resmen ışınlanmış gibi hissettim...” (“...My mind was scattered, but afterwards, I felt more collected, and after the activity, I woke up from my sleep feeling as if I had been teleported...”), (Participant 18, semi-structured interviews).

However, others expressed feeling sleepy or tired both before and after the activity, indicating no significant change in their mental state or noting a shift from feeling tired to feeling more awake post-activity. Some students reported mixed feelings or no discernible difference in their emotional or mental state after the activity, while others noted a positive change in their emotional state, such as reduced anxiety or increased awareness:

“...Öncesinde biraz kaygılıydım ama sonra geçti...” (“...I was anxious at first, but afterwards, I felt good...”), (Participant 7, semi- structured interviews).

“...Biraz heyecanlıyordum ama sonrasında o heyecanı attım...” (“...I was a bit excited, but afterwards, I shook off that excitement...”), (Participant 8, semi- structured interviews).

“...Stresliydim ve sonrasında geçmişti. Bana iyi geldi...” (“...I was stressed, and afterwards, it had passed. It was good for me...”), (Participant 17, semi-structured interviews).

“...Uygulamadan önce kendimi gergin ve endişeli hissediyordum. Çünkü İngilizce konuşmak aslına bakarsanız benim için anksiyete sebebi. Kendimi yazarken rahatça ifade edebilirken konuşurken, öncesinde düşündüğüm şeyler bir anda kafamdan uçup gidiyor ve söyleceklerimde tıkanıyorum. Fakat bu uygulamadan sonra kendimi daha adapte ve daha sakin hissettim...” (“...Before the practice, I felt nervous and anxious because speaking English is actually a cause of anxiety for me. While I can express myself comfortably when I write, when I speak, the things I have thought before fly out of my head and I get stuck in what I want to say. But after this practice, I felt more adapted and calmer...”), (Participant 21, semi-structured interviews).

Overall, responses varied, with some participants experiencing clear benefits from the activity while others noted minimal or mixed effects on their well-being:

“...Öncesinde spesifik bir şey hissetmiyordum, sonrasında da hissetmedim...” (“...Before, I didn't feel anything specific, and afterwards, I still didn't feel anything...”), (Participant 11, semi-structured interviews).

When the data expressing the students' preferences regarding when to perform the breathing practice were analyzed, 4 different preferences were identified. Some participants felt better doing it at the beginning, while others preferred it the end (See Table 4.15.). Some

suggested doing it in the middle for a brief break during class. A few participants found both the beginning and end suitable, while others didn't express a clear preference. Overall, opinions varied, with some feeling indifferent or not noticing any difference. However, in an almost equal rate, the two most frequently stated preferences about the timing of the breathing practices were at the beginning of the class and at the end of the class. So, it can be said that neither of them is superior to one another.

Table 4.15. *Students' views about the timing of the mindfulness practices*

Suggested timing of the practice	f
At the beginning of the class	23
At the end of the class	24
Both at the beginning and at the end of the class	6
In the middle of the class	6

When the data about students' suggestions in order to feel safe(r) or have a more pleasant experience while doing the breathing practices were analyzed, 3 themes with 7 codes in total were determined. Detected themes were uncertainty or no specific suggestions, contentment with the current method and desire for specific as given in Table 4.16. below:

Table 4.16. *Students' suggestions about a safer/more pleasant mindfulness practice experience*

Themes	Codes	f
Uncertainty/No specific suggestion	No ideas	20
Contentment with the current method	No desire for change	14
Desire for specific changes	More comfortable place for sitting	1
	Doing the practice outside	1
	Background music	2
	Doing the practice alone	1
	Doing more practices	2

Students generally expressed positive feedback and satisfaction with the current activities, stating that they felt good, comfortable, and satisfied with the way things were going:

“...Uygulamalar sırasında yeterince güvende ve rahat hissediyorum farklı bir önerim/isteğim yok...” (“...I feel safe and comfortable enough during the practices, I have no different suggestions/requests...”), (Participant 2, semi-structured interviews).

Some mentioned they were open to different approaches, while others expressed uncertainty or lacked a clear opinion. Suggestions for improvement included providing more guidance, and conducting activities in an open space:

“...Açık alanda yapsak daha iyi olurdu...” (“...It would have been better to do it in the open...”), (Participant 10, semi-structured interviews).

“...Öğretmenin daha da fazla konut vermesi daha iyi hissettirirdi...” (“...It would have felt better if the teacher gave even more guidance...”), (Participant 19, semi-structured interviews).

Some students expressed preferences for specific conditions or activities, such as feeling safer alone, listening to classical music, or engaging in more similar activities:

“...Sandalye yerine kendimi daha rahat hissedeceğim bir yerde otursam daha iyi odaklanabilirim bence...” (“...I think I can focus better if I sit in a place where I feel more comfortable instead of a chair...”), (Participant 9, semi-structured interviews).

“...Tek başıma olsam daha güvende hissederdim gözlerimi kapatmak ve kalabalıkta olmak güvensiz hissettirdi...” (“...I would feel safer if I was alone, closing my eyes and being in a crowd made me feel unsafe...”), (Participant 16, semi-structured interviews).

“...Belki klasik müzik dinlemek rahatlamamıza daha yardımcı olabilir diye düşünüyorum...” (“...I think maybe listening to classical music might help us relax more...”), (Participant 17, semi-structured interviews).

Overall, while some students had suggestions for improvement, most of the students were content with the current format and felt no need for significant changes.

4.2.2. Findings of the research question 2b

Focus group interviews were conducted with the students at the end of the treatment in order to gain insight and support quantitative data. The interviews included questions about both mindfulness practices and mindfulness based-speaking task done in the class. The questions asked what the students thought about the practices, tasks, how they felt doing them, and what changed in terms of their overall well-being, anxiety and self-efficacy beliefs. Findings are presented below. Based on the identified themes and codes, it can be concluded that while some students expressed concerns stemming from their unfamiliarity or uncertainty, the majority reported being content with the novelty in their classes. They also reported heightened self-awareness, improved focus, attentiveness, relaxation and reduced anxiety. Additionally, they believed that their ability to speak confidently and fluently had improved.

When the data about the students' perceptions about the changes they experienced after the treatment, 5 themes and 13 codes were found out. Themes indicating mindfulness and awareness, focus and concentration, stress and anxiety management, self-efficacy and personal growth and relaxation and behavior change are presented in Table 4.17. below:

Table 4.17. *Students' perceptions about the changes at the end of the treatment*

Themes	Codes
Mindfulness and awareness	Recognizing thoughts and behaviours
	Awareness of one's environment
	Awareness of one's own thoughts and feelings
Focus and concentration	Ability to focus easily
	Ability to regain concentration
	Attentiveness
Stress and anxiety management	Reduced speaking anxiety
Self-efficacy and personal growth	Confidence in decision making
	Reduction of anxiety
	Ability to handle stress
Relaxation and behavior change	Feeling more peaceful
	Having a more conscious mindset
	Feeling more present
	Being more attentive

Some students emphasized the enhancement of awareness by engaging in the practice of recognizing their own thoughts and behaviors with greater consciousness. One of the students also emphasized developing a greater level of awareness towards her environment and her own responses, suggesting an increased state of mindfulness. Another student stated that she recognized the integration of mindfulness practices in her everyday routine and experienced some unexpected benefits of these skills in handling speaking anxiety:

“...Bence farkındalık konusunda iyi oldu, yani bazı şeyleri farkında olmadan yapıyordum. Bunu fark ettim. Ve Bazı mesela ilk başta soruları yani tam olarak ne demek istediğinizi

anlamıyordum...” (“...I think it was good in terms of awareness, I mean I was doing some things without realizing it. I realized that. And some of the questions, for example, at first I didn't understand what you meant...”), (Participant10, focus group interviews)

“...Artık düşününce farkında olarak düşünüyoruz bence. Çünkü önceden beynimizden gözümüzü kapattığımızda bir akış geçiyordu ama biz onun içinde kayboluyorduk. Sizin yaptırdığınız etkinlikte hani farkında oluyoruz ne düşündüğümüzde hani düşünceleri içinden çıkıyoruz onu izliyoruz falan farkında olarak yapıyoruz. Burada genel olarak odaklanma ve farkındalığı yaratıyor...” (“...I think we think consciously when we think now. Because before, when we closed our eyes, a flow passed through our brain, but we were lost in it. In the activity you made us do, you know, we are aware of what we think, you know, when we think, we come out of our thoughts, we watch it, etc. We do it consciously. Here it creates focus and awareness in general...”), (Participant 11, focus group interviews).

“...Ben siz söylediğinizden beri bir şeyleri daha yavaş yavaş yemeye, tadını alarak daha keyifli bir şekilde yemeye başladım. Ondan sonra mesela çok fazla dikkat etmeden gelir geçerdim mesela yolda yürürken. Ama şimdi otobüste gelirken bile buraya kadar her gün farklı şeyler görüyorum. Ben çok memnun kaldım bu etkinlikten. Ve geliştiğimi düşünüyorum İngilizce anlamında da ve genel hayata kendi bakış açım da... bir şeyleri kaçırmıyorum anda kalabilmeyi fark ettim...” (“...Since you told me, I have started to eat things more slowly and enjoy them more by tasting them. After that, for example, I used to pass by without paying much attention, for example when I was walking on the road. But now, even when I am on the bus, I see different things every day until here. I was very pleased with this activity. And I think I have improved in terms of English and in my own perspective on life in general. I don't miss things, I realize that I can stay in the moment...”), (Participant 13, focus group interviews).

“...Ben mindfulness tekniklerini kullanıyordum zaten normal hayatımda ama İngilizce konuşma konusunda kullanabileceğim hiç aklıma gelmemişti. Bunu yapmaya başladıktan sonra aslında normalde kaygılandığımda kullandığım tekniği konuşma kaygısında kullanmamıştım mesela. büyük bir etkisi olduğunu fark ettim...” (“...I was already using mindfulness techniques in my normal life, but it never occurred to me that I could use them for speaking English. After I started doing it, I realized that the technique that I normally use when I get anxious, for example, I didn't use it for speaking anxiety. I realized that it had a big impact...”), (Participant 14, focus group interviews).

In addition, a few students highlighted that regaining their focus after it had been lost became easier and faster. They also emphasized that the activity improved their ability to concentrate and learn quickly, resulting in increased attentiveness:

“...Odağım illa ki kopuyor hala ama onu toplama sürem daha azaldı...” (“I still lose focus, but it takes much less time to recover it...”), (Participant 8, focus group interviews).

“...Bence odaklanma hızımız artık biraz...” (“...I think we can focus a little bit faster now...”), (Participant 9, focus group interviews).

“...Sizin fazladan yaptırdığınız etkinlikler olarak söylüyorum hani geçen seneye göre daha derste böyle nasıl desem odaklanmayı sağlattırdı. Çünkü hani daha böyle mesela işte o baharat koklatmalı falan hani daha çok farkında vardım. Daha çabuk öğrendim. Ondan sonra bu hayal kurma şeylerinde falan hani daha gerçekmiş gibi hissettim...” (“...I'm telling you as extra activities you made me do, I mean, compared to last year, it made me focus more in the lesson. Because, for example, I was more aware of that spice sniffing and stuff like that. I learned more quickly. After that, in these imagination things, I felt like it was more real...”), (Participant 12, focus group interviews).

On the other hand, students stated that the activity led to a reduction in speaking anxiety and general stress levels:

“...Konuşma anlamında da mesela ben siz o ölçeği ilk attığınızda, bir öğretmenin karşısında ingilizce konuşurken çok fazla gerildiğini işaretlemiştim. Ama şu anda onu 1e düşürdüm. Çünkü artık zaman geçtikçe de bu konuşma aktivitelerini veya mindfulness etkinliklerini yaptıkça kendimde gelişme olduğunu düşünüyorum. En azından o kaygı hissi azaldı yani mesela siz şuan 2 öğretmenin karşısına çıkıp konuşacaksınız diyorsunuz ve benim için normal bir şeymiş gibi geliyor...” (“...In terms of speaking, for example, when you first threw that scale, I marked that I was very nervous when speaking English in front of a teacher. But now I have reduced it to 1. Because I think that as time goes on and I do these speaking activities or mindfulness activities, I think that I have improved. At least that feeling of anxiety has decreased, for example, now you say that you will go in front of 2 teachers and speak, and it feels like a normal thing for me...”), (Participant 13, focus group interviews).

“...Ben bu pratikleri 1,5 yıldır yapıyorum. Çoğunlukla kaygılı olduğum anlarda hani o şimdiye dönmek için yapıyodum ama konuşma kaygım da olmasına rağmen daha hızlı geliştiği için konuşma, bunu yapmak aklıma gelmemişti ama aslında yapmam gerekiyormuş...” (“...I've been doing these practices for 1.5 years. Mostly when I was anxious, I was doing it to get back to the present, but even though I also had speech anxiety, I didn't think of doing this would work because the speech was developing faster, but it turns out I had to do it...”), (Participant 14, focus group interviews).

Some others stated the sense of comfort and confidence experienced while making decisions about her daily life situations. Another student talked about personal growth and development, specifically focusing on the enhancement of confidence and the reduction of anxiety.

“...Benim karar vermemi sağladı. Bir günle ilgili ne yapacağıma karar veriyordum. Yani gözlerimi kapatıp düşünüyordum. Bayağı iyi oluyordu...” (“...It helped me to make decisions. I was deciding

what I was going to do for a day. I mean, I was closing my eyes and thinking. It was very good...”), (Participant 4, focus group interviews).

“...Başkalarda her şeye dikkat ederek konuşmaya çalışıyordum sonra dedim ki konuş gitsin...” (“...With other people I was trying to speak with caution and then I said, just speak...”), (Participant 4, focus group interviews).

“...Yani mesela siz şuan 2 öğretmenin karşısına çıkıp konuşacaksınız diyorsunuz ve bu bana için normal bir şeymiş gibi geliyor. Aslında psikolojikman gerici olsa da hani o ana kadar... Kapıdan içeri girdiğimde biter yani. Hani onu geliştirdim kendimde...” (“...I mean, for example, you say that you are going to stand in front of 2 teachers and talk and it seems like a normal thing for me. Actually, even though it is psychologically regressive, until that moment... When I walk in the door, it is over. You know, I developed that in myself...”), (Participant 13, focus group interviews).

Students expressed a sense of relaxation during the activity and in general, suggesting a transition towards a more calm and peaceful frame of mind. They also addressed the alterations in behavior, such as savoring meals and being more attentive to their surroundings, which suggest a transition towards a more conscious and present mindset. One of the students also reported a shift in behavior characterized by increased attentiveness to her environment and active participation in activities that bring her pleasure, such as petting stray animals.

