



**INVESTIGATING FOREIGN LANGUAGE ENJOYMENT AND FOREIGN
LANGUAGE ANXIETY AMONG EFL LEARNERS AT A STATE UNIVERSITY
IN TURKIYE**

Master of Arts

Gamze DEMİRTAŞ ÇELEBİ

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MASTER'S THESIS

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Department of Foreign Language Education

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JÜRI VE ENSTİTÜ ONAYI



ÖZET

Türkiye’de Bir Devlet Üniversitesinde İngilizce’yi Yabancı Dil Olarak Öğrenen
Öğrencilerin Yabancı Dil Haz ve Yabancı Dil Kaygılarının Araştırılması

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Bu çalışma, Türkiye’de bir üniversitede İngilizce öğrenen öğrencilerin Yabancı Dil Haz ve Yabancı Dil Kaygı düzeylerini ölçmek amacıyla gerçekleştirilmiştir. Bu iki duygu arasındaki ilişkiyi saptamak ile bu iki duyguya neden olan birincil kaynakları saptamak çalışmanın diğer amaçlarıdır. Belirlenen hedefleri gerçekleştirebilmek için Yabancı Dil Haz Alma Ölçeği (FLES) ve Yabancı Dil Sınıf Kaygısı Ölçeği (FLCAS) uygulanmıştır. Ayrıca, İngilizce öğrenen Türk öğrencilerinin Yabancı Dil Haz ve Yabancı Dil Kaygısının sebeplerini daha iyi anlamak için hem öğretmenler hem de öğrencilerle yarı yapılandırılmış görüşmeler yapılmıştır. İlk aşamaya toplam 184 öğrenci katılmış ve ikinci aşamaya gönüllülük esasına dayalı olarak 12 öğrenci ve 8 gönüllü öğretmen katılmıştır. Bu çalışma, Türkiye’de yükseköğretim düzeyinde öğrenim gören İngilizce öğrenen öğrencilerin, İngilizce öğrenmekten yüksek düzeyde haz duyduklarını ve orta düzeyde kaygı duyduklarını göstermiştir. Ayrıca, Yabancı Dil Haz ve Yabancı Dil Kaygısı arasında zayıf-orta düzeyde bir ilişki bulunmuştur. Yabancı dil haz kaynaklarına ilişkin olarak, İngilizce öğrenenlerin, olumlu sınıf atmosferi, olumlu öğretmen tutumları, eğlenceli ve yeni etkinlikler ve İngilizce öğrenirken aşama kaydetmenin farkına varılması saptanmıştır. Yabancı dil kaygısı ile ilgili olarak ise öğrencilerin İngilizce konuşamama, başarısızlık korkusu, sınav kaygısı, yanlış telaffuz korkusu, gramer bilgisinin azlığı ve İngilizce öğrenirken ilerleme kaydedememe sebebiyle kaygı duyduklarını ortaya çıkarmıştır. Çalışma sonunda bazı pedagojik çıkarımlar sunulmuştur.

Anahtar Kelimeler: Yabancı Dil Hazzı, Yabancı Dil Kaygısı, Yabancı Dil Olarak İngilizce Öğrenenler, Pozitif Psikoloji

ABSTRACT

Investigating Foreign Language Enjoyment and Foreign Language Anxiety Among
EFL Learners at a State University in Türkiye

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MA Programme in English Language Teaching
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This study was carried out to measure the levels of Foreign Language Enjoyment (FLE) and Foreign Language Anxiety (FLA) of Turkish learners of English studying at a state university in Türkiye. Finding out the relationship between these two widespread emotions and the primary sources behind these emotions were the other purposes of the study. In order to attain these goals, Foreign Language Enjoyment Scale (FLES) and Foreign Language Classroom Anxiety Scale (FLCAS) were administered to discover the levels of these emotions and the link between them. Also, semi-structured interviews were held with both the instructors and the learners to discover the sources of these two emotions. A total number of 184 students took part in the first stage, and 12 learners and 8 volunteer instructors participated in the second stage. The study demonstrated that EFL learners studying at a tertiary level had a high level of enjoyment and a moderate level of anxiety. Besides, a weak-to-moderate relationship was found between these emotions. Regarding the sources of FLE, it was discovered that participants had enjoyment thanks to positive classroom atmosphere, positive teacher attitudes, enjoyable and novel activities, and self-realization of progress. With respect to FLA, the study uncovered that learners felt anxious due to not being capable of speaking English, fear of failure, test anxiety, fear of mispronunciation, scarcity of grammatical knowledge and failure to progress. The study offered some pedagogical implications in the end.

Keywords: Foreign Language Enjoyment, Foreign Language Anxiety, EFL Learners, Positive Psychology



*To my son,
Timuçin*

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May, 2025

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

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

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DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE

I declare that I received support from generative artificial intelligence programs ChatGPT, (ChatGPT, Gemini, DALL-E, etc.) while preparing this thesis/dissertation. I have received support from generative artificial intelligence programs to have access to scientific articles (e.g. language translation, access to scientific articles, etc.) during the preparation of the thesis/dissertation. I declare that I have checked the accuracy of the information I received from generative artificial intelligence programs. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Gamze DEMİRTAŞ ÇELEBİ

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LIST OF ABBREVIATIONS

- CLIL:** Content and Language Integrated Learning
EFL: English as a Foreign Language
ELT: English Language Teaching
EPI: English Proficiency Index
FL: Foreign Language
FLA: Foreign Language Anxiety
FLCAS: Foreign Language Classroom Anxiety Scale
FLE: Foreign Language Enjoyment
FLES: Foreign Language Enjoyment Scale
FLL: Foreign Language Learning
QCA: Qualitative Content Analysis
SLA: Second Language Acquisition

CHAPTER 1 INTRODUCTION

This research study aimed to discover the levels of Foreign Language Enjoyment (FLE) and Foreign Language Anxiety (FLA) of the tertiary level students at a state school in Türkiye along with the link between these emotions. The main sources of these two common concepts were also investigated in detail and tried to be uncovered. This chapter briefly presents the background of the study (1.1), the statement of the problem (1.2), the purpose of the study (1.3), the significance of the study (1.4), assumptions (1.5), limitations (1.6), and the definitions (1.7).

1.1 Background of the Study

Learning a language is considered to be in a close relationship with human psychology (Kızıltepe, 2023). People experience a great deal of emotions such as contentment, boredom, anxiety, enjoyment, or anger during their foreign language journey (Choi and Jang, 2022). Several researchers, thus, have undertaken studies to reveal the possible effects of “affect” (MacIntyre, 1995; Horwitz 2001, Saito et al., 1999; MacIntyre and Gregersen, 2012; Dewaele and MacIntyre, 2016) on language learning. Affect is an umbrella concept under which it is possible to find disparate constructs and behaviors (Scovel, 1978), and affective variables refers to an individual’s “emotionally relevant personality traits” (Gardner and MacIntyre, 1993, p.1) that could possibly have an impact on the way she / he responds. Affective processes are considered to be the core to emotions (Fellous and LeDoux, 2005, cited in Pekrun, 2006) and the affective turn, which mainly addresses emotions of the learners in this sense, has made it possible for students to manage their emotions and accordingly their learning process (Richards, 2022).

As it was stated, “anxiety is an unpleasant emotional state or condition which is characterized by subjective feeling of tension, apprehension, and worry by activation or arousal of the autonomic nervous system.” (Spielberger, 1983, p. 482) It is a situation experienced by all the people (Gosiewska-Turek, 2018), and in today’s world, it is among the most commonly-encountered and felt emotions (Suleimanova, 2013).

With the preliminary study of Gardner and Lambert in 1972, Second Language Acquisition (SLA) researchers have been interested in affective factors such as motivation, integrativeness, anxiety and attitudes in language learning and how these

can interfere and affect the learning process (Horwitz et al., 2010). Chastain (1975) asserts that affective factors such as anxiety, creativity and reserved personality have as much impact as ability factors on language learning. Many of the studies conducted so far have focused on the negative emotions, mainly anxiety (Young 1990; Aydın 1999; Öztürk and Gürbüz, 2014). Gardner (1985) suggested in his socio-educational model that two affective variables are especially significant, which are motivation and situational-anxiety in acquiring a language. This anxiety is mainly linked to learning and / or using the target language (Gardner and MacIntyre, 1993).

Since the aim is to repair what is broken, or bent in human psychology especially after World War II (Seligman and Csikszentmihalyi, 2000), positive emotions were taken for granted for many years not only in psychology but also in education. Due to the close link between psychology and learning, anxiety was the main focus of the research in second language learning (SLA), or foreign language learning (FLL). Due to its visible effects on the learners themselves or language proficiency of the learners, anxiety found itself a great place in literature. Consequently, positive emotions such as gratitude, contentment, and well-being were given little time and effort, and indeed they have still been waiting to be investigated in the field of language learning (MacIntyre and Mercer, 2014).

As it is well-known, foreign language learning involves achieving competence in four skills: listening, speaking, reading and writing. Once the language learning process comes to an end, learners are expected to show proficiency in several language areas such as pronunciation, grammar, discourse as well as four language skills (Aydın, 2008). Therefore, for a majority of students, learning a different language could be an anxiety-provoking situation during a foreign language class and outside the classroom. Krashen stated (1982) that anxiety contributes to an affective filter, which causes students' not to fully grasp the comprehensible input presented by the teachers let alone to express themselves. The anxiety encountered by the students, thus, leads to their demotivation, avoidance to take part in activities with peers, or hesitation to make their feelings clear (Özkan, 2019).

Foreign language anxiety can be regarded as a specific situation anxiety since it is peculiar to language learning situations, which leads to situation-specific negative reactions of the language learners (Horwitz et. al, 1986; Uzun, 2017). This type of

anxiety might have some negative physical effects such as trembling, stammering, blushing, sweating, and swallowing more than usual (Kasap and Power, 2019) or psychological effects like demotivation, avoidance, skipping classes, negative attitudes towards the native speakers of the language or negative attitudes towards language learning. Owing to its negative effect of anxiety on language learners' psychology and linguistic performance, there has existed a need for extensive research into the main causes and effects of it in the field of foreign language learning and teaching, which can be seen in many studies worldwide (Young, 1991; Aida, 1994; Gregersen and Horwitz, 2002; Tercan and Dikilitaş, 2015; Resnik et al., 2023).

However, positive psychology has been successful in changing the primary focus of research from negative emotions, in particular, anxiety to more positive ones like enjoyment, appreciation, and gratitude. This positive change was regarded as “a positive rebirth” (Guo et al., 2022, p.4) in the research areas regarding foreign language learning. This positive change in the literature points out the constructive impact of such positive emotions as zest, gratitude and wellness (Oladrostan et al., 2022), and these positive emotions have something to offer for personal development and connection through society (Friedrickson, 2001). This shift in research makes a lot of sense due to the fact that learners also experience contentment, enjoyment or some other positive emotions (Jin and Zhang, 2018). Dörnyei and Ryan (2015) blamed the cognitivist foundation since they thought researchers did not prioritize studying positive emotions. Nevertheless, it is possible to encounter studies focusing on Foreign Language Enjoyment (FLE) in various research contexts (Dewaele and MacIntyre, 2014; Uştuk and Aydın, 2018; De Smet et al., 2020). Positive psychology has highlighted the significance of Foreign Language Enjoyment (FLE) in the field of foreign language learning. It is considered as one of the positive emotions that enables learners to be aware of their capability and utilize it to its greatest extent (Ahmadi-Azad et al., 2020). Since the onset of the millennium, FLE has managed to capture the research attention in various contexts thanks to the studies conducted worldwide.

Positive emotions could surface under the effects of various contextual factors such as teachers, classroom atmosphere or environment, extra curricular exercises (Pavelescu and Petric, 2018) as well as learner-related factors like learner beliefs regarding the acquisition of the target language, self-realization of progress, motivation to learn the

language and learner self-esteem. It is also regarded accurate that the learners' emotions are rather dynamic and they show difference in the way they emerge (Li et al., 2018), which has made room for several studies to be conducted worldwide (Boudreau et al., 2018; Botes et al., 2020; Aydın and Denkçi-Akkaş, 2023).

In the Turkish context, learning English is compulsory in almost all the universities in Türkiye, and the learning process is sure to bring about positive or negative emotions within the learners. Since the aim is to help learners acquire the language, learners' positive emotions regarding the language learning are particularly important. Besides, FLA, which could be a barrier against learning the language properly, needs to be reduced to a manageable level so that it will not stand as a barrier any more. Therefore, finding out the factors contributing to learners' enjoyment and the reasons leading to higher anxiety levels could be significant and hold promise in order to alleviate the effects of their negative emotions and increase the joy they experience in the language classrooms. Hence, this study was designed to uncover how much FLE and FLA learners had, and the preliminary sources behind these emotions. The study could be promising since it provided some suggestions with an aim to enhance their joyful experiences and decrease their language anxiety.

1.2 Statement of the Problem

Researchers' keen interest with respect to Foreign Language Enjoyment has gained momentum thanks to its positive impact on learners' general happiness and turning the language acquisition or learning into a more enjoyable and a less demanding process (Li et al., 2018). Thanks to the welcoming of positive psychology into Second Language Acquisition (SLA) by Gregersen and MacIntyre (2012), FLE has been studied and by various researchers to examine factors contributing positively to foreign or second language learning (Li et al., 2018; Resnik and Schallmoser, 2019; Aydın and Denkçi-Akkaş, 2023) in various contexts. Foreign Language Enjoyment Scale (FLES), which was devised by Dewale and MacIntyre (2014) in their preliminary work, made it possible to carry out plenty of studies worldwide. FLE has been examined with a purpose to find out how much enjoyment learners possess and the primary sources of this positive emotion. There have also been some studies which mainly focus on the correlation between FLE and some other negative emotions, in particular, FLA (Özer and Altay, 2021; Pan and Zhang, 2023; Zare et al., 2022; Wu, 2024). Investigating

positive emotions in a detailed manner will definitely offer a new understanding of the language learning process and further our understanding as to the nature of it (MacIntyre and Dewaele, 2014).

Literature has shown that FLA has been examined through various perspectives in different contexts (Price, 1991; Aida, 1994; Cheng, 2002; Aydın, 2008; Sözer, 2024). Nevertheless, when it comes to FLE, it is possible to state that studies on FLE are on the increase, and it attracts scholarly attention around the world (Dewaele and Dewaele, 2020; Li, 2020; Ahmadi-Azad et al., 2020). In particular, studies investigating two prevalent emotions, FLE and FLA, are among the ones that capture researchers' keen interest (Su, 2022; Lodej and Osmala, 2024; Botes et al. 2022; Dewaele and Priotti Ergün, 2020) under the effects of positive psychology. In this regard, the present study was designed to discover the effects of FLE in relation with FLA in a Turkish context. Despite a few studies conducted in Türkiye (Uzun, 2017; Aydın and Denkçi-Akkaş, 2023; Yeşilçınar and Erdemir, 2023; Çobanoğulları et al., 2025), this study aims to bring new insights into the literature by discovering the major sources of anxiety and enjoyment of Turkish learners at a tertiary level. Since causes of anxiety and enjoyment are peculiar and unique in each and every context, this study can contribute to literature by involving the two stakeholders, learners and instructors, in the process. With the help of two scales, FLCAS and FLES, the most anxiety and enjoyment provoking situations were determined, and then teachers and students were invited to make the picture a little clearer. Hence, the study could be promising to further our understanding into the issue and provide novel pedagogical implications, which could be beneficial for learners, instructors, curriculum developers, textbook writers, and English Language Teaching (ELT) departments of the universities.

1.3 Purpose of the Study

English is probably the most studied foreign or second language all around the world and has an important place in the global market since it is the common language used in communication, science, technology, education, and business. (Kráľová, 2016). Thus, studying a foreign language, mainly English, has long been a must at universities in Türkiye. Because it is a compulsory subject or the language of instruction in most universities, it has a direct effect on learners' wellbeing, and their success. Taking a foreign language class, indeed, could be an intimidating experience for some students,

which causes them to state great hardship and a lower level of linguistic proficiency (Onwuegbuzie et al., 1999). As it is studied intensely, it leads to anxiety among some Turkish learners of English (Dalkılıç, 2001; Aydın, 2008; Doyman, 2020; Özkan, 2019). However, despite the fact that learning English is mandatory, the language learning process or the language itself can bring about enjoyment as well. When learners believe that learning is fun and worthwhile, they expand their horizon of thinking and this results in more frequent use of various learning strategies and making use of the learning process more effectively (Jin and Zhang, 2018).

Positive and negative emotions are thought to function in a seesaw manner by many people; that is to say, when one goes up, the other goes down (Dewaele et al., 2016). Nonetheless, Dewaele and MacIntyre (2016) state that they do not operate in this way necessarily, but instead they could operate quite distinctly. This could result from the different nature of the tasks or individuals, or the methodology the teachers employ along with many other factors. Positive emotions such as joy, pride, contentment, grit or love might be considered as the direct opposite end of negative emotions like anger, hate, boredom or anxiety. However, the negative link between these emotions is open to discussion and can be questioned to understand the rationale lying behind it. In the present study, English language learners' enjoyment was intended to be studied in relation to their English language anxiety. First, the level of FLE and FLA of the participants were to be investigated along with the main causes in light of the Foreign Language Enjoyment Scale, FLES, and Foreign Language Classroom Anxiety Scale, FLCAS. Then, the study was set to find out the relationship between these two emotions together with the semi-structured interviews, which were held with the learners of English and the instructors of the language in the same institution. Since emotions are regarded as a sociocultural concept which is in close relation with both the personal traits and relationships within the social contexts (Richards, 2022), not only learners of English but also the teachers of English were invited to participate in the study. They provided valuable data concerning the sources of FLE and FLA through semi-structured interviews.

The research questions of the study were as follows;

1. What are the levels of Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a state university in Türkiye?

2. What is the relationship between Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a state university in Türkiye?

3. What are the main sources of Foreign Language Enjoyment and Foreign Language Anxiety according to students and instructors of English at a state university in Türkiye?

Discovering the levels of FLE and FLA was especially useful in finding out the general picture of learners' emotions and attitudes towards the language learning process. The most and the least rated items in the scales were a helping hand to analyze the most anxiety-causing or enjoyment-inducing situations among the learners studying English intensively at a university. Semi-structured interviews could also make it possible to make learners' and instructors' voices to be heard, which in turn might provide new insights into the reconstruction of the curriculum. This can also make teachers realize the importance of emotions, some personality traits, individual differences of learners in the process and give special care and attention to them. Learners can also raise their awareness of the emotions and their effects on language learning. By highlighting the positive emotions rather than negative ones, the study aims to bring a new positive dimension into the learning / teaching situations and bridge the gap in understanding main sources of FLE and FLA along with the relationship between the two emotions at a Turkish state university.

1.4 Significance of the Study

For many years, the main focus of the research was on the negative emotions and its impact on the learners (MacIntyre, 1995; Horwitz, 2010; Aslan and Thompson, 2021). However, with the flourishing of positive psychology and the positive emotions in the language learning domain, researchers have directed their attention to the positive sides of the learning / teaching process and its impact on the learners. This positive shift in studies meant a departure from anxiety-research tradition (Jin and Zhang, 2018). With the preliminary study conducted by Dewaele and MacIntyre (2014), researchers have begun to question and stress the significance of positive emotions, mainly foreign language enjoyment, on learners' attitudes towards language learning and the language itself.

There have been many studies conducted with the purpose of discovering FLA among Turkish learners of English in Turkish context (Aydın, 1999; Bekleyen, 2008; Subaşı,

2010; Çağatay, 2015; Karataş et al., 2016). Some of these studies (Kesen and Aydın, 2014; Kasap and Power, 2019) also included instructors of English to shed light on the issue of foreign language anxiety or a specific type of anxiety. Even though there are a few studies conducted (Özer and Altay, 2021; Yeşilçınar and Erdemir, 2023; Kılıç, 2024) on learners' FLA and FLE in different contexts, there is still a scarcity of research into FLE of the learners enrolled in language schools of state universities in Türkiye (Kaplan, 2022). To the best of the researcher's knowledge, this present study could be one of the few studies that investigate the relationship between FLE and FLA of the learners at a tertiary level in Türkiye. Thus, the data obtained from the study could provide valuable insights into the issue of FLE and give some pedagogical implications regarding the language teaching and learning context. Besides, the study could help learners of English to understand the main causes of anxiety, making them aware of them and could divert their attention to the positive sides of the English learning process. Focusing on the positive emotions will be beneficial in their efforts and motivation to learn English and has the potential to be a driving force towards acquiring the language. Positivity brings new perspectives and alleviates the FLA experienced by the learners to some extent. Qualitative data, which were obtained from the learners and the instructors in the same institution, revealed the situations in which FLA and FLE emerged. This can pave the way for the reformation of the activities in the classroom or the teaching procedure in the classroom environment and their integration into the curriculum. Language teachers, language learners, pre-service teachers, curriculum developers can benefit from the pedagogical implications to make the learning / teaching process more enjoyable and fun. By realizing the effects of positive emotions, learners could use their potential to the fullest in their language learning journey. Contrary to the common belief that language classes may be dull and anxiety-provoking, suggestions can be taken into consideration to prove that language learning can indeed result in enjoyment.

1.5 Assumptions

This research study was conducted with some assumptions. With regard to how much foreign language enjoyment and foreign language anxiety learners possessed, it was assumed that learners at these A2 level classrooms had a high level of enjoyment and a

low level of anxiety since the data were collected at the beginning of the term when the students were the most motivated and eager to attend the lessons.

Furthermore, the link between FLE and FLA was considered to be negative despite being coexistent. The assumption was that learners who were highly anxious were likely to possess a low level of enjoyment, or vice versa. Due to the fact that these emotions were found to function in different dimensions in some previous studies (Jiang and Dewaele, 2019; Aldabeeb, 2021; Özer and Altay, 2021; Liu and Wang, 2023) the same assumption was made regarding the negative correlation between FLE and FLA.

Finally, with respect to the primary sources of FLE and FLA, different assumptions were made based on earlier studies conducted in Türkiye (Aydın, 1999; Çubukçu, 2008; Öztürk and Gürbüz, 2014; Aydın and Denkçi-Akkaş, 2023; Kılıç, 2024; Çinkılınç-Özkılıç, 2024). The primary source of FLA was expected to result from frequent assessment tools and speaking the language. That's to say, test anxiety and communication comprehension were thought to be the reasons behind FLA. Furthermore, regarding the FLE social dimensions of foreign language classes, peers and teachers with a positive friendly learning atmosphere were considered to have a positive impact on learners' enjoyment levels.

1.6 Limitations

The current study is not without limitations. First of all, this study was carried out with the learners studying in elementary level classrooms. Thus, it is not possible to generalize the findings of this study to all EFL learners. Besides, the level of enjoyment and anxiety was measured at the onset of the fall term, when learners had the highest level of motivation and willingness to turn up for school. Since these emotions are dynamic and open to change, they could change towards the end of term or in the spring term.

This study was a mixed-methods study with two scales, FLES and FLCAS, administered in the first stage. Several important findings were uncovered in line with the quantitative data; however, the results gathered from these tools rely on the honesty and individuality of the participants. In addition, the second part of the study consisted of semi-structured interviews with learners and the instructors at the same school. Hence, the primary sources regarding the FLA and FLE were found out with the

individual responses. For this reason, the major sources of FLE and FLA should not be generalized to EFL learners in Turkiye and abroad.

1.7 Definition of Terms

Anxiety: “Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure.”

Enjoyment: It is a positive emotion that is related to feeling the joy of the experience in a specific situation.

Foreign Language Anxiety: It is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. (Horwitz et al., 1986, p.128)

Foreign Language Enjoyment: It is a feeling attributed to positive psychology and emerges in situations where foreign language learners have fun while using or learning the language, and strive to use their capabilities to the fullest.

Positive Psychology: It examines the way people flourish, looks for the virtues and the ways people enhance their potentials (Choi and Jang, 2022).

Broaden-and-build Theory: It suggests that positive emotions resulting in positive experiences expand people’s thought-action responses, and this helps them to create enduring individual resources, which comprise not only physical and intellectual resources but also social and psychological ones. (Fredrickson, 2001)

The Control-Value Theory of Achievement Emotions: The theory suggests that judgement of the control and values are basics of achievement emotions, involving such emotions as enjoyment, boredom, annoyance resulting from activities or outcome emotions such as joy, shame, anger resulting from achievements or failures. (Pekrun, 2006)

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The present study aims to find out the levels and the causes of foreign language enjoyment and anxiety of EFL learners studying at a state university in Türkiye. Therefore, this chapter is divided into two basic parts: *Foreign Language Anxiety* and *Foreign Language Enjoyment*. Theoretical concepts and several empirical studies related to these two prevalent emotions were examined in detail. First, main sources, types, effects of FLA were presented. Several studies conducted in Türkiye, and in various contexts were briefly provided. Then, FLE, which shows itself in the literature through the integration of positive psychology into the second and foreign language learning, was analyzed in detail. Findings of several studies carried out with respect to FLE were outlined. Finally, empirical studies conducted with the purpose of discovering the relationship between FLA and FLE were presented with their findings.

2.2 Foreign Language Anxiety

Humans can never be thought to exist with their emotions kept aside. Since emotions can exert a great influence on people's interaction or their learning a foreign language, they have to be dealt with great caution. They are vital for learners to path the way and process their own learning (Richards, 2022). Some personality traits such as self-esteem, empathy and introversion are considered as the affective variables in close relation with human emotions and moods (Kızıltepe, 2023). However, when it comes to learning a foreign language, negative emotions show itself in the research domain, mainly as foreign language anxiety. FLA is a concept difficult to understand due to its multidimensional and multifactorial construct, which can depict the complexity of humans itself. (Kráľová, 2016). Thus, FLA has been researched and examined intensely due to its complexity and its impact on language proficiency.

Scovel (1991) argues that anxiety is a psychological notion and it is considered as a condition of worry or uneasiness that could possibly be in relation to a specific object. However, when language learning is concerned, FLA is a type of anxiety experienced by students when they are required to perform a task by using the language inside or outside the classroom. Gardner and MacIntyre (1993) state that anxiety which results from language use is a type of nervousness experienced by learners of language in a foreign

language class or any situation requiring language use. It is attributed to a stable personality trait or characteristic which causes an individual to become nervous or feel uneasiness during a language task in the second or foreign language.

Tobias (1986) argues that anxiety has a direct negative effect on people's capability to absorb or receive information presented to them, process it in their minds and put it into active use when needed. In other words, when people are anxious, they can't fully grasp what the message is, or what others are trying to convey. Consequently, they can't respond in a proper manner. In language classroom settings, anxiety surfaces during these three main processes affecting each of them in a negative way (MacIntyre, 1995).

As Zhiping and Paramavisam (2013) stated, plenty of people possess the fear of performing well in the second language, which can hinder their performance and success drastically. This type of anxiety causes people to get lower grades in exams, or underperform when they are supposed to carry out a language task although they can be skillful in language use. To put it in better terms, people suffering from a high level of language anxiety might have a psychological and mental barrier against learning the language even though they may be accomplished and promising in other subjects (Horwitz et. al, 1986). In fact, it is highly probable that students with anxiety struggle with FLA (Doyman, 2020), and once language anxiety has become a lasting feature, it could have permanent effects on future language learning (Aydın, 1999).

There could be a number of learner-external and learner-internal reasons lying behind FLA. Internal reasons basically refer to the learner itself whereas external factors refer to the sources that an individual cannot change or control. In terms of internal reasons, perfectionism (Gregersen and Horwitz, 2002), low self-esteem (Young, 1991), negative self-evaluation (Liu, 2006) could be listed among many others. However, external factors are mostly related to classroom procedure (Kavacik, 2015), teacher attitudes, culture, classroom activities (Katalin, 2006) with many other possible sources.

Depending on the level of the FLA, the effects of it can easily be recognizable in the classroom. Learners possessing high levels of anxiety may suffer from physical symptoms such as going red, fiddling with hair, heart pounding, sweating or trembling when they are anxious. Alternatively, they generally deal with less complicated tasks, skip classes, avoid uttering complicated sentences, distract the teacher or write shorter essays (Suleimanova, 2013).

Since people's tendency to deal with anxiety differs significantly (Speilberger, 1972), they develop some strategies for coping with it such as keeping silent, avoiding eye contact, sitting passively, and some expressive reactions like smiling, laughing, fidgeting hair (Zhiping and Paramavisam, 2013), or simply they don't attend the classes to avoid the possible anxiety they might experience in the lesson.

In order to reduce anxiety, there could be some strategies depending on the learner itself, the learning environment including teachers. To illustrate, regarding the teachers, they can provide learners with more authentic situations to practice the target language, or should inspire them to take part in study abroad programmes (Çağatay, 2015). They can also create a friendly learning environment where mistakes are welcome. Alternatively, they can make use of positive psychology intervention (Hammill et al., 2022) in order to lower their anxiety and boost their enjoyment. Besides, learners can take control of their own learning and develop strategies to alleviate the effect of this negative emotion such as using mindfulness strategies, or breathing exercises when their anxiety exerts too much impact that hinders their learning or performance.

2.2.1 Theoretical concepts related to foreign language anxiety

Foreign language anxiety has been a source of interest not only for psychologists but also researchers in second and foreign language learning due to its negative associations with failure or stress. Onwuegbuzie et al. (1999) state that anxiety experienced while learning a foreign language predicts linguistic proficiency the most. Therefore, it is frequently thought to have a negative impact on people's behavior. However, Alpert and Haber (1960) suggest that anxiety can be both facilitating and debilitating. Facilitating anxiety can be a driving force towards success, keeping people motivated and anxious with just the right amount. On the contrary, debilitating anxiety affects people negatively and prevents them from achieving what has been intended, such as delivering a speech in front of people, making presentations or getting a high grade in an important exam. Scovel (1978) states that facilitating anxiety has the potential to motivate a person. That means, when a learner possesses a certain degree of anxiety, it can keep him / her motivated and alert. In other words, FLA might have a positive impact when the right amount of anxiety is possessed by the learner due to the fact that facilitative anxiety can increase concentration, memorization, retrieval, participation and also linguistic performance of the learner (Kızıltepe, 2023). However, in the field of foreign language learning, anxiety has mostly been considered to

have a negative effect on learners' linguistic achievement, bringing about avoidance behavior (Scovel, 1978) such as not actively engaging in the activities, remaining silent, sitting passively at the back rows or avoiding maintaining eye contact with the teacher.

In a general sense, anxiety can be divided into two main categories: *trait anxiety* and *state anxiety*. Trait anxiety is enduring, or in better words, lasting a long time. It can manifest itself and can be recognized easily in such situations as applying to a job, meeting a deadline or simply completing a task in time. It is not uncommon to see people who are more likely to get anxious or nervous in a situation that does not necessarily lead to anxiety. To illustrate, it is possible to notice some people in traffic, while standing in a queue to get a ticket, or waiting for a bus. These people tend to be recognizable through their behavior, and manners. However, Spielberger (1972) argues that although anxiety does not show itself in the way people behave, it can also be inferred from the intensity of a person's high anxiety level in anxiety state as the time passes. That is to say, when people experience too much state anxiety over time, it has the potential to turn into trait anxiety. In a language learning environment, people possessing trait anxiety tend to be anxious during foreign language classes even when there are not any type of anxiety-provoking situations occurring. These learners are likely to get more stressed out when they sit an exam and they are supposed to perform a task in front of peers or others.

State anxiety, on the other hand, can be regarded as a temporary apprehensive experience (Gardner and MacIntyre, 1993), which can be encountered in some possible anxiety-provoking situations. Spielberger (1972) states that when a person considers a situation or stimulus as something that has the potential to harm or threaten, an anxiety state emerges. While learning a language, some students might suffer from state anxiety due to some specific language situations like giving a presentation, retaking an exam, or writing an essay. The difference between state anxiety and trait anxiety is presented below in Table 2.1.

Table 2.1

Distinction Between State and Trait Anxiety

<i>Trait Anxiety:</i> a permanent predisposition to be anxious	<i>State Anxiety:</i> a type of anxiety related to some particular event or act
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Source: Dalkılıç, 2001, p.70.

Foreign language learning, in this aspect, is regarded as a situation-specific anxiety under the category of state anxiety due to its unique nature of learning situations (Horwitz et al., 1986). Nevertheless, if learners are anxious in general; that is to say, if they possess trait anxiety, they tend to be nervous when the language learning is concerned. In other words, when students of a language are anxious or are prone to get anxious, they are also likely to have anxiety during a language learning process. MacIntyre (1995) postulates that state anxiety could be regarded as the reaction itself, and trait anxiety as the response to a situation in an anxious state.

In order to measure the level of anxiety, three different measures have been developed; behavioral tests, the subject's self-report of his / her own feelings, and physiological tests showing heart rate, sweating, blood pressure etc. (Scovel, 1978). However, Scovel stated in the same aforementioned study that the measurement of anxiety in the literature yielded different results mainly due to the lack of an accurate and reliable measurement in the field of FLA. In response to his call for an accurate measurement of language anxiety, Horwitz et al. (1986) developed the well-known *FLCAS* (Foreign Language Classroom Anxiety Scale) scale (Shao et al., 2019). Over the years, it has become one of the most common and reliable ways of discovering the level of language anxiety among language learners. The original or edited forms of the scale have been used by many researchers all around the world (Aida, 1994; Aydın, 1999; Toubot and Seng, 2018). The scale has internal reliability with a percentage of .93, which encouraged many researchers to use it in their studies. Aida (1994) states that the FLCAS is a reliable data collection instrument, regardless of whether the language is European or not. In addition to this well-known and appreciated scale, researchers have also developed and used specific scales to measure FLA focusing on a specific skill (Kráľová, 2016). These include Second Language Speaking Anxiety Scale, (Woodrow, 2006), Foreign Language Speaking Anxiety Scale (Huang, 2004), Foreign Language Listening Anxiety Scale, and Foreign Language Reading Anxiety Scale (Saito, Horwitz, and Garza, 1999).

According to Horwitz (1986), the main components of FLA can be analyzed under three headings: *communication apprehension*, *test anxiety* and *fear of negative evaluation*. Communication apprehension can be easily seen among the students who are really shy and tend to avoid speaking activities due to the worries that they have about interacting with other people. It occurs when learners have the ideas or thoughts that they cannot express

due to their fear of getting into authentic communication (Gosiewska-Turek, 2018). Students who are apprehensive in terms of communication, show more reticence in conversations with other people (Aida, 1994). These learners mostly prefer staying in the last rows of the classroom and try not to make eye contact with the teacher. Nowadays, some of the learners even seem to be on their mobile phones whenever this type of speaking anxiety appears. As for test anxiety, it can be easily recognized when students are required to take a test, quiz or any other types of evaluation. Some of these students could have high expectations of themselves to perform well and feel this burden on their shoulders during the evaluation process, which might end up with getting low scores despite having sufficient knowledge or sometimes even overstudying. Students suffering from test anxiety have a tendency to see the language learning process as a testing situation instead of an opportunity to improve their skills (Zhiping and Pramavisam, 2013). Among the evaluation methods, oral exams or presentations cause the most anxiety (Horwitz et al. 1986) since students are supposed to speak out on the spot sometimes without getting enough time to prepare. Tercan and Dikilitaş (2015) stated that learners experience a sustaining anxiety particularly in test-oriented language teaching communities. Although it is similar to test anxiety, fear of negative evaluation is another factor bringing about anxiety in the learners. Fear of negative evaluation, which is also referred to as “social evaluation apprehension” (Gardner and MacIntyre, 1993, p.5) poses a problem for learners since it requires presenting oneself in another language. However, it is not restricted to test situations, and it can appear in various situations such as debates, discussions, having to answer the teacher’s question, making a presentation, writing a review etc. Aida (1994) posits that learners who are worried about negative evaluation of their peers, tend to sit passively in the classroom, not engaging in activities that could possibly improve their language skills.

Figure 2.1

Main Components of Foreign Language Anxiety



Source: Horwitz et al., 1986

Social anxiety is another concept in close relation with FLA. It concerns people's worries about negative evaluation of other individuals. Socially anxious individuals tend to avoid starting or engaging in communication and flee to anxiety-free situations (Gosiewska-Turek, 2018). Since language learning requires people to interact with other people in real or imaginary social settings (Young, 1990), anxiety emerges in foreign or second language learning classrooms. When people possess social anxiety, it manifests itself the best in communication with other users of the language or during such activities as oral presentations, debates, role-plays to learn different functions of the language. Sometimes it is also possible to notice these socially-anxious learners at the last rows of the classroom, avoiding any type of interaction or eye contact with their peers or the teachers.

When considered together, FLA is regarded as a situation-specific anxiety, which might result from individuals' personal traits or the language situation itself. It can be observed in language classes quite a lot due to its physical or psychological impacts on learners. When learners are socially anxious, they tend to avoid any type of oral communication with other people, too. Anxiety can be noticed in such behaviours as skipping classes, sitting passively in the last rows, occupying oneself with smartphones. Besides, anxious learners might show physical signs of anxiety and discomfort such as trembling, going red, or stammering. However, FLA could have not only debilitating effects, but also facilitating effects on learners, as well. Facilitating anxiety keeps learners goal-oriented and motivated while debilitating anxiety has a negative impact on learners' linguistic achievements and their emotions.

2.2.2 Types of foreign language anxiety

Linguistic achievement involves competency in all the four skills of the language; namely, listening, speaking, writing and reading. Horwitz et al. (1986) stated that according to counselors, listening and speaking are the skills that cause the highest level of anxiety. According to Young (1990), however, speaking anxiety is the most common anxiety-provoking type of skill stated by the learners themselves. Considering all the skills, it would be accurate to claim that speaking, or oral production in another language, is the skill which triggers the most anxiety among the learners. In fact, it is likely to see learners with a high level of anxiety when they are required to give a presentation, or listen to a foreigner and respond to him / her despite having a

remarkable level of linguistic competency. Anxiety manifests itself best in such situations as a conversation, or any type of oral production, and Toubot et al. (2018). argue that difficulty in speaking skills have the potential to damage the entire image of a learner in the classroom.

Foreign language speaking anxiety is the most common anxiety faced by the students owing to the nature of it since there are quite a few processes involved when it comes to speaking performances. Students need to understand the content or the message, and then need to be able to provide some sentences using accurate grammatical as well as lexical knowledge. In addition, they need to be able to think about the pronunciation of the words and even stress and intonation patterns. Mitha et al. (2018) also suggest that background knowledge about the topic, culture, and discourse are important in this process. Communicating in another language, thus, is a risk-taking process and turns out to be chaotic for some speakers (Doyman, 2020). It gets even worse when students are not provided enough time in advance. Hence, it puts pressure on students, some of whom may end up not uttering even a single word. Despite its being an important issue, Anandari (2015) claims that foreign language anxiety in speaking skills is not given much importance by the EFL teachers most of the time, and it is urgent that they should be aware of the existence of this anxiety. Similarly, Akkakoson (2016) recommends that not only students, but also EFL teachers should accept the existence of the anxiety encountered while speaking in the classrooms and develop proper anxiety-coping strategies.

Öztürk and Gürbüz (2014) stated in their study that causes of speaking anxiety can be classified under three headings: personal, education-related and environmental. Personal sources concern students' characteristics and personality traits such as having low self-confidence, having a reserved personality, being perfectionist, fear of failure or fear of making mistakes. Environmental causes concern mostly classroom atmosphere, complexity of the tasks, harsh attitudes and correction of the peers and teachers, which can be a component of fear of negative evaluation. The last source of anxiety, educational sources, are associated with students' educational background and it generally results from having enough or no practice or instruction of the language earlier in people's lives. In a similar vein, Özkan (2019) stated the major causes of

speaking anxiety can be classified as social, educational, and personal factors affecting significantly the performance of the speakers.

Foreign language speaking anxiety exists among many EFL learners all round the world. The level and the factors leading to this specific anxiety vary significantly depending on the students' individual differences, their beliefs or educational backgrounds along with many other reasons such as teachers' manners, teaching procedures (Subaşı, 2010), and classroom atmosphere (Toubot and Seng, 2018). High levels of anxiety might lead to some consequences like participation in conversations minimally, failure to initiate conversations, becoming self-conscious and inhibited speakers (Suleimanova, 2013). Thus, foreign language speaking anxiety has always become an issue of growing interest among the researchers all round the world with the purpose of finding a remedy.

Horwitz et al. (2010) states that even though most of the research has focused on second / foreign language speaking, there are also other studies regarding listening anxiety (Kim, 2002; Zhang, 2013), reading anxiety (Sellers, 2000), and writing anxiety (Zhang and Li, 2019). They argue that followed by speaking anxiety, listening anxiety is the second most encountered anxiety among learners of a foreign / second language. Since listening is one of the most basic skills in order to maintain a conversation, it provokes anxiety among learners when they are supposed to start a type of oral interaction. Kim (2002) states that in contrast to reading comprehension, listeners cannot control the input due to the restricted opportunities for repetition and correction, thus it causes them to feel worried and lose their attention. Listening comprehension can only be achieved when a person understands what the other person is trying to get across. However, if there is a gap between the two parts, communication breaks down, which might result from inadequate linguistic knowledge or background knowledge (Chang, 2008). When a person does not have a sufficient level of vocabulary and phonetics, she or he may not understand the other person's intention or message. Similarly, when she or he lacks background knowledge, she or he might not catch up with the flow of the conversation. Listening apprehension may also emerge in a testing situation while students are required to listen to a dialogue, podcast, or a text and answer questions accordingly. In this sense, task type also seems to be an important factor in raising students' anxiety.

