

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE EFFECT OF REFLECTIVE JOURNAL WRITING ON EFL
STUDENTS' SELF-EFFICACY AND FOREIGN LANGUAGE LEARNING
ANXIETY**

MASTER OF ARTS THESIS

KÜBRA AKSOY

GAZİANTEP
July, 2020

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Supervisor: Asst. Prof. Dr. Mehmet KILIÇ

GAZIANTEP
July, 2020

APPROVAL OF THE JURY

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University : Gaziantep University
Graduate School : Graduate School of Educational Sciences
Department : English Language Teaching
Thesis Title : The Effect of Reflective Journal Writing on EFL
Students' Self-Efficacy and Foreign Language Learning Anxiety
Thesis Date : 03.07.2020

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Asst. Prof. Dr. Mehmet KILIÇ
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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School of Educational Sciences.

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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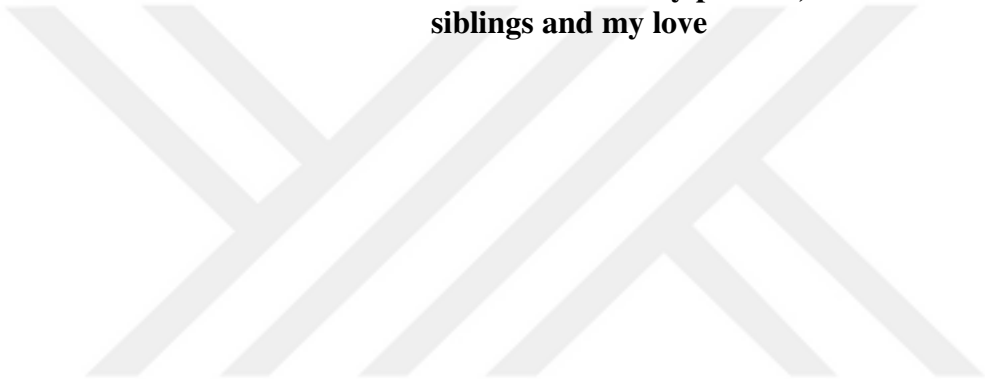
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DEDICATION

**I dedicate this work to my parents,
siblings and my love**



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I cannot express enough thanks to my supervisor Asst. Prof. Dr. Mehmet KILIÇ for his invaluable and continuous support. This work could not have been accomplished without his motivation and invaluable help. His guidance and immense knowledge helped me in all the process. In addition to his academic and technical support, I also seize this opportunity to convey my sincere gratitude and admiration of his being intellectual as an academician, which all his specialty makes impossible to convey my appreciation fully.

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ÖZET

Yansıtıcı Günlük Yazımının İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Sınıf İçi Yabancı Dil Öğrenme Kaygısı ve İngilizce Öz-yeterlikleri Üzerine Etkisi

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

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Bu çalışmanın amacı, yansıtıcı günlük yazımının öğrencilerin öz-yeterlik ve yabancı dil öğrenme kaygısı üzerindeki etkisini ölçmektir. Bu amaçla, İngilizce hazırlık okulunda okuyan 39 öğrenci bu deneysel çalışmaya dahil edilmiştir. Katılımcılardan veri toplamak amacıyla İngilizce İle İlgili Öz Yeterlik İnancı Ölçeği (EFL-SEQ) ve Sınıf içi Yabancı Dil Kaygı Ölçeği (FLCAS) hem ön test hem de son test olarak nicel verileri toplamak amacıyla kullanılmıştır. Deney grubunda olan öğrenciler 8 haftalık yansıtıcı günlük yazma sürecine katılmışlardır. Bu uygulamanın sonucunda son test uygulanarak, ön test ve son test arasında istatistiksel fark olup olmadığı kontrol edilmiştir. Aynı zamanda öğrencilerin yansıtıcı günlükleri içerik analizi yapılmış ve öğrencilerin dil öğrenme kaygısı ile yabancı dil öz-yeterlik algılarını etkileyen faktörler incelenmiştir.

Bu deneysel çalışmanın sonucunda, yansıtıcı dergi yazımının öğrencilerin öz yeterliliği ve sınıf içi yabancı dil öğrenme kaygısı üzerinde istatistiksel olarak anlamlı bir etkisi olmadığı bulunmuştur. Ayrıca, tanımlayıcı istatistiksel analizler sonucunda sınav kaygısı, öğretim elemanının ve eğitim ortamının değişmesinin diğer faktörlerden daha fazla yabancı dil kaygısına neden olduğu ve öğrencinin kendi öğrenim sürecini değerlendirmesi, geçmiş başarı ve başarısızlıkları öz-yeterliklerini etkileyen en büyük etkenler olduğu ortaya konmuştur. Elde edilen bulgulara dayalı çıkarımlar da çalışmada sunulmaktadır.

Anahtar kelimeler: öz-yeterlik, sınıf içi yabancı dil öğrenme kaygısı, yansıtıcı günlük

ABSTRACT**The Effect of Reflective Journal Writing on EFL Students' Self-Efficacy and Foreign Language Learning Anxiety**

AKSOY, Kübra

MA Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Mehmet KILIÇ

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The aim of this study is to measure the effect of reflective journal writing on students' self-efficacy and foreign language learning anxiety. For this purpose, 39 students studying at English preparatory school were recruited for this experimental study. English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) and Foreign Language Classroom Anxiety Scale (FLCAS) were used to collect the quantitative data both for the pre-test and for the post-test. The experimental group of students participated in an 8-week reflective journal writing process. After the post-test, it was checked whether there was a statistical difference with the pre-test. At the same time, the reflective diaries of the students were content analyzed, and the factors affecting students' language learning anxiety and foreign language self-efficacy perceptions were examined.

As a result of this experimental study, it was found that reflective journal writing does not have a statistically significant effect on students' self-efficacy and in-class foreign language learning anxiety. In addition, as a result of descriptive statistical analysis, it was revealed that test anxiety, the change of the instructor and the educational environment caused more foreign language anxiety than other factors, and the assessment of the student's own learning processes, past success and failures were the biggest factors affecting their self-efficacy beliefs. Implications based on the obtained findings are presented.

Keywords: self-efficacy, foreign language classroom anxiety, reflective journal



TABLE OF CONTENTS

APPROVAL OF THE JURY	3
RESEARCH ETHICS DECLARATION.....	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
Appendix VI: Permission Form from the Private University	xv
CHAPTER 1	1
INTRODUCTION	1
1.0. PRESENTATION.....	1
1.1. STATEMENT OF THE PROBLEM.....	1
1.2. THEORETICAL FRAMEWORK FOR THE PRESENT STUDY	2
1.3. THE AIM OF THE STUDY	3
1.4. STATEMENT OF RESEARCH QUESTIONS	4
1.5. THE SIGNIFICANCE OF THE STUDY	5
1.6. ASSUMPTIONS OF THE STUDY	6
1.7. LIMITATIONS OF THE STUDY	6
1.8. DEFINITIONS OF TERMS AND ABBREVIATIONS	6
1.8.1. Definitions	6
1.8.2. Abbreviations	7
CHAPTER II	8
LITERATURE REVIEW	8
2.0. Presentation	8
2.1. The Role of Reflective Journals in English Language Learning.....	8
2.2. Self-efficacy	10
2.3. Foreign/Second Language Learners' Self-efficacy Beliefs	13
2.4. Self-Regulation.....	14
2.4.1. Self-efficacy in Self-Regulated Cognitive Development	14
2.4.2 Reflection and Self-Efficacy.....	19
2.5 Foreign Language Anxiety.....	21

2.5.1. Anxiety	21
2.5.2. Foreign Language Anxiety	22
2.5.3. Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety.....	25
CHAPTER III	27
METHODOLOGY	27
3.0. Presentation	27
3.1. Research Design	27
3.2. The Context of the Study	28
3.3. Setting and Participants.....	28
3.3.1 The EFL Language Proficiency and Achievement	29
3.4. Procedure.....	30
3.5. Instruments	31
3.5.1. English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ)	32
3.5.2. Foreign Language Classroom Anxiety Scale (FLCAS)	32
3.5.3. Reflective Journals	34
3.6. Data Collection	34
3.6.1. Quantitative Data Collection Procedure	35
3.6.2. Qualitative Data Collection Procedure	35
3.7 Data Analysis	36
3.7.1 Quantitative Data Analysis	36
3.7.2 Qualitative Data Analysis	37
CHAPTER IV	39
FINDINGS.....	39
4.1. Presentation	39
4.2. Findings for the research questions	39
4.2.1. The significance of FLL anxiety scores	39
4.2.2. The significance between self-efficacy scores.....	41
4.2.3. The significance between pre-test and post-test results	42
4.2.4. The content of reflective diary logs.....	44
CHAPTER V	59
DISCUSSION.....	59

5.0. Presentation	59
5.1. Discussion	59
5.2. The relationship between the self-efficacy and reflective journal writing.....	59
5.3. The relationship between foreign language learning anxiety and reflective journal writing	62
5.4 Reflective Journal Entries	64
CHAPTER VI.....	66
CONCLUSION AND RECOMMENDATIONS	66
6.0. Presentation	66
6.1. General Overview of the Study	66
6.2. Summary of the study and key findings.....	66
6.3. Study Limitations.....	68
6.4. Recommendations for Further Research.....	69
REFERENCES	70
APPENDICES.....	80
Appendix I. English as a Foreign Language Self-Efficacy Questionnaire (Efl-Seq).....	81
Appendix II: Turkish Version of Foreign Language Classroom Anxiety Scale.....	84
Appendix III: Foreign Language Classroom Anxiety Scale.....	85
Appendix IV: Consent Form.....	86
Appendix V: Journal Questions.....	87
Appendix VI: Permission Form from the Private University.....	88
VITAE.....	89

LIST OF TABLES

Table 1 Course Description.....	29
Table 2 Independent samples t-test results for the pre-test and post-test Foreign Language Learning anxiety scores of the experimental group and control groups.....	40
Table 3 Independent samples t-test results for pre-test and post-test English as a Foreign Language Self-Efficacy scores (EFL-SES) of the experimental group and control group-.....	41
Table 4 Paired samples t-test results for pre-test and post-test English as a Foreign Language Self-Efficacy scores of experimental and control groups.....	42
Table 5 Paired samples t-test results for pre-test and post-test Foreign Language Learning Anxiety scores of experimental and control groups.....	43
Table 6 Reflective Journal Logs.....	45
Table 7 Contents of the journals.....	47
Table 8 What did I do very well, and what couldn't I achieve?	50
Table 9 Factors that affect students' self-efficacy beliefs.....	51
Table 10 Reflective Diary Logs Regarding Sources of Anxiety Types.....	53
Table 11 Suggestions of the participants about what other activities can be included..	57

LIST OF FIGURES

Figure 1 Mean Levels of Mathematical Solutions as a Function of Mathematical Ability and Perceived Mathematical Self-Efficacy (Bandura, 1982, p.28).

Figure 2 Path Analysis Showing That Perceived Self-Efficacy Enhances Memory Performance directly and by Increasing the Cognitive Processing of Information (Bandura, 1982, p.28)

Figure 3 “The Socio-educational Model” (Gardner, 2006, p.241)

Figure 4 Scheme of the Study

Figure 5 Stages of the Qualitative Data Analysis

Figure 6 What have I learned this week?

LIST OF APPENDICES

Appendix I. English as a Foreign Language Self-Efficacy Questionnaire

Appendix II: Turkish Version of Foreign Language Classroom Anxiety Scale

Appendix III: Foreign Language Classroom Anxiety Scale

Appendix IV: Consent Form

Appendix V: Journal Questions

Appendix VI: Permission Form from the Private University



LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

SL: Second Language

FL: Foreign Language

FLL: Foreign Language Learning

FLLA: Foreign Language Anxiety

L2: Second Language

SPSS: Statistical Package for Social Sciences

CG: Control Group

EG: Experimental Group

CHAPTER 1

INTRODUCTION

1.0 PRESENTATION

In this chapter, it is aimed to represent the background for the current study and examine main problem, purpose, and significance of the study for the literature. Furthermore, the research questions are clarified. In the final stage, the assumptions underlying this study and limitations are shared.

1.1 STATEMENT OF THE PROBLEM

Some recent studies (e.g., Edwards-Leis, 2006; Bell & Mladenovic, 2015; Cengiz & Karataş, 2015) on reflective journal writing in the teaching and learning process indicate that journal writing influences students' realization of their weaknesses and strengths. Numerous studies (e.g., Myers, 2001; Kim, 2013; Ruiz-Lopez, 2015) have been conducted on the effectiveness of reflective journal writing in second language learning and teaching, but these studies are generally not based on students' reflective journal writing but on in-service or pre-service teachers' reflective journal writing. To address this gap, this study tried to shed light on the idea that examining and attempting to resolve teaching or learning problems, realizing teachers' teaching beliefs and goals, making learners take responsibility for their development through continual writing in their process are of significance. Therefore, learners had more opportunities for critical reflection upon their learning through the use of reflective journals.

“The choice of more appropriate language on the part of the learners, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe and is heard by others” (Arena, 2008, p. 4)

By the same token, there exists a lack of research in EFL contexts on the role that reflective journal writing can play in assisting students to engage in classroom activities and learn effectively. In this regard, research conducted in the field has shown that “journal writing can provide an opportunity for teachers to write reflectively about their teaching” (Ho & Richards, 1994, p.20). Correspondingly, reflective journals can be used as a means of materials facilitating reflection and stimulating critical thinking. Several teaching tools for the development of reflective skills in learners have emerged. Reflective journal writing is a way used by educators to facilitate the evaluation of learning adventure. Reflective Journals integrate theory and practice, which allows them to establish, discover, and understand the connections between what has already been learned and comment on a person’s learning style. (Thornbury, 1991). They also examine and evaluate beliefs and concepts (Wodlinger, 1990). Furthermore, learners may have difficulties while developing language skills and understanding what others say to them. They may face difficulty communicating. Therefore, they may prefer to communicate through hand gestures, eye contact, and facial expressions. It depends on their intellectual and social development while growing up with the help of their family and environment. In this case, reflection plays a crucial role in the professional growth of learners. They are a kind of personal recordings of students’ learning experiences, strengths, and weaknesses. Generally, writing a journal is required during or immediately after the learning phases from the students. Entries can be related to the course, course materials, contents used, exams, or personal opinions about what happened during the course and the learning period. Journals have long been used in writing activities such as teacher reflections, but there are not enough descriptive studies on students’ reflections on this issue. With this study, a clear explanation of the effect of writing reflective journal on EFL students’ self-efficacy and language learning anxiety in their learning period will be provided.

1.2. THEORETICAL FRAMEWORK FOR THE PRESENT STUDY

In this experimental study, for the first outcome of the study, it was aimed that students had a clear understanding of their learning stages, resulting in new comprehensions such as the improved ability of self-mechanism. As the second outcome, seeing the lack in

the educational program, teaching strategies for teachers, and changing the teaching practices based on the lacks and educational systems can be presented. When it comes to the writing of reflective journal, students need a clear explanation of the procedure in the application. Students need a structural aid to reflect the tasks, observations, and their own experiences. Furthermore, sharing the reflection with their peers, supervisor, and teacher is an essential factor in achieving a higher proportion of strategies enhanced during the period of language learning. Students' journals were examined to explore the impacts of reflective journal writing on their self-efficacy level and classroom anxiety levels.

This study investigated whether journal writing affected students' classroom anxiety and self-efficacy levels toward the lessons. The problem in the further periods, though, may not be with the journal assignment itself but the approach of the students' towards writing reflective journal and finding out the effectiveness of it in their classroom anxiety levels and self-efficacy beliefs. This study was aimed to have contribution in teaching and learning process by letting students see their weaknesses and strengths through self- reflection writing journals.

