A STUDY ON THE CORRELATION BETWEEN SELF-CONFIDENCE AND FOREIGN LANGUAGE LEARNING ANXIETY

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MASTER'S THESIS

Department of Foreign Language Education
English Language Teaching Programme
Advisor: Asst. Prof. Dr. Hakan DİLMAN

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those who have contributed to the completion of this thesis. First and foremost, I am deeply indebted to my supervisor, Asst. Prof. Dr. Hakan Dilman, for his invaluable guidance, unwavering support, and constructive feedback throughout this research journey. I feel privileged working under his supervision and learning from him.

I am also thankful to the members of my thesis committee, Prof. Dr. Aysu Aryel Erden, Asst. Prof. Dr. Hakan Dilman, Asst. Prof. Dr. Aybars Erözden for their time, insightful suggestions, and thoughtful comments during the evaluation of this thesis.

Furthermore, I extend my appreciation to my colleagues and friends who have provided valuable assistance and shared their knowledge during the course of this study.

My heartfelt thanks and my deepest respect go out to my husband and my parents who believed and supported me all the time, took care of my little daughter with patience and love. Your love and unwavering faith have been my driving force. And thank you my little daughter for waiting for me patiently while I work. Without you all, it wouldn't be possible to complete this study.

Nevriye Beyda AKAR

July, 2023

ÖZET

ÖZGÜVEN İLE YABANCI DİL ÖĞRENME KAYGISI ARASINDAKİ İLGİLEŞİM ÜZERİNE BİR ÇALIŞMA

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Bu çalışma özgüven ile yabancı dil öğrenme kaygısı arasındaki ilişki incelenmektedir. Türkiye, İstanbul'daki bir vakıf üniversitesinin İngilizce hazırlık sınıfında okuyan öğrenciler çalışmanın katılımcıları olarak belirlenmiştir. Çalışma iki aşamada uygulanmıştır. Birinci aşamada iki ölçek kullanılmıştır: özgüven ölçeği ve yabancı dil öğrenme kaygısı ölçeği. İlk aşamadaki katılımcılar 117 öğrenciden oluşmaktadır. İkinci aşamada ise 17 öğrenci ile görüşmeler yapılmıştır ve yabancı dil öğrenme kaygısının muhtemel sebepleri araştırılmıştır. Tüm sonuçların gösterdiği üzere öğrenciler yüksek düzeyde özgüvene ve orta düzeyde dil öğrenme kaygısına sahiptirler. Ayrıca, sonuçlara göre cinsiyet özgüven için belirleyici bir faktör değilken, yabancı dil öğrenme kaygısı için kadın katılımcıların daha yüksek seviyede kaygı yaşadıkları bulunmuştur. Hem özgüven hem de yabancı dil öğrenme kaygısı için lise mezuniyetinin ve ne kadar süredir yabancı dil öğrenildiğinin belirleyici olmadığı bulunmuştur. Son olarak, özgüven ile yabancı dil öğrenme kaygısının birbirini negatif olarak etkilediği bulunmuştur. İkinci aşamadaki görüşme sonuçlarında altı temadan oluşan bir sebepler listesine ulaşılmıştır: yabancı dilde etkileşimde bulunmak, dalga geçilme korkusu, öğretmenlerin tepkisi, yeni bir ortamda bulunmak, dilde yeterli bilgiye sahip olmamak, sınav / değerlendirilme korkusu. Sonuç olarak, bu çalışmada özgüven ile yabancı dil öğrenme kaygısı arasında negatif bir korelasyon bulunmuştur. Ayrıca özgüvenin yabancı dil kaygısında belirleyici olmasının yanı sıra altı temalı bir muhtemel yabancı dil öğrenme kaygısı sebepleri listesine ulaşılmıştır. Öğretmenlerin bu sebeplerin bilincinde olması önem arz etmektedir.

Çalışmanın sonunda yabandı dil öğrenme kaygısını düşürmek için neler yapılabileceğine dair önerilerde bulunulmuştur.

Anahtar Sözcükler: Özgüven, kaygı, yabancı dil kaygısı

ABSTRACT

A STUDY ON THE CORRELATION BETWEEN SELF-CONFIDENCE AND FOREIGN LANGUAGE LEARNING ANXIETY

Nevriye Beyda Akar
Master Thesis
Department of Foreign Language Education
English Language Teaching Programme
Thesis Advisor: Asst. Prof. Hakan Dilman
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This study investigates the relationship between two affective factors, self-confidence as a personality trait and foreign language learning anxiety, in the context of a preparatory school students at a foundation university in İstanbul, Türkiye. The study was conducted in two stages. In the first stage two scales were applied to the learners: self-confidence scale and foreign language learning anxiety scales. Participants of the first stage were 117 English preparatory school students at a university. In the second stage, a group of 17 students were interviewed to find out the possible reasons of foreign language learning anxiety. Overall results showed that participants had high level of self-confidence and medium level of foreign language learning anxiety. Also, it was revealed that gender didn't play an important role in the levels of self-confidence of the learners. However, it was found that female learners had higher levels of foreign language learning anxiety compared to their male counterparts. For both affective factors, high school graduation and years of learning a foreign language didn't have a significant effect on the results. Furthermore, it was found that there is a moderate level of negative correlation between self-confidence and foreign language learning anxiety. The interviews revealed six main themes as the reasons of foreign language learning anxiety; interacting in the target language, fear of being teased, reactions of the teachers, being in an unfamiliar environment, not having enough knowledge of the language and tests / being graded. Finally, it was concluded that self-confidence and foreign language learning anxiety are negatively affected by one another, and apart from self-confidence levels, six themes were revealed that cause anxiety in foreign language learning. It was suggested that being

aware of these possible reasons can guide the instructors to take precautions to reduce the levels of anxiety in the learning environments.

Keywords: Self-confidence, anxiety, foreign language anxiety

GENİŞLETİLMİŞ TÜRKÇE ÖZET

ÖZGÜVEN İLE YABANCI DİL ÖĞRENME ARASINDAKİ İLİŞKİYE DAİR BİR ÇALIŞMA

Yabancı dil öğrenimi bireysel farklılıklar diye adlandırılabilecek çeşitli öğrenen özelliklerinin etkisi altındadır. Bireysel farklılıklar göz renginden müzik tercihine, yaştan zekâ seviyesine, benlik algısından öğrenme tercihlerine kadar birçok farklı alana karşılık gelse de dil öğreniminde etkili olanları ele almak için bir sınırlama getirmek gerekir. Temel olarak bilişsel ve duyuşsal olarak sınıflandırılabilecek olan bu özelliklerden bilişsel olanlar zekâ, öğrenme türleri, dil öğrenme stratejileri gibi kavramları kapsarken duyuşsal olanları, kaygı, özgüven, kişilik, motivasyon, benlik algısı gibi adlandırılabilir. Psikolojinin dil öğrenimindeki etkisi düşünülerek, bireylerin psikolojik farklılıkları ve bunların dil öğrenme süreçleri, başarı seviyesi gibi durumlarla ilişki oldukça dikkat çekmiş ve sosyal bilimlerde de çokça çalışılmıştır.

Duyuşsal özelliklerin ve bireylerin psikolojik farklılıklarının dil öğrenim süreçlerini ciddi oranda etkilediği ve yönlendirdiği yadsınamaz bir gerçekliktir. Bu yüzden bu çalışma temel olarak bireyin duyuşsal özelliklerinden ikisini, özgüven ve yabancı dil öğrenme kaygısını araştırmayı amaçlamaktadır. Bireylerinin özgüven seviyelerinin dil öğrenme kaygısı üzerinde etkisinin olup olmadığı, bu iki kavramın birbirini nasıl etkilediği ve dil öğrenme kaygısını özgüven eksikliği dışında hangi durumların tetiklediği soruları bu çalışmanın iliği alanını oluşturmaktadır. Bu kapsamda, bu çalışmada odaklanılan 4 araştırma sorusu şunlardır:

1- Öğrencilerin özgüven seviyeleri nelerdir?

2- Öğrencilerin dil öğrenme kaygısı seviyeleri nelerdir?

3- Öğrencilerin özgüveni ile dil öğrenme kaygıları arasında bir ilişki var mıdır?

Varsa bu ilişki pozitif yönlü mü negatif yönlü müdür?

4- Öğrencilerin yüksek dil öğrenme kaygısının sebepleri nelerdir?

Bu çalışmanın alınyazına sağlayacağı iki pozitif iki katkıdan dolayı önemli olduğu düşünülmektedir. Birincisi özgüveni bir kişilik özelliği olarak ele almasıdır. Birçok çalışma özgüven kavramını dil ortamlarına sınırlandırarak incelemektedir. Dil öğrenimindeki özgüven üzerine yapılan çokça araştırma bulunurken, bireylerin kişilik özelliklerinden biri olarak özgüven ile dil ilişkisine dair çalışmaların çokça kısıtlı olduğu görülmüştür. Bu çalışma alan yazındaki bu boşluğu doldurma niteliğinde olduğu için önemlidir. İkincisi ise dil öğrenme kaygısının sebeplerine değinmesidir. Dil öğrenme kaygısının dil başarısını büyük oranda etkilediği bir gerçekliktir. Dil öğrenme başarısına giden yolda, öğrencilerin kaygı seviyelerinin makul seviyelere indirebilmesi önem arz eder. Bu sebeple, kaygıyı oluşturan durumların bilinmesi, bu süreci kolaylaştırıp dil başarısını sağlayacaktır. Bu çalışmanın ikinci kısmında odaklanılan yabancı dil öğrenme kaygısının muhtemel sebeplerinin alan yazına olumlu bir katkıda bulunacağı düşünülmektedir.

Çalışmada izlenilen yöntem hem nitel hem de nicel yöntemi uyguladığı için çalışma karma bir çalışmadır. Nicel veriler için iki farklı ölçek uygulanmış, özgüven ölçeği (Akin, 2007) ve dil öğrenme kaygısı ölçeği (Baş, 2013), veriler ise SPSS veri inceleme programı aracılığı ile incelenmiştir. Nitel veriler için ise öğrencilerle görüşmeler yapılmış ve toplanan veriler içerik analizinden geçirilmiştir.