“...Ben normal hayatımda çok hızlı yemek yiyen bir insanım. Bazen aklıma geliyor işte yavaşlıyorum...” (“...I'm a very fast-eating person in my normal life. Sometimes I remember and slow down...”), (Participant 4, focus group interviews).

“...İlk başta önyargılıydım ve işe yaramayacağını düşünüyordum ama sonra gözlerimi kapatınca oldu. Zihnimi boşaltmak için falan bayağı iyi bir fırsat oldu yani benim için ve cidden buna ihtiyacım varmış gibi hissettim yani çünkü normal hayatımda. hani böyle gözümü kapatayım da zihnimi boşalsın diye bir şey yapan bir insan değilim. O yüzden bayağı şaşırdım yani...” (“...At first I was biased and thought it't work, but then it happened when I closed my eyes. It was a pretty good opportunity to empty my mind, so for me, and I really felt like I needed it, because in my normal life. So I'm not a man who's doing something so I can close my eyes and empty my mind. That's why I was pretty surprised...”), (Participant 6, focus group interviews).

“...Benim de aynısı yani yemekleri çok hızlı bir şekilde yiyordum artık bazen fark ediyorum. Bir şeyi farkında olmadan atıştırma sorusu vardı mesela. o aklıma geldi. Öyle bir şey direk böyle ağzıma atacakken falan mesela o aklıma geliyor...” (“...And so did I, so I was eating the food very fast, and now sometimes I notice it. He asked for a snack without realizing something. That came to mind. I think about it when I'm going to throw something like that right into my mouth...”), (Participant 10, focus group interviews).

“...Nefes pratiği bende bir şeye çok iyi gelmişti. Bayağı rahatsızlanmıştım. O an hani kendimi sakinleştirmem gerekiyordu. Direkt aklıma o an o geldi. Hani kendime böyle yaparsam, direkt

dersteği gibi nefes alıp veririm kendimi rahatlatırım dedim ki oldu yani o benim biraz sakinleştirdi...” (...”Breathing practice was very good for me. I was very sick. That's when I needed to calm down. I think of him right there. So if I do this to myself, if I breathe and give myself a breath, like in the direct lesson, I'm gonna relax, so it's gonna calm me down a little bit...”), (Participant 12, focus group interviews).

“...Ben sinirlenmiyorum hocam artık. Daha sakin, daha böyle dingin daha huzurlu bir eğitim almaya başladım. Ben normalde Uşak’a çok sinirlenirim ama artık sinirlenmiyorum yani illa sinirlenirim ama çok azalttım...” (“...I'm not angry anymore, teacher. I started getting a quieter, colder, more peaceful education. I usually get very angry with Uşak, but I don't get angry anymore, so I get really angry...”), (Participant 13, focus group interviews).

“...Yani günlük hayatta bir şey değil de işte speaking konusunda en çok farkı hissettim söylediğim gibi daha az kaygılanıyorum konuşurken...” (“...That is, it's not something in everyday life that I felt the difference most about speaking, as I said, I'm less anxious when I talk...”), (Participant 13, focus group interviews).

“...Bilmediğim bir şehir değil Uşak. O yüzden böyle otobüse giderken bir yerlere yetişmese telaşı sürekli içimde hissettiğim bir şey ama artık o kadar şey yapmıyorum. Sokak hayvanlarını görüyorum. İzmir'deyken çok severim onları. Onu burada yapmıyordum, yavaş yavaş onu burda daha çok yapmaya başladım, işte kedileri köpekleri burda da sevmeye başladım vesaire...” (“...It's not a city I don't know, servant. That's why I always feel the anxiety of not getting anywhere on a bus like this, but I don't do that much anymore. I see street animals. I really liked them when I was in Izmir. I didn't do it here, I started doing it here more and more, so I started to love cats and dogs here, too...”), (Participant 15, focus group interviews).

When the data about the students’ perceptions about the mindfulness-based speaking tasks were examined, 1 theme and 4 codes were found out. Themes indicating reduced anxiety, increased confidence, increased self-efficacy, and increased fluency are presented in Table 4.18. below:

Table. 4.18. *Students’ perceptions about mindfulness-based speaking tasks*

Themes	Codes
Increased speaking ability	Reduced anxiety
	Increased confidence
	Increased self-efficacy
	Increased fluency

Students expressed that engaging in the activity facilitated overcoming their speaking anxiety and reduced over-thinking about accuracy, resulting in increased confidence in

speaking. Others explained that engaging in the activity helped them overcome speaking anxiety and strengthened their capacity to produce ideas and construct words, ultimately contributing to enhanced self-efficacy in communicating:

“...Hocam, konuşma korkumu kırdı. Eskiden konuşmadan önce düşünüyorum, doğru mu, yanlış mı olur? Artık öyle bir derdim yok. Konuştuğum zaman muhtemelen yanlışlar olacak ama yine de konuşuyorum...” (“...My fear of speaking broke. I used to think before I spoke, is it right or wrong? I don't have that problem anymore. There'll probably be mistakes when I talk, but I'm still talking...”), (Participant 1, focus group interviews).

“...Ben önceden hiç konuşamıyodum yani hazırlıksızsam gelmeden önce, konuşurken böyle beynim duruyordu sanki. Ama buraya gelirken şey zaten yeni bir yer kimseyi tanımıyorum, öyle yapmayacağım diye yine kendime demiştim. Ama yine de heyecanlanıyordum. En büyük yararı X'in dediği gibi mesela önceden bir konu söylüyordunuz ama o konu hakkında aklımda hiçbir fikir oluşmuyordu. Ama şimdi hayal ettiğimiz için mesela o konu hakkında fikileri, cümleleri bulmak daha kolay oluyor bence. En büyük etkisi bence bu yani...” (“...I've never been able to talk before, so before I'm unprepared, it's like my brain's stuck talking. But when I got here, it was a new place, I don't know anyone, so I told myself I't do that. But I was still excited. For the most part, as X said, you were saying something before, but I had no idea about it. But now that we're dreaming about it, it's easier to find ideas and sentences about it. I think that's the biggest impact...”), (Participant 10, focus group interviews).

According to some students, the organized directives given during the activity made it easier to construct sentences and convey thoughts, resulting in increased confidence and fluency in speaking. The students emphasized the enhancement of speaking fluency to the practice of engaging in visualization exercises while thinking directly in English, which ultimately boosts confidence in speaking:

“...Direkt ingilizce düşündüğümüz için ve ingilizce cevap verdiğimiz için de yani hem kafada konuşup hazırlanırken hem de dışarıdan, sesli konuştuğumuz için konuşmayı geliştirdi bence. “...Evet, düşünüyorum mesela normalde bir soru sorulduğunda önce Türkçe düşünmeye başlayabiliyoruz. Sonra onu çevirmeye uğraşıyoruz. Ama hayal ederken tüm direktifler, detaylar İngilizce olduğu için direkt İngilizce düşünüyoruz...” (“...I think it improved the conversation because we thought directly in English and we answered in English, so we both talked in the head and prepared, and we talked out and out loud. Yeah, I think we can start thinking Turkish before we normally ask a question. Then we try to turn it. But when we're dreaming, all the directives, the details are in English, so we think directly in English...”), (Participant 3, focus group interviews).

“...Siz bize direktif verdiğiniz için konuları ve cümleleri nasıl kurmam gerektiği daha basitleşti kafamda çünkü mesela direkt ingilizce konuşurken ne düşünmem gerektiğini bilmiyorum. O konu hakkında ne söylemem gerektiğini bilmiyorum ama siz dediğiniz zaman mesela restoranına gittiniz, arkadaşınızla oturuyorsunuz, direkt zaten diyaloglar geliyor kafamda. Daha basit

oluyor...” (“...Because you've given us directives, it's made it easier for me to define the subjects and sentences because I don't know what to think about, for example, when I speak English directly. I don't know what to say about that, but when you say it, you go to your restaurant, you sit with your friends, and I'm thinking of dialogues. It's getting simpler...”), (Participant 4, focus group interviews).

“...Hocam, bende şey oldu şey zihninde canlandırıdığım için direkt böyle gözümün önüne geldiği için hani atıyorum. karavana da hani sordunuz ya mesela nasıl bir karavandı? Ben mesela dedim işte ahşaptan bir karavanda o sıfatları kullanınca böyle cümle daha uzun oluyor, daha bağlanmış geliyor bana. O yüzden mesela daha etkili konuştuğumu düşünüyorum. Hani daha betimleyici ağırlıklı olduğu zaman bir şeyler ya da zihnimde canlandırıdığımda konuşmaya daha faydalı olduğunu düşünüyorum...” (“...Teacher, something happened to me, and it's just because I imagined it in your mind, that's exactly how it came in front of me. When you asked the caravan, what kind of caravan was it? I said, for example, in a wooden caravan, when you use those characteristics, the sentence gets longer, it gets more connected to me. That's why I think you're speaking more effectively, for example. So I think it's more useful to talk when I'm more expressive, when I can visualize something or something in my mind...”), (Participant 6, focus group interviews).

“...Bir şey hayal ettiğimizde bütün hayal bir anda gözümüzde canlanmıyor. Sıra sıra canlandırıdığımız için şeyi biliyoruz, hangi sırayla konuşacağımızı azıcık oturtabildik ama bir konu hakkında konuşacağımızda bunları öncesinde böyle hayal edemediğimizde kelimeleri böyle toplamaya çalışıyoruz, sırasını karıştırabiliyoruz. O yüzden bence konuşması sırası olarak daha etkili oldu...” (“...When we dream of something, the whole dream doesn't come to life at once. We know what we're going to do, because we play it in a row, and we've been able to sit down a little bit, but when we can't imagine it like this before we talk about a subject, we try to gather the words, we can confuse the row. So I think his speech was more effective, in turn...”), (Participant 6, focus group interviews).

Table. 4.19. *Students' perceptions about mindfulness practices*

Themes	Codes
Stress reduction and relaxation	Mental clarity
	Reduced anxiety
Increased awareness and focus	Awareness of feelings and thoughts
	Regulation of emotions

Multiple students namely emphasized that practicing breathing meditation helped them in achieving relaxation and mental clarity, thereby reducing stress and minimizing feelings of burden or anxiety linked to everyday life or academic expectations:

“...Başlarda nefes pratiği bana kendi stresli hissettiriyordu. Sürekli o nefese odaklanmak alıp vermek falan çok stresli hissediyordum ama son egzersizlerde daha çok şey hissettim hani bir şeyler yerine oturuyordu. Stresim daha çok azaldı. Yani alıştım sonlara doğru...” (“...At first, the breathing practice made me feel stressed by myself. I felt so stressed to concentrate on that breath all the time, but in the last exercises, I felt more of it sitting in place of something. My stress has decreased even more. So I'm used to the ends...”), (Participant 8, focus group interviews).

“...Başındaki, geçen günlerin yükünü alıyormuş gibi hissettiriyordu bende. Dersin sonunda da hani o dersteki hani o stresini kaygının işte, hani dersin ağırlığını alıyordu. Rahatlatıyordu yani. Hani başında da sonunda da çok fark ediyordu o nefesi verişim, nefesin değişimi...” (“...It made me feel like I was taking on the burden of the past days. And at the end of the lesson, the stress of that lesson was the worry, the weight of this lesson. I mean, it was relaxing. And at the end of the day, he noticed that breathing, that change of breath...”), (Participant 12, focus group interviews).

“...Hocam benim de zihnimi çok rahatlatmıştı. Böyle düşüncelerimden arınıyodum...” (“...It was very relaxing to me, too. I was getting rid of my thoughts like that...”), (Participant 20, focus group interviews)

Most of the students observed that doing breathing exercises increased their mindfulness of their emotions and thoughts, leading to improved focus in their classes and enhanced capacity to recognize and regulate their emotions. One of the students discussed the positive effects of breathing exercises on both the body and mind. She became more conscious of her breathing issues through these exercises and was able to effectively manage them, resulting in enhanced physical and mental health:

“...Duygularımı, hislerimi daha iyi hissetmemi sağladı...” (“...It made me feel my emotions better...”), (Participant 5, focus group interviews).

“...Ben başında daha odaklanmış hissettim ama sonunda yapınca aşırı uykumu getirdi yani dersin getirdiği yorgunluk olabilir belki. Rahatlatıcı bir etkisi de var yani...” (“...I felt more focused at the beginning, but when I did it at the end, it made me extremely sleepy, so maybe it could be the fatigue of the lesson. So it also has a relaxing effect...”), (Participant 21, focus group interviews)

“...Ama bu nefes egzersizleri aslında bizim resetlenmemizi de sağladı. Yani en azından öyle hissettim. Derse resetlenerek başladığımız için, daha böyle az yorgun, daha odaklı bir şekilde başladığımızı düşünüyorum...” (“...But these breathing exercises actually helped us to reset. At least that's how I felt. Because we started the class reset, I think we started in a less tired, more focused way...”), (Participant 14, focus group interviews).

“...Benim her geldiğinde çok uykum oluyordu böyle ama o etkinlikleri yaptıktan sonra bir sakinleşiyordum. Hani daha rahatlamış oluyordum. Hani derse olan odağım, ilgim daha çok artıyordu...” (“...I was very sleepy every time it came, but after doing those activities, I would

calm down, I would feel more relaxed, my focus and interest in the lesson would increase....” (Participant 19, focus group interviews).

“...Ben bu nefes pratiğini yapmaya başladıktan sonra fark ettim ki nefes alış veriş verişlerimde zorlanıyordum. Nefes almakta zorlanıyordum ama bunun farkında değildim. Hani böyle gözümü kapatıp kendimi dinlediğimde zor aldığımı fark ettim ve kontrol etmemeye çalıştım onu, tamamen dinlemeye çalıştım. Bunu fark ettirdi bana, en büyük yardımı buydu...” (“...After I started doing this breathing practice, I realized that I was having difficulty with my breathing. I was having difficulty breathing but I didn't realize it. You know, when I closed my eyes and listened to myself, I realized that I was having difficulty breathing and I tried not to control it, I tried to listen to it completely. It made me realize this, that was the biggest help...” (Participant 18, focus group interviews).

Table. 4.20. *The difficulties faced by the students*

Themes	Codes
Difficulties faced	Visualization
	Decision making
	Anxiety about future
	Emotional stress
	Physical challenges

A few students stressed that at the beginning, they found it challenging to visualize during the activities and decide what to imagine:

“...Ben gerilmiyordum ama mesela bir şey hayal ederken aklıma bir kaç şey geliyordu. Hangisini seçeceğimi bilemiyordum...” (“...I wasn't nervous, but for example, when I was imagining something, several things would come to my mind. I didn't know which one to choose...”), (Participant 10, focus group interviews).