1.3. THE AIM OF THE STUDY

The purpose of the present thesis was to come up with an explanation of the effect of writing reflective journals on EFL students' self-efficacy and foreign language learning anxiety. Similarly, it was aimed to make a clear statement on students' self-reflectivity level in their learning process. Another purpose of this study was to help students learn more about how they express and reflect their opinions about a particular subject or content. By providing guidelines to help students write meaningful and authentic journals, reflective journals were established as an objective of clarifying their weaknesses or strengths more transparently. In this thesis, reflective journals were used to reflect on a range of issues and situations from numerous viewpoints and perspectives of the students which they face during their language learning process.

As there are many studies (e.g., Bandura, 1994; Horwitz, Horwitz & Cope 1986; Pajares, 2002) that explore the relationship between foreign language learning anxiety and

self-efficacy beliefs of FL learners, this study aims to provide new findings that may help teachers in teaching and understanding the mindsets and self-reflectivity levels of their students in order that they may improve these students' self-judgments on their learning experiences through reflective journal writing.

Most students are not aware of their learning adventure without judging the input and environmental factors affecting it. They also try to learn without filtering the information mentally. Accordingly, the purpose of this study is to clarify the effects of writing reflective journals on the foreign language learning experiences of EFL students and their self-efficacy beliefs. In this respect, gaining self-reflectivity skills might improve the attitudes of foreign language learners toward FL learning and recognize their self-efficacy and anxiety levels.

One of the subsidiary goals of this research was to explore the difficulties, learning outcomes, situations worrying the students in the classroom environment and entertaining, stressing, and challenging events students faced at the end of the procedure.

1.4. STATEMENT OF RESEARCH QUESTIONS

This study addresses the following research questions:

Research Question 1: Are the pre-test Foreign Language Learning anxiety scores of the experimental group and control group significantly different?

Research Question 2: Are the post-test Foreign Language Learning anxiety scores of the experimental group and control group significantly different?

Research Question 3: Are the pre-test self-efficacy scores of the experimental group and the control group significantly different?

Research Question 4: Are the post-test self-efficacy scores of the experimental group and the control group significantly different?

Research Question 5: Is there a significant difference between the pre-test and post-test Foreign Language Learning Anxiety scores of the experimental group and control group?

Research Question 6: Is there a significant difference between the pre-test and post-test self-efficacy scores of the experimental group and control group?

Research Question 7: What is/are the content/subcategories of the reflective diary logs prepared by the participants?

1.5. THE SIGNIFICANCE OF THE STUDY

The primary concern of this thesis is to examine the effects of reflective journal writing on students' foreign language learning anxiety and self-efficacy. Reflective journals written by students in this thesis focused on students' personal experiences and reflections. Those reflective entries of the students were the personal-documentary records, mainly aimed to reflect on their self-criticisms about their success or failure. Also, it aimed to gain a greater understanding of the process and outcomes of journal writing by analyzing the effects of dimensions, focuses, and aims of journals produced by the students. After the conduction of the study, critical thinking skills can be developed with the help of reflection. It may help to encourage students to think about their learning process. In the end, it was assumed to provide guidance for the comprehension of the effects of reflective journal writing on students' language development.

As the second outcome, seeing the missing points in the educational program, teaching strategies for teachers, and changing the teaching practices based on the lack of needs were examples of the study's outcomes.

When it came to writing reflective journals, students needed a clear explanation of the procedure in the application. They needed structural aid to reflect on tasks, observations, and experiences. Furthermore, sharing the reflection with a peer, supervisor, or teacher was an important determinant in achieving a higher proportion of enhanced strategies during language learning. Students' journals were deeply analyzed on account of exploring the impacts of reflective journal writing. By writing these journals, it was also intended to view the relative effectiveness of the study and entries on the language learning process.

1.6. ASSUMPTIONS OF THE STUDY

It was assumed that the participants answered the questions honestly and sincerely. Moreover, the participants were presumed to reflect their own opinions directly and explicitly in the reflective journal writing part. All the data were collected through the hard copy of the questionnaires in the presence of the researcher herself.

1.7. LIMITATIONS OF THE STUDY

The effect of writing reflective journals on EFL students' self-efficacy and foreign language learning anxiety was explored in the scope of this study in Gaziantep region, Turkey. Since the current study is attempting to discover the effect of writing reflective journals on EFL students' foreign language learning anxiety and self-efficacy levels, due to practical constraints, this study cannot provide the scope of more than one university. It was conducted in the 2018-2019 academic year at Hasan Kalyoncu University (HKU) School of Foreign Languages (SFL). Two classrooms in the Intensive English Program, which consisted of a total of 39 students with the same level of English according to the English Language Proficiency exam, participated in the study.

The second limitation worth mentioning is the measurement of reflective thinking skills of students being limited to reflective logs. The data collection tools, Foreign Language Learning Anxiety Scale and English as a Foreign Language Self-Efficacy Questionnaire, yield data based on participants' perceptions about their language learning self-efficacy and foreign language anxiety.

1.8. DEFINITIONS OF TERMS AND ABBREVIATIONS

1.8.1 Definitions

Self-efficacy: This term is described by Bandura (1977); self-efficacy is “the conviction that one can successfully execute the behavior required to produce outcomes” (p. 193).

Foreign Language Learning Anxiety: This term is identified as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p.15).

Reflective Journal: Reflective journals are recordings of thoughts to produce appropriate, realistic solutions to problems. They are effective and purposeful thinking processes and personal concerns (Dewey, 1933).

1.8.2. Abbreviations

EFL: English as a Foreign Language.

SL: Second Language

FL: Foreign Language

FLL: Foreign Language Learning

FLLA: Foreign Language Anxiety

L2: Second Language

SPSS: Statistical Package for Social Sciences

CG: Control Group

EG: Experimental Group

CHAPTER II

LITERATURE REVIEW

2.0 Presentation

In this section, it is initially attempted to present the review of related literature on the theoretical background of reflective journal writing. The crucial role of reflective journals in English Language Learning is briefly touched upon. Moreover, the self-efficacy concept is emphasized. Furthermore, an account of the related literature regarding foreign/second language learners' self-efficacy beliefs is presented. Finally, foreign language learning anxiety is explained in detail.

2.1. The Role of Reflective Journals in English Language Learning

A reflective journal is a personal record of one's learning, a response given to a learning situation used to see a better reflection of mistakes, procedures, and one's learning adventure (Moon, 1999). The reflective journal is a student-centered activity promoting reflection. They are good indicators of student progress. They can reflect the language demands of the students. They allow seeking clarification about the leak points of the learning process. The use of journals has prompted a channel for students to learn English. As many studies (Wilson & Mewborn, 2002; Cisero, 2006; Yinger & Clark, 1981) have stated, prompts help students to connect their learning to real-life engagements and allow them to see a better picture of what the mistakes they make are in the learning process. Reflective journal entries can provide a detailed illustration of students' achievements and failures by giving a clear picture of the problems students encounter. According to researchers (Anderson, Knowles, & Gilbourne, 2004; Redmond, 2017; Silcock, 1994), reflective journals are actors of the link between action and thought. The purpose of writing reflective journals in a second language learning environment is to figure out the learning outcomes, procedures, and experiences of language learners.

When the studies on the effect of reflection enhancement activities on students are investigated, we see research proving the effects of diaries on students (Amodeo, 1996; Schmidt, 2011; Moffitt, 2000; Park, 2003). In one study, Mair (2010) has investigated the effects of reflective writing written on an electronic platform. This study has provided evidence that “keeping reflective journals helps learners construct meaningful knowledge, solve problems and decrease stress level” (as cited in Cengiz & Karataş, 2013). In another research, Kozan (2007) supported the role of reflective writing with feedback. When reflection is supported by a plan based on the regular control of the teacher, its efficiency can increase. In order to get a valid result, learners should be encouraged to think critically while reviewing their learning process. The problem is that students at the university level do generally not have opportunities in which they learn how to think critically. Students are not exposed to problem-solving activities, nor do they learn to reflect on experiences they have learned through critical analysis of applications. When the process is performed regularly, the learner analyzes the input, and its effectiveness or the role that it plays in language learning. This practice also contributes to the discovery of new directions or alternative ways, allowing them to develop learner autonomy. In most of the studies mentioned, reflective diaries prepared by students were used as data collection tools (Amodeo, 1996; Cengiz & Karatas, 2013; Kozan, 2007; Lew & Schmidt, 2011; Moffitt, 2000; Park, 2003).

According to Varner (2013), the essential contribution of this activity is to make learners arouse self-awareness. One good example of the concept is that of Göker (2016), whose study evaluated “the use of reflective journals in the development of teachers' leadership and their teaching skills, focusing on the impact of journal entries using anecdotal data for reflection in pre-service teachers” (p.66). Sixteen pre-service teachers were included in the research. The study proved that teacher education programs could enable pre-service teachers to use reflection. In a study conducted by Degago (2007), journal writing was claimed to have several benefits for the practicum of student teachers and also teacher educators. Ten students were asked to write reflective journals based on their practicum experiences in a partner school in Ethiopia. The supervisor gave a brief explanation of the aim of the study. The importance of continuity in writing reflective

journals was stressed during the study. At the end of the study, it was revealed that journal writing enabled students to deepen their understanding of problem-solving. It also improved their teaching practice. Students identified and approached their problems more professionally in their journal entries (Degago, 2007). As the students' first reflective journal experience, the entries may not present a high reflectivity level, as no prior journal writing experience was observed in the teaching period of the students. In this regard, Daloglu (as cited in Degago, 2007, p.349) stated in his study that "asking student teachers 'why, what, and how' questions helps them not only to evaluate specific teaching techniques but also for the broader purpose of raising awareness of other teaching issues."

2.2. Self-efficacy

Albert Bandura developed the self-efficacy concept. It is the crucial concept of social learning theory, which supports the idea of being self-confident in an area of practice (Pajares, 2002). Many studies (Bandura & Adams, 1977; DiClemente, 1981; Zimmerman & Bandura & Martinez-Pons, 1992) have stated that self-efficacy is a conceptual term implicating personal activities required to achieve a goal. Experience, psychological reactions, and persuasion design can be included to describe this multidirectional thinking and action design. When the individual meets any problem, he/she tries to understand this problem and holds the belief to overcome this difficulty by not giving up until he learns. Bandura found this concept in 1983, but still, it is a concept studied by researchers. According to Bandura (1997), this term qualifies to perform the activities necessary for the individual to perform an absolute performance successfully. The individual believes in his / her capacity to achieve the necessary level of learning and behavior. According to Bandura (1994), it is not enough for a person to have the necessary skills to succeed; it is also a need to use these skills effectively and safely. Soon after Bandura released his work "Self-Efficacy: Toward a Unifying Theory of Behavioral Change" in 1977, several studies (Bandura, 1977; Bandura & Adams, 1977; Marcus & Selby & Niaura & Rossi, 1992; Pajares, 1996; Ajzen, 2002; Mauer & Neergaard & Linstad, 2017) related to concepts of self-efficacy and behavior have been administered. Pajares (2002) indicates the possibility that someone may not be able to do any kind of work if they do not have self-confidence in

doing this work. Self-efficacy belief is a judgment about how good a person is at coping with difficulties or possible situations (Bandura, 1994). This concept is intermingled with the social learning theory, which was first developed in experimental scope by Thorndike (1904). Between the years of 1898 and 1901, he observed animals' behaviors to identify learning by observing others' behaviors but could not obtain any evidence proving to learn through observation. According to Thorndike and Watson (1913), learning occurs when a person experiences it, not by observing others' experiences (as cited in Hergenhahn, 1988, p.343).

People having a strong sense of efficacy seek for personal accomplishments rather than seeing hardships as a challenge for themselves, nor do they try to avoid them. Those with high self-efficacy set reachable goals by maintaining intrinsic interests. People with high self-efficacy beliefs predict scenarios supporting their performance, while people with low self-efficacy beliefs create failure scenarios (Bandura, 1995). They may approach threatening situations as if they do not have any control over them. Such an approach produces personal failures, increases stress, and affects the likelihood of vulnerability to depression. In contrast, people who do not have a strong commitment to their goals encounter adverse situations. They linger over their failures, setbacks, and their sense of deficiencies. Individuals who are unsure of their abilities stay away from compelling tasks and quit effortlessly when faced with difficulty (Bandura, 1994; Pajares, 1996).

Before 1986, the self-efficacy theory developed by Bandura was seen insufficient to cover the many concepts in it. Therefore, Bandura added the self-belief dimension to the Social Learning Theory. Later, in 1986, Bandura's Social Learning Theory was transformed into the "Social Cognitive Theory" (Pajares, 1996), adding four elements: "self-observation, self-evaluation, self-reaction, and self-efficacy." Bandura states that there are not enough studies about the process of building self-efficacy beliefs (as cited in Şahiner, 2016, p.38-43). "Performance accomplishment" in Bandura's initial studies is the most powerful source of self-efficacy (Bandura, 1997; Usher & Pajares, 2006).

Success or failure of a person may have a significant impact on their further beliefs about their achievements because the individual may gain a sense of being determined to

finish the task (Usher & Pajares, 2008). The sense of self-ability of a person can develop as a result of successful experiences. Besides, the order of the occurrence of failure or success plays a vital role in the development of self-efficacy because when the failure of the individual experience before building self-efficacy, the perceived sense of failure easily weakens the self-efficacy belief (Bandura, 1994).

Bandura (1995) supports the idea that human behavior is based on the belief of what is believed to be true rather than the behaviors' being true (Bandura, 1995). It can be said that individuals exaggerate their beliefs, capacities, or proficiencies, or on the contrary, they can underestimate their capacities. These misbeliefs may either hinder their real capacity or their perceptions of seeing their capacity higher than it is, thus having a good effect on their performance (Woolfolk, Hoy & Hoy, 1998). Therefore, Bandura (1986) states that "individuals with the same skill levels perform differently in various situations." (p. 391).

People form their ideas based on different factors such as their thoughts about themselves or their environment, shaped as a result of combinations of their past experiences and the value that they have developed before. Bandura asserts that four major sources affect the occurrence of the perception related to people's skills. These are mastery experiences, vicarious experiences, verbal persuasion, and psychological-emotional states such as fear, like, and hate (Bandura, 1997).

The core element constructing the self-efficacy belief is the achievement or failure individuals experience at the end of a task. The successful outcome helps them build their beliefs about their skills. According to Bandura (1995), developing self-efficacy beliefs is not the same thing as firming praxis. This process is more suitable for dealing with constantly changing conditions of life. However, self-efficacy beliefs usually increase depending on accomplishment, and decrease with repeated failures; the effect of performance depends on the belief in how it occurs. It means that the self-efficacy belief can be affected by some factors if the individual is aware of his not spending enough time, effort, or not having a requisite accumulation of knowledge and attainment for the activity.

2.3. Foreign/Second Language Learners' Self-efficacy Beliefs

According to Bandura, self-sufficiency is necessary for the individual to show specific performance about the adequacy of organizing events. It is his judgment on himself. According to this theory, a person's self-efficacy directly affects what kind of social reaction they receive from the environment (Lee, 2005). According to Bandura, Self-efficacy Theory deals with the idea that beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Students with high self-efficacy engage in doing a task; therefore, they achieve a higher score than those learners who have low self-efficacy, even though they may have lower ability. There are various factors in language learning to be concerned about developing self-efficacy (Williams, 1994). However, the evidence for this relationship is inconclusive between self-efficacy beliefs and foreign language learning process. Some studies (Tong & Shanggui, 2004; Brown, Concannon, Marx, Donaldson, & Black, 2016) pointed out the role of self-efficacy in directing learners' interests. Learners set specific goals to perform a task successfully by using self-regulated learning strategies (Pajares, 1996; Schunk, 2003).

According to research on the subject conducted in recent years, the general self-efficacy of individuals is associated with the ability to deal with stressful situations. (Luszczynska, Scholz & Schwarzer, 2005; Tong and Shanggui, 2004). Also, it is possible to say that the concept of self-efficacy is related to mental and psychological health.

Self-efficacy beliefs should be particularized according to the task demands of the person within a domain. Furthermore, it requires a clear definition and conceptual analysis of various indices in a certain facet. Bandura (1977) points out that "self-efficacy belief systems vary in strength, level, and generality." He stated, "in the evaluation of self-efficacy belief, individuals are represented with items portraying different levels of task demands" (p. 43).