Çalışma İstanbul'da bulunan bir vakıf üniversitesinin İngilizce hazırlık öğrencileri ile yürütülmüştür. Ölçeklere katılan öğrenci sayısı, 79 kadın, 38 erkek olmak üzere 117'dir. Çalışmanın ikinci aşaması olan yüz yüze görüşmelere ise ölçeklere katılan öğrencilerin 17 si seçilmiş ve yapılan görüşmelerin ses kaydı alınarak sonrasında yazıya geçirilmiştir. Ölçeklere katılan öğrenciler rasgele seçilmişken, görüşmeler için farklı bir yöntem kullanılmıştır. Ölçek sonuçları baz alınarak, özgüven ve dil öğrenme kaygısı arasında yüksek seviyede negatif bir ilişki gösteren ve negatif bir ilişki göstermeyip yüksek seviyede dil öğrenme kaygısı ve yüksek seviyede özgüven sonucuna sahip olan öğrenciler seçilmiştir. Böylelikle dil öğreniminde kaygıya sebep olan özgüven eksikliği dışında başka hangi durumların öğrenciler tarafından aktarılacağı araştırılmıştır.

Çalışmada toplanan nicel verilerin analizleri SPSS aracılığı ile yapılmıştır. Katılımcıların yüksek seviyede özgüvene ve orta düzeyde dil öğrenme kaygısına sahip olduğu sonucuna ulaşılmıştır. İkisi arasındaki ilişki incelendiğinde ise orta düzeyde negatif bir korelasyon bulunmuştur (r=-322). Yani, öğrencilerin özgüven seviyeleri yükseldikçe dil öğrenme kaygısı düşmekte ve özgüven seviyesi düştükçe dil öğrenme kaygısı yükselmektedir. Aynı zamanda dil öğrenme kaygısı yükseldikçe özgüven düşmekte, dil öğrenme kaygısı düştükçe özgüven yükselmektedir. Bu ilişki üç farklı değişken üzerinden incelenmiştir: cinsiyet, mezun olunan lise türü ve yabancı dil öğrenme süresi.

Cinsiyet değişkeninde kadın katılımcıların daha yüksek dil öğrenme kaygısına sahip oldukları ortaya çıkmıştır. Özgüvende ise cinsiyet belirleyici bir değişken olarak kendini göstermemiştir. İki kavramın ilişkisine bakıldığında her iki cinsiyet grubunda da anlamlı negatif yönlü bir ilişki görülmüştür.

Mezun olunan lise değişkeni incelendiğinde, katılımcıların özgüven seviyelerinde ve dil öğrenme kaygısı seviyelerinde bu değişkenin anlamlı bir farklılık yarattığı gözlenmemiştir. İki kavramın ilişkisinde ise mezun olunan lise grupları içerisinde sadece Anadolu lisesi mezunu öğrenciler anlamlı bir negatif yönlü korelasyon sonucu göstermiş olup (r=-389), meslek lisesi ve kolej mezunu gruplarında anlamlı bir ilişki bulunmamıştır.

Son değişken dil öğrenme zamanı incelendiğinde, özgüven ve dil öğrenme kaygısı seviyeleri üzerinde anlamlı bir farklılık gözlenmemiştir. Bütün gruplar farklı seviyelerde de olsa negatif yönlü anlamlı bir ilişki ortaya koymuştur. Bir seneden az süredir dil öğrendiğini söyleyen öğrencilerde bulunan ilişki en düşük düzeydedir (r=-241), bunu orta seviyede bir negatif ilişki göstererek 1-3 yıl (r=-492) ve 5 yıldan fazla (r=-342) süredir yabancı dil öğrendiğini söyleyen öğrenci grupları takip eder. Dil öğrenme süresinin 3- 5 yıl arasında olduğunu ifade eden öğrenciler ise yüksek derecede bir ilişki göstermişlerdir (-1,00).

Çalışmanın ikinci aşaması olan görüşmelerin verileri içerik analizi ile incelenmiş ve 6 ana başlık altında toplanabilen bir dil öğrenme kaygısı tablosuna ulaşılmıştır: yabancı dilde etkileşimde bulunmak, dalga geçilme korkusu, öğretmenlerin tepkisi, yeni bir ortamda bulunmak, dilde yeterli bilgiye sahip olmamak, sınav / değerlendirilme korkusu. Yanıtların içerisinde en yüksek yüzdeye sahip olan %35'lik oran ile öğrenilen dilde

etkileşimde bulunmak olmuştur. Öğrenciler özellikle sözel olarak iletişime girmek zorunda kaldıkları durumlarda çokça gergin olduklarını ifade etmişlerdir. Katılımcılardan çoğunlukla gelen ikinci sebep cevapların %17sini kapsayan ise alay edilme korkusu olmuştur. Katılımcılar konuştuklarında, derse katıldıklarında ya da bir soruyu cevapladıklarında gerek telaffuz sıkıntısından gerekse yanlış cevap vermesinden kaynaklı olarak akranları tarafında alay edileceğinden endişe ettiklerini ifade etmişlerdir. Diğer dil öğrenme kaygısı sebepleri yakın yüzdelere sahiptir: öğretmenlerin tepkisi, yeni bir ortamda bulunmak, dilde yeterli bilgiye sahip olmamak cevapların %13 üne denk gelirken sınav kaygısı ise cevapların %9 una karşılık gelmektedir. Bunların içerisinde özellikle öğretmen tepkisinden oluşan kaygı dikkati çekmektedir. Bazı öğrenciler öğretmenlerinin kızmalarından, alay etmelerinden ve hatta seslerini yükseltmesinden rahatsız olduklarını ve bu tavırlara maruz kalmamak için çoğunlukla sessiz kalmayı tercih ettiklerini ifade etmişlerdir. Yeni bir ortamda bulunmaktan kaynaklı olan dil öğrenme gerginliği katılımcıların ifade ettiği üzere çoğunlukla zaman içerisinde öğrencilerin sınıf ortamına veya çevreye alışması ile aşılabilmiştir. Yeterli bilgiye sahip olamamak bazı öğrenciler tarafından derse hazırlıksız gitmesi gibi adlandırılırken bazıları tarafından kelimeyi, cümle yapısını ve telaffuzu bilmeme gibi bilgi eksikliklerinden kaynaklanan bir kaygı şeklinde ifade edilmiştir. Sınav kaygısı ise sadece testlerle sınırlı kalmayıp öğretmen tarafından veriler artı ve eksiler gibi her türlü değerlendirmeyi içerdiği ifade edilmiştir. Bu yanıtı veren öğrenciler genel olarak değerlendirilmekten kaynaklı bir gerginlik yaşadıklarını aktarmışlardır.

Çalışmanın tüm sonuçları incelendiğinde, kısaca şunlar söylenebilir: özgüven ile dil öğrenme kaygısı arasında orta seviyede negatif yönlü bir ilişki bulunmuştur. Özgüven eksikliği dil öğrenmede kaygı oluşturabilecek bir etken olsa da salt bu sebepten kaynaklı bir dil öğrenme kaygısı ön görülemez. Bu yüzden öğrencilerin dil öğrenme kaygısına yol açan diğer sebepler incelenmeli ve anlaşılmalıdır. Çalışmanın ikinci kısmında bulunan sonuçlara göre ortaya çıkan 6 temel sebep (yabancı dilde iletişim kurmak, dalga geçilme korkusu, öğretmenlerin tepkisi, yeni bir ortamda bulunmak, dilde yeterli bilgiye sahip olmamak, sınav / değerlendirilme korkusu) yabancı dil öğretimini gerçekleştiren öğretmenler tarafından farkına varılması ve üzerinde çalışmalar yapılması gereken durumlardır. Bu etkenlerin mümkün olduğu kadar aza indirilmesi öğrencilerin dil öğrenme kaygılarının seviyesini düşürerek, dil öğrenmedeki bir bariyeri kaldırıp

öğrencilerin başarısını arttıracağına inanılmaktadır. Bu sebeple, dil öğrenme kaygılarının nasıl azaltılacağı gibi çalışmalar yapılması hem öğretmenler hem de alan yazın için önemli sonuçlar içerebilir.

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ii
ETİK İLKE VE KURALLARA UYUM BEYANI iii
ACKNOWLEDGEMENTS iv
ÖZET v
ABSTRACT vii
GENİŞLETİLMİŞ TÜRKÇE ÖZET ix
TABLE OF CONTENTS xiv
LIST OF TABLES xviii
ABBREVIATIONS xx
1. INTRODUCTION 1
1.1 Background of the Study 1
1.2 Purpose of the Study 4
1.3 Research Questions 5
1.4 Significance of the Study 6
1.5 Hypotheses 7
1.6 Assumptions 7
1.7 Limitations of the Study 7
1.8 Definitions of the Terms 8
2. LITERATURE REVIEW 10
2.1 Theoretical Background 10
2.1.1 Individual differences in second language learning 10
2.1.1.1 Cognitive variables 13
2.1.1.2 Affective variables 14

2.1.2 Self-confidence 16
2.1.2.1 Linguistic self-confidence 18
2.1.3 Anxiety 20
2.1.3.1 Anxiety in second language learning 20
2.1.3.2 Effects of anxiety on language performances 22
2.1.3.3 Types of anxiety 24
2.1.3.4 Facilitating vs debilitating anxiety 24
2.1.3.5 Trait vs state anxiety 24
2.2 Experimental Studies 25
2.2.1 Self-confidence studies 25
2.2.2 Foreign language anxiety studies 27
3. METHODOLOGY 30
3.1 Research Design 30
3.2 Participants 30
3.3 Setting 31
3.4 Data Collection Instruments 32
3.4.1 Self-Confidence scale 33
3.4.1.1 Validity and reliability analysis of SCS 34
3.4.1.2 Validity studies 34
3.4.1.3 Reliability studies 34
3.4.2 Foreign language learning anxiety scale 35
3.4.2.1 Validity and reliability analysis of FLLAS 36
3.4.2.2 Validity studies 36
3.4.2.3 Reliability studies 36
3.4.3 Piloting the scales 37

3.4.3.1 Test-retest procedure and results of the reliability analysis 37
3.4.4 Interview 39
3.5 Data Collection Procedure 40
3.6 Data Analysis 40
4. FINDINGS AND DISCUSSIONS 43
4.1 Findings 43
4.1.1 Findings of the research question 1: What are the self-confidence levels of the learners? 43
4.1.2 Findings of the research question 2: What are the foreign language learning anxiety levels of the learners? 47
4.1.3 Findings of the research question 3: Is there a correlation between self-confidence and language learning anxiety of the learners? If there is a correlation, is it a positive or negative correlation? 51
4.1.4 Findings of the research question 4: What could be the reasons of high anxiety level of the learners? 58
4.1.4.1 Interacting in the target language with others 59
4.1.4.2 The fear of being teased 60
4.1.4.3 Reactions of the teachers 61
4.1.4.4 Being in an unfamiliar environment 63
4.1.4.5 Not having enough knowledge of the language 64
4.1.4.6 Tests / being graded 65
4.2 Discussions 65
4.2.1 Discussions of research question 1 and 2: What are the self-confidence levels of the learners? and What are the foreign language learning anxiety levels of the learners? 66
4.2.1.1 Self-confidence 66
4.2.1.2 FLL Anxiety 67

