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EXAMINING THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE

ENJOYMENT AND PUBLIC SPEAKING ANXIETY AMONG THE

TURKISH EFL LEARNERS

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DEDICATION

I would dedicate this research to my father and mother and also husband and children for their encouragement and patience, understanding and support, the completion of this work would not have been possible without them.

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Sarra Aldabeeb

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ABSTRACT

Sara Saeed Aldabeeb. *Examining the relationship between foreign language enjoyment and public speaking anxiety among the Turkish EFL learners.*

Degree Thesis, Ankara, 2021.

With the increasing of students who like to learn English language as English foreign language, it is necessary to discover the difficulties which may affect negatively on learning process, for example, speaking, feeling anxiety and enjoyment which may negatively affect EFL second language learning during the class one of these difficulties which are reported as the main problem to students in their learning is anxiety. The current study examines the relationship between foreign language enjoyment and public speaking anxiety among Turkish EFL students. The participants of the study are undergraduate students in Baskent University in English Language Department. Quantitative statistical data analyses were applied to examine foreign language enjoyment and public speaking class anxiety. The results of the study showed that there is a medium positive correlation between students' performance and FL enjoyment. In addition, there is a negative correlation between feeling anxiety and FL enjoyment to a moderate negative relationship between FL classroom anxiety and FL enjoyment. Furthermore, there is a strong positive correlation between students' perceptions and FL enjoyment. Finally, our study showed that there is a moderate negative correlation between barriers and FL enjoyment.

Keywords: English foreign language learners, English foreign language classroom, foreign language enjoyment, public speaking class anxiety

ÖZET

Sarra Saeed ALDABEEB. *Türkçe Efl Öğrencilerin Yabancı Dil Keyfi İle Kamuyu Konuşma*

Yüksek Lisans Tezli, Ankara, 2021

İngilizceyi olarak öğrenmeyi seven öğrencilerin artmasıyla birlikte, birinci sınıfta EFL ikinci dil öğrenimini olumsuz etkileyebilecek konuşma, kaygı ve keyif alma gibi öğrenme sürecini olumsuz etkileyebilecek zorlukların keşfedilmesi gerekmektedir. Öğrencilerin öğrenmelerinde temel sorun olarak bildirilen bu güçlüklerden biri de kaygıdır. Mevcut çalışma, yabancı dilden keyif alma ve topluluk önünde konuşma kaygısı arasındaki ilişkiyi İngilizceyi İngilizce dilinden çeviren Türk öğrenciler arasında incelemektedir. Araştırmanın katılımcıları Başkent Üniversitesi İngiliz Dili Bölümü lisans öğrencileridir. Yabancı dil zevkini ve topluluk önünde konuşma sınıf kaygısını incelemek için nicel istatistiksel veri analizleri uygulandı. Çalışmanın sonuçları, öğrencilerin performansı ile FL keyfi arasında orta düzeyde pozitif bir ilişki olduğunu göstermiştir. Ek olarak, yabancı dil sınıf kaygısı ve yabancı dilden alınan keyif arasında orta düzeyde negatif bir ilişki ile kaygı duygusu ile yabancı dilden alınan keyif arasında negatif bir ilişki vardır. Ayrıca, öğrencilerin algıları ile FL keyfi arasında güçlü bir pozitif ilişki vardır. Son olarak, çalışmamız engeller ve FL keyfi arasında orta derecede negatif bir ilişki olduğunu göstermiştir.

Anahtar Kelimeler : İngilizce yabancı dil öğrenenler, İngilizce yabancı dil sınıfı, yabancı dil keyfi, topluluk önünde konuşma sınıf kaygısı.

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CHAPTER I: INTRODUCTION

1.1. Overview

This chapter has included some sections which are background, Statement of the Problem, Purpose of the Study, Research Questions. Furthermore, it has been contributed by testing the research Hypothesis of the Study, Significance of the Study. In addition, this chapter also presented some Limitations and Delimitation, Limitation as well as Delimitation.

1.2. Background

The process of learning a new language is not an easy task. Speaking a foreign language is not a simple expertise to be dominated by students. Students consider talking as the most troublesome aptitude since it needs incredible mental fortitude just as planning to talk well in the new language (Öztürk, 2009; Hadinata, 2020). The greater part of the students expresses their apprehensions and sensation of disquiet against learning English as an unknown foreign language (Cagatay, 2015; Tzoannopoulou, 2016; Condon, 2019). In any case, understudies who mean to dominate the English, face a few troubles during the classes as a result of uneasiness (Mirzaei et al., 2020). Communicating in a subsequent language can be a shocking encounter (Dewaele et al., 2018). The anxiety and tension on understudies to perform well in the foreign language causes them anxiety that is specific to the second language classroom (Cagatay, 2015; Condon, 2019; Tzoannopoulou, 2016). However, anxiety is a common phenomenon which affects people universally (Cagatay, 2015), no matter what age, gender or race (Nemati et al., 2020). Enjoyment in a foreign language, which is known as foreign language enjoyment (FLE), is characterized as "an unpredictable feeling (Öztürk and Gürbüz, 2014), catching interfacing measurements of the test and saw capacity that mirrors

the human drive for accomplishment notwithstanding troublesome undertakings" during learning an unknown foreign language (Dewaele & Macintyre, 2016, p. 216). In the same way, FLE is depicted as a mentally certain actuating state which can push the unknown foreign language student vigorously and strengthens the persuasive cycles (Dewaele and Macintyre, 2016). Also, it happens when students address their issues as well as surpass them to do or accomplish something new or even surprising during the unknown foreign language learning measure (Dewaele & Macintyre, 2004). In the difference, negative feelings are related with explicit activities, for example, outrage, stress, or the craving to escape to eliminate (Fredrickson, 2005; Cagatay, 2015; Condon, 2019; Tzoannopoulou, 2016). Anxiety can be termed as a subjective tension feeling as well as apprehension, nervousness, also, worry that is related with an arousal based on the autonomic nervous interaction framework (Zhou, 2017). Furthermore, anxiety is natural and sometimes experienced by everyone". On the other hand, excessive anxiety sometimes makes the sufferer unable to do anything (Zhou, 2017). Moreover, were supported with FL anxiety can be considered as complex that remains different from one's self-perception, conduct, sense, an assumption related to using FL in 2FL classroom (Zhou, 2017). In couple with this, anxiety is a common phenomenon felt by students throughout the world that causes poor academic performance (Zhou, 2017).

Keltner, Oatley and Jenkins (2013) define foreign language enjoyment as "complicated responses directed to particular event which seen as prospects or challenges in our inner or outer world, events which are significant to our objectives" (p. 27). According to this definition, emotions are physically and psychologically respondents to the outside world. As in, the feeling begins with a cognitive assessment of the individual's current condition, indicating a person's reaction to a particular situation or emotional tone. Fredrickson (2005)

divides emotions into two categories: positive as well as negative deactivating emotions, for instance, anxiety are associated with negative accomplishment, positive activating emotions, like activity –related enjoyment, are positively related to the academic success of students (Pekrun, Gotz, Titz and Perry, 2002)`. In the same way, based on Fredrickson's (2003) broaden –as well as –build theory, positive emotions which may “broad people's momentary thought –action repertoires and build their enduring personal resources which range from physical and intelligent resources to social which is associated with psychological resources.

Human psychology plays an important role in foreign language learning, which is also considered as one of the domains which is highly influenced by human psychology (Jabbarov, 2020; Makhmudov, 2020). In the same way, the construct accounts for several phenomena such as unwillingness of students to participate in the speaking classrooms, as well as sadly events to low performance and achievements of students. In the same way, FL students who reveal speaking do not feel at ease when it is necessary to implement in the target language. Therefore, they desire to stay silent observing speaking in front of the entire class a threat instead of an opportunity to enhance their skills of communication. Moreover, researches of second language acquisition aims to shed the light on the language learning process as well as clarify wide variation in learner's anxiety is considered one of the key issues affecting EFL learners during speaking FL2 in an instructed language teaching context (Shamiry & Al Fuad, 2020). Likewise, motivation as well as affect are important source in foreign language EFL learning. Nevertheless, other sources of learners 'variability were not motivated considerable attention between foreign language teachers and learners themselves. Pase et al. (2020) has termed anxiety as an unpleasant based on an emotional experience which leads to the feelings based on distress, panic, fear as well as terror. In the same way,

Bozpolat (2017) has reported that anxiety as a psychological state which is composed of worry, fear as well as tension. Andrade as well as Williams has reported that anxiety has a great deal based on sorts including personal anxiety as well as situational anxiety and communication anxiety also class room anxiety in general also anxiety concerning grammar utilization listening, public speaking reading as well as writing in the class room environment (Gelaye et al., 2020; Hadinata, 2020).

Anxiety is considered most important of these elements and is mostly related with the oral features of language learning. In the same way, Horwitz et al. (1986) stated that speaking foreign language is the most threatening feature to language learning and focuses to develop the efficiency of communicative curriculum must constitute on anxious learners. Finally, as foreign language anxiety has destructive features of leaning process, influence and its role to learn foreign language is considered an important issue and cannot be neglected.

1.3. Statement of the Problem

The relationship between language anxiety and academic qualification witnessed high interest in the literature (Horwitz, 2001). The achievement of learners in language learning process is directly associated with the levels of efficiency because it refers to the extent of development achieved by learners during the process. In terms of the relationship between speaking anxiety by second foreign language and level of efficiency, there are some evidences which refer that level of anxiety tends to decrease with the increase of efficiency (Batumlu & Erden, 2007; Dalkılıç, 2001; Liu, 2006). Nevertheless, this is may not be the case for anxiety of talking foreign language (Saito & Samimy, 1996). Thus, there is a need for more studies in order to collect more evidences to understand the relationship between level of efficiency and

anxiety of talking foreign language. Increase the number of students who like to learn English language as EFL, it is important to discover the difficulties which effect negatively on the learning process, for instance, speaking, feeling anxiety and enjoyment which may negatively affect EFL second language learning during the class, one of these difficulties which are reported as the main problem to students in their learning is anxiety. Furthermore, most teachers are not aware that the students cannot fully show their potential due to the stressful situation they are in. Although some teachers are aware that the speaking anxiety and the student's performance faces are reported as a serious problem despite the fact that they try to create an anxiety-free environment and an enjoyable atmosphere for the student, therefore being incapable to respond to the needs of learning for individual students. Likewise, anxiety can be an unbearable element which inhibits students to show their full potentials, consequently, they are not be more and more successful in their EFL based on language learning.

1.4. Purpose of the Study

The main purpose of this study was to examine the relationship between students' performance in speaking and feeling anxiety and enjoyment of undergraduate Turkish students. It deals with EFL learner's anxiety inside the classrooms settings in the social context. Many recommendations on how to approach the issues of FLA between EFL have been clarified

1.5. Research Questions

The research attempts to answer the following questions:

- RQ₁. To what extent is there Foreign Language Enjoyment (FLE) and Public Speaking Class Anxiety Scale (PSCA) among the Turkish English Foreign Language (EFL) learners?
- RQ₂. Is there any significant relationship between FLF and PSCA?

1.6. The Hypothesis of the Study

Null Hypothesis: There is no significant relationship between FLE and PSCA.

1.7. Significance of the Study

Although several studies have explored and observed the level of the relationship amongst second language learners and speaking anxiety in a different context during English lectures. Therefore, this study provides conclusive evidence on some relationships based on English speaking anxiety classroom implications. Furthermore, EFL contexts having similarities to speaking anxiety relationships of Turkish EFL contexts may benefit in some terms from teaching speaking to EFL learners as well as dealing with anxiety problems at different proficiency levels. In addition, this study is important for the foreign language education domain. Also, this research study increases student second language learning which is reflected in teacher's productivity at the university.

1.8. Limitations and Delimitation

1.8.1. Limitations

The research limitation is as following:

- The instruments utilized pose certain limitations resulting from its reliance on participants' honesty and self-documentations by online questionnaire.

- Some items concerned with access to techy tools may present subjective results depending on the target sample individual beliefs.

1.8.2. Delimitation

The following are delimitations are belonging to the study:

- The study is not planned as a longitudinal based on the time for the specific time duration of master studies maximum education as a practical constraint.
- The respondents for this study are undergraduate students who may face problem in speaking in foreign language like anxiety.
- This study was limited to students the respondents for this study are the undergraduate students who may face problem in speaking in foreign language like anxiety and enjoyment.
- In this study, convenience sampling with representative methodologies was utilized for high education students. Therefore, the results of the study were limited to the participants of the Baskent University, Ankara, Turkey; and may lack generalizability.

This chapter includes introduction to the study in addition to clarify many terms which were utilized throughout the study such as the statement of problem, purpose of study, research questions, hypothesis of the study, significance of the study and the limitation of the study.

CHAPTER II: LITERATURE REVIEW

2.1. Overview

Chapter two is observed the electronic database and reviewed the main research sections as well as sub sections as illustrated in the Figure 3.3. The research methods of observing the data from electronic database. Furthermore, the sections and sub sections are Introduction, Methodological Issues in Examining Processes Mediating Interest and Learning, The Link between Socio Biographical, Psychological Variables and FLA/FLCA, The anxiety, Speaking Anxiety, The Causes of Speaking Anxiety, Foreign Language Enjoyment, EFL students Enjoyment and Performance. Moreover, also presented EFL Enjoyment and Feeling Anxiety, EFL Enjoyment and FL Classroom Anxiety, EFL Enjoyment and Students Perceptions, EFL Enjoyment and Barriers as well as Related Studies.