“...İlk başlarda hayal ettiğimizde tam oturmuyordu. Şu an hani mesela başka bir etkinlik yapalım deseniz direkt hani gözümde canlanıyor hani ilk başka bu kadar rahat yapamıyordum...” (“...At first, when we imagined it, it didn't quite fit. Now, for example, if you say let's do another activity, I can directly visualize it, you know, I couldn't do it so easily for the first time...”), (Participant 12, focus group interviews).

On the other hand, one of the students expressed her struggle with anxiousness and concerns about the future while participating in imagination exercises. She expressed experiencing anxiety regarding her ability to attain specific objectives or ambitions, resulting in uncertainty and concerns about the future:

“...Bu hayal kurmada, etkinliklerde, hani şimdi geleceği düşünüyoruz bu sefer hani onları düşünürken bir yandan da gelecek kaygısına doğru gidiyorum ben. Hani gerçekten bu yapabilecek miyim gerçekten bu yere gidebilecek miyim? Kafasına gidiyorum...” (“...In this daydreaming, in these activities, you know, now we are thinking about the future, this time, you know, while thinking about them, I am also going towards future anxiety. You know, will I really be able to do this, will I really be able to go to this place?...”), (Participant 4, focus group interviews).

A few of the students expressed experiencing emotional distress when exposed to images linked to their family, specifically feeling a sense of emotional detachment from them in comparison to the past. Despite its temporary nature, the effect still induced distress during the activity:

“...Aileyle ilgili olan imgeleme üzücüydü çünkü önceden daha yakındık şimdi daha uzağız mesela. Ama etkisi çok uzun sürmedi...” (“...The vision about the family was sad because we used to be closer and now we are more distant, for example. But it didn't last very long...”), (Participant 4, focus group interviews).

On the other hand, some students including Speaker 18, Speaker 8, and Speaker 15, discussed physical obstacles such as keeping their feet steady or maintaining closed eyelids for an extended period. These physical challenges hindered their capacity to fully participate in the activities. Speaker 18 also expressed feeling a lack of control during the activities, specifically in relation to keeping their feet stable. Her lack of control over her motions or sensations hindered her ability to completely engage in the exercises.

“...Ben de ayaklarımı sabit tutmakta zorlanıyordum bir de gözlerimi uzun süre kapalı tutmakta...” (“...I was also having trouble keeping my feet still and keeping my eyes closed for a long time...”), (Participant 8, Focus group interviews).

“...Başlarda ayaklarımı sabit tutmakta çok zorlanıyordum. Nedenini bilmiyorum yani sabit tutamıyordum, yani kalkıyor dedim. Bir de kontrol altında hissetmek biraz şey oluyor sanırım o an onu yapmak istemiyormuşum gibi falan hissettim...” (“...At first I had a lot of difficulty keeping my feet steady, I don't know why, I mean I couldn't keep them steady, I mean I said it was getting up. Also, I think it's a little bit of feeling under control, I felt like I didn't want to do it at that moment.”), (Participant 18, focus group interviews).

Overall, apart from a few challenges they faced, the students expressed positive feelings about the treatment. Some of the students stated that the experience was unique and filled with enthusiasm, similar to the feeling of trying something new. Moreover, many students emphasized that the activities promoted self-awareness, resulting in a deeper understanding of oneself and other individuals. Furthermore, most of the students conveyed the calming and relaxing impacts of the activities, placing emphasis on the concepts of

healing, relaxation, and emotional regulation. Most of the students also stated that they noticed a noticeable reduction in anxiety when speaking. Finally, they concluded with expressing that although some of them had approached the practices with prejudice thinking that they would not work, the practices turned out to be highly beneficial for them.



5. DISCUSSION AND CONCLUSION

5.1. Introduction

This study aimed to investigate the effects of mindfulness practices and mindfulness-based speaking tasks on preparatory students' foreign language speaking anxiety and speaking self-efficacy. A mixed-method research design was adopted, combining quantitative and qualitative methods to collect data.

The overall findings of the study suggested that integrating mindfulness practices and mindfulness-based speaking tasks in speaking classes improved students' focus, awareness, attentiveness, confidence and efficacy in speaking, and decreased their speaking anxiety. In other words, according to the quantitative data gathered from pre-tests and post-tests of the scales, the students showed significant increase in mindfulness and speaking self-efficacy levels and a decrease in speaking anxiety levels. Supporting that, qualitative findings obtained from the semi-structured interviews and the focus group interviews emphasized the positive attitudes of students towards mindfulness practices and mindfulness-based speaking tasks and their perceived benefits in terms of enhanced speaking skills, concentration, awareness and relaxation. Additionally, the majority of students reported favorable attitudes towards speaking, suggesting that the treatment had a positive impact on their overall English speaking experience. Qualitative findings also indicated that students were enthusiastic to participate in the mindfulness activities and found them helpful in reducing their speaking anxiety. Lastly, findings of Teacher's Reflective Journal provided additional insight into the observed benefits of integrating mindfulness exercises into the classroom and the teachers' perceptions of this intervention.

To sum up, the combined qualitative and quantitative findings suggested that mindfulness practices and mindfulness-based speaking tasks in speaking classes might be an effective for boosting students' self-efficacy and reducing their anxiety. The study contributed to the literature on the benefits of mindfulness in education and highlights the potential of incorporating mindfulness practices and mindfulness-based speaking tasks into language learning classrooms. The study also has practical implications for language teachers and curriculum designers, providing evidence for the effectiveness of integrating mindfulness practices and mindfulness-based speaking tasks into language teaching pedagogy. Future research could explore the long-term effects of mindfulness practices and mindfulness-based

speaking tasks on speaking self-efficacy and speaking anxiety levels, the cross-correlation between these variables as well as the generalizability of the findings to other age groups and educational contexts.

In the sections that follow, findings and conclusions are discussed. Upon presenting the pedagogical implications and limitations, the chapter ends with suggestions for future research.

5.2. Discussion

5.2.1. Overall influence of mindfulness practices and mindfulness based-speaking tasks on students' mindfulness levels

In order to investigate the effect of mindfulness practices on mindfulness-based speaking tasks on students' mindfulness levels, The Mindful Attention Awareness Scale was given to the students before and after the treatment. The findings of the post-test showed a significant increase after the treatment ($M = 3.23$; $SD = 0.63$) compared to the pre-test ($M = 3.75$; $SD = .57$). According to the pre-test findings, it was found that the students rated themselves living more on automatic pilot, less in charge on their minds, bodies and emotions, having difficulty focusing and being fully present in what they are doing and being busy with future or past rather than with the moment. According to the post-test results, the highest increase was seen in the item "I am running on autopilot", which means that at the end of the treatment, the students were more aware and mindful of what they were doing.

Additionally, according to the answers of the interviews, students expressed that they improved in terms of emotional regulation, fulfilling activities with more awareness, being more focused and present in the moment, which aligns with the previous research in the literature (Hanh, 2019, Skelly and Chichon, 2021). Some students stated in the interviews that they were much calmer and less angry at things or with the school in general which is consistent with study of (Greeson et al. 2015) arguing that integrating mindfulness in school context helps students to manage stressful busy schedules and act in a calm manner. Most of the students emphasized in the interviews that the mindfulness practices and mindfulness-based speaking tasks make them more enthusiastic and attentive as the classes are more fun and effective this way. According to the notes from the Teacher's Reflective Journal, teacher also observed that students were more attentive and engaged during the activities, which is consistent with some of the studies (Cambaz, 2023; Davis et al., 2012; Demirci, 2022; Goldin and Gross, 2010;) that highlight the importance of the integration of mindfulness in school

context. The teacher also observed that during the treatment, the absenteeism rate was quite low. This might be due to feeling less stressful and being more enthusiastic towards speaking classes and in general, which supports the findings of the study by Meiklejohn et al. (2012) arguing that the integration of mindfulness can cultivate optimism to students. Besides, in Mortimore's (2017) research, it was shown that the implementation of mindfulness practices can establish a calm learning environment, which enhances the acquisition of language and the development of attention in young learners. Similarly, the findings of this study indicate that engaging in mindfulness practices and participating in mindfulness-based speaking tasks may enhance students' concentration and motivation, resulting in enhanced speaking abilities and a more favourable attitude on speaking. Moreover, the literature review indicates that mindfulness techniques have the potential to enhance creativity and boost many cognitive faculties, including reasoning and focus (Cambaz, 2023; Henriksen et al., 2020; Langer, 1997; McConville et al., 2017; Napoli et al., 2005; Rajkumar et al., 2021). The results of the student scales confirm these claims in the essence that some students claimed heightened creativity and enhanced ability to speak after engaging mindfulness practices and mindfulness-based speaking activities. Furthermore, the notes from the TRJs highlighted that students exhibited enhanced focus, engagement, and enthusiasm in speaking sessions, suggesting that the implementation of mindfulness techniques may have had a role in these positive outcomes. On the other hand, students expressed that they were previously preoccupied with concerns about their past or future. However, as a result of the mindfulness training, they were able to significantly enhance their understanding of the significance and advantages of being present in the current moment. Therefore, it can be said that this newly acquired awareness may have positively impacted their ability to concentrate on their speaking tasks rather than their worries in accordance with the argument by Kabat-Zinn (2013) stating that mindfulness has been empirically demonstrated across diverse disciplines to direct individuals' focus towards present-moment awareness. In addition, the participants asserted their ability to break free from living life on autopilot and carry out their responsibilities with increased awareness. The study conducted by Campbell and Christopher (2012) aligns with the findings that indicate children who underwent mindfulness training had improved attention levels. The students also expressed that rather than engaging in aimlessly from one activity from another or pursuing many ideas, they might focus more intently on their activities because they experienced how to be present in the moment as they experienced less mind wandering during the speaking exercises. (Mrazek et al., 2013).

In short, findings of the study suggest that integrating mindfulness techniques into foreign language speaking instruction can positively influence students' emotional, affective, and cognitive responses to speaking English.

5.2.2. Overall influence of mindfulness practices and mindfulness based-speaking tasks on students' speaking anxiety levels

In order to find out the effect of mindfulness practices on mindfulness-based speaking tasks on students' speaking anxiety levels, The Second Language Speaking Anxiety Scale was given to the students before and after the treatment. The findings of the post-test showed a significant decrease in the speaking anxiety levels of the students after the treatment ($M = 3.16$; $SD = 0.51$) compared to the pre-test ($M = 2.70$; $SD = .50$). According to the pre-test findings, it was found that the biggest cause of anxiety for the students was public speech. Especially, taking part in a role-play or dialogue and having a role in discussion in class made the students anxious. Lastly, talking to authorities in school in English was a major source of anxiety for the students. According to the post test results, the highest decrease was observed in the item "When asked to contribute to a formal discussion in class", which means that at the end of the treatment, the students were more comfortable in pair work or group work with their peers.

According to the findings of the interviews, after the breathing practices, the students emphasized feeling relaxed, calm and relieved of stress and anxiety together with tranquillity and peace of mind. The students emphasized that they were less afraid to speak in class. According to Semple et al. (2005), a study indicated that a 6-week trial of mindfulness can successfully treat children with anxiety symptoms, which is consistent with the results of the current research study. Some students also stated that even if they experienced anxiety, they were able to overcome it and one of them gave the example of the following oral exam as she believed that even if she felt anxious before the exam, it would pass soon. The finding aligns with the research conducted by Bellinger et al. (2015), which demonstrated that the implementation of mindfulness techniques decreases test anxiety. Another student from the study noted that she began to feel less worried about making mistakes and started speaking right away during the activities. This finding could function as a vital indication of the reduction in anxiety related to perfectionism and making mistakes in English as a Foreign Language (EFL) classes (Önem, 2015). As a result, students may experience a greater sense of assurance and calm when confronted with uncertainty in understanding the stimuli. Consequently, when EFL students demonstrate a willingness to accept and deal with

uncertainty, it can lead to enhanced learning results (Chapelle and Roberts, 1986). Mindfulness is strongly linked to intolerance to ambiguity. One student said that she tried the breathing practice when she was feeling really bad and that it worked. When it comes to the mindfulness-based speaking activities, the students expressed that they felt more relaxed as the imagination activities helped them organize their thoughts and also the guidance by the teacher provided them more input, resulting in speaking more fluently and with less worry because the confusion declined. The findings of this study align with the research conducted by Zeidan et al. (2010) about the impact of mindfulness on confusion. The teacher also observed the students were less anxious during the activities from their hands, tone of voice, and so on. Also, it was really obvious for the teacher that when she did a regular question-answer speaking activity, the students became more anxious again and the participation would decrease.

To summarize, the results from both quantitative and qualitative data indicate that mindfulness techniques are successful in decreasing the levels of speaking anxiety among students. These findings align with the similar findings in existing research (Arıcı Özcan, 2022; Ersanlı and Ünal, 2022; Jackson 2008; Koçali, 2020; Önem, 2015; Öz, 2017). According to the study conducted by Charoensukmongkol in 2016, there is a connection between mindfulness and reduced anxiety when speaking English as a second language (ESL), which ultimately leads to improved performance. In addition, Brannon (2010) found that there was an inverse relationship between mindfulness, stress evaluation, and the fear of interacting or speaking among university students. Moreover, Fallah (2016) has demonstrated a clear correlation between heightened mindfulness and reduced levels of English language anxiety. Besides, the results of this study agree with the research conducted by Kabat-Zinn (2008) and Siegel (2010), which demonstrated that mindfulness has the ability to decrease anxiety.

Briefly, the results demonstrate that mindfulness is a highly effective strategy for reducing anxiety and stress. The statistics presented clearly indicate that mindfulness treatment can significantly decrease speaking anxiety.

5.2.3. Overall influence of mindfulness practices and mindfulness based-speaking tasks on students' speaking self-efficacy levels

In order to find out the effect of mindfulness practices and mindfulness-based speaking tasks on students' self-efficacy levels, The Speaking Self-Efficacy Beliefs Scale was

given to the students before and after the treatment. The findings of the post-test showed a significant increase in the speaking self-efficacy levels of the students after the treatment ($M = 2.82$; $SD = 0.41$) compared to the pre-test ($M = 3.26$; $SD = .47$). According to the pre-test findings, the majority of the students thought that they were not self-sufficient with grammatical accuracy. Following that, the students said that they mostly avoid a question by the teacher if they are not sure about the answer, which may indicate that they are afraid of making mistakes, which supports the findings of the studies by Öztürk and Gürbüz (2014) and Zhang and Ardasheva (2019) stating that previous experiences of success or failure play a role in speaking self-efficacy to the students. Another important finding was that students had difficulty in remaining calm while they face a problem, which points out anxiety. According to the results, after the treatment, the students' confidence in answering questions in English, whether they are sure of themselves or not, increased. Similarly, the belief that they can remain calm when faced a difficulty was higher, which could be linked to reduced anxiety levels.