4.2.2 Discussions of research question 3 - Is there a correlation between self-confidence and foreign language learning anxiety of the learners? If there is a correlation, is it a positive or negative correlation? 68

4.2.3 Discussions of research question 4 - What could be the reasons of high anxiety level of the learners? 70

4.2.3.1 Interacting with others in the target language 70

4.2.3.2 The fear of being teased 71

4.2.3.3 Reactions of the teachers 72

4.2.3.4 Not having enough knowledge of the language 72

4.2.3.5 Being in a new environment and Tests /being graded 73

5. CONCLUSION AND SUGGESTİONS 76

REFERENCES 82

APPENDICES 101

Appendix 1 – Self-Confidence Scale 101

Appendix 2 – Foreign Language Learning Anxiety Scale 105

Appendix 3 – Interwiew Questions 108

CURRICULUM VITAE 109

LIST OF TABLES

Table 1. Subcomponents of SCS 34

Table 2. Subcomponents of FLLAS 36

Table 3.Intraclass Correlation Coefficient for Self-confidence Scale 38

Table 4. Intraclass Correlation Coefficient for Foreign Language Learning Anxiety Scale 39

Table 5.Descriptive Statistics 41

Table 6. Self-confidence levels of the participants 44

Table 7.frequency and percentages of self-confidence 44

Table 8. The number of participants in terms of gender and mean ranks in self-confidence 44

Table 9. The score for the difference of genders in terms of self-confidence levels 45

Table 10. The number of the participants from different high school backgrounds and their mean rank 45

Table 11. The score for the difference in high school graduation groups in terms of self-confidence levels 46

Table 12. The number of the participants with different language learning experiences in terms of years and their mean rank 46

Table 13.Differences in language learning time factor in terms of self-confidence levels 47

Table 14.FLL anxiety levels of the participants 48

Table 15. Frequency and percentages of FLL anxiety 48

Table 16. The score for the difference of genders in terms of FLL anxiety levels 49

Table 17. The number of participants in terms of gender and mean ranks in FLL anxiety 49

Table 18. The number of the participants from different high school backgrounds and their mean ranks in terms of FLL anxiety 49

Table 19. The score for the difference in high school graduation groups in terms of self-confidence levels..... 50

Table 20.The number of the participants with different language learning years and their mean rank in terms of FLL anxiety 51

Table 21. Differences in language learning time factor in terms of FLL anxiety levels. 51

Table 22. Correlation between self-confidence and FLL anxiety levels of the learners. 53

Table 23. Gender differences in the correlation between self-confidence and FLL anxiety 54

Table 24. The relationship between high school background and the correlation between self-confidence and FLL anxiety 55

Table 25.The relationship between years of learning the language and the correlation between self-confidence and FLL anxiety..... 56

Table 26. Reasons for FLL anxiety and frequency 58

ABBREVIATIONS

ID **:** Individual Differences

FLL **:** Foreign Language Learning

FLLAS **:** Foreign Language Learning Anxiety Scale

SCS : Self-confidence Scale

SLL : Second Language Learning

1. INTRODUCTION

This chapter provides background information on the study along with a synopsis of the self-confidence and anxiety associated with learning a foreign language. It also presents the purpose of the study and its significance. After the definitions of terms, it concludes by outlining the study's limitations.

1.1 Background of the Study

Foreign language learning is affected by numerous factors that can be called learner variables such as age, environment, society, personality, among which psychology plays an important role. To understand the importance of psychology, many scientists studied the role of psychological individual differences in foreign language learning over the years (Gardner, 1985; Krashen, 1985; Dörnyei, 2005; Mercer, 2012). Krashen, (1985)focused on the emotional aspect and referred them as 'affective filters'. Mercer (2012) studied on 'self-concept, identity, personality, motivation, anxiety and other emotions, and willingness to communicate' when addressing psychological aspect of factors impacting foreign language learning process. The term psychology and things that fall under it are very detailed. Even though researchers had different perspectives on classification of the factors, the common ground was the importance of psychological factors in foreign language learning. Among many other factors impacting foreign language learning such as learning environment, language aptitude, intelligence, learning strategies, the role of psychological elements had an important focus.

For decades, there have been many scientists studying 'affects' in foreign language learning with different focuses. In 1980s, Krashen's affective filter hypothesis suggested that if the learner is not mentally ready, learning cannot take place, and the learner's readiness was determined by some psychological elements like motivation, self-esteem, anxiety, attitude. As a filter, these variables can either facilitate or obstruct language input. Psychologists Garnder and MacIntyre (1992), studied individual differences correlating with second language learning. They classified those differences under two broad terms: cognitive variables and affective variables. While they referred to the issues like intelligence, language learning strategies and experiences by cognitive variables, by

affective variables the focus was on the reaction of the learner to any kind of foreign language learning activity. With the latter they focused on attitudes, motivation, personality, anxiety, self-confidence. Years later, in 2005, Dörnyei discussed the issue on a broader sense and listed what could be 'individual differences'. In his study (Dörnyei, 2005), he states that even though individual differences can be listed as anything that makes a person unique like different shoe size or their favorite color, in the educational setting the concern is more on psychological differences of individuals to have a role on learning. Those individual factors are basically 'personality, ability/aptitude and motivation'. However, it is not limited with this list. Anxiety, self-esteem, creativity, willingness to communicate also take place as psychological effects of language learning (p.7). Throughout the decades, numerous scientists have been exploring the effects of 'affective variables' (Bao & Liu, 2021; Bekleyen, 2004; Chastain, 1975; DiKmen, 2021; R. C. Gardner, 1985; R. C. Gardner & Lambert, 1960, 1960; R. C. Gardner & MacIntyre, 1992; Hayrettin, 2015; Krashen, 1985b; MacIntyre et al., 2007; Scovel, 1978), namely non-cognitive elements on foreign language learning.

It is necessary be note that the psychological factors and their roles in learning a language is highly important. Teaching cannot be limited to only transferring knowledge to the learners because human beings are emotional and social creatures. Thus, it draws attention to the role of psychology in learning processes. All of the researchers mentioned above (Gardner, 1985; Krashen, 1985; Dörnyei, 2005; Mercer, 2012) tried to highlight the essence of psychological factors which may hinder or help learning a foreign language.

Among affective variables, anxiety is the one affecting foreign language learning on a great extent. According to Dörnyei (2005, p.198), there is a consensus that anxiety 'obstructs the learning process'. That is why it is the one which is widely studied. Many of the studies showed that when the learner has anxiety in high levels, the achievement rate gets lower (Aida, 1994; Gregersen & Horwitz, 2002; MacIntyre, 1995). MacIntyre (1995) highlights the effect of anxiety by an example of an anxious student who concentrates on not just the answer he is supposed to give in tests, or spoken productions but also the social ramifications of it. He stated that task-related cognition is constrained when self-related cognition rises, and performance falls as a result. Therefore, MacIntyre

(1995) concludes that the anxious students won't be able to learn as rapidly as the calmer students. The fact that language performance is impacted by anxiety is also stated by Arnold and Brown (1999). They refer anxiety as the preliminary reason which "pervasively obstructs" language learning (p.8). There is a consensus that anxiety element has a crucial impact on learning experiences. However there is also a contradicting idea which supports the facilitating effect of anxiety in performance (Frantzen & Magnan, 2005; Spielmann & Radnofsky, 2001). The latter idea was also stated by Dörnyei (2005, p.198) with indicating the anxiety that is mentioned is more like a personality trait rather than being a term specific to language learning context. He expands the ideas of that difference on the effects of anxiety referring to different types of anxieties like trait and state anxiety, debilitating and facilitating anxiety. The changes in the effect of anxiety might be because of different personality types of learners (p.198). Even though it is a very detailed topic to be studied, and there are many elements that could change its effect on language performance, it is clear that anxiety is an important affective factor for language learning process, which caused many scientists to study it.

Another affective variable playing an important role in foreign language learning is linguistic self-confidence. Clément (1986) proposed that linguistic self-confidence influences the learner's attitude and effort towards foreign language acquisition, and it makes this affective variable a significant predictor of language accomplishment (Clément & Kruidenier, 1985; Clement et al, 1994; Clément, 1986). What is meant by self-confidence should be highlighted here. Even though as a personality trait self-confidence refers to a very broad term, in educational context self confidence in language is defined as a confluence of low degrees of language-specific anxiety, self-belief in one's language abilities and high levels of perceived competence (MacIntyre et al., 2007). This definition clearly states that self-confidence in language is closely related to language anxiety. It is suggested that learners who believe in their ability to achieve in foreign language learning will tend to be less anxious and thus they are expected to be more eager to engage themselves in communicating in foreign language (Clement et al, 1994). Namely, low levels of self-confidence in language will result in high levels of language anxiety, which is expected to hinder foreign language learning. That is why, self-confidence in language has a crucial effect on foreign language learning.

Even though it is assumed that self-confidence in language and language anxiety is in close relation, the studies that are designed to figure out the link between these two affective variables seems limited in the literature. It is accepted that these two variables have an impact on language production. That is why many studies focus on mostly the effect of either one or both two variables on language skills, or language achievement (Cheng et al., 1999; Liu & Chen, 2013; Pyun et al., 2014; Ro, 2013a) . In a study, which is done on university students in Taiwan by Cheng, Horwitz and Schallert (1999), low self-confidence is given as one of the fundamental reasons of spoken and written language production anxiety. In a case study (Ro, 2013) with an adult woman receiving a treatment to reduce her reading anxiety, it was noticed that confidence played a very important role in the process. Overall, while it is clear that both self-confidence in language and language learning anxiety effects language achievement, there isn't much research in the literature examining the relationship between self-confidence as a personality trait and foreign language learning anxiety.

On the other hand, while studying self-confidence in language is crucial, it might be limiting to study it only with the focus of language learning. Dörnyei (2005) agrees that anxiety can be both facilitating and debilitating. The difference of the effect of anxiety could be because of its interaction with different personality types (p.198). So, only focusing on language self-confidence to understand its effect on foreign language learning anxiety could be limiting. Studying self-confidence as a personality trait and its effects on foreign language learning anxiety might be helpful to figure out different types of anxiety better. In order to fully comprehend these two affective factors and their impact in language classrooms, it is advantageous to look at the connection between self-confidence and foreign language learning anxiety among EFL students at Turkish universities.

1.2 Purpose of the Study

This study's objective is to emphasize the significance of the effect of learner's psychology from the perspective of self-confidence and anxiety in language learning. To do that, the important role of the affective factors leads the way of this study. Therefore, the goal of this work is to comprehend the connection between two of the affective factors

having a role in foreign language learning processes, foreign language learning anxiety and self-confidence. It focuses on the preparatory school learners of a foundation university in İstanbul.