While some tasks only require recognition, others may require both recognition and production, which can trigger anxiety of the learners.

Writing anxiety is another type of skill-specific anxiety during a language learning process, but according to Liu and Ni (2015) it has been the skill that is most neglected and the least studied one. Although it is neglected, we can easily see students with writing anxiety in the classroom who tend to write shorter compositions or paragraphs due to low linguistic proficiency in terms of grammar and vocabulary or who correct themselves too much in order to produce the best version of their writing. Writing anxiety of the learners can be visible when learners want to write perfect paragraphs or essays trying to make use of sophisticated grammar and lexical structures or simply refrain from complicated writing activities and write shorter paragraphs or essays to play in the safe zone. Shang (2013) states that students who possess a high level of writing anxiety have a hard time when they need to come up with ideas and these learners are likely to write shorter and are not able to use accurate grammar and mechanics. There could be possible reasons behind writing anxiety such as inadequate language competence, perceptions of learners' own writing competency, fear of errors, perfection, low self-efficacy, negative evaluations of the teachers or testing situations. Liu and Ni (2015) also argue that making an outline before the actual writing, being unfamiliar with the genre, students' ambition to write better sentences and limited opportunities to train for writing all exert influence on learners' writing anxiety. They all possibly could play a significant role in determining students' writing performance.

Reading anxiety is another type of FLA and according to Saito et al. (1999), it is quite distinguishable from general language anxiety. They stated that there are two main causes for reading anxiety; namely, not being familiar with the scripts and writing systems, and unfamiliar texts about the target culture. They also argue that students' earlier learning experiences, their motivation and self-beliefs might be predictors of their reading anxiety. Hence, although reading skill is the one that allows for more time to think and process, it could still trigger anxiety for some students, especially for beginner students. It is predictable that since advanced learners are already familiar with the writing systems and the alphabet, reading does not arouse anxiety; however, when learners are unfamiliar with alphabets such as Cyrillic alphabet, they tend to get highly anxious because they need to first decode and then grasp the meaning of the words. It

could get even worse if the target culture is quite unfamiliar to them, such as French culture for Korean students, or Japanese culture for Turkish students. Al-Shboul et al. (2013) also posit that in addition to the difficulty of the texts, personal factors could be vital in determining the reading anxiety of the learners. For instance, when learners are nervous about reading effects and they are afraid of making mistakes, they tend to get anxious during the reading process.

In brief, learners might suffer from FLA as a whole or they may possess specific-skill language anxiety. Literature has demonstrated that speaking anxiety is the most common type of anxiety, followed by listening anxiety due to their nature of being spontaneous and involving many other linguistic capabilities such as accurate pronunciation, stress, intonation, sufficient grammatical and lexical knowledge as well as personal traits such as self-esteem, confidence in an interaction, fear of negative evaluation. Despite not being as widespread as listening and speaking anxiety, writing anxiety is another skill-specific anxiety stemming from such sources as fear of errors and lower self-efficacy. The other specific-skill anxiety is the reading anxiety, which results from being unfamiliar with the text or the culture and some personal traits. The insanity and the levels of each anxiety, or FLA as a whole depend on learner-internal and learner-external variables.

2.2.3 Causes of foreign language anxiety

There have been quite a lot of studies concerning foreign language anxiety in foreign language learning field both in Türkiye (Öztürk and Gürbüz, 2014; Karatas et al., 2016; Thompson and Khawaja, 2016) and in the other countries (Price, 1991; Liu and Jackson, 2008; Tien, 2018) with the purpose of discovering the preliminary causes of FLA. Clinical experience, different studies carried out worldwide, and personal reflections all show that people suffer from anxiety during a language learning process (Horwitz et al., 2001).

According to Horwitz et al. (1986), the main causes of FLA include test anxiety, fear of negative evaluation, and communication apprehension. While test anxiety refers to the anxiety encountered when an assessment situation is involved, fear of negative evaluation mainly appears due to the negative attitudes of the peers or the teachers in the classroom settings. Communication apprehension, however, means having worries

or being nervous when a type of communication is required. This apprehension is thought to be closely linked with trait anxiety.

Young considered six main sources of FLA as follows: “personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language testing” (1991, p.427). Personal anxieties can be considered in relation to various situations that can possibly lead to anxiety in a person such as sitting an exam, delivering a speech, or making a presentation in front of a crowd. On the other hand, interpersonal anxieties emerge when other people are involved, particularly in classroom settings, or in a conversation with a foreigner / native speaker. People may get worried about losing face, being laughed at, or evaluated in a negative way by others, which causes them to underperform or have such physical conditions as fast heartbeats, trembling and sweating. In addition to these, learner beliefs about learning a language could be listed among the most anxiety-provoking factors. Learners might have some unrealistic expectations about their language performance or language learning in general; however, when these expectations do not meet the reality, they tend to get unsure about their linguistic achievement (Horwitz et al., 2010), and this makes them feel anxiety during the process. Since language learning involves instructors and makes them an important source of knowledge, instructor beliefs seem to be an important source of language anxiety, too. Instructors may adopt different techniques or approaches when they teach a foreign language depending mostly on their teacher identity, or the way they were taught before. This could be easily reflected in the classroom procedure and the activities during a class. When students' beliefs do not match with the teacher beliefs, or instructors are not aware of the learner beliefs, students may not get engaged or motivated to learn the language, and this brings about anxiety about failing the classes or not being able to learn the target language. Another situation that could possibly make learners suffer from anxiety is the examination, or in other words, tests. It is not surprising to see that learners get worried when they need to take an exam due to the fact that the grades are important for them.

Gardner and MacIntyre (1993) state that language anxiety emerges as a result of ongoing negative experiences in the foreign language. They explained in their published book that at the beginning of the learning, individuals may have a type of state anxiety

when they are first introduced to the target language, but as the individual keeps having negative experiences repeatedly, she / he tends to form a link between anxiety and achievement, which can have an impact on his / her future learning. However, as she / he gets more proficient, the high level of anxiety decreases.

Sparks and Ganschow claim (1999) in their *Linguistic Coding Deficit Hypothesis* that students experiencing problems with their native language skills are likely to have difficulties when they need to learn a foreign language and indeed higher levels of anxiety is the manifestation of one's deficiency in his / her own native language. They argue that difficulties in speaking and listening skills and poor memory for language, thus, are likely to bring about anxiety among the learners during a foreign language learning process

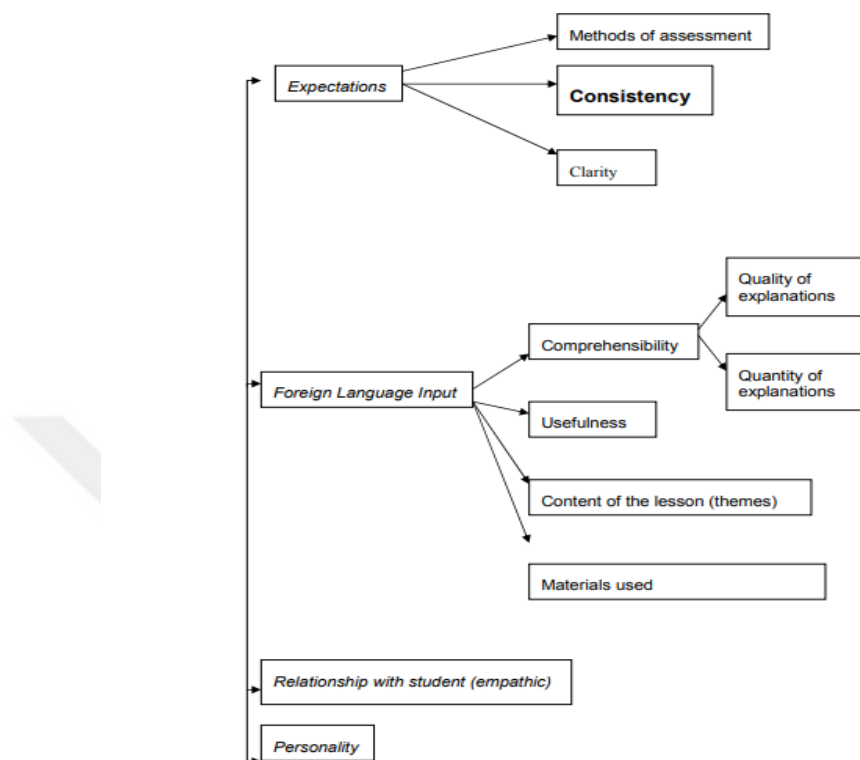
FLA is also thought to result from lingual, concerning the language system, and extralingual factors, concerning the language learning process (Kráľová, 2009). Lingual factors can be attributed to acquiring adequate vocabulary and grammar, memorizing and being able to use them when needed, or putting them into effective use. On the other hand, extralingual factors mostly refer to the classroom procedure, manners of teachers, and the atmosphere of the classroom. As language learning cannot be considered without the teachers being involved, they play a significant role in this process. In this aspect, teacher personality, teacher (de)motivation, teacher identity, teacher beliefs and attitudes, teaching methods, classroom management all affect learners' anxiety in one way or another. Young (1990) stated that language classrooms are in fact a triggering factor in FLA. Similarly, classroom procedure is an important source of language anxiety. In her study, Kavacık (2015) discovered that classroom procedure was the biggest source of anxiety in EFL classes in Türkiye in addition to test anxiety and apprehension. When learners do not feel safe in the classroom and are afraid of being evaluated by their teachers or their peers negatively, they tend to feel anxious. Or, when a teacher is too strict in the classroom, or she or he creates a hostile learning environment, learners are expected to suffer from anxiety. However, when a teacher is encouraging, supportive and tolerant of mistakes (but not too tolerant), she or he can facilitate a positive learning environment that can lower students' anxiety and accordingly their affective filter. Classroom activities, in this aspect, could be a major source of language anxiety. If language activities in the classroom are not engaging

enough to catch the attention of the students or simply “aimed at the wrong level” (Gosiewska-Turek, 2018, p.98), they might cause anxiety among learners. To illustrate, if a beginner level student is asked to deliver a speech on global warming or some other serious issues requiring both topical and linguistic knowledge, she or he could easily feel nervous and start to lose interest, which in turn results in avoidance behavior. Therefore, students’ proficiency level could also predict their anxiety level.

Teachers could be responsible for shaping learners’ anxiety in terms of expectations, input, relationship with learners, and personality (Katalin, 2006). Teachers’ being clear in their expectations, maintaining consistency and administering various assessment tools may have different effects on learners. When students are unsure about a teacher's clarity while correcting errors or his / her expectations, or if they are not consistent in their evaluation tools, they might feel stressed out. The input provided by the teacher also needs to be comprehensible, and useful for learners to be engaged in. Besides, the content of the lesson and the teaching sources may have an effect on learners’ anxiety. In other words, if the lesson content is too demanding or confusing for the learners, or the materials are way above their level of proficiency, it may cause nervousness. Moreover, teachers’ personality and their relationship with the learners play a significant role in generating anxiety among learners. If the teacher is too strict, and has a negative rapport with the learners, the learners might be easily influenced negatively and this negative attitude turns into such avoidance behaviors as skipping lessons, sitting passively during the lesson, refraining from classroom activities, or being afraid of negative evaluation. Therefore, as teachers are the input providers and the facilitators in the classroom, they ought to be aware of the influences they may exert.

Figure 2.2

The Role of the Instructor as a Potential Source of Foreign Language Classroom Anxiety



Source: Katalin, 2006, p.55.

Linguistic achievement shows itself, particularly in oral communication when a learner is expected to express his / her opinions or engage in a conversation where the target language is the only means of communication. When learners have difficulty in expressing themselves, it could lead to a sense of negative self-evaluation (Kráľová, 2016). Therefore, being able to express oneself in another language could be regarded as anxiety-provoking by many learners of languages, which might bring about such behaviors as avoidance from any type of communication, not starting a conversation, or expressing oneself in the easiest way possible when a written work is required in order to be in the safe zone.

Perfectionism is another important source of language learning anxiety. There are some students who believe that unless they can express what they want to convey, they ought not to utter a word at all or write even a simple paragraph. These students might be good at reading and writing skills since they have time to think and prepare beforehand whereas when they are required to listen to somebody and respond to him / her or give a

presentation in the target language in front of a group of people, their anxiety surfaces. These perfectionist students are not satisfied with only communicating in the foreign language, but rather they want to speak the language perfectly without any grammatical errors or mispronunciations; thus, they waste their precious time on avoiding mistakes rather than learning the language (Gregersen and Horwitz, 2002). Although these students perform rather well, they tend to underestimate their real proficiency in language (Horwitz et al., 2010) and therefore set high and sometimes even unrealistic standards for themselves, which causes them to possess a considerable amount of anxiety.

There is a common view among researchers that FLA could change depending on gender. However, the results of the studies in the literature are quite inconclusive. Although some researchers found out that there is a link between gender and anxiety level (Shang, 2013; Öztürk and Gürbüz, 2013; Karataş et al., 2016; Tien, 2018), others did not discover such a relationship (Çubukçu, 2008; Karabıyık and Özkan, 2017; Özkan, 2019). For example, Aida (1994) found out there was no gender difference among Japanese learners when their proficiency was concerned. On the contrary, Karataş et al. (2016) discovered a link between gender and students' speaking anxiety adding that female learners were more anxious compared to males in Turkish context.

Correction of errors can also result in FLA among learners (Aydın, 1999; Huan, 2004; Tercan and Dikilitaş, 2019). Mistakes are all part of a language learning process. Without mistakes, no language is acquired. However, instant correction of mistakes during a speech, or a conversation may provoke anxiety. Learners could already possess a moderate or high level of anxiety when it comes to speaking the target language, and correcting them during a flowing conversation is no help, but rather a distraction and a cause of demotivation for the learners. Not only in oral production, but also in written tasks, it is important not to be too critical if the purpose is to encourage learners to perform better. It is possible to notice some learners who play in the safe zone, not attempting to take part in difficult tasks for the sake of not being corrected. If learners are to be motivated to acquire the language, it is sometimes better to postpone error correction and provide the correct forms in a more constructive manner.

Some researchers are of the opinion that poor language proficiency leads to anxiety, but others think anxiety is the reason for their low linguistic performance (Kızıltepe, 2023).

For example, Aida (1994) contends that students who feel satisfied with their grades experience a lower level of anxiety compared to the ones who are not satisfied with them. That is to say, when a learner performs well in an exam, and gets good marks, she / he tends to be less anxious. However, Cheng (2002) argues that proficiency may not be the most determinant factor in reducing or increasing language anxiety since there could be some other factors responsible for the emergence of anxiety such as the needs of institutions, expectations of families and the community, teaching and testing procedures, and motivation or beliefs of the learners.

Some of the external factors are also related to the individual and cultural differences. Nobody can ignore that personality traits have a key role in second language learning. To illustrate, introverted and reserved people are generally quieter and are reluctant to communicate, which causes them to remain silent and not get involved in the activities (Zhiping and Paramavisam, 2013). Similarly, Young (1990) argues that self-esteem can also be a cause of speaking anxiety. Aida (1994) also makes it clear in her study that people who are self-confident can manage the negativity brought about language learning in a more effective way compared to the ones with low self-esteem. When cultural factors are concerned, it can be stated that they might have a profound impact on the anxiety level of students, as well. In some cultures, mostly Middle Eastern and Asian cultures, most students are afraid of making mistakes due to such reasons as being negatively evaluated by their peers or the teachers. Doyman (2020) states that some external factors such as social status, methods and support of the teacher are as equally important as the internal factors.

It can be easily concluded through literature that FLA stems from not only external but also internal factors (Su, 2022). This context-specific anxiety results from biological, psychological, pedagogical and social reasons or a combination of them (Uzun, 2017). Some of these factors are listed below in Table 2.2.

Table 2.2*Summary of the Some Possible Causes of Foreign Language Anxiety*

Communication apprehension (Horwitz et al., 1986; Al-Khasawneh, 2016)	Fear of negative evaluation (Horwitz et al., 1986; Akkakosun, 2016)	Test anxiety (Horwitz et al., 1986; Young, 1991;)
Learner beliefs about learning a language (Gynan, 1989; Young, 1991; Aydın, 1999; Aslan & Thompson, 2021)	Instructor beliefs about language teaching (Young, 1991)	Instructor-learners interactions (Young, 1991; Özkan, 2019)
Perfectionism (Dewaele, 2017; Gregersen & Horwitz, 2002)	Classroom activities and Classroom procedure (Aydın, 1999; Katalin, 2006; Subaşı, 2010; Kavacık, 2015; Gosiewska-Turek, 2018)	Poor language proficiency (Liu, 2006; Gardner & MacIntyre, 1993)
Teachers' manners (Aydın, 1999)	Specific personality traits (Young, 1991; Dewaele, 2002; Kim, 2002; Zhiping & Pramavisam, 2013)	Personal anxieties (Young, 1991; Anadari, 2015; Al-Shoboul, 2013)
Lingual factors specific to a language (Saito et al., 1999; Král'ová, 2016)	Anxieties related to error correction (Gregerson, 2003; Huan, 2004; Tercan & Dikilitaş, 2019)	Negative self-evaluation (Onwuegbuzie et al., 1999; Cheng, 2002; Liu, 2006)
Not being prepared for the lesson / task (Aydın, 2008; Öztürk & Gürbüz, 2014)	Negative learning experiences (Gardner and MacIntyre, 1993; Kızıltepe, 2023)	Pronunciation errors related to speaking anxiety (Price, 1991)
Age (Bailey et al., 2000; Karabıyık & Özkan, 2017)	Gender (Aida, 1994; Shang, 2013; Öztürk & Gürbüz, 2013)	Problems with one's own language (Sparks & Ganschow, 1991)

2.2.4 Effects of foreign language anxiety

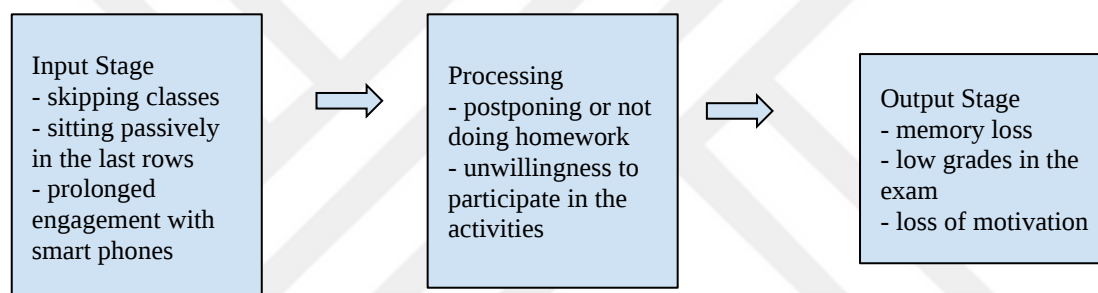
Effects of foreign language anxiety among the learners can be observed directly or indirectly. Young (1991) argues that effects of anxiety can differ in learners with different language learning experience, personal qualities, classroom settings, and ethnicity. Learners can react to anxiety physiologically or psychologically in different manners. Some learners might have fast heartbeats, sweating or stomachache (Kavacık, 2015) when they experience communication anxiety. They have a hard time concentrating, or have palpitations (Horwitz et al., 1986), or they have bodily sensations such as swallowing more than usual, change of breath and tone of voice (Kasap and Power, 2019).

Regarding language learning, anxiety manifests itself in the input, processing, and production stage (Tobias, 1986). In order to reduce their anxiety, in the first stage (*input stage*), learners tend to skip classes, sit in the last rows, (Král'ová, 2016) or engage with their smartphones to do different activities such as chatting with their friends online, playing games or following social media. During the processing of information, most of these students have a tendency to postpone their homework until the very last moment,

or simply forget to submit it. Some of the learners also have a tendency to sit passively or do not participate in the activities that could possibly help them improve their learning skills (Aida, 1994). When it comes to production, *the output stage*, these learners tend to suffer from memory loss, or get low grades in the exams due to a high level of anxiety that they possess. Similarly, Suleimenova (2013) argues that avoidance is one of the most common consequences of language learning anxiety. Students are not likely to come to class prepared on time, attend the lessons, remember the answers, or volunteer to participate. Some extreme avoidance behavior can also be observed during students' prolonged mobile phone engagement, or when they go right to sleep as soon as the lesson starts.

Figure 2.3

Effects of Foreign Language Anxiety during Input, Processing and Output Stage



In classroom settings, it is possible to see the effects of test anxiety particularly during oral examinations since it is closely related to speaking skills. Students can easily go red, or start to stammer in an oral exam due to such reasons as communication apprehension, or the worry about not keeping up to their own expectations of perfectionism. MacIntyre (1995) claims that the effects of anxiety are not restricted to speaking problems only, but rather affect the entire language learning process. Azizifar and Fariadian (2015) also posit that anxiety not only results in psychological and physical problems but it also plays a negative role on motivation, willingness to participate in the classroom activities, concentration, reduced interest towards the language learning, increased errors, and failure to transfer their achievement in their daily life. Gardner and MacIntyre also (1993) highlight the effects of anxiety, stating that anxious learners are less likely to produce verbally, are reluctant to give answers, and are reticent to answer personal questions in a conversation held in another language. In a different vein, Kruk (2018) suggests that when students possess a high level of anxiety, it may cause them to negatively assess themselves, and be evaluated

negatively by others. Therefore, it is urgent for instructors to understand the nature of the issue of language learning anxiety and take action accordingly. In this respect, teachers' fostering a friendly atmosphere, integrating games into the lessons, using humor and jokes to reduce anxiety level of learners, and being unpredictable from time to time to avoid boredom in the classroom could be of great importance.

2.2.5 Empirical studies conducted on foreign language anxiety in various contexts

Research into foreign language anxiety has long been a topic of interest among many researchers, which manifests itself in many studies worldwide (Young, 1990; Suleimenova, 2013; MacIntyre, 2017). The focus of the research has been mainly on discovering the level and the major causes of speaking anxiety since it is the most encountered anxiety by the language learners in foreign language learning settings (Young, 1990). However, there have been a great number of studies conducted to unravel the causes, and effects of anxiety on students' success or their language performance, as well.

Research into FLA gained momentum thanks to the groundbreaking study of Horwitz et al. (1986) to discover the primary sources of FLA. They discovered that there was a significant moderate relationship between FLA and students' grades. Developing FLCAS, the researchers found out the three main anxiety-triggering sources of this situation-specific anxiety: communication apprehension, test anxiety and fear of negative evaluation. They put forward the idea that learning a foreign language is quite anxiety-provoking for many learners. Since then, there have been many studies conducted to investigate these major factors and their relationship with other variables such as attitudes, motivation, age, gender, or language proficiency, in different contexts around the world, and in relation to different types of anxiety such as speaking anxiety.

It has been possible to measure the level of general FLA or skill-specific anxiety thanks to the scales having been developed by Horwitz et al. (1986). As mentioned earlier, following the original 33-item scale, there have been some other edited scales intending to measure the level of speaking, writing, reading or listening anxiety. However, 20 items of the original 33 items in FLCAS were related to listening and speaking anxiety (Saito et al., 1999), which allows for a great number of studies focusing on speaking and listening anxiety.

Understanding the main causes lying behind this situation-specific anxiety is beneficial to be able to understand it completely and take caution accordingly. Young (1990) carried out a study in order to find out learners' perspective on anxiety and speaking and found out that speaking in front of the others in the classroom, being unprepared for the lesson, different task types and speaking errors have an impact on students' anxiety. That is to say, learners feel more comfortable when they come to class prepared, and when the topic is engaging for them. This study had some valuable findings as it investigated the type of instructors' personal qualities that help them to decrease learners' anxiety level and discovered that when the teacher is friendly, patient, relaxed and has a good sense of humor, the learners are likely to feel less anxious. Besides, participants in the study made it clear that they were more willing to speak up in front of their classmates when they are not singled out.

MacIntyre and Gardner (1991) conducted a study with the purpose of examining language anxiety and its relationship to other anxieties regarding first (English) and the second languages (French) employing 23 different scales to measure various forms of anxiety such as French Classroom Anxiety, English Classroom Anxiety, Trait Anxiety and General Test Anxiety. They used correlations between three factors identified (Social Evaluation Anxiety, State Anxiety, Language Anxiety) and a digit span test together with a vocabulary test in the two languages. They found out that L2 tasks caused more anxiety than the English ones, and the vocabulary test did not bring about as much anxiety as the digit span test.

Aida (1994) carried out a study with American learners of Japanese in an attempt to examine the Horwitz, Horwitz and Cope's construct of FLA among learners of Japanese. She found a negative relationship between students' grades and their anxiety levels. The study yielded valuable findings regarding the factors of anxiety. Students' worries about failure of classes, speech anxiety, fear of being negatively assessed by others, not being comfortable when they are engaged in a conversation with a native speaker, and negative attitudes towards the language class were found to have triggering impacts on learners' anxiety level.

The impact of different linguistic levels on FLA has drawn attention among the researchers. Saito and Samimy (1996) designed a study in order to find out the effects of three instructional levels (beginning, intermediate and advanced levels) on learners'

anxiety and some other variables that could be related to language anxiety. The learners' performance in relation to their anxiety levels was another concern of the study. It was revealed that intermediate and advanced level students were more anxious than beginner level students and their anxiety affected their final grades more significantly than their beginner counterparts. Another important finding of the study was that Language Class Risk-Taking and Final Grades were found to be negatively related to anxiety at three levels. That means the more anxious students were, the less willing they were to take risks in the classroom.

With a primary aim to determine the major factors related to FLA, Onwuegbuzie et al. (1999) undertook a study with 210 university students comprising freshmen, sophomores, juniors and seniors. The findings of the study pointed out the significant effects of self-related perceptions such as perceived competence and self-worth, which were found to be related to anxiety. Through the study, it was revealed that expected score for language courses was the main predictor of language anxiety, followed by the two aforementioned self-related concepts. Moreover, age, earlier experiences of traveling to a different country and languages having learnt in high school were also related to language anxiety. In general, older students, more advanced students, the ones who never had any traveling experiences abroad and did not have any foreign language courses before, learners who had a lower level of self-competence and self-worth were inclined to feel anxiety during their foreign language journey.

After the millennium, some researchers intended to analyze the different variables that could possibly predict FLA. Gregersen and Horwitz (2002), for instance, conducted a study to analyze the effect of perfectionism on language anxiety through interviews with both learners with high anxiety and learners with low anxiety. It was unveiled that low-anxious learners underestimated their performance and were likely to delay submitting their assignments, which caused a low level of productivity. These anxious students were considerably more afraid of being negatively evaluated and losing face and differed greatly in their responses to their mistakes. Conversely, non-anxious students were found to be satisfied with what they could accomplish despite being aware of their language errors.

Investigating foreign language classroom anxiety across different languages was also of interest to researchers. Katalin (2006) set out to check if different languages posed

anxiety to learners and to find out classroom-related causes leading to anxiety. The study had interesting findings that highlighted the significant role teachers played in shaping learners' anxiety. It was discovered that learners indeed had different levels of anxiety when learning different languages; learners experienced a great deal of anxiety in French classes whereas they did not have such a high level of anxiety in English lessons. Learners reported in the interviews that they were anxious based on two main reasons; fear of being negatively assessed by the teacher and discomfort they experienced in language classes. The study found out that such teacher behaviors as not clarifying the reason why she / he corrects the learner, asking questions for which students don't get prepared, and having a fast pace of the lesson had a significant impact on learners' feeling anxious.

With a different research focus, Liu and Jackson (2008) carried out a study to find out the relationship between Chinese learners' willingness to communicate and FLA. The study found a positive correlation between FLA and unwillingness to communicate, which means unwillingness to communicate could be the reason or the result of FLA. In other words, anxious students tended to remain silent and become less willing to communicate in the target language, or the ones who were unwilling to communicate became anxious when they were required to speak the language. Another important finding was that more than one third of the participants had a considerable level of anxiety due to communication apprehension, test anxiety and fear of negative evaluation.

Tran et al. (2013) carried out a study in a Vietnamese context with an aim to determine whether foreign language learners and teachers were aware of the concept of FLA and their attitudes concerning this phenomenon. The study utilized different data collection tools such as interviews with the stakeholders, autobiographies and questionnaires to shed light on the issue. It was revealed that a great number of students in this population suffered from FLA and considered it rather widespread and normal in language classes. Teachers were also found to be aware of its existence; however, they had different opinions as to how common it was among the learners. Regarding the attitudes, it was discovered that nearly half of the learners reported the debilitating effects of language anxiety whereas teachers all reported its both debilitating and facilitating impact on learners.

Carrying out exploratory studies with an aim to discover main causes and consequences of speaking anxiety has been quite common in literature, as well. Suleimenova (2013) conducted a study with Kazakh learners in order to find out anxiety-provoking situations and their impact on the learners by giving voice to highly anxious learners. The study had valuable findings since it employed several instruments such as observations, interviews, and a questionnaire to shed light on the issue. It was found out that students feel the most anxious when they are required to perform in front of their peers or others and when they are called out to board as they feel nervous because of not knowing when to be called on. When the consequences of the anxiety were analyzed, it was discovered that anxiety could result in one's feeling unsure about his or her abilities, having trouble speaking in front of others, engaging in communication less, avoidance to start a conversation and eventually becoming a reserved speaker. In a similar vein, Anandari (2015) conducted a mixed-methods study with Indonesian learners majoring in English in order to find out the primary sources of EFL students' anxiety in speech production and probable solutions that can be considered by using self-reflection activities. The findings of the study demonstrated that worries about not getting across the message, feeling shy and having discomfort were the main causes of anxiety felt by the learners. The learners in the study stated that behind their higher anxiety levels lie the reasons such as grammatical abilities, voice volume, pronunciation mistakes all of which could lead to their being misunderstood by the target audience. Moreover, they reported not feeling comfortable in front of a crowd, and it led them not to control their body movements, gestures and expressions properly during public speaking. However, the study showed that using self-reflection activities helped learners in that they became aware of their weak and strong points and they could come up with possible solutions for their own problems, which in turn contributed to their self-confidence and public speaking performance. In a different context, Al-Khasawneh (2016) undertook a study in order to measure the level of FLA of Saudi learners of English and find out the relationship between FLA and these learners' level of English. It was discovered that there was no significant difference between FLA and the level of the students. When the sources of FLA were concerned, the study found out that learners had different reasons for feeling anxious such as communication apprehension, test anxiety, anxiety of English lessons, and fear of negative evaluation. Tien (2018) also carried out a study with Taiwanese university students with a similar purpose to

discover the causes of speaking anxiety, and she found out that participants were highly anxious when they needed to speak English mainly because of their inadequate linguistic and lexical knowledge, and their desire to get their message across properly. The researcher also mentioned that non-English major students showed more anxiety and apprehension compared to English major ones, suggesting that English training has a considerable effect on decreasing the level of speaking anxiety.

Changes in the level and intensity of FLA were also of concern to researchers. Kruk (2018) carried out a study with Polish high school students in order to find out the changes in their level of anxiety over one semester, comprising 121 lessons. It was unveiled that anxiety can change during one single lesson as well as one whole semester. Students were found to be the most anxious at the beginning and at the end of the semester. However, considering the short-term fluctuations, they were found to be the most anxious at the beginning of the lesson, and the least anxious at the end of it. Therefore, the study shed light on the dynamicity of FLA.

FLA has been proven to exist during in-person language classes for many years (Horwitz et al., 1986; Aydın, 1999; Suleimanova, 2013). However, Resnik et al. (2023) attempted to identify the differences in the nature and the level of foreign language classes comparing two different classroom settings: in-person and online EFL classes. The study showed that learners felt anxious in both online and traditional classes though the intensity of this anxiety increased dramatically during online classes due to the novel settings resulting from the global pandemic during the first half of 2020. Although they were more anxious in traditional classes in general, they were found to be less anxious in online classes about their friends' superiority in terms of oral proficiency. Besides, they did not experience heart pounding as much as they had in traditional classroom settings though they were more embarrassed to give answers voluntarily during online classes. The study revealed the important role of novel settings and the use of technology during the online lessons and online exams on students' anxiety.

There have been quite a few studies measuring the anxiety level of other skills in the literature. For example, Kim (2002) conducted a study with Korean learners of English to find out whether there is a relationship between learners' background and listening anxiety and also to shed light on the issue of foreign language listening anxiety. The

study revealed that students had English listening anxiety, and the main cause of it was lack of self-esteem in English listening even though it is closely related to language anxiety in general and listening proficiency. Followed by speaking and listening anxiety, there have been some studies investigating reading and writing anxiety (Cheng, 2002; Subaşı, 2014; Dang, 2022; Li, 2022). Cheng (2002) conducted a study in Taiwan in order to shed light on the issue of foreign writing anxiety investigating self-perceptions of the learners along with some other learner variables. The study revealed that learners' self-perception of their writing abilities was a better significant predictor of their anxiety than their actual writing performance, and students' writing anxiety tends to go up as they move up to the next grade with juniors having the highest anxiety. Though it is not as intensely studied as speaking or listening anxiety, reading anxiety has also captured the attention of some researchers (Saito et al., 1999; Subarşı, 2014, Daskan, 2023). Saito et al. (1999) conducted a study with three groups of target language learners (Japanese, French, Russian) to discover whether reading anxiety is distinguishable from general FLA and to be able to cast light on the issue of reading anxiety in greater detail. They found out that it is different from general anxiety and it changes depending on the target language. The study revealed that reading Japanese caused a higher level of anxiety than reading French and Russian owing to the different writing system and cultural content. Moreover, learners' anxiety level changed in relation to their self-perceptions regarding the difficulty of the text. That is to say, when they thought the reading text was hard, their anxiety level went up regardless of its actual difficulty.

As can be easily noticed through the literature, research into FLA has shown great variance in terms of the variables analyzed, the results obtained, or the setting in which the study has been conducted. Below in Table 2.3 can be seen a short summary of the studies that have been conducted in various countries.

Table 2.3*Summary of Some Empirical Studies Conducted in Various Contexts on Foreign Language Anxiety*

Researchers	Aim of the Study	Major Findings
Elaine K. Horwitz & Michael B. Horwitz & Joann Cope (1986)	Identify foreign language anxiety as a distinct variable in language learning	A significant number of individuals suffer from language anxiety. FLA consists of three main components: fear of negative evaluation, test anxiety and communication comprehension
Dolly Jesusita Young (1990)	Investigate students' perspective on anxiety and speaking	Speaking in front of their peers and teachers is the biggest anxiety-provoking factor for learners. However, teachers' friendly attitudes are helpful in lowering anxiety.
Yukie Aida (1994)	Examine how the construct of Foreign Language Anxiety is related to Japanese students	The scale was reliable to use in this context. Such factors as speech anxiety, fear of losing face, fear of failing, negative attitudes towards the Japanese lesson, and being comfortable during communication with native speakers had an impact on anxiety.
Yoshiko Saito & Keiko K. Samimy (1996)	Examine the effects of different instructional levels on students' success and some different variables related to language anxiety in these levels	FLA had a negative impact on students' success. As students moved up in their level, their anxiety tended to increase. Final grades and risk-taking attempts in language classrooms were found to be negatively correlated with anxiety.
Antonhy J. Onwuegbuzie & Philip Bailey & Christine E. Daley (1999)	Find out the variables related to foreign language anxiety	The study discovered 7 variables that can predict FLA the most. Age, linguistic success, earlier experiences of traveling abroad, language classes having taken earlier, expected score for language courses, and two self-related concepts (self-worth and perceived competence) were found to contribute to anxiety.
Tammy Gregersen & Elaine K. Horwitz (2002)	Identify how perfectionism is related to language anxiety	Students with a high level of anxiety suffered from procrastination and fear of being negatively evaluated. They also had a lot of concerns about making mistakes and were likely to set higher standards for themselves.
Piniel Katalin (2006)	Examine the effect of different languages on foreign language classroom anxiety and find out possible classroom-related sources that can shape the anxiety	Students had different levels of anxiety when learning two different languages simultaneously as compulsory subjects. Teachers were found to play a determining role in shaping learners' anxiety.
Meihua Liu & Jane Jackson, (2008)	Examine the link between unwillingness to communicate and foreign language anxiety	More than one third of the participants were found to be anxious. Unwillingness to communicate and FLA had a positive correlation, influencing each other.
Tran Thi Thu Trang & Richard B. Baldauf Jr. & Karen Moni (2013)	Discover the awareness of teachers and learners regarding foreign language anxiety and their attitudes towards it	A majority of the students had a high level of anxiety and stated mainly its negative effect despite perceiving it quite normal and widespread. Teachers were also aware of its existence and reported that it had both a facilitating and debilitating effect on learners.
Mariusz Kruk (2018)	Examine the fluctuations in foreign language anxiety over the course of one semester	Students were found to have the highest level of anxiety at the beginning of the lesson, but the lowest level at the end of it. Besides, they reported to be the most anxious at the beginning and the end of the term.
Pia Resnik & Eva Knechtelsdorfer & Jean-Marc Dewaele (2023)	Identify the intensity and the nature of foreign language anxiety in in-person and online classes during the global pandemic	Learners of English were found to be less anxious in online classes. They suffered less from heart pounding, were less worried about peers' better oral performance, and were less nervous when they prepared well. However, they were not willing to volunteer answers during online classes. Novel classroom settings, requiring them to use technology during the lessons and exams were stressors, which increased the intensity of their anxiety.

2.2.6 Empirical studies conducted on foreign language anxiety in Türkiye

Foreign language classroom anxiety has been a topic of growing interest and proven to be quite prevalent among Turkish EFL learners by many researchers (Aydın, 2008; Subaşı, 2010; Özkan, 2019; Şimşek and Çapar, 2024). Research into anxiety over learning English as a foreign language has soared in Türkiye since the first administration of FLCAS to get a better grasp of the issue of anxiety and its main sources. Aydın (1999) made a comprehensive mixed-methods study in order to discover the primary sources of speaking and writing anxiety among students at an ELT department. Participants were first administered FLCAS and BALLI (Beliefs about language learning inventory) questionnaires and they were required to keep a diary over 4 weeks to be able to better understand the issue of anxiety in these two productive skills. 12 randomly chosen students also participated in the other qualitative phase, interviews, to give a voice. After analyzing the data, it was discovered that students were mainly anxious due to three general reasons; personal reasons referring to learners' beliefs and expectations, teachers' manners towards the learners and error correction and teaching procedures. Although some of the sub-causes showed differences in terms of the skill, the participants were found to be anxious owing to their beliefs concerning making mistakes, lack of grammar and vocabulary, quite high personal expectations, comparing themselves to their peers, and being critical of their own competencies. Regarding the writing classes, learners stated they were anxious mainly because of the grades they would get, the worries about not receiving the grade they thought they deserved, the possibility of getting negative feedback from the teachers, and inadequate level of lexical and grammatical items. When it came to speaking, they were found to have a considerable level of anxiety due to the fear of being negatively evaluated by their peers and the teacher, their beliefs about not being competent enough to speak up, having to speak in front of peers, speaking with no preparation beforehand, and making an oral presentation. Teachers and their teaching procedures were also determined as anxiety-provoking especially in relation to speaking skills. Teachers' interrupting students' speech, their comparison of the learners, and harsh correction were proved to cause anxiety, as well.

Dalkılıç (2001) carried out a study in order to find out the relationship between students' success and anxiety along with the main sources and effects of anxiety in a Turkish context. She found that anxiety indeed played a negative significant role in shaping learners' oral achievements. Regarding the main sources of anxiety, the participants stated that conspicuousness, insufficient self-confidence, being shy, inadequate knowledge, and high

expectations of other people caused anxiety. Anxiety showed its effects among the learners by causing them not to be involved in the activities, do badly in exams, and have a feeling of guilt. To deal with the anxiety, learners mentioned developing some positive strategies such as getting prepared beforehand, positive talk which involves encouraging oneself, practicing, and doing the task. However, some of the participants said that they just avoided doing the task, or did nothing in order not to be anxious. In a similar vein, Aydın (2008) undertook a study to find out the levels and the main sources of language anxiety and fear of negative evaluation in addition to exploring the relationship between these two variables among Turkish EFL learners. The study revealed that participants experienced both language anxiety and fear of negative evaluation though the mean score was higher for the latter. In fact, fear of negative assessment by others was determined to be an important factor leading to anxiety. Unpreparedness for the lesson, worries about failing the class, and communication apprehension were found to be the biggest sources for language anxiety, and negative judgements by other people, worries about giving unpleasant impressions on others, and negative opinions of them were determined as the main sources of the fear of negative evaluation.

Anxiety in language classes in relation to various variables has been the subject of many studies in Türkiye. To illustrate, Çubukçu (2008) explored the possible link between FLA and self-efficacy of the Turkish teacher trainees at a university; however, the study did not find such a relationship between them. That means, the way participants conceived their competencies did not affect their anxiety levels. Furthermore, gender was found to have no impact on self-efficacy and language anxiety level, either.