In recent years, many researchers focused on language anxiety and its relation with language learning (Kinanti, 2020). In the same way, people experienced language anxiety in leaning a foreign language as well as that type of anxiety is devoted to as a ‘situation particular anxiety’. In addition, language anxiety interferes in learning as well as it also influences academic performance.

2.2. Methodological Issues in Examining Processes Mediating Interest and Learning

There is an overall covenant in the literature research interest which amplified attention, focus and impact distinguish the psychological interest state (e.g., Krapp et al., 1992; Pekrun, 2000). While it is shown that interest contributes to the students learning, the path from the interest provocation to the learning has not been document well. From a long time ago, Lepper and Cordova (1992) described many researches and studies which deal with learning and interest relationship. The researchers concluded that the main paradigm include correlated rating of interest specified by specific group of subjects with learning measures from another group. This paradigm can be utilized to decrease the possibility to explore the critical mediating variables.

There are many researchers drew the attention to the lack of literature in this issue and discussed that they know little about the process which mediate between the interest and learning (Schiefele & Rheinberg, 1997; Schiefele, 1996, 1998; Rheinberg, 1998). Schiefele (1996) studied how the features of particular experience mediate the relationship between the arousal of topic interest and learning. Schiefele (1996) mentioned that subjective experience is associated with topic interest but it does not associate with any of the measures of cognitive process of the text. The researcher concluded that experience quality does not mediate the interest effect of text learning and that the quality of experience seems to be an important phenomenon (Schiefele, 1996). This interpretation is addressed in the conclusion of our study. One of the main problems which face researcher's interest in the way the interest effects the learning is how to measure the mediating operations. In general, interest researchers depend on self-report questions managed either before or after the critical task. For instance, Reisetter, Flowerday and Schraw (1998) studied the selection role in terms of cognitive and

effective engagement with text materials. The mission is to make college students read one text passage and the selection is made salient through the mission instructions. The entire measures including attitude and interest to the task have been registered beside the measures of learning after reading the text. The questionnaire time and rate scales are considered significant when interpret the meaning as measures to the interest psychological status. For instance, the interest rating measure before reading a text is expected. It represents the probable psychological status to the assessment of participants. The assessment directed after the event need participants to think again in order to remember what they felt when they rode the text. In this case, the knowledge of entire text may interrupt and color the memories of participants about their psychological status during reading process. Even if participants were informed to respond to how they feel about specific defined points, for instance, when they first start reading specific text, the judgment may be affected by their intervening experience. Therefore, measuring the psychological status of interest whether before or after reading the text does not certainly refer to what happens through the reading process. Particularly, similar ratios are not penetrating to change in the level of interest which may arise during reading text.

2.3. The Link Between Socio Biographical, Psychological Variables and FLA/FLCA

FLA is related to various variables which reflect the linguistic profile and history of persons in addition to the socio biographical variables (Dewaele, 2012). In the same way, Onwuegbuzie et al. (1999, 2000) revealed that the levels of FLA between America university students in FL classes associate with various factors including age academic achievement, FL achievement, previous contact with FLs, job competence, intellectual capability, perceived scholastic competence and self-worth. Participants who in contact with FLs and who feel

competent suffer less from FLA. Thompson & Lee (2013) and Liu & Chen (2014) confirmed the impact of perceived FL ability and amount of contacts with FL and FLCA. A study about FLA up to four FLs with more than 1500 adult multilingual showed that low level of FLA is associated with earlier beginning to gain FL particularly in combination of normal authentic use of FL during the learning stage, frequent present use of FL, strong FL socialization and the large networks of interlocutors with individuals who use FL frequently (Dewaele, 2013). The influence of gender was limited while the education level and higher age are associated with lower FLA in several FLs.

Many studies detected high gender influence where females registered high scores on FLA/FLCA (Dewaele & Macintyre, 2014; Park & French, 2013). In the same way, Boudreau, Macintyre, Dewaele & Dewaele (2016) conducted detailed study of data taken from 1746 FL learners around the world on eight FLCAS items. The results showed that the scores of female participants are higher than those registered by male participants. Females were worried about more than their male colleagues around their mistakes as well as less confident to use FL. Nevertheless, they did not find difference emerge from items which reflect paralyzing (Dewaele et al., 2016). It seems that more multilingual participants suffer less from FLA in both the first language (L1) and entire FLs (Dewaele, 2007; Dewaele et al., 2008; Dewaele, 2010, 2013; Thompson & Lee, 2013). It is found also that FLA levels highly increase which acquired later in life (Dewaele, 2013). The level of FLA is influenced by the typological distance between the target and present language in the repertoire of learner with lower level of FLA for the target language which belongs to common linguistic family (Dewaele, 2010).

The psychological dimension associate with FLA is the research area which is in full growth (Tianjian, 2010). This is very logical because Macintyre et al. (1998) were included

the personality together with the intergroup climate in the first layer of their second language (L2) Willingness to Communicate (WTC) pyramid model. This layer which is called the social and individual context represents the permanent and stable impacts which may be at force when communicate in an L2 (Macintyre et al., 1998).

Macintyre et al. (1998) mentioned that more researches should be performed on the precise mapping between variables of several layers such as the affective–cognitive context (Layer 5), the motivational propensities (Layer 4), situated antecedents (Layer 3), behavioral intention (Layer 2) and communication behavior (Layer 1). Dewaele (2002) investigated to whether Neuroticism (N), Extraversion (E) and Psychoticism (P) are associated with anxiety of communication via 100 participants L2 and third language (L3) to detect to what extent FLA is a steady personality trait with advanced language learners. There is no high correlation between the three personality variables and FLA levels in students French L2. Nevertheless, students with less levels of Neuroticism and high levels of Psychoticism and Extraversion suffered highly less as a FLA in their English language as a L3. In the same way, Dewaele (2013) conducted additional study and detected that there is an important positive relationship amongst Neuroticism which is associated with the L2 FLCA of 86 adult undergraduates who enroll in French language department in University of London. The same relationship has been detected in L3 in a group of 66 students. In addition, a similar pattern has been found in a group consisted of 62 Spanish students. A significant relationship has been detected between a neuroticism and FLCA in L2, L3 as well as L4 students. Moreover, it remains probably that participants who enjoy via high scores on the Neuroticism scale remained more concerned around how their FL performance can be judged.

Dewaele and Al Saraj (2015) extended the study to the link between FLCA and personality by the use of Arabic version of the Multicultural Personality Questionnaire (van der Zee et al., 2013) and the Questionnaire based on an (AFL) which was defined as Arabic Foreign Language Anxiety (Dewaele & Al Saraj, 2013) with 348 participants who learn English language. The analysis of multiple regression detected that participants with more proficient and frequent of English language feel significantly less anxious. Participants with more extraversion and stable emotions scored significantly lower on FLCA (clarifying an additional fifth of the inconsistency in FLCA). Moreover, it is clarified that emotional intelligence to be associated to FLA between 464 participants with multilingual FL users of participants who scored high emotional intelligence reported lower level of FLA via their different languages (Dewaele et al., 2008). A string of socio biographical variables were associated with FLA where participants reported higher levels of FLA for languages were learned later during life. As well as, lower levels of FLA were associated with early age of exist, FL instruction which also included the supplementary use of the language, knowing more than one language, higher use frequency, stronger socialization of language, large network of speakers and high level of self-perceived proficiency in FL.

There are no clear education or gender difference have been emerged but the older participants reported less FLA. Dewaele and Ip (2013) detected that (L2) as a Second Language Tolerance of Ambiguity remained an important predicator of FLCA in English between 73 secondary school students in Hong Kong. The study showed that students with less ambiguity tolerant mentioned significantly higher level of FLCA.

2.4. The Anxiety

Anxiety is considered a frequent and distinctive solid feeling. At this way when individual constantly feels by unbalanced degree of tension (Kinanti, 2020), it may change to clinical issue (Husky et al., 2020). The structure of anxiety problem is a classification of emotional wellness analysis which may lead to increase fear, anxiety and dread that related with stress (Bondü & Inerle, 2020). Moreover, Gardner and Macintyre (1993) has announced that “Anxiety remains psychological status generally classified by psychologists as apprehension status and it is vague fear which is only indirectly related with the object” (Hilgard et al., 1971: cited in Sovel, 1991, p.18). Horwitz (2001) confirmed that the poor performance of linguistic for learners is a result of debilitating effect of language anxiety. Moreover, class speaking is initiated the most anxiety annoying component (Aida, 1994).

On the same way, anxiety is a feeling of uneasiness, dread and fear. In the same way, feel restless and tense, as well as have a rapid heartbeat (Hilgard et al., 1971). However, it can be a normal reaction to stress. Such as feel anxious when faced with a difficult problem at work as well as before making an important decision (Hilgard et al., 1971: cited in Sovel, 1991, p.18; Horwitz, 2001).

2.4.1. Speaking Anxiety

Speaking anxiety could be associated with a feeling of anxiety, disappointment, self-uncertainty, misgiving or stress as announced by (Finnema, 2017). This may get negative impacts on understudies the learning and showing measures, particularly when communicating in English. Other than tension is one of the most contrarily powerful emotional factors, which keeps students from effectively learning an unknown foreign

language. Greenberg (2017) has expressed that "uneasiness is sensations of distress that individuals experience previously, during, and subsequent to talking openly ". The premise of the assertion is the point at which the understudies feel on edge, understudy inconvenience and certainty to talk before the class and nervousness make the language students apprehensive and apprehensive, which may add to helpless oral execution (Morris, 2017).

2.4.2. The Causes of Speaking Anxiety

Liu & Jackson (2008) has stated that speaking anxiety is brought about by certain elements, for example, absence of jargon, low English capability, absence of arrangement, absence of training, dread of committing errors and being giggled at, dread of losing face, dread of being the focal point of consideration, failure to communicate thoughts, memory separation. Kanar (2013) mentioned a few methodologies to lessen uneasiness of numerous understudies specifically sure talk, unwinding, as well as visualization. Dornyei (2001) has expressed that the fearlessness is social item, which implies that they are made and molded by the individuals around us. On the other hand, the general climate has the significant function to lessen nervousness. In this way, the assessment of critical figures or somebody around us, for example, the educator, assumes a significant part in fortifying or decreasing tension and acquires inspirational techniques the language homeroom mental self-portrait.

2.5. Foreign Language Enjoyment

Emotion is defined as a response to multifaceted events to which we see as challenges or chances in our internal and external world or events which are significant to our goal of life (Keltner Oatley and Jenkins, 2013). According to this definition, emotions are physically and psychologically respondent's Enjoyment in a foreign language is assumed as personal

dispositions to respond with a level of joy to individual circumstances and tasks in the process of language learning, particularly in an educational context (Goetz et al., 2006). Boudreau, Macintyre and Dewaele (2018) defined FLE as comparatively difficult and permanent emotions, distinctive it from more obvious desire experience. If a pleasure happens by conducting specific activity or completing action, enjoyment takes extra dimension including ideal challenge, amplified attention and intellectual emphasis. Enjoyment is considered a prevailing motivation in SLA (Piniel and Albert, 2018; Dewaele & Alfawzan, 2018; Pavelescu & Petrić, 2018). It relies on the interaction with classroom activity, teachers, peers and is affected by more general political, societal and historical contexts (Dewaele and Macintyre 2014). In the same way, it remains found that learners experience less enjoyment, more negative emotions in classrooms where FL was related towards municipal with which political relations were worried. In addition, enjoyment remains considered a strong predictor of willingness towards communicating (WTC) based on the FL class (Khajavy et al. 2018; Dewaele and Dewaele, 2018; Dewaele, 2019)

Enjoyment is described as the outside world. As in the feeling begins with a cognitive assessment of the individual's current condition indicating a person's reaction to a particular situation or emotional tone. Fredrickson (2005) divides emotions into two categories: positive and negative. Whereas negative deactivating emotions, for instance, anxiety are associated with negative accomplishment, positive activating emotions, like activity related enjoyment, are positively related to the academic success of students (Pekrun, Gotz, Titz & Perry, 2002) As Macintyre and Gregersen (2012) assert negative emotions cause inappropriate concentration and limit the potential language input. Whereas pleasant feelings which come from going beyond homeostatic boundaries and covering oneself to find new. However,

pleasure is described as the pleasant feeling a person develops when a homeostatic requirement, for instance, hunger is fulfilled hedonically (Dewaele & Macintyre, 2016). That is to say, enjoyment is a sense of accomplishment that facilitates learner's development (Elahi Shirvan, Taherian, & Yazdanmehr, 2020; Seligman & Csikszentmihalyi, 2000). Experiences especially when a person encounters challenging tasks. Shirvan et al. (2020) has declared that following the ongoing movement from negative brain research to positive brain science, interest in unknown foreign language delight (FLE) has filled perceptibly in second language procurement. Given the way that students are "people in-setting", the specific student setting environment experiences continuous flitting changes concerning singular contrasts like FLE. Natural passing appraisal (EMA) adds to our comprehension of the elements of this biological system as far as the collaboration amongst singular students and their learning surroundings enjoyment. In this examination, utilizing a time-sensitive testing plan of EMA, we investigated the dynamism of various aspects of FLE across various timescales including seconds, minutes, weeks and months in a course of halfway English as an unknown foreign language learning. To perform this, open-finished meetings have been applied with two halfway English language students in a private English language foundation during months, diaries through week's delights through minutes and the hydrodynamic methodology across seconds. Discoveries showed that satisfaction as well as enjoyment in an unknown foreign language vacillates regarding a chain of command of worldly scales, from second-to-second opportunities to the ones during months.