2.4. Self-Regulation

Several factors play crucial roles in the target language learning of the learners, such as age, gender, personality, motivation, and learning style. Lessard-Clouston (1997) stated, “studies should be conducted on language learning strategies”(p.8). With the help of newly conducted research, Volitional, Motivational & Emotion- control strategies have come into prominence. In this perspective, the Social Autonomy Model, academic perspectives, and strategies are shared by students and teachers. Through this way, autonomy and understanding of the learners are strengthened and supported by each other. The real problem is that theorists have compared the two perspectives and shone a spotlight on differences making them as sharp as possible while ignoring potential synergies they have.

2.4.1. Self-efficacy in Self-Regulated Cognitive Development

Self-regulated cognitive development of learners in the self-efficacy concept let them progress in their academic attainment (Zimmerman & Schunk, 2011). Metacognitive and cognitive factors center on the needs of framing the problems, identifying the problems, and reshaping the solutions. The skills that cover the memory processes of a person are divided into three main parts as identifying the requisite part of the information, turning it into a meaningful form, and organizing it as recallable segments. It can be said that there is a correlation between the success of applying cognitive strategies or combining more than one strategy in learning and success in the tasks. According to Language Learning Strategy System (Oxford, 1990, p.17), strategies are divided into two fundamental principles, namely ‘Direct Strategies,’ in which learners directly use the target language to learn and ‘Indirect Strategies,’ in which the strategy that the learner uses for remembering an exact system of the language and acquiring the language by not directly involving the language itself.

When we look at localized and more immediate language learning solutions, strategies can help solve far-ranging problems. According to Ning and Downing (2014),

language learners lament that they confront some problems in learning, such as overloading the new materials in the classroom.

In another study, Kember (2000) states that particular learning strategies have a link to general academic achievement. As the person proceeds in evaluating their learning or identifying the specific strategy they have used before rehearsing the knowledge, they experiment with the appropriate appliance of the correct strategy. At this point, definitions of the problems faced in learning and specifying them have a significant role in solving them. Also, by trying new methods in self-regulation or using strategies, someone can develop an awareness of their learning. In this sense, learning can be seen as the process of building new information by linking pre-structured information. The learner identifies the problem, searches the root of their failure, and notes the subcategories. Strategies are applied according to the evaluated results after the appliances.

Conceptual learning of students is connected to their motivations and self-regulations together with the concept of self-reflection. Richardson (1997) pointed out that meaning combination of self-regulation and learning are related to success in L2. Besides the good or bad language learner concept, the exact idea that contributes to success is to individualize the traits and concepts. Learners can achieve the learning process by engaging in more than one process at the same time and switching between them simultaneously (Pintrich, Wolters, & Baxter, 2000). Furthermore, someone can be successful in one part while not in the other one. In the cognition dimension, learners rehearse the information, and they acquire the organizational process of the knowledge, and they use the elaboration strategies.

Secondly, the metacognition dimension involves goal setting and monitoring and evaluating a person's learning progress. However, most articles emphasize that the importance of the metacognition phase of self-regulation has gained importance in many types of research (Bakracevic, Vukman & Licardo, 2010; Keith & Frese 2005; Zimmerman, 1995). Wolters (1998) emphasizes that many studies have operationalized cognitive strategy control, detailed analysis of cognitive strategies and monitoring self-

regulation, but the problem is students' personalization of these learning strategies. They have difficulty in regulating their learning processes, as they do not have enough knowledge of cognition. If a student does not accomplish to self-regulate his or her learning, the teacher, the family, or counselor may take over this role of externally regulating the person's learning (Vermunt, 1998; Vermunt & Verloop, 1999).

Purposive human behaviors are shaped by cognized goals affected by the self-assessment capability of a person. People having firm self-efficacy beliefs adjust prevenient schemas shaped in their thoughts. The effect of self-efficacy belief on cognition has been brought out in research with which people fulfill various tasks in a computer-mediated environment based on their interests (Bandura, 1982). Their perceived self-efficacy and their achieved level of performance are measured. In Figure 1, the mean levels of mathematical solutions achieved by students as a function of mathematical ability and perceived mathematical self-efficacy are given. The self-efficacy contribution to skill usage is illustrated in this study (Collins, 1982). Collins selected different students having different levels of mathematical ability. Within these students, the ones with their perceived self-efficacy levels performed better to discard useless strategies (Figure 1). The students who perform poorly in the study might do so because they might not have the necessary skills. Bouffard-Bouchard, Parent, and LarivCe (1991) also attributed the effect of perceived self-efficacy on performance with their study. According to them, self-regulative processes contribute the cognitive performance as well (p.158). In accordance with this research (Bandura, 1982, p.27), we can conclude that perceived-competence and performance beliefs stemming from the self-efficacy level is a critical factor enhancing cognitive performance.

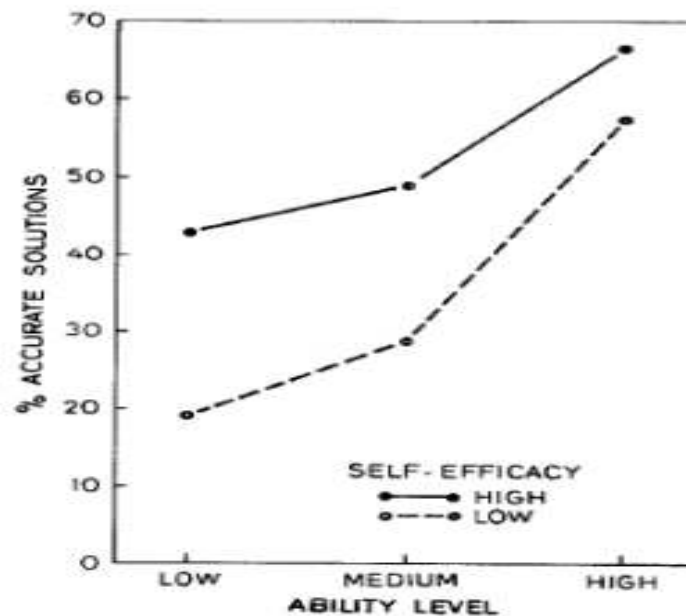


Figure 1. Mean Levels of Mathematical Solutions as a Function of Mathematical Ability and Perceived Mathematical Self-Efficacy (Bandura, 1982, p.28).

An investigation conducted by Berry (1987) revealed: “a connection between memory-performance, cognitive effort, and self-efficacy” (see Figure 2). He also stated that participants perceiving their capacities high produce cognitive tasks and perform memory tasks better. Berry stated that “perceived cognitive self-efficacy affects memory performance both directly and indirectly by raising cognitive effort” (p.117).

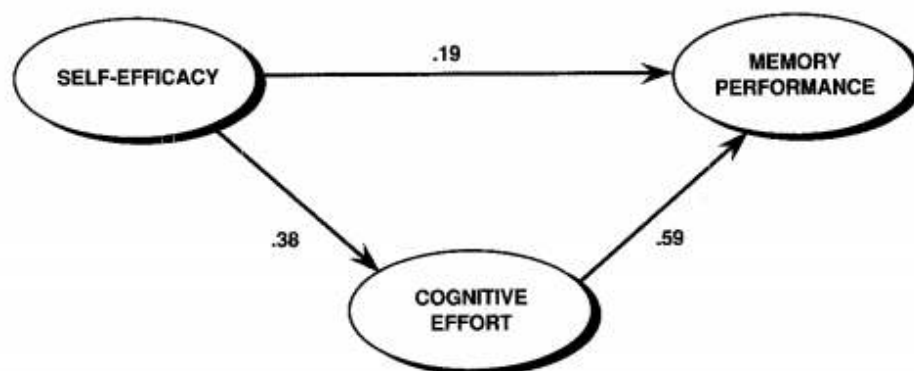


Figure 2. Path Analysis Showing that Perceived Self-Efficacy Enhances Memory Performance Directly and by Increasing The Cognitive Processing Of Information (Bandura, 1982, p.28)

People assess their environment by receiving feedback related to their performance from time to time. This coveted success is gained steadily rather than quickly. Self-comparison of ones' accomplishment promotes self-satisfaction. Self-efficacy belief and cognition seem to be correlated with academic performance, self-control, and cognitive processes (Bandura, 1993). When these skills are used in proper settings, they proficiently perform the task. According to Tilfarlioğlu and Cinkara (2009, p.2), "The movement from having adequate knowledge to superior performance in a task is mediated by the efficacy beliefs of the learner."

By trying new methods in self-regulation or using strategies, someone can develop an awareness of their learning. Learning can be perceived as the process of cognizing new information by linking pre-structured information in this process. Emphasis is placed on information, how it is organized and facilitated in the process. When they gain this perception and self-arrangement of their learning environment, they can set goals based on their pre-structured experiences, and they go beyond the external evaluation of these experiences or failures. They can develop their personalized study plans or set goals. They arrange their environment to minimize the level of distracters (Ainscough & Stewart & Colthorpe & Zimbardi, 2017). Learners define the world according to their own

experiences and interactions. The language learner combines all of the items mentioned and uses language strategies in their learning process.

2.4.1.2 The Role of Self-Efficacy in Self-Regulation of Motivation

“Self-efficacy plays a crucial role in the self-regulation of motivation” (Bandura, 1991, p.260). Motivation is usually generated cognitively. Individuals set goals, motivate themselves, and take designed actions. Self-efficacy beliefs take part in operating cognitive motivation. Cognitive motivators can be divided into mainly three categories (Bandura, 1993). In the first place, casual attributions are influenced by self-efficacy beliefs. People who identify themselves as highly efficacious impute their failure to their lack of effort, while those who regard themselves as low efficacious find their ability low (Collins, 1982). Second, the expectancy-value theory is the action in which people act based on their beliefs about what can be done in a situation and the presumptive outcomes of this situation. Lastly, cognized goals are the immediate actions rather than futuristic expectancies of people leading challenges increasing and prolonging the motivation (Locke and Latham, 1990). “Self-efficacy beliefs of people function in these various forms of cognitive motivation” (Bandura, 1993, p.130). Moreover, self-efficacy beliefs contribute to people’s perseverance in the face of trouble. People who have high efficacy and believe their capacity to cope with the difficulties make more efforts (Bandura and Cervone, 1986). In one of his studies, Schunk (1984) claimed that with the help of self-regulated instruction given to children, it was found that self-efficacy contributes to the improvement of cognitive skills. It affected them directly and in the sustainment of continuous effort. After the achievement of the designated aim, people who proactively control their actions, motivate themselves and regulate their strategies based on their learning mechanism.

2.4.2 Reflection and Self-Efficacy

In the relevant literature, various definitions of reflective thinking and learning are provided from different perspectives. According to Dewey (1910, as cited in Tok, 2008), “reflective thinking is a concept where any thought or knowledge structure is considered actively, continuously and carefully. It also refers to the process of conscious activities for

controlling learning”. Likewise, Ünver (2003) defines reflective thinking as “an individual’s thinking process towards revealing positive and negative situations in teaching or learning methods and solving problems” (p.5). People form an opinion about their thinking processes by observing their efforts, interpretations from the results of their actions. Reflective thinking is supposed to be in higher education and lifelong learning concept, as well. With this concept, individuals can determine appropriate learning strategies directly, leading them to improve their performance.

According to Kazu and Demiralp (2012), reflective journals enable learners to participate more actively in their learning, which leads to permanent learning (p. 131). People using reflective journals actively in their learning process reveal positive and negative aspects to solve the problems they face during this active learning. It helps to learn by evaluating their weaknesses and strengths. Dart, Petheram, and Straw (1998) examined reflective journals written by 27 students and revealed that journals could help these students understand the process of their learning. Moreover, Myers (2001) found that writing a reflective journal has significant importance in developing awareness of students’ learning styles. Myers (1987) assumed that reflective journal writing would be an alternative way of raising awareness in writing. Furthermore, Zulfikar and Mujiburrahman (2018) stated that reflective journals are significant in improving learners’ instructional practices (p.5). They conducted research investigating the perceptions of in-service teachers on writing a reflective journal. Students wrote a one-page reflective journal about their experiences, weaknesses, and strengths in the teaching process. Participants mostly agreed on the vital importance of writing reflective journals in improving the quality of teaching. Based on the research results interpreted by taking into consideration the comments made during the interview with the participants, it can be said that teaching can be improved by journaling besides promoting teaching conscientiousness of learners. Also, it helps in shaping the way a teacher teaches. Besides, students write reflective journals in the view of the fact that classroom interaction and problems in teaching-learning. Generally, journal logs written by the students were about methods and approaches. In their study, Zulfikar and Mujiburrahman (2018) mentioned that seven participants of 10 used the reflective journal as a tool to record classroom activities. Also, students gave place to student-teacher

interaction and exciting incidents that happened in the classroom. From many benefits and comments mentioned in the reflective journals, it can be concluded that writing reflective journals has crucial importance in defining experiences, events, and processes and reflecting on experiences in a way allowing to solve problems more efficiently.

2.5 Foreign Language Anxiety

2.5.1 Anxiety

Anxiety is a term defined by many scholars (Spielberger & Sarason, 1975; Horwitz & Horwitz and Cope, 1986; Young, 1990; MacIntyre & Gardner, 1994; Horwitz, 2001) as a state of arousal, which continues with bodily, emotional and mental changes. Anxiety is one of the most well-known and frequently discussed concepts and also defined as the subjective feeling of tension, apprehension, nervousness, and worry associated with the automatic nervous system (Horwitz, 2001). Gardner and MacIntyre (1993) have drawn attention to the fact that anxiety plays an important role in physical, physiological, and biological responses. When faced with the overwork of the nervous system, the human body reacts abnormally, such as breathing difficulty and an increase in heart rate. Also, some changes in behaviors can be seen. Anxiety may cause avoiding learning and disturbing situations. If it lasts longer than expected, it may cause a loss of confidence. This avoidance includes cognitive and emotional avoidance, such as a decrease in activities and performance. The components of anxiety interact with each other, and it may trigger other reactions in the human body. Many studies (Spielberger, 1966, 1972; Kacelnik, 1975) show that both genetic and environmental factors play a role in anxiety. Traumatic events may cause individuals to become vulnerable to stress triggers. They lead to sensitivity in fear mechanisms of the human body.

2.5.2 Foreign Language Anxiety

“Sometimes, when I speak English in class, I am so afraid I feel like hiding behind my chair.”

(Horwitz & Young, 1991, p.13)

Foreign Language Anxiety is identified as a significant factor in foreign language learning (Gardner & MacIntyre, 1992, 1994). Foreign language learning anxiety is different from other academic anxiety types. Some situations faced during a foreign language can cause anxiety, while it is not seen in other subjects. According to Horwitz et al. (1986, pp. 25-128), students with foreign language anxiety are forgetful and having difficulties in concentrating. It was found that these students were sweating during the class and playing with their clothes. They do actions such as being late or never coming to class, not getting prepared, not bringing back homework on time. On the contrary, even though they work too much, there is no significant progress in their situations. Anxiety sometimes brings with it some physical symptoms (such as headache, nausea, tension, muscle pain that cannot be explained).

Briefly, as Gardner and MacIntyre (1993) explain, “students with anxiety seem to perceive a second language as an uncomfortable experience” (p. 4). Therefore, they do not participate in class and extracurricular activities, and they think that they may experience social pressure. Many researchers, such as Horwitz, Horwitz, and Cope (1986) believe that foreign language anxiety should be considered separately. According to them, the process of learning a foreign language consists of very complex experiences. This process requires learners to connect their perceptions, beliefs, feelings, and behaviors to the class. It is not possible to say the same thing for children. Because children do not develop self-perception, recognition, or control mechanisms, they do not have any foreign language concerns. Children are not afraid of making mistakes like adults, because they are not aware of the rules when using language. Thus, they provide easy adaptation (Brown, 1994)

MacIntyre and Gardner (1995) stated that “speaking exercises increased anxiety because people who learned foreign languages had to communicate with other people during the conversation” (p. 93). Many studies on this subject, not only speaking exercises

but also reading, listening, and writing, such as foreign language teaching that constitutes the basis of all four skill exercises revealed that anxiety might occur. According to Rogers (1989), the reason for writing in foreign languages is due to students' feeling inadequate. Vancı-Osam (1996) believes that learning a foreign language is an experience that creates anxiety for everyone. Kaya (1995) examined the relationship between motivation, anxiety, and self-confidence of international students learning foreign languages with their participation in classroom activities. Besides, it was revealed that they participate in the activities more than the other students.