In addition to exploring general language learning anxiety, there have been other studies with reference to specific skills. For instance, Bekleyen (2009) conducted a study in a Turkish context to discover the causes and effects of foreign language listening anxiety and she found out that participants were mainly anxious due to the low priority given to listening skills in their early training, which caused them not to grasp the English vocabulary items owing to their unfamiliarity with pronunciation and weak form of the words and segments of sentences.

Speaking anxiety has sparked researchers' keen interest in Turkish contexts partly due to Turkish EFL learners' being labeled as having "very low" English levels ranking 73th out of 88 countries surveyed by EPI (English Proficiency Index, 2019), (Kasap and Power,

2019). This possibly has led to several researchers taking action to find probable sources of anxiety in order to unveil them and enhance learners' speaking proficiency in the long run. For example, Subaşı (2010) undertook a study with an aim to explore the possible effects of fear of negative social evaluation and self-perceived speaking competency on the speaking anxiety of the EFL learners at a state university. It was found out that there existed a significant negative relationship between language anxiety and perceived speaking ability; that's to say, the more a learner believed in his / her abilities to do well in terms of language proficiency, the less anxious he/she got. Besides, the study revealed that there was a positive link between anxiety level and fear of social evaluation and this fear was indeed a major source of anxiety. The study also showed that fear of negative evaluation and self-perceived competency had an impact on learners' speaking anxiety especially when these two variables were in constant play during oral communication. In another study conducted by Öztürk and Gürbüz (2014) in order to discover the level, primary sources of foreign language speaking anxiety as well as students' perceptions of it, it was discovered that though students were found to possess a low level of anxiety through FLCAS, they reported being anxious when they were required to speak English in the interviews. Speaking without getting prepared beforehand, immediate questions posed by others, fears of making pronunciation and grammar mistakes, and fear of negative evaluation by the peers were discovered to be the major sources of language speaking anxiety. Similarly, Kavacık (2015) carried out a study to discover the level and the probable causes of language learning anxiety and the study unveiled that students in her study were found to be moderately anxious due to communication apprehension, fear of negative evaluation and classroom practices. Test anxiety was found to be an important factor in hindering the language process and causes memory loss. Tercan and Dikilitaş (2015) also conducted a study in order to discover the effects of proficiency, gender, and onset of learning English on the speaking anxiety level. It was found out that female students were more anxious compared to male students in terms of public speaking, testing, question-answer sessions, and anxiety of preparedness, which shows that gender could be an important factor on speaking anxiety. The data obtained from the study also show that students' proficiency level did affect their anxiety level with regard to error correction, stating that A1 level students had more anxiety than A2 level students when they receive correction of their mistakes. The researchers argue that the high anxiety level of the students was quite predictable since Turkish learners tend to see the teacher as the main source of information

and teachers use traditional outdated teaching methods and they take granted of their psychological and educational well-being. However, the study carried by Çağatay (2015) yielded different results in that even though learners were found to be moderately anxious, their level of English did not determine the level of their anxiety. It was discovered engaging in a communication with a native speaker rather than their classmates makes learners anxious. In a similar vein, Karataş et al. (2016) found out that learners' level of proficiency did not affect their speaking anxiety, but the dominant factors that had an impact on their anxiety were getting English training beforehand and gender.

Uştuk and Aydın (2016) went further in anxiety research and explored the effects of the use of paralinguistic features on the anxiety level of the learners at a state university. The study covered four-week-long training aiming to teach the use of some verbal and non-verbal cues such as gesture, posture, facial expressions, body language, key intonation and pitch. The study yielded surprising findings in that instructing paralinguistic cues in speaking classes were found to be effective in decreasing communication apprehension and fear of negative social evaluation whereas it increased test anxiety. Besides, it was found out that they had no impact on concentration, thoughts about self-ability, communicating easily with native speakers, motivation, correction of instructors and preparation.

In Turkish contexts, FLA has been researched mainly in relation to its causes or the major sources. Karabıyık and Özkan (2017), however, explored the effects of age, gender and earlier experience of learning English on the anxiety level of the learners at a private university. They found out that participants in the study, who constitute nearly 73% of the whole population in the school, had a moderate level of anxiety with a mean score of 80.50. Regarding the effects of gender and previous learning experience, no significant effect was found. However, age was found to be an important factor in determining the level of anxiety, that is, the older learners were, the more anxious they got. The possible link between age and anxiety could result from older learners' worries about not being able to express themselves properly, attributing more importance to accuracy rather than fluency, or their reluctance to produce something written.

In a study conducted by Özkan (2019) with an aim to unveil the relationship between students' achievement and anxiety levels, it was found out that students' success was negatively correlated with their anxiety level. That's to say, the more anxious the learners get, the lower scores they get. When the main sources of both general anxiety and speaking

anxiety were concerned, the researcher discovered that the learners were mostly anxious due to inadequate lexical knowledge, fear of making errors and teachers' attitudes. The study found no significant effect of gender and departments on FLA. Kasap and Power (2019) also carried out a study in Türkiye with the purpose of discovering the causes, effects of speaking anxiety, and impacts of it on the other students by holding semi-structured interviews with both the instructors and learners. The study yielded important findings in terms of the visible effects of anxiety. Learners stated that when they were anxious, they were likely to blush, and tremble with palpitations, which were also visible for the teachers. They tended to go blank, avoid communication and eye contact with the others, and speak quietly, which were also easily noticed by the teachers. It goes without saying that when students got anxious, it did affect other students in a negative way, as well.

Aslan and Thompson (2021) set out to explore the possible links between learner beliefs and FLA at a tertiary level. It was discovered through exploratory analyses that learner beliefs and FLA have several dimensions which are in constant play with one another. For example, tolerance of ambiguity predicted classroom anxiety and negative feelings towards English. Moreover, self-confidence in another language brought about willingness to communicate in the target language with the native speakers. All in all, it was concluded that beliefs and language anxiety are not separate constructs.

In another study conducted by Kızıltepe (2023) so as to find out the correlation between FLA and linguistic proficiency, the results showed no significant relationship between these two variables. In other words, the hypothesis suggesting that language anxiety differed in terms of different language proficiency levels didn't turn out to be true.

After the COVID-19 pandemic, some researchers (Russell, 2020; Doğan, 2020; Korkmaz and Mirici, 2023) have directed their attention to variables related to online education and its effect on FLA. Though there existed some studies about online or distance education before the global pandemic (Hurd, 2007; Donahoe, 2010), studies all round the world have increased drastically with its showing effect on education and making online education a part of every student's life. In this respect, Şimşek and Çapar (2024) conducted an exploratory study to compare the anxiety levels of preparatory school students in both conventional classroom settings and online classrooms. The study found out that students in both settings suffered from a moderate level of anxiety, but the main sources of the anxiety

experienced in these settings differed. For example, some students reported being shy to speak in front of their classmates in traditional classrooms due to the fear of negative evaluation, yet it didn't cause that much trouble for them. Besides, they mentioned receiving quicker feedback, easier interaction and preparing beforehand for in person classes though it was not the case for online classes. During online education, the biggest problem was found to be the technical issues such as internet breakdown or voice-related problems.

As can be seen, FLA research in Turkish contexts has mainly focused on different variables possibly having an impact on anxiety, specific skill anxiety (speaking anxiety), possible causes of anxiety, and the link between anxiety and achievements. Some examples of the empirically conducted studies can be seen below in Table 2.4.

Table 2.4

Summary of Some Empirical Studies Conducted in Turkiye on Foreign Language Anxiety

Researchers	Aim of the Study	Major Findings
Belgin Aydın (1999)	Discover the major source of speaking and writing anxiety	Students were found to be anxious due to three general causes; personal reasons including their beliefs and expectations, teachers' attitudes regarding error correction and the students in the classroom, and teaching procedures.
Nilüfer Dalkılıç (2001)	Explore the link between foreign language anxiety and speaking success of the learners.	There existed a significant relationship between anxiety and oral success. Conspicuousness, self-confidence, being shy, lack of knowledge and high expectations of other people were reported to be the main sources of anxiety. The effects of it could be seen in learners' failure in exams, unwilling to participate in the exercises and learners' feeling guilty due to anxiety.
Selami Aydın (2008)	Find out the levels and sources of language anxiety and fear of negative evaluation as well as discovering the relationship between anxiety and fear of unpleasant evaluation.	Learners experienced both anxiety and fear of being evaluated negatively by others. Main sources of language anxiety were not being prepared for the lesson, worries about failing, communication apprehension among some other variables. As for the fear of negative evaluation, negative judgment by other people, worries about giving bad impressions, and negative opinions of others were found responsible.
Feryal Çubukçu (2008)	Discover the relationship between self-efficacy and language learning anxiety.	There was not a significant relationship between language anxiety and students' self-efficacy levels. Gender was also found to have no effect on these two variables
Gonca Subaşı (2010)	Explore the potential effects of self-perceived speaking ability and fear of negative evaluation on learners' speaking anxiety.	Fear of being negatively evaluated and low self-perceived ability were found to contribute to learners' anxiety level, and the interaction between these two variables caused a quick increase in the level of anxiety.

Table 2.4 (continued)*Summary of Some Empirical Studies Conducted in Türkiye on Foreign Language Anxiety*

Gökhan Öztürk & Nurdan Gürbüz (2014)	Discover the level and the main sources of speaking anxiety in addition to the students' opinions on it	Students were found to have a low level of anxiety, yet qualitative data demonstrated that they suffered from speaking anxiety. Being unprepared and exposed to immediate questions, fear of making lexical and pronunciation mistakes and fear of being negatively evaluated by the peers were found to be main sources of their anxiety.
Özgehan Uştuk & Selami Aydın (2016)	Explore the effects of paralinguistic cues on anxiety level.	Training to use paralinguistic features in speaking classes were found to be effective in decreasing communication apprehension, and fear of negative evaluation; however, it increased test anxiety among the learners.
Ceyhan Karabıyık & Neslihan Özkan (2017)	Discover the effects of age, gender, previous English learning experience on anxiety level as well as finding out the level of anxiety among the learners.	Participants possessed a moderate level of anxiety. Gender and previous learning experiences were not found to have a significant impact on anxiety level; however, age was discovered to be an important source of anxiety.
Sinem Özkan (2019)	Examine the relationship between foreign language anxiety and students' achievements and also discover the major sources of general language anxiety as well as speaking anxiety	There was a moderate negative relationship between FLA and students' linguistic success. Main sources of both general language anxiety and speaking anxiety were discovered to be fear of making mistakes, teachers' manners, and lack of lexical knowledge.
Erhan Aslan & Amy S. Thompson (2021)	Explore the relationship between learner beliefs and foreign language anxiety	Learner beliefs and FLA are separate constructs and they have several underlying dimensions which influence one another in complex ways. Fear of ambiguity is related to anxiety positively and negative feelings about the language. Self-confidence is an important factor in willingness to communicate in English with natives
Gamze Kızıltepe (2023)	Examine the relationship between foreign language anxiety and proficiency levels of the students.	There was not a significant correlation between FLA and different linguistic proficiency either negatively or positively.
Gizem Şimşek & Meral Ceylan Çapar (2024)	Explore the anxiety level of learners in online and in person language classes	Students had a moderate level of anxiety in both settings, yet the main reasons varied. They were mostly in favor of traditional classrooms due to the fact that they can interact more easily. They also reported experiencing such problems as internet breakdown or voice-related problems during online education.

2.3 Foreign Language Enjoyment

Human beings have the tendency to focus on what goes wrong instead of what is working, or simply what makes people keep going in life. Negativity shows itself in every stage of life, allowing for many scientists and researchers to carry out experiments or empirical studies to discover the possible causes of “the problem”

instead of concentrating on what has been working or worked so far. For quite a big number of people, it is considered normal to see the glass half empty rather than see it half full. However, with the advancements in positive psychology around the beginning of the millennium, this type of attitude started to change to some extent. The study of how people thrive and blossom has changed the research tradition towards a positive dimension (Dewaele and Dewaele, 2017). People were introduced to some concepts like positive thinking and positive emotions. Although it took a great deal of time for people to be hopeful or see the glass full, it was a big step towards optimism and many positive emotions along with it. Thus, positive psychology has been regarded as a well-respected and valued science since the beginning of the millennium thanks to psychologists, Seligman and Csikszentmihalyi. They state that the domain of positive psychology includes three dimensions; “*subjective level, individual level and group level*” (Seligman and Csikszentmihalyi, 2000, p.5), adding that subjective level involves positive emotions such as well-being, happiness, and satisfaction (earlier in life), hope and optimism (regarding the future), and flow and joy at present. They also argue that individual level concerns positive individual characteristics such as creativity, bravery, zest, and prudence while group level refers to civic virtues and the institutions encouraging better citizenship, responsibility, work ethic etc. In other words, positive psychology deals with three main topics; positive emotions, traits and institutions, which are also considered as the three pillars of positive psychology (Choi and Jang, 2022). In a similar vein, MacIntyre and Mercer (2014) argue that positive psychology has the intention of adding an extra perspective to psychology by exploring the possible things that can be done to maximize strengths and features such as contentment and optimism.

According to Fredrickson (2001), positive emotions have the potential to undo the subsequent impacts of negative emotions, which is called the *Undoing Hypothesis* by her and her colleagues. Besides, she stated that psychological resilience and improved well-being are also attributed to positive emotions. In other words, the more positive emotions people experience, the stronger they will be in terms of psychological well-being.

Positive psychology has shown its effect on many research areas including foreign language learning. Dewaele and Dewaele (2017) assert that positive emotions function

like fuel for students when their motivation is especially down. Language learning requires both intellectual and affective resilience (Swain, 2013). Therefore, the process itself brings about some negatively-driven emotions such as anxiety and a lack of satisfaction or interest. Dewaele and Dewaele (2017) claim that these negative feelings turn out to be fatal in language classes. Nevertheless, Foreign Language Enjoyment (FLE) could have the potential to decrease the effect of these negative emotions by highlighting positive dimensions of learning rather than the negative ones. Most educators realize the significance of enhancing learners' positive language experiences in the long run by encouraging their positive emotions and helping them to keep their motivation, strength and grit (MacIntyre and Mercer, 2014). Gregersen and MacIntyre (2012) also highlighted the significance of positive emotions in language learning, stating that students in the grip of positive feelings can realize what happens in language classroom easily and raise their own awareness about the comprehensible input presented and absorb more of the target language being learnt. Lodej and Osmola (2024) acknowledged the importance of FLE stating that it has several positive effects on learners such as decreased anxiety, more willingness to communicate in the classroom and increased academic achievements.

Although researchers have carried out studies on different positive emotions like satisfaction, flow or pride, enjoyment has been more welcomed compared to other emotions (Jin and Zhang, 2018) since it is in close relation with language acquisition and communication contexts (Boudreau, et al., 2018). After the groundbreaking study of Dewaele and MacIntyre in 2014, FLE sparked researchers' interests in different parts of the world, and this keen research focus brought with it different definitions of the concept. Csikszentmihalyi (2004, cited in Dewaele and MacIntyre, 2016) explained the difference between enjoyment and pleasure by pointing out that though enjoyment could be regarded as a sophisticated and complex emotion, pleasure is a simple feeling showing agreeableness. MacIntyre and Dewaele (2016) provided an excellent example of winning or playing a game to demonstrate the difference; while winning a game brings a person pleasure, playing a game could be enjoyable despite having lost the game. The players might have played better than they would against a strong opponent, and this means much more important to them than simply winning. MacIntyre and Dewaele (2016) stated that "Enjoyment follows personal investment, something that is a self-relevant outcome." (p.217). In a similar vein, Resnik and Schallmoser (2019) pinpointed that FLE is

beyond having pleasant feelings about a state or a language situation, yet it is more linked to individual dedication and attaining success along the way. It was also defined as follows, “If pleasure can occur simply by performing an activity or completing an action, enjoyment takes on additional dimensions such as intellectual focus, heightened attention, and optimal challenge.” (Boudreau et al., 2018, p.153). Li (2022) explains that FLE is a pleasant emotion stemming from exercises or tasks which inspire language learners to participate more in the classrooms. Similarly, it can be considered “a kind of positive feelings that exert a positive influence on achieving academic goals when working on a demanding task.” (Choi and Jang, 2022, p.34).

Despite the differing definitions, what is common in all these definitions is that FLE is a positive emotion embraced by the learners in their journey of learning a foreign language, and it includes the element of having fun to keep their motivation high.

2.3.1 Theoretical concepts of foreign language enjoyment

With the introduction of positive psychology in the research literature since the beginning of the millennium, positive emotions have sparked an interest among the researchers worldwide. There are two basic theories that have a facilitating effect on the construction of positive emotions in the field of language learning (Wang et al., 2023). These are Fredrickson’s *Broaden and Build Theory* and the *Control Value Theory of Achievement Emotions* developed by Pekrun (2006). The significance of positive emotions was highlighted by Fredrickson for the first time in her influential works (2001, 2003, 2006) under the *Broaden and Build Theory*. Fredrickson (2003) argued that they have an impact that goes beyond simply feeling good at present, and indeed they have a long-lasting effect. According to the Fredrickson (2001), positive emotions (e.g, enjoyment, gratitude, grit etc.) are able to expand people’s immediate thought-action repertoires and can contribute to their enduring individual resources. The broaden and build theory assumes that positive emotions can facilitate or enhance exploration and play with the language, and accordingly they motivate learners to seize the opportunity to gain new experiences and improve their learning efficiency, which is considered as the “broaden” side. The “build” dimension of the theory, yet, is observed best during the times when students get involved in an interaction with instructors, classmates, skilled users of the language etc. (Dewaele and MacIntyre, 2014). Thus, positive emotions are able to enable learners to improve their imaginative nature and their willingness to learn, which are considered essential if a language is to be learnt or acquired (Dewaele et al., 2019).

On the other hand, the Control-Value Theory of Achievement Emotions (see Table 2.5) is based on the idea that learners' assessment of control and values are effective in the emergence of achievement emotions, which can be divided into three groups; activity-related emotions, prospective outcome emotions, and retrospective outcome emotions (Pekrun, 2006).

Table 2.5

The Control-Value Theory: Basic Emotions on Control, Values, and Achievement Emotions

Object focus	Appraisals		Emotion
	Value	Control	
Outcome/prospective	Positive (success)	High	Anticipatory joy
		Medium	Hope
		Low	Hopelessness
	Negative (failure)	High	Anticipatory relief
		Medium	Anxiety
		Low	Hopelessness
Outcome/retrospective	Positive (success)	Irrelevant	Joy
		Self	Pride
		Other	Gratitude
	Negative (failure)	Irrelevant	Sadness
		Self	Shame
		Other	Anger
Activity	Positive	High	Enjoyment
	Negative	High	Anger
	Positive/Negative	Low	Frustration
	None	High/Low	Boredom

Source: Pekrun, 2006, p.320.

The theory basically implies that students' control of the activity, and valuing the outcome of it have an impact on learners' activity emotions when they learn a language, and these feelings are quite effective in contributing to their motivation (Wang et al., 2023). Pekrun (2006) states that if an achievement activity like studying and the learning material such as a coursebook are valued in a positive way, and if the task is considered as adequately controllable by the learner itself, enjoyment is expected to emerge. However, if the learners consider the activity as controllable yet negatively value the learning material or the outcome, anger is bound to surface. Depending on the focus and appraisals of the learners, different emotions are anticipated to arise (see Table 2.5).

After the introduction of positive psychology into the field of SLA by MacIntyre and Gregersen in 2012 in the light of Fredrickson's Broaden-and-Build Theory (Jiang and

Dewaele, 2019), and the Control-Value Theory (Pekrun, 2006), the positive dimension of language learning began to keep itself a safe place in the field of language learning. In their preliminary work, Dewaele and MacIntyre (2014) proposed the term *Foreign Language Enjoyment*, as it showed resemblance to the Foreign Language Anxiety (FLA). They expressed the positive emotion enjoyment as “indicative of a state in which psychological needs are being met.” (Dewaele and MacIntyre, 2014, p.242). They investigated both emotions in the same study with 1746 multilinguals through an online questionnaire. The participants were asked to provide some of their demographic information such as their gender, educational background as well as their FL proficiency, the languages they have acquired and their self-beliefs regarding their proficiency compared to others. Then, they were required to complete the *Foreign Language Enjoyment Scale (FLES)*, which was developed by the two researchers. The scale had 21 statements with standard 5-Likert type options and 8 of these statements were taken from the FLCAS (Horwitz et al., 1986). The researchers borrowed these 8 items from the Interest / Enjoyment subscale of Ryan et al. (1990). The 21-item FLES had statements regarding the positive emotions towards classmates, teacher, and language learning experience itself with a final open-ended question requiring learners to give specific examples of the times they experienced enjoyment in a foreign language class with some further details. As a result of their study, they made an important discovery which showed that anxiety and enjoyment are different dimensions. That’s to say, when one experiences FLA, that person does not necessarily lack FLE (Dewaele and MacIntyre, 2014)

Dewaele and MacIntyre in their later study (2016), where they used the same dataset in their first groundbreaking study (2014), utilized a Principal Component Analysis and divided the FLES into two parts: FLE-Social (regarding social aspects) and FLE-Private (regarding the private dimension). They distinguished FLE-Social from FLE-Private in this new form, explaining that the former is closely related to classroom environment, teachers, or peers whereas the latter reflects the individual enjoyment of learning the language. Dewaele and Dewaele (2017) also constructed a different edited form, with 10 items taken from the original 21-item scale, and this new form had three dimensions; Social-FLE, Private-FLE, and peer-controlled versus teacher-controlled positive atmosphere in the FL classroom. Later on, Li, Jiang and Dewaele (2018) changed the 21-item scale into a new form with 11 items after having validated it and provided the Chinese Version of the FLES. It included three components of the original FLES; the FLE-private, which is linked to learner-internal factors

like relative standing, self-esteem or realization of progress; FLE-teachers, which are more concerned with the teachers' manners and personalities, and FLE-atmosphere, which is in close relationship with the learning environment and interaction with the people there (Li et al., 2018). Botes et al. (2021) devised a new edited short form of the commonly-used FLES scale and validated it considering the three dimensions; appreciation of the instructors or teachers, personal joyful experiences, and having enjoyment with the people involved in the process. This new form, which is also called S-FLES (Short Form of FLES), included only nine items from the original scale. It is presented below in Table 2.6.

Table 2.6

Short-Form Foreign Language Enjoyment Scale (S-FLES)

In the foreign language class:	
1. The teacher is encouraging 2. The teacher is friendly 3. The teacher is supportive	Teacher appreciation subscale
4. I enjoy it. 5. I've learned interesting things. 6. I am proud of my accomplishment.	Personal enjoyment subscale
7. We form a tight group 8. We laugh a lot 9. We have common 'legends,' such as running jokes.	Social enjoyment subscale

Source: Botes et al., 2021, p.876.

According to Li (2020), there are three trends of research concerning FLE literature. The first strand is followed to conceptualize and measure FLE levels of the learners while the second one involves finding out the links between FLE and FLA examining different learner-internal and learner-external (also referred as teacher-centered) variables. perceived competence, emotional intelligence. The third trend is to discover the relationship between FLA, FLE, and L2 achievement, which is going to be examined under the second strand.

2.3.2 Empirical studies conducted on foreign language enjoyment in various contexts

The number of the studies investigating FLE as the only main research focus has risen significantly in the field of language learning across the world (Jin and Zhang, 2018; Botes et al., 2021, Kruk et.al, 2022). In line with the ongoing research focus on FLE, it has been examined and searched in many different research contexts worldwide (Mierza, 2018; Elahi Shirvan et al., 2020; Özer and Altay, 2021). In the research domain of second language acquisition, FLE has been regarded as a trait-like emotional experience and a situation-

specific response to classroom tasks (Jin and Zhang, 2018). and it has been examined and investigated with a different research interest. For instance, Pavelescu and Petric (2018) set out to distinguish between love and enjoyment in four Romanian learners of English. They administered various qualitative data collection tools in order to reach their goal. It was revealed through the study that in spite of the fact that the participants of the study possessed positive feelings regarding the learning of English, the degree and steadiness of the emotion were found significantly different among them. Hence, the researchers made a distinction between love and enjoyment. They concluded that in contrast to enjoyment, love had the potential to make cognition greater and encouraged active interest in learning (Pavelescu and Petric, 2018) by making it clear that love was indeed what helped learners to feel motivated when language learning was the main concern.

The effects of foreign language enjoyment on students' success have also captured the attention of researchers. Jin and Zhang (2018) carried out a study to shed light on the underlying concepts of FLE scale and their effects on students' achievement. They analyzed the 21 items under three factors; Enjoyment of Student Support, Enjoyment of Teacher Support and Enjoyment of English Learning. It was revealed that Enjoyment of Student Support was a better predictor of students' success compared to the other two factors, suggesting that learners' desire to learn the language is the main reason for their enjoyment. Even so, Enjoyment of Student Support and Enjoyment of Teacher Support were positively correlated with their achievements although the former had a bigger impact, showing the effect of interpersonal relationships with peers and the teachers on their enjoyment of the foreign language. The researchers stated that while teacher and peer support can be regarded as social dimensions, enjoyment of learning the language is the academic dimension, which affects students' achievements more in this respect. Li (2020) also carried out a study to discover the relationship between 1307 Chinese learners' trait emotional intelligence, FLE and their English achievement. The study revealed that learners' trait emotional intelligence had a positive impact on their enjoyment, which in turn affects their English successes positively. It shows the partially mediating effect of FLE on the relationship between participants' emotional intelligence and their proficiency. It was also unveiled through the study that learners who were competent and got better grades in English had higher levels of English enjoyment. In a similar context, China, Wang et al. (2023) undertook a study to discover the effects of FLE on learners' success through motivation across different proficiency levels. The study found out that more proficient learners had more fun and

motivation, and enjoyment had a direct effect of motivation. Regarding the proficiency levels, it was found out that enjoyment predicted the success of the learners, and motivation had a partial mediating effect in this respect.

Taking a different approach, Resnik and Schallmoser (2019) examined the impacts of e-tandem language learning on the positive feelings of learners in different countries. Some of the participants were EFL learners in an Australian university, and the rest of them were students of German in the UK and the USA. The study uncovered the fact that e-tandem learning with peers increased participants' enjoyment level dramatically since they were nearly the same age and got a chance to get involved in real conversations with the proficient native speakers of the language. Besides, perceiving their pairs as mediators of the target culture and having lessons in a nontraditional manner had a great impact in alleviating their anxiety, and thus, had a direct impact on their enjoyment.

There have also been some studies addressing the teacher effect on learners' FLE level (Dewaele et al., 2018; Dewaele and Dewaele, 2020; Ahmadi-Azad et al., 2020; Guo et al., 2022). To illustrate, Li et al. (2018) conducted a study and concluded that FLE was related to the teachers and their teaching manners along with the positive rapport with classmates, and the existence of an encouraging learning atmosphere in a Chinese context. Ahmadi-Azad et al. (2020) carried out a study to examine the impact of teachers' personality on the learners' positive feelings, and the study pointed out the significant effects of teachers' having an outgoing nature, sociability and collaborative manners on learners' increased enjoyment whereas their diligence and emotional instability did not have any impact. Hejazi and Sadoughi (2022) undertook a study in another Iranian context to examine the predicting effect of teacher encouragement on learners' grit, and it was discovered that positive emotion on language learning was in close relation with L2 grit and teacher support was predicted by L2 grit through enjoyment. Similarly, Guo et al. (2022) aimed to discover the effect of teachers' verbal and nonverbal immediacy on EFL learners' enjoyment in their review and they found out that both teachers' verbal immediacy such as calling students by their names, joking, communicating with them inside and outside the classrooms and nonverbal immediacy such as nodding, maintaining eye-contact, posture all contribute to the enjoyment of learners. The researchers also encouraged the teachers of foreign languages to adopt the "loving pedagogy" and accordingly nurture a friendly environment where learners feel free to express their emotions and, thus, decrease their anxiety.

Another research focus among the researchers was the changing and evolving nature of FLE. The dynamic nature of FLE required researchers to employ idiodynamic methods to collect data. Idiodynamic research design is quite new in that it enables researchers to examine moment-to-moment shifts in FLE levels of the learners and is gaining popularity among the researchers. For instance, Talebzadeh et al. (2020) undertook a study with 5 learners through the idiodynamic method and aimed to investigate the processes and the underlying factors of foreign language contagion. The researchers pointed out the significance of automatic mimicry as the main sign of the contagion of joy and laughter was found to be the most common nonverbal cue indicating a sense of enjoyment. It is worth mentioning that through the study, affective feedback given by the teacher and peers were reported to be important regarding the enjoyment contagion, which highlights the importance of social and teacher components of language enjoyment. In another context, Chen (2023) carried out a research study in Taiwan to investigate the impact of challenging nature of language tasks on FLE changes via the idiodynamic method with four pairs of university students. Two pairs were assigned simple tasks whereas the other two were assigned complex tasks without having been informed about the complexity of the task. Once the tasks were over, they rated their enjoyment fluctuations. Then, they were shown the dips and spikes in their enjoyment and asked about the possible reasons. At the end of the study, participants belonging to simple task groups were found to have the most fun during peer interaction. It was also discovered that task complexity had an impact on learners' enjoyment together with the combined effects of learner-internal and learner-external variables. Regarding the low level of FLE, it was revealed that lacking ideas during the task, performance-related issues and memorizing vocabulary, and the task itself brought about a decreased level of enjoyment. On the other hand, higher levels of enjoyment were attributed to interesting storyline, design of the task, pair work, and task performance.

Recently, researchers have also started to identify the relationship between FLE and some other variables possibly having a reciprocal effect. To illustrate, Kruk et al. (2022) carried out a study with an aim to discover the dynamic relationship between FLE and foreign language boredom among L2 learners of English using a latent growth curve modeling instead of evaluating these emotions in a one-shot manner. The study revealed that students initially possessing a low level of enjoyment witnessed a remarkable increase in their level of enjoyment over time, and the ones having a higher level of enjoyment did not show a significant increase. On the other hand, regarding the boredom, students initially having a low

level of boredom had less decrease in the emotion whereas the ones possessing a much higher level of boredom reported to show more decrease in the emotion. It is concluded from the results of the study that a reduction in the level of boredom can be attributed to a high level of enjoyment, which shows the negative relationship between these two emotions.

As can be noticed, FLE has shown itself in many studies worldwide, focusing on a different aspect of it. Table 2.7 summarizes some of the studies conducted in various contexts.

Table 2.7

Some Empirical Studies Conducted in Various Countries on Foreign Language Enjoyment

Researchers	Aim of the Study	Major Findings
Pia Resnik & Christine Schallmoser (2019)	Explore the effect of e-tandem learning on foreign language enjoyment of students at a tertiary level	E-tandem learning increased learners' FLE. Having authentic conversations with L1 speakers at the same age, practicing the language in a setting different from a traditional classroom, perceiving pairs as cultural mediators, getting one-to-one feedback were mentioned to boost learners' enjoyment
Nahid Talebzadeh & Majid Elahi Shirvan & Gholam Hassan Khajavy (2020)	Investigate the dynamics of foreign language enjoyment contagion in an Iranian context through the idiodynamic method.	Automatic mimicry was found to be the best evidence showing enjoyment, and it was shaped by some paralinguistic cues like nodding, gestures, smiling, and laughter. However, automatic mimicry was not always found to be an indicator of enjoyment.
Chenghen Li (2020)	Investigate the links among Chinese learners' trait emotional intelligence (TEI), foreign language enjoyment, and their success.	Students possessed a low-to-medium level of FLE and a moderate-to-high level of trait emotional intelligence. TEI had a direct impact on learners' success and it was partially mediated by FLE.
Shima Ahmadi-Azad & Hassan Asadollahfam & Masoud Zoghi (2020)	Explore the effects of Big Five characteristics of teachers on learners' foreign language enjoyment	Out of the five personality traits of teachers, three of them (openness, extroversion, agreeableness) were found to have an impact in shaping learners' language enjoyment, yet consciousness and neuroticism did not have such a significant impact on learners's enjoyment.
Yinxing Jin & Lawrence Jun Zhang (2021)	Investigate the construct of foreign language classroom enjoyment and its effect on Chinese learners' success.	Three dimensions of FLE were revealed through factor analysis, and path analysis demonstrated that Enjoyment of Foreign Language Learning had the most direct and the biggest impact on learners' scores. However, Enjoyment of Teacher Support and Enjoyment of Student Support predicted learners' success through enjoyment of learning in an indirect manner.
Mariusz Kruk & Mirosław Pawlak & Majid Elahi Shirvan & Tahereh Taherian & Elham Yazdanmehr (2022)	Examine the dynamic growth of foreign language enjoyment and foreign language boredom.	There was a significant relationship between decreased boredom and increased enjoyment over time during online learning. Students who first had a low level of enjoyment witnessed a much greater enjoyment at the end of the course, and the ones who started off with a high level of boredom had a bigger decrease in this emotion.
S. Yahya Hejazi & Majid Sadoughi (2023)	Explore the effect of teacher support on learners' grit through learning enjoyment	Teacher support had a positive and significant impact on l2 grit through the mediating role of foreign language learning enjoyment.
Tzu-Hua Chen (2023)	Explore the effect of task complexity on learners' enjoyment levels during simple and complex speaking tasks.	Together with some learner-internal and learner-external variables, task complexity had an impact in shaping learners' enjoyment. Students in simple task groups had the most enjoyment, and the sources were found to be in close relation with interesting storylines, task design, working with peers, and task performance.

2.3.3 Empirical studies conducted on foreign language enjoyment in Türkiye

Positive psychology has brought a positive dimension into language teaching with a focus on the things that students enjoy rather than the ones students are anxious about. This type of positivism has shown itself in some studies (Elahi Shirvan et al., 2020; Tarihoran et al., 2020; Jiang, 2024), though not many, in Türkiye. Kaplan (2022), for instance, carried out a study so as to reveal the level of learners' enjoyment and its primary sources via a mixed-methods study at a state university. He found out that learners had a moderate level of enjoyment, with the mean score slightly higher than 3.50. Besides, the high school department was not found to be a determinant factor on learners' enjoyment. That's to say, regardless of the previous learning experience, participants possessed a similar level of enjoyment. Qualitative data showed that major sources of anxiety could be divided into three; FLE-Private, FLE-Instructional and FLE-Environment. Students attributed enjoyment mainly to teachers and opted for a friendly classroom environment where teacher-student, or student-student interaction is far from being hostile. Moreover, activities or topics were mentioned as having an impact on learners' enjoyment. When they considered the activities as uninteresting, or unappealing to their interests, they were likely to get bored. Last but not least, students said they enjoyed English when they were aware of their own development, which was a driving force and boosted their enjoyment. Similarly, Aydın and Denkçi-Akkaş (2023) explored the level of FLE of the EFL learners at different high schools, language preparatory schools and universities to see the effects of age, proficiency and gender on learners' enjoyment. It was found out that students enjoyed English to a high extent and they reported having fun when they felt they were moving towards their goals through the target language, learning the language in a supportive environment, and spending time with friends who also can speak the language. Regarding the effects of gender, no significant effect was detected. However, age and proficiency were found to have a determinant factor on learners' enjoyment; that's, the older and the more proficient learners were, the more fun they had.

With a purpose to find out the causes, effects, and existence of FLE, Aydın and Denkçi-Akkaş (2023) also undertook a qualitative study with 13 BA students at a university and they found out that learners had a high level of enjoyment, and they reported the causes as being able to learn something new through English, engaging in communication with native speakers, perceiving that they make progress, improving friendships and collaborating with teachers and classmates. Regarding the effects, they stated they boosted their self-esteem,

received respect from other people, developed pride, and got better at communication and social skills.

Studies concerning FLE in relation to different variables have also gained some scholarly attention in Türkiye. Çinkılınç-Özkılıç (2024) implemented a quantitative study in order to examine the relationship between Turkish EFL learners' enjoyment and self-efficacy levels and their language achievement. The study uncovered that not only learners' FLE and achievement but also their FLE and self-efficacy were moderately related. Furthermore, learners were found to enjoy their English classes at a moderate level. One of the important findings of the study was that both gender and achievement predicted learners' enjoyment levels.

As can be easily noticed, positive psychology and its integration into language teaching is still in its infancy, yet promising to dominate the research field in Türkiye. Studies conducted so far in Türkiye had either a focus to find out the levels and sources of FLE, or its relation to FLA. In order to maintain integrity, studies aiming at finding the relationship between FLA and FLE in Türkiye (Uzun, 2017; Dewaele and Priotti Ergün, 2020; Yeşilçınar and Erdemir, 2023) will be analyzed in the next section.

2.3.4 Empirical studies on FLE and FLA in Türkiye and various contexts

Language classrooms are the places where a number of positive and negative emotions such as contentment, gratitude, shame, boredom relief can be observed (Shao et al., 2019). However, the most popular trend has been investigating Foreign Language Enjoyment and Foreign Language Anxiety levels and sources owing to the fact that these emotions are the most commonly-encountered emotions among many others (Elahi Shirvan and Talebzadeh, 2020). Dewaele and MacIntyre (2014) highlighted the importance of examining these two widespread emotions together because it can contribute to the understanding of the language learning process. Since foreign language learners' emotions can emerge in various forms and dimensions, it is essential to make inroads to a better understanding of the interaction between FLCA and FLE especially when they are faced with similar intensity (Botes et al., 2022). A great number of the studies were mainly conducted with an aim to find out both the FLE and FLA levels of the learners or to discover whether there is any type of relationship between them. The first research with this purpose was conducted online by Dewaele and MacIntyre (2014) with 1746 foreign language learners across the world. In their mixed-methods study, they found out that FLCA and FLE of the learners were negatively correlated, which means

that learners had remarkably more positive feelings regarding language learning and these two emotions varied in accordance with age, education, number of languages acquired, and the success attained in the language. It was concluded that “those who knew more languages, had reached a higher level in the FL, felt that they were above average in their group of peers, were more advanced in their education and were older reported significantly less FLA and scored significant higher on FLE.” (Dewaele and MacIntyre, 2014, p.249). However, when the qualitative data were analyzed, the study revealed that learners reported having enjoyment in close relation to classroom activities (having the biggest impact), classmates, teacher recognition (praises or nice comments), teaching skills of the teachers, making progress, authentic usage of the target language with some other causes under the category of others. Dewaele et al. (2016) carried out another study with the same data set in order to find out gender differences in terms of FLE and FLA. They reported that compared to male participants, female learners had more fun and pride when language learning was concerned and asserted that they were learning interesting things in their classes. These female participants, however, were also found to possess a higher level of language anxiety, which led the researchers to conclude that females might experience a higher level of emotions overall when they learn a foreign language. In another context, in Türkiye, Uzun (2017) carried out a study to find out whether FLE of the learners outweigh their levels of FLA at a university using the FLE scale developed by Dewaele and MacIntyre (2014) and a short version of FLCAS adapted by the aforementioned researchers. He discovered that participants in his study had more enjoyment compared to anxiety, but the frequency of listening to songs or watching films / series in English did not have much of an impact on learners’ FLE and FLA in this respect. Qualitative data also showed that learners’ enjoyment stems from their selves, teachers, peers, and their performance. Regarding the factors affecting their enjoyment positively, it was found out that learning interesting and new things about English culture and language, perceiving self-success, feeling an important member of the group, listening to teachers’ jokes and being appraised by them were important. On the other hand, fear of exceeding the limit of absenteeism, being called on, providing incorrect answers, and being forced for an answer by the teacher were reported to cause anxiety among them. In a similar Turkish context, Aldabeeb (2021) conducted a correlational quantitative study with an aim to discover the relationship between FLE and public speaking anxiety. The study showed that there was a moderate negative relationship between these two emotions, and participants reported higher levels of FLE compared to their FLA level. Özer (2020)

completed a similar mixed-methods study with learners studying at a secondary school to analyze the levels of FLE and FLA, and the relationship between them. Finding out the effects of gender and teacher strictness was also another concern of the study. It was found out that learners possessed a high level of enjoyment and a moderate level of FLA, and these two emotions were negatively correlated. The study uncovered the fact that gender had no effect on FLE, yet it had an impact on FLA. Teacher strictness was revealed to be a predictor of FLE and FLA, as well. Qualitative study also showed that FLE and FLA emerge due to learner-internal effects, teacher-related effects, and peers. Quite similarly, Kılıç (2024) conducted a study with secondary-school learners in a Turkish context with a primary aim to measure the levels of anxiety and enjoyment levels as well as the correlation between them and to examine the effects of gender, grade level, school type on these two emotions. The study found out that learners were moderately anxious when it comes to speaking English, and had a high level of FLE. Regarding the relationship between FLA and FLE, the study indicated a weak negative relationship.