2.6. EFL Students Enjoyment and Performance

Dewaele & Alfawzan (2018) conducted a study about the influence of negative and positive emotions of foreign language performance in two contexts. The researchers applied

the study in two London-based secondary schools where the first one studying many foreign languages and the present and previous Saudi students of EFL in Saudi Arabia. The results of study 1 clarified that there is a significant positive relationship between EFL and self-reported exam results in foreign language between the London students. Also, it is shown that there is a little weak negative relationship between FLCA and their exam result. In other words, students with higher level of EFL and lower levels of FLCA are more expected to do well on foreign language exams. Also, the results of study 2 on Saudi University EFL students showed similar result. The higher level of EFL was associated with expressively higher English proficiency results and higher level of FLCA are associated with slightly lower English proficiency results. The qualitative results which have been collected in Study 2 helped to obtain an indication to the complex interaction between enjoyment of participants and anxiety in their EFL classes. In general, these were associated with the teachers' perception and teachers' pedagogical practices. The students remember how the anxiety are negatively influenced their level of performance in EFL. The negative observes and comments from some teachers and even the physical abuses negatively affect the attitude of participants and even feel shame (Galmiche, 2017). Some of the participants mentioned little enjoyment, increase anxiety and growing lack of self-confidence in English course which may lead to leave it. However, participants of the study mentioned that they overcome these difficulties thanks to teachers with well mood, flexibility and desire to master English (Dewaele & Alfawzan, 2018).

2.6.1. EFL Enjoyment and Feeling Anxiety

Dewaele and Macintyre (2014) developed EFL scale and includes twenty-one elements with Likert scale ratings which reflect the positive emotions towards the learning

experience teaches and peers and joined with 8 items reflect FLCA. The study results found that there is a negative correlation between FLE and FLCA proposing that they are somewhat associate but basically distinct dimensions. In addition, the statistical analysis showed that those between 1740 foreign language learners who are students with multiple languages who accessed to intermediate or higher levels in foreign language, who feel that they perform rather better than their colleagues in foreign language classes, who were higher up in their educational system (university instead of high school) and who are older, practiced expressively high levels of EFL and significantly less FLCA. The opposite analysis to the responses from 1076 participants of 1746 in open-ended questions associate with enjoyable episodes in foreign language classes clarified that specific positive classroom activities may promote foreign language learners' levels of EFL. They consisted infrequent activities including discussions, making a film or prepare a presentation groups. These activities have many benefits were they empower students by giving them an opportunity to shape activity and therefore they match their interests and concerns. They confirm that having a sense of independence and be inventive can improve the performance in foreign language. Moreover, it is shown from the narratives that the environment of classrooms can play an important role in practicing FLCA and EFL. Participants stated incidents where teachers were positively use humor sensibly were efficient, deferential and praise students for their outstanding performance. The compassionate laughter was respected where things go to the wrong direction where it resolved probable negative emotional atmosphere. The researches and studies exhibited that teachers play a significant role in the EFL of students (Arnold, 2011). Feedback of learners showed that peers can promote or destroy their EFL. As well as, it is

mentioned that small size classrooms can generate better atmosphere with more use of the foreign language and establish of close social groups with colleagues.

2.6.2. EFL Enjoyment and FL Classroom Anxiety

Macintyre and Dewaele (2014) mentioned in favor of more comprehensive take on emotions of classroom with both negative and positive feelings. Dewaele, Macintyre and Boudreau (2018) mentioned that not only to look at FLCA defined as “distinctive complex of self-perceptions, principles, feeling and behavior associate with classroom learning arise from the individuality of language learning process but also to consist EFL, defined as the emotion which is less simple and evanescent than pleasure: “if pleasure occurs simply by perform specific activity or complete an action, enjoyment proceeds further dimensions including optimal challenge, intellectual emphasis and increased attention (Horwitz et al., 1986). It is found that FLCA and EFL go together in EFL (Dewaele and Macintyre, 2016). To give an opinion about enjoyable activities in foreign language class, some of the participants mentioned activities which can be described as negative, anxiety-provoking learning experience where EFL arises at some point neutralizing the paralyzing impact of FLCA. The impression that FLCA is facilitative has been rejected by the authors but at the same time they defend the interpretation of enjoyment and anxiety as opposite emotions which do not essentially function with a see-saw function. In other words, the performance of individual does not automatically decrease when the performance of others increase. It is found that the positive emotions of EFL in addition to the more intense emotion of love are good motivator between four Romanian EFL learners (Pavelescu & Petrić, 2018). Pavelescu & Petrić (2018) mentioned that love of English helped learners to develop grit and flexibility when language

classes were not specifically pleasant and motivate them to spend efforts to learn and use English.

Dewaele (2017) has utilized a pseudo-longitudinal design to see whether sources of EFL and FLCA change with time between 180 British high school students. The study showed that the influence of teachers on EFL increase with time whereas the predictors of FLCA remain very stable. By focus on a part of the same database, it is clarified that the forty students who have two teachers of the same foreign language mentioned expressively higher levels of EFL (but not FLCA) for the main teacher. This clarifies that EFL is more brief emotion than FLCA. The heart of the study conducted by Li, Dewaele and Jiang (2018) is the active nature of FLE and FLCA. They found that EFL and FLCA vary severely, second by second during the production of speech in French L2 by Anglo-Canadian students. The post task presentation interviews showed that the difference was occasionally associate with low level linguistic difficulties (gaps of vocabulary) or to higher level problems including lack of interest with specific topic. Therefore, the relationship between EFL and FLCA diverse extensively from time to time and their correlations ranging between negative to zero, to positive.

2.6.3. EFL Enjoyment and Students Perceptions

Lement & Gardner (1977) argued that perception and positive attitude are conducive to learning. In general, the natural curiosity and positive mental climate of students can strengthen their motivation and perception to enjoyable and successful language learning. In addition to feeling of acceptance in classroom, the feeling of acceptance and belonging to larger community also supports and enhances the motivation of students to learning EFL.

Another type of perception is feeling by comfort and order the feeling of students in EFL learning environment. Nevertheless, the motivation and curiosity of students can be increased by challenging tasks. Students' desire factors to learn are determined by many theories of motivation. For instance, Gardner (1985) has a theory to differentiate two types of motivation: integrative which mean the desire of students to talk with native speakers and instrumental that stated the desire of students to obtain better job and high salary. Also, Ryan & Deci (2000) defined the internal and external classes of motivation and mentioned about their relations with the basic needs of humans for relatedness, competence and autonomy. Although there are many motivation theories, this term is not defined yet and includes attitudes, persistence, curiosity, orientations, and loci of control, goals and other dimensions. The perception of students to learn foreign language are seen as their attitudes to learn depending on their previous experience.

2.6.4. EFL Enjoyment and Barriers

There is a little researches and studies about the barriers of EFL for students in schools in Turkey and other countries. Most of the studies have been conducted on undergraduate or secondary school students. Many factors have been declared about the influence of success for learning English language in many contexts. Soner (2007) claimed that there are only few teachers with adequate knowledge of foreign language and methods. Also, the author stated that teachers use old fashioned language approaches. In addition, students do not give high importance to this course due to the heavy burdens of other courses in schools, inadequate language equipment in schools, lack of students' interest and motivation to learn new language and students have not any opportunity to use the language outside of the school (Dinçer et al., 2010). Ghrib (2004) detected that there are many difficulties affect the students

in secondary schools in Tunisia to learn new language including the inefficiency of linguistic features including phonology knowledge, grammar and vocabulary. Akbari (2015) performed an integrated analysis to the present research on junior high schools' students and it is found that lack of English speaking environment and focus on grammar teaching are the most barriers to the successful use of English language in Iran.

2.7. Related Studies

Roos et al. (2020) has announced that test anxiety is a detrimental emotion in learning and accomplishment settings. Consequently, it is a develop of high interest for analysts and its estimation is a significant issue. As test has ordinarily been evaluated utilizing self-report measures. A goal and frequently persistent evaluation of understudies' physiological excitement (i.e., the physiological segment of test tension, in actuality, circumstances, for example, a test. Test anxiety one would expect self-report proportions of test nervousness and target physiological measures would unite, experimental proof is scant and discoveries have been blended. Arbitrators impacting the connection amongst these two measures are examined, alongside suggestions for the appraisal of physiological information in future study hall based exploration on test anxiety (Roos et al., 2020).

According to Nemati et al. (2020) Feeling begins with a cognitive assessment of the individual's current condition, indicating a person's reaction to a particular situation or emotional tone. Emotions, for instance, anxiety are associated with negative accomplishment, positive activating emotions, like activity-related enjoyment, are positively related to the academic success of students.

Dewaele, Saito, Witney (2018) examined whether and to what extent FLCA and FLE were affected by a number of internal learner variables and the classroom/teacher variables in a particular academic context. The results of 189 British graduates of high schools indicated that some factors, for instance, the teacher's roles were limited, in mediating learners 'anxiety levels. The female students were also significantly more proud of their accomplishments, they felt that they had more exciting topics, and greater fun in class than the males. Moreover, Dewaele and Alfawzan (2018) conducted a study with a number of high school students in Britain who were studying different foreign languages. The results showed that, both FLE and FLCA significantly correlated with foreign language scores, also, FLE compared with FLCA, was more strongly related to foreign language test scores. Dewaele et al. (2018) has defined that FLE as a moderately perplexing and steady emotion, differentiating it structure the shallower insight of joy: " If joy can happen basically by playing out a movement or finishing a move, happiness makes on extra measurements, for example, a scholarly concentration, uplifted consideration, and ideal test". Furthermore, it is very reliable with the strong pledge between the feeling of anxiety and enjoyment in foreign language learning (Dewaele and Macintyre, 2016, 2019; Elahi shirvan and Talezadeh, 2020). The results of studies showed that factors related with leaners constitute high anxiety moments and therefore low level of enjoyment whereas factors associate with teachers offered high enjoyment times. In other words, participants were in low enjoyment moments when they were in their own self thoughts in terms of selecting the right words or structure or when they felt anxious not nervous in the presence of their colleagues. In contrast, they feel by high enjoyment times whenever they receive positive feedback and support from their teachers.

Yong (1993) performed a study on senior high school students in Taiwan to test the effect of foreign language anxiety on English language learners. The study concluded that relatively difficult exam in classroom environment would negatively affect the anxiety students level and affect their language proficiency. Also, it is found that easing anxiety did not much help in increasing the language proficiency of students. Moreover, Celik (2008) explored the pre-service EFL teachers concerns and stress for practicum. The number of EFL participants who participated in the study are 133 students. The data were collected using 40 item questionnaire. He found that personal concerns cause the highest level of stress. Moreover, Melouah (2013) investigated the levels and sources of 54 EFL university students in Algeria. The study applied on oral performance anxiety and it is found that students are subject to moderate level of speaking anxiety and confirmed that the reason behind the mentioned anxiety is the low level of language proficiency.

Öztürk & Gürbüz (2014) have documented that Foreign Language Speaking Anxiety (FLSA) and understudies' view of it in a Turkish Foreign language talking. Furthermore, pre-middle of the road under Studies College partook and, an expressive insight, just as the subjective information were dissected. Moreover, the participants of study face low level of foreign language anxiety and the practical results showed that large percentage of participants face problem in ability of talking in foreign language. Similarly, it is found that the significant reasons in foreign language talking nervousness are the negative evaluation, fears of committing errors and quick inquiries. What's more, foreign language talking uneasiness (FLSA) is a different wonder with its own sources, perspectives, factors just as effects on students. Also, Cagatay (2015) has observed EFL students FLSA in addition to some solutions towards it. The target sample were Turkish undergraduates at the English college department.

Furthermore, a developed questionnaire has been sent to the undergraduates from each proficiency towards exploring their FLSA skills. He also has reported that EFL undergraduates experience a moderate level of FLSA as well as it increases when communicating with a native speaker in terms of comparison with class undergraduates. Moreover, the study was inspected by Tzoannopoulou, (2016) and it is found that the high number of participants mentioned that they experience language anxiety in addition to fears of negative assessment in a set of university students in Greek. The analysis of collected information and answers were taken into account the language performance.

Dewaele et al. (2018) has declared that positive brain research has supported revenue in the positive just as the negative feelings that Foreign Language students experience. Furthermore, a FLE and FLCA are connected to a scope of student inner factors as well as instructor/study hall explicit factors inside one explicit instructive setting. Moreover, members of a British secondary school understudies learning different FLs. Moreover, levels of FLE were connected to higher scores on perspectives towards the FL, the FL educator, FL utilize in class, the extent of time spent on talking, relative standing, and phase of advancement. Lower levels of FLCA were connected to higher scores on perspectives towards the FL, relative standing and phase of improvement. FLCA along these lines appears to be less identified with instructor and educator rehearses than FLE. In addition, the academic ramifications are that educators ought to endeavor to support FLE instead of stress a lot over understudies' FLCA. Yaikhong & Usaha (2012) has developed a Public Speaking Class Anxiety Scale (PSCAS) towards measuring anxiety in the EFL public speaking class. Furthermore, Foreign Language Classroom Anxiety Scale (FLCAS) has been declared by Horwitz et al. (1986); Personal Report of Communication Apprehension (PRCA-24) as well as Personal Report of Public

Speaking Anxiety (PRPSA-34) by McCroskey (1970) which is associated by Speaker Anxiety Scale (SA) by Clevenger & Halvorson (1992) in view of their basic examinations. Moreover, some slight changes to phrase of embraced things were made towards a starting PSCAS as well as were approved. What is more, the starter PSCAS yielded. In addition, the factor investigation uncovered that the PSCAS incorporated the parts of correspondence misgiving, test uneasiness, dread of negative assessment, as well as solace in utilizing English in a public talking class.