Numerous scholars have made the observation that individual differences have undeniable effects on foreign language learning (Gardner, 1985; Krashen, 1985; Dörnyei, 2005; Mercer, 2012; Larsen-Freeman & Long, 2014; Gardner & MacIntyre, 1992). Among which the importance of psychological factors, such as personality traits, emotions, willingness to communicate, anxiety, self-confidence, is highlighted as they had greater impact on learning a foreign language. The last two, anxiety and self-confidence seem to have a significant role in language achievement. However, in the literature mostly the effect of language learning anxiety on language achievement and the effect of and language learning self-confidence in language achievement is studied. The relation between these two affective factors seems limited. This study is mainly aiming to fill that gap by studying the correlation between self-confidence as a personality trait and language learning anxiety in a Turkish university context.

1.3 Research Questions

The study's main goal is to investigate the connection between two affective factors which are believed to have a role in SLL achievement: self-confidence and language learning anxiety. To fulfill this purpose, this study aims to answer the following questions by collecting data from the preparatory school students at a foundation University located in Istanbul:

1- What are the self-confidence levels of the learners?

2- What are the foreign language learning anxiety levels of the learners?

3- Is there a correlation between self-confidence and foreign language learning anxiety of the learners? If there is a correlation, is it a positive or negative correlation?

4- What could be the reasons of high anxiety level of the learners?

Studying the outcomes of this research is anticipated to have valuable insight into language anxiety and self-confidence factors as individual differences effecting foreign

language learning. With the data gathered from the interviews, other possible reasons of anxiety can be evaluated, and this may give an idea to understand the learner's perspectives on their own language anxiety which may help the instructors to guide the learners.

1.4 Significance of the Study

This study is significant because it may give an insight to the language instructors to understand the role of anxiety and self-confidence in language learning and teaching. Teaching cannot be limited to only teach and go actions. There have been many studies to point it out (MacIntyre, 1995; Matsuda and Gobel, 2001; Liu and Chen, 2013; Cheng, Horwitz and Schallert, 1999). Because teaching involves learners, it must be more than just transferring the knowledge to them and cannot be regarded as transferring an input into a machine. Dörnyei (2005) points out the uniqueness of human behavior by saying that when molecules are treated the same it is possible for them to react identically. Contrary to this, human behavior is bound to alter in response even though the same stimuli is given. That's why, understanding the underlying reasons behind the differences of human behavior gains important. This research will be beneficial to highlight the importance of the effect of learner's psychology on learning a language. Thus, it can create a pathway to the language instructors so that they can help their learners better in learning a foreign language.

Also, this study is significant as it focuses on self-confidence as a personality trait rather than just self-confidence in language learning. Many studies focus on in class issues while dealing with the question why some learners have troubles in learning a language. However, the focus of this paper is broader. It tries to understand self-confidence as a personality trait and its effects on language learning anxiety. So, not just self-confidence related to in class practices, but self-confidence one person has both in an outside the classroom is on the focus. Thus, language instructors may have an idea when they need to look for the answer outside the classroom and even seek for the help of an expert on psychology. It may also present a pathway to both the instructors and learners by providing an insight into learning problems. That is why the outcomes of this paper may

have beneficial contributions to the literature by portraying a Turkish EFL learners' context.

1.5 Hypotheses

This study which aims at examining if there is a correlation between self-confidence and foreign language learning anxiety has some hypotheses that are tested. The following are the ones that will be validated or falsified with the results of the study.

1- Students with high self-confidence will have low level of foreign language learning anxiety.

2- Students with low level of self-confidence will have high level of foreign language learning anxiety.

1.6 Assumptions

To make this study possible, it was necessary to have some assumptions about the data collection tools and participants. And these are thought to have no effect on the findings of this study.

1- It is assumed that English level of the learners form different classes of the same school are close and it doesn't affect the findings of the study.

2- The scales that are used to collect data about the level of self-confidence and foreign language learning anxiety are assumed to be adequate.

3- The sources consulted for this study are accepted as reliable and accurate.

4- It is assumed that the participants of the interviews were honest with their answers.

1.7 Limitations of the Study

The research was carried out in the preparatory scool of a foundation University in Istanbul, Türkiye. The participants are A1 starters. Thus, this study is limited to this group of learners. And it cannot be applied to all EFL learners.

Also, the study at hand is limited by two of the means of data collection tools namely scales and interviews. It had to be limited to the mentioned data collection tools because of time and environmental issues.

Lastly, this study establishes a road for both language learners and instructors by examining the connection between two affective components, namely self-confidence and foreign language learning anxiety. It does not address how to ease students' nervousness in language classes or help them develop self-confidence.

1.8 Definitions of the Terms

Individual Differences: Individual differences (ID) are features or qualities that may be used to distinguish one person from another (Dornyei & Ryan, 2015). For this study, the focus is not on all kinds of differences that an individual holds but on the ones that are thought to have a relation to second language learning such as foreign language learning anxiety and self-confidence.

Second Language Learning: Even though in the literature there is a difference between foreign language learning (FLL) and second language learning (SLL), for this study the term second language learning is used only to refer to any languages that are learnt after acquiring the mother tongue regardless of the purpose of learning the language or the environment in which the language is learnt. Thus it is "synonymous with foreign language" (R. C. Gardner & MacIntyre, 1992).

Affective variable: For this study, it is a phrase that is used to describe the emotional and affective non-cognitive elements that may affect the learning of a second language (Mercer, Ryan & Williams, 2012, p.248). These could be shyness, anxiousness, poor self-esteem, boredom.

Self-confidence: In this study self-confidence is not used to refer to only foreign language learning self-confidence. Rather, it is taken as a personal trait as in the definition of APA Dictionary of Psychology (n.d.) which defines it as "self-assurance: trust in one's abilities, capacities, and judgment… a belief that one is capable of successfully meeting the demands of a task."

Linguistic self-confidence / foreign language learning self-confidence: It is defined as "a combination of low levels of language specific anxiety, confidence in one's language skills, and self-perceptions of high levels of proficiency" (MacIntyre et al., 2007, p.277)

Anxiety: "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervousness and worry associated with an arousal of the automatic nervous system" (Horwitz et al., 1986, p.125).

Foreign Language anxiety: According to Gardner and MacIntyre (1993) it refers to "apprehension experienced by the individual in the language class or any situation in which language is used" (p.159).

2. LITERATURE REVIEW

This chapter present the literature review that is necessary to understand the study. It is divided into two main sections: the theoretical background and the experimental studies. In the first section, the description for individual differences is presented. Then it is pointed out where this study's focus is by addressing affective factors. It specifically focuses the difference of self-confidence as a personality trait and linguistic self-confidence. Also, it presents definitions and classifications of anxiety along with its effect on SLL. In the second part of this chapter, studies from both Turkish and universal context in foreign language anxiety and self-confidence are presented.

2.1 Theoretical Background

This section includes the theoretical framework for individual differences with a focus on self-confidence and foreign language learning anxiety. Definitions and classifications are presented here.

2.1.1 Individual differences in second language learning

Individual differences (ID) in language learning have an undeniably important place, because human behavior is not easy to understand and the reason of that is humans being complex creatures with their cognitive skills and a wide range of emotions. For instance, in a lab environment, cells are capable of responding similarly to the same stimuli while this cannot be generalized for human behaviors which are shaped by many different things like feelings, experiences, environment. The reactions of humans are expected to differ according to physical and psychological conditions. With these ideas, scholars of second language learning have been trying to understand the differences in human's reactions and behaviors when the same stimuli are presented to them (Krashen, 1985; Clément & Kruidenier, 1985; Gardner & MacIntyre, 1993). All the things that may influence human behavior might have an effect on language learning process as well. Which brings the idea that ID could be the predictors of language success or failure (Lightbown & Spada,

2013, p.75). That is why, understanding the relationships between ID and success in learning a second language is important to educators and researchers.

Furthermore, the expressed importance is not only for second language learning (SLL) – which is used to describe the language learned after mother tongue – but also for the first language acquisition. Bates, Dale and Thal (1995), and Shore, (1995) have shown that ID are functioning even in the process of learning the native language. Even though the impacting individual differences are different from one another for first language acquisition and SLL, it can be said that not entirely but mostly the difference in the outcome of language learning process can be related to the ID of the learners especially in SLL.

The important place of ID requires it to be understood clearly. For this reason, defining and understanding ID have long been on the focus of psychology and language learning studies. Even though, in the broadest sense, ID can be defined as "anything that marks a person as a distinct and unique human being" (Dornyei & Ryan, 2015), this definition is not functional in the context of both first and second language learning. For instance, having different eye colors, or different taste for dessert can be a part of individual difference. However, such differences cannot hold an importance for language learning processes as they are not related to the process of language learning. To understand what individual difference is for language learning, the definition needs to be narrowed. Dörnyei (2005) states that the noted differences are in need of showing stability, in other words, they should display consistency and continuity over time. Eysenck (1994)'s point of view could also be helpful to clarify it even more, and to understand how to limit the definition of ID. He summarizes that while humans vary in many aspects, not every single difference acts as a significant determinant of behavior: while the size of the foot or the color of eye has a little or no relevance, personality could be a high predictor of human behavior.

Because of this, it is possible to say that the ID concept refers to the aspects of persistent personal traits that are thought to be true of everyone and on which individuals differ to varying degrees. And those are the ones that are expected to have an impact on psychology, which will result in having an effect on language learning.

With the purpose of understanding which ID have a role in language learning, may scientist like Gardner and MacIntyre, (1992, 1993a, 1993b), Mercer and others (2012), Dornyei and Ryan (2015), worked on the issue. Around 1960s, Gardner studied on variables in second language learning which focused mainly on aptitude and motivation (R. C. Gardner & Lambert, 1960). Later in 1985,Gardner (1985) improved socio-educational model by presenting four variables that effect SLL: learning environment, ID, learning context and outcomes. He classified 5 main subheadings under ID: intelligence, language aptitude, motivation, anxiety, and integrative motive. Intelligence and language aptitude refers to the cognitive aspect of ID while motivation, anxiety and integrative motive refers to affective factors under the same title. He also presented two components of integrative motive, attitude towards language learning, school, materials etc. and integrativeness which means attitude and interest towards the target language's culture (R. C. Gardner, 1985). In his studies, he mentioned how important these variables are in shaping one's language learning process and success level at the end of the process.