Discovering the possible sources of language anxiety and enjoyment has gained momentum thanks to increasing research interest in the field of language learning. For example, Su (2022) conducted a study with EFL learners having intermediate and low language proficiency in China in order to find out the main causes of language anxiety and enjoyment. She found out that learners belonging to both proficiency groups had a moderate level of anxiety and enjoyment. Regarding the main sources of enjoyment, students attributed high enjoyment to teachers (72%) and the classroom activities they employed in the classroom. However, they blamed their own selves (70%) as a source of their anxiety, mainly due to such reasons as being unable to finish the task, speaking without any preparation, and their poor language proficiency. Yeşilçınar and Erdemir (2023) carried out a research study to find out the factors leading to Turkish learners' anxiety and contributing to their enjoyment. The EFL learners in the study were found to possess a high level of FLE with a medium level of FLA. The study yielded important findings in that teaching methodology and the institution where the language has been learnt predicted learners' enjoyment significantly, and learner-internal sources exerted a bigger effect on learners' enjoyment levels compared to the learner-internal factors. Similarly, Wu (2024) undertook a study with tertiary level Chinese students to investigate the possible sources of FLE and FLA along with the effects of some learner variables such as gender, major, self-perception of proficiency, year of university on learners' two emotions. The study revealed that learners' gender and their year at university predicted

their FLA, but not FLE. While participants' self-perception of their proficiency affected their FLE and FLA considerably, major did not play a role in shaping their FLE and FLA. Regarding the sources of enjoyment in English as a foreign language class, it was reported by the students that their enjoyment was closely linked to their teachers, and they especially had fun when teachers brought a novel teaching material into the classroom or made the content engaging for the students. However, their anxiety was mostly attributed to themselves followed by teachers, and they felt the most anxious when they were required to speak in front of a crowd and were called upon by teachers randomly. In a similar vein, Lodej and Osmola (2024) conducted a study with an aim to discover Polish learners' perceived levels of FLE and FLCA along with their main sources. The study revealed that Polish learners majoring in English had a moderate level of enjoyment and anxiety even though they were found to have only a little higher enjoyment level through quantitative data. Regarding the relationship between these two emotions, it was reported that there was a negative relationship, which means when learners' enjoyment level moved up, their anxiety level lowered. Teachers (46%) were reported to be the main source of students' enjoyment followed by peers (23%), while communication apprehension, especially public speaking, was found to have the most determining effect on their anxiety.

Since FLE has sparked researchers' interest in the field since the onset of the millennium, several researchers (Elahi Shirvan and Talebzadeh, 2018; Dang, 2022; Dewaele et al., 2023; Dewaele et al., 2024) aimed to reveal the learner-external or learner-internal variables on the learners' FLE and FLA. Not only learner-related but also learner-external sources exert influence on learners' FLE and FLA (Li et al., 2020). Dewaele et al. (2018) carried out a study in London with 189 high school learners to reveal the primary learner-external and learner-related sources on their FLA and FLE. The participants were found to possess a higher level of enjoyment compared to their anxiety level. Attitudes towards the target language and the teacher, usage of the target language, the time allocated to speaking foreign language, relative standing were discovered to be in a closer relationship with higher levels of FLE whereas FLA wasn't shaped by the variables related to teachers. Concerning the learner-related variables, the study uncovered the significant impact of age on FLE, yet not on FLA. Besides, language proficiency was found to be closely related to increased enjoyment and reduced FLA, and the number of languages having been acquired did not have any type of impact on either FLA or FLE. By the same token, Jiang and Dewaele (2019) examined the role of learner-internal and teacher-related factors on both emotions and it was uncovered

through the study that teacher-related variables such as teachers' approachability, attitudes towards the teacher, teachers' using humour or in other words making jokes during a lesson predicted FLE more while FLA was found to be more concerned with learner-variables like English proficiency level, or perceptions regarding the acquisition of English, and the study discovered a moderate negative relationship between these two widespread emotions. FLE was found to stem from teacher-related activities even though FLCA was linked to the person itself, which was also supported and verified by the qualitative data gathered in the study. Li et al. (2020) also conducted a study to closely examine the learner-external and learner-internal sources on learners' positive and negative emotions, and it was found out through the study that FLE was in a closer relationship with classroom environment whereas FLA was more related to emotional intelligence. One of the primary findings obtained from these studies is that FLE is more strongly associated with learner-external variables while FLA is more closely linked to learner-internal sources (Dewaele and MacIntyre, 2016; Dewaele et al., 2019; Dewaele et al., 2022).

Examining or inquiring the effect of teachers on learners' FLA and FLE has been a prominent focus and among the key research questions in numerous studies. Dewaele et al. (2019) undertook a study in a Spanish context to find out the relationship between enjoyment and anxiety and the effects of teacher characteristics on these emotions. The study uncovered a moderate negative relationship between these two emotions. With respect to traits of teachers, they found out that teachers' friendliness exerted the greatest impact on participants' positive emotions while teachers' foreign accent had the minimal effect. Besides, FLA levels of the learners were found to be higher due to teachers' being at a younger age, being more disciplined and not using the target language very often in the classroom. Despite the fact that the effect of teacher accent only played a minor role in shaping learners' FLE, but showed no impact on FLA, the result was somewhat unanticipated considering the number of nonnative teachers is on the increase in each and every single country due to the significant advantages of learning a foreign language. Similarly, Dewaele and Dewaele (2020) undertook a study to measure the FLCA and FLE levels of the learners by determining the different impact of the two teachers in the study. In the study, teachers' use of the target language, learners' perceptions with respect to the teacher, and teachers' being unpredictable in terms of the methodology and the novelty were associated with higher FLE. Concerning the levels of anxiety, no significant effect was reported between the two teachers in the study. In Kuwait, Dewaele et al. (2022) took charge of a longitudinal study to investigate three teacher

behaviors, which are using the foreign language in the classroom, predictability and frequency of joking on students' FLE, FLA and their attitudes / motivation. All of the three teacher behaviors were found to exert a remarkable impact on FLE and their motivation, but no significant impact on FLA. Teachers' use of target language and their frequent joking had a considerable effect on students' enjoyment while teachers' predictability, surprisingly, was found to affect learners' enjoyment positively, which was attributed to learners' preference for the routine. Pan and Zhang (2023) also reported a moderate relationship between enjoyment and anxiety in another Chinese context, explaining that the learning environment and the teachers shaped students' FLE positively. Dewaele and Dewaele (2017) asserted that teachers had a bigger impact on FLE over time, but not FLCA.

Dewaele and Alfawzan (2018) investigated the impacts of FLA and FLE on linguistic performance of not only EFL learners but also some other foreign language learners in London, and the study concluded that positive effect of FLE had a stronger impact than the negative effect of FLCA on foreign language performance. Dewaele and Priotti Ergün (2020) also carried out a study with 110 Turkish students studying in an Italian school in Istanbul to find out the learners' attitudes, motivation, course grades, and two classroom emotions (FLE and FLA) across two languages, English and Italian. The study had significant findings in terms of two emotions and their effects on students' scores. Students were found to be more anxious when they were learning Italian and this emotion was negatively correlated with high language scores. However, the most determinant factor on course marks in Italian was the attitudes and motivation of the learners. Regarding English course grades, there existed a close link between FLA and low English scores. That means FLE was not a predictor of high course marks in either language. Also, no significant relationship was found between FLA in two languages and attitudes / motivation, either. Botes et al. (2022) found out a similar finding in that students who possess a higher level of FLE together with a lower of FLA had also more self-perceived proficiency. However, it was concluded that anxiety had a greater effect predicting self-perceived proficiency compared to enjoyment.

As it is well known, emotions display fluctuations in time because they are in a constant interplay with other systems (Boudreau et al., 2018). It is possible to state that emotions have such components of Complex Dynamic Systems Theory (Larsen-Freeman and Cameron, 2008) as being dynamic and likely to be affected by different factors, existing and flexible depending on the situation. With this in mind, Dewaele and Dewaele (2017) conducted a

pseudo-longitudinal study in order to find out if students' FLE and FLCA changed over time and what could be the possible variables such as gender, relative standing, attitudes towards teacher / language etc. predicting FLE and FLA of 189 language learners studying at two different schools in London. They divided the students into three groups based on their ages, namely, age group 1 consisted of learners who were 12-13 years old; age group 2 had students with the age of 14 and 15; age group 3 was formed with students that were 16-18 years old. The study revealed that the relationship between FLA and FLE was non-significant in all age groups but age group two. In other words, except for the second age group, students in the first and second age group did not necessarily have lower levels of anxiety linked to higher enjoyment. However, the change of FLE over time was significant whereas time did not seem to affect the level of FLA of the learners. Regarding the independent variables related to FLE and FLCA, the study found out that in age group 1 (12-13 years old), relative standing among the peers was the best predictor of FLE with 25 % of variance on its own; however, FLCA was mostly predicted by their proficiency in the target language. For the students belonging to the second age group (14-15 years old), attitude towards the language was the most important predictor of their enjoyment, and relative standing among the peers affected their anxiety most. As for the third group, a positive attitude towards the language teacher predicted the FLE of the learners with 44.5 % of variance on its own, and like in the second age group relative standing had the most impact on their FLA. No significant difference was found concerning the gender variable, suggesting that students' FLE and FLCA did not show any changes depending on their gender. It was concluded that independent variables such as relative standing and attitudes had a bigger impact on FLE than on FLA, which might result from the fact that personality plays a more important role on FLA. Boudreau et al. (2018) also investigated the shifts in enjoyment and anxiety levels on a moment-to-moment timescale through the administration of the idiodynamic approach developed by MacIntyre (2012). The study highlighted the dynamic nature of these emotions by making it clear that there could be some moments when these two emotions are at opposite ends, but in others, there could be almost zero relationship. It was concluded from the study that emotions are indeed complex and do not necessarily function in a seesaw pattern. Elahi Shirvan and Talebzadeh (2020) also examined the signature dynamics of these two emotions via retrodictive qualitative modeling in an Iranian context, and they discovered that the emergence of anxiety and enjoyment could possibly stem from teachers' characteristics or methodology, learners' ambitions, a perfectionist image learners possess,

and their failures in the past. They divided the students into four categories based on their levels of FLE and FLA (high enjoyment high anxiety, high enjoyment low anxiety, low enjoyment high anxiety, low enjoyment low anxiety) stated by the teachers, and carried out interviews with learners in each archetype. Being aware of the sources of enjoyment and anxiety can make it possible for them to “make meaning of how they feel at the moment in terms of anxiety and enjoyment.” (Elahi Shirvan and Talebzadeh, 2020, p.40). In a similar vein, Elahi Shirvan and Taherian (2021) conducted a mixed-methods study with an aim to examine the changing features of learners’ enjoyment and anxiety level at a university in Iran by using an innovative research model, *latent growth curve modeling*. They examined 367 students over a term and collected qualitative data from observations, journals of the learners, and semi-structured interviews, and quantitative data from the FLE and FLA scales administered four times. The study revealed that although learners’ FLE level got higher considerably, their FLA levels reduced towards the end of the semester. Nevertheless, the earlier levels of FLA and FLE did not determine students’ FLE and FLA levels at the end of the semester because of joining influences of different variables like teachers’ and their feedback, the quality of the resources in the classroom etc. Besides, it was concluded from the qualitative data that there could be some times when learners experienced both high enjoyment and anxiety, or low enjoyment and anxiety, which indicated that there wasn’t necessarily a relationship with these two opposite emotions.

Dewaele and Dewaele (2020) assert that in spite of not being consistent, FLE and FLA could increase drastically or reduce greatly because of the classroom activities, comments, and feedback provided by the classmates and the teachers. The two aforementioned researchers held a study in London with 40 secondary school learners to shed light on the dynamics of emotions in a classroom. They concluded that FLCA did not display fluctuations in the long run; however, there could be some fluctuations in students’ enjoyment levels resulting from the teacher. They stated that “FLCA is slightly more trait-like whereas FLE is more state-like” (Dewaele and Dewaele, 2020. p.57). Similarly, Pan and Zhang (2023) investigated the longitudinal shifts in FLE and FLA levels among Chinese learners quite recently, and discovered that FLE showed greater changes when compared to FLA even though students possessed a higher level of enjoyment most of the time. However, FLE was more strongly shaped by learner-external variables such as teachers, learners’ perceptions regarding the language learning and culture, class atmosphere, ideal L2 Self, Ought-to L2 Self compared to FLA. The findings of the study conducted by Bielak (2022), however, does not support some

of the earlier findings in that contextual factors exert a degree of influence on FLA since the levels of FLA among the Polish learners went up during the collaborative group task in contrast to the more stable dynamics of FLE. The result of Bielak's study (2022) was somewhat unexpected, owing to the fact that anxiety mostly derives from personality traits

Recently, researchers have begun to examine the most common classroom emotions - *enjoyment and anxiety*- with its relations to another common emotion which is *Foreign Language Boredom (FLB)*. Dewaele et al. (2023) carried out a study to find out how these three emotions are predicted by attitudes toward the FL and two teacher behaviors, *frequency of the use of target language and teachers' unpredictability*, along with their effect on students' success. The study revealed that teachers' unpredictability and their target language use positively affected FLE whereas target language use did not have a significant impact on both negative emotions. In terms of attitudes toward the target language, the study discovered that enjoyment affects learners' attitude in a positive way though FLB affected it in a negative way, which was somewhat expected. When the academic achievement variable was concerned, the study found out that although FLA had a considerable impact on students' success, the other emotions, *enjoyment, and boredom*, had no impact. The researchers concluded that teacher-related variables could be better predictors of positive emotions rather than negative ones.

With the development of technology and artificial intelligence in language learning, their effects on learners' enjoyment and anxiety have started to surface in the literature. Zhang et al. (2024) undertook a study in order to observe the impact of AI-speaking assistant, Lora, on learners' enjoyment, anxiety, and willingness to communicate in their oral interaction. The study yielded promising findings in that participants in the experimental group experienced a significant increase in their willingness to communicate and enjoyment, accompanied with a significant decrease in their anxiety level. Although students in the control group had also increased enjoyment and willingness to communicate together with decreased anxiety, the difference in the pre and post tests were not as significant as the ones in the experimental group. Participants expressed the AI-speaking experience as non-threatening, supportive, comfortable, safe, and easy to interact with. They also reported having less communication anxiety, and boosted self-confidence due to emotional support, encouraging feedback, and tailored learning atmosphere.

As studying FLA and FLE is a fruitful research area, several researchers have turned their attention to some different variables having an impact on anxiety and enjoyment. To illustrate, De Smet et al. (2018) investigated the effects of learning different languages on students' positive and negative emotions in CLIL (Content and Language Integrated Learning) and non-CLIL classrooms. Although participants reported having more enjoyment in English classes compared to Dutch lessons, they did not demonstrate a significant difference in their enjoyment levels in CLIL or non-CLIL classrooms. With a different research focus, Zare et al. (2022) undertook a study with a purpose to discover if concordancing had an impact on students' anxiety and enjoyment. Using a data-driven approach, the researchers divided the participants into two groups, experimental and control group. The mixed-methods study revealed that learning to use important markers with traditional explicit instruction was slightly less stressful than the inductive approach, and participants in the control group reported more joy regarding the usage of concordancing. With a different research focus, Myhre et al. (2023) aimed to uncover the effects of having outdoor education on young teenagers' FLE and FLA levels in a Norwegian context. Although quantitative data did not demonstrate significant changes in the FLE and FLA levels of both Control Group and Experimental Group students, qualitative data unveiled the appreciation of outdoor learning among experimental groups.

To sum up, the literature shows that not only learner-internal variables involving age, major, gender, attitudes, motivation, perceived proficiency, but also learner-external variables such as classmates, teachers, classroom atmosphere could possibly have an impact on learners' FLA and FLE (Jiang and Dewaele, 2019). Regarding the effects of the teacher, it has been revealed through literature that teachers could have a direct and stronger effect on learners' FLE compared to FLA (Dewaele and Dewaele, 2020; Dewaele et al., 2018; Li et al., 2019; Dewaele et al., 2020; Wu, 2024) due to the fact that anxiety mostly stems from learners' personality traits. Since investigation of both emotions has risen in its quality and quantity, it makes it possible to come across studies examining the effects of different variables such as outdoor education, different target languages, use of imagined communities on learners' language enjoyment and anxiety, as well. Table 2.8 below presents some of the empirical studies carried out worldwide.

Table 2.8

Some Empirical Studies Conducted in Various Countries on Foreign Language Enjoyment and Foreign Language Anxiety

Researchers	Context	Aim of the Study	Major Findings
Jean-Marc Dewaele & Peter MacIntyre (2014)	multilinguals all round the world (age ranging from 11 to 75)	Explore the relationship between FLE and FLA, and the effects of a number of variables on learners' FLE and FLA.	FLE and anxiety were separate dimensions, and participants had more enjoyment than anxiety. Participants who knew more languages, who were more proficient and older, who were confident about their proficiency, who had an advanced level in their education had much less FLA and more FLE. Female participants experienced both negative and positive emotions more.
Kutay Uzun (2017)	a university in Turkiye	Check if FLE outweighs FLA among EFL learners and find out the main reasons behind students FLA and FLE levels.	Students were found to have more enjoyment, and FLA and FLE were in a negative relationship. Sources of FLA and FLE resulted from their selves, teachers, peers and their performance.
Jean-Marc Dewaele & Mateb Alfawzan (2018)	two secondary schools in London (ages ranging from 12 to 18) and learners of Saudi Arabia at different education levels (ages ranging from 18 to 40)	Examine the effects of FLA and FLE on learners' foreign language performance.	Positive emotions were correlated with higher language performance than negative emotions. Qualitative data showed that classroom practices were the major sources of anxiety and enjoyment.
Jean-Marc Dewaele & Andrea Franco Magdalena & Kazuya Saito (2019)	Spain (age groups ranging from 18 to 63)	Examine the relationship between FLE and FLA, and some teacher-related variables on FLE and FLCA of the learners.	There was a moderate negative relationship between FLCA and FLE levels, and teachers were found to affect FLE more than their FLCA. Teachers' friendly classroom attitudes predicted FLE levels the most. Learners were found more anxious when the teachers were younger, very strict, and teachers didn't use the target language.
Jean-Marc Dewaele & Anna Lia Proietti Ergün (2020)	a high school in Turkiye	Discover the relationships among anxiety, enjoyment, attitudes/motivation, and course marks within and across two languages, Italian and English.	There was a positive relationship between FLE and attitudes / motivation, which was also the best predictor of scores in Italian. With regard to English scores, FLA was found to be effective. No significant effect of FLE on two languages was found.
Chengchen Li & Jian Huang & Banban Li (2021)	three secondary schools and eleven universities in China	Examine the impacts of classroom environment and trait emotional intelligence on learners' FLE and FLA at different education contexts.	Both variables had separate and joint effects on FLA and FLE. Classroom atmosphere had a more profound impact on learners' FLE while trait emotional intelligence had a bigger effect on FLA. Trait emotional intelligence was found more effective among university students.

Table 2.9 (continued)

Some Empirical Studies Conducted in Various Countries on Foreign Language Enjoyment and Foreign Language Anxiety

Majid Elahi Shirvan & Tahereh Taherian (2021)	a university in Iran	Explore the change in FLE and FLA among undergraduate EFL learners over a semester	Learners' FLE increased, yet their FLA levels went down during the semester. Students' FLE and FLA levels in the beginning did not predict their enjoyment and anxiety in the end. Earlier significant negative relationships between the two emotions got higher despite being low at the beginning of the course.
Jean-Marc Dewaele & Kazuya Sato & Florentina Halimi (2022)	a university in Kuwait	Examine the three teacher behaviors (predictability, use of target language and frequency of joking) on learners' FLA, FLE, and motivation / attitudes.	All three teacher behaviors had a significant positive impact on learners' motivation / attitudes and FLE levels, but they had a negative correlation with FLCA.
Sabahattin Yeşilçınar & Nihan Erdemir (2023)	different university contexts in Türkiye	Find out the levels of anxiety and enjoyment along with the major sources among participants.	Students had a high level of enjoyment and a moderate level of anxiety. Learner-internal and learner-external variables (teachers, institutional facilities, teaching techniques etc.) had an impact on FLE, and the effects of the latter were more profound in shaping FLE.
Tone Stulcr Mhyre & Jean-Marc Dewaele & Tove Anita Fiskum & Anna Marie Holland (2023)	a secondary school in Norway	Examine the effects of outdoor education on learners' anxiety and enjoyment.	Even though there didn't exist a significant change in the level of anxiety and emotion, qualitative data showed students' preference for outdoor education since it decreased the pressure, and their anxiety accordingly.
Jean-Marc Dewaele & Elouise Botes & Samuel Greiff (2023)	different education contexts from all round the world (average age: 25.46)	Investigate how three emotions, (anxiety, enjoyment and boredom) are linked to one another and discover how these emotions are shaped by one learner-internal variable (attitudes towards FL) and two teacher behaviors (frequency of target FL usage and unpredictability).	Each emotion is related to one another, yet shaped differently by attitudes and two teacher-related variables. Teachers' behaviors predicted FLE but did not have a significant impact on boredom or anxiety. Only FLA was discovered to affect language success.
Monika Lodej & Agnieszka Osmola (2024)	a university in Poland	Find out the levels of FLA and FLE and the relationship between FLA and FLE levels of participants	Participants had higher FLE levels. Enjoyment is related to positive teacher-student, supportive peer-peer interaction and the friendly classroom environment while anxiety is associated with test anxiety, apprehension of communication and worries about being negatively evaluated.
Cong Zhang & Yiwen Meng & Xinyu Ma (2024)	a public university in China	Examine the effects of AI-driven speaking assistant, Lora, on learners' enjoyment, anxiety and willingness to communicate	Students experienced a significant increase in their willingness to communicate and enjoyment together with a decreased level of anxiety. Participants considered the learning experiences with AI as safe, comfortable, encouraging, positive and constructive

Finding out the level and the sources of learners' FLE together with FLA has gained scholarly attention in various countries including Türkiye. It has been proven that not only FLA but also FLE exist among different language learners. However, as can be noticed, studies in Türkiye are still scarce though promising to increase both in quality and quantity. In this respect, the present study aimed to contribute to literature by finding out the major sources lying behind FLA and FLE of EFL learners at a tertiary level. Even though there have been studies conducted at tertiary levels in Türkiye (Uzun, 2017; Yeşilçınar and Erdemir, 2023), this study could bring new perspectives into the issue of FLA and FLE. To attain this goal, learners and instructors were involved in the data collection process. By including both parts through interviews after administering FLES and FLCAS, this study set out to make inroads to a better understanding of FLA and FLE, and thus provide pedagogical implications. Once the levels of learners' anxiety and enjoyment were revealed, main sources of these two emotions were analyzed through the interviews. By giving voice to learners and the teachers, the most anxiety / enjoyment-provoking situations were discovered, and some suggestions were provided. These suggestions could be integrated into the curriculum and make it possible to help learners alleviate their anxiety and boost their enjoyment. Furthermore, once the data was collected, instructors of the learners could be informed about the way students feel during the language learning process. In this way, it is hoped that these practices will be useful in the way learners enjoy the language learning process and achieve competence in their language journey.

CHAPTER 3 METHODOLOGY

3.1 Introduction

The main goal of the present study was to find out the levels of the two most common emotions, Foreign Language Enjoyment and Foreign Language Anxiety, and the relationship between these two emotions along with the main sources. Before the data collection procedure, the researcher received the approval of the ethical committee of Anadolu University Graduate School (Appendix 1) regarding the data collection instruments and the appropriateness of them. Then, the procedure went on with obtaining necessary permits from Eskişehir Osmangazi University (Appendix 2) to apply the tools to the participants in the school. The study had a mixed-methods design and collected both quantitative and qualitative data, respectively. To be able to answer research questions, Foreign Language Classroom Anxiety Scale (FLCAS) and Foreign Language Enjoyment Scale (FLES) were administered in the first stage of the study. A total number of 184 students took part in this quantitative stage, and approximately 90 learners volunteered to participate in the qualitative phase. Out of these students, 12 students were chosen using purposeful sampling after analyzing their levels of enjoyment and anxiety to be able to gather detailed data. These students had different FLA and FLE levels and, thus, they were considered as the representatives of the whole population. 8 instructors were also chosen on a voluntary basis to conduct the interviews, but a 10-year of experience was determined as the criterion in the selection process since these instructors had valuable data concerning the student beliefs. This chapter presents the general design of the study (3.2), setting and participants (3.3), data collection tools (3.4), procedure (3.5) and data analysis (3.6).

3.2 Research Design

The present study aimed to find out the levels of the two emotions and the major sources of them. In this regard, it had a mixed-methods design by obtaining both quantitative and qualitative data in a sequential manner. Designing a mixed-methods study does not involve only collecting two different styles of research, but rather integrating, mixing and interpreting all the data together (Creswell, 2012). There are three main components of a mixed-methods research, which are timing, weighing and mixing (Ivankova and Creswell, 2009). Timing refers to the administration and sequencing of the qualitative and quantitative data while weighing indicates the priority

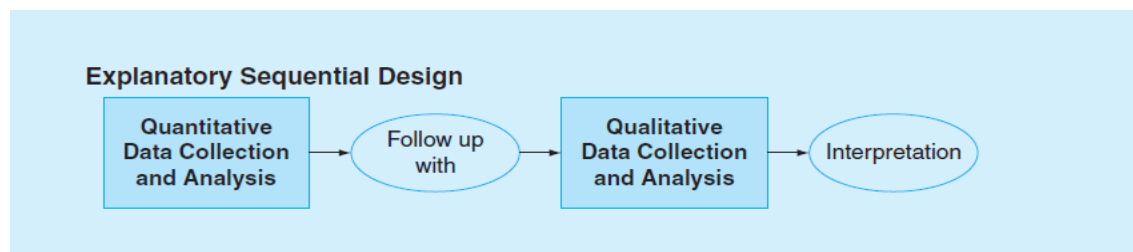
given to these types of data. Mixing, on the other hand, signifies the mixing of the qualitative and quantitative data during gathering, analysis or evaluation of the findings (Ivankova and Creswell, 2009).

The present study had an Explanatory Sequential Design under the umbrella concept of Mixed-Methods Design. Namely, there are different types of research designs under the categories of Mixed-Methods Design and Explanatory Sequential Design is one of them.

The explanatory sequential design requires initial administration of quantitative data collection tools followed by the subsequent qualitative stage with an aim to explain quantitative results better (Creswell and Plano Clark, 2018). In this study, explanatory mixed-methods design commenced with getting quantitative data from the two scales (Foreign Language Enjoyment and Foreign Language Anxiety Scale) and analyzing them. Data analysis made it possible to choose the participants who could possibly provide the data required for the second part of the study. In this study, collecting qualitative data involved holding semi-structured interviews with the students and teachers. For the selection of student participants for the qualitative data, quantitative results were taken into account. That's to say, 12 volunteer students were chosen depending on their level of FLA and FLE and then they were contacted later. In this study, therefore, student participants of the second phase were determined based on the analysis of the quantitative data. It is worth mentioning that around 90 students volunteered for the qualitative phase, yet 12 of them were chosen to provide data. Regarding the teachers, 8 of them with a ten-year of experience volunteered to take part. In this study, the research design was as follows;

Figure 3.1

Explanatory Research Design



Source: Creswell, 2012, p. 541

To sum up, this mixed-methods study included administration of the quantitative data followed by qualitative and gave more weight to quantitative data in terms of the

‘‘weighting’’ component of the mixed-methods study. In spite of the higher importance given to quantitative data, analysis and interpretation of the study involved not only quantitative but also qualitative data. As Creswell et al. (2003) stated, it is possible to elaborate on quantitative findings through qualitative data. In this study, qualitative data were able to shed light on the findings of the quantitative data in detail.

3.3 Setting and Participants

The study was carried out in Eskisehir Osmangazi University School of Foreign Languages during the 2024 / 2025 Fall Term. A total number of 184 students who were studying in A2-level classrooms at that time took part in the first stage of the study. In order to choose student participants for the first stage, a convenient sampling method was employed since the researcher was the lecturer in the same school and the teacher of some of the students participating in the study and had been teaching at this level since the onset of the fall term. Creswell (2011) states that convenience sampling is appropriate when the researcher selects participants who are both willing to participate and readily available. The other reason why students who had a low proficiency level were chosen as the participants of the study was that several studies discovered that the students with a low-level of language proficiency tend to be more anxious compared to their peers with a higher level of proficiency (Okay and Balçıkanlı, 2017; Liu, 2018; Tsang, 2022).

There were 206 students studying in this level at the time of the data collection procedure, and the scales were distributed to all learners; however, there were students missing at the time when the scales were given out, and there were some scales with the missing data. Therefore, 184 students were found eligible to provide required data, and were asked kindly to provide their consent on the administration of FLES and FLCAS (Appendix 3).

For the second phase of the study, 12 students (7 male, 5 female) and 8 lecturers volunteered to participate. The student participants for the qualitative phase were chosen by implementing purposive sampling. As Creswell states (2012), by adopting the purposive sampling, the researcher chooses participants who can possibly provide rich information on central phenomena. Therefore, for the second phase of the study, these 12 students were contacted and kindly requested to give their consent for the semi-structured interviews (Appendix 4). These students were considered as samples of

the participants of the first stage since there was at least one student out of 12 in each category of anxiety and enjoyment levels such as low anxiety-high enjoyment, high anxiety-moderate enjoyment, or moderate anxiety-moderate enjoyment. That means, the students participants of the qualitative phase differed in their level of foreign language enjoyment and anxiety. In other words, they had high, moderate or low levels of enjoyment or anxiety; and thus, were considered eligible to provide data for the qualitative stage. Students belonging to different enjoyment and anxiety levels were thought to reflect the whole population in the school and they were found appropriate to provide different perspectives into the issue of these two common emotions. The chosen students were all scheduled for the interviews since they provided their consent to be contacted for the semi-structured interviews beforehand. Table 3.1 below shows students' age, gender, department, level of enjoyment and level of anxiety.

Table 3.1

Student Participants of Qualitative Data

SPs	Level of Anxiety	Level of Enjoyment	Gender	Department
1	High Anxiety	High Enjoyment	M	Mechanical Engineering
2	High Anxiety	Very Low Enjoyment	M	International Relations
3	Moderate Anxiety	Low Enjoyment	F	Aeronauts Engineering
4	High Anxiety	High Enjoyment	F	Electrical Engineering
5	Low Anxiety	High Enjoyment	M	Electrical Engineering
6	Low Anxiety	High Enjoyment	M	Aeronauts Engineering
7	Moderate Anxiety	High Enjoyment	M	Architecture
8	Very High Anxiety	High Enjoyment	F	Architecture
9	Low Anxiety	Very High Enjoyment	F	International Relations
10	High Anxiety	High Enjoyment	M	Computer Engineering
11	Very High Anxiety	High Enjoyment	F	Computer Engineering
12	Moderate Anxiety	Very High Enjoyment	M	International Relations

The student participants all had an elementary level of English, and they were placed in A2-level classrooms according to the scores they got in the Inhouse Placement Exam administered at the beginning of the fall term. They had a written exam and a multiple-choice exam consisting of grammar, listening and vocabulary questions. They did not take a separate speaking exam, which means their speaking proficiency was not adequately evaluated. They had 24 hours of English every week since they were only

studying English in the School of Foreign Languages. They followed a coursebook, Focus 1 and Focus 2 by Pearson together with some supplementary materials prepared and provided by the Curriculum & Materials Development Office of the institution.

The student participants' ages range between 17 to 23 (M: 18.87) and their majors are Architecture, Mechanical Engineering, Electrical Engineering, Computer Engineering, Aeronauts Engineering, English Language Teaching and International Relations. As they were only studying English intensely throughout this academic year, they had plenty of opportunities to practice the language orally through mini talks and speaking tasks in their coursebooks. They were also given writing tasks and quizzes and assessed on their performance. They were required to take four quizzes, a Midterm Exam and an End of Term Exam each term. They were assessed on the four skills in the Midterm and the End of Term Exam. Furthermore, they were supposed to take a speaking quiz sometime in the term to assess their progress in speaking.

For the semi-structured interviews with the teachers, an email was sent to all the teachers who were teaching at this level to ask if they would volunteer to take part (Appendix 5). Although instructor participants were chosen on a voluntary basis through convenience sampling for the semi-structured interviews, the 10-year experience was determined as a criterion, as well. Borg (2006) stated that experience in teaching English could predict the beliefs of EFL teachers. Therefore, criterion sampling in the study made it possible to identify the individuals' role as the participants (Palinkas et al., 2015) and the data provided by these experienced teachers were regarded as informative due to the fact that experienced instructors are more knowledgeable with the student profile at this level. Teachers with a 10 year of experience have already taught in all the levels in the institution; therefore, they had rich information regarding the students' profiles in the school. A total number of 8 teachers were contacted later to schedule before the interview dates.

The lecturers differed in their age, and years of teaching experience in the institution. All teachers were provided a consent form before and during the administration of both the scales (Appendix 6) and interviews. In this regard, ethical issues were considered and the consent forms were provided to all the participants in line with the approval of the Ethics Committee. Teacher participants of the study are presented below in Table 3.2 with their years of experience in the institution.

Table 3.2*Teacher Participants of Qualitative Data*

<i>TPs</i>	<i>Gender</i>	<i>Years of Experience in the Institution</i>
<i>1</i>	<i>M</i>	<i>25</i>
<i>2</i>	<i>F</i>	<i>11</i>
<i>3</i>	<i>F</i>	<i>26</i>
<i>4</i>	<i>M</i>	<i>30</i>
<i>5</i>	<i>M</i>	<i>18</i>
<i>6</i>	<i>M</i>	<i>10</i>
<i>7</i>	<i>F</i>	<i>10</i>
<i>8</i>	<i>F</i>	<i>20</i>

3.4 Data Collection Tools

In this present study, four data collection tools were utilized. First, Foreign Language Classroom Anxiety Scale by Horwitz et.al. (1986) (Appendix 7) and Foreign Language Enjoyment Scale by Dewaele and MacIntyre, (2014) (Appendix 8) were administered in the regular class hour. After analyzing the data obtained from the scales, semi-structured interviews were held with 12 volunteer students (Appendix 9). One week later, another semi-structured interview was scheduled with the lecturers who volunteered to take part (Appendix 10).

3.4.1 Foreign language enjoyment scale

Foreign Language Enjoyment Scale was initially developed by Dewaele and MacIntyre (2014) in its 21-item version with two open-ended questions added to the online questionnaire in the end. Later on, short forms of the scale with 16 items or 9 items were utilized in different research studies, keeping the original form valid and reliable. FLES was a 5-point Likert-type scale with scores 1, meaning absolutely disagree; 2 disagree; 3 neither agree nor disagree; 4 agree, and 5 strongly agree. Dewaele and MacIntyre (2014) stated internal consistency of the 21-item tool as .86 by Cronbach Alpha coefficient, which meant it was a reliable tool to gather data. Moreover, a one-sample Kolmogorov-Smirnov test was conducted by the researchers and the test showed that although the distribution was not normal, the Z-result was low.

In order to get a full grasp of the issue of FLE and its main sources among EFL learners, the original version with 21 items was utilized in the current study. All the items excluding two open-ended questions were asked to the participants in the scale in their native language in order to avoid the language barrier, and the items that got rated high or low were elaborated later.

Before the FLES was administered, the scale was translated into Turkish using a back-translation method. Tyupa (2011) states that back-translation is a process which requires the retranslation of the previously-translated text into the original language by a person who does not have access to the original source. If there are any differences in the back-translation and the original document, that signifies some errors due to the translation process. There are 10 steps involved in this process:

1. preparation,
2. forward translation by two independent translators separately,
3. forward translation reconciliation,
4. back-translation conducted separately by two translators who do not obtain access to the original scale,
5. back-translation review, carried out by an expert who compares the two backtranslations with the original scale, and determines discrepancies and discusses with the translator,
6. harmonization,
7. pilot testing on a small group,
8. review of pilot testing results and finalization,
9. proofreading,
10. final report. (Wild et al, 2005, cited in Tyupa, 2011)

In this study, the FLES was initially translated into Turkish by the researcher herself and one other researcher who has been conducting her PhD in the field of English Language Teaching. The translated version was then sent to two teachers in the same school, one of whom is a native speaker of English and has a native-like fluency of Turkish. The other one is Turkish, and holds a PhD in English Language Teaching Department. These two teachers sent back the scale in English to the researcher. After all this process was over, one expert in the field compared the back translations and identified the discrepancies. All the items in the translated version were similar but one.

For this reason, two teachers who performed the translation into English and the researcher met in order to resolve that minor discrepancy with an aim to produce the best translation of the items.

To be able to confirm credibility of the translated version of the scale, five teachers in the same institution who also provided their feedback for the FLES were kindly asked to fill out the questionnaire and give feedback about the language use and possible misunderstandings. Three of these teachers hold PhD and the other two have MA in the field of English Language Teaching, and they all had at least five years of experience. Once their feedback was collected, some arrangements were made with grammar and lexicon. After that, 50 EFL learners studying at a different level (pre-intermediate) in the same school were kindly asked to fill out the scale and share their feedback in order to prevent any type of confusion due to translation. They also provided feedback about the length of the scale, and possible solutions to anticipated problems regarding language use. Their suggestions were particularly helpful when providing the final format of the scale. (Appendix 11). The Cronbach Alpha coefficient of the present study was measured and found to be 0,874 by the researcher, which shows that the data collection tool was reliable to be used in this context (see Table 3.3). Tavakol and Dennick (2011) argue that the Cronbach's Alpha scores between 0.80 and 0.89 are regarded as acceptable and reliable to be used for research purposes.

Table 3.3

Reliability Statistics of FLES

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,874	,874	21

3.4.2. Foreign language classroom anxiety scale

Foreign Language Classroom Anxiety Scale was initially developed by Horwitz et.al. (1986) and has been used widely in different contexts. It is a scale consisting of 33 items, each of which reflects one of the main components of FLA. These are; communication apprehension, test anxiety and fear of negative evaluation, which are presented below in Table 3.4

Table 3.4*Three Components of Foreign Language Classroom Anxiety Scale*

Item Number	
Test Anxiety	8. I usually feel anxious during tests in English classes. 10. I worry about the consequences of failing English class. 21. I feel pressure to prepare very well for English classes.
Communication Apprehension	1. I never feel quite sure of myself when I am speaking in English classes. 3. I tremble when I know that I am going to be called on in English classes. 4. It frightens me when I don't understand what the teacher is saying in English. 9. I start to panic when I have to speak without preparation in English classes. 13. It embarrasses me to volunteer answers in English classes. 14. I feel so nervous speaking English with native speakers. 18. I don't feel confident when I speak in English classes. 20. I can feel my heart pounding when I am going to be called on in English classes. 24. I feel very self-conscious about speaking English in front of other students. 27. I get nervous and confused when I am speaking in my language class. 29. I get nervous when I don't understand every word the language teacher says. 31. I am afraid that the other students will laugh at me when I speak the foreign language. 32. I would probably feel comfortable around native speakers of the foreign language. 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.
Fear of Negative Evaluation	2. I am afraid of making mistakes in English classes. 5. It wouldn't bother me at all to take more English classes. 6. During English classes, I find myself thinking about things that have nothing to do with the course. 7. I keep thinking that the other students are better at English than I am. 11. I can understand why some people get so upset over English classes. 12. In English classes, I get so nervous I forget things I know. 15. I get upset when I don't understand what the teacher is correcting. 16. Even if I am well prepared for English classes, I feel anxious about them. 17. I often feel like not going to English classes. 19. I am afraid that my English teacher is ready to correct every mistake I make. 22. I feel pressure to prepare very well for English classes. 23. I always feel that the other students speak English better than I do. 25. Language class moves so quickly I worry about getting left behind. 26. I feel more tense and nervous in my language class than in my other classes. 28. When I'm on my way to language class, I feel very sure and relaxed. 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

It was a 5-point Likert scale and students were kindly asked to choose the option that applied to them the most. The options were; strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2) and strongly disagree (1). Since the main concern of the study was to find out the overall anxiety levels rather than analyzing the three components of foreign language anxiety, students' overall anxiety level was determined by the mean scores they got in the scale.

The reason why this scale was employed was that it was a reliable and valid tool to evaluate the level of anxiety. Horwitz et. al. (1986) stated that it had internal reliability,

with an alpha coefficient of .93. Besides, test- retest reliability over eight weeks was found to be an $r = .83$ ($p < .001$).

For this study, the translated version of Aydın (1999) was utilized. The Turkish version of the scale was distributed to the learners in order not to have a language barrier. The scale was first translated into Turkish and then translated back into English by two American bilingual teachers in Aydın's (1999) study. The two translated versions were compared and checked one more time to avoid any type of misunderstanding. The 26th item, "I feel more tense and nervous in my language class than in my other class." was excluded since the participants in the study only studied English in the preparatory program. In the present study, participants were also studying in a preparatory program and only studied English, which made the instrument applicable in the present context. Since one item was excluded, there were 32 items on the scale, and total scores ranged between 32 to 160. The final version of the scale was piloted with 72 language learners who did not participate in the original study and the internal consistency of this final version was measured .91 (Aydın, 1999).