Nemati et al. (2020) has announced that Iranian EFL students experienced FLE as well as public speaking anxiety in their English classrooms, which is associated with the enjoyment as well as speaking anxiety. Furthermore, EFL from numerous English language institutes, selected. In the same way, they completed Dewaele which is associated with Macintyre's (2014b) Foreign Language Enjoyment and Yaikhong & Usaha's (2012) Public Speaking Class Anxiety Questionnaires Descriptive information analysis showed that the learners had a medium-to-high foreign language degree of enjoyment as well as a low-level of public speaking anxiety. Moreover, it has been reported more enjoyment than public speaking anxiety in class. Teacher, Learning, Class Activities, as well as Class Atmosphere in explaining their enjoyment, as well as eight sub-themes also four main themes of Exam Phobia, Reaction as well as Feedback, Personal Failure, which is linked to Lack of Self-Confidence for speaking anxiety. In addition, the language teachers as well as policymakers towards gaining better insights into enjoyment as well as speaking anxiety in the field of foreign language learning.

Horwitz (1986) described the validity and development of FLCAS that provided clear sign of FLA as a typical type of anxiety out of the three general types of anxieties which have

been mentioned by Horwitz et al. (1986). The FLCAS was considered the starting of several researches to explore the FLCA elements. Schallert, Cheng and Horwitz (1999) performed another study about FLA where the researcher tried to distinguish between types of anxieties in speaking and writing components of FLCAS. The same study included the use of principal component analysis providing two types of component solutions. The first component referred to low self-confidence particularly in terms of English language speaking capability while the second component associate with negative thoughts and emotions linked to English language classrooms performance anxiety. The results of study clarified that there is a negative correlation between FLCAS in university students of Taiwan and ability of English speaking performance. Their results referred to the existence of individual differences of language anxiety and the research was confirmatory, cross-sectional, descriptive and correlational. The study is cross-sectional because the participants of study signify a cross-section of the entire students of EFL students in the chosen university. Since the researcher aimed to prefabricate the investigated hypotheses and the goal is to test\confirm the hypotheses, the study is considered confirmative study.

Hakim (2019) utilized two qualitative methods in the form of semi-structured interview and focus group discussions to study the language anxiety between EFL students in Saudi Arabia. The purpose of the study was to study the elements which contribute language anxiety between Saudi English language learners. The study deals with EFL learners' anxiety inside and outside the classroom (social context). The study provided many suggestions about how to take the issues of FLA between EFL.

Kelsen (2019) investigated the relationship between character traits within Big Five Inventory (BFI) and observed anxiety related to provide presentations evaluated by the

Personal Report on Public Speaking Anxiety (PRPSA). The study employed the exploratory factor in order to identify four public speaking anxiety elements comprising performance anxiety, physical indications, training anxiety and positive mindset. The factor evaluation with these elements as independent variables in several regression equations and character features as descriptive variables exhibited that the variables of openness to experience, personality extraversion, awareness and neuroticism are all significant predictors of public speaking anxiety clarifying 10 to 23% of the inconsistency relies on what factor. Later, the personality variables have been entered to a hierarchical regression when controlling English skills and the variance quantity clarified ranged from 16% to 32%. The researcher discussed the ways where his understanding and knowledge of language learning.

Pérez (2018) examined how FLA and proficiency associate with second language (L2) utterance fluency during the final oral examination. A group of Spanish (L1 English) amounted 38 participants were completed the unplanned narratives which have been coded for rate and length of pauses between and inside the articulation ratio, phonation-time ratio, mean duration of run, Learners' oral proficiency and Analysis of Speech Units were measured with an oral\aural sentences imitation tasks. The results of multiple regression clarified that anxiety is a strong predictor to many temporal characteristics related to fluency ratios. Nevertheless, the total oral proficiency was not significant predictors at any cases. The study results confirmed the interference of FLA with cognitive processing and contributed to understand the difficulties faced by anxious learners through the evaluation of classroom-based language.

Manipuspika (2018) performed a study which aimed to examine the relationship between EFL students and their readiness to communicate. The data of study have been

collected from 98 Indonesian university students studying English language in Brawijaya University. The data of study were analyzed by using SPSS and the Pearson Correlation was utilized. The findings of study showed that there is a significant positive correlation between FLCA and their readiness to communicate. Three types of studies were included such as test anxiety, fear of negative assessment and communication apprehension. Moreover, learners suffer from high amount of anxiety which effect negatively to deal with language learning process and tend to have low willing to talk. Thus, the researcher attempted to clarify whether anxiety is a significant challenge to WTC in order to determine the levels and types of FLA and to clarify recommendations to help in decreasing the anxiety.

Albeshar, Hussain and Farid (2018) studied the use of L1 in classroom and whether its use decreases FLCA. The practical data of study have been collected by the use of five-point Likert-scale include 12 items questionnaire directed to students and teachers. The study sample included 100 EFL teachers and 100 university students and all of them are Saudi participants. The results of study showed that L1 fasten the language learning process naturally when utilized from time to time and sensibly with the goal to keep the learners self-image and self-esteem complete and brining their FLCA down.

Rafada and Madini (2017) performed a study aimed to offer some efficient solutions on methods to decrease EFL speaking anxiety in EFL classrooms. The researchers studied the observations of ten females' students study in English Language Institute (ELI) in King Abdulaziz University, in terms of speaking anxiety in language classes. The study does not look the previous mentioned studies where the researcher utilized the qualitative approach to obtain deep understanding to the research phenomenon. The practical data of study has been collected by applying semi-structure interviews with 10 female students from levels 102, 103,

and 104. The data of study has been analyzed by the use of Nvivo 10 software. The results showed that female students feel anxiety and worry in foreign language classroom. Nevertheless, they provided a desire and favorable approach to improve the English speaking skills level by travelling abroad, talk with native speakers and watch English films.

Elmenfi and Gaibani (2016) studied the social assessment role to affect public speaking anxiety of students who learn English language in English language department at Omar Al-Mukhtar University, Libya. The data of study has been collected by the use of random sampling including 11 students participated in the study. The data of study has been analyzed by using SPSS and many descriptive statistics were utilized such means, standard deviations, parametric statistics (a three-way ANOVA analysis), and Pearson's Correlation coefficients. The study results showed that social assessment is a very important feature and significant provider to Public Speaking Anxiety of FLE students in Omar Al- Mukhtar University.

Dewaele and Macintyre (2014) designed 21 item FLE scale to measure enjoyment of FL learners in FL classrooms such as positive emotions towards teachers as well as learning experiences. It has been supplemented with eight items which reflect FLCA removed from Horwitz et al. (1986). These scales were filled via online questionnaire by high number of FL learners amounted 1746. The study results showed that there is uncertain negative correlation amongst FLE and FLCA as sign that these represent two separate emotional dimensions. It is found that FLCA is highly decreased and FLE is highly increased between advanced students as well as those who their performance remains better than their peers. Asian participants experienced higher level of FLCA and lower level of FLE while North American participants experience least FLCA and most FLE. Male participants experienced both low levels of FLE

and FLCA than female participants. The detailed qualitative analysis was performed about the subjects evolving from feedback of most enjoyable episodes in FL classrooms detected that particular class activities were most regularly declared as FLE sources. Good teachers who are supportive, well-organized, positive, happy, and respectful of students and use humor judiciously supported the FLE of students. In another researches, Dewaele and Macintyre (2016) has utilized the principal component analysis of the same dataset as well as differentiate between two dimensions of FLE namely social FLE which is associated with private FLE. In the same way, the social FLE has been clarified via good relationship with shared legends, also teachers as well as comprehensive classroom laughter. Private enjoyment reflects the pride of learners to achieve difficult goals and have fun of FL learning environment. FLE and FLCA were compared by authors as the feet of runner as well as mentioned that the goal of FL learning remained to not remove one of them for the reason that it remained painful, on the other hand, instead to detect the balance when both of the feet anxiety as well as enjoyment were conveyed into balance (Macintyre and Dewaele, 2016). Dewaele et al. (2016) conducted another study on the same materials which focused on the difference of gender in FLE also FLCA. In the same way, the study results found that females present more enjoyment in FL class and more FLCA than males. Also, females felt prouder and more fun to their performance than males. Nevertheless, females are more worried of making mistakes in FL with less confident than males to use FL.

Dewaele et al. (2018) studied the variation sources in FLE as well as FLCA between 189 secondary school students in London where most of them study Spanish, French or Germany as FL. The amazing result of the study showed that teachers and practices of teachers expected more discrepancy in FLE than FLCA. Also, it is shown that higher levels of

FLCA remained associated with less positive attitudes to FL, lower partial standing between peers as well as being less advancing in FL. Alternatively, FLE was highly expected by positive attitudes towards FL, the regular use of teachers of FL, spending more time during time of classroom, higher place in the hierarchy of group also being more advancing in FL.

Dewaele (2017) investigated whether the FLE and FLCA sources change with time by using a pseudo-longitudinal design. The results showed that FLE increasing with time via the three age groups while FLCA remains constant with time. In addition, there is a weak negative correlation between FLE and FLCA and remain constant through participants. Teacher highly effects the FLE with time and he cannot effect FLCA with time.

Dewaele (2019) have focused on forty students with one main teacher as well as second teacher in the same FL. In the same way, it is detected that FLCA is more constant with both of the teachers, on the other hand, FLE remained strongly higher with the main teacher who suggested that FLE remains higher than fleeting classroom emotions than FLCA.

Dewaele (2018) investigated how learner emotions and behavior of teacher influence WTC in the FL. It is detected that FLCA is the strongest negative predicator whereas frequent use of FL by teachers, the positive attitudes for students towards FL and social FLE remained positive predicator of WTC. In the same way, researchers stated the main key to allow students to use FL language is their growing interest. The same instrument was utilized by Dewaele et al. (2018) and Dewaele and Alfawzan (2018) to study the link amongst test results and emotions for 190 second school students from Dewaele et al. (2018) as well as the relationship amongst FLE as well as FLCA which is associated with the performance of 152 Saudi EFL university students depending on Saudi Arabia on an English verbal decision task.

The results of study showed that there is a positive impact of FLE on performance than the negative impact of FLCA between Saudi Arabia EFL learners. In addition, a marginal relationship has been detected between exam results and FLCA with British students but an important positive relationship has been arising between exam result and FLE.

Dewaele and Macintyre (2019) performed a study by adopting a mixed-method approach to study the influence of the external and internal variables on FLCA and FLE. The study was based on online questionnaire and the number of people participated on the survey were 750 FL from different parts of the world. The study results found that FLCA and FLE are negatively correlated by they are in a separate dimension. The score of male students in FLCA are less than female students. The results of multiple regression showed that teacher-centered variables including teachers friendliness, attitude of teacher, joking by teachers are strongly predicated FLE. On the other hand, FLCA was expected by the place of learners in the group pyramid and the emotional stability against neuroticism. The qualitative analysis of data on anxiety-provoking and enjoyable episodes experienced by participants showed that in FLE description episodes, teachers and self-have been declared more commonly comparing with FLCA episodes that were more commonly associated with self without mentioning teachers.

Dewaele et al. (2019) completely focused on features of teachers as well as their impact on (210) Spanish EFL learners. Participants with FL English utilizer as teachers mentioned more FLCA and less FLE than the participants with first English language utilizer. FLCA and FLE were not affected by utilizers' gender. The foreign accent of teachers' effect negatively on FLE whereas the FLE of teachers boosted FLE. The last result has been moderated by a separate ANOVA which presented that FLE is only released at teachers with a

very good accent in foreign language. FLCA was stronger with young and strict teachers who do not utilize much FL in classroom. Dewaele (2019) has utilized the same data to perform another study and detected that FLCA was the strongest negative predictor of WTC and clarifying only 30% of difference. The frequent utilize of FL and FLE of teachers were positive predictor of WTC which explain more 15% of adjustment.

Li et al. (2018) developed a Chinese EFL scale to study the EFL for 2078 Chinese high school EFL students. The results of study showed a three factor model including EFL - Atmosphere, EFL -Private and EFL -Teacher. It is found that students score highest on EFL - Teacher, followed by EFL -Private and EFL -Atmosphere. The qualitative data by open questions clarified that EFL can be determined by a collection of both earner internal and external variables much as the case in anywhere in the world. The same author performed another study and focused on the relationship between EFL emotions and achievements. The study has been applied on 1307 Chinese students who study EFL in different achievement levels. The study found that EFL and FLCA are significant predictors of self-perceived EFL proficiency. Stimulatingly, the relationship was weaker for group with low achievements and stronger for students with high achievements where students experience less EFL and suffer from more FLCA. It is found that the main source of FLCA was the criticisms of teachers and weak performance of English language exams whereas the causes for increasing EFL were fear of teacher criticism and weak performance in English exams.

Finally, Jiang and Dewaele (2019) utilized FLCA and FLE scales from Dewaele et al. (2018) by mixing the two methods together and study the exceptionality of EFL and FLCA of 564 university EFL learners Chinese students. The participants of study mentioned similar FLE comparing with the international sample in Dewaele and Macintyre (2014) but they

experienced more FLCA. Nevertheless, the relationship between FLCA and EFL and the influence of internal and external learner variables were roughly comparable. Variables associate with teachers were strong predictor of EFL whereas learner internal and external variables predicated FLCA were stronger. The unique difference between international participants and Chinese participants is that Chinese participant's dislike teacher unpredictability where the author attribute that it belongs to the Chinese educational context and culture. The qualitative analysis of the study detected that teacher is the main source of EFL whereas FLCA was less context-dependent.