Additionally, according to the answers of the interviews, students frequently stated that they felt more prepared before speaking as they got more guidance and input from the teacher and the imagination activities helped them organize their thoughts. As a result of this, they said that they spoke more happily, relaxed and fluently. In parallel with that finding, a study by Cave et al. (2018) argues that increased levels of self-efficacy lead to a stronger commitment to certain pursuits, a readiness to accept new experiences, the capacity to handle stress, heightened desire, and a determination to accomplish higher objectives. Also, the students stated that if they came across a challenge, they could overcome it. Bandura (1997) argued that self-efficacy might help individuals in regulating their emotions. According to his perspective, individuals' levels of anxiety would escalate if they regard themselves as lacking the ability to achieve desired objectives or without the required qualities to cope with challenging circumstances.

Students stated that because they were less anxious after the mindfulness practices, they were felt more confident and ready to take risks and therefore, felt more competent while speaking and also spoke more easily and fluently, which aligns with the findings from literature emphasizing that decreased anxiety leads to increased self-efficacy (Alawiyah (2018; Ghonsooly et al. 2020; Gürsoy and Karaca, 2018; Mede and Kararımak, 2017; Rajkumar et al., 2021; Sabti et al., 2019).

Moreover, the students also found mindfulness-based speaking tasks quite useful emphasizing that the more they did these tasks, the more they felt confident and capable about speaking English. Similarly, several studies from the literature also revealed that when individuals consistently succeed in their performances, it will strengthen their self-efficacy beliefs and raise their chances of future success in similar tasks (Mills, 2014; Leeming, 2017; Liu, 2013; Schunk and Pajares, 2009).

In short, the results demonstrate that mindfulness practices and mindfulness-based speaking tasks have a significant impact on reducing anxiety and increasing self-efficacy.

5.3. Conclusion

The current study aimed to investigate the impact of mindfulness practices and mindfulness-based speaking tasks on EFL students' levels of mindfulness-awareness, speaking anxiety, and speaking self-efficacy. The study was additionally aimed to examine the students' perceptions regarding mindfulness practices and mindfulness-based speaking activities. Both quantitative and qualitative data findings revealed that mindfulness practices and mindfulness-based speaking tasks can have positive effects on preparatory students' level of mindfulness, speaking anxiety and speaking self-efficacy. The students reported increased focus and awareness of their own emotions and their environment, a calmer state of mind, and higher confidence, efficacy and motivation in their speaking, tolerance for mistakes and decreased anxiety and stress levels. Additionally, the students expressed that mindfulness practices and mindfulness-based speaking tasks contributed reducing their prejudice and increasing openness towards trying new things. The teacher's notes from the TRJs also revealed enhancements in student focus and calmness during speaking exercises, as well as increased attendance in speaking classes. Similarly, the literature review suggests that mindfulness practices can benefit students' attentional skills development, language acquisition, creativity, and overall well-being. These results highlighted the potential benefits of integrating mindfulness exercises in the foreign language classroom as a means of improving students' speaking skills and overall speaking experience. An expanding body of research also indicates a correlation between anxiety, concentration, and speaking ability. The findings of this study and other studies in the literature were supportive that mindfulness could help learners cope with stress and anxiety and increase their self-efficacy by teaching how to manage their emotions and focus their attention.

As a conclusion, these findings suggest that mindfulness might be beneficially integrated into all educational institutions, as all students might receive some level of assistance from mindfulness training. Indeed, schools that prioritize mindfulness have already begun to spread globally.

5.4. Pedagogical Implications

This study made a contribution to the existing literature on mindfulness-based methods for speaking in EFL classes. The results of this study confirmed the idea that doing mindfulness practices might effectively decrease students' levels of speaking anxiety and improve their speaking self-efficacy. The findings align with other research that examined the impact of mindfulness treatments on several components of language acquisition, such as students' anxiety, self-efficacy, motivation, and empathy (McConville et al., 2017; Rajkumar et al., 2021; Sabti et al., 2019). An important implication of this study is that teachers might include mindfulness practices into their speaking classes to reduce students' speaking anxiety and enhance their speaking self-efficacy. Teachers can cultivate a more calm and supportive learning atmosphere, leading to improved learning results, by equipping students with simple mindfulness techniques like deep breathing or body scan (Lomas et al., 2017).

Another important and novel implication of the study is that teachers could also benefit from mindfulness-based speaking tasks in order to lower their students' speaking anxiety and especially enhance their speaking self-efficacy. To the best knowledge of the researcher, the literature lacks activities or tasks based on mindfulness practices in terms of language skills, especially speaking. Since mindfulness is a relatively new research area and also interdisciplinary, the studies in the literature only implemented mindfulness practices, which are breathing, body scanning and so on especially when treating anxiety. However, one of the biggest reasons of anxiety is claimed to be self-efficacy and it is about ability and performance in a skill, which requires different strategies or techniques to improve. In this sense, this study aimed to fulfill the gap by designing mindfulness-based speaking tasks for the first time and integrated them into speaking classes in addition to the mindfulness practices. And the results showed that these speaking tasks were effective in increasing students' confidence, motivation, attentiveness and their speaking self-efficacy as well as decreasing their fear of speaking since the students stated that they were able to speak more happily and relaxed because the imagination tasks made them organize their thoughts and speak more fluently. Therefore, teachers can enhance their students' speaking abilities by implementing mindfulness-based speaking tasks into their speaking classes together with

mindfulness practices. The researchers hopes that the mindfulness-based tasks would be useful as a contribution since designing mindfulness-based speaking tasks requires a lot of effort and expertise as well.

Integrating mindfulness practices into foreign language lessons not only improves students' learning experience, but also has a substantial impact on teachers. The notes from Teacher's Reflective Journal, which indicate awareness, empathy, and focus supported this study's findings as well. The results are consistent with previous research that suggests mindfulness practices can enhance a teacher's ability to demonstrate present, non-judgment, and empathy towards their students (Chiesa et al., 2011; Jennings and Greenberg, 2009). Moreover, incorporating mindfulness practices can aid instructors in efficiently managing their own stress and burnout, leading to an increased degree of job satisfaction (Jennings and Greenberg, 2009).

Besides, other than teachers only, curriculum developers and the authorities in preparation schools might consider adding mindfulness practices and mindfulness-based activities into the curriculum since mindfulness is an interdisciplinary field and it takes quite a time, effort and also expertise to be able to learn and design these practices and activities. Although the researcher had 8-weeks of Mindfulness-Based Stress Reduction (MBSR) which was originally developed by Kabat-Zinn in 1979, it was not possible and easy designing the mindfulness-based tasks without the supervision of an expert in the area. Therefore, it might be considered as mostly an area of study beyond the teachers.

5.5. Limitations

The current study has certain limitations that should be considered. A primary constraint is the restriction on the number of participants. The internal validity of the research study may have been compromised due to the limited sample size of only 28 preparatory school students. Furthermore, it is important to note that the participants in this study were exclusively from a single (public) university. Therefore, the findings of this research can only be applied to this particular group of individuals. Due to the difficulty in applying this data to various situations, the external validity of the data may restrict the scope of the current study.

Although the findings of this study indicate that engaging in mindfulness practices and mindfulness-based speaking activities may enhance speaking anxiety and speaking self-efficacy, it is crucial to recognize the constraints of this study. Initially, the study was done for a duration of 5 weeks, which is considered rather short, due to the demanding schedule, the

likelihood of students being absent after the exam weeks, and the time required to familiarize oneself with the students. Although according to the study conducted by Mrazek et al. (2013), the implementation of a 2-week mindfulness training program resulted in a reduction in mind wandering and an improvement in cognitive function, 5 weeks of treatment might not be adequate to completely comprehend the impacts of mindfulness practices and mindfulness-based speaking tasks on anxiety and self-efficacy in the long term.

Recently, mindfulness practices and their applications in language instruction have become increasingly popular and have shown positive outcomes. To overcome the constraints indicated above, future research should focus on performing extensive investigations on a bigger scale, covering longer periods of time, and in various instructional environments. Additionally, it is crucial to control for potential confounding variables. However, in line with other studies, our results indicate that engaging in mindfulness practices can be an effective tool for decreasing students' anxiety and increasing their speaking self-efficacy and emotional well-being.

5.6. Further research

Considering the findings and discussions presented, there are multiple suggestions for future study and the integration of mindfulness practices and mindfulness-based speaking tasks in foreign language classrooms. Additional study is required to examine the long-term impacts of mindfulness activities on preparatory students' language acquisition and speaking proficiency. While certain studies have examined the immediate impacts of mindfulness practices on language acquisition, further study is necessary to determine whether or not these effects are long-lasting. Further research could utilize longitudinal designs to examine the longitudinal effects of mindfulness practices on language learning outcomes. Further research should explore the impact of mindfulness on different age groups and languages, as well as its impacts on various aspects of language acquisition, such as listening comprehension and verbal expression.

It is essential for teachers to undergo training in order to properly integrate mindfulness practices into their language classes. They have a vital role in establishing mindfulness practices in language schools, but they may lack the required skills and knowledge to do so proficiently. Further research could explore the optimal methods for educating instructors on integrating mindfulness practices into their language teaching. School

administrators have a crucial role in encouraging the implementation of mindfulness techniques in language schools by offering assistance and resources to teachers.

When the literature is examined, it can be seen that most of the studies about mindfulness is carried out in relation to anxiety, which is quite understandable due to the nature of mindfulness and its tenants. Nevertheless, researchers could additionally investigate the possible influence of mindfulness practices on the motivation and engagement of language learners, as well as on their creativity and critical thinking abilities.

Lastly, The MAAS is a comprehensive instrument designed to evaluate the mindfulness levels of individuals. The instrument is both relevant and reliable, as evidenced by its application in several studies on mindfulness conducted by researchers such as Charoensukmongkol (2019), Fallah (2017), Khany and Kafshgar (2013), and Öz (2017). Nevertheless, there is a limited amount of research on the connection between mindfulness and foreign language learning. Therefore, it would be extremely advantageous to create an instrument specifically designed for foreign language learning. Foreign language acquisition in EFL and ESL situations necessitates a critical requirement due to its unique dynamics. In short, a mindfulness scale specifically developed for foreign language learning can provide a more comprehensive knowledge of foreign language learning in relation to mindfulness.

To deepen our understanding of the potential benefits of mindfulness practices in language classrooms, we should implement these recommendations. This includes conducting research on the long-term effects of mindfulness practices on language learning and writing skills, exploring the effects of mindfulness on different age groups and diverse languages, and providing teachers with proper training to effectively incorporate mindfulness practices and developing a foreign language learning specific mindfulness scale. This understanding will offer significant perspectives on how mindfulness can be utilized as a potent instrument for improving language learning results and fostering general well-being among educators and students.

Eventually, incorporating mindfulness practices into language classrooms can provide teachers and learners with a beneficial tool that not only supports their language learning but also promotes personal growth, self-awareness, and resilience since it is evident that teachers have a role beyond teaching subject matter; they also provide cognitive and emotional support to students (Graziano et al., 2007).

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- http-1:** <https://dictionary.cambridge.org/dictionary/english/anxiety>
(Erişim tarihi: 09.04.2024)
- http-2:** https://ggia.berkeley.edu/practice/raisin_meditation
(Erişim tarihi: 28.04.2024)
- http-3:** <https://mindfullittles.org/smelly-spicy-sensory-game/>
(Erişim tarihi: 28.04.2024)

APPENDICES

APPX-1. The Mindful Attention Awareness Scale (MAAS)

The Mindful Attention Awareness Scale (MAAS)

The trait MAAS is a 15-item scale designed to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place.

Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.

Carlson, L.E. & Brown, K.W. (2005). Validation of the Mindful Attention Awareness Scale in a cancer population. *Journal of Psychosomatic Research*, 58, 29-33.

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|--|--------------------|------------------------|--------------------------|----------------------|--------------|
| | almost
always | very
frequently | somewhat
frequently | somewhat
infrequently | very
infrequently | almost never |
| _____ 1. | I could be experiencing some emotion and not be conscious of it until some time later. | | | | | |
| _____ 2. | I break or spill things because of carelessness, not paying attention, or thinking of something else. | | | | | |
| _____ 3. | I find it difficult to stay focused on what's happening in the present. | | | | | |
| _____ 4. | I tend to walk quickly to get where I'm going without paying attention to what I experience along the way. | | | | | |
| _____ 5. | I tend not to notice feelings of physical tension or discomfort until they really grab my attention. | | | | | |
| _____ 6. | I forget a person's name almost as soon as I've been told it for the first time. | | | | | |
| _____ 7. | It seems I am "running on automatic," without much awareness of what I'm doing. | | | | | |
| _____ 8. | I rush through activities without being really attentive to them. | | | | | |
| _____ 9. | I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there. | | | | | |
| _____ 10. | I do jobs or tasks automatically, without being aware of what I'm doing. | | | | | |
| _____ 11. | I find myself listening to someone with one ear, doing something else at the same time. | | | | | |
| _____ 12. | I drive places on 'automatic pilot' and then wonder why I went there. | | | | | |
| _____ 13. | I find myself preoccupied with the future or the past. | | | | | |
| _____ 14. | I find myself doing things without paying attention. | | | | | |
| _____ 15. | I snack without being aware that I'm eating. | | | | | |

Scoring: To score the scale, simply compute a mean (average) of the 15 items.

APPX-2. Bilinçli Farkındalık Ölçeği (BİFÖ)

Aşağıda belirtilen ölçeklerin çevrimiçi ortamda cevaplandırılabilmesi amacıyla oluşturulan link:

https://docs.google.com/forms/d/e/1FAIpQLSeql94rVm-pU9h81v5024GdgqQ0FtW6cc8zoWueLOtBU_V7GQ/viewform?usp=sf_link

BİLİNÇLİ FARKINDALIK ÖLÇEĞİ (BİFÖ)

Atalay, Z., Aydın, U., Bulgan, G., Taylan, R. D., Özgülük, S. B. (2017). Bilinçli-Farkındalık Temelli Öz-Yeterlik Ölçeği-Yenilenmiş (BFÖÖ-Y): Türkiye Uyarlama Çalışması. İlköğretim Online, 16(4), 1803-1815.