For the translated version of the scale, five teachers in the same institution were kindly asked to fill out and give feedback about the language use and possible misunderstandings. Three of these teachers hold PhD and the other two have MA in the field of English Language Teaching, and they all had at least five years of experience. Once their feedback was collected, some arrangements were made with grammar and lexicon. After that, 50 EFL learners studying at a different level (pre-intermediate) in the same school were kindly asked to fill out the scale and share their feedback in order to prevent any type of confusion due to translation. They also provided feedback about the length of the scale, and possible solutions to anticipated problems regarding language use. Their suggestions were particularly helpful when providing the final format of the scale (Appendix 12). The reliability of this version of the scale was found to be 0,92, which shows that the tool was eligible and reliable to be administered. Tavakol and Dennick (2011) state that when the Cronbach's Alpha score is more than 0.90, that scale is considered to be quite reliable to be used with a high internal consistency. Below in Table 3.5 can be seen the reliability statistics of FLCAS.

Table 3.5*Reliability Statistics of FLCAS*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,929	0,929	32

3.4.3 Semi-structured interviews

After administering the FLCAS and FLES, 12 students were chosen via purposive sampling based on their enjoyment and anxiety level to participate in the second phase. Dewaele and MacIntyre (2016) stated that the primary reason why qualitative data are gathered is to see examples of statistical dimensions. Ivankova and Creswell (2009) also agree with this idea that the aim is not to prove or disprove something in a qualitative study, but instead it is the desire to explore and express the phenomenon in a greater detail. In order to get a deeper understanding of the primary sources leading to learners' becoming anxious or joyful, semi-structured interviews were preferred in this study instead of other qualitative data collection tools.

One week after holding the interviews with the learners, another semi-structured interview was conducted with 8 teachers in the same school. The interview questions resembled the learners' interview questions to allow for easier comparison of the results. In order to prevent any language barriers, all the interviews were carried out in Turkish, but translated into English later by the researcher. Welch and Piakkari (2006) stated that giving participants an opportunity to express themselves in their own language ensures more authentic responses that could show nuances which are subtle in any other way. The reason why instructors were involved in the data collection procedure was that these participants had valuable data concerning the student profile and their beliefs regarding language learning in general.

The interview questions with both instructors and learners were prepared after analyzing the literature and the quantitative data gathered in the first phase. The aim of the study and the research questions were taken into account while adapting or editing the interview questions. To ensure credibility of the instrument, the five instructors, who also provided their feedback on the scales administered, were asked to give their opinions, and suggest some changes on the formation of the questions. Two of these Turkish teachers hold MA

and the rest three have PhD in the field of English Language Teaching, and they all had at least five years of experience. They all revised the questions and suggested some revisions regarding the language use and some lexical items. After this process was over, 50 EFL students, who were studying in the pre intermediate level in the same school, were kindly asked to participate in the piloting of semi-structured interviews with the learners. They suggested some revisions as to the lexical choice and language use of the items. As a final step, one EFL expert in the field of English Language Teaching was contacted and she offered some useful changes in order to prevent any type of misunderstanding of the questions. In light of the literature and all these suggestions, the final version of the interview questions for both the learners and the instructors were formed and are presented in Table 3.6, and 3.7 respectively.

Table 3.6

Semi-structured Interview Questions for the Learners

1. Do you think you enjoy your English class? If yes, when do you think you enjoy it the most?
2. When do you think you and your friends enjoy the most? Can you give some details?
3. What makes you have fun in English classes? Could you give me more details? Prompt: Yourself, Teacher. Classmates, Material, Classroom Activities, Extracurricular Activities
4. Do you think you feel anxious in your English class? If yes, when do you think you feel the most anxious?
5. When do you think you feel anxious the most? Can you give some details?
6. What makes you feel anxious in your English class? Could you give me more details? Prompt: Yourself, Teacher. Classmates, Material, Classroom Activities, Exams
7. Do you think speaking English is anxiety-provoking? Why or Why not?

Table 3.7

Semi-structured Interview Questions for the Instructors

1. Do you think students enjoy English classes? Why, why not?
2. If yes, when do you think students enjoy it the most? Can you give some details?
3. Do you think students feel anxious during English classes? Why, why not?
4. If yes, when do you think they feel the most anxious? Can you give some details?
5. Do you think speaking English is anxiety-provoking for your students? Why or Why not?
6. Do you think there is a relationship between students' enjoyment and their anxiety? Why, why not?

3.5 Data Collection Procedure

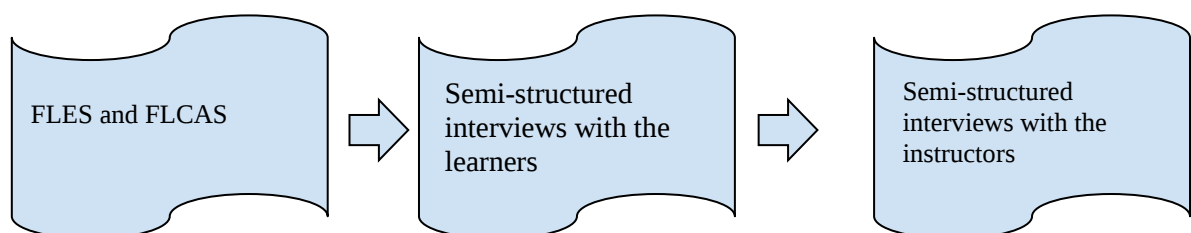
Before the data collection procedure, the approval of the Ethical Committee of Anadolu University Graduate School concerning the data collection instruments and the administration was obtained. Once it was received, necessary permits from Eskisehir Osmangazi University to apply the tools to the participants in the school were requested. Moreover, consent forms about the administration of the scales and semi-structured interviews were provided to the participants' and their written and oral consents were obtained. Participants were informed about the confidentiality of the data and they were told that they were free to leave the study if they ever felt uncomfortable.

In order to obtain the most accurate and reliable data, expert opinions were sought to check the appropriateness of the FLES and FLCAS, and the semi-structured interview questions. Furthermore, the Turkish translation done by the researcher was checked. This whole process was conducted with 5 scholars holding either MA or PhD. Two of these teachers were teaching at the elementary level in the school, which was also the level at which the researcher herself was teaching.

Since this study was a mixed-methods study and followed an explanatory sequential design, the data collection procedure commenced with gathering quantitative data. After the analysis of the quantitative data, qualitative data were collected through the semi-structured interviews scheduled with both the instructors and the learners chosen on a voluntary basis. The data collection procedure was implemented in three stages;

Figure 3.2

Data Collection Procedure



1. At first, instructors were sent an email about the administration of FLES and FLCAS. The instructors were all teaching at the elementary level, which was also referred to as Level 1 in the school. Since the researcher was an instructor at this level, it was found suitable to carry out the study with the EFL learners of elementary level. After receiving the necessary permits from the instructors teaching in the elementary level in the school, both scales were implemented in the regular class hour. The students' written

consent was obtained before the scales were employed. This process lasted around 20 minutes. The researcher was present in order to answer any questions raised by the participants about the items. The scales were filled out in a conventional pen-and-pencil format, and there was a question on the scale asking for students' consent to attend the semi-structured interview, which was planned to be held after the analysis of the scales. By implementing the scales, the first and second research questions were intended to be answered. In order to measure the level of their FLA and FLE accurately as well as the relationship between these two emotions, the two instruments were selected and expert opinions were received as to the grammatical structures and lexical items. Besides, the translated version was checked by the scholars so that there wouldn't be any misunderstandings.

2. After the analysis of the quantitative data obtained from FLES and FLCAS, 12 students were chosen through purposeful sampling for the semi-structured interviews. The students were selected on a voluntary basis based on their anxiety and enjoyment level in order to provide deeper insights into the results of the scales. The interviews were held in the participants' native language to maximize data accuracy.

The interviews were scheduled at a time when the researcher and the participants were available and they were carried out face-to-face in the office of the researcher. The whole conversation was audio recorded and they were transcribed by the researcher for further analysis (Appendix 13). The main aim of the semi-structured interviews was to be able to better answer the third research question. It was thought that the interviews conducted with the learners ensured the discovery of the primary sources of both emotions since the questions were asked directly to the participants.

3. After the analysis of the qualitative data obtained from the students, semi-structured interviews were held with the instructors of English in the same school. Before the interviews were carried out, instructors had been sent an email asking for their written consent to participate in the interviews. A total number of 8 instructors were chosen on a voluntary basis and they took part in this phase of the study.

The interviews were conducted face-to-face in the instructors' native language in order that they would express themselves easily. The interviews were audio recorded and transcribed for detailed analysis (Appendix 14). The main aim of the semi-structured interviews with the teachers was to find out the answer to the second and the third

research question, asking for the link between learners' anxiety and enjoyment and the main sources behind these two emotions.

The summary of the data collection procedure is shown briefly in Table 3.9 below.

Table 3.8

Summary of the Data Collection Procedure

Type of Data	Tools	Aim of the tool	Collection of Data
Quantitative Data	FLCAS and FLES	to measure the level of FLE and FLA and the correlation between them	October 14th - 18 th
Qualitative Data	Semi-structured interviews (with learners)	to elaborate on the quantitative data and to find out sources of FLE and FLA	November 4th- 8th
	Semi-structured interviews (with instructors)		November 11th - 15 th

3.6 Data Analyses

Since this study was a mixed-methods study, both qualitative and quantitative data were gathered. Quantitative data were obtained through Foreign Language Enjoyment and Foreign Language Anxiety Scales and qualitative data were collected via the semi-structured interviews. In order to analyze quantitative data, Descriptive and Inferential Statistics along with a Spearman's Rho Correlation Test were utilized while qualitative data were analyzed via content analysis using MAXQDA 2024. Descriptive analyses made it possible to find out the mean scores and standard deviation, which helped to find out the anxiety and enjoyment levels among the participants. Besides, in line with the descriptive statistics, inferential statistics were also carried out in regard to the items in the scales. In order to find out the relationship between FLA and FLE, a Spearman's Rho Correlation Test was run since the scales did not follow a normal distribution. The use of this correlation test provided the means to discover whether there was a relationship between FLE and FLA. Regarding the qualitative data, content analysis was utilized since the researcher built some codes in line with the quantitative data and literature, and the MAXQDA software facilitated efficient qualitative data analysis in this sense.

3.6.1 Analysis of the quantitative data

Quantitative data collection procedure lasted a week since the researcher and the participants were in the regular class hour at school. After informing the students about the purpose of the study, their written consents were obtained. There were also some students who did not want to participate in the study. FLE and FLCA scales were distributed to the ones who volunteered to be a part of the study. A total number of 184 students took part in this phase although approximately 200 students were present in the classrooms.

Once the data were collected, descriptive statistics using SPSS were revealed. The reason why SPSS was utilized is that it provides statistical analyses demonstrating frequencies, mean scores, average and standard deviation to be able to answer the first research question properly.

FLES score was measured for each student and they were divided into five groups based on their scores in the scale. Measuring the level of anxiety and enjoyment were realized using the mean scores. The scores 4 (agree) and 5 (strongly agree) indicated a high level of enjoyment while the scores 1 (strongly disagree) and 2 (disagree) indicated a low level of enjoyment. The score '3' was labelled as 'neither agree nor disagree'. Although different criteria were determined to be able to categorize the participants (Aydm, 1999; Özer, 2020) and evaluate the descriptive statistics, the same criteria that had been developed in the light of the literature and utilized in the study of Kılıç (2024) was employed in this study. Students were classified as having a very high level, high level, moderate level, low level and very low level of enjoyment based on their scores in the FLES as follows in Table 3.9.

Table 3.9

Classification of Mean Scores of FLES

	Mean Score
Very low level of enjoyment	1.00 - 1.80
Low level of enjoyment	1.81 - 2.60
Moderate level of enjoyment	2.61 - 3.40
High level of enjoyment	3.41 - 4.20
Very high level of enjoyment	4.21 - 5.00

The same procedure was employed while classifying students based on their scores in FLCAS in order to allow for an easier comparison for enjoyment and anxiety levels. Classification of mean scores of FLCAS is presented in Table 3.10 below.

Table 3.10

Classification of Mean Scores of FLCAS

	Mean Score
Very low level of anxiety	1.00 - 1.80
Low level of anxiety	1.81 - 2.60
Moderate level of anxiety	2.61 - 3.40
High level of anxiety	3.41 - 4.20
Very high level of anxiety	4.21 - 5.00

In order to discover the relationship between these two emotions and answer the second research question, a Spearman's Rho Correlation test was run. Since the scales did not follow a normal distribution (see Table 3.11), there existed a necessity to carry out a non-parametric test, which was Spearman's Rho Correlation test in this study.

Table 3.11

Results of Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FLA	,048	184	,200*	,990	184	,253
FLE	,048	184	,200*	,990	184	,253

*. This is a lower bound of the true significance.

3.6.2 Analysis of the qualitative data

Once the quantitative data were collected and analyzed, the qualitative process commenced. The qualitative data gathered through semi-structured interviews with the learners and instructors were analyzed utilizing qualitative content analysis. "Qualitative Content Analysis (QCA) is a method for systematically describing the meaning of qualitative material. It is done by classifying material as instances of the categories of a coding frame. "(Schreier, 2012, p.5). Krippendorff (2014, p.18) also defines content analysis as a research method with an aim to produce replicable and reliable inferences from the texts or some other "meaningful matters". In this study,

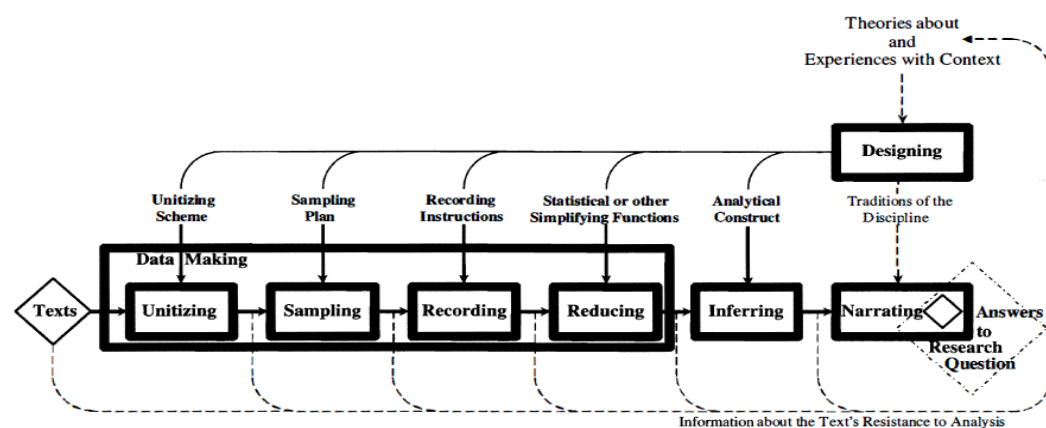
semi-structured interviews refer to the other meaningful matter as suggested by Krippendorff. During the data coding, MAXQDA 2024 software was employed to be able to interpret the results clearly.

Since this study had an exploratory sequential design, the qualitative phase of the study was shaped to a great extent after the quantitative data were handled with great caution. In the qualitative phase of the study, thus, there were some alterations regarding the interview questions in line with the quantitative results. Some of the questions were added, changed or elaborated to get a better understanding with respect to the main causes of the foreign language anxiety and enjoyment.

The reason why content analysis was employed during the qualitative analysis was that it has certain advantages. Schreier (2012) asserts that content analysis is systematic, could be adjustable and decreases the amount of the data. Besides, Krippendorff (2014) explains that content analysis is likely to contribute to the researchers' understanding of a particular issue and provides actions that have a potential to be practical. As can be seen below, content analysis follows certain procedures which include “unitizing, sampling, recording / coding, reducing, inferring, and narrating” (Krippendorff, 2014, p.86).

Figure 3.3

Components of Content Analysis



Source: Krippendorff, 2014, p.86.

Similarly, Schreier (2012) proposes eight steps in Qualitative Content Analysis. These steps were followed in the analysis of the current study with an aim to attain a better comprehension. The steps proposed by Schreier (2012) were as follows;

1. Deciding on your research question: The main concern of discovering the main sources of anxiety and enjoyment determined the third research question in the study.

2. Selecting your material: Once the quantitative stage was over, the qualitative process included conducting semi-structured interviews with learners and teachers and followed by the transcription of these recordings. For the sake of avoiding language barriers, the interviews were held in the participants' native language. These interviews were then translated by the researcher and these translated versions were transcribed to be analyzed later.

3. Building a coding frame: In this stage, some codes were formed in light of the literature; however, some other codes were determined after the quantitative data were gathered from the FLES and FLCAS. These codes opened a wider door to more exploration.

4. Dividing your material into units of coding: The translated and transcribed interviews were examined several times to be able to determine the units of coding.

5. Trying out your coding frame: After the translated and transcribed recordings were analyzed through MAXQDA 2024, several codes were formed in line with the determined units. Familiarization with the data provided a helping hand in building these codes in this process.

In this phase, the coding framework was double tested and another rater was involved in this process. After the formation of codes by the researcher herself, one professional in the field was requested to code the data separately to ensure inter-coder reliability.

6. Evaluating and modifying your coding frame: In accordance with the consensus among the two coders, evaluation of the recurrent themes or codes paved the way for slight alterations of the coding frames. Having coded the data and received the codes from the other expert, the researcher modified the codes slightly.

7. Main analysis: Since the last research question was concerned with the main sources of FLA and FLE, main analysis included the classification of these sources and categorizing them under two headings; Sources of Enjoyment and Sources of Anxiety.

8. Interpreting and presenting your findings: At the end of the qualitative phase, the interpretations of the collected data were provided by reading through the lines as well

as the main analysis. After all the processes were carried out in a sequential order, the main findings and inferences were presented together with some implications.

Below is the short summary of data collection procedure and analysis in Table 3.12.

Table 3.12

Summary of the Data Collection Procedure and Analysis

Research Questions	Data Collection Tool	Data Analysis
R1. What are the levels of Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a state university in Turkiye?	FLCAS and FLES	Descriptive and Inferential Statistics
R2. What is the relationship between Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a state university in Turkiye?	FLCAS and FLES	Spearman's Rho Correlation Test through SPSS 22
R3. What are the main causes of Foreign Language Enjoyment and Foreign Language Anxiety according to students and instructors of English at a state university in Turkiye?	Semi-structured interviews with the learners and instructors	Content Analysis through MAXQDA 24

CHAPTER 4 RESULTS

4.1 Introduction

This study was carried out with an aim to discover the level of Foreign Language Enjoyment and Foreign Language Anxiety of tertiary level students at a state school along with the relationship between these two prevalent emotions among the learners of English. Over and above that, the main sources of these two emotions were tried to be revealed. To reach this goal, Foreign Language Classroom Anxiety Scale and Foreign Language Enjoyment Scale were implemented followed by semi-structured interviews with learners and instructors in the same institution. In this chapter, results of the quantitative data (4.2) and results of qualitative data (4.3) will be presented respectively while providing answers to the research questions.

4.2. Results of the Quantitative Data

The present study set out to find out the levels of FLE and FLA among the learners of English and in order to answer the first research question in relation to this, descriptive and inferential analyses were administered to the data using SPSS. However, as the scales did not conform to a normal distribution, the second question asking the relationship between these emotions was responded using a non-parametric test. For this purpose, the Spearman Rho Correlation Test was implemented.

4.2.1 Research question 1: What are the levels of Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a State University in Türkiye?

The first research question was analyzed employing descriptive statistics via SPSS. However, since this study followed an explanatory sequential design, inferential analysis was also applied to the data collected. As can be seen from Table 4.1 below, EFL learners were found to have a **high level of enjoyment** (M:3.71) while maintaining **a moderate level of foreign language anxiety** with a mean score 2.82.

Table 4.1

Descriptive Statistics for FLA and FLE levels

	N	Min	Max	Mean	Std. Deviation
Foreign Language Enjoyment	184	46,	146,0	3,7181	0,4873
Foreign Language Anxiety	184	46,	146,0	2,8201	0,6584

The mean score of 3.71 suggests that students have a high level of enjoyment in this context. The scores 4 and 5 were labelled as ‘‘I agree.’’, and ‘‘I disagree.’’ consecutively, while 3 was under the category of ‘‘Neither Agree nor Disagree’’ on both scales. This means that most of the students (M:3.71) were in agreement that they had a high degree of enjoyment. Table 4.2 shows that around 64 % of the students reported to possess a high level of enjoyment, while approximately 18% of them reported to have a moderate level of enjoyment. A very small number of the participants (1.09 %) were found to possess a low. level of enjoyment, and only one participant, who also volunteered to take part in the second phase of the study, had a very low level of enjoyment.

Table 4.2

Frequency and Percentage of Mean Scores of FLE

	Mean Score	Frequency	Percentage
Very low level of enjoyment	1.00 - 1.80	1	0.54%
Low level of enjoyment	1.81 - 2.60	2	1.09%
Moderate level of enjoyment	2.61 - 3.40	34	18.48%
High level of enjoyment	3.41 - 4.20	117	63.58%
Very high level of enjoyment	4.21 - 5.00	30	16.30%

The mean score of 2.82 means that a majority of the student participants were found moderately anxious in terms of learning English. Regarding their anxiety level, it can be stated that around 40 % of the participants exhibited a moderate level of FLA whereas around one third of the participants were found to have a low level. 6.52 % of the learners possessed a very low level of anxiety while only 1.63 % of them were highly anxious. The rest of the participants (16.8 %) were revealed to be highly anxious, as well. Below can be seen the frequency and percentage of mean scores of FLA in Table 4.3.

Table 4.3

Frequency and Percentage of Mean Scores of FLA

	Mean Score	Frequency	Percentage
Very low level of anxiety	1.00 - 1.80	12	6.52%
Low level of anxiety	1.81 - 2.60	64	34.78%
Moderate level of anxiety	2.61 - 3.40	74	40.21%
High level of anxiety	3.41 - 4.20	31	16.84%
Very high level of anxiety	4.20 - 5.00	3	1.63%

Each item in both scales was analyzed under more scrutiny by the researcher in order to gain a more in-depth understanding of the factors leading to enjoyment or anxiety among the learners. For this purpose, each item was ordered from the ones rated the highest to the lowest. This helped to see the big picture in a more detailed way, which allowed a better inspection of them in the second phase of the study.

Upon taking a closer look, it was noticed that even though students reported to enjoy the foreign language classes (M:3.71), the item “I enjoy it.” reached the mean score of 2.82. This comes as a surprising finding and could be explained with the fact that students might not have a clear understanding of enjoying language learning in general. It was also noticed that most students (M: 3.76) were of the opinion that it is fascinating or outstanding to learn a foreign language, which is English for them. This could be related to the concept of speaking English with foreigners and the image one can get when communicating in the language. Since being able to communicate in English is considered demanding for some students in our context, when one can achieve this, that person is held in high regard. Considering the second most highly rated item, “*It is a positive environment.*”, students had conflicting opinions. Positive environment refers to their classroom in their context. Yet, while a number of students (M:3.52) reported that they liked the environment, the lowest mean value (M:2.13) belonged to the item, “*We form a tight group.*”. This could mean that for some participants in this study, their classroom had a positive impact on their enjoyment, while this was not the case for the others. Around half of the participants (3.02) also believed that a good atmosphere existed for them, which contributed to their enjoyment; however, they do not report laughing a lot in the classroom (M:2.89), which could be a sign of displeasure. In a similar vein, not many students thought that they had a good relationship with their peers (M:2.89). Regarding the effects of teachers on their positive emotion, they did not agree with the ideas that their teacher was encouraging (M:2.88), friendly (M:2.79) or supportive (M:2.41). This could mean that the social dimension of FLE had varying influences on the participants. Due to the fact that every class is unique in terms of the classmates and the teachers they had, they had differing mean values regarding the effect of classroom, teacher and peers.

With respect to their learning, a good number of students indicated that they felt creative (M:3.47) and proud of their successes (M:3.44). They also reported learning

interesting things (M: 3.25) in their language journey. Nevertheless, while some students stated that they don't mind the embarrassing mistakes (M:2.96), some others do not agree with the idea that making mistakes is a part of the process (M:2.19). Making mistakes means different to each student since some students believe that one should not dare to make mistakes until the correct utterance is heard or written, some others might ignore the mistakes and consider it necessary steps towards their goal. They might have a similar understanding of mistakes with the popular saying 'You cannot learn a language without murdering it first.'

Mean scores and the standard deviation of each item on FLES can be examined in detail below in Table 4.4.

Table 4.4

Descriptive Statistics of Foreign Language Enjoyment Items

	N	Min	Max	Mean	Std. Deviation
11. It's cool to know a FL	184	1,00	5,00	3,7609	,97364
10. It is a positive environment.	184	1,00	5,00	3,5272	1,18244
1. I can be creative.	184	1,00	5,00	3,4728	1,00780
9. In class, I feel proud of my accomplishments.	184	1,00	5,00	3,4457	1,17686
8. I've learnt interesting things.	184	1,00	5,00	3,2554	1,16646
18. There is a good atmosphere.	184	1,00	5,00	3,0272	1,15674
2. I can laugh off embarrassing mistakes in FL.	184	1,00	5,00	2,9511	1,22488
14. The peers are nice.	184	1,00	5,00	2,8913	1,20070
15. The teacher is encouraging.	184	1,00	5,00	2,8859	1,22051
12. It's fun.	184	1,00	5,00	2,8261	1,26844
4. I enjoy it.	184	1,00	5,00	2,8261	1,19295
16. The teacher is friendly.	184	1,00	5,00	2,7935	1,22397
6. I learnt to express myself better in the FL.	184	1,00	5,00	2,7935	1,20144
7. I'm a worthy member of the FL class.	184	1,00	5,00	2,7663	1,23463
20. We have common "legends", such as running jokes.	184	1,00	5,00	2,6576	1,22235
17. The teacher is supportive.	184	1,00	5,00	2,4130	1,15614
21. We laugh a lot.	184	1,00	5,00	2,3967	1,17357
3. I don't get bored.	184	1,00	5,00	2,3750	1,11895
5. I feel as though I'm a different person during the FL class.	184	1,00	5,00	2,3424	1,31288
13. Making errors is part of the learning process.	184	1,00	5,00	2,1957	1,13310
19. We form a tight group.	184	1,00	5,00	2,1304	1,00510
Total	184	46,00	146,00	3,7181	0,4873

Regarding the FLA, it was noticed that students felt the most worried about English classes and they can relate to this with a mean score of 3.76. The reason behind this

anxiety might vary. Studying in the School of Foreign Languages is a new experience for them in their first year of university. Besides, some students might not have had formal instruction of English in their high schools due to the pressure of university entrance exams and having no qualified teachers. The second most-anxiety provoking situation was failure (M:3.52) in English classes. Students also reported that they worried about tests, which can be referred to as Test Anxiety, (M: 3.22) and about making mistakes (M:2.95). However, for some students, taking English tests or exams does not constitute anxiety with a mean score of 2.39. This could be related to individual differences in their approaches to the mistakes and exams. While some students see the tests as a way of self-assessment and getting constructive feedback, the others consider them as stress-provoking and the only way to pass their class.

Upon further analysis, it was revealed that learners felt quite anxious when they were required to speak English (M:3.47), or speak without any preparation beforehand (M:3.44), and the rules they were expected to learn in order to speak the language (M:3.47). Around half of the students also indicated being nervous and confused when they spoke English (M:2.89), and when they were around native speakers (M:2.89). This might result from the fact that speaking is one of the skills that students acquire later during their language journey. Although they did not report anxiety over reading, writing or even listening, when it comes to speaking, they stated that they had a great deal of anxiety at times.

In terms of the fear of negative evaluation by their peers, they were not found to possess it (M:2.10) as the item had one of the lowest scores. Another lowest-rated item was about their teachers correcting their mistakes (M:2.13) since they did not report anxiety over correction by their teacher. This could mean that some participants of this study could have a good rapport with their teachers and classmates and did not feel worried about their reactions towards their mistakes or failures although they did not find their teachers supportive and friendly.

One other important finding about learners FLA relates to preparation. As can be noticed in Table 4.5, learners indicated that they felt pressure to prepare well for their English classes (M:3.32) and when they were supposed to answer questions with no preparation in advance (M:3.08). This might be owing to the fact that the syllabus that

the teachers were expected to cover was overloaded for this level, and thus the learners were supposed to prepare before coming to class.

Table 4.5

Descriptive Statistics of Foreign Language Anxiety Items

	N	Min	Max	Mean	Std. Deviation
11. I can understand why some people get so upset over English classes.	184	1,00	5,00	3,7609	,97364
10. I worry about the consequences of failing English class.	184	1,00	5,00	3,5272	1,18244
29. I feel overwhelmed by the number of rules you have to learn to speak English.	184	1,00	5,00	3,4783	1,20544
1. I never feel quite sure of myself when I am speaking in English classes.	184	1,00	5,00	3,4728	1,00780
9. I start to panic when I have to speak without preparation in English classes.	184	1,00	5,00	3,4457	1,17686
22. I feel pressure to prepare very well for English classes.	184	1,00	5,00	3,3207	1,28905
8. I usually feel anxious during tests in English classes.	184	1,00	5,00	3,2554	1,16646
32. I get nervous when the English teacher asks questions which I haven't prepared in advance.	184	1,00	5,00	3,0870	1,22052
18. I don't feel confident when I speak in English classes.	184	1,00	5,00	3,0272	1,15674
26. I get nervous and confused when I am speaking in English classes.	184	1,00	5,00	2,9565	1,16800
2. I am afraid of making mistakes in English classes.	184	1,00	5,00	2,9511	1,22488
14. I feel so nervous speaking English with native speakers	184	1,00	5,00	2,8913	1,20070
15. I get upset when I don't understand what the teacher is correcting.	184	1,00	5,00	2,8859	1,22051
4. It frightens me when I don't understand what the teacher is saying in English	184	1,00	5,00	2,8261	1,19295
12. In English classes, I get so nervous I forget things I know.	184	1,00	5,00	2,8261	1,26844
24. I feel very self-conscious about speaking English in front of other students.	184	1,00	5,00	2,8098	1,17892
28. I get nervous when I don't understand every word my English teacher says.	184	1,00	5,00	2,7935	1,22397
6. During English classes, I find myself thinking about things that have nothing to do with the course.	184	1,00	5,00	2,7935	1,20144
16. Even if I am well prepared for English classes, I feel anxious about them	184	1,00	5,00	2,7935	1,22397
7. I keep thinking that the other students are better at English than I am	184	1,00	5,00	2,7663	1,23463
23. I always feel that the other students speak English better than I do.	184	1,00	5,00	2,7011	1,28582
31. I feel anxious around native speakers of English.	184	1,00	5,00	2,6685	1,22981
20. I can feel my heart pounding when I am going to be called on in English classes.	184	1,00	5,00	2,6576	1,22235
25. English classes move so quickly I worry about getting left behind.	184	1,00	5,00	2,5435	1,20030
17. I often feel like not going to English classes.	184	1,00	5,00	2,4130	1,15614
21. The more I study for English tests, the more confused I get.	184	1,00	5,00	2,3967	1,17357
3. I tremble when I know that I am going to be called on in English classes.	184	1,00	5,00	2,3750	1,11895
5. It wouldn't bother me at all to take more English classes.	184	1,00	5,00	2,3424	1,31288
13. It embarrasses me to volunteer answers in English classes	184	1,00	5,00	2,1957	1,13310
19. I am afraid that my English teacher is ready to correct every mistake I make	184	1,00	5,00	2,1304	1,00510
30. I am afraid that the other students will laugh at me when I speak English.	184	1,00	5,00	2,1033	1,08401
27. When I am on my way to English classes, I feel very tense and nervous.	184	1,00	5,00	2,0489	1,04165
Total	184	46,00	146,00	2,8201	0,6584

Taken together, it was discovered that students of English had high enjoyment levels (M:3.71) and moderate anxiety levels (M: 2.82) in this context. Some causes of their enjoyment were related to their conception of the idea that learning a foreign language

is impressive (M:3.76). The effects of teachers and their peers were found to be different although most of them agreed with the idea that there existed a positive environment in their classes (M:3.52) . Being creative (M:3.47) and proud of their successes (M:3.44) along with learning interesting things (3.22) were also among the factors which led to the most enjoyment. With respect to FLA, even though students were found to have a moderate level of anxiety, some sources of their anxiety stood out. They were found the most anxious about failure in their English classes (M:3.52) and speaking English (3.47). The number of rules to be able to speak English (M:3.47), speaking with no preparation (M:3.44) and the pressure to prepare well for the classes were among the most anxiety-provoking situations.

4.2.2 Research question 2: What is the relationship between Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a State University in Turkiye?

In order to answer the second research question, Foreign Language Anxiety and Foreign Language Enjoyment were determined using Descriptive Statistics as the first step. Then the Spearman's Rho Correlation Test was conducted with the purpose of finding the relationship between these two emotions. The Spearman's Rho Correlation Test showed that there was a negative but a weak-to-moderate relationship between FLA and FLE ($r:- 0,327$). Since the correlation is significant at the 0.01 level, this score indicates a statistical significance. The weak-to-moderate negative relationship means that the more students enjoyed their English classes, the less they experienced anxiety or the more they experienced anxiety, the less they had fun in English classes. The negative relationship confirms the common belief that the more anxiety students experience, the less enjoyment they have although they were correlated with a weak-to-moderate significance. In order to assess instructors' beliefs on this issue, the possible relationship was also addressed to them by asking directly to the lecturers in the second phase of the study.

The weak-to-moderate negative correlation between FLE and FLA is presented below in Table 4.6.

Table 4.6*Correlation Between FLE and FLA*

		FLE_TOTAL	FLA_TOTAL
Spearman's Rho	FLE TOTAL	Correlation Coefficient	1,000
		Sig. (2-tailed)	.
		N	184
FLA TOTAL	FLA TOTAL	Correlation Coefficient	-0,327**
		Sig. (2-tailed)	0,000
		N	184

** . Correlation is significant at the 0.01 level (2-tailed).

4.3 Results of the Qualitative Data

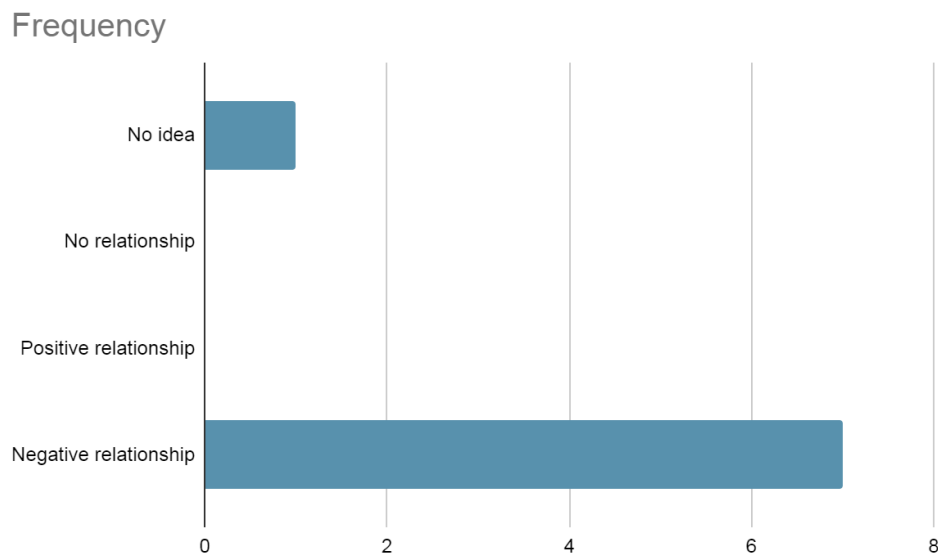
After the collection of the quantitative data through the scales, semi-structured interviews were conducted with 12 participants using purposeful sampling. Then, the process advanced with the semi-structured interviews with the instructors who were chosen on a voluntary basis. Results of the qualitative data were presented using content analysis through MAXQDA 24. As an initial step, some codes had been determined by the researcher in light of the literature and the quantitative data, and then some codes were modified or added after the qualitative data collection process. In order to discover the main sources of anxiety and enjoyment, one professional was requested kindly to examine the data and provide her comments on the data set. The two researchers agreed on most of the codes that were built upon analyzing the qualitative data, and some codes were added when the consensus were achieved regarding the main sources. The inter-rater reliability between the two coders was calculated to be 90%. Regarding the second research question, inquiring the relationship between FLE and FLA, instructors were asked for their opinions.

4.3.1 Research question 2: What is the relationship between Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a State University in Turkiye?

Quantitative data in the first phase of the study showed that there was a negative weak-to-moderate relationship between these two emotions. In order to learn the views of the teachers on this issue, they were asked directly if they thought there was a correlation. Three codes were built before the analysis, which were; positive relationship, negative relationship and no relationship. However, after the further analysis, one other code, no idea, was also added as one instructor stated that he had no idea regarding the correlation between them The figure below illustrates the instructors' opinions:

Figure 4.1

The Relationship between FLE and FLA in view of the Instructors



As can be easily noticed, out of 8 teachers, 7 of them were of the opinion that there was a negative relationship between FLA and FLE. The following comments clearly address this issue:

Their anxiety level is very high, unfortunately, their anxiety can prevent them from enjoying it. (Instructor 2)

Students who enjoy the lessons more, participate more, and because they participate more, they learn better and become more confident. (Instructor 6)

As anxiety increases, enjoyment decreases. Logically, it seems so, but sometimes moderate anxiety seems to keep them lively. They try to continue. They try not to disconnect too much from the system. I can't always see anxiety as a very negative thing. When it's very little and manageable, I even think it brings some success. Yes, with zero anxiety, they drift in another direction. A slightly hesitant student seems to progress more in the long run. (Instructor 8)

If there's exam anxiety, enjoyment decreases. (Instructor 7)

When the only source of motivation is to pass, the enjoyment may decrease. (Instructor 7)

4.3.2 Research question 3: What are the main sources of Foreign Language Enjoyment and Foreign Language Anxiety according to students and instructors at a State University in Türkiye?

Since one of the main concerns of the study was to find out the main sources of foreign language enjoyment and anxiety, both instructors and students were actively engaged in the second stage. On completion of the analysis, the primary sources of these two emotions were tried to be uncovered according to the teachers and the students.

4.3.2.1 Main sources of foreign language enjoyment

In order to discover the main sources of enjoyment, students were first asked whether they enjoyed English classes along with the reasons. Then, they were requested to give specific examples or situations where they experienced enjoyment. They were also provided with some inductive prompts which were developed in line with the quantitative analysis.

Once the interviews were over, the process progressed with the instructors. In a similar way, they were first asked whether their students enjoyed English classes along with the reasons. Then, they were requested to give specific examples or situations where the students experienced enjoyment. They were also asked whether they thought there was a link between FLA and FLE.

In line with the results obtained by the two raters, main sources of their enjoyment in the views of the students were found to be related to teachers' attitudes and personality, realization of progress, positive classroom atmosphere, enjoyable activities carried out in the classroom, career prospects through English, supportive peers, being able to speak English fluently, learning grammar and learning English itself. Below in Table 4.7 are seen the main sources of FLE in view of the learners participating in the study.