At this chapter we provided many terms and concepts about examining the relationship between foreign language enjoyment and public speaking anxiety. It starts by providing the issues to examine processes mediating interest and learning. In addition, it provides most of the study terms such as anxiety, speaking anxiety, FLE, classroom anxiety. Also, it ends by providing many prior studies associate with the concept of our study.

CHAPTER III: METHODOLOGY

3.1. Overview

This chapter presented the main research methodology. Furthermore, it has presented some sections such as Theoretical Framework, Methodology, Research Methodology, Data Analysis Procedure Plan, Research Design, and The Participants of the Study as well as Instrument of the Study. Moreover, this research has presented some other sections, for instance, data Collection, Demographic Variables Descriptive Statistics, Gender, Grade, Measures' Validity and Reliability, Foreign Language Speaking Anxiety, Foreign Language Enjoyment, Descriptive Statistics of Study Variables, Assessing the Assumptions of Linearity and Homoscedasticity, Correlations as well as Summary of Results. In addition, this chapter included the research Discussion.

3.1. Theoretical Framework

The research model of this study is shown in Figure 3.1. Figure 3.2 clarifies the Map of FLE Experience.

Figure 3.1. Theorized research model framework

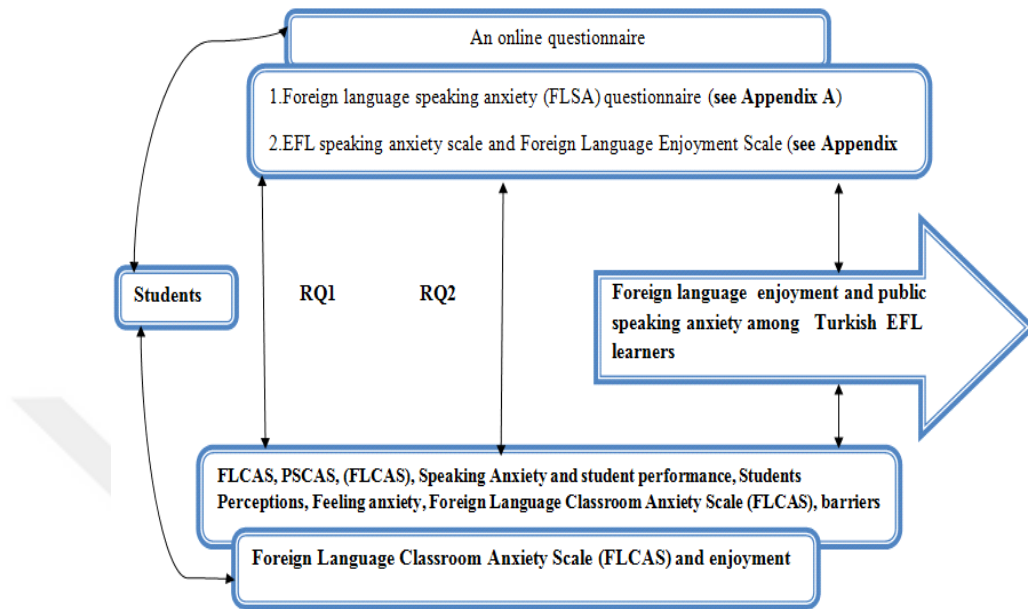
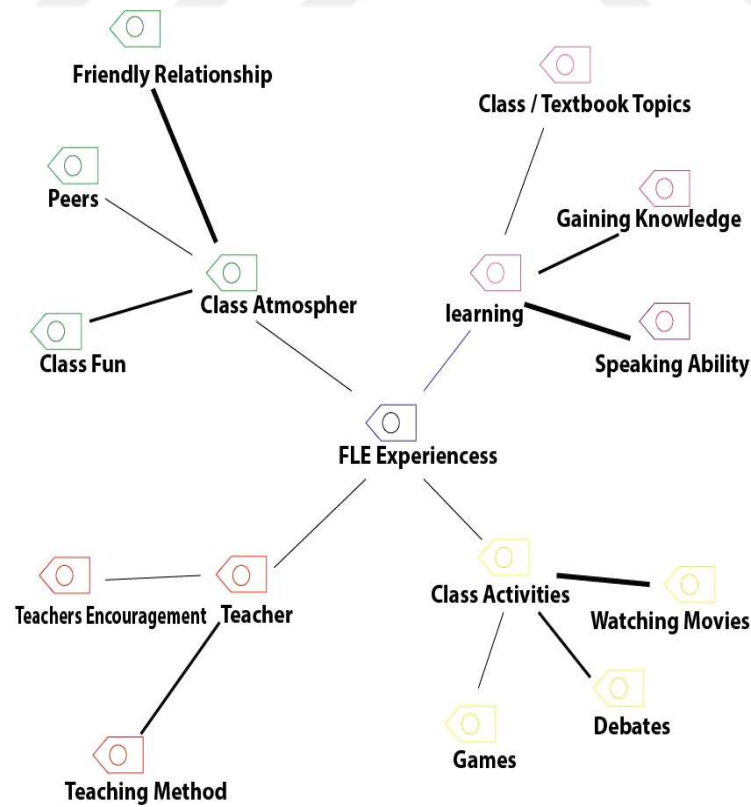


Figure 3.2. The Map of FLE Experience (Nemati et al., 2020).



As shown in Figure 3.2, the FLE experiences include many items and each of them are also, composed into many items. These items are regarding the FLE experience for different activities and techniques.

3.2. Methodology

3.2.1. Research Methodology

This study utilizes a descriptive research methodology which is suitable for this sort of research study (Newman & Gough, 2020; Plancikova et al., 2020 Williams et al., 2020). Furthermore, research methods utilize in getting information for this research study is a survey which can utilize an online survey send via Google Drive to the target sample. The research methodology has a quantitative method with correlational design. Moreover, this method remains appropriate for such kind of information for main reason that this representative and achievable research have selected such type of methodology for the reason that most of the gathered information is resulted from the digital database on the subject in the period (2011-2020) as presented in Figure 1.3. below for the compression with the survey outcome.

3.2.2. Data Analysis Procedure Plan

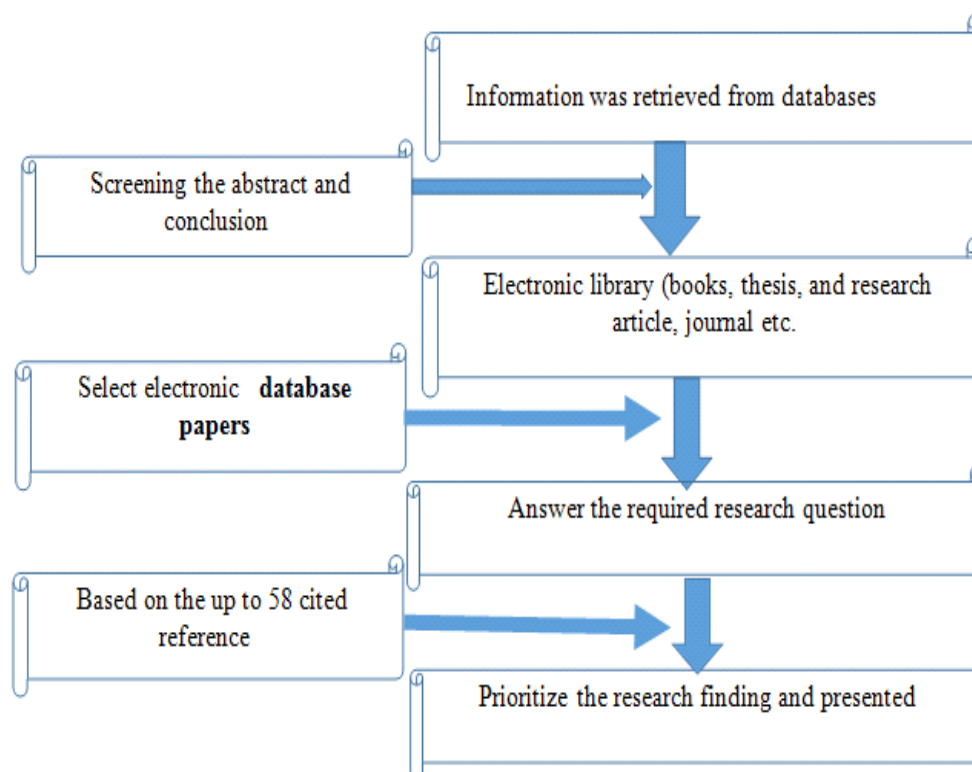
As this study has been conducted on using at first time quantitative research methodology after collecting the responses from the participants also moved to utilize qualitative research method during the analysis phase towards measuring and analyzing quality of the participants responses by the utilization of Statistical Package for Social Sciences (SPSS) (Rai, 2020; Boumediene et al., 2020) software tool and ANOVA (Strunk & Mwavita, 2020; Dudek, 2020; Derakhshan et al., 2020), T-test (Kelter, 2020; Nor et al.,

2020) has been applied a qualitative research method to evaluate the collected answers from the participants.

Figure

3.3.

The
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our
study
(Shliba
k &
Dalla,



2020).

3.2.3. Research Design

This study is a descriptive quantitative study where it utilizes a questionnaire to collect data and answer the research questions. It is a survey study which seeks to search the FLE and public speaking anxiety with last semesters EFL students at English department, Baskant University.

3.2.4. The Participants of the Study

The samples in this study were 103 students studying in the last semesters at Baskent University English department, Ankara. The samples were chosen with nearly similar age, ranging between 20 to 22 years at the time of conducting this study.

3.2.5. Instrument of the Study

The instrument of this study were mainly two questionnaires which can be clarified as follows:

3.2.5.1. Foreign Language Speaking Anxiety (FLSA) Questionnaire

An EFL speaking anxiety scale. The survey (see Appendix A) is composed of 42 items. The five subscales of the questionnaire are performance, feeling anxiety, FLCAS, student's perceptions and Barriers. Also, these elements have been utilized by Saltan (2003) and Öztürk (2009) and found to detect whether students are subject to speaking anxiety and the degree of it. The research validity and reliability statistics of students based on FLSA. All scales reached satisfactory Cronbach's Alpha value at least.

3.2.5.2. Foreign Language Enjoyment Scale Questionnaire

The questionnaire is composed to 10 close-ended questions with no subscales. The research reliability statistics is based on students Foreign Language Enjoyment Scale. All scales have reached satisfactory Cronbach's Alpha value of at least. A one-way amongst - groups analysis of variance (ANOVA) has been conducted to investigate the effect of FLSA and FLE Scale scores in the questionnaires. Also, correlation and regression tests have been done. It was utilized with a final version PSCAS (Public Speaking Class Anxiety Scale) and

Foreign Language Enjoyment Scale (Dewaele et al., 2019). This questionnaire was adapted from Yaikhong & Usaha in (2012). The scale that was utilized is a Likert scale. Likert scale is used to measure approaches, opinions and vision of a person or group of persons about specific issue. Horwitz, Horwitz & Cope (1986) developed the FLCAS. FLSA questionnaire on multiple choice question designed through Google Form. The responses of questionnaire are on the form of text and they were transferred into numbers and stored in our computer to be analyzed. A descriptive statistic has been applied on these data including percentages.

Table 3.1. Reliability statistics for students' anxiety according to the three main variables: CA, TA, and FNE

Anxiety Variables Anxiety degree	Mean of Anxiety Degree	Standard Deviation (S.D)
Communication moderate Apprehension	3.00	.46
Test Anxiety moderate	2.87	.60

When the questionnaire has been sent to our participants, they were informed to answer its items completely and naturally as can as possible. The study has been conducted by the utilization of quantitative approaches and the Foreign Language Speaking Anxiety Scale (FLSAS) was utilized. Horwitz et al. (1986) developed FLSAS scale and it is a modified version of FLCAS. FLSAS is utilized to measure FL classroom anxiety from the students' point of view and includes 23 elements. All of the items in FLSAS focus on the skills of speaking. Students were asked to select one answer for each statement and their selections are equated with numerical value. The Likert scale includes 6 grades and the entire score was arranged from six selections are strongly agree, Agree, Slightly agree, Slightly Disagree, Disagree as well as strongly disagree. The responses of questionnaire are on the form of text

and they were transferred into numbers and stored in our computer to be analyzed. A descriptive statistic has been applied on these data including percentages. The results are organized on the form on tables for better understanding.

3.2.6. Data Collection

This study was collected using data throughout a developed a questionnaire from the target sample which was the Baskent University English department students. Furthermore, the research included a sample of the diverse the Baskent University English department students and their answers were gathered. Moreover, according to the research transactions and rules of selecting the target sample, homogeneous besides that this research is not just a questionnaire, so the research does not require a large number of the target sample. In addition, allowing to the Baskent University English department students who has cited the following points, which can be observed via way of a defining the required sample size:

This research investigated the answers of the two main research questions. A questionnaire has been utilized to measure the speaking anxiety level and the elements causing the speaking anxiety. The questionnaire is a 6-graded Likert scale and the total score was arranged from six choices, for instance, strongly agree, Agree, Slightly agree, Slightly Disagree, Disagree as well as strongly disagree, as shown in the questionnaire. This section discussed the result of the research question and show that EFL students undergraduate have a high level of FLSA.