Also, Krashen, (1985) studied ID to understand what effects language learning process on the individual's perspective. According to Krashen's affective filter hypothesis from the 1980s, learning cannot occur if a learner is not psychologically prepared, and a learner's preparation is influenced by psychological factors like motivation, self-esteem, anxiety, and attitude. These variables act as filters that can either help or hinder language input (Krashen, 1985b). Years later Mercer and others (2012), classified the ID that have might have an effect on language learning as identity and personality traits, motivation, willingness to communicate, learning styles, awareness of language learning, language anxiety and other emotions. The majority of these studies focused on similar things as ID relating second language learning.

However, the classification that was mainly addressed for this study was taken from the studies of Gardner and MacIntyre (1992, 1993a) because they were seen the most comprehensive. In those papers, it is mentioned that those ID relating second language learning could be intellectual or emotional. So, they list the variables under two main titles: cognitive variables and affective variables. Also, they add one more category to the list to cover the miscellaneous group like age or socio-cultural experiences and they name this category as either cognitive or affective variables.

2.1.1.1 Cognitive variables

To understand cognitive variables, the word cognitive must be understood. The adjective cognitive means 'connected with mental processes of understanding' (Oxford Learner's Dictionary, n.d.). According to this definition, cognitive variables in second language learning are expected to cover a very long list like intelligence, awareness, learning strategies, language aptitude, memory and forgetting. Even though it may refer to all those, many studies gather around three main cognitive factors, intelligence, language aptitude and learning strategies. For instance, according to Gardner & MacIntyre, (1992), cognitive variables relating second language learning entail mainly three components of cognition, such as intellect, linguistic aptitude, language learning strategies.

The first cognitive factor, intellect, takes an important place among cognitive variables because it is expected to enhance or impair the learner's ability to comprehend the instructions given and what is taught (Spolsky, 1989). That's why it would be understandable when a child with high intellectual level is more probable to use the language and structure in more inventive ways and employ words more creatively. The second cognitive factor is language aptitude. It is mostly referred as abilities or talents towards learning a language (R. C. Gardner & MacIntyre, 1992), which might mean it is expected to help the learners to achieve language learning easier than their friends who don't have linguistic aptitude. The third cognitive factor is learning strategies namely cognitive style. In the broadest term it may mean how an individual plan their own learning activities and processes.

When learning strategies are studied in detail there seems to be different types of classifications. For instance Reid, (1987) mentions learners' preferences of learning styles by sorting them into four main title; audio, kinesthetic, visual and tactile. Each one refers to the learners' comfort areas where they feel most powerful and thus prefer learning by applying things the way their powerful areas present. On the other hand, Brown (2007) classified learning strategies according to brain hemispheres, with left-brain dominant individuals relying on language and intellectual skills, while right-brain dominant individuals rely on intuition, holistic approach, and drawing and demonstration. Another scholar Chamot and her associates (1992), uses three a different classification to describe

learning styles: metacognitive strategies, cognitive strategies and affective and social strategies. Metacognitive strategies are used for analysis, monitoring, evaluation, planning and organization during the learning period. Cognitive strategies are especially useful when learners get involved in activities like repeating, translating, and note-taking. When learners make efforts to develop their second language communication, they use social strategies, and when they attempt to take over their emotions, they use affective strategies. Even if there are differences of classification of learning strategies, it is clear that these shape the individuals' language learning process. Overall, all these studies and classifications of ID are to understand the cognitive factors which influence second language learning achievement.

2.1.1.2 Affective variables

The word affective means 'connected with emotions and attitude' (Oxford learner's dictionaries, n.d.). Thus, affective variables must be humans' attitudes and the things individuals hold emotionally. In language learning context these variables are expected to be related to the language learning processes. That is why understanding what the affective variables are and how they function for second language learning is an important issue for the scholars of language studies. With this perspective, many scholars (Bao & Liu, 2021; Clement & Others, 1994; R. C. Gardner & Lambert, 1960; R. C. Gardner & MacIntyre, 1993a, 1993b; Krashen, 1985; Scovel, 1978) defined and studied affective factors having an impact on second language learning. According to Scovel (1978), affective factors pertain to the learner's emotional reactions and motivations, they indicate limbic system activation and its direct involvement in the learning process It is feasible to draw the conclusion that affective factors are motivation, anxiety, self-confidence, attitudes, personality, willingness to communicate or eagerness to interact with other in the target language. Among these, because of holding an extra importance for the study at hand, anxiety and self-confidence will be focused separately. However, it is also essential to address what mostly discussed affective factors are.

First of all, among many others, attitudes and motivation factors are the ones which have been widely studied and gained most attention. Gardner's (1985) social psychology theory of SLL mainly focuses on these affective factors. In his study (R. C. Gardner, 1985), it is clearly stated that attitude and motivation is one of the most prominent

predictors of language learning achievement because they demonstrate a student's active participation in every step of learning a second language. He divides attitudes into two: attitudes towards language learning involving the educational aspect like teacher, coursebook, language itself and so on, and attitudes towards language's social context involving the culture of the language and perceptions about the language community. The individual with favorable attitude is expected to have a higher level of motivation toward learning the language which is expected to result in having language learning success easier than the individual who has negative attitudes towards the components of the language (R. C. Gardner, 1985). Dornyei and Ryan (2015) also agrees with the importance of motivation by stating that it serves as the main catalyst for starting second language learning and later as the motivation to continue the drawn-out, frequently tiresome learning process. It is highlighted that to achieve long term goals, motivation is a fundamental factor. Without it, even the most talented person would fail regardless of the abilities that he or she has (Dornyei & Ryan, 2015).

Second variable is personality of which studies are relatively limited compared to motivation in SLL. Dörnyei (2005) mentioned the limitedness of the studies in personality and SLL. Later in their revised study in 2015, Dornyei and Ryan rechecked the literature to find out the latest updates in the field regarding the link between personality and second language achievement. However, the conclusion was not much different than their previous observation: even though the perceptions of teachers, learners and parents indicated that certain personality types such as being extroverted and introverted have close links with language achievement, studied failed to find a meaningful correlation between them. A similar conclusion was drawn by a recent study which is done by Chen and others (2022). In their meta-analysis of research over the previous 40 years, their finals remarks agreed with the ideas of Dornyei and Ryan, (2015). The summary of their study included the following conclusions: First, findings regarding SLL and the personality qualities have been inconsistent. Second, personality traits received uneven attention from researchers. Although introversion and extraversion were frequently the focus of research, other qualities such as neuroticism received far less attention. Third, Different metrics were used to assess SLL achievement across research such as grades in a second language class and self-perceived success. These might have resulted different levels of correlation between personality and SLL achievement. Therefore, it can be

possibly said that even though personality traits are believed to be in close relation with SLL success, there aren't enough studies to support this perception.

Another affective variable effecting SLL success is willingness to communicate which represent the main purpose of learning a language because language is mainly a tool to communicate either spoken or written. According to MacIntyre and others (1998), willingness to communicate refers to a person's readiness to engage in conversation in a second language with a particular person or people. And when individuals are not eager to engage themselves in any communicational activity in the language that they are learning, it is logical to expect them to have difficulties in turning into the user of the language they are supposed to learn. Mercer and others (2012) agree with this idea by stating that when the learners are not eager to communicate, language won't be learned because of the lack of social network. On the other hand, willingness to communicate is related to other factors such as individuals' second language proficiency and self-esteem, and it functions differently in the first language and the second language that an individual is learning. As it is stated by Macintyre (2002) and Macintyre and others (2003), the ability to communicate is said to be a consistent personality attribute in one's native tongue, but it can be more difficult to do so while using a second language due to one's level of second language competency and communicative competence. Even though it is a complex affective factor which needs to be studied in detailed, it is clear that willingness to communicate is a strong predictor or SLL achievement.

2.1.2 Self-confidence

Self-confidence is an important quality in sciences which deal with human behaviors because it could be a prominent predictor of human behavior. That's why, many different branches of science studied self-confidence effect on different types of human behavior such as sports, medicine, education and psychology (Coudevylle et al., 2011; Greenacre et al., 2014; Huang, 2014; Marafon et al., 2018). Coudevylle and others (2011) studied the effects of self-confidence on basketball performances of individuals and noted the positive effect. The marketing study by Greenacre and others (2014) concentrated on the influence of the person with high self-confidence on the group of friends making purchases, and they also noted the positive effect. Similar findings made by Marafon and

others (2018) who focused on self-confidence factor in online banking. They found that it is an accurate indicator of users' tendency to use online banking. Likewise in education among many other studies (Akbari & Sahibzada, 2020; Clement & Others, 1994; Hayrettin, 2015; Listyani & Tananuraksakul, 2019) Huang (2014), stated that self-confidence has an effect on improving students' performance by lowering the anxiety level. Even if the branches are different, they share one thing in common, the human behavior, and the effect of self-confidence on it. Thus, this makes self-confidence an important factor to be studied so it is essential to understand it fully.

The term self-confidence has received different types of definitions. While some says it is a belief formed by past experiences (Earle, 2009), or one's judgement of certainty in the ability of doing something (Barbalet, 1998), there are also others who refer self-confidence as evaluation based on cues and calculation of probabilities (Smith, 2005; Stankov et al., 2009). According to APA Dictionary of Psychology (n.d.) it is defined as "self-assurance: trust in one's abilities, capacities, and judgment… a belief that one is capable of successfully meeting the demands of a task." This definition seems like it holds all different varieties at once. The variety of the differences in the definitions could be because of studying it in different areas, which requires the researchers to shape it in a way that suits their study objectives.

Along with the definitions, to understand what self-confidence is, it is needed to focus on the characteristics of self-confidence like being future oriented and dynamic. The descriptions for self-confidence indicate that the term is referring to future. According to Earle (2009), confidence affects the expectations people have for the future because the beliefs and experiences will shape what tasks individuals expect to achieve. Also, the same reason causes self-confidence to be dynamic, that is, it is objected to alter over time due to the things individuals experience (Bandura, 1997). Hence, it can be expected for self-confidence not to be stable and get higher or lower in time.

When the general idea of self-confidence is cleared, another discussion comes into the study: if it should be addressed and studied as general self-confidence or as specific self-confidence. There are some comparisons that should be made to understand the terms clearer. As the naming suggests, general self-confidence basically refers to how confident

a person is in general, regardless of the context (Barbalet, 1998; Earle, 2009; Smith, 2005). Whereas specific self-confidence addresses self judgement of a person about a skill or talent in a context (Lampert & Rosenberg, 1975). Even if they look similar, the characteristics that apply to them have a difference. It is unlikely that one's level of self-confidence will shift quickly, because it is formed like a personality trait by referring to one's certainty about himself. So, it is expected to be less dynamic. However specific self-confidence is expected to change after each experience because it is context oriented, and it addresses the abilities. For example, after a successful game, the belief that one is possible to win another match and beat the other teams could be expected to be stronger. Thus, it can be said that specific self-confidence as a predictor of skills and abilities are under the effect of experiences and possible to change with the events individuals come into contact. Another difference between these two types of self-confidence is their effectiveness. While some studies showed that specific self-confidence is a better predictor of performance, like Locander & Hermann (1979) who investigated the link between these two self-confidence types and brand judgement, Velaey (1986) found that general self-confidence was better predictor of performance on sports performance compared to specific self-confidence. These studies shows that both forms of self-confidence may have functions in different areas and hence it is necessary to study both forms of it. For language learning studies, the definition of meaning of general self-confidence wouldn't change but specific self-confidence is referred as linguistic self-confidence which requires a detailed focus.