According to Kilic (2007), students experience the language in specific situations, and in the context that students experience negatively, "foreign language anxiety may begin to develop" (p.27). As a result of the work done by Bailey (1983), according to their students, it is revealed that those who find themselves insufficient tend to be anxious.

A finding from the study conducted by Horwitz, Horwitz, and Cope (1986), people who lose their motivation quickly while learning a foreign language, find language learning very stressful in the classroom environment. Figure 4 shows how foreign-language anxiety affects learning through motivation. The Socio-educational Model of Gardner underlines the effect of ability and motivation. The model emphasizes that students with high levels of ability and higher levels of motivation tend to be more successful in learning foreign/second language.

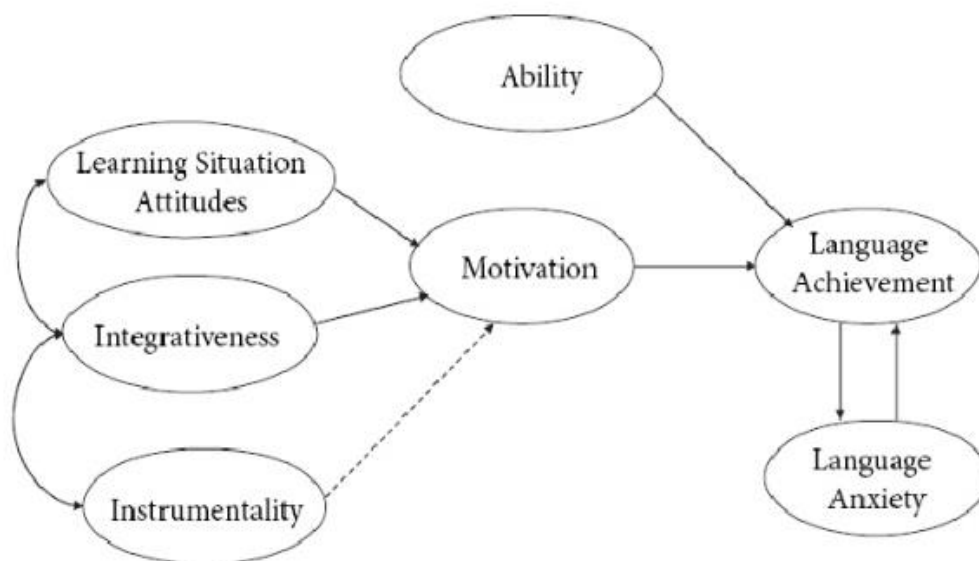


Figure 3. “The Socio-educational Model” (Gardner, 2006, p.241)

Allwright and Bailey (1991, pp. 144-175) consider the mother tongue to be effective in increasing the level of foreign language anxiety. According to them, foreign language classes in other courses, mathematics, science, music as well as students' inability to speak their native language may affect their anxiety. MacIntyre and Gardner (1989, p.257) argue that students do not start learning a language with language learning anxiety, which arises from negative behaviors and thoughts that arise from negative experiences, which are developed against the learned language. According to Littlewood (1984, p.59), foreign language should be taught in natural classroom settings; otherwise, the environment makes students feel weak. In the classroom environment, students think that if they cannot express their newly learned foreign language adequately, they will be criticized, corrected, or mocked by their teachers. Students who feel in an insecure and anxious environment psychologically close communication in the foreign language and this situation may lead to the prevention of learning if it reaches an even further stage. MacIntyre (1995, p. 248) states that anxiety is affected by second language activities such as listening, learning and understanding, and worried students are concerned about language-related rules, misunderstanding, or interpretation. Öner and Gedikoglu (2007, p. 230) stated that culture

plays an important role in the development of anxiety. According to them, in the Turkish culture, anxiety is a common and widely accepted emotional experience.

According to Allwright and Bailey (1991), foreign language anxiety is different from other concerns. When learners experience anxiety, they may feel mentally blocked because they feel anxious, tenderness, or stress. If people learn the language in an environment in which they do not feel comfortable and safe, they may form psychological barriers, and their anxiety levels are above a certain level. This situation can be seen as a significant obstacle in the language learning process (Littlewood, 1984, p. 58-59).

2.5.3 Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety

In their article, Horwitz, Horwitz, and Cope (1986) defined Foreign Language Anxiety (FLA) as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). They pointed out the necessity of developing a scale to measure foreign language learning anxiety. There was just one scale consisting of five items designed and developed by Gardner, Clement, Smythe, and Smythe (1979). They indicated that foreign language anxiety is specific to the learning experience. It is a case-dependent phenomenon.

Foreign language anxiety has different difficulties in terms of students. It is a mental state encountered in the process of language learning, which can be considered as a type of unrest and uneasiness (McIntyre & Gardner, 1994). Therefore, it can be discussed whether anxiety causes adverse effects and decreases success (Aydın, 2008). Measuring the correct level of anxiety is not always possible. Students' language proficiency levels, cultural differences, teaching, and learning environmental factors, such as differences in teaching and learning contexts, play an important role in measurement. In the 1970s, anxiety research was mainly based on the role of anxiety in language learning (Tucker, Hamayan & Genesee, 1976). Later, Scovel (1978) claimed that research should be conducted by considering the types of anxiety and, eluding these complex definitions. Also, Gardner (1985) argued that “the measures directly concerned with foreign language anxiety were more appropriate for

studying foreign language anxiety than general anxiety measures” (p.14). Horwitz, Horwitz, and Cope (1986) affirmed that foreign language anxiety differentiated from various types of anxiety (see; state anxiety, debilitating anxiety) and introduced the Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS is an instrument type to measure anxiety levels. It consists of 33 items ranging from 1 (strongly agree) to 5 (strongly disagree).

Horwitz et al. have associated three anxiety types in “their conceptualization of foreign language anxiety, including communication apprehension, test anxiety, and fear of negative evaluation” (Tran, 2011, p.7). MacIntyre (1989) pointed out that test anxiety is a general problem rather than being a classroom specific situation. However, Horwitz et al. (1986) claimed that fear of negative evaluation and communication apprehension are directly related concepts with foreign language anxiety, while test anxiety can be described as a more general type of anxiety problem. Besides, when different disciplines study it, different explanations can be done in this field. In this situation, being a cognitive psychologist, MacIntyre indicates that cognitive factors should be studied in order to reveal the affective variables while learning the second or foreign language. At the same time, Sparks and Ganschow (2001) point out the importance of in-depth investigation of language aptitude of learners’ failure or success in the learning process. Also, Horwitz (2001) has supported the idea that language anxiety is a fundamental concept to understand learner expectations and learner approaches to language learning.

Horwitz, Horwitz, and Cope (1986) conducted research and put forward discussions on the effect of foreign language anxiety on language learning. These discussions and research have been ongoing for years. The results of their research reported that people are aware of the importance of foreign language learning, and people who are aware of this experience more foreign language anxiety.

CHAPTER III

METHODOLOGY

3.0 Presentation

This chapter presents the details regarding the study's design, participants, instruments, data collection, and analysis utilized for investigating the effect of reflective journal writing on EFL students' self-efficacy and FLA.

3.1. Research Design

The current study was conducted with an experimental research design to find out the effect of students' reflective journal writing activity on their self-efficacy and foreign language anxiety. "Experimental research is concerned with studying the effects of specified and controlled treatments given to subjects usually formed into groups" (Seliger & Shohamy, 1989, p.136).

Experimental research generally involves two groups of subjects, an "experimental group and a control group" (Seliger & Shohamy, 1989, p.266). This research can be implemented with only one group. All treatments can be given to the same subject. Also, it can be conducted for three or more groups. In educational research, a new method or different teaching techniques can be received by the EG. Meanwhile, the CG gets no treatment. The CG has great importance in deciding whether the treatment has affected or which treatment is more effective than the other. For the first step of data collection, EFL-SEQ and FLCAS were used. The reliability and validity of studies previously conducted proved that the questionnaires used in the study were reliable. To measure the reliability of FLCAS, Cronbach's alpha was used. The reliability of the FLCAS was .93 and test-retest reliability over eight weeks of $r=.83$, $p=.001$ (Horwitz, 1986, p. 129). The other instrument, EFL-SEQ, was developed by Mills (2004), Özyürek (2002) adapted the questionnaire in Turkish by eliminating some limitations. Later, Cronbach's Alpha value of the questionnaire was measured as .93, which was a reliable one (Özyürek, 2005).

3.2 The Context of the Study

The present study was carried out at a private university, where an English preparatory program was offered for students based on a placement test conducted at the beginning of the fall semester. The students were placed into the classes according to their scores. This research was conducted in the 2018 fall term to 39 students chosen based on their levels. Permission of the School of Foreign Languages was granted (Appendix VI). Students were given information about the objectives of the study. Also, consent forms (Appendix VI) were given to the students to eliminate the students who do not want to participate in the study and to maintain with ethical issues.

3.3 Setting and Participants

Students were invited to participate in the study from Hasan Kalyoncu University for the current study. The students were already enrolled in the preparatory class at the beginning of the year. They were the students from different disciplines. They were placed to the classes with a placement test of English given by the university. Two groups of students took part in the implementation of the study; an experimental group (EG) and a control group (CG). The participants were selected through convenience sampling.

Participants consist of two groups as the control group and the experimental group. Writing reflective journal conditions was applied to 19 experimental group participants. They were asked to write reflective journals for eight weeks.

Reflective journals were not applied to 20 students. They were in the no-journal condition. They did not use reflective journals throughout the term. On the other hand, the students used the same materials. Also, they were taught in the same manner and curriculum as those under experimental conditions. Furthermore, the students' learning hours in the CG and EG were equal. Both groups took 26 hours of general English instruction during the term. English File pre-intermediate book was taught, which consists of four skills (reading, writing, speaking, listening) as the main course book.

3.3.1 The EFL Language Proficiency and Achievement

Students are provided an extensive language education in five levels, which are Elementary, Pre-intermediate, Intermediate, Upper-intermediate, and Advanced at Hasan Kalyoncu University School of Foreign Languages Preparatory Program. Each level is composed of 26 hours of teaching per week. In pre-intermediate levels, students follow an integrated skills course. A student must complete the Upper-intermediate level with an average of 65% or higher or pass the SFL Proficiency and Placement exam that is conducted once a year (at the beginning of the academic year). Each level is completed with an average of 65% or more as well. Moreover, the Course description covering the eight weeks teaching period is given below in Table 1.

Table 1

Course Description

Integrated Skills Course Title	Integrated Skills
Mode of Delivery	Face to face in class
Language of Instruction	English
Delivered by	SFL Lecturers
Aim of Course	This course at the Pre-Intermediate level aims to teach students vocabulary and grammar content as well as expressions used in their social environment and to enable them to communicate about personal topics as well as areas of interest.
Learning Outcomes	At the end of Pre-Intermediate level students will be able to; 1. Comprehend the basic points of standard situations such as at work, at school, at leisure, etc. that are clearly defined in familiar subjects.

2. Manage most of the situations that will arise when traveling in an area where this language is spoken.

3. Produce simple texts on familiar topics or topics on their areas of interest.

4. Explain their experiences, activity, dreams, hopes, and ambitions, and provide short reasons and explanations about ideas and plans.

End of term exam is conducted at the end of each level, and the content of all week is assessed. Apart from the assessment criteria stated, teachers evaluate all the students for their class participation, attendance, homework, and being prepared for the courses. Students' end of level achievement is assessed through;

- Regular process tests
- Mid-term tests
- End of term exams. Writing and Speaking Portfolios
- Class Participation

3.4. Procedure

The participants were students from courses taught by the same instructor in Fall Semester 2018. At the beginning of the course and implementation of reflective journals, a pre-test was given to evaluate their self-efficacy levels. EFL-SEQ and FLCAS scales were administrated to the students as a pre-test to evaluate their self-efficacy and anxiety levels. During the treatment stage, the EG, consisting of 19 students, wrote their journal assignments weekly during eight weeks, while the CG, consisting of 20 students, did not write. At the end of the treatment, a post-test was given to both groups to have a better understanding and precise results of the conducted research.

The course content and administration were similar for both groups. Lectures, discussions, and activities were similar for the intervention and comparison groups. The only difference between the EG and CG was the journal assignment for the control group. Students were provided questions to be answered covering the general frames of the lesson in their reflective journals, and the reflective journals were supposed to demonstrate students' reflection on what they have learned. There were 39 students in total whose English levels were the same according to the placement test that they had taken at the beginning of the year. In the week before the first assignment, the participants were given written and oral instructions in the objectives of their journal writing. They were required to focus on the language learning process in the classroom environment. At the end of the practice of reflective journal writing, the students were given the post-tests.

3.5. Instruments

Three instruments were used for this research. The two instruments, EFL-SEQ and FLCAS, were used to measure participants' self-efficacy and anxiety levels before and end of the intervention by answering those questions:

1. Are the pre-test Foreign Language Learning anxiety scores of the experimental group and control group significantly different?
2. Are the post-test Foreign Language Learning anxiety scores of the experimental group and control group significantly different?
3. Are the pre-test self-efficacy scores of the experimental group and the control group significantly different?
4. Are the post-test self-efficacy scores of the experimental group and the control group significantly different?
5. Is there a significant difference between the pre-test and post-test Foreign Language Learning Anxiety scores of the experimental group and control group?
6. Is there a significant difference between the pre-test and post-test self-efficacy scores of the experimental group and control group?
7. What is/are the content/subcategories of the reflective diary logs prepared by the participants?

3.5.1 English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ)

To measure self-efficacy, settings should require raters to evaluate their judgments on their dealing with a specific issue. Mills (2004) carried out a study assessing self-efficacy in foreign language learning. An 8-point Likert-type scale was developed by Mills. It went from 0 (not confident at all) to 7 (completely confident). On the other hand, there have been some constraints in her study. Only French students participated in the study, which was one of the limitations; besides, item reliability was low. Mills's (2004) questionnaire was adopted in this study. Mills (2004) stated that 'the psychometric properties of the scale were evaluated by the developers for internal consistency, with a Cronbach's Alpha coefficient ranging from .97 to .95 (as cited in Cinkara, 2009).

Özyürek (2002) developed a questionnaire in Turkish. For the elimination of the limitations, he made some arrangements and modifications in the self-efficacy scale. In this study, English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) was adapted from Mills (2004), given in Appendix I. A sources of English as a Foreign Language Self-Efficacy Questionnaire (SEFL-SEQ) was adapted from Özyürek (2005)

In a study, the math-related self-efficacy levels of the students were analyzed by Özyürek (2005). Later, the items about English related self-efficacy of the students were adapted in the questionnaire. Demographic information of the students was given at the beginning of the questionnaire, such as gender, age, and whether they have studied preparatory school before. Cronbach's Alpha value of the questionnaire was measured as .93, which was a reliable one (Özyürek, 2005).

3.5.2. Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale was developed by Horwitz, is a 5-point Likert-type scale that ranges from "strongly agree" to "strongly disagree." It contains 33 items that were based on Horwitz et al.'s experiences with 'college students'. Horwitz (1991) defined the FLCAS as;

“Existing measures of anxiety do not test an individual’s response to the specific stimulus of language learning. The Foreign Language Classroom Anxiety Scale (FLCAS) has been developed to provide investigators with a standard instrument for this purpose” (p. 37).