Açıklama: Aşağıda sizin günlük deneyimlerinize ilgili bir dizi durum verilmiştir. Lütfen her bir maddenin sağında yer alan 1 ile 6 arasındaki ölçeği kullanarak her bir deneyimi ne kadar sık veya nadiren yaşadığınızı belirtiniz. Lütfen deneyimin ne olması gerektiğini değil, sizin deneyiminizi gerçekten neyin etkilediğini göz önünde bulundurarak cevaplayınız. Lütfen her bir maddeyi diğerlerinden ayrı tutunuz.

1	2	3	4	5	6
Hemen hemen her zaman	Çoğu zaman	Bazen	Nadiren	Oldukça Seyrek	Hemen hemen hiçbir zaman

1. Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.	1	2	3	4	5	6
2. Eşyaları özensizlik, dikkat etmeme veya başka bir şeyleri düşündüğüm için kırarım veya dökerim.	1	2	3	4	5	6
3. Şu anda olana odaklanmakta zorlanırım.	1	2	3	4	5	6
4. Gideceğim yere, yolda olup bitenlere dikkat etmeksizin hızlıca yürüyerek gitmeyi tercih ederim.	1	2	3	4	5	6
5. Fiziksel gerginlik ya da rahatsızlık içeren duyguları, gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.	1	2	3	4	5	6
6. Bir kişinin ismini, bana söylendikten hemen sonra unuturum.	1	2	3	4	5	6
7. Yaptığım şeyin farkında olmaksızın otomatiğe bağlanmış gibi yapıyorum.	1	2	3	4	5	6
8. Aktiviteleri gerçekte ne olduklarına dikkat etmeden acele ile yerine getiririm.	1	2	3	4	5	6

9. Başarmak istediğim hedeflere öyle çok odaklanırım ki o hedeflere ulaşmak için şu an ne yapıyor olduğumun farkında olmam. 1 2 3 4 5 6
10. İşleri veya görevleri ne yaptığımın farkında olmaksızın otomatik olarak yaparım. 1 2 3 4 5 6
11. Kendimi bir kulağımla birini dinlerken; aynı zamanda başka bir şeyi de yaparken bulurum. 1 2 3 4 5 6
12. Gideceğim yerlere farkında olmadan gidiyor, sonra da oraya neden gittiğime şaşırıyorum. 1 2 3 4 5 6
13. Kendimi gelecek veya geçmişle meşgul bulurum. 1 2 3 4 5 6
14. Kendimi yaptığım işlere dikkatimi vermemiş bulurum. 1 2 3 4 5 6
15. Ne yediğimin farkında olmaksızın atıştırıyorum. 1 2 3 4 5 6

APPX-3. Speaking Skills Self-Efficacy Beliefs Scale

Name: Gender: Age:

SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree

	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.					
2	I am sure that if I practice speaking more, I will get better grades in the course.					
3	I can speak better than my classmates.					
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.					
5	I am not stressed out when speaking English in the classroom.					
6	I enjoy speaking with a proficient partner.					
7	I am one of the best students in speaking courses.					
8	I enjoy meeting tourists because I can speak with them well.					
9	The more difficult the speaking practice is, the more enjoyable it is.					
10	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it.					
11	I'm confident about my ability to interact with other English speakers.					
12	While speaking, I can deal efficiently with unexpected situations.					
13	While speaking, I can remain calm when facing difficulties.					
14	When I'm talking with fluent speakers, I let them know if I need help.					
15	I'm confident I can communicate what I mean easily.					
16	I feel confident that I can achieve a native-like accuracy in speaking.					
17	I'm able to actively participate in my speaking classes.					
18	I'm sure I can use English outside the classroom.					
19	I believe I am a good English speaker.					
20	I strongly believe that I can achieve native-like fluency in English.					
21	I can describe my university to others in English.					
22	I can tell a story in English.					

APPX-4. İngilizce Konuşma Öz-Yeterliği Ölçeği

Aşağıda belirtilen ölçeklerin çevrimiçi ortamda cevaplandırılabilmesi amacıyla oluşturulan link:

https://docs.google.com/forms/d/e/1FAIpQLSeqI94rVm-pU9h81v5024GdgqQ0FtW6cc8zoWueLOtBU_V7GQ/viewform?usp=sf_link

İNGİLİZCE KONUŞMA ÖZ-YETERLİĞİ ÖLÇEĞİ

Türkaynağı, U. (2021). Investigating the Use of Speaking E-Portfolios in an EFL Context and Its Effects on Students' Perceived Speaking Self Efficacy (Unpublished Master's Thesis). Pamukkale Üniversitesi, Denizli.

Aşağıdaki İngilizce konuşma öz yeterliliğiniz ile ilgili ifadelerin her birininizi düşüncelerinizi ne kadar yansıttığını 1'den 5'e kadar numaralandırarak yuvarlak içinde belirtiniz. 1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Uzun duraksamalar olmadan, akıcı bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
2. Hatasız ya da çok az hata yaparak, doğru bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
3. Çeşitli dil bilgisi yapılarını konuşurken doğru bir şekilde kullanabilirim.	1	2	3	4	5
4. Çeşitli sözcükleri ve sözcük yapılarını konuşurken uygun bir şekilde kullanabilirim.	1	2	3	4	5
5. Kelimeleri doğru ve anlaşılır bir şekilde telaffuz edebilirim.	1	2	3	4	5
6. Konuşurken uygun tonlama, vurgu ve ritim kullanabilirim.	1	2	3	4	5

7. İngilizceyi iyi konuştuğumu düşünüyorum.	1	2	3	4	5
8. İngilizce konuşma düzeyimi geliştirmek için yeterli beceriye sahibim.	1	2	3	4	5
9. Sınıf arkadaşlarımdan daha iyi İngilizce konuşabilirim.	1	2	3	4	5
10. İngilizce konuşan diğer kişilerle iletişim kurma becerime güvenirim.	1	2	3	4	5
11. İngilizce konuşurken anlatmak istediğimi kolaylıkla ifade edebileceğim konusunda kendime güvenirim.	1	2	3	4	5
12. Dersin öğretmeni soru sorduğunda, emin olmasam bile cevap vermek için söz alırım.	1	2	3	4	5
13. Konuşma etkinliği zor olsa ve gerekli kelimeleri bilmesem bile kendimi ifade etmek için bir strateji bulabilirim.	1	2	3	4	5
14. İngilizce konuşurken zorlansam bile sakin kalabilirim.	1	2	3	4	5
15. Konuşma etkinliği ne kadar zor olursa, okadar keyiflidir.	1	2	3	4	5
16. Konuşma becerileri derslerine aktif bir şekilde katılabilirim.	1	2	3	4	5
17. Derste İngilizce konuşurken gergin değilimdir.	1	2	3	4	5
18. Ders dışında kendimi İngilizce sözlü olarak etkili bir şekilde ifade edebileceğime eminim.	1	2	3	4	5
19. Yaşadığım şehri başkalarına İngilizce sözlü olarak tanıtabilirim.	1	2	3	4	5
20. Genel ilgi konularıyla ilgili bir sohbeti başlatabilir ve sürdürebilirim.	1	2	3	4	5
21. Sözlü olarak İngilizce bir hikaye anlatabilirim.	1	2	3	4	5
22. Kendimi ya da bir arkadaşımı başkalarına İngilizce sözlü olarak tanıtabilirim.	1	2	3	4	5
23. Öğretmenime İngilizce sorular sorabilirim.	1	2	3	4	5

24. Öğretmenimin sorularına İngilizce cevap verebilirim.	1	2	3	4	5
25. Derste verilen bir konu ile ilgili sınıf arkadaşlarımla yapılan grup tartışmalarına aktif bir şekilde katılabilirim.	1	2	3	4	5
26. Fikirlerimi sözlü olarak etkili bir şekilde ifade edebilirim.	1	2	3	4	5
27. Bir senaryoya dayanan rol canlandırma etkinliklerine katılabilirim.	1	2	3	4	5
28. Verilen bir konu ile ilgili İngilizce sözlü sunum yapabilirim.	1	2	3	4	5



APPX-5. Second Language Speaking Anxiety Scale

In the column *Anxiety* fill in the circles according to how anxious you feel when you *speak English* in the following situations.

1	2	3	4	5
Not at all	Slightly	Moderately	Very	Extremely
anxious	anxious	anxious	anxious	anxious

<i>Situation</i>	<i>Anxiety</i>
1. The teacher asks me a question in English in class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
2. Speaking informally to my English teacher out of class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
3. Taking part in a group discussion in class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
4. Taking part in a role-play or dialogue in front of my class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
5. Giving an oral presentation to the rest of the class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
6. When asked to contribute to a formal discussion in class.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
7. Talking to administrative staff of my language school in English.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
8. Taking part in a conversation out of class with more than one <i>native speaker</i> of English.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
9. Starting a conversation out of class with a friend or colleague who is a <i>native speaker</i> of English.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
10. A lecturer/supervisor in my intended university faculty of study asks me a question in English.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
11. Asking for advice in English from a lecturer/supervisor in my intended university faculty of study.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5
12 A <i>native speaker</i> I do not know asks me questions.	☐ ☐ ☐ ☐ ☐ 1 2 3 4 5

APPX-6. İngilizce Konuşma Kaygısı Ölçeği (İKKÖ)

Aşağıda belirtilen ölçeklerin çevrimiçi ortamda cevaplandırılabilmesi amacıyla oluşturulan link:

https://docs.google.com/forms/d/e/1FAIpQLSeqI94rVm-pU9h81v5024GdgqQ0FtW6cc8zoWueLOtBU_V7GQ/viewform?usp=sf_link

İNGİLİZCE KONUŞMA KAYGISI ÖLÇEĞİ

Alkan, H., T. Bümen, N. & Uslu, Ö. (2019). İngilizce Konuşma Kaygısı Ölçeği'nin Türkçeye Uyarlanma Çalışması . Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 39 (2) , 1157-1180 . DOI: 10.17152/gefad.440534

Aşağıda belirtilen durumlarda *İngilizce konuştuğunuzda* kendinizi ne kadar kaygılı hissettiğinizi *Kaygı* sütununda yer alan **sayıları yuvarlak içine alarak** belirtiniz.

Lütfen hiçbir maddeyi boş bırakmayınız.

1.Hiç kaygılı değil	2.Biraz kaygılı	3.Kaygılı	4.Çok kaygılı	5.Aşırı kaygılı
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Durum	Kaygı
1. Öğretmen derste bana İngilizce bir soru sorduğunda	1 2 3 4 5
2. İngilizce öğretmenimle ders dışında gayri resmî bir biçimde konuştuğumda	1 2 3 4 5
3. Derste bir grup tartışmasına katıldığımda	1 2 3 4 5
4. Sınıfımın önünde bir canlandırmaya ya da karşılıklı konuşmaya katıldığımda	1 2 3 4 5
5. Sınıfın geri kalanına sözlü bir sunum yaptığımda	1 2 3 4 5
6. Sınıfta akademik bir tartışmaya katkıda bulunmam istendiğinde	1 2 3 4 5
7. Dil okulunun yönetici kadrosuyla İngilizce konuştuğumda	1 2 3 4 5
8. Ders dışında anadili İngilizce olan birden çok kişiyle sohbet katıldığımda	1 2 3 4 5
9. Ders dışında anadili İngilizce olan bir arkadaş ya da meslektaşla sohbet başladığımda	1 2 3 4 5
10. Okuyacağım bölümdeki bir öğretim görevlisi/danışman bana İngilizce bir soru sorduğunda	1 2 3 4 5
11. Okuyacağım bölümdeki bir öğretim görevlisinden/danışmandan İngilizce tavsiye istediğimde	1 2 3 4 5
12. Anadili İngilizce olan tanımadığım bir kişi bana sorular sorduğunda	1 2 3 4 5

APPX-7. Semi-structured Interview Questions

YARI-YAPILANDIRILMIŞ GÖRÜŞME SORULARI

Bilinçli Farkındalık Temelli Konuşma Alıştırmaları

1. Derste yapılan anlatımları ve bilinçli farkındalık etkinliklerini göz önünde bulundurduğunuzda, sizce bugün ders nasıl geçti? Size böyle düşündüren şey nedir?
2. Dikkatinizi en çok çeken bilinçli farkındalık etkinliği hangisiydi? Neden? Bu etkinliği yaparken nasıl hissettiniz? Neden?
3. Zorlandığınız nokta neresiydi?
4. Dersin daha etkili geçmesi önerileriniz nelerdir?

Bilinçli Farkındalık Pratikleri (Nefes Pratikleri)

1. Dersin başındaki bilinçli farkındalık uygulaması size nasıl hissettirdi?
2. Dersin sonundaki bilinçli farkındalık uygulaması size nasıl hissettirdi?
3. Bilinçli farkındalık uygulamasını dersin hangi zamanında yapmak daha iyi hissettirdi/hissettirdi?
4. Bilinçli farkındalık uygulamasını yaparken ne yapsak/ne yapsanız kendinizi daha rahat/daha güvende hissederdiniz?

APPX-8. Focus Group Interview Questions

ODAK GRUP GÖRÜŞMESİ SORULARI

İlk derse geldiğiniz günü hatırlıyor musunuz?

1. Böyle bir çalışma yapacağımı söylediğimde ne düşündünüz?
2. Çalışmanın sonunda düşüncelerinizde değişen noktalar nelerdir?
3. Bu çalışmaya başlarken ne ummuştunuz, ne buldunuz?
4. Bu çalışma süresince dikkatinizi en çok çeken konuşma/imgeleme etkinliği neydi? Bu etkinlikler konuşma becerinizi nasıl etkiledi?
5. Bu çalışma süresince ders başı ve sonu yaptığımız pratiklerde nasıl hissettiniz? Bu pratikler, sizde/günlük yaşantınızda neleri değiştirdi?
6. Bu çalışma süresince en zorlandığınız kısım(lar) nelerdi? Neden? Zorlandığınızı nasıl anladınız? Zorlandığınız şey her neyse daha sonra kolaylaştı mı? Nasıl?
7. Çalışma süresince nasıl hissettiniz? Bu süreci bir kelime ya da cümleyle anlatacak olsanız bu ne olurdu?
8. Çalışma süresince ne öğrendiniz?
9. Bu çalışmaya ilk başladığınız anki siz ve şu anki siz arasında nasıl farklılıklar var?
10. Bu hafta ilk kez bu çalışmaya gelecek olsanız, kendinize ne söylemek isterdiniz?