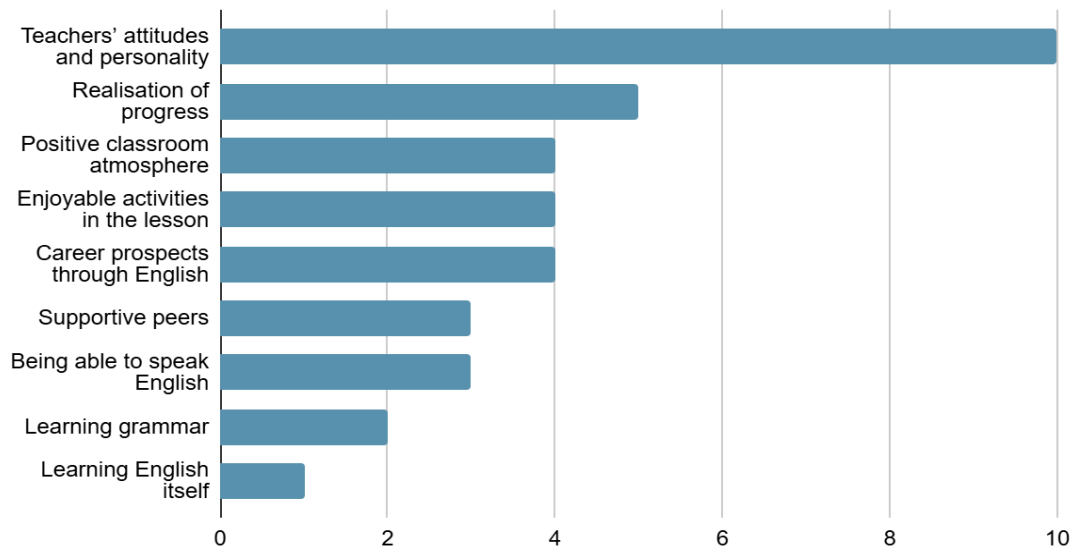
Table 4.7

Main Sources of FLE in view of the Learners

	Frequency	Percentage
Teachers' attitudes and personality	10	83,33 %
Realization of progress	5	41,67 %
Positive classroom atmosphere	4	33.33 %
Enjoyable activities in the lesson	4	33.33 %
Career prospects through English	4	33.33 %
Supportive peers	3	25 %
Being able to speak English	3	25 %
Learning grammar	2	16.67 %
Learning English itself	1	8.33 %

Figure 4.2

Main Sources of FLE in View of the Learners



When asked whether they enjoyed English lessons, 9 students expressed their enjoyment (75%) while 25 % of the participants mentioned having no fun while learning English. Regarding the causes of their enjoyment, several factors were found to have an impact on it. 83,33 % of the students reported that teachers' attitudes and personality had a great influence on their enjoyment level. The following comments demonstrate the importance of teachers:

Because when I feel that my teacher listens to me and supports me, I feel that I enjoy it more. (Student 11)

I think the biggest factor is the teacher and the students, because if my classmates want to have fun with me, and if my classmates and my teacher allow it, and if they support it, I think it's a lot of fun. (Student 6)

As student 6 explained, supportive peers were thought to have an influence on the learners' enjoyment level, as well (n:3). Another participant stated the positive influence of his classmates below:

Hmm. Friends have an extremely positive influence. (Student 2)

In addition to the effects of supportive and encouraging teachers and peers, the classroom atmosphere was found to contribute to learners' enjoyment to a certain extent. Several students (33.33 %) pointed out the importance of the classroom atmosphere by saying:

Because the teachers are much better than I expected. I mean, it's not like the English I've seen before. I mean, it's definitely my friends that make me enjoy it because our classroom environment is very friendly, so it's good. You've seen it too. In the beginning, they said that everyone would drop out after a while, after midterm or something, but no one did it. In our class, everyone somehow goes and finds themselves at school. I mean, it's good, too, so I like it. (Student 12)

Of course, my teachers and the classroom environment are also supportive in a friendly environment. (Student 5)

As can be easily noticed, the social dimension of foreign languages enjoyment including teachers, classroom atmosphere and peers, exerted great influence on learners' positive attitudes. In addition to these, Table 4.7 shows that realization of progress (41,67 %) was a key factor determining students' positive emotions. The following statements of the students illustrate this phenomenon rather well:

Seeing that I could do it. Hmmm, I start to enjoy it when I see something happening and I say, 'Yes, it's happening, I have to keep going.''. (Student 9)

My knowledge of the language is increasing, that's why I love it so much. (Student 3)

Another source of enjoyment mentioned by the learners was classroom activities. There is no doubt that unusual or novel activities where they experience a great deal of fun impact learners positively and are likely to increase their enjoyment. The following excerpt below demonstrates this quite well:

It may sound a bit childish, but I enjoy fun activities, despite our age group, I like fun activities, in particular, games. (Student 6)

As can be noticed, learner-external factors tend to play a great role in learners' enjoyment. Another common source of enjoyment stated by the 33.33 % of the participants was future plans or in other words career prospects through English. In the Turkish context, learning English is a requirement for many rewarding jobs, which makes it a source of satisfaction or pleasure. The following statements illustrate the relationship between English and learners' future goals.

Because learning English is both fun and English is a language that will be necessary for my career in the future, I find it fun to learn. (Student 8)

When I have a goal about living abroad, I have a lot of fun learning in line with that goal. Because I'm going to use English in the future and I have a dream of going abroad, I enjoy it. (Student 1)

I want to study abroad for a master's degree, so it was actually a great chance for me to study at an English preparatory school. Besides, it will be more comfortable for me when I study for a master's degree. (Student 3)

The comments above show the necessity of learning English and learners' high enjoyment in line with their future plans. However, one student mentioned having fun not because it was necessary for her to learn English, but because she liked the language itself. She expressed her positive feelings towards English by saying:

I mean, I love it, I feel inclined to English and I like it more when I feel skilled. The more I love, the harder I study, and so on..... I mean, because I want to do it, I love it, and I actually need to do it for my future career, and I'm worried that I will fail in that, not in the classroom, but rather in general life. (Student 9)

Closer inspection of the statements of the learners proved that being able to speak the language was also an important source of enjoyment and motivation for the 25 % of the participants. When learners felt that they were able to use the language when needed, they experienced a great deal of joy, which is similar to the feeling when they felt that they actually made progress. Some participants expressed the importance of being capable of speaking the language below:

I enjoy it when I speak fluently. (Student 12)

I enjoy it when I feel like I can talk. (Student 11)

I love speaking English, even if I make a mistake, I never hesitate. I am always open to making mistakes. I mean, I love to speak English. I always talk about it, and I love to watch it. It gives me a lot of pleasure to watch something in English, and to talk to someone. (Student 3)

Furthermore, for a small number of students (16.67%), learning grammar stood out as a driving force in their enjoyment. Even though it could seem surprising, for two participants, it was something they rather enjoyed while learning English. The following extracts from their interviews clearly demonstrate the impact of grammar:

I enjoy learning grammar more because it is easier to learn grammar, especially long words. It sounds like a formula (Student 5)

I feel like my horizons are broadening when I learn grammar. I feel like I'm getting less of what I don't know. (Student 8)

It was mentioned in the previous chapter that the semi-structured interviews were not only carried out with the instructors but also with students who are the other stakeholder of the learning process. When analyzed, it was found out that even though instructors were in agreement with the learners on a few of the main sources of their enjoyment, there were some other sources which were found to be influential. Main sources of FLE in view of the instructors are presented below in Table 4.8.

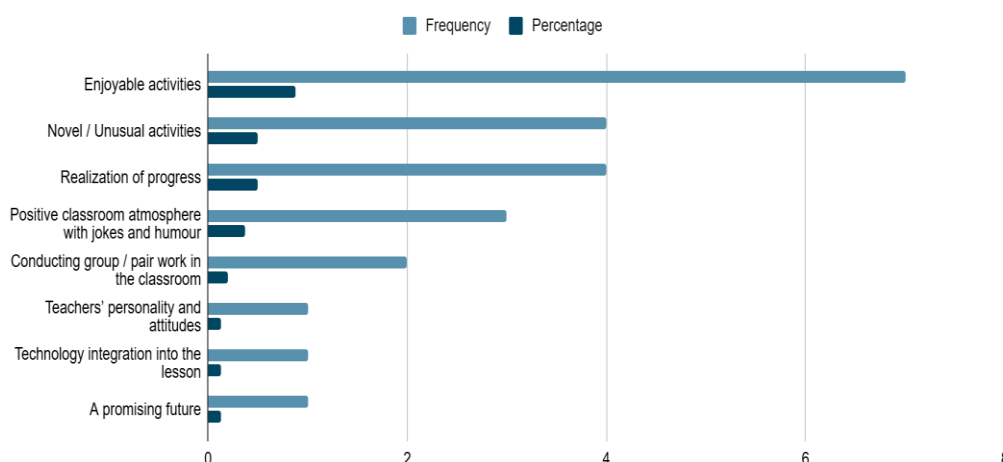
Table 4.8

Main Sources of FLE in View of the Instructors

	Frequency	Percentage
Enjoyable activities	7	%87,5'
Novel / Unusual activities	4	%50'
Realization of progress	4	%50
Positive classroom atmosphere with jokes and humour	3	%37,5
Conducting group / pair work in the classroom	2	%20
Teachers' personality and attitudes	1	%12,5
Technology integration into the lesson	1	%12,5
A promising future	1	%12,5

Figure 4.3

Main Sources of FLE in View of the instructors



When asked about the main sources regarding the FLE among the students, it was found out that enjoyable activities stood out as the factor leading to most enjoyment (f:7) by % 87.5 of the instructors. Some of them pointed out the importance of enjoyable activities which are mostly referred to as games below.

They enjoy video lessons. Besides that, they definitely enjoy it when we do activities in the classroom. They call them games, but they are not actually games (Instructor 7)

They enjoy playing games. They enjoy it a lot when online tools are involved and when a competitive environment is provided. (Instructor 2)

I think they especially enjoy it when we do something like speaking activities or games. (Instructor 6)

As can be inferred from the statements above, students mostly had fun in the classroom when they were engaged in enjoyable activities such as games, or speaking activities. Their enjoyment level was likely to increase when technology was also integrated into the lesson. In other words, unusual and enjoyable activities promoted a high level of enjoyment, especially when technology-enhanced activities were integrated into the lesson. One participant expressed this by saying;

Actually, they do enjoy it, but they enjoy it when you do fun things. Maybe when we add small videos in between.... (Instructor 7)

As presented in Table 4.8, 50% of the participants stated that students enjoyed English lessons more when they were provided with novel activities which were different from the classroom routine. This finding does not come as a surprise since people in general like to break the routine and would rather do something different from time to time. When it is applied into not only real life, but also into the classroom activities once in a while, it makes learners enjoy the process more. This can be noticed from the following excerpt below:

If we put aside the balance of enjoyment and learning, maybe when they play games or do something different from the usual routine, and when they engage in more interactive activities among themselves, yes, it becomes more enjoyable. The importance of these kinds of activities is open to discussion, but in such situations, they enjoy the lessons more. (Instructor 8)

In addition to the activity-based sources of enjoyment, realization of progress was revealed to be an important factor (f:4) in contributing to the students' enjoyment in the opinion of the teachers by half of the participants (50 %). When the students felt the progress, or could actually see the improvement that they were experiencing, they tended to enjoy the language itself, and the language classes

I guess, if a student experiences something like "I am learning", then he feels good. (Instructor 4)

A highly motivated student enjoys it once he / she sees he / she is making progress, (Instructor 8)

As shown in Table 4.8, a positive classroom atmosphere can also be a course of enjoyment for the learners according to 37.5 % of the lecturer participants. It was not unexpected that despite being an anxiety-causing factor, a positive classroom atmosphere had also potential to enhance enjoyment among the learners. One instructor explained it in the following excerpt:

If there is a joke or, if everyone in the class participates, or simply if there is something that makes 10 people laugh, those moments are also good. The source of that joke may be related to the lesson. It could be something else, too.. They like it when there is something humorous to laugh at. (Instructor 4)

As can be seen in the comment above, humour or jokes were also likely to bring about enjoyment among the EFL learners. Another instructor participant highlighted the importance of humour by saying;

When you make jokes,..... They laugh a lot when someone in the class says something funny. Sometimes they laugh at their own mistakes. They might say, "You said this," and laugh a lot. They also laugh when playing games, especially more active ones. (Instructor 5)

As Table 4.8 indicated, during the analysis of the interviews, it was also noticed that in the opinion of the 20 % of the instructors, group or pair works were also a motivating factor on students' journey to enjoyment. Some instructors highlighted the effects of them in the following excerpts:

When they work in groups or do different activities, I think they enjoy it. (Instructor 6)

If it's not something very individual, they enjoy group work a lot. (Instructor 2)

In addition to the sources pointed out by the participants, one instructor mentioned the importance of teachers on the enjoyment of the students.

If the teacher has a positive attitude, makes jokes, gives them plenty of opportunities to talk to each other, and incorporates humor into the lesson, it draws the students in and makes the class enjoyable. (Instructor 5)

Despite not being commonly mentioned, another source of enjoyment which was thought to affect the learners enjoyment in a positive way was revealed to be the dream of a promising future. Since learning English has become a necessity in each and every part of business or the life itself, students find enjoyment while acquiring the language or they find enjoyment once they are able to use it fluently. One instructor participant expressed the importance of future plans by stating the following:

My students enjoy it because from the very beginning, I keep telling them that learning this language is necessary not just for the sake of the language itself, but for gaining a good profession, a good career. (Instructor 2)

In summary, when both stakeholders were given a voice to express the sources of foreign language learning enjoyment, it was found out that enjoyable or / and novel activities, realization of progress, teachers' attitudes towards the students and their personality, positive classroom atmosphere, and career prospects through English were the most influential in shaping learners' positive feelings towards learning English. Primary sources of FLE and FLA in view of both learners and instructors are given below in Table 4.9.

Table 4.9*Comparison of Main Sources of FLE in view of the Learners and Instructors*

Main Sources of FLE in View of the Instructors				Main Sources of FLE in View of the Learners		
Main Sources of FLE	Frequency	Percent age		Main Sources of FLE	Frequency	Percentage
Enjoyable activities	7	87,5 %		Teachers' attitudes and personality	10	83,33 %
Novel / Unusual activities	4	50 %		Realization of progress	5	41,67 %
Realization of progress	4	50 %		Positive classroom atmosphere	4	33.33 %
Positive classroom atmosphere with jokes and humour	3	37,5 %		Enjoyable activities in the lesson	4	33.33 %
Conducting group / pair work in the classroom	2	20 %		Career prospects through English	4	33.33 %
Teachers' personality and attitudes	1	12,5 %		Supportive peers	3	25 %
Technology integration into the lesson	1	12,5 %		Learning grammar	2	25 %
A promising future	1	12,5 %		Learning English itself	1	16.67 %

When the learners and instructors' views were analysed, it could be noticed that learners and instructors were in agreement on some of the primary sources of foreign language enjoyment such as novel and enjoyable activities, positive learning environment and realisation of progress. However, while the learners were of the opinion that teachers had the biggest impact on their enjoyment, the teachers did not show much of an agreement. Some other sources such as integrating technology and a promising future through English were stated to be effective on positive emotions by the teachers. Supportive peers, learning the language itself and grammar were considered to play a significant role on learners' positive emotions by the learners.

4.3.2.2 Main sources of foreign language anxiety

During the semi-structured interviews, students were inquired about their anxiety and the reasons behind this emotion. First, they were asked whether they felt anxious or worried while learning English, and almost all students (n:11) agreed on the idea that

learning English was anxiety-provoking for them. Only one student stated that he did not worry about learning English, making an exception of the exam periods. Upon further analysis, it was discovered that students were mostly anxious about speaking English (n:9), their (mis)pronunciation (n:5), lack of grammar (n:4), fear of failure (n:4), tests or exams (n:4), failure to progress (n:4), not being able to understand what is said in English (n:4), lack of vocabulary (n:2) and pressure due to the necessity to be able to use the language in their departments (n:1) along with some other personal reasons. Table 4.10 presents main sources of FLA in view of the learners.

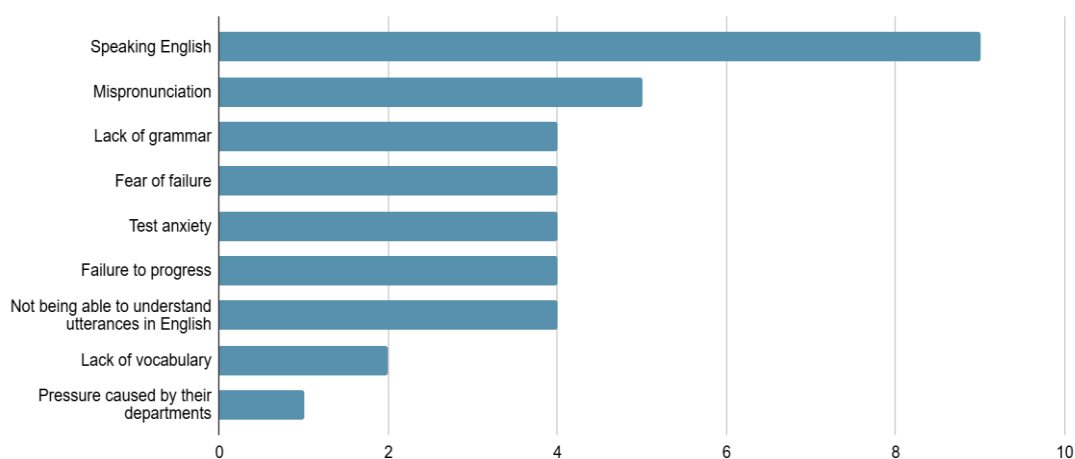
Table 4.10

Main Sources of FLA in View of the Learners

	Frequenc y	Percentage
Speaking English	9	75 %
Mispronunciation	5	41.67 %
Lack of grammar	4	33.33 %
Fear of failure	4	33.33 %
Test anxiety	4	33.33 %
Failure to progress	4	33.33 %
Not being able to understand utterances in English	4	33.33 %
Lack of vocabulary	2	16.67 %
Pressure caused by their departments	1	8.33 %

Figure 4.4

Main Sources of FLA in View of the Learners



When the student participants were asked to elaborate the specific times they experienced anxiety or the main sources of their anxiety, it was noticed that a big number of students (75 %, n:9) expressed their concerns about speaking English. This finding was not fully unexpected since it was also found to be an anxiety causing situation on the FLCAS. The following comments show their concerns about speaking English:

We need to say it directly without waiting, without interrupting the flow. So yes, it makes me very nervous. (Student 11)

I think it's a source of stress because we think in Turkish. We're trying a lot harder when we speak English. Naturally, the words do not fall out of nowhere. (Student 6)

I have to make sentences that develop suddenly. I have to improvise. It's harder to think in Turkish and then translate it into English. (Student 12)

When learners commented on anxiety-provoking situations, almost half of them (n:5) reported that pronunciation was a major source of anxiety as well as speaking English. This could be related to their fear of communicating in English in a conversation, or to the different sounds in English. Since Turkish and English show clear differences in the way they are pronounced, it leads to pronunciation anxiety among Turkish EFL learners. The following extracts from the semi-structured interviews show their anxiety over mispronunciation:

If I pronounce it wrong, I'm very embarrassed. I'm so embarrassed that a word will come out of my mouth wrong or someone will laugh. (Student 11)

Because I had a hard time pronouncing when I was in high school. I'm a little worried now when pronouncing. (Student 5)

It bothers me that my pronunciation is wrong or that my sentences are incomplete. (Student 12)

In addition to the oral production of the language, grammar was also reported to be a primary source of anxiety by 33.33 % of the student participants (n:4). This finding was somewhat surprising since for some students it was a source of enjoyment, as well. Due to the fact that grammar plays a big role in their oral and also written production of the language, students might feel the burden of grammar when learning English. The

grammar topics form a big part of the curriculum, making it a necessary step in achieving success in the exams. Students expressed their anxiety over lack of grammar below:

I always wonder if I don't understand grammar well enough or if I need to work on it more. I really struggle with grammar. No matter how good my vocabulary is in both speaking and writing, I can't do anything about grammar. (Student 3)

I may have a very good idea, but because I can't form sentences word by word, and thus, not being able to speak sometimes worries me. (Student 7)

Upon further analysis, it was also noticed that fear of failure and test anxiety connected with it are likely to cause a great amount of anxiety among the learners. This finding was anticipated since students were supposed to sit plenty of exams during the semester and the exam results have a vital impact on their failure or success. If they can't obtain the score required to pass the course, they will have to retake the whole course next year. For these reasons, it was expected they had anxiety over exams and failure in English. The statements below clearly demonstrate the worries that students experience:

You know, failing in the classes makes me even more worried because of the grades I got this year. I am studying seriously and hard. (Student 7)

Well, there is nothing to stress about, but even though I know this, I still get stressed in every exam. (Student 1)

I'm not afraid to speak English, I'm not afraid of grammar. Because I think I can learn. But failing and exams increase my concern. (Student 4)

Another concern stressed by 33.33 % of the student participants was found to be failure to progress while learning English. Since realization of progress was discovered to constitute an important source of their enjoyment, the lack of progress was likely to trouble them. Some of the statements below illustrate the effect of failure to progress on learners' anxiety:

When I can't do something or when I do something incomplete, it makes me think that I am also incomplete, that I am wrong. This makes me think that I have a lot of shortcomings. It makes me see myself as inferior to others. This is most likely a cause for concern. (Student 5)

Failure is not being rewarded for the effort. (Student 10)

When I study for the exam and don't get the result I want, I get anxious about learning English. (Student 1)

When the data was analyzed under more scrutiny, it was noticed that if learners were provided with instructions in English or involved in a conversation with other people, they tended to feel anxious due to the fact that they couldn't grasp what had just been said. Some participants described the feeling quite well in the following statements:

You use English sentences, and sometimes I feel anxious when I can't understand them. I feel a little incomplete when I can't understand them. (Student 5)

I also do tourism business myself. You know, in summers, a tourist comes and he asks me something. Frankly, it makes me anxious not to understand him. Why? Because, you know, Turks don't speak English, so we barely explain anything, so they don't understand. That's why learning English is important for me and for my job. You know, when someone asks for directions, for example a British tourist, and if I can't give him directions, I get even more worried. (Student 7)

Furthermore, having asked the reasons for their anxiety regarding learning English, 16.67 % of the learners also expressed the effect of lexical knowledge on their negative feelings. The scarcity of lexical knowledge raised more concern over learning English, which can be seen in the following extract:

When I see words I don't know, and when they are more than once in a lesson, I naturally get a little lost. Especially when I see new words in class, or rather when I can't remember old words, they cause me to be a little confused and a little bored. (Student 5)

One participant also mentioned the pressure caused by the need to learn English in their departments. Some students stated that they had fun learning English mainly because of their future plans or career prospects; however, there were also some others who were prone to language anxiety due to the necessity to learn the language to be able study in their departments.

The situation I feel worried about is that all the lessons will be conducted entirely in English after I go to our department. So, I need to learn something. There's a little bit of that pressure. (Student 2)

After the semi-structured interviews were carried out with the learners, the instructors were kindly requested to provide their responses in line with the semi-structured interview questions. Commenting on the anxiety-provoking sources of learners' anxiety, they reported that students suffered from language learning anxiety due to speaking English, tests or exams, fear of failure, fear of making mistakes, mispronunciation, fear of negative evaluation, low proficiency level, failure to progress and some other individual reasons. Table 4.11 demonstrates the main sources of FLA according to the instructors.

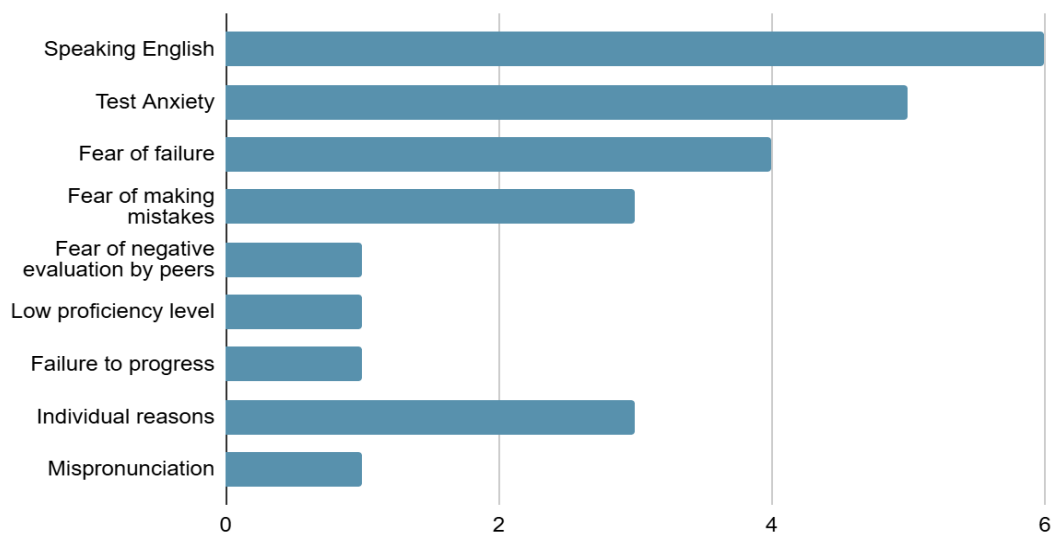
Table 4.11

Main Sources of FLA in View of the Instructors

	Frequency	Percentage
Speaking English	6	75 %
Test Anxiety	5	62.5 %
Fear of failure	4	50 %
Fear of making mistakes	3	37.5 %
Fear of negative evaluation by peers	1	12.5 %
Low proficiency level	1	12.5 %
Failure to progress	1	12.5 %
Individual reasons	3	37.5 %
Mispronunciation	1	12.5 %

Figure 4.5

Main Sources of FLA in View of the Instructors



As the graph indicated above, a majority of instructors (75 %) were of the opinion that speaking English was the most anxiety-provoking situation for the learners. Both instructors and learners agreed on the fact that speaking English caused great anxiety among Turkish EFL learners in this context. The anxiety caused by speaking the language can be noticed in the following excerpts:

Especially when we do speaking exercises, their anxiety levels rise a lot.
(Instructor 2)

When they give presentations or in mini talks, there are students whose hands and feet shake. That, of course, is something new for them actually. It's something beyond speaking; you can understand that too. Here, both things mix up, creating a stress source, but yes, they experience a lot of anxiety in speaking. (Instructor 7)

It is not surprising that speaking the language itself is a primary source of anxiety, let alone in the target language. Learners also expressed their concerns over speaking English along with the fear of making mistakes, in particular, in the oral exams. Exams were found to be a significant source of anxiety in the opinion of the 62.5 % instructors. In a similar vein, instructors reported that their students are prone to feeling anxious due to the exams they need to take during the term and the proficiency exam that they have to pass at the end of the term. Some instructors highlighted the effects of mistakes and exams below:

Students have a fear of making mistakes. They have a fear of saying something wrong, so we need to believe that they won't be very good at speaking, especially at the beginning of the term. (Instructor 2)

Students get more stressed in oral exams. (Instructor 5)

Besides that, they also have exam anxiety, worrying about whether they will get the score or not. (Instructor 7)

Their biggest concern during the term is not being able to pass the proficiency exam. Unfortunately, that is a huge problem for them. (Instructor 3)

Despite not being a common cause of concern, fear of negative evaluation and mispronunciation were found to be sources of anxiety in the opinion of one instructor who stated that fear of mistakes, pronunciation or fear of losing face all play a role in students' anxiety.

Since we don't know exactly, we can't say for sure if they are anxious, but some students just read the answer part without reading the full sentence, maybe because they fear making a mistake or mispronouncing something. I'm not insistent on it. It might be due to pronunciation or fear of being judged by their peers. (Instructor 5)

Owing to the fact that participants in this study had an elementary level of English at the beginning of the term, one instructor also mentioned the effect of low proficiency on learners' anxiety by stating the following:

When learning a language they are not very proficient in, it adds to the anxiety. (Instructor 1)

When examined more thoroughly, semi-structured interviews provided some key sources of anxiety. In this regard, one participant highlighted the significance of lack of progress on learners' negative feelings. The following excerpt clearly demonstrates it:

Especially this year, I noticed that they don't see progress in themselves, although they are progressing. But since it's a very slow process, they don't realize it. They probably say it's the seventh week, and we still can't speak; it's not that easy. It's not a process where they can make rapid and noticeable progress. For example, they still say they forget tenses. I say it's very normal. So, they experience anxiety because of that. (Instructor 7)

A more detailed analysis also showed that around 38 % of the instructor participants reported that students could possibly feel anxious due to some personal reasons. Since the education in this level lasts at least two terms, which equals an academic year, students feel the burden of passing the class in one year. If they can't achieve it, they will be supposed to take the whole course again. This preparatory education is a necessary step towards their education at their departments. Therefore, it brings about anxiety. Some learners carry this concern regarding failing and also the concern over their family. The following statements illustrate it quite well:

They will start their own departments next year. What will happen if they fail? They will come back again. Maybe it comes to their minds. I mean, there are also those who have such concerns about their family if they fail. (Instructor 4)

They do, because there are students who come with very low levels, but they need to learn very quickly and generally want to pass within a year. They definitely

don't want to extend it. That might be due to economic concerns or time loss. Maybe it's something like not wanting to fail. So, they are in a hurry and find it hard because it's intense. So, I think they feel anxiety mostly. And they hesitate to tell their parents if they fail, I think. Because they don't know how they will react or they think they will react negatively. I even saw those who didn't tell, extending and saying they passed. (Instructor 8)

Taken together, it was revealed upon further analysis that even though learners and instructors were in agreement on some of the main sources of anxiety, there were different sources stated by both parts. Speaking English, test / exam anxiety, fear of failure, failure to progress, lack of grammar, fear of mispronunciation and not being able to understand utterances in English were specified as the primary sources of anxiety according to the learners and the instructors. Table 4.12 presents the primary sources in view of the learners and the instructors below.

Table 4.12

Comparison of Main Sources of FLA in View of the Learners and Instructors

Main Sources of FLA in View of the Learners			Main Sources of FLA in View of the Instructors		
	Frequency	Percentage		Frequency	Percentage
Speaking English	9	75 %	Speaking English	6	75 %
Mispronunciation	5	41.67 %	Test Anxiety	5	62.5 %
Lack of grammar	4	33.33 %	Fear of failure	4	50 %
Fear of failure	4	33.33 %	Fear of making mistakes	3	37.5 %
Test anxiety	4	33.33 %	Fear of negative evaluation by peers	1	12.5 %
Failure to progress	4	33.33 %	Low proficiency level	1	12.5 %
No being able to understand	4	33.33 %	Failure to progress	1	12.5 %
Lack of vocabulary	2	16.67 %	Individual reasons	3	37.5 %
Pressure caused by their departments	1	8.33 %	Mispronunciation	1	12.5 %

When the primary sources of foreign language anxiety in views of the learners and instructors were analyzed, it was realized that both stakeholders were in agreement on some of the primary sources of FLA such as speaking English, fear of failure, test anxiety, mispronunciation and failure to progress. While learners reported that lack of grammar, lack of vocabulary and pressure caused by their department had a negative impact, some teacher participants stated the importance of fear of making mistakes, low proficiency level and some other personal worries.



CHAPTER 5 CONCLUSION, DISCUSSION AND SUGGESTIONS

Emotions are among the primary factors that affect the use of English as a foreign language, sparking the attention of the researchers (Elahi Shirvan and Talebzadeh, 2022). They are fuzzy, and hard to be put into different dimensions, and also given little attention owing to the cognitivist approaches (Richards, 2022). Thus, the main aim of the study was to reveal the most common positive and negative emotions that are experienced by EFL students at a state university in Türkiye. To attain these objectives, an explanatory mixed-methods study was designed and data were collected through scales and semi-structured interviews. This chapter briefly explains the main conclusions of the study (5.1), discussions of the research questions (5.2), and pedagogical implications (5.3).

5.1 Conclusions

This present study sought to find out the levels of foreign language enjoyment and foreign language anxiety of the Turkish learners of English studying at a state university in Türkiye. In addition, the relationship between these two concepts was tried to be identified. The main causes of FLE and FLA were discovered in view of the learners and the instructors. The research questions of the study were as follows;

1. What are the levels of Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a State University in Türkiye?
2. What is the relationship between Foreign Language Enjoyment and Foreign Language Anxiety among Turkish EFL learners at a State University in Türkiye?
3. What are the main sources of Foreign Language Enjoyment and Foreign Language Anxiety according to students and instructors of English at a State University in Türkiye?

To be able to address these questions, Foreign Language Classroom Anxiety Scale and Foreign Language Enjoyment Scale were administered as the first step. After the administration of the scales, semi-structured interviews were conducted with the learners and the teachers of English in the same school.

The quantitative data gathered through FLCAS and FLES demonstrated that participants in this study had a high enjoyment level with a mean score of 3.71, and a

moderate level of anxiety with a mean score of 2.82. The findings of the quantitative data indicated that students mostly had fun in relation with the idea that learning a foreign language is fascinating. The analysis revealed that teachers and peers had both a negative and positive impact on learners' enjoyment. However, the results of the two scales justified the positive impact of a positive classroom atmosphere. Being creative (M:3.47) and proud of their successes (M:3.44) as well as learning interesting things (3.22) were found to be influential in this regard. With respect to their anxiety, the study showed that students were the most anxious about failure in their English classes (M:3.52) and speaking English (3.47). Besides, the number of rules to be able to speak English (M:3.47), speaking with no preparation (M:3.44) and the pressure to prepare well for the classes were identified as some of the anxiety-provoking situations.

Regarding the relationship between these two emotions, the study demonstrated that there was a weak-to-moderate negative relationship. This suggests that the higher anxiety learners had, the fewer joyful experiences they had, or the more they had fun in English classes, the less anxiety they had. Furthermore, when instructors were asked if there could be a possible relationship between these two prevalent emotions among the students, 87.5 % of them argued that there was a negative relationship, suggesting that anxiety possibly caused less enjoyment among the learners.

The second step of the research consisted of carrying out semi-structured interviews with the learners and the instructors respectively in order to pinpoint the main sources of FLE and FLA. The outcomes of the qualitative data highlighted the positive influences of novel or enjoyable activities, realization of progress, positive classroom atmosphere where they feel free to make jokes or to be made jokes, and a promising career through English on the EFL learners' enjoyment levels. With regard to the learners' anxiety, the qualitative data confirmed the quantitative data in that speaking English, test anxiety, and fear of failure had an impact on learners' anxiety. Furthermore, lack of grammar, fear of mispronunciation and not being able to understand utterances in English were found to have a negative effect, as well.

5.2 Discussions of the Research Questions

5.2.1 Discussion on the FLE and FLA levels of Turkish EFL tertiary-level students

Finding out the levels of foreign language anxiety and foreign language enjoyment was one of the main concerns of the current study. In order to reach this goal, FLCAS and

FLES were applied and the quantitative results demonstrated that learners possessed a high level of FLE with a mean score of 3.71, and a moderate level of anxiety with a mean score of 2.82. This result coincides with some of the previous studies (Özer 2020; Yeşilçınar and Erdemir, 2023; Kaplan, 2022; Kılıç, 2024) conducted in Türkiye. Özer (2020) carried out a study with a purpose to investigate the levels of FLE and FLA levels of Turkish learners. The study yielded similar findings in that learners had a high level of enjoyment and a moderate level of anxiety in her study even though the learners were studying in secondary schools. The participants in the study of Kılıç (2024) were also found to be moderately anxious and had a high level of enjoyment, which confirmed the results of Yeşilçınar and Erdemir's study (2023). In a similar vein, Kaplan (2022) also discovered that students who had been studying English at a university in Türkiye had a high level of enjoyment with a mean score above 3.77. The study of Aydın and Denkçi-Akkaş (2023) also demonstrated that learners studying in different high schools, preparatory schools and universities all reported to enjoy their English classes to a great extent. However, Çinkılınç-Özkılıç (2024) pointed out that participants in her study held a moderate level of FLE.

Higher enjoyment levels was also an important finding in Dewaele and MacIntyre's (2014) groundbreaking study. They found out that international participants in their study had significantly higher degrees of enjoyment compared to their anxiety levels although the reasons showed variety. Lodej and Osmola (2024) also found out that Polish learners in their study had higher enjoyment than anxiety. In the same manner, Jiang and Dewaele (2019) reported that learners were found to have significantly higher levels of enjoyment than anxiety in their English Listening and Speaking classes. In another context, Chen et al. (2023) investigated these two emotions with the learners studying German, and they stated that Chinese learners had significantly higher enjoyment levels compared to their anxiety.

In relation to their level of anxiety, it was revealed through FLCAS that participants showed a moderate level of anxiety. Similar findings have been noticed in previous studies (Price, 1991; Çağatay, 2015; Al-Khasawneh, 2016; Karabıyık and Özkan, 2017; Şimşek and Ceylan Çapar, 2024) both in Türkiye and in various contexts throughout the world. Price (1991) carried out a study with highly anxious learners and the study revealed that most anxious learners are moderately anxious. Al-Khasawneh (2016) also

stated that Saudi learners in the study possessed a medium level of anxiety. In the study of Karabıyık and Özkan (2017) most students were found to be moderately anxious although education in preparatory school was not found to be influential on their anxiety. Şimşek and Ceylan Çapar (2024) also asserted that students had a medium level of FLA regardless of the mode of education. That means, students having online classes or face-to-face classes did not differ in the level of anxiety.

High levels of enjoyment and a moderate level of anxiety reported in the current study did not provide support for some studies undertaken in different countries (Su, 2022; Dewaele et al., 2024). For instance, Su (2022) discovered that Chinese learners with intermediate and low English proficiency in the study possessed a moderate level of FLE and FLA, suggesting that the proficiency level did not have a determining effect on both emotions. Besides, Dewaele et al. (2024) concluded that Arab and Kurdish learners in their study had a high level of enjoyment and a low level of anxiety regardless of the mode of teaching. That means, both learners in in-class classrooms and online classrooms had significantly higher levels of enjoyment.

As can be noticed, the current study supported the findings of a number of studies carried out worldwide. The participants in the study were found to experience joy while they were learning English in their classes in the School of Foreign Languages. One possible reason for this high enjoyment could be related to the fact that these participants were highly motivated and willing to learn the language at the beginning of the term. Some of the learners had not had any formal training on English in high school owing to the pressure of university entrance exams. They were exposed to English quite a lot during their lessons, which could possibly turn into a motivation for their future goals. Learning English indicated a step further towards their goals, which included having education abroad or getting a job abroad via English. In today's world, learning English is a must and these participants were aware of this need if they were to study or live abroad, or continue their education in another country. Therefore, the happier they felt about their achievements, the more fun they had in the classes. Realizing that they could understand the instructions in English and reply to the questions might have a huge effect on their enjoyment. In addition, these learners were provided with plenty of digital tools and technology-based exercises. These novel activities had an element of surprise as they did not show resemblance to the usual

activities they would do in high schools. These learners belong to Generation Z, who are able to use technology as a part of their lives. In the educational cycle, the Generation Z makes use of a great number of digital technologies (Persada et al., 2019). When they were provided with digital tools, and technology-integrated exercises in the classes, they were most likely to enjoy the lessons to a greater extent. Furthermore, the idea of learning a language was also another source of enjoyment since they mostly believed learning a foreign language was outstanding and something to be appreciated. Accordingly, the ones who are capable of speaking the language were held in high esteem; thus, learning English could be a source of self-esteem for these learners, as well. As Kalanzdah et al. (2013) stated, there could be a strong positive correlation between learners' self-esteem and their performance where they are required to engage in an oral language task.

The study revealed that these EFL learners had high enjoyment in the classes; however, they were found moderately anxious at the same time. One reason for their anxiety could be linked to a demanding learning and assessment process in the school. Although they showed willingness to learn at the beginning of the term, the frequency of assessment tools could be anxiety-provoking for the learners. The constant evaluation possibly means learners possess a fear of negative evaluation, and it could be the primary cause of uneasiness for EFL students in classes (Alrabai, 2015). At the onset of the term, these learners had orientation sessions, and they were informed about the variety of the quizzes, mini talks, speaking exams, presentations, and pop quizzes which the students would take without any notification beforehand. Besides, these learners came to university for the first time, and they left a stressful university entrance exam behind. Most of them were skilled in Maths, biology, science or other subjects but English. Alternatively, most of them care more about the language areas measured on the test which are grammar, vocabulary, and reading and tend to neglect listening, speaking, writing since they are not measured (Karabulut, 2007). When they first experienced lessons conducted in only English, they might have felt anxiety even though it could bring about enjoyment concurrently. The frequency and variety of assessment tools and the way lessons were conducted possibly had an impact on their anxiety.

In summary, the participants of the present study possessed a high level of enjoyment and a medium level of anxiety stemming from different reasons. High enjoyment could be attributed to the learner-internal factors whereas moderate anxiety could be related to school-based learner-external factors.

5.2.2 Discussion on the relationship between FLE and FLA levels of Turkish EFL tertiary-level students

One of the objectives of this research involved determining the possible relationship between FLE and FLA through the Spearman's Rho Correlation Test. The quantitative data demonstrated that there was a negative but a weak-to-moderate relationship between these two widespread emotions. Besides, when asked about whether there could be a possible correlation between these two emotions, a majority of the instructor participants responded with a probable existence of a negative relationship claiming that when one moves up, the other one moves down.

The result of quantitative data possibly indicated that these two emotions could have a possible relationship, but since the statistical difference was not high, these two emotions could be regarded as separate dimensions, which was a similar result obtained in the study of Dewaele and MacIntyre (2014), who argued that FLE and FLA were indeed separate dimensions, and were not the direct opposites.

The finding of a weak-to-moderate negative relationship partly supported some of the previous studies (Uzun, 2017; Dewaele and Proietti Ergün, 2020; Özer, 2020; Aldabeeb, 2021; Kılıç, 2024) conducted in Türkiye. In the study of Özer (2020), a strong negative relationship between FLE and FLA was reported, which meant that higher anxiety levels could be related to decreased enjoyment. The negative link between FLA and FLE was also discovered in the study of Dewaele and Proietti Ergün (2020), who argued that negative emotions do not support positively-driven emotions. Furthermore, in Kılıç's (2024) recent study, a weak negative relationship was discovered, and it was argued that the correlation between enjoyment and anxiety could be by chance since it was not a statistically significant relationship. In a similar way, Yeşilçınar and Erdemir (2023) found no significant relationship between FLE and FLA. Besides, Aldabeeb (2021) carried out a study with undergraduate students in Türkiye and the study found out that there was a moderate negative relationship between foreign language enjoyment and foreign language classroom anxiety. Similarly, Uzun (2017)

stated that in line with the Spearman Correlation Analysis results, a moderate negative relationship was detected between enjoyment and anxiety.