3.3. Demographic Variables Descriptive Statistics

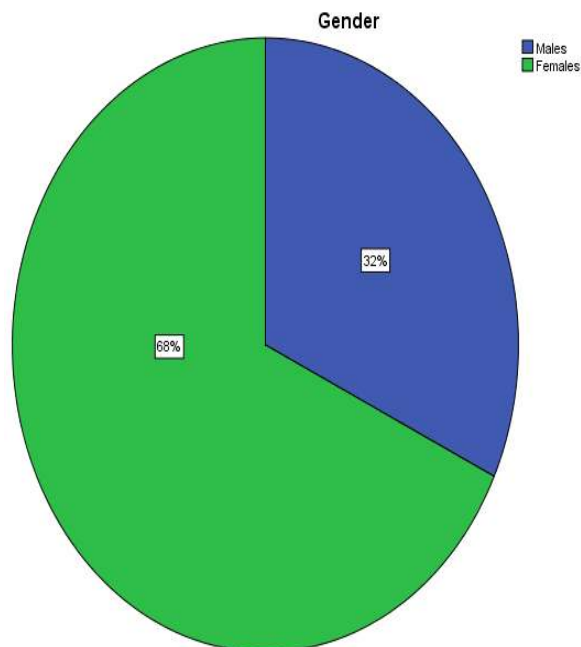
3.3.1. Gender

Table 3.2. Distributions of participants in terms of their genders.

Gender	Frequency	Percent %
Males	33	32.0
Females	70	68.0
Total	103	100.0

Table 3.2 gives the distribution of participants in terms of their genders. Data was obtained from a random sample made up of 103 respondents. Descriptive statistics of the sample, in table 3.2 shows that males were 33 participants and represent 32% and females were 70 participants and represent 68%. Figure 3.4 shows percentage of gender distribution.

Figure 3.4. Percentage of gender distribution



3.3.2. Grade

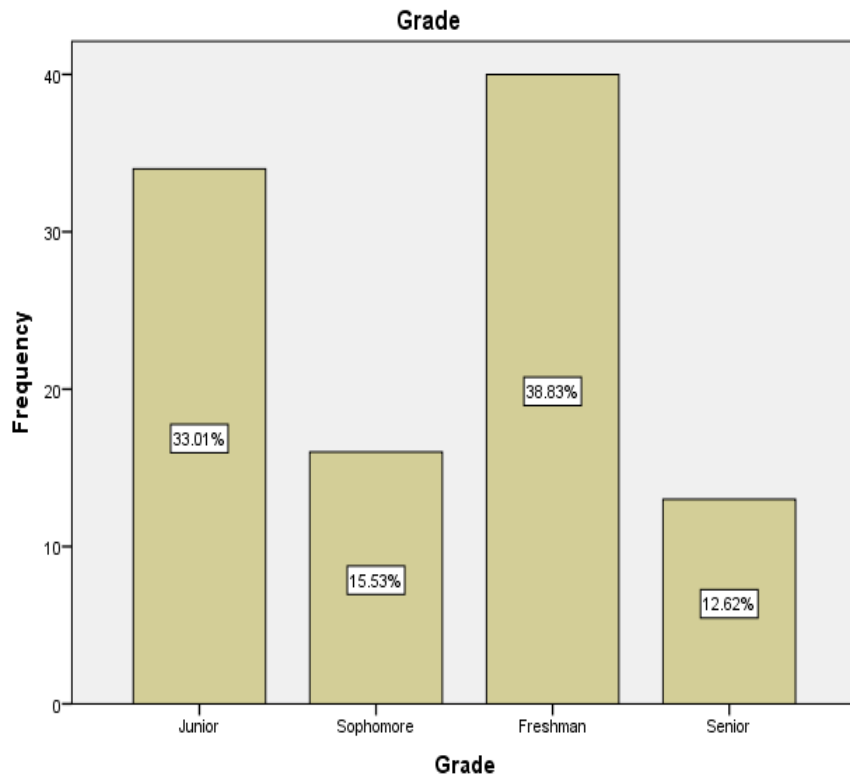
Table 3.3 gives the distribution of participants in terms of their grades. Data was obtained from a random sample made up of 103 respondents.

Table 3.3. Distributions of participants in terms of their grades.

Grade	Frequency	Percent %
Junior	34	33.0
Sophomore	16	15.5
Freshman	40	38.8
Senior	13	12.6
Total	103	100.0

Descriptive statistics of the sample, in table 3.3 shows that Junior students were 34 participants and represent 33%, Sophomore students were 16 participants and represent 15.5%, Freshman students were 40 participants and represent 38.8% and Senior students were 13 participants and represent 12.6%. Figure 3.5 shows percentage of grade distribution.

Figure 3.5. Percentage of grade distribution



3.4. Measures' Validity and Reliability

3.4.1. Foreign Language Speaking Anxiety

A principal components factor analysis was utilized to test construct validity. A preliminary analysis was performed to get eigenvalues for 7 items to represent Performance. The Kaiser–Meyer–Olkin measure corroborated the sampling adequacy for the analysis, KMO = .588. Two items had to be deleted due to weak loadings. The Performance element had eigenvalue over Kaiser's criterion of one (Core value = 2.242) and explained 44.83% of the variance. Performance items factor loadings ranged amongst .407 and .806. The scale had a satisfactory reliability, Cronbach's $\alpha = .669$. When Cronbach's Alpha value is less than .70 the

Mean Inter-Item Correlations should be amongst .2 to .4 to justify reliability (Briggs and Cheek 1986). The Performance scale had Mean Inter-Item Correlations = .292. Results refer that the scale can be utilized in measurement of the specified variable and it is reliable and valid.

Table 3.4. Factor Analysis for Foreign Language Speaking Anxiety

	Factor Loading	Core value	Variance Explanation Rate (%)	Cronbach Alfa	Average	KMO value
FL Speaking Anxiety				.835	2.53	
Performance		2.242	44.831	.669	2.92	.588
Q4	.806				3.01	
Q3	.780				2.90	
Q5	.702				3.11	
Q2	.571				2.99	
Q6	.407				2.57	
Feeling Anxiety		4.361	72.685	.925	2.35	.910
Q11	.901				2.56	
Q9	.879				2.39	
Q8	.878				2.33	
Q12	.832				2.39	
Q10	.819				1.97	
Q13	.802				2.49	
FL Classroom Anxiety		2.819	46.976	.752	2.39	.813

Q17	.861				2.57	
Q21	.844				2.30	
Q18r	.792				2.45	
Q19	.639				2.12	
Q14r	.407				2.53	
Q15	.406				2.32	
Students Perceptions		2.260	45.209	.693	2.77	.663
Q24	.694				2.95	
Q23	.688				2.62	
Q26	.667				2.65	
Q25r	.660				2.73	
Q28	.652				2.91	
Barriers		4.077	50.964	.860	2.39	.857
Q29	.822				2.45	
Q31	.774				2.19	
Q35	.773				2.56	
Q36	.729				2.80	
Q33	.703				2.23	
Q30	.668				2.57	
Q34	.631				2.18	
Q32r	.580				2.15	

A primary analysis has been performed to get eigenvalues for six items to represent Feeling Anxiety. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .910. The Feeling Anxiety factor had eigenvalue over Kaiser’s criterion of one (Core value = 4.361) and explained 72.69% of the variance. Feeling Anxiety items factor

loadings ranged amongst .802 and .901. The scale had a satisfactory reliability, Cronbach's $\alpha = .925$. Results refer that the scale can be utilized in measurement of the specified variable and it is reliable and valid.

A primary analysis was run to get eigenvalues for eight items to represent FL Classroom Anxiety. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .813. Two items had to be deleted due to weak loadings. The FL Classroom Anxiety factor had eigenvalue over Kaiser's criterion of one (Core value = 2.819) and explained 46.98% of the variance. FL Classroom Anxiety items factor loadings ranged amongst .406 and .861. The scale had a satisfactory reliability, Cronbach's $\alpha = .752$. Results refer that the scale can be utilized in measurement of the indicated variable and it is reliable and valid.

An initial analysis was run to get eigenvalues for seven items to represent Students Perceptions. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .663. Two items had to be deleted due to weak loadings. The Students Perceptions factor had eigenvalue over Kaiser's criterion of one (Core value = 2.260) and explained 45.21% of the variance. Students Perceptions items factor loadings ranged amongst .652 and .694. The scale had a satisfactory reliability, Cronbach's $\alpha = .693$. When Cronbach's Alpha value is less than .70 the Mean Inter-Item Correlations should be amongst .2 to .4 to justify reliability (Briggs and Cheek 1986). The Students Perceptions scale had Mean Inter-Item Correlations = .315. Results refer that the scale is utilized to measure the indicated variable and it is reliable and valid. A primary analysis was run to get eigenvalues for eight items to represent Barriers. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .857. The Barriers factor had eigenvalue over Kaiser's criterion of

one (Core value = 4.077) and explained 50.96% of the variance. Barriers items factor loadings ranged amongst .580 and .822. The scale had a satisfactory reliability, Cronbach's $\alpha = .860$. Results refer that the scale is utilized to measure the indicated variable and it is reliable and valid.

3.4.2. Foreign Language Enjoyment

A principal components factor analysis was utilized to test construct validity. A primary analysis was run to get eigenvalues for seven items to represent FL Enjoyment.

Table 3.5. Factor Analysis for Foreign Language Enjoyment

	Factor Load	Core value	Variance Explanation Rate (%)	Cronbach Alfa	Average	KMO value
FL Enjoyment					3.00	
Q41	.843	4.271	47.454	.842	2.98	.779
Q45	.831				3.07	
Q38	.790				2.94	
Q43	.785				3.14	
Q37	.637				2.66	
Q44	.602				3.03	
Q39	.551				2.93	
Q46	.547				2.54	
Q40	.508				3.09	

The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .779. One item had to be deleted due to weak loading. The FL Enjoyment factor had

eigenvalue over Kaiser's criterion of one (Core value = 4.271) and explained 47.45% of the variance. FL Enjoyment items factor loadings ranged amongst .508 as well as .843. The scale had a satisfactory reliability, Cronbach's $\alpha = .842$. Results refer that the scale can be utilized in measurement of the indicated variable and it is reliable and valid.

3.4.3. Descriptive Statistics of Study Variables

The descriptive statistics of study variables are shown in Table 3.6. FL Enjoyment showed the highest mean value (M=2.93, SD= .475) while Feeling Anxiety showed the lowest mean value (M= 2.35, SD= .809). Values of skewness and kurtosis are within normal distribution range (-1 to +1) which indicates normal distribution of data in the study variables.

Table 3.6. Descriptive Statistics of study variables

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Performanc e	101	2.9168	.50141	-.447-	.240	.893	.476
Feeling Anxiety	102	2.3546	.80928	.116	.239	-.784-	.474
FL Classroom Anxiety	102	2.3856	.54751	.121	.239	-.189-	.474
Students	102	2.7706	.51696	-.027-	.239	.066	.474

Perceptions							
Barriers	102	2.3934	.60382	-.104-	.239	-.075-	.474
FL Enjoyment	102	2.9314	.47529	-.093-	.239	.589	.474
Valid N (listwise)	98						

3.4.4. Assessing the Assumptions of Linearity and Homoscedasticity

The assumption of linearity is met when the relationship amongst the two variables is linear while homoscedasticity indicates that the variability in scores for variable X should be similar at all values of variable Y. The scatterplot of the two variables should show an even cigar shape along its length (Pallant, 2016).

Figure 3.6. The relationship amongst Performance and FL Enjoyment

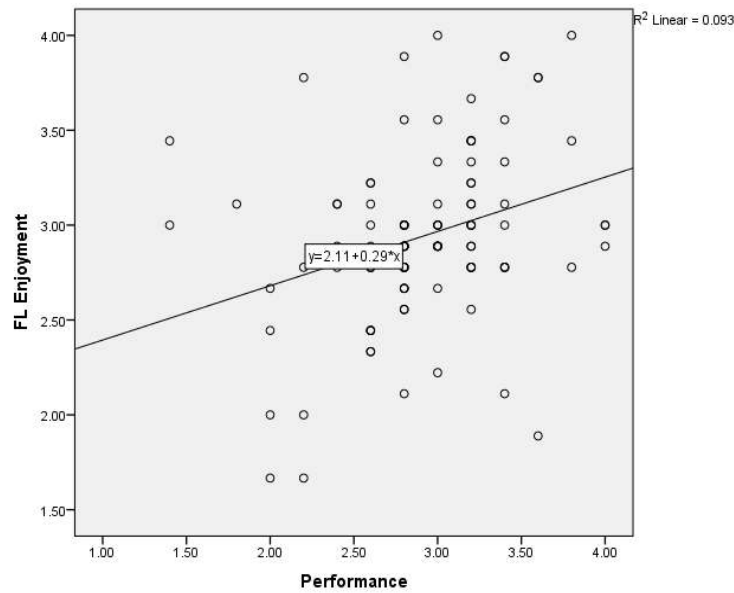


Figure 3.6 shows the relationship amongst Performance and FL Enjoyment. The scatter plot reveals a linear relationship and similar variability in scores for Performance at all values of FL Enjoyment.