APPX-9. Teacher's Reflective Journal Entries

18 Ekim

[15:40, 28.04.2024] Cev: Gayet güzel geçti iki sınıfımla da. Ama zaten ben bir şey demeden öğrenciler çok güzeldi hocam dediler. Ben de görüşlerinizi alacağım yarından itibaren dedim. Tek negatif taraf yine havadan dolayı bugün bir anda az öğrenci geldi. Ama yarın obur gün eklenenler olacak, onlara da anlatıp geç kalmadan katacağım çalışmaya. Gönüllülük esnasından dolayı 1-2 öğrenci çekimser kaldı henüz formu imzalamadılar ama yaptıklarına biraz katılıp biraz gözlemlediler.

19 Ekim

[15:41, 28.04.2024] Cev: Hocam merhaba, bugün çok güzel geçti. Bugün tabi daha rahatlardı. İki imgelemeyi de sevdiler özellikle 1 ini çok sevdiler üstüne bol bol konuştular.

Guzel tarafı, dün gelmeyenler bugün geldi ve hepsi katıldı. Çekimser olan öğrencim de katılmak istiyorum deyip formu imzaladı.

[15:41, 28.04.2024] Cev: Bireysel donutler de aldım. Bir şeyleri fark ettim diyenler, çok güzel değişik hocam diyenler oldu. Bi sınıfımda hocam podcast düşünür müsünüz sizin sesinize kaydınızla gece uyuruz dediler

[15:41, 28.04.2024] Cev: Sadece 1 öğrencimin normalde de sınav kaygısı varmış. Bugün ilk defa katılmıştı. Hocam sınav öncesi nefes pratiği yapıyorum o anları hatırladım biraz kötü hissettim dedi. Ben de sakın cevap verdim çok normal yarın da bak bakalım iyi gelmezse bu kısma katılmayabilirsin tabi dedim. Faydasını da görebilirsin belki dedim.

20 Ekim

[15:44, 28.04.2024] Cev: Kuru üzüm pratiğinde gulumeler de oldu tabi ama güzel geçti. Tadinin fark ettiğini yoğunlastığını söylediler. Mindful eating/drinking bir deneyin bakalım dedim. Haftaya soracağım.

[15:44, 28.04.2024] Cev: Henüz yanıtlara hiç bakmadım. Merak ediyorum. Bir de dün sınav kaygım var, pratiği yaparken ben biraz zorlandım diyen öğrencim bugün yine denedi gözüm ondaydı. Sonrasında bugün daha iyiydi hocam kötü olmadım dedi.

25 Ekim

[15:47, 28.04.2024] Cev: Bugün karavan imgelemesini yaptırdım, bayıldılar. Çok detaylı anlattılar sonra tek tek isteyenler konuştu. Ve şunu fark ettim ki Onu anlatırken daha akıcı ve daha az hatayla konuştular. Normal soru sordugumda çok fazla hata yapıp takılıyorlar ve geriliyorlar. Etkilememek için bir şey demedim bir sınıfta. Ama diğerinde öğrencinin biri kendisi fark edip söyledi: Hocam daha az takılıyor gibiyim daha az hatamı düzelttiniz dedi.

[15:47, 28.04.2024] Cev: O yüzden üzerine konuştuk. Sizce neden böyle olmuş olabilir dedim. düşündük hayal ettik, normalde zihnimiz dağılıyor, hayal etmek odaklanmamızı sağlıyor galiba dediler

Meditasyon kısmıyla ilgili olarak 1-2 kişi klasik müzik desteği daha iyi hissettirebilir daha kolay yapabiliriz dedi. 1 öğrenci de nefeste zorlandığı için yumruk açma kapama ve ona odaklanma deneyebiliriz demiş. Nefese odaklanmakta zorlanan ve gerilen 2-3 öğrenci olmuş toplamda. 1 tanesi benimle paylaşmıştı zaten. Ama çoğunluk rahatladım odaklanmam artıyor demiş ve hoslarına gitmiş. Bu yüzden daha rahat konuşabildim diyen 2-3 öğrenci de oldu. Kuru üzümle ve baharatla ilgili de epey

guzel yorum var. Restoran imgelemesi sevilmiş. Sadece çocukluktaki yemek masası imgelemesinde çocukluğunu hatırlayınca mutlu olanlar da olmuş ama zorlananlar da olmuş.

8 Kasım

Bazen duygusal veya geçmişle ilgili imgelemelerden etkileniyorlar, o yüzden çok güzel bi picking up a new hobby imgeleme metni yazdım. Yaptırdım ve çok hoşlarına gitti. Çok güzel konuştular. Ayrıca hepsi hobi imgelemesindeki hocalarını sefkatli, hatalarına çok doğal diyen, olanları cesaretlendiren hocalar olarak seçmişler hayallerinde.

21 Kasım

[15:53, 28.04.2024] Cev: Gorusmeler harika geçti. yorumlar çoğunlukla olumluydu hatta imgeleme speaking alıştırmalarına çalışmadan sonra da devam etmek istediler.



Unit 2 - Why do we change the foods we eat?

Restaurant with friends' imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine going to a restaurant with your friends, where different dishes from around the world are served. Japanese sushi, italian pasta/pizza/bruschetta, indian curry/masala, korean ramen/kimchi, spanish paella/tortilla/churro/, Lebanese falafel, Arabian hummus, Turkish Kebab etc are all on the menu. Who orders what? What do you order? How does it smell? How does it taste? Can you see the colors? How do you feel eating it? Now open your eyes, take some time if needed, and share your experience with your partner.

Dinner table from childhood imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine a dinner table from your childhood. Who are gathered around the table? How do they look? Is everyone smiling? What about you? How old are you? How are you feeling? What occasion is it? Imagine the table and all the food on it. What dishes are there? Try to imagine all of them. What is your favorite one? Is it also on the table? Imagine eating it. How does it smell? How does it taste? How are you feeling eating it? Now imagine a dinner table from now, this age. And tell me what is different? Maybe you removed some of the dishes from your diet or added some? What are they? Do you like them or not? How does it make you feel? ...old, young, mature, healthy, unhealthy? Now open your eyes, take some time if needed, and share your experience with your partner.

Unit 3 - In what ways is change good or bad?

Road-trip with a van imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine having a van. Try to see it in detail. What color/colors is it? Is it big or small? Now get on and see inside. What colors do you see? What is the style of it? ... modern, vintage, hippy...? Now get behind the wheel. Put your music and start driving. Where are you going? ...to the beach, to a camp or somewhere else? How is the weather? ...sunny, rainy...? What song is playing? Are you alone in the van or do you have someone with you? If yes, who is that? How does that person feel? How are you feeling? Are you happy and smiling? Now stop the caravan and open your eyes, take some time if needed, and share your experience with your partner.

Winning the lottery imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine winning the lottery or inheriting a lot of money from a relative. How would you react? What would the first thing you would do? Would you buy something or would you travel somewhere? Imagine buying a house. What city or country would it be in? Imagine the neighborhood, the colors of the house.. Would it be an apartment or a house like a doublex or triplex? Would it have a garden? Would you have pet animals? Would you still work? How would you feel? ...happy, joyful, bored? What about traveling? Where would you travel? What would you do there? How long would you stay? Would you like to turn back home or no? Would you start your own business? Where would it be? What profession would you like to do? Imagine the place. What kind of a place is it? What about the colors and the style? Would you have a crowded staff working for you? Would you have a partner or no? How would you feel? ...happy, nervous, exhausted, charismatic, successful? Now open your eyes, take some time if needed, and share your experience with your partner.

Peaceful place imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine yourself in the place that was on the book. Look at the colours of the nature. Every kind of green, yellow, brown and red.. Smell the soil, the pine trees and the flowers maybe. Hear the sounds around. The sound of the waterfall pouring down strongly. Go near it, reach out and feel the little splashes on your hands. Is it cold? And then go back a little, and try to hear the birds singing. Maybe a cat is meowing. And suddenly a cool breeze is passing through your hair and you are feeling it on your face too. Just close your eyes and feel that you are in the heart of the nature. And just like this, you can think of your happy and peaceful place as well and imagine it when you need. Now open your eyes, take some time if needed, and share your experience with your partner.

Unit 4 - How does advertising affect our behavior?

Favorite cartoon character and scene imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. When you were a child, did you have any favorite character from TV or movies? If so, which ones? Now imagine that character and your favorite scene with that character in it. Where was it? How was the wheather? What was happening in the scene? Were you affected by it? How did you feel? Did you ever buy or want to buy any product related to that character? If yes, how did you feel after buying it? If no, how did you feel about not buying it? Do you think that

character changed the way you behave for some time? If so, how? Now open your eyes, take some time if needed, and share your experience with your partner.

Unit 5 - Does taking risks change our behavior?

Picking up a new hobby imagination

“Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now close your eyes and imagine that you took a risk and picked up a hobby. What hobby is that? Is it something about sports, exercising, dancing, music, or arts? Maybe you started learning a different language or coding? Or perhaps you started writing a blog, or a book? Imagine your first day doing that. Where are you? In what city, or country? Are you at your house in your room, in a cafe or in a class? How are your surroundings? What are the colors around you? Can you smell anything? Maybe a perfume? How are you feeling? Excited, worried, enthusiastic, happy, anxious, nervous, joyful? If you have a teacher, try to imagine them in detail. Are they young, old, fun, serious, woman or man? How are they treating you on your first day? Are you trying to be perfect or just enjoying your time? Say that you made a mistake on the first day... How are you feeling about that? Are you being hard on yourself or feeling okay and chill knowing that mistakes are a natural part of learning? How is your teacher's reaction to your mistake? Are they supporting you by being understanding and kind or making you feel untalented a bit? Say, with or without mistakes, you completed your first day doing your new hobby. How are you feeling? Does it feel nice that you took a risk and tried something new and met new people? Do you feel more free, alive and confident or tired and shy? Do you want to go on practicing your hobby? Now open your eyes, take some time if needed, and tell about your first day trying your new hobby to your partner.”

Trying a new dish imagination

Look at the ingredients and pick one of the dishes I sent you. Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine that you are taking a risk and trying the dish that you picked. How does it look? Look at it in detail. The colours, the texture.. and then smell it. How does it smell? Nice or bad? Or okay? And now try to take a bite. How does it taste? Spicy, salty, sweet, hot, creamy, crunchy, soft? Hot or cold? Does it have a sauce on it? And how are you eating it? ...slowly and tasting every bit of it or do you just swallow it quickly? Do you like it? Would you want to have one more bite or not? Why/why not? At the end, how does it feel that you took that risk and tried a new dish? Now open your eyes, take some time if needed, and share your experience with your partner.

Unit 6 - Will artificial intelligence ever be as smart as humans?

Robot Teacher Imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feeling in your body? Breathe in breathe out...and observe the body.

Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine that instead of me you have a robot teacher. Do you think she would be smarter than a human teacher? Do you think classes would be more fun or boring? Do you think she could understand your emotions? Try to observe how she speaks, for example does she/he have an electronic voice or human like voice? How does she behave? Is she serious? Does she smile? Imagine how she would teach the subject. Would you understand the subject better? Would you have any hard time with her? How would you feel about having her as your teacher in general? Now open your eyes, take some time if needed, and share your experience with your partner.

AI Instagram Account Imagination

Now close your eyes... Take a sitting position, sit straight but comfortably. Now focus on your breath. How does it feel in your body? Breathe in breathe out...and observe the body. Now, find the most alive place in your body when you breathe. This is your anchor. Whenever it feels unpleasant, breathe and observe that part of your body. Now imagine that you have an Instagram account created with AI completely. What would it look like? Would you create your own avatar or somebody else's? How would that AI person look like? Try to imagine the details about their physical appearance. The hair, the eyes, smile, skin color, length, height, etc. How would their personality be like? ...cool, charismatic, spoiled, funny, serious, rebel, friendly, sarcastic, ordinary...? What would the account be about? Shopping, music, art, memes, animals, language, historical facts, nature, travel, food...? Try to imagine a post that is on your AI account. What kind of a post is it? What kind of a photo does it show? What is written below the post? What is the topic? What are the colours? Can you also imagine some comments below the post? What kind of comments are there? How many followers liked it? Is it a post in English or Turkish? Now open your eyes, take some time if needed, and share the details about your AI character on Instagram and one of its posts with your partner.

Ders başı pratiği

1. Oturduğunuz sıraya, sırtınız dik olacak şekilde yerleşin. Mümkünse sırtınızı sıradan biraz geride tutun ki omurganız kendi kendini destekliyor olsun. Her iki ayak tabanınızın da yere tam bastığından emin olun. Gözlerinizi yavaşça sınıfın içinde gezdirmeye başlayın. Tahtaya, perdelere, sıralara, kalemliğinize, kitaplarınıza, yerlere, her nereye istiyorsanız sırayla gezinin. Ve şimdi gözlerinizi kapatın ya da bakışlarınızı bir yere sabitleyin.
2. Dikkatinizi nefesinize yoğunlaştırın, havanın bedeninize girişini ve çıkışını hissedin. Bunu burun deliklerinizde, göğsünüzde ya da karnınızda hissedebilirsiniz. İçinize çektiğiniz ve dışarı verdiğiniz her nefesin uyandırdığı farklı hislerle bağlantıda kalın. Nefesiniz yavaş ya da hızlı olabilir. Kendi haline bırakın. Herhangi özel bir şey olmasını beklemeden ve müdahale etmeden nefes alıp verişinizi gözlemleyin.
3. Bir süre sonra, dikkatiniz dağılabilir. Zihninize düşünceler üşüşebilir. Kendinizi dün yaptıklarınızı düşünürken ya da dersten sonra ne yapacağınızı düşünürken bulabilirsiniz. Ya da zihninizde konuşuyor olabilirsiniz. Bu gayet normal. Bunu fark ettiğinizde, dikkatinizi yavaşça ve kendinizi zorlamadan tekrar nefesinize yönlendirin. Dikkatinizin dağıldığını fark edebilmek ve kendinizi eleştirmeden, nezaketle dikkatinizi geri toplayabilmek, bilinçli farkındalık pratiğinin en önemli noktasıdır.
4. Aradan zaman geçtikçe, zihniniz adeta sabahın erken saatlerindeki çarşaf gibi denizin sakinliğine, dinginliğine kavuşabilir ya da sakinleşmeyebilir. Tam bir dinginliğe kavuşsanız bile, bu da geçici bir his olabilir. Öfkeli veya bıkkın hissederseniz, bunun da geçici olabileceğini unutmayın. Her ne olursa olsun, hissettiklerinizi olduğunu gibi kabul edin.
5. Hazır olduğunuzda gözlerinizi yavaşça açın ve yeniden sınıfın içinde gözlerinizi gezdirin.