To check the reliability of the FLCAS, Cronbach’s alpha was used; “the reliability of this instrument was .93 and test-retest reliability over eight weeks of $r=.83$, $p=.001$ ” (Horwitz, 1986, p. 129). Horwitz asserted that “students with debilitating anxiety in the foreign language classroom setting can be identified and that they share several characteristics in common” (p. 129). After the development of the scale, it was used in various studies by researchers. Rodriguez & Abreu (2003) analyzed the “stability of language anxiety.” Also, Kim (2009) used the instruments for searching “the stability of foreign language classroom anxiety and motivation across different classroom contexts.” Later, Onwuegbuzie, Bailey and Daley (1999, 2000) investigated cognitive, affective, personality, and demographic variables” with anxiety. Nine instructors in School of Foreign Languages from Yıldız Technical University translated the Language Classroom Anxiety Scale, which was developed by Horwitz et al. into Turkish. To eliminate the differences between the Turkish version and the original one, an instructor from the same university translated the Turkish version back into English. Exploratory Factor Analysis (EFA) was conducted to examine the factor structure of FLCAS (Gürsu, 2011). Also, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was found as .812 at the end of the measurement. Factor analysis was done by the same researcher group. Three factors were adequate for the scale, whereas eight factors were excluded using Principal Component Analysis (PCA). For the measurement of reliability, Cronbach alpha was administered to reveal internal consistency among the items. To search the correlation between general and language anxiety, Correlational analysis was applied. Again, “the scale is a 5-point Likert type scale which ranges from strongly agree to strongly disagree” (Gürsu, 2011, p.50). Students were asked to answer the question as strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points) and strongly disagree (1 point). Scores were defined in a range of 33 to 165 in total.

3.5.3. Reflective Journals

For the development of reflective skills, a wide range of teaching tools has been used. One of these tools is a reflective journal which can be described as “a learning exercise in which students express in writing their understanding of, reflections on, responds to or analysis of an event, experience or concept” (Ballantyne & Packer, 1995a). Reflective journals stimulate learning (Walker 1985), help integration of learning and teaching (Holly, 1984), examine and evaluate the learning process (Wagenaar, 1984).

In this study, reflective journals were used as the third instrument to analyze whether any difference in students’ self-efficacy and anxiety levels after the implementation of experimental design. Participants were provided leading questions, which was aimed to figure out the factors affecting the self-efficacy levels and FLLA of the participants before writing reflective journals (see Appendix II).

3.6. Data Collection

Data collection of the study was administered in two stages as qualitative data and quantitative data collection. The first stage of data collection was the administration of the FLCAS and EFL-SEQ to 39 students, 20 of them formed the CG, while the other 19 students formed the EG. These scales were given to the students again at the end of the study as the post-test. These scales were given to both groups to analyze whether any changes occurred in their levels of anxiety and self-efficacy.

In the second stage of the data collection process, 8-week reflective journal writing activity was administered to the EG. One of the benefits of this design is that the validity of results can be strengthened through the triangulation of findings from different data sources (Frechtling & Sharp, 1997). Therefore, this triangulation issue was confirmed by using different data collection sources (scales for pre-test and post-test, reflective journals) in the present study

3.6.1. Quantitative Data Collection Procedure

Turkish version of the FLCAS and EFL-SEQ was administered to 39 students, 20 of them were in the CG, and the others were in the EG, at the beginning of the study and the end of the 8-week-teaching period. Turkish version of the FLCAS consists of two parts. The first part consists of age, gender, and studying preparatory school questions, while the second part consists of 33 questions. EFL-SEQ consists of 35 items and five items separately. The last five items are about the students' overall expectations regarding their achievement of preparatory school at the end of the academic year. These items are scored from 0 (no chance) to 7 (completely certain). In these five questions, it is asked to students how confident they are in their capability to get a grade between 60-70, 70-80, 80-90, and 90-100 in their class. Students were asked to answer the questions in scales. After gathering the in scales, 8 week reflective journal period was conducted. At the end of the journal writing process, the same scales were given as the post-test. Both pre-tests and post-test scores of the students were analyzed by using SPSS. After the implementation period, it was checked whether there was any significant difference in students' self-efficacy and foreign language classroom anxiety scores.

3.6.2. Qualitative Data Collection Procedure

Students are requested to answer the questions provided (Appendix V) in their reflective journals. Besides, they were required to evaluate their weekly performance at the end of weekdays. They were supposed to write reflective journals in the following weekend, and there was no length limitation.

The qualitative data were collected using reflective journals written by the 19 students in the EG. Reflective journals were written by the students for eight weeks by just the experimental group. The control group was administered no-journal condition. The students were asked to keep diaries in order to determine whether keeping the reflective journals had any effect on their foreign language learning anxieties and self-efficacy levels. They were told to include any changes, ideas, and activities affecting them and their learning process. In order to eliminate the ethical concerns, students were asked to write

their journals after the class and hand in them to their teachers during the day. Also, continuous data collection and elongated engagement in the study were ensured by the researcher, who is also the course teacher (LeCompte & Preissle, 1993). They were told to write their journals in Turkish to express their feelings, concerns, anxiety, and beliefs in a better way in their native language.

3.7 Data Analysis

The data gathered from the students was collected through FLCAS and EFL-SEQ under the segment of quantitative data analysis, and students' reflective journals were collected under the qualitative data analyses.

3.7.1 Quantitative Data Analysis

The data collected through the pre-test and post-test EFL-SEQ and FLCAS were transferred SPSS. Also, demographic variables were obtained from the questionnaires' first part. Numerical values were given to the data to quantify them. The researcher used Independent Samples T-Test to see if there is a significant correlation between gender and self-efficacy level, gender, and anxiety level. Also, two paired-sample *t*-tests were conducted to determine whether there was a statistically significant difference within each group after the experimental treatment.

A detailed quantitative data analysis scheme of the study was given below. The schema represents the pre-test, post-test procedure. It can be seen that pre-test, and post-test EFL-SEQ and FLCAS were given to both groups at the beginning of the experiment.

As mentioned above, Cronbach's Alpha value of the EFL-SEQ questionnaire was measured as .93, which was a reliable one (Özyürek, 2005). Moreover, Cronbach's alpha value, the reliability of FLCAS was .93, and test-retest reliability over eight weeks was of $r=.83$, $p=.001$ (Horwitz, 1986, p. 129).

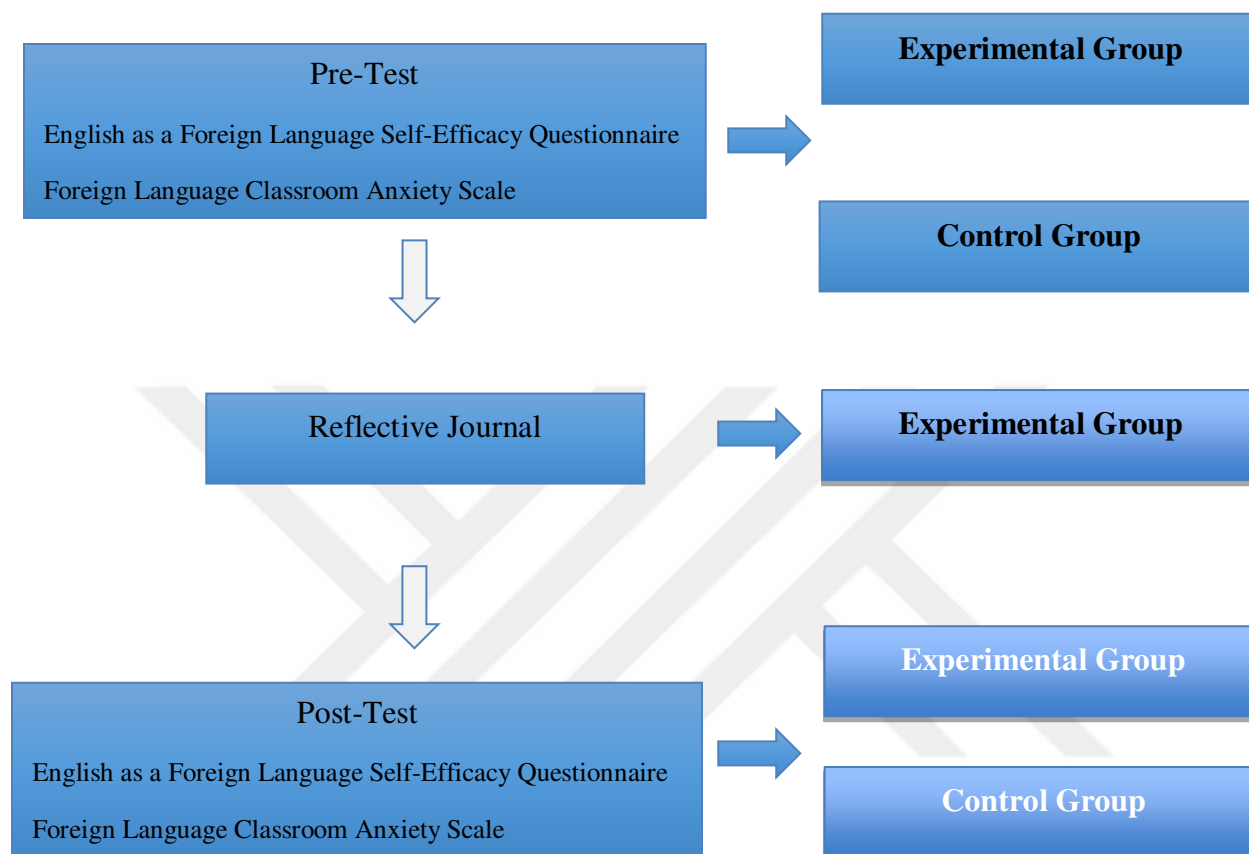


Figure 4: Scheme of the Study

As can be seen in Figure 5, the last part shows that post-tests EFL-SEQ and FLCAS were applied to both groups in order to see the difference between the groups.

3.7.2 Qualitative Data Analysis

As a questionnaire cannot scrutinize all aspects of a study, reflective journals of 19 students were collected and analyzed by using content analysis inductively. Analysis of the writings was done in a detailed way as students' own personal perceptions and theories, expressions of their feelings. They were mainly based on the questions (Appendix V) given as guidance to identify their problems and learning. In the first stage, the data of the reflective journals were categorized into two stages, and the frequency of each occurrence was separated thoroughly. Figure 6 shows the stages of qualitative data analysis. After gathering the data, textual data was analyzed in detail. Coding units were identified.

Common codes, key phrases, and categories were discussed and determined by three experts in the field of English Language Teaching. The categorization of the themes was made based on the codes, and it was derived inductively from the data analyzed. Afterward, general expressions were described collaboratively by three experts in the field based on the literature.



Figure 5: Stages of the Qualitative Data Analysis

For ensuring the transparency of the study, “Inter-rater reliability” was achieved. The journal entries were analyzed separately by two field experts; they were provided with the themes and codes and asked to match them. The researcher wanted the other instructor to match the codes and themes.

For ensuring the “Intra-rater reliability,” the same researcher applied the same system for the coding after six months. The researcher reported the correlation between the two sets of results, coding, and definition of the themes equivalent to test-retest (Creswell, 2013).

Also, the researcher was the only observer of the process for maintaining the persistence of the observation, and the writing of the journals weekly in order to build the trust of the participants.

CHAPTER IV

FINDINGS

4.1 Presentation

The purpose of this study was to investigate the effect of reflective journal writing on EFL students' self-efficacy and foreign language anxiety. This part will present an analysis of the data gathered from answers of the participants to the FLCAS, EFL-SEQ, and reflective diary logs of the EG.

4.2 Findings for the research questions

In this part, it was aimed to present the findings referring to the research questions. The first two questions are related to the significance of the pre-test and the post-tests FLLA scores of the groups. The third and fourth questions are aimed to present the significance of self-efficacy scores of the groups. The fifth and the sixth questions are representatives of the significance between the pre-test and post-test FLLA, self-efficacy scores of both groups. The last research question investigates the content/subcategories of reflective diary logs.

4.2.1. The significance of FLL anxiety scores

4.2.1.1 RQ #1. Are the pre-test Foreign Language Learning (FLL) anxiety scores of the experimental group and control group significantly different?

4.2.1.2 RQ #2. Are the post-test Foreign Language Learning (FLL) anxiety scores of the experimental group and control group significantly different?

The first and second research questions of the study intended to determine whether pre-test FLLAS of the EG and CG significantly different from their post-test FLLAS. Independent sample *t*-tests analysis was conducted to identify whether there was a

statistically significant difference in the means of the pre-test and post-test FLLAS of the EG and CG. The results are given in Table 2;

Table 2

Independent samples t-test results for the pre-test and post-test Foreign Language Learning anxiety scores of the experimental group and control groups

	Group	N	M	SD	df	T	p
FLLAS pre-test	Experimental	19	90.36	14.81	37	.593	.766
	Control	20	97.65	13.73			
FLLAS post-test	Experimental	19	93.94	16.94	37	.637	.432
	Control	20	97.05	13.31			

As it is seen in Table 2, the pre-test FLL anxiety scores of the experimental ($M = 90.36$, $SD = 14.81$) and the control ($M = 97.65$, $SD = 13.73$) groups were not statistically significant different from each other ($t(37) = .593$, $p > .05$). After the implementation of reflective journal writing, the post-test results did not reveal a statistically significant difference between the experimental ($M = 93.94$, $SD = 16.94$) and the control ($M = 97.05$, $SD = 13.31$) groups ($t(37) = .637$, $p > .05$). These findings indicate that the experimental intervention of reflective journal writing did not create a significant difference between the EG and the CG concerning their anxiety levels.

4.2.2 The significance between self-efficacy scores

4.2.2.1 RQ #3. : Are the pre-test self-efficacy scores of the EG and the CG significantly different?

4.2.2.2 RQ #4. Are the post-test self-efficacy scores of the EG and the CG significantly different?

The third and fourth questions of the study intended to determine whether pre-test English as a Foreign Language Self-Efficacy scores of the experimental group and control group are significantly different from their post-test English as a Foreign Language Self-Efficacy scores. Independent sample *t*-tests analysis was conducted to identify whether there were statistically significant differences in the means of the pre-test and post-test English as a Foreign Language Self-Efficacy scores (EFL-SES) of the EG and CG. The results are given in Table 3.

Table 3

Independent samples t-test results for pre-test and post-test English as a Foreign Language Self-Efficacy scores (EFL-SES) of the experimental group and control group

	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
(EFL-SES) pre-test	Experimenta l	19	150	33.83	37	.429	.354
	Control	20	155	44.50			
(EFL-SES) post-test	Experimenta l	19	160.73	26.69	37	.030	.059
	Control	20	161.10	45.49			

As it is seen in Table 3, the pre-test English as a Foreign Language Self-Efficacy scores of the experimental ($M = 150$, $SD = 33.83$) and the control ($M = 155$, $SD = 44.50$) groups were not statistically significantly different from each other ($t(37) = .429$, $p = .354$). After the implementation of reflective journal writing, the post-test results did not reveal a

statistically significant difference between the experimental ($M = 160.73$, $SD = 26.69$) and the control groups ($M = 161.10$, $SD = 45.49$) groups ($t(37) = .30$, $p = .059$). These findings indicate that the experimental intervention of reflective journal writing did not create a significant difference between the experimental and the control groups' self-efficacy levels.

4.2.3 The significance between pre-test and post-test results

4.2.3.1 RQ #5. Is there a significant difference between the pre-test and post-test Foreign Language Learning Anxiety scores of the experimental group and control group?

4.2.3.2 RQ #6. Is there a significant difference between the pre-test and post-test self-efficacy scores of the experimental group and control group?

These research questions aimed to investigate any possible difference between pre-test and post-test English as a Foreign Language Self-Efficacy and Foreign Language Learning Anxiety scores within the experimental and control groups. Two paired-sample t -tests were conducted to determine whether there was a statistically significant difference within each group after the experimental treatment. Table 4 presents the results of paired samples t -tests results for pre-test and post-test English as a Foreign Language Self-Efficacy scores.