The relationship between FLA and FLE has been verified as inconclusive in some of the previous studies (Dewaele and Dewaele, 2017; Boudreau et al, 2018; Dewaele et al., 2018; Jiang and Dewaele, 2019; Dewaele et al., 2019; Dewaele and MacIntyre, 2022; Liu and Wang, 2023; Chen et al., 2023) undertaken in different countries. For instance, in the study of Liu and Wang (2023), it was discovered that there was a negative link between FLE and FLA at a low-moderate level. Similarly, in another study of Dewaele et al. (2019), these two emotions were correlated at a moderate level. Furthermore, Dewaele et al. (2018) indicated a weak negative link between higher levels of enjoyment and lower levels of anxiety. However, the study conducted by Jiang and Dewaele (2019) confirmed the results of the present study in that there existed a significant negative relationship between FLA and FLE. In an earlier study carried out by Dewaele and Dewaele (2017), a negative relationship was discovered between these two emotions. Nevertheless, it was a nonsignificant negative correlation in the two groups out of three with whom they conducted the study. In a different vein, Boudreau et al. (2018) revealed in their study that although enjoyment and anxiety were negatively correlated, these two emotions did not always work in different directions, meaning that it was possible to observe positive relationship, negative relationship or zero relationship between them.

Some previous studies undertaken worldwide (De Smet et al., 2018; Elahi Shirvan and Talebzadeh, 2021; Bielak, 2022) have uncovered different anxiety and enjoyment levels based on various variables, which do not always corroborate with the findings of this present study. For instance, taking a different approach, Bielak (2022) uncovered the fact that the link between FLA and FLE varied depending on the task. FLA levels of Polish students were much lower than FLE levels both in group-decision making and monologues. Besides, FLE levels were much higher when they were engaged in group work, which pointed out the power of collaborative work. De Smet et al. (2018) conducted a study with French-speaking learners to examine the effects of content and language integrated learning classrooms as well as two different target languages. They found out that enjoyment was much higher compared to anxiety in content and language integrated learning classrooms, and in particular when learners were engaged in English

rather than Dutch, which showed the impact of CLIL classrooms and the target language on two emotions. Quite differently, Elahi Shirvan and Talebzadeh (2021) explored the dynamics of FLA and FLE over time and it was discovered that the relationship was in a weak negative pattern at the onset of the term, yet this correlation turned out to be quite high at the end of the term. They also argued that students could have both low levels and high levels of FLA and FLE at the same time

To summarize, the present study indicated a weak-moderate negative relationship between FLE and FLA among the learners. This finding was supported by some previous studies (Uzun, 2017; Dewaele and Priotti Ergün, 2020; Aldabbe, 2021; Kılıç, 2024) though it was not always verified. One possible reason could be the nature of these two emotions. Enjoyment is an integral part of positive emotions while anxiety is considered as a negative emotion. That is to say, when people experience joy, the anxiety they possess tends to go down. Learning a language is not an exception in this sense. The more learners felt the joy, the less anxiety they experienced. The more they felt capable of using the language, the less worried they became. Or, when they lacked this capability, they started to feel more nervous and it resulted in reduced enjoyment levels. However, the relationship between FLA and FLE was not a strong one. Although they were correlated, the link was not found to be strong. This could be due to the fact that these emotions are not the direct ends, but rather different dynamic emotions. They could be related to some extent, yet that does not signify that the absence of one means the abundance of the other. They might work in different directions, and when one goes up, the other might go up as well. Alternatively, when one goes up, the other tends to go down (Dewaele et al, 2018). Hence, some further studies can be conducted to examine the dynamic nature of enjoyment and anxiety in order to further our understanding in different contexts.

5.2.3 Discussion on the main sources of FLE and FLA levels of Turkish EFL tertiary-level students

The present study was conducted with a primary purpose of identifying the main sources of foreign language enjoyment and foreign language anxiety. Quantitative analysis through FLES showed that the most enjoyment-inducing situations were to happen due to the belief that learning a foreign language is impressive. In the Turkish context, learning and speaking another language is associated with a distinguished

image. Thus, when one can achieve proficiency in the target language, that person is considered to have a reputable standing in his or her community. This result echoed the findings of the study conducted by Aydın and Denkçi-Akkaş (2023) since the respondents reported to be engaged and had quality time learning new things on their language journey.

In the current study, a positive classroom atmosphere was also found to be in close relationship with a higher level of enjoyment, which was confirmed in some earlier studies (Uzun, 2017; Li et al., 2021; Wu, 2024). This finding did not appear to be surprising since people could never be considered with their environmental effects set apart. The social environment, or the community people live in, directly or indirectly affects the way people feel or behave. Classrooms where languages are learnt are no exceptions in this sense. Semi-structured interviews also demonstrated that positive classroom atmospheres where students felt comfortable to make jokes or the teachers use a sense of humor were indeed influential in higher levels of enjoyment. In a similar vein, Uzun (2017) identified teachers' jokes and appraisal along with the positive atmosphere as the sources resulting in enjoyment. Li et al. (2021) examined the effects of classroom atmosphere on learners' anxiety and enjoyment, and it was noticed that it had a higher impact on enjoyment than anxiety.

Qualitative data demonstrated that a big number of students were of the opinion that teachers' positive personality and their friendly attitudes exert a great influence in shaping learners' enjoyment. This finding was somewhat unexpected since the learners disagreed mostly with the idea that their teachers were encouraging (M:2.88), and friendly (M:2.79) in the quantitative phase. However, qualitative analysis showed that learners regarded the teachers as knowledge transmitters rather than facilitators, which exhibited the roles that the teachers were associated with, or the impact they had on their learning. When learners felt the teachers' support or their positive attitudes towards their learners, they were engaged in the lesson more, which resulted in higher enjoyment of language learning. The positive influence of teachers on learners' enjoyment was observed in some of the previous studies (Dewaele and MacIntyre, 2014; Li et al, 2018; Jiang and Dewaele, 2019; Dewaele et al., 2019; Ahmadi-Azad et al., 2020; Dewaele et al., 2022; Li, 2022; Kaplan, 2022; Zare et al., 2022; Su, 2022; Liu and Wang, 2023) worldwide. To illustrate, it was reported in the study by Dewaele and

MacIntyre (2014) that teachers who had a positive nature and a sense of humour, and showed respect for the learners were the ones that were able to increase the level of enjoyment among the learners. Similarly, Ahmadi-Azad et al. (2020) concluded that teachers' being open and extrovert as well as being agreeable could affect Iranian learners' EFL to a great extent. In the study of Kaplan (2022) conducted in Türkiye, teachers' encouraging attitudes and enthusiasm for teaching as well as their good rapport with the students were specified as the most vital sources of learners' enjoyment. In a comparable way, Li (2022) argued that teachers' friendliness plays a positive role on learners' enjoyment, which was a similar finding in the study of Dewaele et al. (2019). Liu and Wang (2023) also asserted in their study that they carried out with Chinese high schoolers that teachers' friendliness and enthusiasm as well as frequency of jokes play a vital role in the increased level of joyful experiences.

In the quantitative part of the study, peers were not found to have a much positive impact on each other's enjoyment level. However, semi-structured interviews pinpointed the significant impact of supportive peers. The positive impact of peers was also an important finding in the study of Dewaele and MacIntyre (2014). They claimed that smaller groups were more effective in building positive relationships in this sense. Similarly, Uzun (2017) found out that group collaboration was especially useful in joyful experiences in language learning. Bielak (2023) carried out a study with Polish EFL learners and the study revealed the significance of collaborative group work, indicating that FLE levels were higher than FLA levels when they were working in groups rather than individual work. Aydın and Denkçi-Akkaş (2023) also argued that when learners were in a supportive learning environment, their enjoyment went up. Similarly, Yeşilçınar and Erdemir (2023) argued that collaborative peers and the interaction among the peers helped them to enjoy the lesson. In another recent study conducted by Lodej and Osmola (2024), learners expressed the importance of peer interaction especially in the form of peer feedback, group discussions and teamwork.

In the current study, novel activities, or enjoyable exercises provided by the teacher were especially found enjoyable and helped students enjoy the lesson. This finding is corroborated with some of the earlier studies (Li et al, 2018; Elahi Shirvan and Talebzadeh, 2018; Jiang and Dewaele, 2019; Özer 2020; Kaplan 2022; Su, 2022; Yeşilçınar and Erdemir, 2023; Wu, 2024) For instance, Özer (2020) mentioned in her

study that specific activities in the classroom such as drama activities and games turned out to be quite effective in increasing learners' enjoyment. Li et al. (2018) were also in favour of the novelty in the exercises, adding that novelty could demonstrate itself in the teaching techniques, topic or content. Unusual classroom activities such as recitation, story-telling, role-plays, or group representations that went beyond traditional textbooks were reported to be quite beneficial by the students in this sense. Su (2022) also ascertained the significance of engaging and controllable classroom activities such as role play and group discussion on higher levels of FLE among Chinese EFL students. Increased enjoyment levels thanks to novel activities were in alignment with the study of Elahi Shirvan and Talbezadeh (2018), who examined the effects of the imagined community of a TV program about English-speaking literature criticism on the levels of enjoyment and anxiety. They concluded that imagined community not also led to higher enjoyment levels but also increased facilitative anxiety. By the same token, students in the study of Jiang and Dewaele (2019) acknowledged the importance of specific classroom activities such as role plays, and watching a TED talk on their enjoyment. The study conducted by Wu (2024) yielded similar findings in that learners valued novelty and had a lot of fun in such activities as dubbing, storytelling or role plays.

In the present study, realization of progress was proved to be effective in the way enjoyment was felt. Both instructors and learners reported that once students could feel the progress themselves, they became eager to learn English, which resulted in more enjoyment. This result was supported in some of the previous studies (Li et al, 2018; Jiang and Dewaele, 2019; Kaplan, 2022; Li, 2022; Aydın and Denkçi-Akkaş, 2023; Wu, 2024). For example, Kaplan (2022) stated that when learners felt that they were indeed successful and capable of using the language with correct pronunciation and accent, their levels of enjoyment were to increase. By the same token, Li, (2022) discovered that self-perceived success in English was related to increased enjoyment. In another study, Li et al. (2018) revealed that learners' progress in their foreign language particularly after hard work and their contentment in expanding their limits were quite effective in their enjoyment. In the study of Wu (2024), Chinese learners reported to have fun when they made remarkable progress or performed well in language classes.

Another valuable finding of the present research was that better career prospects or a promising future was a key factor in higher enjoyment levels. When learners think about the necessity of English in their career, they tend to take it seriously and have a purpose to learn the language. This often results in them enjoying the lessons, and the language itself in the end. Consistent with this result, Aydın and Denkçi-Akkaş (2023) also discovered that when learners felt that they were moving towards their goals using English, they felt happier.

The participants of the current study agreed with the idea that they were creative and in fact learnt interesting things. Since the curriculum in the institution covered global topics and interesting information related to different cultures, this finding did not seem unexpected. This was also supported in Uzun's study (2017) since the learners expressed their enjoyment thanks to learning new things in the classroom.

Some participants of the present study were in agreement with the item that indicated being proud of their own achievements (M:3.44) had an impact on their enjoyment. When learning a foreign language, learners felt the need to see the proof of their own achievements. This could be in the grades they get in the exams, or when they can actually observe the progress in their performance either orally or in writing. Thanks to the regular exams and tasks in which they need to be assessed, students can keep track of their achievements, which could contribute to their enjoyment.

With respect to students' anxiety, it was noticed that participants mostly worried about failing exams (M:3.52), which was confirmed in some of the previous studies (Horwitz et al., 1986; Aydın, 2008; Al-Shboul, 2013; Salehi and Marefat, 2014; Kavacık, 2015; Aydın et al., 2020; Jiang and Dewaele, 2019; Chen et al., 2023) carried out in different parts of the world. In fact, test anxiety showed itself during tests quite a lot. Due to a big number of speaking and writing exams as well as midterm and end of term exams, students admitted having anxiety especially over the exam weeks. Since the score they received at the end of the term determined whether they passed the course or not, these exams hold great significance. If learners cannot achieve the required score, they will need to study in the same school for one more year. In their leading research, Horwitz et al. (1986) came up with the term test anxiety after analyzing learners' anxiety and its components. Salehi and Marefat (2014) explored the correlation between test anxiety and FLA and their impacts on test performance. They found out that they are positively

correlated, meaning that test anxiety led to anxiety of foreign languages as well, both of which had a debilitating effect on performance. Jiang and Dewaele (2019) also asserted the negative impacts of exams and quizzes on the anxiety levels of learners together with the poor language performance. By the same token, Chen et al. (2023) discovered that tests and exams were the leading anxiety-provoking items among many others such as peer pressure or specific challenging tasks.

Quantitative analysis through FLCAS revealed that one of the most anxiety-provoking situations was speaking English. They reported that they never felt sure when they spoke the language (M:3.47) and they were anxious about the rules that they were supposed to learn in order to speak fluently (M:3.47). Speaking anxiety appeared as one of the most common anxieties in the previous studies (Horwitz et al., 1986; MacIntyre and Gardner, 1989; Young, 1990; Dalkılıç, 2001; Çubukçu, 2008; Aydın, 2008; Subaşı, 2010; Suleimenova, 2013; Öztürk and Gürbüz, 2014; Tercan and Dikilitaş, 2015; Yeşilçınar and Erdemir, 2023; Lodej and Osmola, 2024; Wu, 2024) which was in accordance with the results of quantitative and qualitative data in the current study. Since speaking anxiety gained scholarly attention worldwide, many researchers carried out studies with similar findings. To illustrate, MacIntyre and Gardner (1989) examined two different forms of anxiety, which are General anxiety and Communicative Anxiety. They concluded that the latter anxiety had a negative impact on their learning. Çubukçu (2008) found out in her study that participants felt nervous and anxious while speaking English in the classroom although they reported not feeling anxious when they talked to a native speaker, which means that teachers' presence brought about anxiety among the learners. The study of Al-Khasawahneh (2016) yielded similar findings in that fear of communication was the most-anxiety provoking situation for Saudi learners in the study followed by some other sources. Yeşilçınar and Erdemir (2023) explored the variables that could possibly have an effect on learners' anxiety and enjoyment; fear of public speaking was revealed to have the most effect on anxiety in qualitative data. Quite recently, Lodej and Osmola (2024) reported that communication apprehension, in particular public speaking, was the biggest source of Polish EFL learners' anxiety.

Qualitative data was consistent in that speaking English, exam anxiety, and fear of failure had a negative impact on learners' positive emotions. In addition to speaking English and test anxiety, fear of failure stood out as one of the main sources of anxiety

among EFL learners in the school. Since students were under the pressure of fear of failure, they were inclined to skip some activities and even the lessons, which led to a higher level of anxiety and even more failure. Fear of failure has been a source of anxiety in some previous studies (Aida, 1994; Aydın, 2008; Sadighi and Dastpak, 2017) as well. Aida (1994) conducted a study with Japanese learners to investigate the concept of FLA, and it was revealed that fear of failure was one of the four main factors leading to anxiety. Aydın (2008) explored sources and levels of FLA and they found that worries about failure and fear of failing classes were determinant factors on anxiety. In a similar vein, Sadighi and Dastpak (2017) inquired the sources related to speaking anxiety, and it was revealed that fear of making mistakes was the main cause of speaking anxiety among Iranian learners.

One of the valuable findings was related to the significance of accurate pronunciation that students attributed to. Students consider mispronunciation as a hindrance in producing correct utterances. They reported that fear of mispronunciations often stopped them articulating sentences altogether. This can be explained with their nature of being perfectionist in speaking. This result corroborates the study of Özkan (2019) that found out that fear of mispronunciation while speaking stood out as the primary factor leading to anxiety as well as a lack of vocabulary and teachers' manners. Similarly, Öztürk and Gürbüz (2014) examined the primary sources, the levels and learners' perceptions regarding the foreign language speaking anxiety, and they found out that mispronouncing the lexical items brought about speaking anxiety, which was also related to fear of making mistakes during oral production.

One other significant finding of the study was about the impact of grammar on their anxiety. Scarcity of the grammatical knowledge seems to provoke anxiety owing to the pressure it exerted on the learners' shoulders not only in speaking but also in writing as well. This finding was in line with the study of Tien (2018), who conducted a study with Taiwanese EFL learners and found out that making mistakes related to linguistic knowledge caused a great deal of anxiety among the learners.

One of the contributions of this study was highlighting the significance of realization of progress and its impact both on enjoyment and anxiety. Just as realization of progress was effective in the increased enjoyment levels, the absence of it resulted in anxiety. That's to say, when learners experienced failure to progress in their language learning,

they were inclined to feel anxious, which was a result in line with earlier studies (Botes et al., 2020; Chen et al., 2023; Liu and Wang, 2023). According to Liu and Wang (2023), self-perceived success was positively correlated with higher levels of FLE and lower levels of FLA.

Qualitative data in the study shed light on a valuable finding that not being able to understand utterances in English could bring about debilitating anxiety over the learners. This result is hardly surprising since students might need to control their learning through the oral or written knowledge provided to themselves.

Taken together, when analyzed in detail, learner-external factors, mainly teacher-related variables, have a more significant impact on positive emotions than the negative ones. Negative emotions were more related to learner-internal factors such as failure to progress, speaking English, fear of failure or test anxiety among the participants of the present study. This finding was verified in some of the earlier studies (Dewaele et al., 2019; Jiang and Dewaele, 2019; Li et al., 2021; Dewaele and Dewaele, 2020; Dewaele et al., 2022; Su, 2022; Chen et al., 2023; Dewaele et al., 2023; Lodej and Osmola, 2024). For instance, Dewaele et al. (2022) conducted a study with EFL learners with four different native languages to examine the effects of three teacher behaviors (frequency of using FL, predictability and frequency of joking) on anxiety and enjoyment, and they concluded that although these three teacher behaviors had a positive impact on enjoyment, no significant relationship was discovered with respect to anxiety. In a similar vein, Dewaele et al. (2019) examined the effects of teachers' characteristics on both emotions, and their study revealed that teacher characteristics predicted enjoyment with a variance of 20%, but it had an impact on anxiety with a very small effect size, 8%. In another recent study conducted by Lodej and Osmola (2024) with Polish students, it was uncovered that language enjoyment is in close relationship with peer-peer, and teacher-peer interaction as well as positive classroom environment while anxiety was related to more learner-internal variables such as test anxiety and communication apprehension.

In summary, learners of this current study had a variety of reasons lying behind their enjoyment and anxiety. They were found to possess a high level of anxiety thanks to such enjoyment-inducing sources as having a positive learning atmosphere, learning engaging things and feeling successful in the classroom. Experiencing novel and

unusual activities, feeling their accomplishments, and having supportive teachers were also revealed to be important factors contributing to their enjoyment. Friendly classroom environments where they use jokes and a sense of humour with their teachers or peers and being able to utilize English for their future goals were also found to be quite effective in their higher enjoyment levels in line with the qualitative data. Concerning their anxiety-provoking sources, these learners reported that speaking English, rules to be able to speak English fluently, fear of mispronunciation, fear of failing the classes due to exams and lack of preparation had a negative impact on debilitating anxiety. Furthermore, qualitative data collected from the instructors and the learners also uncovered the fact that these learners had anxiety due to such reasons as lack of linguistic knowledge, fear of failure, not being able to comprehend utterances in English and fear of not realizing progress. Considering all the primary sources leading to anxiety and enjoyment, it could be stated that not only learner-internal sources such as fear of failure, realization of progress and fear of mispronunciation, but also learner-external sources such as positive teachers and peers, exams, and scarcity of linguistic knowledge had an impact on learners' emotions.

5.3 Pedagogical Implications and Suggestions for Further Research

The present study was carried out with a purpose to determine how much foreign language enjoyment and foreign language anxiety learners of English had at the School of Foreign Languages in Eskişehir Osmangazi University. This research study also had a purpose of identifying the main sources of these common emotions in the Turkish context. Examining the levels and the sources of FLE and FLA could have various pedagogical implications for teachers, EFL learners, curriculum designers, language assessors, and English Language Teaching departments of universities.

This research study revealed the coexistence of positive and negative emotions in language learning (Dewaele and MacIntyre, 2014). Although most research had a primary focus on negative emotions, mainly anxiety, (Young, 1990, Woodrow, 2006, Horwitz, 2010; Gregersen, 2020), this study clearly showed that learners also experienced positive emotions while learning English. In this study, EFL tertiary-level students were found to experience a high level of enjoyment and a moderate level of anxiety. High level of enjoyment could be attributed to the onset of a new university life for most of the students. Learning English in a formal setting with qualified teachers in

Foreign Languages School is a new experience for most of the learners in A2 level classrooms. Most of them did not have instructions in English, or lacked English classes in high school due to the pressure of university entrance exams. Thus, when they started learning English at this school, they had motivation to learn English, which turned into enjoyment for most of them at the beginning of the term. The books and the supplementary materials along with the technology-based activities such as games and videos had a great impact on their enjoyment. However, the same participants in this study reported to be anxious at a moderate degree in language classes owing to different reasons. Learners at this level were supposed to take quite a lot of exams and tasks throughout the term and they were assessed almost each week during the 16-week-long term. They had an assessment nearly every week such as a writing task, a writing quiz, a presentation task, a pop quiz, a mini talk which required them to talk about a subject in a limited time in addition to 1 midterm, and 1 end of term exam. When learners had this burden of assessment, they were likely to possess a certain degree of anxiety. Learners at this level need an average score of 70 in order to move up to the next level and since they were elementary level students, this score seemed quite intimidating and hard to get. Besides, having lessons and instructions only in the English language was something unexpected and new for these learners, which triggered their language anxiety. As can be easily understood, learners of English at this level experienced both emotions despite being at different levels. In order for learners to maintain their high level of enjoyment, they can be provided with different technological tools that can be integrated into the lesson as novelty clearly had a contributing effect on their enjoyment. The school administration can organize group discussions, or small meetings where learners will be given a voice to express their emotions in language classes. There have been such meetings where learners give feedback about the assessment, curriculum and methodology in the institution twice a year, yet the number of them could increase. They can be assured that having both emotions is anticipated and while it is normal to feel down and anxious at times, enjoying the language process in general is what makes learning English fun and worthwhile.

This current study contributed to our understanding by revealing the link between enjoyment and anxiety among the tertiary-level learners. These widespread emotions were negatively correlated though the relationship was not strong. That's to say, high enjoyment was likely to be related to lower anxiety levels although it was not the case

for all the learners. With this in mind, learners can be encouraged to reflect on their feelings by their peers and their teachers. When they are aware of the negative link between their enjoyment and anxiety, they will be likely to deal with their emotions sensibly.

The participants of this study highlighted the importance of a positive classroom atmosphere both in the quantitative and the qualitative phase of the study. Friendly atmosphere had a positive impact on learners' enjoyment to a great extent (Uzun, 2017; Li et al., 2021; Wu, 2024). Thus, teachers bear a responsibility of creating a friendly atmosphere which boosts learners' positive emotions. Creating a stress-free environment where learners are not afraid of negative evaluation of their friends or their teachers is vital in this sense. Since the learners did not regard their teachers as very friendly and encouraging in the quantitative stage, teachers should bear in their minds that learners' emotions matter and their positive emotions indeed could predict how much fun they can have in language classes. Teachers can be encouraged to reflect on their feelings, too, as their emotions could also shape the way they teach and it could have an impact on learners' feelings.

The study yielded important findings in that learners were found to feel creative and proud of their own successes. The more they felt capable of their achievements, the higher levels of enjoyment they had. For this reason, learners can be provided with activities which require them to come up with new ideas, or use their imagination and creativity so that they can feel the success of their own. Teachers can provide activities which are not too challenging for them and give some constructive feedback regarding their performance by highlighting their successes or focusing on their strengths rather than weaknesses. Realization of progress had an obvious effect not only on their enjoyment but also on anxiety. When learners recognize the progress they have made, they might have a stronger drive to keep going regardless of the obstacles they have experienced. However, lack of progress had a debilitating effect on learners' anxiety. Thus, it is significant for teachers to offer activities which are adequate for their level and which can give them a sense of realization of progress. These activities could be individual-based ones or group works which can also strengthen the bond among the learners and help them work collaboratively.

The current study revealed the significance of teachers' attitudes and their personality on learners' enjoyment and confirmed the results of some earlier studies (Jiang and Dewaele, 2019; Dewaele et al., 2019; Ahmadi-Azad et al., 2020; Dewaele et al., 2022; Li, 2022; Kaplan, 2022). Teachers' friendly behaviour has an important impact on uncovering "the emotional sweet spot of their learners" (Dewaele et al., 2019, p. 423). When learners feel that they are shown respect and they are not harshly criticized, they have a motivation to attend the lessons more, which results in a higher enjoyment level. If learners feel the support and appreciation of their teachers, they tend to enjoy the language learning process no matter how demanding it is. Teachers' praises (Iijima et al., 2020) and jokes (Uzun, 2017; Dewaele et al., 2022; Liu and Wang, 2023) or using a sense of humour (Bieg et al., 2017; Yeşilçınar and Erdemir, 2023) could shape their learners' joyful experiences. Bearing this in mind, teachers should try to create a good rapport with their learners by fostering a friendly classroom atmosphere, and make use of jokes to make lessons more enjoyable. However, teachers' praises should not be too frequent and these praises should be aimed at learners' language performances. Besides, jokes of the teachers' need to be course-related, and they should not include aggressive humour.

This research study pointed out not only the effect of teachers' personality, but also the methodology they administered on learners' positive feelings. That is to say, when learners are provided with novel or nontraditional activities, they have a tendency to enjoy the lessons more. For this reason, it is advisable for teachers, or curriculum developers to break the routine and integrate unusual activities, some of which also require learners to make use of the digital world. Going beyond textbooks and the regular pacing might have considerable positive outcomes. Besides, unusual or enjoyable activities such as games, reciting, storytelling could be integrated into the curriculum so that learners can enjoy them while they learn. Several researchers (Li et al., 2018; Elahi Shirvan and Talebzadeh, 2018; Jiang and Dewaele, 2019) pinpointed the positive effect of novelty in the classrooms, and offered various activities such as picture description, dubbing, using imagined communities, watching TED talks or playing language-based games. Teachers can employ the ones that they find appropriate for the content of the lessons, or the students' needs and interests. They might ask learners for their preferences and provide or change the materials from time to time in order to alleviate their anxiety and go for a change. Learners at this level will be

majoring in different departments such as English Language Teaching, Aeronautic Engineering, International Relations next year; thus, it is possible to state that learners have different needs and interests with respect to their preferences for novel activities. Therefore, it is advisable for teachers to keep this in mind, and create their lesson plans in relation to learners' individual needs and their levels.

EFL learners at this school are provided with various activities that are different from conventional approaches such as video lessons, games in digital platforms, different mini talk activities, presentation tasks in which they present a familiar topic or give a presentation about something covered in the lesson, different speaking tasks like role plays and picture description, and speaking clubs with native teachers as an extracurricular activity throughout the term. These novel activities are among the sources that help them enjoy the language learning process. With this in mind, teachers should have something on hand in case learners start to lose their attention and motivation during the lesson. Alternatively, they can make use of some unusual activities or teaching methods to draw the learners into the lesson such as interactive storytelling tasks (Chen, 2023) where learners work in small groups and need to use their creativity to create a story together by using the pictures given as prompts and then tell the story to other groups, using imagined communities to create different identities to practice speaking in a different context (Elahi Shirvan and Talebzadeh, 2018), or benefit from AI-driven technologies. There is no doubt that AI technology is a helping hand for language learners as it makes it possible to play with the language, produce something in the target language and receive feedback, or simply practice speaking. Zhang et al. (2024) indicated the importance of using AI technology while practicing speaking the target language since AI creates an environment where learners feel comfortable to express their opinions while receiving feedback in the end.

Having novelty or maintaining it has some pedagogical implications for textbook writers, and curriculum developers. Most of the learners at this school are generation Z students and are capable of using technology continuously. They have reported learning interesting things in the lessons; thus, it is significant for textbooks to be updated and provide learners with current issues. Furthermore, coursebooks could offer extracurricular activities which are carried out via technology outside the class. Even though they have online homework and tasks, the coursebooks could also add some

digital games or tasks with AI support in order to keep learners on track. In a similar sense, curriculum developers integrate unusual or enjoyable activities into the curriculum so that learners will feel the notion of joyful experiences and have a stronger motivation to turn up for school.

This research study indicated the role of career prospects via English on learners' positive feelings. Being able to use English fluently is likely to create new opportunities while they look for a job after graduation. Since English is the business language of the world and learners are willing to study or work abroad in the future, being able to use the language has become a must for them. However, this was not considered as anxiety-provoking, but rather as motivating for learners. Being aware of the need to learn it for their future needs and feeling their achievements gave rise to higher enjoyment among the learners. Thus, school administration could organize meetings to which they can invite experienced students or businesspeople at the beginning of the term. These people could be the ones who got a qualification via English, or got a job abroad or in Türkiye with the help of English, and they can share their experiences with the learners.

This study had clearly some valuable findings with respect to learners' FLA. Learners in this study reported to be the most anxious when they needed to speak English, which resulted from communication apprehension mostly. Learners who have difficulty in speaking in groups tend to have more difficulty when they are required to speak in another language in a lesson since they have almost no control of the situation (Horwitz et al., 1986). Speaking English requires different skills, among which are overcoming shyness, using the grammar and vocabulary accurately, avoiding mispronunciation, expressing the intended meaning, and replying. Hence, it seems intimidating to be able to communicate in English for most of the learners. Even though these participants are not highly anxious, still there could be some ways to alleviate their anxiety. In the institution, there have been speaking clubs for each level and these clubs are carried out by native or foreign teachers. The reason for these clubs was to help students to see their progress regarding their oral performance and get over their shyness during a conversation with a foreigner. Students have given really positive feedback about these clubs, and asked for some different events where they can achieve different tasks such as asking for a coffee, inviting someone for a dance, trying out a recipe via using English. School administration could possibly organize such events in which learners

can use daily English outside regular class hours so that they can improve their speaking skills and have the fun experience of communicating with other people in a setting different from a classroom. These events are likely to bring about more enjoyment, as well. Furthermore, our school has been organizing European Union Projects during the school term in Türkiye or abroad and students are allowed to participate in projects at different times of the term. In these youth projects, learners are expected to perform certain tasks with other participants from other European countries and the language of these events is always English. Taking part in such projects has a great positive impact on learners' enjoyment and gives them a sense of realization of progress. Encouraging learners to attend these projects and increasing the number of learners who can participate could be a good way to help learners overcome their communication anxiety to a great extent.

With regard to FLA, learners stated the debilitating effect of mispronunciation on their negative feelings. Pronouncing words accurately is a common problem among these learners due to the impact of their native language, which is Turkish for a great number of learners. Whilst they speak English, they tend to worry about the mispronunciation and this causes them to avoid some of the speaking tasks. Good pronunciation is likely to bring about self-esteem in a situation where they speak in front of people (Prashant, 2018). However, when they lack this skill, they are likely to get more anxious and afraid to lose face in the classroom. For this reason, teachers can use flexible hours in the curriculum for teaching pronunciation in an entertaining way using tongue twisters etc., or provide some pronunciation tasks where they are required to pronounce words correctly within groups or dyads. These activities have the potential to help learners work collaboratively, help them overcome their fear of negative evaluation by their peers, and improve their pronunciation skills. In the same sense, curriculum developers can spare some teaching hours for pronunciation tips or skills in the weekly paces so that learners will be encouraged to speak the language more with a correct pronunciation, which in turn will possibly have a positive impact on their willingness to communicate.

Failing classes and test anxiety were among the most anxiety-provoking situations stated by the participants in this study. Since test anxiety predicts language achievement rather well for EFL language learners (Aydın et al., 2020), it brings about a certain

degree of anxiety. These learners are assessed almost each week during the 16-week-long term, and they are somewhat overwhelmed with these assessments. Although these assessments are not highly demanding, they are still likely to cause nervousness among the learners. These learners need an average score of 70 from these exams, tests or tasks and thus, these assessment tools pose a great difficulty for them. The purpose of these tests was to make learners alert and motivated to learn; however, they had an obvious negative impact on their anxiety and caused the fear of failure of English classes. Therefore, the number of assessment tools should be reduced, and learners should sit the exams every two weeks rather than every week. Language assessors, or the assessment unit, can organize meetings in order to discuss the purpose of these tasks and could combine some of the tasks or remove the ones that seem inappropriate. Frequency of exams had a negative impact on learners, yet the anxiety students have during the exams could be related to the situation only. That's to say, not the number of the exams, but the situation itself might cause anxiety for these learners. In a similar sense, learners were found to be anxious due to the fear of failure not only in exams, but also in the lessons in general. Therefore, learners can be provided with some mindfulness techniques to get rid of the exam anxiety and fear of failure as mindfulness is a useful technique in reducing test anxiety (Quirk, 2020). In order for teachers to carry out mindfulness interventions, they need to be informed and trained on basic practices by the school administration.

Being unprepared or having no preparation time before a task was found to be stress-provoking for learners of this study. Lack of preparation caused a degree of anxiety when they spoke English. For this reason, when learners are provided with speaking tasks, teachers should spare some time for preparation. Since these tasks show variety, if possible, learners should be given some extra time to prepare within pairs or groups in addition to individual preparation time. There are some spontaneous question and answer sessions in the classes, for these types of activities, teachers can start the activity with the volunteer students in order to help the highly anxious learners ease their anxiety.

Another factor that was reported to lead to anxiety was lack of grammar knowledge. Scarcity of understanding English grammar is an anxiety-provoking factor (Anandari et al., 2024) for EFL learners. It can be argued that English grammar has been taught

intensively since the beginning of the term and has been supported with supplementary materials provided by the institution. When learners felt that they fell behind, it possibly had a negative impact on their anxiety. Learners are expected to use the grammar that was covered in the classes in their writing tasks or speaking tasks. When they lacked the necessary grammatical skills, they were likely to get anxious. Therefore, it is advisable for curriculum developers to discuss the purpose of such heavy grammar teaching, and spare some of the grammatical knowledge for self-study. Alternatively, mistakes in grammar can be ignored or at least tolerated to some extent in order not to put pressure on learners' shoulders. Another option would be to set some time aside for grammatical knowledge that learners feel they lack and supply learners with some authentic materials on which they can study and practice the grammar.

Fear of making mistakes was found to be closely related to FLA among the learners. Fear of mistakes might result from the fear of negative evaluation of the peers or the teachers (Sadighi and Dastpak, 2017). Hence, fostering a friendly classroom atmosphere by the teacher is a vital step. Even though students did not state having fear of negative evaluation by their peers, it could possibly have a role on some learners' anxiety. When learners feel that committing mistakes is indeed an important part of the learning process, they will be able to feel more comfortable about making mistakes. In order to help learners ease their anxiety over mistakes, teachers can share their own experiences of making mistakes and assure their students that one should make mistakes if the purpose is to attain fluency.

Inability to comprehend utterances in English was discovered to be associated with FLA in this study. In fact, inability to comprehend utterances and language anxiety could have a reciprocal relationship. That means, when learners do not understand what has been said, they tend to feel anxious. Or, when they have anxiety, they could possibly have difficulty in understanding utterances in English. Thus, teachers have a responsibility of giving clear and simple instructions during the lesson. There could be some students who do not have the courage to ask for clear instructions or further information, so it is essential for the teacher to simplify the language when necessary. However, the fear of incomprehension could emerge outside the classroom, as well. For these situations, learners can be encouraged to ask for restatement or paraphrasing the utterances by using simple questions.

In summary, the present study has some pedagogical implications for mainly teachers, learners, curriculum developers, textbook writers, language assessors and ELT departments of universities. In line with the results of the study, teachers are recommended to create a friendly learning atmosphere which is free of any type of fear of negative evaluation by peers and themselves, to supply learners with nontraditional enjoyable activities that have an element of surprise for the learners, to have positive relationship with the learners, and help learners alleviate their anxiety utilizing some techniques like mindfulness practices. Besides, it is advisable for teachers to be more tolerant with the mistakes learners make, simplify the language when necessary, give them a sense of accomplishment by praising them at times, and help them realize their future career prospects through English. In addition, learners can benefit from this study since they can be aware of the fact that it is expected to experience both negative and positive emotion as language learning is a long process during which there are pleasant experiences as well as hindrances. However, the aim is to enjoy the process as a whole and move forward the primary goal. Regarding the curriculum developers, it is suggested to integrate more technology-driven activities into the curriculum, to spare some time for pronunciation tips or grammatical knowledge when necessary, and to provide more flexible hours in the pacing so that teachers can use them for the needs of their classes. As for textbook writers, it is recommended to maintain novelty and update the textbooks in accordance with the needs and the interests of the target learners. With respect to test anxiety, the assessment unit of the school can gather to discuss the significance and the frequency of assessment tools utilized throughout the whole term. The number of the exams and quizzes could be reduced or some tasks could be edited in line with the feedback of learners and instructors. Last but not least, ELT departments of the universities could have a focus on learners' positive emotions rather than negative ones and encourage future teachers to build their lesson plans considering the emotions of the learners. Pre-service teachers could be informed about the novelty of the exercises and the methodology and its impact on learners' enjoyment. For all the benefits mentioned above, the present study is sure to offer some pedagogical implications and suggestions for all the stakeholders of the language teaching and learning process. However, since this study was carried out with learners with a low proficiency level, the results could not be generalized to all EFL learners. Thus, further studies need to be conducted in order to find out the enjoyment and anxiety of language

learners with higher proficiency levels. Besides, this present study was carried out with tertiary-level students only, so it is recommended to carry out similar studies with secondary school learners or high schoolers in other schools in Türkiye to discover the degree of these emotions. Primary sources of FLE and FLA were revealed within this context based on individual responses; thus, it reflects the feelings and the perceptions of these individuals who participated in this research study. Different sources could be found out if further studies were to be carried out.

Data collection procedure was followed by administering FLES and FLCAS and semi-structured interviews in this study. Different data collection tools such as reflective journals, group interviews, diaries, class observations are suggested to be utilized in further studies to gain a deeper understanding. Besides, this study only measured the learners' level of enjoyment and anxiety at the beginning of the term. Therefore, further studies can measure them both at the beginning and at the end of the term. Since emotions are dynamic and a changing nature, it is advisable to compare these emotions at both times of the term.

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APPENDICES

APPENDIX-1: Approval of the Ethical Committee of Anadolu University Graduate School

Evrak Kayıt Tarihi: 09.05.2024

Protokol No: 731404

Tarih: 28.05.2024



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Türkiye'de Bir Devlet Üniversitesinde İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Haz ve Yabancı Dil Kaygılarının Araştırılması
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gonca SUBAŞI
TEZ YAZARI:	Gamze DEMİRTAŞ ÇELEBİ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

APPENDIX-2: Approval for Application of the Data Collection Procedure

Gelen Evrak Tarih ve Sayısı: 15.10.2024-799984



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
Genel Sekreterlik



Sayı : E-86930425-100-240177452
Konu : Uygulama İzin Talebi (Gamze
DEMİRTAŞ ÇELEBİ) (Protokol)

15/10/2024

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrenciniz Gamze DEMİRTAŞ ÇELEBİ'nin yürüttüğü, Doç. Dr. Gonca SUBAŞI'nın danışmanlığında hazırlanacak olan "Türkiye'de Bir Devlet Üniversitesinde İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Haz ve Yabancı Dil Kaygılarının Araştırılması" başlıklı yüksek lisans tez çalışmasının yapılabilmesi için Veri Toplama ve Saha Araştırmaları İşbirliği protokolü imzalanmış olup ekte gönderilmektedir.

Bilgilerinizi ve söz konusu yüksek lisans tez çalışması sonuçlandıktan, yayımlandıktan, onaylandıktan sonra ilgili sonuç raporlarını, çalışma bitiminden itibaren 30 gün içerisinde üst yazı ile Üniversitemize gönderilmesi hususunda gereğine arz ederim.

Prof.Dr. Kürşat Bora ÇARMAN
Rektör a.
Rektör Yardımcısı

Ek:Protokol (3 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSN56M3ZPS*

Belge Takip Adresi : <https://www.turkiye.gov.tr/esogu-ebys>

Adres:Meşelik Kampüsü 26040 Odunpazarı

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Bilgi için: Pınar ÇALIŞIR
Unvanı: Sürekli İşçi



EK-1

ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ VERİ TOPLAMA VE SAHA ARAŞTIRMALARI İŞ BİRLİĞİ PROTOKOLÜ

Madde 1. Taraflar:

İş bu protokol Eskişehir Osmangazi Üniversitesi Rektörlüğü ile Anadolu Üniversitesi Rektörlüğü arasında düzenlenmiştir.

Protokolün devamında Eskişehir Osmangazi Üniversitesi, Üniversite olarak anılacaktır.

Madde 2. Konusu:

Bu protokol; Üniversite birimlerinde; diğer üniversitelerin, kamu kurum ve kuruluşlarının, sivil toplum kuruluşlarının ve araştırmacıların yapacakları ulusal ve uluslararası saha araştırması ve veri toplama faaliyetlerinin izin taleplerini kurala bağlamak amacıyla düzenlenmiştir.