Ders sonu pratięi

1. Tekrar, oturduęunuz sıraya, sırtınız dik olacak şekilde yerleşin. Ne çok rahatsız ne de çok rahat bir şekilde oturmayın. Mümkünse sırtınızı sıradan biraz geride tutun ki omurganız kendi kendini destekliyor olsun. Her iki ayak tabanınızın da yere tam bastığından emin olun. Gözlerinizi yavaşça sınıfın içinde gezdirmeye başlayın. Tahtaya, perdeler, sıralara, kalemliğimize, kitaplarınıza, yerlere, her nereye istiyorsanız sırayla bakabilirsiniz. Ve şimdi gözlerinizi kapatın ya da bakışlarınızı bir yere sabitleyin.
2. Dikkatinizi nefesinize yoğunlaştırın, havanın bedeninize girişini ve çıkışını hissedin. Bunu burun deliklerinizde, göğsünüzde ya da karnınızda hissedebilirsiniz. İçinize çektiğiniz ve dışarı verdiğiniz her nefesin uyandırdığı farklı hislerle bağlantıda kalın. Nefesiniz yavaş ya da hızlı olabilir. Kendi haline bırakın. Herhangi özel bir şey olmasını beklemeden ve müdahale etmeden nefes alıp verişinizi gözlemleyin.
3. Bir süre sonra, dikkatiniz dağılabilir. Zihninize düşünceler üşüşebilir. Kendinizi dün yaptıklarınızı düşünürken ya da dersten sonra ne yapacağınızı düşünürken bulabilirsiniz. Ya da zihninizde konuşuyor olabilirsiniz. Bu gayet normal. Bunu fark ettiğinizde, dikkatinizi yavaşça ve kendinizi zorlamadan tekrar nefesinize yönlendirin. Dikkatinizin dağıldığını fark edebilmek ve kendinizi eleştirmeden, nezaketle dikkatinizi geri toplayabilmek, bilinçli farkındalık pratięinin en önemli noktasıdır.
4. Şimdi tekrar nefes alın nefesinizin burnunuzdan geçişini fark edin. Nefesinizin ciğerlerinize doluşunu, göğsünüzün şiştiğini fark edebilirsiniz. Nefes verirken göğsünüzün inişini, nefesinizin burnunuzdan geçişini fark edin ve bunun bedeninizdeki yansımalarına bir bakın. Ve bugünkü dersimizi düşünün. Yaptığımız imgeleme etkinliğini, gözünüzde canlandırdığınız sofraları, yemekleri, kokuları, tatları, anıları ve kuru üzüm etkinliğini düşünün. Bu etkinlik(ler) öncesi nasıl hissettiğinizi hatırlayın. Ve etkinlik sonrası nasıl hissettiğinizi... İyi, kötü, heyecanlı, mutlu, sıkılmış veya nötr hissedebilirsiniz. Hepsi çok normal. Bu hisleri yalnızca fark edin. Bedeninizdeki yansımalarına bir bakın. Bunları düşündüğünüzde ve hatırladığınızda bedeninizde herhangi bir yerde bir sıcaklık, hareket, heyecan ya da farklı bir his var mı sadece bakın, gözlemleyin.
5. Şimdi tekrar derin bir nefes alıp verin ve hazır hissettiğinizde gözlerinizi yavaşça açın ve ihtiyaç duyuyorsanız, yeniden sınıfın içinde gözlerinizi gezdirin.

APPX-12. Raisin Meditation

Hazır olduĐunda kuru  z mlerden bir tanesini eline al. Sakince kuru  z m n parmakların ile olan temasını hisset. Hafif e sıkıřtırabilir ve gevřetebilirsin. Bunu yapınca herhangi bir ses geliyor mu? Duymaya  alıř. Daha sonra kuru  z m n y zeyindeki p r zleri hisset. AĐırlıĐını hissetmek i in avucunun i ine al daha sonra kuru  z m n saydamlıĐını incelemek i in yakından bak. Bir ıřıĐa tutabilir ve her ayrıntısını keřfedebilirsin. Sanki d nyada ilk defa kuru  z m  keřfeden kiři sensin ve ilk defa bir kuru  z me bakıyorsun. B y k merak ve dikkat ile kuru  z mde daha  nce fark etmediĐin ayrıntıları keřfet.

Yeterince vakit ayırdıĐından emin olduktan sonra kuru  z m  burnuna yaklařtır ve kokusunu duyumsamaya  alıř. Acele etmene gerek yok. Nasıl bir koku alıyorsun? Tatlı veya ekři? DuyumsadıĐın koku aromalarını zihninde ayırmaya  alıř. řimdi tekrar koklayarak tatlı aromasını ayırt etmeye  alıř daha sonra ekři ve diĐer gelen kokuları tek tek hisset.

řimdi ise kuru  z m  yavař a dudaĐına g t r. Hemen aĐzına atmak yerine  nce dudakların ile temas ettir. DokunduĐun andan farklı nasıl bir his ile berabersin?

Daha sonra kuru  z m  aĐzına yavař a yerleřtir. Hen z  iĐnemedenden aĐzında yarattıĐı etkiyi hisset. řimdi ise yavař a  iĐne ama hen z yutma. Diřlerin iřle teması ve par alanması ile yayılan tadın her ayrıntısının farkına var. AldıĐın tatları tekrar ayır ve her bir tadı yalnız başına hissetmeye  alıř. Tatlı, ekři ve diĐer tatlar...

 yice k   ld Đ nden emin olduktan sonra kuru  z m  yutabilirsin. BoĐazından ge erken her detayı incele. Sana nasıl hissettiriyor? AĐzının i inde hi  kuru  z m kalmadıĐını anladıĐın anda sadece bekle. Nasıl bir tat bıraktı aĐzında? Sakince acele etmeden bu hissi duyumsa.

Meditasyonu tamamladıĐından emin olduktan sonra nazik e nefes al ve  evrene bak.

<https://duyguatilla.com/kuru-uzum-meditasyonu/>

APPX-13. Semi-Structured Interview Transcript Sample

Bilinçli Farkındalık Etkinlikleri

1. Derste yapılan anlatımları ve bilinçli farkındalık etkinliklerini göz önünde bulundurduğunuzda, sizce bugün ders nasıl geçti? Size böyle düşündüren şey nedir?¹⁷ yanıt

Güzeldi, böyle etkinlikler iyi
Eğlenceliydi kuru üzüm harikaydı
Dersimiz güzel geçti, keyifliydi. Yeni yöntemimiz odaklanmama yardımcı oluyor.
Kendimle baş başa kaldığımda eskiden yaşadığım kötü olaylar aklıma geldi ve modumu düşürdü
Dersimiz güzel geçti ve kuru üzüm etkinliği bakış açımı değiştirdi.
her gecen gun cevza hoca ve nurgul hocayla ders yapmak icin can atiyorum cunku cok guzel ve ekili geciyor bugun yine kendimi oldugu kadar aktif tutmaya calistiim bazen durduk yere moralim bozuluyor ama boyle olunca derse daha cok odaklaniyorum kendimi soyutlamak yerine
güzel geçti.
Çok verimliydi güzeldi.rahatlama egzersizleri derse katılımı sağlıyor
eğlenceli farklı
Derse daha iyi odaklandığım için güzel geçti.
verimliydi odaklandım.
Ders güzel geçti hem eğlenceliydi hem de tüm arkadaşlarım derse katılmaya çalıştı
Bence gayet verimli çünkü değişik şeyler deniyoruz
İyi geçti verimi artırdığını düşünüyorum
Mola gibi hissettirdiği için daha akıcı.
Dersin baslari verimli gecti ama sonra yorulmaya ve sıkılmaya basladim
Güzel geçti eğlendim

2. Dikkatinizi en çok çeken bilinçli farkındalık etkinliği hangisiydi? Neden? Bu etkinliği yaparken nasıl hissettiniz? Neden?

17 yanıt

Rahatlama olan
kuru üzüm çünkü açtım aç hissettim yemek yememiştim
kuru üzüm etkinliği. Farkındalığının geliştiğini hissettim. İyi hissettirdi.
kuru üzüm etkinliği çünkü yediğim şeyleri hissetmeden yediğimi fark ettim
Kuru üzüm etkinliği olduğunu söyleyebilirim. Durup yavaşlamak ve anda kalmakla ilgili ufuk açıcı bir etkinlikti.
yaptigimiz kuru uzum etkinliigi cok etkiliydi daha once kuru uzumu hic boyle incelememistim ya da bunun uzerinden yorum yapmamistim o yuzden cok guzeldi
rahat hissettim.
Rahatlama egzersiziydi.çünkü konuşurken ben çok heyecanlanıyorum bu egzersizler sayesinde rahatlıyorum
Üzüm etkinliği çünkü bir şeye odaklanarak yapmanın farkını farketmiş oldum
Üzüm etkinliği idi çünkü farketmeden yediğimiz bazı şeylerin tadını tam alamadığımızı farkettim.

çocukluğuma dönmek çünkü bu benim yüzleşmek istemediğim bir durum
Üzüm etkinliği çünkü hayatımızda yaptığımız günlük hareketlerimizi bilinçli bir şekilde
inceleyerek ve anlayarak yaptığımızda çok daha farklı şeyler fark ettiğimizi anladım .
Üzümle ilgili olandı çok değişik hissettirdi
Restaurant hayal etkinliği
Hatırlamıyorum.
Dikkatimi en çok çeken şey gözüm kapalı bazı anları düşünmek oldu
Üzüm etkinliği kendimi bilinçli şeyler yaparken nasıl olduğumu anladım

3. Zorlandığınız nokta neresiydi?

17 yanıt

Yoktu
Kafamı dağıtmak
yoktu.
çocukluğuma gitmek
ailemi özlediğimi fark ettim childhood vs now table etkinliğinde
Speaking diyebilirim.
yine gözlerimi kapatınca biraz uykum geldi ama olsun kafam rahatlıyor
zorlanmadım.
Odaklanmak
Bugün zorlandığım bir nokta yoktu.
çocukluğumu düşünmek
Zorlandığım bir nokta olmadı
Fikrim yok
Zorlanmadım
Hatırlamıyorum.
Yok

4. Dersin daha etkili geçmesi önerileriniz nelerdir? 17 yanıt

Böyle devam
daha çok besin
gayet etkili geçiyor.
bence daha uzun yapabiliriz bu etkinlikleri çünkü kendimi birkaç gündür daha iyi hissettirdi
Bir fikrim yok.
bence farklı oyunlar oynamabilir ya sınıf içinde küçük tiyatro gibi bir şeyler olabilir
fikrim yok.
Yok gayet verimli
Şu anlık bir fikrim yok
Daha fazla etkinlik olabilir derse odaklanmak ve bir şeyler öğrenmek etkinliklerle daha kolay
oluyor.
etkili buluyorum
Bir fikrim yok
Fikrim yok

yok
Fikrim yok.
İletişimde olmak dersi daha verimli yapabilir
Hic bir fikrim yok

Bilinçli Farkındalık Uygulaması

1. Dersin başındaki bilinçli farkındalık uygulaması size nasıl hissettirdi? 17 yanıt

Derse odaklanmamı sağlıyor
geç kaldım
sakin
uykumu getirdi ve nefes alışverişim hızlandı
Bugün bu uygulamayı yaparken nedense gözlerim istemsizce doldu. Neyden korktuğumu veya neden gergin hissettiğimi anlayamadım doğrusu.
biraz uykum geldiders baslarında olunca hep boyle hissediyorum
daha rahattım.
Rahatlamış.derse odaklandığımı hissetşm
İyi hissettirdi
Derse daha zinde başlamamı sağladı.
odaklanmış,rahat
Gayet iyiydi .
Gayet iyi
Rahatlamış hissettim
Bana gereksiz geliyor.
Kendimi rahatlamış hissettim kaslarım gevşemiş gibiydi
Kendime gelmiş hissettim

2. Öncesinde nasıl hissediyordunuz? Sonrasında nasıl hissettiniz? Nedenlerini paylaşabilir misiniz?

17 yanıt

Uykuluydum uykum azaldı
uykuluydum sonra yine uykulu hissettim çünkü uykum vardı
sakindim sonunda daha sakın hissediyordum
kendimi daha farkında ve ayık hissettirdi
Bugün için söylemem gerekirse öncesinde de gergin hissediyordum yaptıktan sonra da bu değişmedi.
bugun de dun gibiydim gun icinde kafamin icinde cok fazla dusunce varken bu etkinlikle kendi kafamin icindeki kalabaligi dindirebiliyorum
öncesinde biraz kaygılıydım ama sonra geçti.
Biraz heyecanlıyordum ama sonrasında o heyecanı attım
Tam bilemiyorum
Öncesinde uykulu hissediyordum sonrasında kendimi derse hazır hissettim.
genelde zihni dağınık bir insanım,sonrasında odaklanmış hissettim
Zihnimi sakinleştirdi ve derse odaklandım . Eğlenceliydi

Öncesinde daha gergin fakat sonrasında daha rahat
Öncesinde uykum vardı
Bir fark hissedemedim.
Öncesinde gergin hissediyordum sonrasında gevşemiş hissettim
Öncesinde biraz daha dalgındım sonrasında biraz daha kendim de hissettim

Bilinçli Farkındalık Uygulaması

1. Dersin sonundaki bilinçli farkındalık uygulaması size nasıl hissettirdi?

17 yanıt

.
Daha rahat hissettirdi
iyi
derin derin nefes alıp vermek ve sadece ona odaklanmaya çalışmak beni rahatlattı
Dersin yorgunluğunu hatta tüm haftanın yorgunluğunu atıp, bir an için durup yavaşlamak iyi geldi diyebilirim.
her gecen gün daha iyi hissetiyor çünkü kafamı dinlendirme fırsatı oluyor ders sonunda olunca
Rahatlattı İngilizce konuşmaya teşvik etti
Odaklayıcıydı
Bir fikrim yok
birçok duyguyu aynı anda hissettim
Mutlu hissettirdi
Gün sonu rahatlığı hissettirdi
Hiçbir şey hissettirmedi.
İyi rahatlamış hissettim
İyi hissettim

2. Öncesinde nasıl hissediyordunuz? Sonrasında nasıl hissettiniz?

Nedenlerini paylaşabilir misiniz?