Table 4

Paired samples t-test results for pre-test and post-test English as a Foreign Language Self-Efficacy scores of experimental and control groups

	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>T</i>	<i>p</i>
Experimental	Pre-Test	19	150	33.83	18	-1.508	.149
	Post-Test	19	161	26.69	18		
Control	Pre-test	20	155.45	44.50	19	.394	.698
	Post-Test	20	161.10	45.49	19		

As Table 4 shows, the results of the paired samples t -tests do not indicate statistically significant differences in the pre-test and post-test scores of either group. The first t -test which was conducted to see the improvement of the experimental group after the treatment shows that the mean scores in the pre-test ($M = 150$, $SD = 33.83$) did not statistically significantly improved in the post-test ($M = 161$, $SD = 26.69$) ($t(18) = -1.508$, $p > .05$). The t -test employed to see the improvement of the control group did not yield a statistically significant difference between pre-test ($M = 155.45$, $SD = 44.50$) and post-test ($M = 161.10$, $SD = 45.50$) scores of the participants ($t(18) = .394$, $p > .05$). These findings show that both groups did not make considerable progress in their self-efficacy and language learning anxiety levels. Table 5 presents the results of paired samples t -tests results for pre-test and post-test scores of Foreign Language Learning Anxiety of EG and CG.

Table 5

Paired samples t -test results for pre-test and post-test Foreign Language Learning Anxiety scores of experimental and control groups.

	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Experimental	Pre-Test	19	90.36	14.81	18	.876	.392
	Post-Test	19	93.94	16.95	18		
Control	Pre-test	20	97.65	13.73	19	.394	.862
	Post-Test	20	97.05	13.31	19		

As illustrated in Table 5, there were not statistically significant differences between the pre-test and post-test language learning anxiety levels of either group. The t -test utilized to see the anxiety level of the experimental group demonstrates that the mean scores in the pre-test ($M = 90.36$, $SD = 14.81$) did not statistically significantly decreased in the post-test ($M = 93.94$, $SD = 16.95$) results ($t(18) = .392$, $p > .05$). In the other part of the answer to this

research question, the means of pre-test and post-test scores of the control group on the FLLAS were compared using a second paired-sample *t*-test, as illustrated in Table 5. The results of this test shows that there was not a statistically significant difference between the mean pre-test ($M = 97.65$, $SD = 13.73$) and post-test ($M = 97.05$, $SD = 13.31$) FLLAS scores of the control group ($t(18) = .862$, $p > .05$)

4.2.4. The content of reflective diary logs

4.2.4.1 RQ #7 What is the content/ subcategories of reflective diary logs prepared by EFL students?

The content of the reflective journals was analyzed considering the reflective journal questions (see Appendix V). The first two questions were regarding what the students have learned that week, and what the students learned very well and what they could not achieve. These questions were leading questions in order to understand the students' self-efficacy beliefs. They helped to figure out the factors that affect students' self-efficacy beliefs. The third and fourth questions were regarding sources of anxiety types in their foreign language learning. The last question included the suggestions and comments on what types of activities can be done. The first and the second questions, and related tables were presented separately. The third and fourth questions aimed to reveal the anxiety types affecting their foreign language learning process. It was given under the reflective diary logs regarding sources of anxiety types table with themes and codes. The last table presented the suggestions of students about the activities.

When the salient findings reflected in journals were examined in detail and in general, items were derived from the logs, as illustrated in Table 6.

Table 6

Reflective Journal Logs

Reflective Journal Logs	Frequency (f)	Percentage (%)*
Course content	3	15
Activities	9	47
Activities and permanence of the activities	10	52
Having difficulty in listening class	16	84
Having difficulty in writing class	6	31
Having difficulty in reading class	11	57
Changes in course content, teachers and friends	8	42
I am happy with everything	8	42
Activities should be done frequently	4	21
Activities are enough	4	21
Nothing to worry about	2	10
Language testing worries me	7	36
I feel successful	5	26
I do not have a problem thanks to my background knowledge	4	21

* Percentage out of the 19 participants in the EG

As illustrated in Table 6, the most commonly stated item was having difficulty in listening class (f = 16) with a percentage of 84 out of 19 participants in the EG.

Excerpt 1: “This week was very efficient, but there are so many topics to study. I have to revise at home. I have an exam on Monday. Listening is too difficult, and I have to study. I could not do the listening activity.” Participant (P) 5

Other highly mentioned factors in the logs are having difficulty in reading ($f = 11$), the permanence of the activities ($f = 10$) and, changes in course content, teachers, and friends ($f = 8$).

Excerpt 2: “What set me up was the change of instructors. I have difficulty in getting used to it because each teacher has a different way of teaching. I would have been more successful if the classes had not changed and could be more active in the lessons.” P2

According to Table 6, students who stated that there was nothing to worry about ($f = 2$), gave details about courses ($f = 3$) are the least mentioned items with 10 and 15 percent respectively out of 19 participants in the EG.

4.2.4.2. Contents of the Journals

The participants were asked to prepare reflective journals with the guidance of five questions (see Appendix V) in order to obtain the their self-efficacy beliefs, sources of anxiety types in their foreign language learning, and their suggestions related to activities conducted in the classes. These questions are as follows:

Q1. What have I learned this week?

Q2. What did I do very well, and what couldn't I achieve?

Q3. What are the factors that made you anxious/were there any situation that made you feel anxious in this week's lessons?

Q4. What was the most entertaining / most boring/compelling situation in this week's lessons?

Q5. What other activities could be done this week's lessons?

As illustrated in Table 7, the contents of the reflective journals were collected under the themes of the course process, long-term effects of learning, emotion-attitude, self-evaluation, and learning.

Table 7

Contents of the journals

Themes	Codes	F
Course Process	Background knowledge- Readiness	12
	Effectiveness of teaching method	10
	Teacher attitude	6
	Teaching Materials	8
	Classroom issues	2
	Problems	21
	Issues about methods/ approaches	5
Long-term effects of learning	Awareness/ Learning Outcome	9
	Expectation/ suggestion	29
Emotion-Attitude	Positive emotions/ attitude	22
	Negative emotions/ attitude	38
Self-evaluation	Success in class	13
	Incompetence/ Lack of course component	21
Learning	Gaining knowledge	15

The codes were gathered under the course process theme as background knowledge-readiness ($f = 12$), effectiveness of teaching method ($f = 10$), teacher attitude code ($f = 6$) and, teaching materials ($f = 8$) are one of the least mentioned, classroom issues ($f = 2$), problems ($f = 21$) is the most commonly mentioned code, and issues about methods/ approaches ($f = 5$).

Excerpt 3: “This week, there was not a subject that forced me because I was familiar with this topic before. I was good at grammar structures, which helped me in my exams.” P13

Besides, awareness/ learning outcome ($f = 9$) and expectation/ suggestion ($f = 29$) are given place under the theme of the long-term effects of learning stated by the students.

Excerpt 4: “Packs and book activities can be much more. Such exam-oriented activities are better. Also, homework should be given to the students more. The pack and worksheets help a lot before the exam.” P6

Other noticeable codes reported by the students are positive emotions/ attitude ($f = 22$), and the most repetitive one under the theme of emotion-attitude of the students is negative emotions/ attitude ($f = 38$) of them. As participants highlighted, their negative emotions/ attitude and negative comments detained them from the lessons by creating unwillingness towards the course content, participation, and concentration problem.

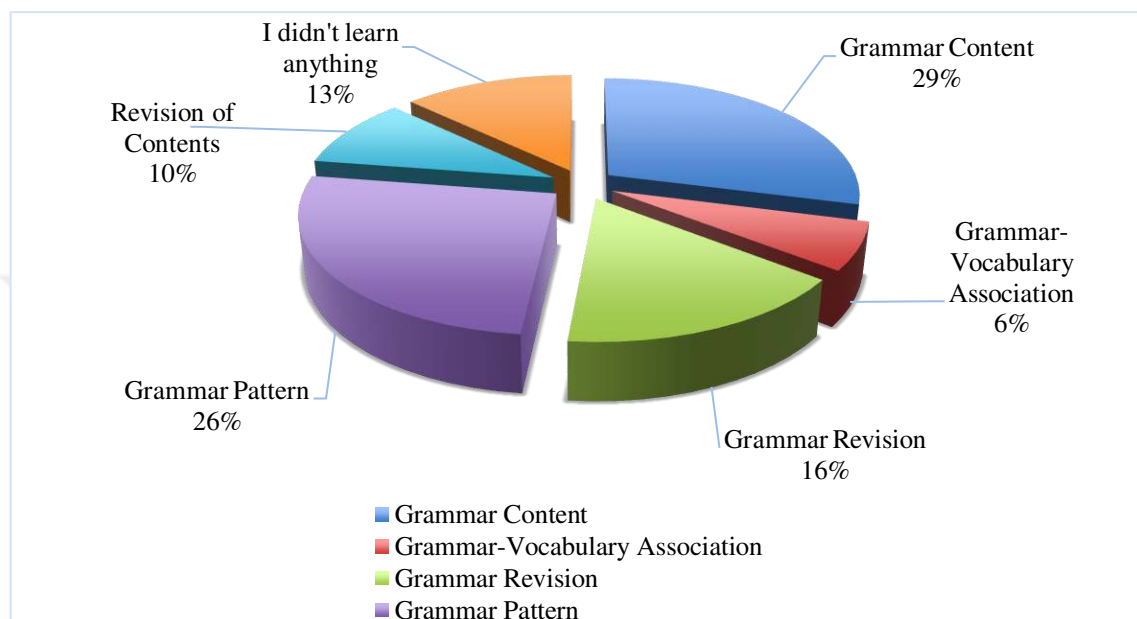
Excerpt 5: “There is an exam which makes me anxious. This week changes in classes make difficulty for me. Even I did not enjoy the classes. I did not want to participate in the classes. Even if I do, I could not understand the lessons because I had some problems. ” P14

4.2.4.2.1 Reflective Diary Logs Regarding Self-efficacy Beliefs

In this section, students’ answers for the first and second reflective journal guiding questions were analyzed in detail. In the first figure (Figure 1), students’ comments were included regarding their learning experience. In table 8, it was given place to the students’ comments on their achievements and failures in learning. The first and the second journal questions are aimed to search out the participants’ self-efficacy beliefs.

4.2.4.2.1.1 Q1. What have I learned this week?

4.2.4.2.1.2 Q2. What did I do very well, and what couldn't I achieve?



* Percentage out of the 19 participants in the EG

Figure 6: What have I learned this week?

When the findings from the first question analyzed, they revealed that participants touched upon more particular and concrete items of the language. Most of the participants mentioned that they learned grammar content (%29), grammar pattern (%26), grammar revision (%16), and 13 percent of the participants, which was the least mentioned code, stated that they did not learn anything that week.

Excerpt 6: “I learned comparative-superlative structures. I learned these grammar structures well, but I was not sure that I could do it in the exam. Kahoot helped me to understand better. This kind of engaging activity was very beneficial.” P17

This excerpt exemplifies that when it is mentioned or asked about the learning, participants seek for the concrete items like grammar, vocabulary. Other skills were not mentioned at all. Participants underlined that they learned a specific grammar structure. As illustrated in

the pie-chart, mostly touched upon codes were grammar patterns and content such as active-passive sentences, present perfect tense and, past simple tense structure.

Another emerging question was related to participants' self-efficacy beliefs regarding their course contents as shown in Table 8;

Table 8

What did I do very well, and what couldn't I achieve?

Students' self-efficacy beliefs regarding <i>F</i> their course contents	
I am good at completing a listening task	11
I am good at completing a grammar task	8
I am good at writing	5
I am good at speaking productivity	2
I am good at reading comprehension	3
I can do all the activities	3

When the answers of the participants to this question are examined, the most remarkable point was students' comments focusing on what they could do. Being good at completing a listening task ($f = 11$) was the most stated comment while being good at speaking productivity ($f = 2$) was the least touched upon.

The factors that affect students' self-efficacy beliefs are as shown in the cross-sections presented in table 9 below;

Table 9

Factors that affect students' self-efficacy beliefs

<i>Themes</i>	<i>Codes</i>	<i>Excerpts</i>
Affective Status/ Physical Sensations	Negative/Despondent Mood	<i>P5. I feel so unsuccessful. I cannot do well in the class this week. I do not know what to do with my grades. I study my lessons, but I get low grades. This made me unhappy. Next week, I have an exam, I have to study at the weekend, or I will fail the term.</i>
	Negative Physical Sensation	<i>P6. I could not concentrate on the lessons.</i> <i>P2. I have some problems. I could not come to school this week. I feel as if I am not here mentally.</i>
Vicarious Performance	Social Comparison with other students	<i>P3. The changes in the classes and teachers made me very anxious. I could not get used to my friends. Their English level is good, also. It seems that the only person not understanding the listening is me.</i>
	Judging their capabilities	<i>P17. I should be criticized for not understanding the lessons and getting lower grades in the previous exam. I could have got higher grades, but I did not study well in my lessons. Also, I have difficulty in understanding the lessons/ speech of the teachers.</i>
	Demotivation	<i>P10. I do not have time to think about my classes. I just participate in the lessons. I do not know whether I pass or not.</i>
	Vulnerability to poor performance	<i>P14. As usual, I had difficulty in listening. Some grammar contents made me worried. I do not think that something will change from now on. I try to study for the exam, but I cannot</i>

Performance Experience		<i>do well in the exam. I think I will get low grades again. I have already got low grades, especially in listening, in recent exams.</i>
	Depression	P18. <i>I did nothing well. This week I lived the most stressful time of the year. This made me very mokey about something that would ever get better.</i> P11. <i>I have an exam on Monday. Changes in the classes made me very anxious. I was not okay in this week because of this.</i>
	Effort	P10. <i>I believe that I will improve my skills. I have difficulty in writing, but I will try my best this weekend in order to cover/ revise all of the topics.</i>
	Success Impact	P12. <i>Grammar was complicated this week, and I tried to repeat the subjects. I saw that I had difficulty in understanding the activities. I did not quit and tried hard. The last exam was better than I expected. I believe that I will be better in time.</i>
	Past Failure	P2. <i>As usual, I had difficulty in listening. In the previous exam, I could not answer the listening questions, and this made me upset. Also, some grammar contents made me worried about the exam next week.</i>
Mastery		P15. <i>I can understand the speech/ what I hear in English now. I feel developed.</i>
		P3. <i>This term started very stressful for me, and I got a low grade from the exam. This broke my psychology, but I</i>

Emotional Arousal		<i>prefer to work instead of being defeated.</i>
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I(P1) = Student 1 (Participant 1)

These factors are collected in 5 themes as affective status/ physical sensations, vicarious performance, performance experience, mastery, and emotional arousal. The categories were analyzed by using pre-defined themes. The codes were derived from the participants' reflective journal logs related to their self-efficacy beliefs. The participants generally stated negative despondent mode or negative physical sensations by reporting no other insight or more in-depth analysis.

4.2.4.2.2 Reflective Journal Logs Regarding Sources of Anxiety Types

In this section, reflective journal logs were analyzed by considering the third and fourth journal questions. These questions are to find out the sources of anxiety types. Table 10 is given below:

Table 10

Reflective Diary Logs Regarding Sources of Anxiety Types

<i>Themes</i>	<i>Subthemes</i>	<i>Codes</i>	<i>f</i>
Personal and Interpersonal Anxiety	1. Self-assessment of Their Language Learning Ability	1.1 Students' negative assessments related to their writing ability	1
		1.2. Students' negative assessments related to their listening	5
		1.3. Students' beliefs about making mistakes	2
		1.4. Learner Beliefs about their vocabulary and grammar knowledge	6

		1.5.Learner beliefs about their comprehension level in reading classes	2
	Personal Reasons	1.6.The effect of their background knowledge on learning new information	7
	1. Self-expression		
	2. Comparison with others	1.1 Not able to express the real feelings and opinions in the classroom environment	1
		2.1 Feeling competitive with the other students in fluency	2
		2.2 Competing with other students	2
	3. High self-expectation	2.3 Fear of speaking in front of other students	1
	4. Concentration Problems	3.1 Higher grade expectation from the exam	3
		4.1 Having difficulty in concentrating on the lessons	2
	5. Participation Problems		4
Instructor-Learner Interaction		1. Concerns about the usefulness of the activity conducted during the teaching procedure	3

		2. Feeling more stressful and bored among their study groups 3. Perceiving peer study groups less effective and feeling more comfortable by studying alone in a formal classroom setting	4 3
Instructor-Learner Interaction		1. Changes in classes 2. Changes of lecturers 3. Having problems in adapting a new teaching environment 4. The difficulty of course contents 5. Teaching styles of lecturers 6. Differences of the teacher in applying the rules	4 9 6 2 3 2
Language Testing	Test anxiety	1. Exam results 2. Approaching exam date 3. Feeling depressed about the exam procedure and test anxiety	6 6 7

The findings obtained in the research presented in Table 10. It displays the reflective diary logs regarding sources of anxiety types. Categorization was made based on the themes, subthemes, codes, and frequencies. The second part was categorized based on anxiety types that the students experience. The most frequent codes are collected under the subthemes, and these subthemes are collected under the themes.