Figure 3.7. The relationship amongst Feeling Anxiety and FL Enjoyment

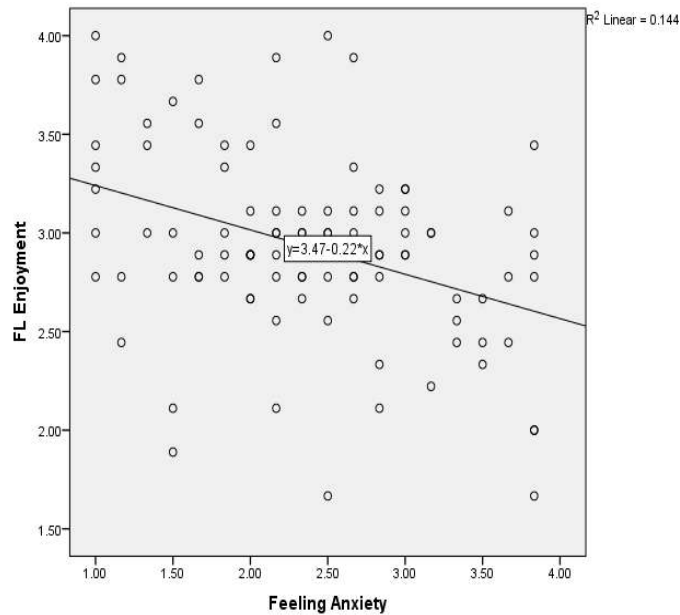


Figure 3.7 shows the relationship amongst Feeling Anxiety and FL Enjoyment. The scatter plot reveals a linear relationship and similar variability in scores for Feeling Anxiety at all values of FL Enjoyment.

Figure 3.8. The relationship amongst FL Classroom Anxiety and FL Enjoyment

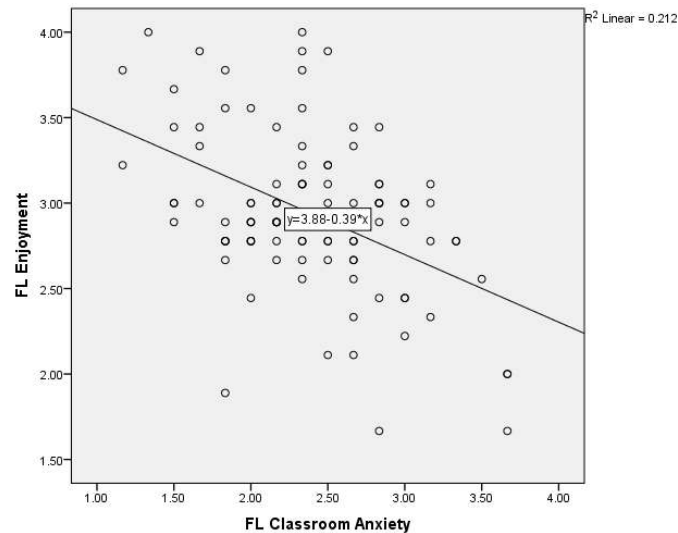


Figure 3.8 shows the relationship amongst FL Classroom Anxiety and FL Enjoyment. The scatter plot reveals a linear relationship and similar variability in scores for FL Classroom Anxiety at all values of FL Enjoyment.

Figure 3.9. The relationship amongst Students Perceptions and FL Enjoyment

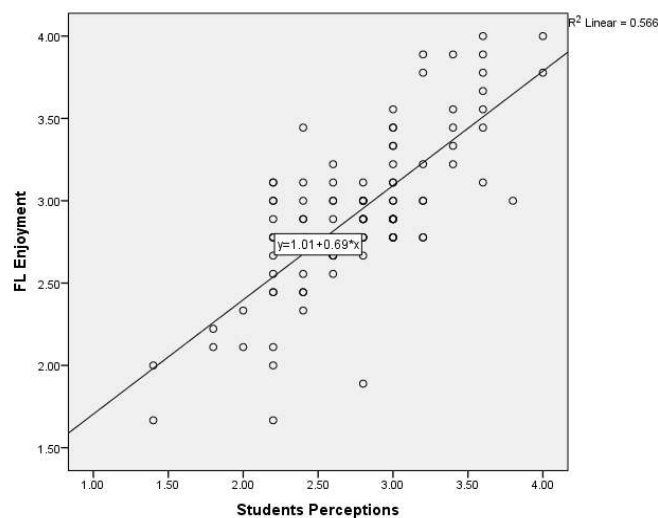


Figure 3.9 shows the relationship amongst Students Perceptions and FL Enjoyment. The scatter plot reveals a linear relationship and similar variability in scores for Students Perceptions at all values of FL Enjoyment.

Figure 3.10. The relationship between Barriers and FL Enjoyment

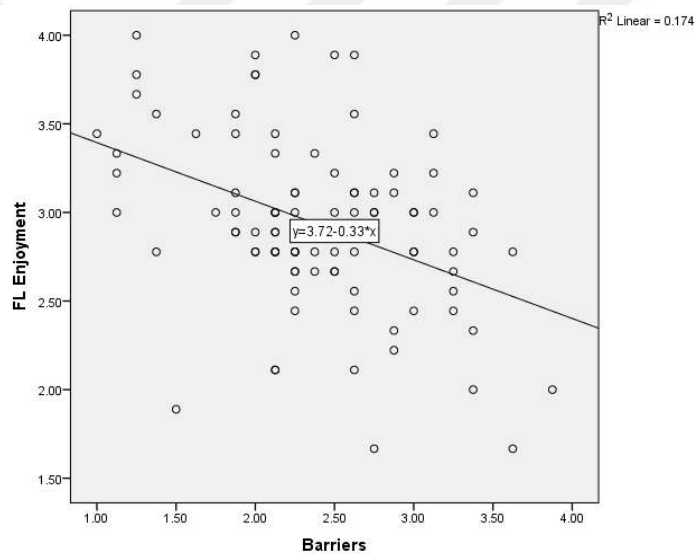


Figure 3.10 shows the relationship amongst Barriers and FL Enjoyment. The scatter plot reveals a linear relationship and similar variability in scores for Barriers at all values of FL Enjoyment.

3.4.5. Correlations

Table 3.7. Correlations amongst FL Speaking Anxiety factors and FL Enjoyment.

The relationships amongst FL Speaking Anxiety factors and FL Enjoyment were investigated by the utilization of Pearson product-moment correlation coefficient. In order to ensure that there is no homoscedasticity, linearity and assumptions of normality, initial analyses were conducted.

		Performance	Feeling Anxiety	FL Classroom Anxiety	Students Perceptions	Barriers	FL Enjoyment
FL Enjoyment	Pearson Correlation	.305**	-.379**	-.461**	.753**	-.417**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	
	N	100	101	101	101	101	102
**. Correlation is significant at the 0.01 level (2-tailed).							

There was a medium, positive correlation amongst Performance and FL Enjoyment, $r = .305$, $n = 100$, $p = .002$, with high levels of Performance related with high levels of FL Enjoyment. The two variables share a variance of 9.3%.

Also, there was a medium, negative correlation amongst Feeling Anxiety and FL Enjoyment, $r = -.379$, $n = 101$, $p < .001$, with high levels of Feeling Anxiety associated with low levels of FL Enjoyment. The two variables share a variance of 14.4%.

FL Classroom Anxiety and FL Enjoyment were found to be moderately and negatively correlated, $r = -.461$, $n = 101$, $p < .001$, with high levels of FL Classroom Anxiety associated with low levels of FL Enjoyment. The two variables share a variance of 21.3%. There was a strong, positive correlation amongst Students Perceptions and FL Enjoyment, $r = .753$, $n = 101$, $p < .001$, with high levels of Students Perceptions associated with high levels of FL Enjoyment. The two variables share a variance of 56.7%. Barriers and FL Enjoyment were found to be moderately and negatively correlated, $r = -.417$, $n = 101$, $p < .001$, with high levels of Barriers associated with low levels of FL Enjoyment. The two variables share a variance of 17.4%.

3.4.6. Summary of Results

Table 3.8. Hypotheses' statements and results

N.	Hypothesis's Statement	<i>r</i>	Sig. level	Result
H1	There is a significant relationship amongst FL Enjoyment and Performance.	.305	.01	Supported
H2	There is a significant relationship amongst FL Enjoyment and Feeling Anxiety.	- .379	.01	Supported
H3	There is a significant relationship amongst FL Enjoyment and FL Classroom Anxiety.	- .461	.01	Supported
H4	There is a significant relationship amongst FL Enjoyment and Students Perceptions.	.753	.01	Supported
H5	There is a significant relationship amongst FL Enjoyment and Barriers.	- .417	.01	Supported

Table 3.8 shows hypotheses' statements, Pearson product-moment correlation coefficients and results. All hypotheses are supported at the significance level of .01.

3.5. Discussion

The anxiety in literature has always somewhat of conflicted status. The largest amount of studies shows a negative correlation between linguistic anxiety and the levels of FL proficiency scores including the grade of course, tests and other measurements (Horwitz, 2010). In terms of emotional effects, the highest anxiety feeling is doubtful for behavior and

interrupt in communication between persons, perceive and learning (Eysenck, 1979; Gregersen & Horwitz, 2002; Macintyre & Gardner, 1994, 1994). But to what compatible with adoption emotion and narrow effects of negative feeling and anxiety, it is probable that enjoyment and anxiety collaborate from time to time where enjoyment encourage on exploring enjoyment and anxiety generates focus on the need on taking specific work (Arnold & Brown, 1999). It is known that it is two separate dimensions, the question describes the balance between enjoyment and anxiety instead of considering two conflicted ends of the same dimension. We need to exercise some attention to interpret these results. Although the sample of this study sample is large, it also is mostly well educated and self-selected. The sample likely does not represent the general population of FL learners, if such a sample actually can be defined in a meaningful way. A positive bias towards FL learning is probable to be present between our respondents: FL learners who really hate FLs would probably not want to spend a time an online questionnaire on FL learning, even if they were still taking a language course. Furthermore, it is probable that only the most excited FL learners keep studying FLs until they graduate. However, the wide range of the present sample provides at least some protection in the sampling procedures.

It is proven that FLE is a rich and multi-dimensional. Throughout our study, it is proven that FLE and FLCA are significantly negatively correlated and associate with number of social variables associate with curriculum (Dewaele & Macintyre, 2014). At the previous sections of our study, we looked deeply to the conceptualization and measurement of FLE. Varimax rotation did not clarify the analysis of FLCA and FLE as separate dimensions only but it is clarified that there are interested discrimination of social components of FLE measurements. Nevertheless, it is necessary to confirm that despite the possibility to separate

these three components from each other, the oblique rotation works to remained us by the existence of overlap between each other. The questionnaire invited the participants to participate in positive experiment in their FL classroom which provided high amount of information. These responses allowed us to understand the experiment of joyful language learning better.

The first research question of my study was intended to investigate the relationship amongst EFL and PSCA amongst Turkish EFL learners among a sample of students in Baskent University. The study results showed that first, it is found that FL classroom anxiety and FL enjoyment are negatively correlated. This means that high levels of FL classroom anxiety are related with low levels of FL enjoyment. This result is compatible with the result obtained by (Dewaele & Alfawzan, 2018). (Dewaele & Alfawzan, 2018) found that higher levels of enjoyment are related to lower levels of classroom anxiety. Moreover, the result is in line with Brantmeier (2005) who clarified that FL enjoyment is related to higher self-assessed FL ability and scores on reading comprehension tests. This study provided more confirmation to the negative correlation amongst classroom anxiety and FL achievement (Krashen, 1982; Macintyre & Gardner, 1994; Macintyre, 1999; Tran, 2012; Liu & Jackson, 2008; 2017;). Moreover, in terms of the correlation amongst performance and FL enjoyment, the results of our study clarified that there is a medium positive correlation amongst performance and FL enjoyment where a high level of performance associates with a high level of FL enjoyment. This result is in line with the result obtained by (Nemati, Roohani & Mirzaei, 2020) where it is shown that less self-confident students are less likely to avoid negative attitudes and are less motivated to comprise themselves in spoken activities and oral performance which result in more PSCA and at the end with less performance. The result is also in line with the results

reached by (Fang & Tang, 2021) where it is shown that factors contributing the FL enjoyment are complex and dynamic but students mainly enjoy English learning when they obtain teacher's encouragement, success in groups discussions, and their performance. In addition, the results of this study showed that there is a negative correlation amongst feeling anxiety and FL enjoyment where means that high levels of feeling anxiety associates with a low level of FL enjoyment. However, our result is not compatible with results obtained by (Dewaele & Alfawzan, 2018). The researcher confirmed that anxiety and enjoyment are separate dimensions. In other words, while participants who register high scores on FLE were inclined to score low on FLCA. Also, high or low on both dimensions can be scored with students.

Classroom environment can facilitate the enjoyment. Particularly, teachers who are positive, humorous, happy, well organized, respecting students were appreciated by students. Students forgive teachers for gentle teasing and laugh at the same time where they make mistakes. Laugh which happen when thing do not go well as planned may have healthy impacts on teachers where the negative emotional impact leaves the classroom. Arnold (2011) points out that teachers are significantly associated with FLE students. Peers can allow the enjoyment and may be it is necessary to not make high number of peers in FL classroom. The smaller groups are more preferred and generate closer social association with informal positive modes and more frequent use of FL.

The result of this study helps to highlight different modes of positive and negative feelings to the leaners of EFL. In general, the participants informed higher levels of FLE comparing with FLCA. Moreover, the grades distributions of FLE referred to continues high levels of enjoyment with less variance around the medium comparing with FLCA that showed the diversity across the complete scope of measurement. These results revealed that FL

learners tend to be organized in enjoyment in FL classrooms but they showed diversity in FLCA levels. Despite of the negative correlation between FLE and FLCA, but they shared only 12.9% of their variance (low level of influence) and the distribution of grades was entirely different (Cohen, 1992). So, we can pretend that these two dimensions are associated but it seems that anxiety and enjoyment are independent feelings and not opposite sides of the same dimension. This result refers that lack of enjoyment does not mean high level of FLCA and the lack of FLCA does not mean the existence of FLE. In terms of emotional dynamics, it is easy to imagine a person who enjoy by good conversation and suffers from some anxiety from time to time (Macintyre & Legatto, 2011) or students who does not interest with each of low enjoyment or anxiety.