Madde 3. Veri Toplama ve Saha Araştırmalarının Yürütülmesi:

- İş bu protokol imzalandıktan sonra Veri Toplama ve Saha Araştırması yapmak isteyen kişilerin bağlı bulundukları Üniversite/Kurum amiri tarafından imzalanarak Üniversitemize gönderilecektir.
- Çalışmanın uygulama aşamasında izin alınan araştırma kapsamı dışında hiçbir veri toplanmayacaktır.
- Veri toplama sırasında Sağlık Bakanlığı personelinde de yararlanılacaksa ayrıca İl Sağlık Müdürlüğünden izin alınacaktır.
- Çalışma süresi araştırmacı tarafından teklif edilecek, Üniversite tarafından uygun görülmesi halinde onaylanacaktır. Araştırmacı tarafından çalışma süresinde değişiklik yapılması istenmesi halinde resmi yazışma ile talep edilecektir.
- Üniversitenin çalışma için onay verdiği kişiler tarafından çalışmanın gerçekleştirilmesi esas olup, farklı kişiler tarafından saha araştırması ya da veri toplama çalışması yapılacaksa ya da çalışmaya yeni kişiler dahil edilecekse resmi yazı ile Üniversiteye bildirilecektir.
- Şartlarda oluşabilecek değişikliklere bağlı olarak Üniversite protokolü süre göz önünde bulundurulmaksızın daha önce de sonlandırabilecektir.
- Araştırma ve veri toplama araçlarının (anket, görüşme-gözlem formları) içeriğinin Türkiye Cumhuriyeti Anayasası, taraf olunan uluslararası anlaşmalar ve sözleşmeler başta olmak üzere, 6698 sayılı Kişisel Verilerin Korunması Hakkındaki Kanun ile yürürlükte olan tüm yasal düzenlemelere uygun olacak şekilde hazırlanması, planlanması ve uygulanması sağlanacaktır. Çalışmalarda kullanılan anket, görüşme/gözlem formu içeriğinin ve veri toplama aracında yer alan soruların/ ifadelerin etik açıdan uygun olması ve çalışmaya katılanların kişilik haklarını ihlal eder nitelikte olmaması gerekmektedir.
- Araştırma uygulama izin başvurularında ticari amaç güdülmemesine, kişi, kurum, kuruluş, firma, marka reklamını veya tanıtımını ön plana çıkaran ifade ve öğeler bulunmamasına dikkat edilecektir.
- Araştırma uygulama izin başvurularında yabancı dilde hazırlanan dokümanlar başvuru yapan kişi/kurum/kuruluş tarafından Türkçe tercümesi ile birlikte Üniversitemize gönderilecektir. Herhangi bir ihtilaf durumunda tercüme metni esas alınacaktır.

Gelen Evrak Tarih ve Sayısı: 15.10.2024-799984

Gelen Evrak Tarih ve Sayısı: 07.10.2024-795868

h) Katılımcılar, araştırmaya katılmadan önce araştırmanın kapsadığı riskler hakkında bilgilendirileceklerdir. Araştırmacılar toplanan kişisel verilerin katılımcıların izni olmadan kamuya duyurulmayacağını taahhüt edeceklerdir. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, Üniversiteden izin alınmadan başkalarıyla paylaşılmayacaktır.

i) Araştırmacılar kendileriyle irtibat kurulabilmesi için yazışma adreslerini, e-posta adreslerini ve telefon numaralarını başvuru evrakında ve bu protokolde belirtmek zorundadır.

ii) Etik izni veren kurum tarafından araştırma materyalinin (anket/görüşme, gözlem formu, vb.) tüm sayfaları onaylı olacak şekilde yazının ekinde bulunması gerekmekte olup, aynı zamanda izin veren birim tarafından mühürlenmiş ve imzalanan veri toplama araçları kullanılacaktır. Aksi yönde hareket edenler kurumlarına bildirilecek ve ortaya çıkabilecek her türlü sonuçtan araştırmacı sorumlu olacaktır. Araştırma uygulama izni, başvurudaki veri toplama araçları ile sınırlıdır. Araştırmaya yönelik olarak resmi istatistik programları kapsamında bir veri talebi varsa izin belgesi ile birlikte ayrıca başvuru yapılacaktır.

j) Veri toplama sırasında araştırmalarında ses veya görüntü kaydı alacak araştırmacıların araştırma önerilerinde bunu belirterek izin almaları, Üniversite sınırları dâhilinde yapacakları kayıtlar için ilgili kişilerden (öğrenci/personel/hasta/hasta yakını) ayrıca yazılı izin almaları gerekmektedir. Araştırma uygulama izni için başvurular, başka kişi ya da kurumların geliştirdikleri veri toplama araçlarını kullanacaklarsa veri toplama araçlarını kullanmak için gerekli izin belgelerini başvuruya ekleyeceklerdir.

k) Araştırma uygulama izin başvurularının uygulama tarihinden en az 30 gün önce yapılmasına ve eğitim öğretime engel olunmamasına dikkat edilecektir.

l) Uygulama için izin verilen çalışmalar sonuçlandıktan/yayınlandıktan/onaylandıktan sonra sonuçları ile ilgili olarak Üniversitemize bilgi verilmesi şartıyla izin verilmektedir. Araştırma uygulama izni alan kamu kurum ve kuruluşları, uluslararası kuruluşlar, üniversiteler, sivil toplum kuruluşları ve araştırmacılar tamamladıkları bilimsel araştırma ile ilgili sonuç raporlarını, çalışma bitiminden itibaren 30 gün içerisinde Üniversitemize göndereceklerdir.

m) Araştırmacılar Üniversitede yapacakları araştırmalar sırasında meydana gelebilecek her türlü fiziksel zararı karşılayacaktır.

n) Değerlendirme yapan birimlerce tespit edilen eksiklikler tamamlanmadıkça uygulama izni verilmeyecektir.

o) Araştırmada, izin verilmiş olan uygulama yöntemi ve kapsamı dışında farklı bir uygulama yapılmayacaktır. Araştırma uygulamalarının denetimi ilgili birim yöneticisi ve Koruma ve Güvenlik

Amirliği tarafından yapılacaktır.

Madde 4. Protokolün Süresi

Bu protokol tarafların imzaladığı tarihten itibaren geçerli olup, geçerlilik süresi bir yıl dır.

Başlangıç tarihi: 10.10.2024 Bitiş tarihi: 10.10.2025

Madde 5. İhtilafların çözümü:

Protokolün uygulanması ile ilgili çıkabilecek anlaşmazlıklar öncelikle tarafların yetkili temsilcilerinin tarafından görüşülerek çözülecektir. Mümkün olmaması halinde hakem sıfatıyla İdari Mahkemelere başvurulacaktır.

Gelen Evrak Tarih ve Sayısı: 15.10.2024-799984

Madde 6. Yürürlük

İş bu protokol 6 (altı) madde ve 3 (üç) sayfadan ibaret olup, hükümleri taraflarca okunmuş ve uygulanmak üzere 2(iki) nüsha olarak tanzim ve imza edilmiş olup, taraflarca imza edildiği tarihte yürürlüğe girer.



APPENDIX-3: Consent Form for the FLCAS and FLES

Merhaba,

Bu çalışma, Türkiye'de bir Devlet Üniversitesinde İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Haz ve Kaygılarının Araştırılması başlıklı bir yüksek lisans tez çalışmasıdır. Çalışma, Gamze DEMİRTAŞ ÇELEBİ tarafından yürütülmektedir. Çalışma kapsamında Yabancı Diller Yüksekokulu öğrencilerinin İngilizce öğrenirken yaşadıkları haz ve kaygı durumları incelenecek ve bu iki duygu arkasında yatan temel sebepler saptanmaya çalışılacaktır. Çalışmadan elde edilen veriler ile İngilizce öğreniminden kaygı duyma ve keyif alma konusuna dair değerli bulgular elde edilmesi saptanması amaçlanmıştır. Ayrıca bu çalışma, İngilizce öğrenenlerin kaygılarının temel nedenlerini anlamalarına, bunların farkına varmalarına ve İngilizce öğrenme sürecinin olumlu noktalarına yönelmelerine yardımcı olmak hedefi taşımaktadır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, Yabancı Dil Hazzı ve Yabancı Dil Kaygı ölçeklerini doldurmanız beklenip, ilgili dokümanda belirtilen bireysel görüşmeye katılmak istiyorum kutucuğunu işaretleyip e-mail adresinizi eklemeniz halinde yarı yapılandırılmış bireysel görüşmelere davet edileceksiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı: Gamze DEMİRTAŞ ÇELEBİ

(Lütfen aşağıdaki bilgileri doldurup, size uygun olan seçeneği belirterek, bu formu araştırmacıya geri gönderiniz)

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

EVET - HAYIR

Katılımcı Ad-Soyadı ve İmza:

Tarih:

APPENDIX 4. Consent Form of the Students for the Semi-Structured Interviews

Merhaba,

Bu çalışma, Türkiye'de bir Devlet Üniversitesinde İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Haz ve Kaygılarının Araştırılması başlıklı bir yüksek lisans tez çalışmasıdır. Çalışma, Gamze DEMİRTAŞ ÇELEBİ tarafından yürütülmektedir. Çalışma kapsamında Yabancı Diller Yüksekokulu öğrencilerinin İngilizce öğrenirken yaşadıkları haz ve kaygı durumları incelenecek ve bu iki duygu arkasında yatan temel sebepler saptanmaya çalışılacaktır. Çalışmadan elde edilen veriler ile İngilizce öğreniminden kaygı duyma ve keyif alma konusuna dair değerli bulgular elde edilmesi saptanması amaçlanmıştır. Ayrıca bu çalışma, İngilizce öğrenenlerin kaygılarının temel nedenlerini anlamalarına, bunların farkına varmalarına ve İngilizce öğrenme sürecinin olumlu noktalarına yönelmelerine yardımcı olmak hedefi taşımaktadır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, Yabancı Dil Hazzı ve Yabancı Dil Kaygısı ölçeklerinde bireysel görüşme için gönüllü olduğunuzu yazılı olarak belirtmiş bulunmaktasınız. Bu nedenle, eklediğiniz e-posta aracılığı ile sizinle iletişime geçilip bu görüşmenin gerçekleşmesi üzerine tekrar gönüllülüğünüz sözlü olarak alınmıştır.
- Bu belge sizin şu an itibari ile hala gönüllü katılımcı olduğunuzu belgelendirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Yarı-yapılandırılmış bireysel görüşmelerdeki veri toplama süreci ses kaydı ile kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı : Gamze DEMİRTAŞ ÇELEBİ

(Lütfen aşağıdaki bilgileri doldurup, size uygun olan seçeneği belirterek, bu formu araştırmacıya geri gönderiniz)

Yarı-yapılandırılmış bireysel görüşmeler veri toplama kısmına tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

EVET - HAYIR

Katılımcı Ad-Soyadı ve İmza:

Tarih:

APPENDIX- 5: Consent Form of the Instructors for the Semi-Structured Interviews

Merhaba,

Bu çalışma, Türkiye'de bir Devlet Üniversitesinde İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Hazırlarının ve Kaygılarının Araştırılması başlıklı bir yüksek lisans tez çalışmasıdır. Çalışma, Gamze DEMİRTAŞ ÇELEBİ tarafından yürütülmektedir. Çalışma kapsamında Yabancı Diller Yüksekokulu öğrencilerinin İngilizce öğrenirken yaşadıkları haz ve kaygı durumları incelenecek ve bu iki duygu arkasında yatan temel sebepler saptanmaya çalışılacaktır. Çalışmadan elde edilen veriler ile İngilizce öğreniminden kaygı duyma ve keyif alma konusuna dair değerli bulgular elde edilmesi saptanması amaçlanmıştır. Ayrıca bu çalışma, İngilizce öğrenenlerin kaygılarının temel nedenlerini anlamalarına, bunların farkına varmalarına ve İngilizce öğrenme sürecinin olumlu noktalarına yönelmelerine yardımcı olmak hedefi taşımaktadır. .

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, tarafınıza iletilmiş olan gönüllü katılımınızı talep eden e-postaya olumlu yanıt vererek bu çalışmada katılımcı olmaya gönüllü olduğunuzu yazılı olarak belirtmiş bulunmaktasınız.
- Bu belge sizin şu an itibarı ile hala gönüllü katılımcı olduğunuzu belgelendirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Bireysel görüşmelerdeki veri toplama süreci ses kaydı ile kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı : Gamze DEMİRTAŞ ÇELEBİ

(Lütfen aşağıdaki bilgileri doldurup, size uygun olan seçeneği belirterek, bu formu araştırmacıya geri gönderiniz)

Yarı-yapılandırılmış bireysel görüşmeler veri toplama kısmına tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

EVET - HAYIR

Katılımcı Ad-Soyadı ve İmza:

Tarih:

APPENDIX 6- Email of Consent Regarding the Implementation of the Scales

Hocalarım merhaba,

Yüksek lisans çalışmam kapsamında " **Türkiye'de bir Devlet Üniversitesinde İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Yabancı Dil Haz ve Yabancı Dil Kaygılarının Araştırılması** " isimli tez çalışmam için, 2024-2025 Eğitim Öğretimi güz döneminde, sınıflarınızda **Yabancı Dil Haz ve Yabancı Dil Kaygı Ölçeklerini** uygulayabilmek için izninizi rica ediyorum. Ayrıca öğrencilerden tek tek gönüllülük formu alınacaktır.

Çalışma hakkında daha fazla bilgi almak veya sorularınızın yanıtlanmasını derseniz bu mail adresinden ulaşabilirsiniz.

Tez Danışmanı: Doç Dr.Gonca Subaşı

APPENDIX 7- Foreign Language Classroom Anxiety Scale

Foreign Language Classroom Anxiety Scale English Version (Horwitz, Horwitz and Cope, 1986)

Dear participant,

This scale is designed to collect information about your level of foreign language anxiety and the main causes of it. The scale consists of three parts. The first part aims to gather some personal information. The second part is the request to participate in the interview. The third part is the Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz and Cope (1986). Please read the following statements and choose an option that you find the most appropriate.

It is important that we can collect accurate data. The answers will only be used for research purposes and be kept anonymous. Thanks in advance for your valuable contribution.

Name Surname:

Age:

Gender: Female ☐

Male ☐

Tel:

Would you like to take part in a semi-structured interview about Foreign Language Anxiety?

Yes ☐

No ☐

Foreign Language Classroom Anxiety Scale English Version (Horwitz, Horwitz and Cope, 1986)						
	Statements	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	I never feel quite sure of myself when I am speaking in English classes.					
2.	I am afraid of making mistakes in English classes.					
3.	I tremble when I know that I am going to be called on in English classes.					
4.	It frightens me when I don't understand what the teacher is saying in English					
5.	It wouldn't bother me at all to take more English classes.					
6.	During English classes, I find myself thinking about things that have nothing to do with the course.					
7.	I keep thinking that the other students are better at English than I am					
8.	I usually feel anxious during tests in English classes.					
9.	I start to panic when I have to speak without preparation in English classes.					
10.	I worry about the consequences of failing English class					
11.	I can understand why some people get so upset over English classes.					
12.	In English classes, I get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in English classes					
14.	I feel so nervous speaking English with native speakers					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for English					

	classes, I feel anxious about them					
17.	I often feel like not going to English classes.					
18.	I don't feel confident when I speak in English classes.					
19.	I am afraid that my English teacher is ready to correct every mistake I make					
20.	I can feel my heart pounding when I am going to be called on in English classes.					
21.	The more I study for English tests, the more confused I get.					
22.	I feel pressure to prepare very well for English classes.					
23.	I always feel that the other students speak English better than I do.					
24.	I feel very self-conscious about speaking English in front of other students.					
25.	English classes move so quickly I worry about getting left behind.					
26.	I get nervous and confused when I am speaking in English classes.					
27.	When I am on my way to English classes, I feel very tense and nervous.					
28.	I get nervous when I don't understand every word my English teacher says.					
29.	I feel overwhelmed by the number of rules you have to learn to speak English.					
30.	I am afraid that the other students will laugh at me when I speak English.					
31.	I feel anxious around native speakers of English.					
32.	I get nervous when the English teacher asks questions which I haven't prepared in advance.					

APPENDIX-8: Foreign Language Enjoyment Scale

Foreign Language Enjoyment Scale English Version (Dewaele and MacIntyre, 2014)

Dear participant,

This scale is designed to find out the level of your foreign language enjoyment and the main reasons behind it. The scale consists of three parts. The first part aims to gather general information. The second part is the request to participate in the interview. The third part is the Foreign Language Enjoyment Scale developed by Dewaele and MacIntyre (2014). Please read the following statements and choose an option that you find the most appropriate.

It is important that we can collect accurate data. The answers will only be used for research purposes and be kept anonymous. Thanks in advance for your valuable contribution.

Name Surname:

Age:

Gender: Female ☐

Male ☐

Tel:

Would you like to take part in a semi-structured interview about Foreign Language Enjoyment?

Yes ☐

No ☐

Foreign Language Enjoyment Scale English Version (Dewaele and MacIntyre, 2014)

	Statements	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	I can be creative.					
2.	I can laugh off embarrassing mistakes in FL.					
3.	I don't get bored.					
4.	I enjoy it.					
5.	I feel as though I'm a different person during the FL class.					
6.	I learnt to express myself better in the FL.					
7.	I'm a worthy member of the FL class.					
8.	I've learnt interesting things.					
9.	In class, I feel proud of my accomplishments.					
10.	It is a positive environment.					
11.	It's cool to know a FL.					
12.	It's fun.					
13.	Making errors is part of the learning process.					
14.	The peers are nice.					
15.	The teacher is encouraging.					
16.	The teacher is friendly.					
17.	The teacher is supportive.					
18.	There is a good atmosphere.					
19.	We form a tight group.					
20.	We have common "legends", such as running jokes.					
21.	We laugh a lot.					

APPENDIX -9 : Semi-Structured Interview Questions of Instructors (English and Turkish Versions)

1. Do you think students enjoy English classes? Why, why not?
2. If yes, when do you think you and your friends enjoy the most? Can you give some details?
3. Do you think students feel anxious during English classes? Why, why not?
4. If yes, when do you think they feel the most anxious? Can you give some details?
5. Do you think speaking English is anxiety-provoking for your students? Why or Why not?
6. Do you think there is a relationship between students' enjoyment and their anxiety? Why, why not?

1. Öğrencilerin İngilizce derslerinden keyif aldıklarını düşünüyor musunuz? Neden?
2. Eğer evet ise, öğrencilerin en çok ne zaman keyif aldığını düşünüyorsunuz? Bazı detaylar verebilir misiniz?
3. Öğrencilerin İngilizce derslerinde kaygı hissettiklerini düşünüyor musunuz? Neden?
4. Eğer evet ise, öğrencilerin en çok ne zaman kaygı hissettiklerini düşünüyorsunuz? Bazı detaylar verebilir misiniz?
5. Sizce öğrencileriniz için İngilizce konuşmak stres kaynağı mıdır? Neden?
6. Öğrencilerin keyif alması ile kaygı hissetmeleri arasında bir ilişki olduğunu düşünüyor musunuz? Neden, neden değil?"

APPENDIX-10: Semi-Structured Interview Questions of Students (English and Turkish Versions)

1. Do you think you enjoy your English class? Why or why not?
2. When do you think students enjoy the most? Can you give some details?
3. Considering your feelings, what would make you enjoy your English class? Could you give me more details?

Prompt: Yourself (interest, motivation), Teacher. Classmates, Material, Methodology

4. Do you think you feel anxiety in your English class? Why or why not?
5. When do you think you feel anxious the most? Can you give some details?
6. Considering your feelings, what would make you feel anxious in your English class? Could you give me more details?

Prompt: Failing classes, exams, number of rules to be able to speak English, speaking English,

7. Do you think speaking English is anxiety-provoking? Why or Why not?

1. İngilizce dersinizden keyif aldığınızı düşünüyor musunuz? Neden?
2. İngilizce öğrenirken en çok ne zaman keyif alırsınız? Detay verebilir misiniz?
3. İngilizce dersinden keyif aldığınız zamanlardaki hislerinizi göz önünde bulundurduğunuzda, bu derslerden keyif almanızı sağlayan şeyler nelerdir? Daha fazla detay verebilir misiniz?

Öneri: Kendiniz (ilgi, motivasyon), Öğretmen, Sınıf arkadaşları, Materyal, Öğretim yöntemi

4. İngilizce derslerinizde kaygı hissediyor musunuz? Neden veya neden değil?
5. İngilizce öğrenirken en çok ne zaman kaygı duyarsınız? Detay verebilir misiniz?
6. Hislerinizi düşünerek, İngilizce dersinde endişe hissetmenize neden olabilecek şeyler nelerdir? Daha fazla detay verebilir misiniz?

Öneri: Başarısız olmak, sınavlar, İngilizce konuşabilmek için gerekli kurallar, İngilizce konuşmak

7. İngilizce konuşmak sizin için bir stres kaynağı mıdır? Neden veya neden değil?

APPENDIX- 11: Yabancı Dil Haz Ölçeği (Dewaele ve MacIntyre, 2014)

Sayın katılımcı,

Bu ölçek, yabancı dil haz düzeyinin ve bunun arkasındaki temel nedenleri ortaya çıkarmak amacıyla tasarlanmıştır. Ölçek üç bölümden oluşmaktadır. Birinci bölüm genel bilgi toplamayı amaçlamaktadır. İkinci bölüm ise görüşmeye katılım talebidir. Üçüncü bölüm Dewaele ve MacIntyre (2014) tarafından geliştirilen Yabancı Dil Haz Ölçeğidir. Lütfen aşağıdaki ifadeleri okuyunuz ve size en uygun olan seçeneği işaretleyiniz.

Doğru verileri toplayabilmemiz çalışma için önem arz etmektedir. Cevaplar yalnızca araştırma amacıyla kullanılacak ve isimsiz tutulacaktır. Değerli katkılarınız için şimdiden teşekkür ederiz.

İsim Soy isim:

Yaş:

Cinsiyet: Kadın ☐

Erkek ☐

Tel:

Yabancı Dil Hazı üzerine yapılacak olan yarı-yapılandırılmış görüşmeye katılmak ister misiniz?

Evet ☐

Hayır ☐

Yabancı Dil Haz Ölçeği (Dewaele ve MacIntyre, 2014)

	İfadeler	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.	İngilizce derslerinde yaratıcı olabilirim.					
2.	İngilizce'deki utanç verici hatalara gülüp geçebilirim.					
3.	İngilizce derslerinden sıkılmam.					
4.	İngilizce derslerinden keyif alırım.					
5.	İngilizce dersi esnasında kendimi farklı biriymiş gibi hissedirim.					
6.	İngilizce'de kendimi daha iyi ifade etmeyi öğrendim.					
7.	İngilizce dersinin değerli bir üyesiyim.					
8.	İngilizce dersinde ilginç şeyler öğrendim.					
9.	Derste başarılarımla gurur duyarım.					
10.	Pozitif bir öğrenme ortamı mevcuttur.					
11.	Yabancı dil bilmek harika bir şeydir.					
12.	İngilizce öğrenmek eğlencelidir.					
13.	Hata yapmak öğrenme sürecinin parçasıdır.					
14.	Sınıf arkadaşlarım iyidir.					
15.	Öğretmenim cesaret vericidir.					
16.	Öğretmenim arkadaş canlısıdır.					
17.	Öğretmenim destekleyicidir.					
18.	Güzel bir atmosfer var.					
19.	Samimi bir grubumuz var.					
20.	Sınıf arkadaşlarımla ortak sohbetlerimiz var. Örneğin, sürekli güldüğümüz espriler.					
21.	İngilizce öğrenirken çok güleriz.					

APPENDIX- 12: Yabancı Dil Kaygı Ölçeği

.Yabancı Dil Kaygı Ölçeği (Horwitz, Horwitz and Cope, 1986)

Sayın katılımcı,

Bu ölçek, yabancı dil kaygı düzeyiniz ve bunun temel nedenleri hakkında bilgi toplamak amacıyla tasarlanmıştır. Ölçek üç bölümden oluşmaktadır. Birinci bölüm kişisel bilgi toplamayı amaçlamaktadır. İkinci bölüm ise görüşmeye katılım talebidir. Üçüncü bölüm ise Horwitz, Horwitz ve Cope (1986) tarafından geliştirilen Yabancı Dil Kaygı Ölçeği'dir. Lütfen aşağıdaki ifadeleri okuyunuz ve aşağıdaki seçeneklerden size en uygun olanı işaretleyiniz.

Doğru verilerin elde edilmesi önemlidir. Cevaplar yalnızca araştırma amacıyla kullanılacak ve gizli tutulacaktır. Değerli katkılarınız için şimdiden teşekkür ederim.

İsim Soy isim:

Yaş:

Cinsiyet: Kadın ☐

Erkek ☐

Tel:

Yabancı Dil Kaygısı üzerine yapılacak yarı-yapılandırılmış görüşmeye katılmak ister misiniz?Evet ☐

Hayır ☐

Yabancı Dil Kaygı Ölçeği (Horwitz, Horwitz ve Cope, 1986)						
	İfadeler	Kesinlikle katılmıyorum.	Katılmıyorum.	Kararsızım.	Katılıyorum.	Kesinlikle katılıyorum.
1.	İngilizce derslerinde konuşurken hiçbir zaman kendimden tam olarak emin olamıyorum.					
2.	İngilizce derslerinde hata yapmaktan korkuyorum.					
3.	İngilizce derslerinde sıranın bana geldiğini öğrendiğimde titriyorum..					
4.	İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.					
5.	İngilizce haftalık ders saatinin daha fazla olması beni hiç rahatsız etmezdi.					
6.	İngilizce derslerinde kendimi dersle hiç de ilgisi olmayan şeyleri düşünürken buluyorum.					
7.	Sürekli olarak diğer öğrencilerin İngilizce'de benden daha iyi olduğunu düşünüyorum.					
8.	İngilizce derslerindeki sınavlarda genellikle kendimi endişeli hissediyorum.					
9.	İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniklemeye başlıyorum.					
10.	İngilizce dersinde başarısız olmak beni endişelendiriyor.					
11.	Bazı kişilerin İngilizce derslerinde neden endişe duyduklarını anlayabiliyorum.					
12.	İngilizce derslerinde bazen o kadar endişeleniyorum ki, bildiğim şeyleri bile unutuyorum.					
13.	İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermek beni utandırıyor.					
14.	Ana dili İngilizce olan insanlarla İngilizce konuşurken çok endişeli hissediyorum.					
15.	Öğretmenin neyi düzelttiğini anlamadığım zaman üzülüyorum.					

16.	İngilizce derslerine iyi hazırlanmış olsam bile, bu derslerle ilgili endişeli hissediyorum.					
17.	Çoğu zaman İngilizce derslerine gitmek istemiyorum.					
18.	İngilizce derslerinde konuşurken kendime güvenmiyorum.					
19.	İngilizce öğretmenimin yaptığım her hatayı hemen düzelteceğinden korkuyorum.					
20.	İngilizce derslerinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissedebiliyorum.					
21.	İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.					
22.	İngilizce derslerine çok iyi hazırlanmam gerektiği konusunda baskı hissediyorum.					
23.	Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.					
24.	Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.					
25.	İngilizce dersleri o kadar hızlı ilerliyor ki sınıfa ayak uyduramamaktan korkuyorum.					
26.	İngilizce derslerinde konuşurken endişeleniyorum ve kafam karışıyor.					
27.	İngilizce dersine girerken kendimi çok gergin ve endişeli hissediyorum.					
28.	İngilizce öğretmenimin söylediği her kelimeyi anlamadığım zaman endişeleniyorum.					
29.	İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.					
30.	İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.					
31.	Ana dili İngilizce olan kişilerin yanında kendimi endişeli hissediyorum.					
32.	İngilizce öğretmenim, cevabını önceden hazırlamadığım sorular sorduğunda kendimi endişeli hissediyorum.					

APPENDIX- 13: Transcript of Semi-Structured Interview with a Student

Interviewer: Şimdi başlayalım ingilizce dersinden keyif aldığınızı düşünüyor musun?

Participant 5: Kendimi geliştirdiğim için evet.

Interviewer: Neden diye soracaktım cevabını verdin aslında. Peki nasıl kendini geliştiriyorsun sence?

Participant 5: Bir dili öğrenmek benim için zaten bir hedefti. Birkaç tane de fazladan kendimi geliştirmek için öğrenmeyi de planlıyorum zaten. İngilizce'de hedeflerimin biriydi. Bu yüzden bunu öğrenmek benim için çok önemli.

Interviewer: Katılıyorum. Peki ingilizce öğrenirken en çok ne zaman keyif alırsın? Spesifik bir örnek geliyor mu aklına?

Participant 5: Gramer öğrenirken daha çok zevk alıyorum çünkü gramer öğrenmek daha kolay geliyor kelimeleri özellikle mesela uzun kelimeler ex ile başla mesela exactly falan onları demekte falan zorlandığım için gramer öğrenmesi daha hoş, daha kolay geliyor bana.

Interviewer: Böyle formül gibi mi geliyor?

Participant 5: Evet.

Interviewer: Peki telaffuzda mı zorlanıyorsun?

Participant 5: Evet. Lisedeyken de öğretmenim epey üstüme gidiyordu bu konuda telaffuzda zorlandığım için. Grameri öğrenmek biraz daha şey gibi geliyor bana dediğiniz gibi matematikte hani toplama çıkarma olur ya onun gibi geliyor. Kelimeleri yan yana koyup bir cümle oluşturması daha çok işime geliyor

Interviewer: Anladım. Peki ingilizce dersinde keyif aldığınız zamandaki hislerini göz önüne aldığında bu derslerden keyif almanı sağlayan şeyler neler? Birkaç örnek vereyim, kendin mi, yani ilgi motivasyonun mu, öğretmenin mi, sınıf arkadaşların mı, işlenilen materyal mi ya da öğretim yöntemi nedir?

Participant 5: Motivasyon kaynağım şu, bölüme geçeceğimde ingilizce öğreneceğim. Biraz bu motive ediyor. Bir de kendime bir şeyler katmış olmam. Yani kendimi geliştirmiş olmam beni daha çok motive ediyor. Daha çok çalışmama sebep oluyor. Tabii öğretmenlerim de sınıf ortamı da arkadaş ortamı da yine destek oluyor.

Interviewer: Yani motivasyon ve ilgin ve de sınıf arkadaşların. Aslında sınıf ortamı genel olarak değil mi?

Participant 5: Çok şükür iyi bir sınıfa denk geldim. Yani muhabbeti okul içinde okul dışında olsun güzel.

Interviewer: Bir de sınıf mevcudunuz da çok az sizin, en az hatta.

Participant 5: Sınıf mevcudu da biraz özel ders dersane gibi bir ortam oluşturmaya sebep oldu. Motive ediyor. Yani çalışmama olanak sağlıyor daha da.

Interviewer: Peki şimdi biraz kaygıdan bahsedelim, İngilizce derslerinde kaygı hissediyor musun? Endişe ediyor musun ya da?

Participant 5: Bilmediğim kelimeler gördüğümde bir de bunlar bir derste birden fazla olduğu zaman biraz kayboluyorum doğal olarak. Özellikle ne bileyim derste yeni kelimeler gördüğümde, daha doğrusu eski kelimeleri de hatırlayamayınca üstüne, bunlar biraz kafamın karışmasına biraz canımın sıkılmasına sebep oluyor. Bir de bazı kelimeleri söylemekte zorlandığım için dediğim gibi *pronciation* diyemedim. Yine telaffuz konusunda zorlandığım için. Telaffuz ederken biraz endişeleniyorum

Interviewer: Anladım. Temel olarak aslında telaffuz ve konuşma seni birazcık daha endişeye sürüklüyor diyelim. Peki İngilizce öğrenirken en çok ne zaman kaygı duyarsın? Kelime bilmediğim zaman dedin birden fazla kelime üst üste geldiğinde eskileri hatırlayamadığım da dedin bunun haricinde var mıdır ?

Participant 5: Mesela siz İngilizce cümleler kullanıyorsunuz arada onları anlayamadığımda bazen kaygı duyuyorum. Onları anlayamadığımda kendimi biraz eksik hissediyorum. Biraz daha öğrenmem, daha çok çalışmam gerektiğini düşünmeme sebep oluyor. Genel olarak bunlar kaygı duymama sebep oluyor.

Interviewer: Evet, aslında genel olarak bence sen bir şey anlayamadığında sanki kaygı hissediyorsun. Bu İngilizce belki başka bir şey de olabilir. Yarın bir gün işe başladığında örnek veriyorum, yeni bir şeyle tanıştığında bu da bir kaygı hissetmene sebep olabilir.

Participant 5: Bir şeyi yapamadığımda ya da bir şeyi eksik yaptığımda kendimin de eksik olduğunu, kendimin hatalı olduğumu düşünmeme sebep oluyor. Bu da kendi eksiklerimin çok olduğunu düşündürüyor. Kendimi diğerlerinden aşağıda görmeme sebep oluyor. Bu kaygıya sebep oluyor büyük olasılıkla.

Interviewer: Evet. Peki İngilizce dersinde endişe hissetmene neden olabilecek başka ekleyebileceğin şeyler var mı? Örnek vereyim; başarısız olmak, sınavlar, İngilizce konuşabilmek için gerekli kurallar, İngilizce konuşmak. Bahsettin aslında ama özellikle sınavlar ya da İngilizce konuşmak mı senin için kaygıya sebep oluyor?

Participant 5: Sınav pek kaygı duymama sebep olmuyor. Hatta mesela midterme geldiğimde hiç kaygım yoktu. Biraz da geç kaldım ama yine de sakin bir şekilde geldim. Çünkü sınava biraz da şey olarak bakıyorum. Yanlışlarımı görebileceğim en doğru, yanlışlarımı görmemi sağlayacak en iyi materyal olarak görüyorum. Onun dışında aklıma pek bir şey gelmiyor. Kaygı hep olacak.

Interviewer: Son olarak ölçekte çoğu kişi İngilizce konuşmanın çok büyük bir stres kaynağı olduğunu söylemiş. Senin için de öyle mi?

Participant 5: Ya İngilizce konuşmak değil de İngilizce'yi öğrenmek benim için biraz zor, biraz stres kaynağı ama İngilizce konuşmak, kendimi geliştirmek tabii ki benim için çok güzel bir şey. Yani sıfırdan bir dil öğreniyorsun. Bence harika bir şey bu.

Interviewer: Katılıyorum.

APPENDIX- 14: Transcript of Semi-Structured Interview with an Instructor

Interviewer : Evet başlayabiliriz..Şimdi hocam birinci soruyla başlayalım. Öğrencilerinizin ingilizce dersinden keyif aldığını düşünüyor musunuz?

Instructor 5: İıı genel olarak evet. Tabii bunu yüzlerinden anlayabiliyoruz.

Interviewer: Evet neden keyif alıyorlar diyeceğim.

Instructor 5: Bence biraz da hocayla alakalı. Hocanın tutumuyla alakalı işte dersi keyifli işliyorsa işte arada espriler yapıyorsa ne bileyim işte bol bol onlara birbirleriyle konuşma fırsatı veriyorsa, yani mizah biraz da böyle bir yani işin içine mizah da katılıyorsa. öğrenciyi çekiyor ve keyifli hale geliyor. Bence özellikle ben onu bu sene çok yaşadım. Bu sene girdiğim sınıflarda önceki senelere göre öğrenciler hem daha istekliydi. Onlar istekli olunca o bize de yansıyor. Yani daha onları derse katmak için çok fazla zorlanmadık. Onun haricinde hani daha fazla nasıl anlatayım. Espri yapabildik, güldük eğlendik o şekilde geçti.

Interviewer : Sınıf ortamı aslında genel olarak değil mi? Peki bir diğer sorum da şuydu, öğrenciler sizce en çok ne zaman keyif alıyorlar? Böyle spesifik örnekler geliyor mu aklınıza?

Instructor 5: Espri yaptığınızda. Espri, ondan sonra yine öğrencilerden birisi komik bir şey söylediğinde çok gülüyorlar. Ondan sonra, bazen kendi hatalarına görebiliyorlar. Söylüyorlar işte, sen şöyle dedin falan beni çok ne zaman gidiyorlar. Başka yani oyun oynatırken gülüyorlar. Böyle daha çok hareketli oyunlarda olabiliyor o şekilde.

Interviewer : Tamam, peki öğrenciler sizce ingilizce öğrenirken kaygı hissediyorlar mı? Endişe ediyorlar mı?

Instructor 5: Muhtemelen ediyorlardır. Bazısı hani kendi karakterinden dolayı mizacından dolayı konuşmasına falan yansıtıyor. Kimisi pek yansıtmıyor ama çok fazla istekli olmuyor konuşma konusunda vesaire cevabı bilse bile söylemek isteyebiliyor. Ondan sonra. yani hata yapmaktan korkan obiliyorlar. İşte grup önünde konuşma zaten o ayrı bir kaygı.. Ama bu sadece dil öğrenmeyle alakalı değil, o ayrı bir kaygı dediğim gibi tabii işin içine dil de girince öğrendikleri bir dil yani çok fazla hakim olmadıkları bir dil.

Interviewer : En çok ne zaman kaybı hissederek? Yok cevap vermiş olduğunuz güzel oldu. Yani toparlarsak konuşurken,bazılarında belki kişisel kaygıları olabilir, işte kalacağım geçicem mi değil mi?

Instructor 5: İşte tam olarak bilmediğimiz için tam kaygı yaşıyorsunuz diye mesela bazısı tam olarak sebebi. Bunu bilmiyorum ama sadece cevap kısmını okuyor mesela tam cümleyi okumuyor acaba tam cümle yoksa hata yaparım ya da işte bir şeyi yanlış telaffuz ederim diye mi tam cümle yok mu. Onu da tam bilmiyor. Israr da etmiyorum. Tabi belki telaffuz için olabilir ya da arkadaşlarından çekiniyor olabilir.

Interviewer : Evet, gülerler mi bana dalga geçerler mi? Özellikle erkek öğrenciler de o çok var sanırım.

Instructor 5: Evet.

Interviewer : Peki bazı öğrenciler için bu ölçekte ingilizce konuşmak stres kaynağı olarak çıktı. Peki sizce de öyle mi? Kısmen yanıtladığınız ama.

Instructor 5: Tabii. Yani sonuçta en zor gelişen beceri konuşma ve konuşurken işin içine birçok faktör giriyor sadece yani o dili bilmek yetmiyor insanlar normal hayatta bile konuşurken strese girebiliyor. Özellikle sınavlarda öğrenciler daha çok sınavlarda, sözel sınavlarda, sözlü sınavlarda strese giriyor. İşte cümleyi kurabilecek miyim? Ondan sonra bazen şey oluyor, illa kafalarındaki cümleyi söylemeye çalışıyorlar ama yapamayınca zorlanıyorlar işte farklı arayışlara girmiyorlar. Illa o cümle olacak. Ondan sonra işte genel olarak da yine konuşma kaygı yarattığı için o öğrencide bir bariyer yapıyor, işte aklına gelmiyor söylemek istedikleri yani konuşurken. Ama sınıf içerisindeki konuşma etkinliklerinde böyle çok fazla kaygı yaşadıklarını düşünüyorum. Özellikle böyle group work pair work tarzı aktivitelerden muhtemelen yaşamıyorlardır. Çünkü kendi partnerleriyle bunun çok ama tabii yine tam olarak bilemeyiz. Onda yaşıyorlar mı diye. Evet, çünkü sonuçta işin içinde iletişim var. Ne kadar bir kişi arkadaşı bile olsa işte eksik kaldığı yönü göstermek istemeyebilir öğrenci.

Interviewer : Doğru haklısınız. Peki öğrencilerin ingilizceden keyif alması ve kaygı duyması arasında bir ilişki var mıdır sizce? Yani mesela kaygısı yüksek olan öğrenci aslında ingilizce öğrenirken çok da keyif almıyordur ya da tam tersi ya da yok. Bunlar arasında bir bağlantı yoktur diyebileceğimiz bir ilişki var mıdır?

Instructor 5: Ya şimdi kaygı sadece dil öğrenmeyi değil, herhangi bir şeyi öğrenmeyi de etkiler. Sonuçta insan kaygılıysa, matematik dersinde de onun öğrenmesini etkiler işte fizikte de, tarihte de vesaire dil öğrenmek sonuçta öğrencinin aktif bir şekilde o sürece katılması gerektiği için o kaygı etkisi daha fazla hissedilir. Çünkü öğrenci sadece pasif bir şekilde dinleyici değildir. Yani o sürecin içine girmesi gerekiyor. Bence evet kesinlikle etkiler. Sonunda ingilizce öğrenirken keyif almayı evet etkiler. Çünkü o kaygıyı yıkmadan keyif boyutuna da tam olarak geçmeyebilir. Yani o keyif almaya başladığında bile o kaygıyı az çok hissedebilir billa ki. Bilmiyorum, öyle mi çıktı? Sonuçta işte değişik düşünceler var. Dediğim gibi bu sadece dil öğrenmeyle alakalı değil. Yani her şeyde kaygı varsa o kişi keyif almaya başladığında bile o kaygı kısmı devam edebilir. Tamamen kaygıdan arınarak keyif yaşayabilir herhalde. Ya da belki devam mı eder, tam bilemedim şimdi yani aslında kendi açımızdan da düşünmemiz lazım. Bir şeyden keyif alırken o konuyla alakalı kaygı yaşıyorsak o kaygıyı her zaman hissederiz. Herhalde keyif alıyor olsak bile öyle anladım.

Interviewer : Teşekkür ederim bu kadardı.

CURRICULUM VITAE

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