2.1.2.1 Linguistic self-confidence

Linguistic self-confidence is a form of domain specific self-confidence because it is not used as a personality trait, rather, it can be understood as individuals' beliefs about themselves in skills and self-evaluation. According to Clément and Kruidenier, (1985), self-confidence in SLL is defined as the combination of "language use anxiety and self-rating of second language competence" (P.25). A similar definition was made by MacIntyre and others (2007), "L2 confidence was defined as combination of low levels of language specific anxiety, confidence in one's language skills, and self-perceptions of high levels of proficiency" (p.277). In the SLL context, linguistic self-confidence is mostly defined with the term anxiety, they seem inseparable. However, it is essential to

remember that the term self-confidence is a form of specific self-confidence by not referring to an individual's general perception.

Throughout the years, much emphasis has been paid to linguistic self-confidence by the scholars who are interested in language learning studies because of its importance on language achievement. (Clement & Others, 1994; R. C. Gardner & MacIntyre, 1993a; Krashen, 1985b; MacIntyre et al., 2007) According to Krashen (1981), self-confidence is an important component of affective filter which determines language achievement of the individuals. In his affective filter hypothesis, he presents self-confidence, motivation and anxiety as determinants of the language performances. If a learner is not well motivated, lack in self-confidence and has high levels of anxiety in language learning, that individual will be in defensive mode and will experience mental block preventing his learning (Krashen, 1985). He briefly summarizes the issue by stating that a self-confident person will have a lower filter which will make intake more possible. For his studies, having a lower filter is expected for the learner to have higher levels of achieving language learning. (Krashen, 1981). So, it is expected that if a learner is motivated and self-confident, that individual has greater likelihood of achievement in the target language.

Another scholar who focused on self-confidence effect on second language learning is Clément (1986). He improved Gardner and Lambert's (1960) socio educational model which mainly focuses on motivation and attitude as the determinants of SLL achievement. He (Clément et al., 1980) presented two factors related to motivation: second language confidence and integrative motive. Especially in the contexts where learners are in contact with the second language users, self-confidence becomes a strong determinant in the learners' attitude towards efforts for SLL (Clement & Others, 1994). It works like a driving force behind one's decision to take part in a conversation or an interaction with the second language user. So, it can be said that self-confidence in using second language motivates the learners and motivation helps a learner to be more self-confident in language use. And so, a vicious circle is formed, which is expected to have positive comebacks for SLL process. That's why self-confidence is perceived as a strong determinant of second language achievement where interaction is needed. It should also be noted that when self-confidence is studied, because of the definitions above (Clément

& Kruidenier, 1985; MacIntyre et al., 2007) and its role in linguistic self-confidence, it is highly important to mention the role of anxiety in SLL.

2.1.3 Anxiety

First of all, the definition of anxiety must be understood clearly. According to APA Dictionary of psychology (n.d) anxiety is "an emotion characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune." This definition refers to all aspects of life. By Scovel (1978), it is defined as "as a state of apprehension, a vague fear that is only indirectly associated with an object" (p.134). This view is also agreed by Horwitz and others (1986), they define anxiety as the self-reported experience of tension, fear, uneasiness, and concern brought on by an autonomic nervous system arousal.

The definitions referring to general understanding of anxiety should be differentiated from another form of anxiety, specific anxiety. Like it was discussed for self-confidence, it is also a need for anxiety to be studied separately because of having different implications in different contexts. Psychologists prefer to make the distinction between anxiety in general and specific anxiety clear with the purpose of describing the difference between people who experience anxiety in a variety of scenarios and those who experience it only in certain circumstances. That is why, there appears a need to mention language specific anxiety for SLL context.

2.1.3.1 Anxiety in second language learning

Language specific anxiety is a very complex affective variable which had different definitions by the educational psychologists. According to Gardner & MacIntyre, (1993a), when a circumstance calls for the employment of a second language that a person is not yet fluent in, language anxiety is the anxiety that results. Thus, the tendency for an individual to respond nervously using the second language is considered as a consistent personality trait. On the other hand Dörnyei and Ryan (2015), talks about anxiety as different forms of fear such as "… a fear speaking, a fear of misunderstanding others and being misunderstood and fear of being laughed at…" (P.176). However, these descriptions don't appear to adequately capture the complicated nature of linguistic anxiety, which requires a detailed look in the term.

There have been different ideas about language anxiety in the literature. As it is mentioned in Gardner and MacIntyre's review study, (1993a), not enough conclusions had been made because of having contradictory results in the studies (Chastain, 1975; Kleinmann, 1977; Scovel, 1978). While some studies (Brown, 2007; Chastain, 1975; Kleinmann, 1977) showed anxiety as a positive effect on SLL achievement, others had an opposite conclusion (Horwitz et al., 1986; Scovel, 1978; Young, 1990). It is thought that these controversial conclusions were because of not focusing the different forms of anxiety in learning context. However, as the time went and scholars like Horwitz and her colleagues (1986) made more in depth studies, it got a bit easier to understand the concept of language anxiety.

Horwitz and her colleagues (1986) states that there are three different forms of language anxiety: "communication apprehension, test anxiety and fear of negative evaluation" (p.127). The first one is about the social aspect of learning a second language and it appears when the learners are to interact in the target language. The individual is most likely to have high levels of anxiety especially when language proficiency is low. Test anxiety is closely connected to the fear of failure. And when SLL processes ae thought, having a lot of tests and quizzes are a natural part of it. So, even the students who can achieve the best may experience this type of anxiety and make mistakes. When the tests are done spoken, test anxiety is most likely combined with communication apprehension. The final one, anxiety about criticism, namely the fear of negative evaluation, is defined as the fear individuals have about the negative reactions and evaluations of others around them (Horwitz et al., 1986).

Even if it seems like text anxiety, the last form of anxiety mentioned is something broader, not limited to only test situations but includes every occasion a learner might encounter during the process of SLL. By noting all these forms of anxiety, Horwitz and her colleagues (1986) concludes by saying that anxiety in language learning is not only the combination of these three mentioned forms. They perceive it more like a complex of self-perceptions, attitudes, feelings, and actions associated with learning languages in a classroom that result from the particularities of the language acquisition process. Anxiety can show itself in different forms such as test anxiety, fear of errors and mistakes, and a worry of being judged negatively, in different SLL environments and practices. This

description for language anxiety highlights the complex nature of it and the need to study it in detail.

2.1.3.2 Effects of anxiety on language performances

To understand the role of anxiety in SLL, the effects must be studied in detail. Second language learning happens somewhat differently than learning the first language. Regardless of the language that is learnt, individuals mostly join a classroom, they are instructed, asked to practice, and get tested. This shows the academic part of SLL. On the other hand, when they use the language in any way or interact with the speakers of the language, social part comes into action. That is why, the effects of anxiety must be addressed in academic and social environments separately.

It is quite clear that anxiety has huge effects on academic performances in SLL. There are some studies showing the damaging effect of anxiety on course grades, which is viewed as one of the first indicators of academic achievement in SLL (Gardner et al., 1976; Horwitz et al., 1986). In Gardner and others' (1976) study with students learning French as second language, one of the most reliable indicators of proficiency in the target language was language anxiety. A similar conclusion was made by Dikmen (2021) in a study investigating the link between foreign language anxiety and language performance. Anxiety was a negative predictor of language performances. Also Dikmen (2021), found similar results among high school students and university students. Another scholar Tobias (1986) investigated the arousal of anxiety in three phases of language learning: input, processing and output. Anxiety serves as a filter at the input stage, keeping information from entering the cognitive processing system. In such a case, a learner might need to read the same text again and again or he might have difficulties in asking for clarification. In processing, anxiety can slow down learning because it diverts attention from the process of forming connections between new information and preexisting knowledge systems. In the output stage, anxiety may affect communication. A learner may forget what to say, may not be able to remember the words and so on. Such a case causes even more anxiety arousal which will turn into low quality productions and so creates a vicious cycle (Tobias, 1986).

Apart from academic effect, anxiety arousal had social impacts on the individuals who are learning a second language. Young (1990) states that the most anxiety provoking situation among the learners was to communicate in public in the target language. Other situations where the learners are asked to perform some other types of asks not including communication didn't cause this high level of anxiety. So it can be said for Young's (1990) study that the learners' anxiety was higher in interacting with others, especially in public. The detrimental effect of anxiety on social ground were also agreed by other scholars. For instance, MacIntyre and Gardner (1989) investigated two dimensions of anxiety: general anxiety and communicative anxiety. The latter was revealed that it has a greater negative impact on second language performances while general anxiety wasn't related to the second language performance, which meant learners of the target language felt uneasiness and discomfort when they are in need of communicating in the second language they were learning. These findings are in accordance with the definition of Horwitz and others (1986). Anxiety show itself as a form of fear of negative evaluation and communication apprehension. That is why it is quite understandable for the learners with high levels of anxiety to prefer to involve in communication less than the ones with low or mild anxiety levels. These exemplify the negative effect of anxiety in SLL but there are some more studies which require attention because of its difference on the results.

Some scholars had controversial conclusions in their studies. For instance, Backman (1975) investigated the role of affective factors in SLL, in an adult context where Spanish speakers learn English as a second language. She discovered that the two Spanish speakers who struggled the most with learning English in her study had the highest and lowest anxiety scores. This may have two implications: either anxiety is not a determinant in the process of SLL, or the way anxiety tested was problematic. A similar case is valid for the study of Chastain (1975). He investigated the effect of anxiety on students learning different languages as second language, which were French, German and Spanish. When French learning students experienced a negative effect of anxiety in their SLL environment which was based on audio-lingual method, German and Spanish learning students revealed a completely opposite result. The more anxiety they got, the better their performances were in traditional method SLL environment. These situations created skepticisms and created a need to study anxiety in different types.

2.1.3.3 Types of anxiety

The controversial results of the studies led the way to differentiate the different types of anxiety. The classifications of the types were grouped in two separate focuses. First group, focusing on momentary and permanent anxiety, has trait anxiety and state anxiety while the other group, focusing on the performance, has facilitating or beneficial and debilitating or inhibitory anxiety.