Also, Dewaele & Macintyre (2014) mentioned that FL enjoyment and anxiety seem to be dependent emotions and do not conflict the same dimensions. The results refer that the lack of enjoyment do not automatically indicate a high level of FLCA and the lack of FLCA does not mean the existence of FLE (Dewaele & Macintyre, 2014). In addition, Macintyre & Legatto (2011) stated that in terms of emotional dynamics, it can be easily imagining a person who enjoys by class of language and native speaker conversations and students who experience some anxiety from time to another or disinterested students with both anxiety and low enjoyment. Our results showed that there is a positive correlation amongst students' perceptions and FL enjoyment where high levels of students' perceptions are related with high levels of FL enjoyment. The acquisition context of the FL remains to influence the perception of students and the utilize of FL for several years after graduation (Dewaele, 2010). This fact has been confirmed by the current study with Turkish EFL students to have vivid memories to memories they experienced in EFL classes and these classes have shaped their self-

perceptions at the time and the following years. As well as, Hidi (1990) found that being interested in a topic widely contributes to good accomplishment and performance is indubitable. This means that FL enjoyment in classroom activities for example promotes attention, recall, efforts and accomplishment (Ainley et al. 2002; Hidi & Renninger, 2006). Therefore, if students observe their learning environment as helpful and feel involved, their motivation is improved and mystery goals have been enhanced accordingly. The mentioned results correspond with prior experimental studies (e.g., Dickinson, 1995; Church et al. 2001; McGregor & Elliot, 2002; Harackiewicz et al. 2002; Flum & Kaplan, 2006; Shen et al. 2007; Pekrun et al. 2009; Hulleman et al. 2010; Huang, 2011). Another finding of this study, it is shown that barriers and FL enjoyment are moderately and negatively correlated. It means that high levels of barriers are related with low levels of FL enjoyment. This result is correlated with the results obtained by (Al-Khotaba et al., 2020) where it is found that foreign language anxiety as a psychological obstacle negatively affects the speaking for learners of foreign language.

It is important to not exaggerate to generalize these descriptions or adopt before time in the laws of effective teaching and learning. Each participant is placed in unique context and enjoyed by the mentioned activities as happened in the context above. As Macintyre et al. (2011) mentioned in their comparison the positions which produce high and low readiness of communication. Differences in positions which promote positive and negative emotional feelings are always accurate with the possibility to go in one of the two directions in any moment. Teasing of teacher is clear example on action which can be easily misinterpreted with moderate differences in the situation of classroom. It is important to confirm that same event may be unjoyful and anxiety depending on how to be interpreted by teacher. At this

chapter, we provided the methodology which have been utilized in this study in addition to clarify many concepts associate with the analysis of the study such as the participants of the study, the research model and the statistical measurements utilized to test the study hypothesis. Also, it includes the analysis to the study sample in addition to compare the results of this study with prior studies implemented by many researchers in different countries.



CHAPTER IV: CONCLUSION AND SUGGESTIONS

4.1. Conclusion

FLE is defined as a separate dimension from foreign language classroom anxiety. Particularly, they do not overlap with each other in spite of the modest negative correlation occurs between them. Dewaele & Macintyre (2014) claimed that the lack of FLCA does not automatically mean that FLE is exist despite that FLE is possible to be accompanied by FLCA.

Learning FL takes many years and it is considered hard work. So, it is not surprising that the beginners do not enjoy the FL comparing with advanced learners (Dewaele & macintyre, 2014). However, learners at any level may have an advance moment – it could include correct pronunciation, a perfect accent in one sentence which people laugh, or the ability to keep the floor for a long time due to reliable interest of peers and teachers. Our participants reported significantly more FLE than FLCA, a pattern which appeared more striking at higher levels of self-perceived general and relative standing in the FL. The pattern of findings is reliable with the suggestions that the ratio of positive to negative emotion might be more significant than the occurrence or absence of either type of emotion. Self-selection bias in our sample of study makes it difficult to generalize to all contexts and these findings are part of an emerging series of studies on positive emotion. Narrative material on episodes of enjoyment in the FL class demonstrated a diversity of factors which contributed to participants' FLE, ranging from teachers' professional and emotional skills to a kind and supportive peer group.

The present study provides a quantitative analysis of FLE and PSCA of Turkish EFL learners with the main purpose of examining the relationship amongst students' performance in speaking and feeling anxiety and enjoyment of undergraduate Turkish students. It is detected that similar modes appear where participants mentioned higher levels of FLE compared with PSCA within the scope of prior studies. Some minor differences were found. The results promote the opinion which say that emotions are the heart of successful learning of English language and continuous desire to communicate. The statistical analysis of our study showed that there is a medium positive correlation amongst students' performance and FL enjoyment. Also, it revealed that there is a negative correlation amongst feeling anxiety and FL enjoyment in addition to a moderate negative relationship amongst FL classroom anxiety and FL enjoyment. Moreover, it revealed that there is a strong positive correlation amongst students' perceptions and FL enjoyment. Finally, our study showed that there is a moderate negative correlation amongst barriers and FL enjoyment. These results suggest that teachers need to promote encouragement of students because increasing encouragement of students leads to improve FL enjoyment and emotional positive experiment and also have a positive probable influence on decreasing the negative feeling of students. Moreover, teachers are advised to be more aware of the emotional status of students. Since emotion and anxiety may play a main role in FL enjoyment, it is necessary to increase enjoyment experiments of students where this reduces the level of anxiety. Teachers themselves should be positive and supportive with students and preserve a good mood where students with positive peers can make the most of the language learning classroom and enhance the performance of their language learning. In the end, teachers should decrease instances of anxiety as can as possible because the influence of negative feelings is always more obtrusive than the positive

influences. For instance, organize group work rather than singular work may encourage students on collaborative learning and decrease the competition feeling amongst each of them. Since enjoyment may decrease anxiety, create a supportive and soft environment may produce the desired feeling and therefore decrease the anxiety of students.

4.2. Pedagogical Implications

We have many pedagogical implications that reached throughout this study and they can be summarized as follows:

1. Teachers must focus on making their classrooms enjoyable because it is found that there is a strong relationship between what teachers actually behave in classrooms and the extent of FL students enjoy the FL learning.
2. It is proven that enjoyment of students may be affected positively by activities which focus on students where they can enjoy by freedom on how to learn English which keep pace with their special interests.
3. Teachers must not exaggerate about FLCA because it is not seemed that they are the main reason. Instead, it seems that anxiety of FL students is associated with the efficiency of general FL and their position towards FL despite the experiment of direct FL learning with teachers.
4. It is important to mention the fact that bias in self-selection may skew the results towards more positive portrayal for FL learning.
5. Teachers must seek to promote FLE instead of worry about FLCA of students.
6. Attempts of teachers to decrease FLCA will not lead to promote FLE of students automatically.

7. Positive attitudes towards FL, FL teachers and a lot of FL use by teachers in classroom, high amount of time spent by students in talking, higher relative standing between their peers in FL classrooms and advanced level of development of FL all contributed to higher levels of FLE.
8. Less number of variables associated with low levels of FLCA which are the positive attitudes towards FL and higher relative position between their peers in FL and developed stage than the development of FL. The amazing difference between the dimensions of FLE and FLCA is that the last dimension seems to be less associate with the practices of teachers and FLE.

4.3. Suggestion for Future Researches

At this part of our study, we may provide some suggestions for future researches as follows:

- This study searched about sources of anxiety when talking foreign language from the point of view of students. Thus, it is possible to make another studies to investigate the point of view of both students and teachers about sources of anxiety to talk foreign language by the utilize of both qualitative and quantitative modes and obtained results can be compared.
- This study can be repeated with a higher number of students from different ages and jobs in different contexts of EFL in order to get a detailed analysis for sources of anxieties when talking by foreign language.
- Since this study has been performed in a limited period of time, it is possible to conduct another studies with number of participants from lower levels to determine

how sources of anxieties change with time and it is possible to follow the study with the same set of participants when their efficiency increase.

- Since the relationship amongst anxiety to talk in the English language and level of efficiency seems to be different than anxiety of foreign language and level of efficiency, it is possible to conduct more comprehensive studies to check how the anxiety to talk foreign language is associated with anxiety from the foreign language.
- It is possible to make more studies to search the relationship amongst listening and talking because listening and talking are interrelated.
- The future researches may expand the sample of study when measuring FLE and FLCA of participants to detect the relationship between FLE and language performance in different contexts.
- Despite of challenges which have been faced in this study, we hope that future studies explain the concept of FLE and measurement. More quantitative researches may explore the associations, expectations and consequences for FLE dimensions.
- There is a need into qualitative analysis to continue the enjoyment in the context of learners experiments. Through the further studies and ideas, we think that the FLE concept may take its correct position between variables associate with individual differences which effect the language learning process.

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APPENDICES

APPENDIX 1: Questionnaire

Adapted from (Nemati et al., 2020); (Dewaele and MacIntyre, 2014); (Yaikhong and Usaha, 2012).

The present research is carried out to fulfill the partial fulfillment of a Master Degree thesis. I am currently conducting a survey for my thesis study, entitled “Investigating Foreign Language Enjoyment and Public Speaking Anxiety among the Turkish EFL Learners”. Furthermore, you are cordially invited to take part in this research study as one of the Baskent University English department students. Moreover, your participation is a great importance towards helping us depict a valid representation of Foreign Language Enjoyment and Public Speaking Anxiety among the Turkish EFL Learners. In addition, this survey should take less than 10 minutes to be completed. In addition, thank you for your time and effort.

Demographical

1. Gender

☐ Male

☐ Female

2. Age

☐ 21-29

☐ 30-39

☐ 40-49

☐ Above 50

F1: Performance

3. I find myself thinking about things that have nothing to do with the conversation class.

☐ Strongly agree

☐ Agree

- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

4. I have learnt interesting things in EL class

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

5. I learned to express myself better in the FL.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

6. I'm a worthy member of the FL class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

7. In FL class, I feel proud of my accomplishments.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree

- ☐ Disagree
- ☐ Strongly disagree

8. I have to speak without preparation in my English class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

9. I always feel that the other students speak the English language better than I do.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

F2: Feeling anxiety.

10. It embarrasses me to volunteer answers in my conversation class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

11. I never feel quite sure of myself when I am speaking in the conversion classes

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

12. I am afraid the other students will laugh at me when I speak English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

13. I feel anxious while waiting to speak English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

14. I want to speak less because I feel shy despite the fact that I am speaking English well.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

15. Even if I am very well-prepared I feel anxious while I am talking English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

F3: Foreign Language Classroom Anxiety Scale (FLCAS)

16. I don't feel pressured to prepare very well to my speaking presentation.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

17. I feel as though I'm a different person during the FL class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

18. Making errors in FL class is part of the learning process.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

19. I feel nervous in the speaking class when the English teacher asks me questions and I must reply in the speaking class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

20. When I am on my way to the speaking class, I feel very sure and relaxed.

- ☐ Strongly agree
- ☐ Agree

- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

21. I am afraid my English teacher is ready to correct every mistake I make while speaking in the class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

22. I feel very self-conscious about speaking English in front of other students.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

23. I never feel quite sure of myself while I am speaking in English

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

F4: Students Perceptions

24. I can laugh off embarrassing mistakes in the FL class

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree

- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

25. I don't get bored

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

26. It is a positive environment for learning FL.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

27. We have common "legends," for instance, running jokes.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

28. During the English class, I find myself thinking about things that have nothing to do with the course.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree

☐ Strongly disagree

29. It would not be nervous speaking English with native speakers.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

30. I feel confident when I speak in the oral class.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

31. It's cool to know a FL.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

32. I feel relaxed while I am speaking in English.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

33. I face the prospect of speaking English with confidence.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

F5: Barriers

34. I often feel like will not going to the oral class

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

35. I tremble when I know that I am going to be called on in the oral class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

36. It frightens me when I don't understand what the teacher is saying in the oral class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

37. I get confused when I am speaking English in my oral class.

- ☐ Strongly agree
- ☐ Agree

- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

38. It bother me at all to take more English oral classes.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

39. I have trouble coordinating my movements while I am speaking in English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

40. The more speaking tests I have, the additional confused I get.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

41. I find it hard towards looking the audience in my eyes while speaking English.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree

☐ Strongly disagree

42. I can feel my heart pounding when I am going to be called on.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

Name of the questionnaire	Foreign Language Speaking Anxiety Scale (FLSAS)
Date	12/18.2020
Developer(s)	Sara
Aim of the questionnaire	To collect he answers from the target sample about Speaking Anxiety and student performance, Students Perceptions, Feeling anxiety, Foreign Language Classroom Anxiety Scale (FLCAS), barriers
Description	Foreign Language Speaking Anxiety Scale (FLSAS)
Number of subscales and their names	
Content validity	Expert judgment – Most utilized in the recent academic researches -
Reliability	Alpha Cronbach

APPENDIX 2: Foreign Language Enjoyment Scale

Adapted from (Dewaele et al., 2019)

To what extent do you agree with the following statements?

1. I don't get bored.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

2. I enjoy it.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

3. I'm a worthy member of the foreign language class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

4. In class, I feel proud of my accomplishments.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree

☐ Strongly disagree

5. It's a positive environment.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

6. It's cool to know a foreign language.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

7. It's fun.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

8. The peers are nice.

☐ Strongly agree

☐ Agree

☐ Slightly agree

☐ Slightly Disagree

☐ Disagree

☐ Strongly disagree

9. There is a good atmosphere.

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree

10. We laugh a lot

- ☐ Strongly agree
- ☐ Agree
- ☐ Slightly agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly disagree