Under the personal and interpersonal anxiety theme, participants mostly emphasized the effect of their background knowledge on learning new information ($f = 7$), and the beliefs about their vocabulary and grammar knowledge ($f = 6$) under the theme of self-assessment of their language learning ability. Participants also addressed negative assessments related to their listening comprehension, their writing ability, and their beliefs about making mistakes. P1 touch on to the most emphasized concept, which is the effect of their background knowledge on learning new information ($f = 7$), by stating that;

Excerpt 7: “This week, there was not a subject that forced me because I was familiar with this topic before. I have just revised my background knowledge. I think the content was not so difficult. As I know it beforehand, I think that I will not have difficulty in new subjects.” P1

On the other hand, under the subtheme of self-expression, P7 stated that “*not able to express the real feelings and opinions in the classroom environment*” ($f = 1$) made him/her anxious sometimes in the class. Furthermore, P9, P11, and P12 presented that their high self-expectation ($f = 3$) from the exams made them concerned about their exam grades and feel more stressful/ bored. Participation problems ($f = 4$) of the participants are among the other practical factors.

The third part consisted of three factors, concerns about the usefulness of the activity ($f = 3$), feeling more stressful among other study groups ($f = 4$), and perceiving peer study groups less effective and feeling more comfortable by studying alone ($f = 3$). The excerpt P19 stated shreds of evidence this:

Excerpt 8: “I am having trouble in study groups. Group activities are so boring. Online activities should be more. I fell more stressful among other groups. For example, if there is a person who is better in English or pronunciation, I do not want to speak and participate in the activities. What is holding me back is considering that they are better than me. ” P19

The frequency values showed that the majority of the respondents interrogated about the changes of lecturers ($f = 9$) made them anxious in the teaching procedure. Following

this factor, having problems adapting a new teaching environment ($f = 6$), and changes in classes are among the respondents' reports.

Participants addressed the exam results ($f = 6$), feeling depressed about the exam procedure and test anxiety ($f = 7$). P14 explained the exam content, which made him/her worried, while P19 reported that the approaching exam date caused the most stressful week of the term for him/her. The following excerpts show indicatives about the feeling depressed about the exam procedure and test anxiety:

Excerpt 9: "This week was not very efficient and, but there were so many topics to study. I had to revise at home. I have an exam on Monday. Reading is too difficult. Because of this, I have to study. In general, quizzes and exams make me anxious. My classmates say that they cannot do the reading and listening in the exam, but I think that everyone's problem arises from their vocabulary knowledge. Everyone has a lack of it. The reading on the exam has no relation to the one that we do in the class." P19

Excerpt 10: "I got a low grade because I did not do well in lessons, and I panicked in the exam. This was psychological destruction for me. I gave the wrong answers on the exam and did not get paid for my studies. This made me very angry. I am worried about failing at the level. " P11

4.2.4.2.3 What other activities could be done this week's lessons?

When the findings from the last journal question analyzed, the most commonly emphasized statements are displayed in Table 11:

Table 11

Suggestions of the participants about what other activities can be included

	<i>f</i>
Exam Based Activities	4
Games	2
Interactive activities	9

Web Tools Usage	3
Reading Activities	3
Speaking Activities	4
No need for any other activity	6
<i>Total Frequency</i>	<i>31</i>

The majority of the respondents emphasized that interactive activities ($f = 9$) should be given a place in the curriculum. Different responses were given by the participants regarding exam based activities ($f = 4$), speaking activities ($f = 4$), and reading activities ($f = 4$). Another most frequently mentioned statement was that there was no need for the extra activity ($f = 6$), as the ones conducted were enough. Other noticeable statements were regarding the need for skill-based activities. Whichever skill the participant lacks, he/she wants the activities to be carried out for this purpose.

CHAPTER V

DISCUSSION

5.0 Presentation

This chapter is aimed to discuss qualitative and quantitative research questions in detail. First, the qualitative research questions are presented with supportive details and arguments. Second, the reflective journal entry findings are discussed with reference to existing research.

5.1 Discussion

The primary aim of this study was to ascertain the effect of writing reflective journals on participants' self-efficacy and foreign language anxiety levels. Reflective journal writing was implemented during eight weeks. The findings were discussed under the three subheadings as the relationship between self-efficacy and writing reflective journals, foreign language learning anxiety and writing reflective journals, and reflective journal entries.

5.2 The relationship between the self-efficacy and reflective journal writing

The relationship between the variables of the Independent Samples T-test results displayed in Table 2, the pre-test FLCAS scores of the EG, and the CG did not show a significant difference from each other. After the implementation of reflective journal writing, the post-test results did not reveal a statistically significant difference between the EG and CG. This result seems to contradict many studies (Bandura, 1984; Pajares, 2002; Zimmerman et al., 1992), in which self-efficacy is seen as an internal factor playing a key role in learner's progress. Learning, motivation, and academic performance are the terms that seem nearly impossible facets of human functions playing a crucial role in the learning

mechanisms of people. Furthermore, they cannot be assessed regardless of the role of self-efficacy (Pajares & Urdan, 2006). Also, Melanlioğlu & Demir (2016) found that 41 Bosnian learners' 10-week reflective journal writing had a significant effect on their self-efficacy perceptions. The effect of reflective journal writing on participants' self-efficacy beliefs was exemplified by examining their writing skills. Bosnian students learning Turkish as a foreign language showed low writing self-efficacy levels before writing reflective journals. During the application, the participants whose writing skills were developed in their first language, expressed themselves more comfortably when writing in the foreign language, but those whose linguistic competencies were low, could not express their opinions comfortably.

The results of this study indicate that there is no effect of the intervention of reflective writing on the self-efficacy levels of the participants. Contrary to the present study, Yost (2006) emphasized the importance of keeping journals in promoting the self-efficacy levels of pre-service teachers. Likewise, Lee (2008) asserted the notable contribution of reflective journal writing to not only the development of reflective thinking skills but also the change in the teaching behavior of pre-service teachers positively.

Furthermore, the results of the current study are also consistent with Cengiz and Karataş (2015), whose study was on 14 first-year pre-service science teachers. The participants were all female. Despite the pre- and post-course achievement scores, the students' average post-course achievement test scores were low. The pre-service teachers' gains in terms of achievement from the treatment, were below expectations and relatively low. This study may indicate that the effects of keeping reflective diary logs may not be finalized, as we hypothesized at the beginning of the study. According to Bandura (1992), students feel depressed to have low levels of self-efficacy as a result of the feeling that they cannot achieve their goals.

The findings of the present study did not correspond with the study conducted by Rahgozaran and Gholami (2014), whose study aimed to examine the impact of writing reflective journals on teachers' self-efficacy levels. They found that reflective writing

enhanced the self-efficacy levels of the teachers. Also, the participant teachers found the reflective journal writing practice was beneficial to teacher development.

Similarly, the results of Sanders, Van Oss, and McGeary (2016) indicated that structured self-reflection with feedback enabled significant differences in self-efficacy of the participants. However, non-structured reflective writing did not create any gains in terms of the self-efficacy of the participants.

The findings of Kirk, Schutte, and Hine (2011) indicated that the reflective writing intervention to the experimental group increased their emotional self-efficacy, but only for participants who were low or moderate on self-efficacy when they began the study. It revealed that the participants getting a high score on the pre-test did not show any significant difference in their emotional self-efficacy. Similarly, the results of the present study showed that the reflective journal intervention to the experimental group did not show a tangible effect on their self-efficacy beliefs.

In a study by Huang and Gillan (2014), exploring the general self-efficacy and the robotic self-efficacy levels of 17 college students during 16 weeks of reflective journal writing, they found that no significant difference in the results of the general self-efficacy survey. This result is also consistent with the study of Fritson (2008). The results indicated that there was no significant difference in self-efficacy levels of the participants when they are compared with the mid-term and the end of the term.

Accordingly, learners' self-efficacy beliefs for their foreign language learning process affect performance in different language circles (Rahimi & Abedini 2009; Tilfarlioğlu & Cinkara, 2011). Also, Kilic (2007) has drawn attention to the fact that various variables (socio-demographic specialties, cognitive, and affective domains) are crucial factors affecting an individual's foreign language learning. In this study, we sought to determine to what extent we could find evidence for this in the journals the students wrote. Only some of the students were writing in a manner that was categorized as critically reflective, and very few students used metacognitive strategies while writing a reflective journal. Sometimes, some of the students could not go beyond seeing reflective journals as

a way of complaint tool rather than seeing them a way to express their feelings and thoughts better through diaries to raise their self-awareness.

Previous findings (Bouffard-Bouchard, 1990; Pintrich & DeGroot, 1990) are consistent with the results in terms of achievers' self-efficacy levels and language learning anxiety levels. "High achievers tend to have high self-efficacy and low foreign language anxiety" (Chen & Yun, 2009, p.426). However, students with lower achievement in Turkey may tend to have high foreign language learning anxiety and low self-efficacy levels. In Turkey, test-takers with the highest scores usually enroll in public universities. This might be due to the participants of this study consist of private university students, and their academic test scores are low. These students are generally from small towns. Also, they have a shy personality. Besides, they are hesitant to share their feelings and ideas in the classroom environment. Also, students are different in their perceptions of the functions of journaling. Students gave this voluntary work a lower priority. Some of the journals consist of just simple records of actions and events in their learning experience. This situation might be because the participants had no past learning experience regarding creative writing or writing reflective journals. This is also mentioned in the limitations of the current study.

5.3 The relationship between foreign language learning anxiety and reflective journal writing

Despite the experiences of students, teachers, and administrators, many studies were "unable to establish a clear picture of how anxiety affects language learning and performance" (Horwitz & Young, 1991, p. 13). Also, Ortiz (1991) considered that nearly one-third of all language learners experience language anxiety. Hence, a variety of researchers have advocated that FLA is a debatable issue that must be overcome by the students to have the full potential of learning a foreign language (Horwitz et al., 1986). In a broader context, language learning anxiety has a relation with cognitive, behavioral, and affective components. In the quantitative part of the present study, the anxiety levels of the participants were not changed by the intervention as a result of the pre-test and the post-test. On the other hand, in the qualitative part, the participants centered on the factors affecting their anxiety levels in learning a foreign language. Most frequently, participants

emphasized the changes in the classroom setting and the instructors. Also, students did not mention about any differences or changes of the instructors behaviors towards them. When viewed from this aspect, the present study is supported by Crookal and Oxford (1991), which found that changes in the classroom structure can increase some students' anxiety levels. Moreover, they pointed out that institutional policies and changes in learning environments may affect students' anxiety levels, and these temporary anxiety changes may be challenging to reverse in a short time.

In line with the present study, Aydın (1999) found that the participants in her study experienced foreign language anxiety because of the teachers' manner, participants' concerns, and the teaching procedure. For instance, students' poor performance in the exams leads to an increase in their anxiety levels. It can be concluded that, as an exam is conducted every two weeks at the experiment setting, students' anxiety levels arising from their test anxiety do not change. Their experience of English language anxiety levels remains in line, which results in students' generally poor performance in the English language tests. The conclusion of the study holds that the geographic regions in which students are raised are the Anatolian side of the Turkey region can be the factor playing a role in shaping their characteristics. Students' being shy to speak in front of the public for fear of making a mistake, and feeling embarrassed to mispronounce, affect their whole performance in the English language learning adventure.

The findings of the current study displayed a considerable level of concern about test anxiety. It was found that the test anxiety was a leading factor triggering foreign language learning anxiety. The present study findings are supported by Kostić-Bobanović (2009), whose study is on the freshmen students. The study exhibited that the participants felt a considerable level of test anxiety, even if they are well-prepared for the foreign language class.

The results of the present study are in the same manner as the qualitative results of the study, which was conducted by Ewald (2007), which found that the participants see their friends as one of the sources of foreign language learning anxiety. Even though there are those perceiving their classmates as companions, most of them conceive their

classmates as competitors in the classroom setting and threats to their language self-efficacy. When viewed from this aspect, the results of the study have commonalities with the present study.

The justifications and the comments of the participants showed that classroom activities, self-assessment of the learner, and instructor-learner interaction play a crucial role in determining the factors of anxiety. Most of the participants vividly described the reasons for their anxiety as fear of speaking and their beliefs about making mistakes. On the other hand, during reflective journal writing, no intention towards coping with their anxiety was observed. These results are supported by the study of Liu (2006), which ascertained that at least one-third of the participants experienced foreign language anxiety regardless of their proficiency levels. Also, students' motivation towards speaking English, interactive activities, relaxing and supportive classroom setting would help students to overcome language learning anxiety.

The participants of the current study described the intertwined sources of anxiety, such as speaking and listening activities, their inability to comprehend the key factors or fear of making mistakes. The findings are consistent with other research (Horwitz, Horwitz & Cope, 1986; Price, 1991; Young, 1992).

5.4 Reflective Journal Entries

Reflective journal entries reveal opinions and suggestions for possible solutions to the problems the students see in the educational system. The students concretely define the real problem. In their logs, they seek ways of defining the problems that they see generally arising from the teachers' way of teaching and the system of the university's preparatory school. To some extent, they describe their lack of language learning, and they claim that they do not know how to study effectively for an exam. After they reflect on their learning experience, it can be seen in the journals that they do not reach the level of problem-solving. Also, no suitable solution is sought by the students.

At the end of the eight weeks, most of the students' journal logs, which included the expectations of systemic differences, their statements of the problems were written in the

descriptive level. This finding is supported by Chalk and Hardbattle (2007), which shows that participant groups' writings were at the descriptive level, and could not go beyond the critical reflectivity level. The result of this study indicates that students should be taught and guided by experts in critical thinking or meta-cognitive skills before writing reflective journal. Also, additional writing strategies for upper level critical reflective writing should be taught. Furthermore, beyond recording the learning experience and just describing the situations and problems in the classroom environment, activating the metacognitive approach towards the communication problems, questioning and experimentations should be given place within the learning cycle (Malthouse and Roffey, 2013).

In line with the present study's findings, Cengiz and Karataş (2014) concluded that there was a slight correlation between students' reflectivity level in developing their skills. The participants in the study remained at the descriptive level in writing reflective journals, and could not use metacognitive strategies to analyze their learning experience. Moreover, learners with higher-level metacognitive thinking skills have high self-perception and beliefs (Zimmerman, 2013).

Similarly, the findings are supported by the study of Huang and Gillan (2014), whose study is on 17 university students. Contents of most of the journal entries of the participants are formed around the description of the problems students encountered. In line with the present study, it can be hypothesized that reflectivity level and the metacognitive-critical thinking, can be a plausible factor in the evaluation of the reflective journals.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.0 Presentation

This current chapter of the study makes a general overview and conclusion of the present study. It also includes the study's limitations and suggestions for future studies.