2.1.3.4 Facilitating vs debilitating anxiety

The term anxiety is mostly perceived in a negative way. So, it is most likely to have a negative impact on SLL. The long history of anxiety studies in SLL showed many examples where anxiety had a detrimental effect on language performances both academically and socially (Bekleyen, 2004; Dikmen, 2021; Horwitz et al., 1986; MacIntyre & Gardner, 1989; Pyun et al., 2014; Young, 1990) and this type of anxiety was named as debilitating or inhibitory anxiety (Dornyei & Ryan, 2015). Debilitating anxiety causes learners to be demotivated. Thus, they tend to get distracted easily, be less enthusiastic about getting into conversation or even abstain from asking for clarification during the class hour. Also, these learners are expected to achieve less in all three stages of learning a language, input, processing and output (Tobias, 1986).

On the contrary to the main connotation of anxiety as a negative concept, it is possible for anxiety to be a positive effect on SLL. There have been some scholars who concluded that anxiety can be facilitating or namely beneficial (Brown, 2007; Kleinmann, 1977). It is a type of anxiety which helps the learners to be active and wide awake. Thus, they tend to achieve more when they experience facilitating anxiety compared to those times when things are not challenging. Bekleyen (2004) agrees with this idea by stating it "might keep the students poised and alert".

2.1.3.5 Trait vs state anxiety

Trait anxiety is needed to be differentiated from state anxiety. Dornyei and Ryan (2015) describes trait anxiety as consistent anxiety in a variety of situations. Individuals with trait anxiety are expected to lack emotional stability and be nervous at most times. So, they are more likely to overreact to the situations because they would perceive the

situations that are milder to majority more threatening. However, researchers believe this type of anxiety is the least related one to SLL (MacIntyre & Gardner, 1989; Scovel, 1978) because it is likely to cause different types of reactions when it is combined with other emotions and different situations. For second language learning, anxiety should be studied specifically in linguistic context.

While trait anxiety is a general emotional state of an individual and relatively permanent, state anxiety is completely temporary which is shaped in each situation separately. It is described as the brief, moment-to-moment feeling of worry that is an emotional response to the circumstances at hand (Dornyei & Ryan, 2015, p.177). Young (1990) supports this description by stating that state anxiety is a response that a specific situation's circumstances set off. The level of anxiety one experience is determined by these circumstances. A person's level of stress and their perception of the stressful circumstance as personally hazardous or threatening determine the degree, duration, and fluctuations of their state anxiety throughout time (Spielberger, 1972b).

2.2 Experimental Studies

This part presents the studies conducted in self-confidence and foreign language anxiety. As self-confidence studies in language is very limited, there can be found studies from different branches of social sciences focusing on self-confidence as personality trait and its effects. After the presenting self-confidence studies there can be found linguistic self-confidence studies which is followed by anxiety studies in foreign language.

2.2.1 Self-confidence studies

The effects of self-confidence in different areas of study have been pointed out both universally and domestically. From sports to business, psychology to education, across many different fields, self-confidence variable was tested on performances of individuals (Akbari & Sahibzada, 2020; Atilgan & Kaplan, 2020; Coudevylle et al., 2011; Feltz, 1988; Hayrettin, 2015; Tridinanti, 2018). Each one focuses on different types of self-confidence to make it more meaningful in their area of research but overall, each highlights the effects self-confidence in general.

The positive effects of self-confidence as a personality trait is prominent in sports. Coudevylle and other (2011) and Feltz (1988) investigated the effect of self-confidence on sports performances and achievement levels of the individuals and both of the studies reported a positive correlation. A similar conclusion was drawn in Turkish context by Toktaş (2017). He examined the effects of self-confidence and motivation on the levels of anxiety among high school students who participated sport events. And the findings suggest the negative correlation between self-confidence and anxiety levels. Thus, he suggests students to participate more in sport events.

Similarly, educational studies highlighted the effect of self-confidence on learners' performances, even if they were limited. In their study Akbari & Sahibzada (2020) investigated the function of self-confidence on the students overall learning processes. And they noted that the more self-confident the learner is, the better they get in their learning journey. They participate more in the class hour; they are able to use technology for educational purposes and enjoy learning more. In the Turkish context, similar conclusions were drawn by Ateş (2020). In his study, Ateş (2020) tested the correlation between self-confidence, sense of responsibility and academic achievement of high school students. And it was noted that self-confidence was a greater predictor of academic achievement. Furthermore Hayrettin (2015) stated that self-confidence had an advantageous effect on the performance of the students studying Turkish as a second language. This shows that the effect of self-confidence is not only limited to English as a second language. (Kaya, 1995; Matsuda & Gobel, 2004) presented the positive correlation between self-confidence of the learners and their classroom performances. All of the studies both in Turkish context and abroad shows the effect of self-confidence in learners' variety of performances.

On the other hand, there are some studies focusing on linguistic self-confidence which is a more domain specific self-confidence. For instance, some studies focused on the effects of linguistic self-confidence in willingness to communicate (Cetinkaya, 2005; Ghanbarpour, 2016; Saka & Merç, 2021; Şener, 2014). Cetinkaya (2005), Saka and Merç (2021), and Şener (2014) studied these two factors in a sample of Turkish university students while Ghanbarpour (2016) had a similar age group with college students in Iranian context. There was a consensus among the results of the studies mentioned. All

noted the positive effect of self-confidence on willingness to communicate. Regardless of the level of the language, age or gender, more confident learners tended to be more enthusiastic about interacting in the target language. However, when the literature is reviewed other forms of correlational studies related to linguistic self-confidence seem limited.

2.2.2 Foreign language anxiety studies

Compared to self-confidence, foreign language anxiety attracted more attention as an affective variable. Especially in the recent years, with the classification of anxiety in different forms, researchers tend to examine each form and their effect on learning environments separately. For example, it had already been mentioned that there are different types of anxiety like trait and state anxiety. It wasn't expected for trait anxiety to have a significant effect on SLL. Sarigül (2018) confirms this idea in her study and she points out not having a meaningful relationship between trait anxiety and language performances of the learners. And she concludes by saying that a more language specific anxiety form needs to be investigated to see if it has an effect on language performances or not. So the perspective in the studies of MacIntyre and Gardner (1989), and Scovel (1978) are agreed one more time.

Another study choses to focus on the classifications of Horwitz and others (1986), and investigates the effects of test anxiety on language achievement (Çakıcı, 2016). She applies her research on higher education students. The results show that there is a strong positive correlation between learners' test anxiety and foreign language anxiety. And as it is expected, there was a strong negative effect of foreign language anxiety and the learners' academic achievement. Similar conclusions were drawn by some other scholars in Turkish context, all of which had participants form prep-classes of different universities (Demirdaş & Bozdogan, 2015; Tuncer & Dogan, 2015; Zhanibek, 2001). It is concluded that foreign language anxiety has a damaging effect on language performances and academic achievement of the learners. Thus, it is a negative predictor of academic success. They finalize by emphasizing the need to create stress free environments for the learners to benefit the most.

In abroad, there are studies with similar results as the ones in Turkish context. For instance, Matsuda and Gobel (2004) focuses of anxiety effect on reading performance of the learners and agrees with it being a kind of block in succeeding in the tasks. On the other hand, Tóth (2011) investigates the effect of anxiety in different levels and states that contrary to the belief that anxiety in experienced more in lower levels of a second language, higher levels like advanced learners experience similar problems about the effect of anxiety in SLL. So, it can be concluded that anxiety is a delicate issue which needs attention of the instructors for all levels of SLL.

Even though, there are a lot of studies when self-confidence and anxiety are focused separately, it cannot be said the same for the correlation between these two variables. It is quite limited. That is why this section doesn't not only mention the educational setting, but it has a broader perspective. For instance, Parçal (2018) examines the correlation between perceived self-confidence and anxiety levels of adolescences. In this psychological study, it is noted that there was a significant reverse correlation between the two personality traits. On the other hand Huang (2014) also notes that the self-perception of the individual is threatened by the second language learning and in such cases it could be the reason of having a rise in anxiety level related to the target language. It should be noted that despite having these studies showing the negative correlation between self-confidence and foreign language anxiety, it seems more studies are needed. Because there are not enough studies focusing on the outside the classroom effects on the classroom itself, namely self-confidence and foreign language anxiety, this research focuses on self-confidence as a personality trait rather than a variable only related to language learning activities and if there is a correlation between self-confidence in that meaning and foreign language anxiety.

Overall, many scholars have pointed out the important role of individual differences in foreign language learning (Bates et al., 1995; Clément & Kruidenier, 1985; Dornyei & Ryan, 2015; R. C. Gardner & MacIntyre, 1992, 1993a; Krashen, 1985b; Lightbown & Spada, 2013). More specifically, among those, affective variables and their effect on language learning attracted a lot of attention by the researchers and language instructors (Bao & Liu, 2021; Clement & Others, 1994; R. C. Gardner & Lambert, 1960; R. C. Gardner & MacIntyre, 1993a, 1993b; Krashen, 1985; Scovel, 1978). These studies paved

the way for this study. Thus, the researcher chose to focus on two of the most important affective factors in language learning processes: self-confidence and foreign language learning anxiety. It is believed that understanding the effects of these two factors on one another will be helpful to solve some of the problems in language classes such as fear of speaking, being unwilling to participate in activities and fear of making mistakes.

3. METHODOLOGY

The overall layout of the study is presented in this chapter. Additionally, it provides details on the research design, participants and setting, data collection instruments. Lastly it identifies data collection techniques and data analysis.

3.1 Research Design

This is a sequential explanatory study applied in a Turkish University prep school environment. It has an explanatory research design which falls under the title of mixed method research. Explanatory research has a correlational design. These studies are the ones where two or more variables are examined if they co-vary or how they co-vary (Creswell 2012). The justification for this strategy is that while the quantitative information and findings give a basic image of the study topic, further investigation—specifically the acquisition of qualitative data—is required to refine, enhance, or explain the overall picture (Creswell, 2012, p.542). As the purpose of this study is to understand if there is a link between self-confidence and foreign language learning anxiety, this research method seems the best to be applied to meet this goal.

The data for the research was gathered from the students at the preparatory school of a foundation University in Istanbul. Both qualitative and quantitative data is used in the study because it is believed that using data gathered through various techniques leads to more accurate conclusions and minimizes potential biases. Face-to-face interviews were used to acquire qualitative data, while two scales were implemented to collect quantitative data.