17 yanıt

.
Uykuluydum rahatladım
uykulu sonra iyi kuru üzüm iyiydi
öncesinde ve sonrasında hissiyat olarak bir değişimim olmadı sadece aile masası hakkında düşünmek modumu düşürdü
Öncesinde gergin hissederken sonrasında iyi hissettim.
daha iki gün oldu çok gelişme yok ama zamanla bana iyi geleceğini düşünüyorum
Çok heyecanlıyordum ama daha rahatım
.
Bir fikrim yok
zihnim bulanıktı,düzeldi
Zihnimizi sakinleştirmeme yardımcı oldu ve ders daha güzel , eğlenceli geçti
biraz yorgun
Öncesinde spesifik bir şey hissetmiyordum, sonrasında da hissetmedim.
Öncesinde gergin hissederken sonrasında gevşemiş hissettim

APPX-14. Focus Group Interview Transcript Sample

Teacher: { 17:11 }

Bir de řu açıdan bakalım, olaya speaking açıısından konuşma açıısından bunların size kolaylaştırıcı da zorlaştırıcı bir etkisi olduğunu düşündünüz mü? Bu etkinliklerin... bir düşünün bakalım. Ne yönden olabilir?

Speaker 1: { 17:29 }

Hocam, bende řey oldu řey zihninde canlandırdığım için direkt böyle gözümün önüne geldiği için hani atıyorum. karavana da hani sordunuz ya mesela nasıl bir karavandı? Ben mesela dedim işte ahşaptan bir karavanda o sıfatları kullanınca böyle cümle daha uzun oluyor, daha bağlanmış geliyor bana. O yüzden mesela daha etkili konuştuğunu düşünüyorum. Hani daha betimleyici ağırlıklı olduğu zaman bir řeyler ya da zihnimde canlandırdığımda konuşmaya daha faydalı olduğunu düşünüyorum. En azından benim için böyle oluyor.

Teacher: { 18:01 }

Daha belki kalıcı oldu senin için ve daha rahat aktı. tamam, evet. Başka var mı?

Speaker 5: { 18:08 }

Bir řey hayal ettiğimizde bütün hayal bir anda gözümüzde canlanmıyor. Sıra sıra canlandırdığımız için řeyi biliyoruz, hangi sırayla konuşacağımızı azıcık oturtabildik ama bir konu hakkında konuşacağımızda bunları öncesinde böyle hayal edemediğimizde kelimeleri böyle toplamaya çalışıyoruz, sırasını karıştırabiliyoruz. O yüzden bence konuşması sırası olarak daha etkili oldu.

Teacher: { 19:15 }

Anladım. Şimdi bunun bir de nefes kısmına bakalım. Nefes pratiği kısmını konuşalım. Onda genel anlamda size, yani ders içi olabilir, genel de olabilir.. Sizde bir řeyler değıştirdi mi? Bir duygunuzu bir řeyinizi değıştirdi mi? Bir faydası oldu mu? Ne faydası oldu ya da bir negatif bir řey oldu mu ya da hiç etkilememiş de olabilir..

Speaker 7: { 19:38 }

Ben bu nefes biletini yapmaya başladıktan sonra fark ettim ki nefes alış veriř veriřlerimde zorlanıyormuşum. Nefes almakta zorlanıyormuşum ama bunun farkında değilmmişim. Hani böyle gözümü kapatıp kendimi dinlediğimde zor aldığımı fark ettim ve kontrol etmemeye çalıştım onu, tamamen dinlemeye çalıştım. Ve tamamen koptu zaten hani tamamen nefes alamıyormuşum aslında ve bunu fark ettim. Sonrasında daha da kötüye gitti işler yani hani bayağı. Gerçekten nefes alamadığında ağladığım zamanlar falan oldu. Bunu fark ettirdi bana, en büyük yardımı buydu.

Teacher: { 20:10 }

Tıkandığını fark ettin?

Speaker 7: { 20:12 }

Evet, kendimi dinliyorum ya hani normalde günlük hayatta akışa çok kapıldığım için nefesimin bile farkında değilmişim aslında, ama tıkanıyormuş.

Speaker 6: { 20:20 }

Ben bazen gergin olduğumu fark etmediğimde nefes alamıyorum. Bu aynı şekilde egzersizi yaparken sizin ders sırasında yaptığımızı da oluyor. O zaman fark etmiyorum. Bu sefer nefes alamamaya başlıyorum. Esneme falan oluyor. Böyle hiç bir şekilde nefes alamıyorum ama sonrasında normalde dönüyor. Böyle birazcık alıp tutup sonra bırakınca.

Teacher: { 20:43 }

Gerilsek refleks olarak böyle nefesimizi tutma şeyimiz var zaten. Çok gergin anlarda farkında olmadan duruyoruz. Zaten nefret pratiğinin olayı o. Gerginliği azaltmasının sebebi o. Yapılabilirse eğer, tutmayı bıraktığımız için aslında işe yarıyor. Ama yapması tabi kolay olmayabiliyor.

Teacher: { 21:01 }

Tamam, evet. Başka?

Speaker 3: { 21:03 }

Başlarda nefes pratiği bana kendi stresli hissettiriyordu. Sürekli o nefese odaklanmak alıp vermek falan çok stresli hissediyordum ama son egzersizlerde daha çok şey hissettim hani bir şeyler yerine oturuyordu. Stresim daha çok azaldı. Yani alıştım sonlara doğru.

Teacher:

Başka var mı? Odakla ilgili ya da uykumu getirdi diyen olabilir, tam tersi.

Speaker 5: { 21:32 }

Derslerin başında sonunda bunları yapıyoruz ya, normalde ne kadar derse başlıyoruz desek de kendimizi resetleyemiyoruz aslında. Ama bu nefes egzersizleri aslında bizim resetlenmemizi de sağladı. Yani en azından öyle hissettim. Derse resetlenerek başladığımız için, daha böyle az yorgun, daha odaklı bir şekilde başladığımızı düşünüyorum.

Teacher: { 21:59 }

Tamam, sende beni ara hissi, resetlenme hissi vermiş.

Speaker 8: { 22:04 }

Ben başında daha odaklanmış hissettim ama sonunda yapınca aşırı uykumu getirdi yani dersin getirdiği yorgunluk olabilir belki. Rahatlatıcı bir etkisi de var yani.

Speaker 1: { 22:19 }

Ben de kızların tam tersine dersin başında yapınca uyku daha çok geliyordu bu sefer derse hani odaklanamıyormuş gibi hissediyordum. Tabi ki işte 5-10 dakika içinde geçiyordu ama şu mantıkta oldum hep, hani dersin sonunda yaptığımız zaman işte günün tüm yorgunu gitmiş işte 5 saat ders bitmiş, zihnini dolu.. en son en sonunda gönlünü kapatıyorsun ve zihnini

boşaltıyorsun. Artık işte yurda gidersin, eve gidersin yada çarşıya gidersin zihnini boş bir şekilde. Ben öyle düşünüyordum.

Teacher: { 22:50 }

Tamam, başta uyku getirici, sonda dinlendirici.

Speaker 7: { 22:55 }

Ben de katılıyorum XXX'e. Dersin başında yaptığımızda bir de sabah erken başladığı için derslerimiz, ayılmadan geliyoruz çok hani böyle kafamız çok yerinde olmuyor. Onu da yaptıktan sonra gözümü açasım gelmiyordu iyice gidiyordum ve dersten tamamen kopuyordum. Hani böyle gözüm kapanıyordu sonrasında falan ama derse sonunda yaptığımızda tam tersi çok iyi hissettiriyordu.



GÖNÜLLÜ KATILIMCI BİLGİLENDİRME FORMU

Bu çalışma, “**Bilinçli Farkındalık Eğitimi ve Bilinçli Farkındalık Temelli Konuşma Alıştırmalarının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerisine Yönelik Kaygı Düzeylerine ve Öz-Yeterlik Algılarına Etkisi**” başlıklı bir tez çalışması olup İngilizce hazırlık programı öğrencilerinin yabancı dilde konuşma kaygıları ile bilinçli farkındalık ve yabancı dilde konuşma becerisi öz-yeterlik algıları arasındaki ilişkiyi araştırmayı amaçlamaktadır.

Bu araştırma; Anadolu Üniversitesi, İngilizce Eğitimi programında tezli yüksek lisans eğitiminin tez aşamasında olan Cevza TEKSÖZ YÜKSEL tarafından Dr. Öğr. Üyesi Meral ÇAPAR rehberliğinde yürütülmektedir. Bu çalışma, bilinçli farkındalık eğitiminin ve bilinçli farkındalık temelli konuşma becerisi alıştırmalarının, hazırlık sınıfı öğrencilerinin konuşma becerisine yönelik kaygıları ve öz-yeterlik algıları arasındaki ilişkiye ışık tutmanın yanı sıra; yabancı dil öğretmenlerinin sınıflarında kullanabilecekleri bilinçli farkındalık uygulamaları ve bilinçli farkındalık temelli konuşma alıştırmaları örnekleri sunarak literatüre önemli bir katkı sağlayacaktır. Çalışmanın amacı doğrultusunda üç ölçek uygulanarak nicel veri, daha sonrasında analiz sonuçlarına göre şekil alacak yarı-yapılandırılmış sorular yardımıyla gönüllü öğrencilerle görüşme sağlanıp nitel veri toplanacaktır. Yapılacak bu tez çalışmasında, kişisel bilgilendirme formu, üç likert-tipi ölçek ve yarı-yapılandırılmış açık uçlu sorular yoluyla bilimsel araştırma verileri elde edilecek, bu veriler sadece bilimsel amaçlı kullanılacaktır.

Ölçeklerden ilki Woodrow (2006) tarafından geliştirilen ve Alkan, T. Bümen, ve Uslu (2019) tarafından Türkçe’ye İKKÖ (İngilizce Konuşma Kaygısı Ölçeği) olarak çevrilen 12 maddelik SLSAS (İkinci Dil Konuşma Kaygısı Ölçeği) dir. İkinci ölçek ise, Brown ve Ryan (2003) tarafından geliştirilen ve Özyeşil, Arslan, Kesici ve Deniz (2011) tarafından Türkçe’ye BİFÖ (Bilinçli Farkındalık Dikkat Farkındalık Ölçeği) olarak çevrilen 15 maddelik MAAS (Mindfulness Attention Awaraness Scale) dir. Son ölçek ise, Asakereh ve Dehghannejad (2015) tarafından uyarlanan ve Türkçaynağı (2020) tarafından Türkçe’ye İngilizce Konuşma Becerileri Öz-Yeterlik Algısı Ölçeği olarak çevrilen Speaking Skills Self-Efficacy Beliefs Scale’dir. Yarı-yapılandırılmış açık uçlu sorular, uygulama sonrası görüşme için gönüllü katılımcılar ile icra edilecektir.

Bu çalışma sonunda elde edilen bilgiler, araştırmanın amacı dışında veya bir başka çalışmada kullanılmayacaktır. Bu bilgiler katılımcıların bilgisi dışında kopyalanarak araştırmacı dışındaki kişilerle paylaşılmayacaktır. Araştırmaya katılan kişiler istekleri dahilinde kendilerinden toplanan bilgi ve verileri inceleyebilir. Araştırmaya katılımlarda gönüllülük şartı aranmaktadır. Araştırmaya gönüllü olarak katılan her katılımcının kişisel bilgileri hiç kimseyle paylaşılmayacak ve gizli tutulacaktır. Katılımcılardan elde edilen veriler, gizlilik ilkesine göre beş yıl süreyle arşivlenerek koruma altına alınacak ve sonrasında imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı aşağıda bilgileri verilen Cevza TEKSÖZ YÜKSEL’e yöneltebilirsiniz.

Araştırmacı Adı: Cevza TEKSÖZ YÜKSEL

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Katılımcı Ad ve Soyadı: İmza:

Tarih:

APPX-16. MBSR Training Certificate



APPX-17. Research Application Approval (Uygulama İzni)



T.C.
UŞAK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-33424009-605.01-160761
Konu : Cevza TEKSÖZ YÜKSEL'in Yüksek
Lisans Tezi Uygulama İzin Talebi

06.09.2023

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Genel Sekreterlik)

İlgi : 24.08.2023 tarihli ve 572164 sayılı yazınız.

Üniversiteniz Eğitim Fakültesi Yabancı Diller Eğitimi Öğretmenliği Eğitimi Anabilim Dalı Dr. Öğr. Üyesi Meral ÇAPAR'ın danışmanlığında İngilizce Eğitimi Programı Tezli Yüksek Lisans öğrencisi Cevza TEKSÖZ YÜKSEL "Bilinçli Farkındalık Eğitimi ve Bilinçli Farkındalık Temelli Konuşma Alıştırmalarının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerisine Yönelik Kaygı Düzeylerine ve Öz-Yeterlik Algılarına Etkisi" başlıklı yüksek lisans tez çalışması kapsamında 2023-2024 öğretim yılı güz döneminde Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören hazırlık sınıfı öğrencileriyle (6 haftalık okul izlencesini takip edecek şekilde, İngilizce Mindful etkinlikler içeren uygulamanın sınıfta öğrencilerle Dinleme ve Konuşma derslerinde 15-30 dk. arası yapılması) birlikte araştırmasını uygulama talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof. Dr. Kenan TAŞ
Rektör a.
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : BSDK5ZF6J5 Pin Kodu : 38852

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APPX-18. Ethical Committee Approval (Etik Kurul İzni)

Evrak Kayıt Tarihi: 14.04.2023	Protokol No: 516216	Tarih: 02.05.2023
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ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Bilinçli Farkındalık Eğitimi ve Bilinçli Farkındalık Temelli Konuşma Alıştırmalarının İngilizce Hazırlık Sınıfı Öğrencilerinin Konuşma Becerisine Yönelik Kaygı Düzeylerine ve Öz-Yeterlik Algılarına Etkisi The Effects of Mindfulness Training and Mindfulness-Based Speaking Tasks on L2 Speaking Anxiety and Speaking Self-Efficacy Beliefs of Preparatory School Students
PROJE/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi Meral ÇAPAR
TEZ YAZARI:	Cevza TEKSÖZ YÜKSEL
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

RESUME

Adı Soyadı : Cevza TEKSÖZ

Yabancı Dil : İngilizce

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- 2012-2013, Okutman, Kemerburgaz Üniversitesi, Yabancı Diller Yüksekokulu
- 2013-halen, Öğretim Görevlisi, Uşak Üniversitesi, Yabancı Diller Yüksekokulu

Yökdil Puanı (2021): 92,50

Ales Puanı (2021): 80,85