6.1 General Overview of the Study

This study was conducted in the south-east region of Turkey at Hasan Kalyoncu University during the academic year 2018-2019. The participants included 39 (7 females and 32 males) students in their pre-intermediate level of English study. The data collection tools included English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) adapted from Mills (2004) and adapted to Turkish by (Özyürek, 2002) and consisting of 40 items, Foreign Language Classroom Anxiety Scale (FLCAS) including 33 items developed by Horwitz et al. (1991) and translated into Turkish by Gürsu (2011), and 8-week reflective journal entries. Later, the quantitative data were calculated and analyzed using SPSS (Version 23) software. In the qualitative phase of the study, reflective journals were analyzed by using content analysis.

6.2 Summary of the study and key findings

The main aim of the present study was to determine whether reflective journal writing of EFL students has any effect on their self-efficacy and language learning anxiety. According to the result, experimental group students' low-level reflection skills were considered a crucial factor in the effectiveness of reflective journal writing. We found that the experimental intervention of reflective journal writing did not create a significant

difference between the experimental and the control groups. The quantitative part of the study revealed that both groups did not make considerable progress in their self-efficacy and language learning anxiety levels, which cannot be attributed to the effect of the experimental treatment.

These findings indicated that the experimental intervention of reflective journal writing did not create a significant difference between the EG and the CG concerning their anxiety and self-efficacy levels. Moreover, these findings showed that both groups did not make considerable progress in their self-efficacy and language learning anxiety levels when it is analyzed both within and between groups. No significant relationship was determined to exist between the EFL students' foreign language learning anxiety, self-efficacy, and reflective journal writing.

The content analysis of the qualitative data figured out the participants' opinions and responses. According to Bandura (1986), there were factors such as physical sensations, vicarious performance, affective status, performance experience, mastery, and emotional arousal that affect self-efficacy beliefs. Moreover, each factor can be subcategorized in its entirety.

According to the reflective journal logs regarding participants' self-efficacy beliefs related to their course contents, it can be concluded that students describe themselves as being good at completing the listening tasks. While some of them expressed that negative physical sensation, despondent mood, and judging-social comparison with other students have a perverse effect on their self-efficacy beliefs. The students themselves identified their problems concretely. Participants mostly touched upon the course process and the problems about the approaches of the lecturers. Participants also indicated that they felt more stressful among other study groups and affected by the changes of the lecturers during the term. They felt more stressed and anxious about the test procedure. If they cope with their drawbacks during this period, they describe that they experience emotional arousal instead of being defeated.

The other factors placed in reflective diary logs are the source of anxiety types. Potential sources of foreign language learning anxiety were identified by Young (1991),

and Huang (2013). Potential anxiety types were grouped as personal and interpersonal anxiety, instructor-learner interaction, anxieties caused by teaching and testing procedures. The conclusions drawn from the statements of the participants show that high self-expectations, participation problems, self-assessment of their language learning ability are the leading factors of foreign language learning anxiety.

The participants suggest that interactive, exam-based, skill-based activities, especially in reading and speaking, should be given a place in the curriculum. Besides, games and web tools should be used more frequently in the learning environment. They indicated that interactive and exam-based activities could be included to reach a more practical course procedure.

In short, the participants' suggestions and opinions related to the issue would be of value to identify the points and guide on further research.

6.3 Study Limitations

The findings in this study are subject to several limitations. First, the focus group was attending a private university located in the south of Turkey. The study used a convenience sample. Different results might have been gathered in diverse regions of Turkey. Furthermore, the current study was based on a small sample of participants. In this case, the generalizability of the results was subject to certain limitations. Another caveat is that the primary concerns the present study focused on were the effect of writing reflective journal on foreign language learning anxiety and self-efficacy of the participants. It could have included other concerns and other cases. Also, participants did not show much interest in figuring out their perspectives, expressing their feelings and concerns. These characteristic features of the participants could decrease the generalizability of the study.

Another concern of the study was that the experiment was conducted in eight weeks, which would be considered as not enough time to internalizing the reflective journal writing action. Therefore, it can be concluded that the result of the study could be observed as more detailed and different as a result of a longer-term study rather than this short term treatment.

6.4 Recommendations for Further Research

The present study gave way to analyze the effect of reflective journal writing on EFL students' self-efficacy and foreign language learning anxiety as well as the crucial factors, sub-categories influencing the participants' self-efficacy and sources of anxiety. Some recommendations can be given according to the findings of the present study for further studies.

First, considerably more work needs to be done to determine the reflectivity level of the journals. A high level of reflectivity can increase awareness, causing the process to yield different results.

Second, the participants are from a private university, and the study was conducted in a southern region of Turkey. To reach a more scoped result, further study can be conducted in a state university and other regions of Turkey. The findings of the present study can support the idea that reflective thinking and writing activity is a prolonged activity that requires training, development of reflective thinking by stimulating learning awareness (Lee, 2005). Before the implementation of the study, it should be noted that training can be given to the participants on critical thinking for developing metacognitive awareness toward reflective journal writing. More research is required to determine the efficacy of writing reflective journals in certain cases.

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APPENDICES

APPENDIX I
ENGLISH AS A FOREIGN LANGUAGE SELF-EFFICACY QUESTIONNAIRE
(EFL-SEQ)

Sevgili arkadaşlar;

Size verilen bu anket İngilizce Yabancı dil yetkinlik beklentisini belirlemek için hazırlanmıştır. Çalışmanın sonuçları sadece bilgilendirme amaçlı kullanılacaktır. Katılımınız ve içtenlikle verdiğiniz yanıtlarınız için teşekkürler.

İNGİLİZCE YABANCI DİL YETKİNLİK BEKLENTİSİ ANKETİ

Lütfen aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. Aşağıdaki İngilizce becerilerini ne kadar yapabildiğinizi belirten numaraları daire içine alınız.

0	1	2	3	4	5	6	7
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ASLA YAPAMAM

KESİNLİKLE

YAPARIM

1	İngilizlerin ve/veya Amerikalıların gelenekleriyle ilgili kısa yazıları okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
2	Turistlerin bilgi ve yardım istedikleri kısa konuşmaları dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
3	İngiliz/Amerikan gelenekleriyle ilgili uzun makaleleri okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
4	İngilizce konuşan iki kişinin kısa konuşmasını dinleyip detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
5	İngilizce konuşan bir arkadaşımın gelen bir yılbaşı tebrik kartını okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
6	Kişisel konularda kısa bir İngilizce konuşmayı dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
7	İngilizce bir hikayeyi okuyup detaylarıyla anlatabilirim.	0	1	2	3	4	5	6	7
8	Bir garson ve bir müşteri arasındaki İngilizce bir konuşmayı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
9	İngilizce yayınlanan bir gençlik dergisinin editörüne yazılmış bir mektubu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
10	Hava durumu ile ilgili bir telefon konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
11	İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün bir sayfasını okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
12	İngilizce bir yiyecek reklamını dinleyip/izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
13	TV de yayınlanan İngilizce bir yiyecek reklamını dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7

14	Ailenin en son yaptıklarının anlatıldığı bir İngilizce mektubu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
15	İngilizce iki kişinin kısa konuşmasını dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
16	Arkadaşa yazılan kısa mektubu okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
17	Arkadaşa yazılan kısa mektubu okuyup detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
18	Bir gezi rehberinin gezilecek yerler hakkında İngilizce söylediklerini dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
19	Bir süpermarkette alışverişle ilgili bir İngilizce konuşmayı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
20	Bir ebeveynin ergen çocuğuna öğütlerini dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
21	Bir mektup arkadaşının İngilizce mektubundan bir paragraf okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
22	Bir tren istasyonunda İngilizce bir anonsu dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
23	Ana dili İngilizce olan iki kişinin haftasonu planları hakkındaki konuşmalarını dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
24	İngilizce bir seyahat dergisi editörünün yazdığı bir cevap mektubunu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
25	İngilizce konuşan bir gazeteci ile yapılan kısa bir röportajı dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
26	İngilizce konuşan bir gazetecinin hayatı hakkında kısa bir röportajı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
27	İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün okuyup ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
28	Kişisel konular hakkında İngilizce konuşan iki kişinin kısa konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
29	İngilizce yazılmış bir ev ilanını okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
30	Hava durumu hakkında İngilizce konuşan iki kişinin konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
31	İngilizce kısa televizyon haberlerini izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
32	İngilizce hava durumunu izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
33	İngilizce bir kısa hikayeyi okuyup detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
34	Bir ebeveynin çocuğuna verdiği öğüdü dinleyip detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
35	Televizyonda yayınlanan İngilizce yayınlanan bir duyuruyu dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7

0	1	2	3	4	5	6	7
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ASLA YAPAMAM

KESİNLİKLE

YAPARIM

Lütfen aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. Aşağıdaki İngilizce becerilerini ne kadar yapabildiğinizi belirten numaraları daire içine alınız.

1	Sene sonunda hazırlığı geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
2	Sene sonunda 60-70 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
3	Sene sonunda 70-80 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
4	Sene sonunda 80-90 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
5	Sene sonunda 90-100 arası bir not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7

APPENDIX II

TURKISH VERSION OF FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

YAŞ :					
CİNSİYET :					
DAHA ÖNCE HAZIRLIK OKUDUNUZMU? : EVET HAYIR					
Aşağıda yabancı dil öğreniminde sınıf içi kaygı ile ilgili ifadeler yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyarak, her bir ifadeye ne derecede katıldığınızı "Kesinlikle katılıyorum"dan, "Kesinlikle katılmıyorum" a uzanan ölçek üzerinde belirtiniz	KESİNLİKLE KATILMIYORUM	KATILIYORUM	KARARSIZIM	KATILMIYORUM	KESİNLİKLE KATILMIYORUM
1. Yabancı dil dersinde konuşurken hiçbir zaman kendimden çok emin olamam.					
2. Yabancı dil dersinde hata yapmaktan endişe etmem.					
3. Yabancı dil dersinde bana söz verileceği zaman heyecandan titrerim.					
4. Öğretmenin yabancı dilde söylediklerini anlayamamak beni korkutur.					
5. Daha fazla yabancı dil dersi almak beni rahatsız etmez.					
6. Yabancı dil dersinde kendimi dersle ilgisi olmayan konuları düşünürken bulurum.					
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünürüm.					
8. Dil dersi sınavlarında genellikle rahatımdır.					
9. Dil dersinde hazırlıksız konuşmam gerektiğinde panik olurum.					
10. Yabancı dil derslerinden kaldığım takdirde oluşacak sonuçlar yüzünden endişelenirim.					
11. Yabancı dil derslerinin neden bazı insanların keyfini kaçırdığını anlamıyorum.					
12. Yabancı dil derslerinde o kadar tedirgin olurum ki bildiklerimi de unuturum.					
13. Yabancı dil dersinde sorulara gönüllü olmak beni utandırır.					
14. Ana dili yabancı olanlarla konuşurken tedirgin olmam.					
15. Öğretmenin hangi yanlışı düzelttiğini anlamadığım zaman üzülürüm.					
16. Dil dersine çok iyi hazırlansam bile derste endişelenirim.					
17. Çoğu zaman içimden dil dersine girmek gelmez.					
18. Yabancı dil dersinde konuşurken kendime güvenirim.					
19. Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.					
20. Dil dersinde bana bir şey sorulacak diye yüreğim ağzıma gelir.					
21. Dil sınavında ne kadar çok çalışırsam o kadar çok kafam karışır.					
22. Dil dersine çok iyi hazırlanmak için üzerimde baskı hissetmem.					
23. Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde yabancı dille konuşurken utanırım.					
25. Dil dersi öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26. Dil dersinde diğer derslere oranla daha gergin ve tedirgin olurum.					
27. Dil dersinde konuşurken tedirgin olurum ve kafam karışır.					
28. Dil dersime girerken, kendimden gayet emin olurum ve rahat hissederim.					
29. Dil öğretmeninin söylediği her sözü anlamadığımda tedirgin olurum.					
30. Yabancı bir dili konuşmak için öğrenilmesi gereken kuralların sayısı beni bunaltır.					
31. Yabancı dilde konuştuğumda diğer öğrencilerin bana gülmesinden korkarım.					
32. Büyük ihtimalle kendimi, yabancı dili ana dil olarak konuşan insanların yanında daha rahat hissederim.					
33. Dil öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.					

APPENDIX III

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

NICK NAME :					
AGE :					
GENDER : F M					
Right below, you see some statements related to the foreign language classroom anxiety scale. Please, read each statement very carefully and state how much you agree with the statements that ranges from " I strongly agree" to "I strongly disagree".	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language class.					
5. It wouldn't bother me at all to take more foreign language class.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language class.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I do not understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I am going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I do not feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak the foreign language.					
31. I am afraid that other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

APPENDIX IV
CONSENT FORM

ARAŞTIRMA GÖNÜLLÜ ONAM FORMU

“ Yansıtıcı Günlük Yazımının EFL Öğrencilerinin Öz Yeterlilik ve Dil Öğrenimine Etkileri ” adlı çalışmaya katılımınız gönüllülük esasına dayanmaktadır.

- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada formda belirtmiş olmanıza rağmen isimleriniz gizli tutulacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederiz. Çalışma hakkındaki sorularınızı Hasan Kalyoncu Üniversitesi Yabancı Diller Yüksekokulu Öğretim Görevlisi Kübra AKSOY’a; verilen mail adresi üzerinden yöneltebilirsiniz.

Öğr. Gör. KübraAKSOY

kubra.aksoy@hku.edu.tr

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

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı: ----- İmza:-----

Tarih:-----

APPENDIX V
JOURNAL QUESTIONS

**GÜNLÜĞÜNÜZ, AŞAĞIDAKİ SORULARA CEVAP VERİR NİTELİKTE
CEVAPLAR İÇERMELİDİR;**

1. Bu hafta neler öğrendim?
2. Derslerde neleri çok iyi yaptığınızı ve neleri başaramadığınızı yazınız.
3. Bu hafta yapılan derslerde sizin endişe duymanıza neden olan bir durum var mı?
4. Bu haftaki derslerde sizi en çok eğlendiren, en çok sıkan ve zorlayan etkinlikler nelerdi?
5. Sizce bu hafta yapılan derslerde başka ne gibi etkinlikler olabilirdi?

APPENDIX VI

PERMISSION FORM FROM THE PRIVATE UNIVERSITY



T.C.
HASAN KALYONCU ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : 48062659-014
Konu : Anket İzni Hk.

30.11.2018

Sayın Öğr. Gör. Kübra AKSOY;

"Yansıtıcı Günlük Yazımının, İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Öz-Yeterlik ve Sınıf İçi Yabancı Dil Öğrenme Kaygılarına Olan Etkisi" konulu yüksek lisans çalışmanız için Yüksekokulumuza yapmış olduğunuz talebiniz incelenmiş olup, Yüksekokulumuzdaki öğrencilere anket yapmanızda, seçilen öğrencilerin yansıtıcı günlük yazmasında ve verileri toplamamızda herhangi bir sakınca bulunmamaktadır.

Bilgilerinizi rica ederim.


Öğr. Gör. Mehmet Salih YÖĞÜN
Müdür

VITAE

Kübra Aksoy was born in Gaziantep. She graduated from English Language Teaching Department at Yıldız Technical University. She started working as an instructor in Hasan Kalyoncu University in 2016. During her academic life, she participated in Erasmus Staff Mobility program three times and went to Cordoba University, Charles University and Old Polish University. She continues to work as a lecturer in School of Foreign Languages.

ÖZ GEÇMİŞ

Kübra Aksoy Gaziantep'te doğdu. Yıldız Teknik Üniversitesi İngilizce Öğretmenliği bölümünden mezun oldu. 2016 yılında Hasan Kalyoncu Üniversitesi'nde öğretim görevlisi olarak çalışmaya başladı. Akademik hayatı boyunca üç kez Erasmus Personel Hareketliliği programına katıldı ve Cordoba Üniversitesi, Charles Üniversitesi ve Eski Polonya Üniversitesi'nde eğitim vermek amacıyla bulundu. Halen Yabancı Diller Yüksek Okulu'nda öğretim görevlisi olarak çalışmaya devam etmektedir.