3.2 Participants

117 students participated the study: 38 males, 79 females. When the data were collected, the participants had been getting English language education for 5 months and they were in intermediate level classes. Even though they were all in the same level, there were high achievers and under achievers. All of the participants had been getting language education in their previous school settings. However, for possible many different reasons

they couldn't achieve learning the language. Thus, they started as elementary level students at the beginning of 2021-2022 academic year. To put it another way, it might be claimed that most of the participants began learning English through this program.

For this research sequential mixed method sampling was used because the data gathered in the first stage, applying scales, leads the way to the sampling of the second stage, interviews. To choose the participants of the scales, the researcher used convenient sampling which is also known as random sampling in which inclusion or exclusion from the sample is solely a matter of chance (Cohen et al, 2011).

For the interviews, non-probability sampling was applied which is known as purposive sample. Cohen and others (2011) describe this type of sampling as the one where a certain segment of the larger population has been purposefully chosen by the researcher to be included in or excluded from the sample. After the results are gathered and studied in the first stage, a more purposeful selection was done for the interview part. Basically, two criteria were followed while choosing the participants: first focus was on the ones who show a strong negative link between the two items studied, self-confidence and foreign language learning anxiety, and the second focus was on the ones who don't show a negative correlation but have high level of foreign language learning anxiety plus a high level of self-confidence. As the latter case seemed unlikely to happen, the researcher tried to find answers of what possible other reasons could be there for high level of anxiety which is analyzed by the data gathered in interviews. That is why, a purposeful sampling – non-probability sampling was more convenient for the second data collection procedure. This purposeful selection of the participants for the interviews played a major role in this study. 17 students were interviewed in total.

3.3 Setting

The study was conducted in the preparatory school of a foundation University which is located in Istanbul. It was founded in 2010 and has been expanding its range of departments since then. The medium of language in departments are either %100 English or %30 English while there are also Turkish and Arabic departments. That requires the learners to have minimum B2 level of English to be able to conduct their studies and keep

learning in the departments. For %100 and %30 English departments, English prep school is compulsory. That is why there is an intense language program.

In English preparatory program, students are expected to study for 8 months which is divided into 4 tracks focusing on one level. Each track lasts for 8 weeks and students have 28 hours of lessons every week consisting of 20 hours of main course and 8 hours of skills. The students' achievement is assessed through continues assessment including quizzes, writing assignments, projects and end of track spoken and written exams. When the cumulative for the track the student has just studied is equal to or more than 70 out of 100, they can pass to the next level. Otherwise, they must repeat the level they studied. The same is true for the end of year average as well. Students who cannot meet this criterion are given another change for one more year where they have 3 chances to get the proficiency exam. Unless they achieve minimum 70 out of 100, they are not allowed to start studying in their departments. After second year in prep school, they are expelled from the school.

There were 25 teachers working in the department and around 250-300 students at the time of study conducted. As the school is expanding every year, the number of instructors and students is rising steadily.

3.4 Data Collection Instruments

For this study, data collection instruments were self-confidence scale, foreign language learning anxiety scale and semi-structured interview questions. All of the instruments were applied in the students' native language – Turkish – to prevent any type of misunderstanding related to the language and to make them feel more comfortable in giving the most accurate answers. Especially for the interview part, the researcher tried to make the environment comfortable so that the participants can express themselves freely.

In the measurement of affective variables, self-confidence and foreign language anxiety, there are different types of data collection tools: behavioral tests, self-reports or physiological tests (Scovel, 1978). In behavioral tests, the researcher observes the participants behavior. In self-reports, participants are expected to reflect their emotions

or reactions like ‘I don’t feel comfortable doing something’, or ‘I feel uneasy in such and such situations’. In physiological tests, the participants hearth rates or blood pressures are measured in different situations. However, the last one is not much convenient for many research areas that is why it is not as common as the other two. Scovel (1978) states that behavioral tests and self-reports are more difficult to quantify than the physiological examinations, they are considerably more focused on a certain emotive component. With these reasons, in this study scales were used. They were chosen also because of practicality of them in educational studies to apply in large groups and convenience of this type of data collection tools for the measurement of affective variables. However, Observation technique was not preferred because of time and place restrictions.

3.4.1 Self-Confidence scale

The self-confidence scale (SCS) developed by Akin (2007) was used in this study. There were 33 items in SCS and it is a 5-point Likert scale consisting of 5 items for each statement as follows: 1- never, 2- rarely, 3- sometimes, 4- often, 5-always (See Appendix A). The highest grade that could be gathered from the scale is 165 while the lowest is 33. The highest grade indicates high level of self-confidence in this scale. By dividing the total grade to the number of items, 33, a conclusion can be drawn about the self-confidence level of the participant. Akın (2007) states that the grades taken from that calculation below 2.5 indicates a low level of self-confidence, grades between 2.5 and 3.5 would show a medium level of self-confidence and grades higher than 3.5 would mean the participant has a high level of self-confidence (p.173).

So that the students feel more comfortable in giving the most accurate answers, the scales were intended to be given in the participants’ native language – Turkish. SCS was developed in Turkish. Thus, no translation was needed. Reading the statements attentively, the participants were instructed to mark the response that most appealed to them.

The SCS had two subcomponents namely inner self-confidence and outer self-confidence. And those items are shown in the table below.

Table 1. Subcomponents of SCS

Subcomponents	Items
Inner Self-confidence	1, 3, 4, 5, 7, 9, 10, 12, 15, 17, 19, 21, 23, 25, 27, 30, 32
Outer Self-confidence	2, 6, 8, 11, 13, 14, 16, 18, 20, 22, 24, 26, 28, 29, 31, 33

3.4.1.1 Validity and reliability analysis of SCS

In this study, the researcher used the original scale without any changes. Even the language was not translated as it was already in the participants' native language, Turkish. The developer himself applied the validity and reliability tests. As for validity, construct and concurrent validities were studied. For reliability, internal consistency and test-retest reliabilities and item total correlations were studied. The results and their implications will be studied below but in short all of the results showed that this scale is valid and reliable, and it can be used in psychology and education fields.

3.4.1.2 Validity studies

To test validity, the developer of the scale applied construct and concurrent validity studies. For the construct validity, the results of the factor analysis of the scale consisting of 33 items identified two factors, which have been mentioned above. They were inner-self-confidence and external self-confidence. These factors account for 43.6% of the total variance. For concurrent validity, the correlation between Coopersmith Self Esteem Inventory and Self-Confidence Scale was found 87 (Akin, 2007, p.173).

3.4.1.3 Reliability studies

To test reliability, the developer of the scale applied three tests, namely internal consistency, test-retest reliability, and item total analysis.

Results of the internal consistency for the whole scale was found 0.83, for the subcomponents of the scale the results were as follows: internal self-confidence. 83, external self-confidence. 85 (Akin, 2007, p.173).

To get the results of the test-retest reliability, the developer applied the scale to the same students twice by giving three weeks break between 2 applications. And the correlational results taken from both applications were: .94 for whole scale, .97 for inner self-confidence and. 87 for external self-confidence (Akin, 2007, p.173).

In the item analysis, total item correlation was found between .30 and .72. Büyüköztürk (2018) states that total item correlation shows the correlation between the grade taken from each statement and the total grade of the scale. That is to say, each statement in the scale reflects a similar attitude. That is why the results of the analysis must be positive and high. If it is .30 or more it means it is enough to be applied. That means, the total item correlation results were positive for this scale (Akin, 2007, p.173).

3.4.2 Foreign language learning anxiety scale

In this study second data was collected through the foreign language learning anxiety scale (FLLAS) developed by Baş (2013) (see Appendix B). There were 27 statements in the scale, and it was a 5 -point Likert scale with 5 items ranging from 1- strongly disagree, 2- disagree, 3 neutral, 4- agree, 5- strongly agree. The highest grade is 125 while the lowest is 31 – because of having both positive and negative items. The highest grade shows the participants has a high level of foreign language learning anxiety whereas the lowest grade represents a low level of foreign language learning anxiety.

The levels of anxiety were not classified by the developer himself. That is why the following classification is deduced by thinking about the highest and lowest scores that can be gathered form this scale. The researcher aimed at having an equal distribution among the levels of anxiety as follows: Scores between 31 and 62 indicates a low level of FLL anxiety, 63 and 93 shows medium level of FLL anxiety, 94 and 125 represents high levels of FLL anxiety.

So that the most accurate answers can be gathered from the students, this scale was applied in the participants' native language, Turkish as it was done in the SCS. The original scale was developed in Turkish which means no changes were done to the original scale. Reading the statements attentively, the participants were instructed to mark the response that most appealed to them.

This scale consisted of 3 subcomponents, personality, communication and evaluation.

Table 2. Subcomponents of FLLAS

Subcomponents	Items
Personality	1, 2, 3, 6, 7, 8, 11, 25, 26
Communication	4, 12, 13, 14, 15, 16, 20, 21, 23, 27,
Evaluation	5, 10, 17, 18, 19, 22, 24

3.4.2.1 Validity and reliability analysis of FLLAS

The analysis for validity and reliability was done by the developer of the scale. AS there has been no change made on it, the researcher of this paper didn't need to do the analysis again. As for validity, exploratory factor analysis was conducted. For reliability, independent groups T-test was done. The results and their implications will be studied below but in short, all of the results showed that this scale is valid and reliable, and it can be used in psychology and education fields.

3.4.2.2 Validity studies

For construct validity, exploratory factor analysis was conducted. The results showed that, the scale consisted of 27 items including 3 subcomponents which were identified above, namely personality, communication, and evaluation. To evaluate exploratory factor analysis results, Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett test were used. In the literature, KMO value over .60 shows that it would be enough for factor analysis and if the result is between .80 and .90 it is regarded good, and results above .90 would be accepted as perfect (Kline, 2014); (Fraenkel et al., 2012). KMO results of this scale was found.932. Bartlett results were 3620.662/df=492 which is interpreted as meaningful (Baş, 2013).

3.4.2.3 Reliability studies

To identify reliability, Independent Samples t-Test was used. The results showed $p<0.01$ which meant the items have high distinctiveness and internal validity (Baş, 2013, p.60).

On the other hand, Cronbach's Alpha and Spearman Brown split half tests were used for the reliability analysis. The scale at hand had .93 in Cronbach's Alpha. As in the literature, having a result between .60 and .70 is referred as enough, the results for this scale can be interpreted as perfect. The computed Spearman Brown findings were .83, which are within acceptable bounds. According to Büyüköztürk (2018), a score higher than .80 is considered to be positive. Thus, it can be said that this scale is reliable (Baş, 2013).

3.4.3 Piloting the scales

The piloting applications were carried out at the same University with a small group of learners. The final number of the participants were 10. The ones who took part in pilot study weren't included in the data collection procedure of this study to secure the data collected.

The purpose of the piloting was to check the reliability of these scales in a university setting. Both self-confidence scale (Akin, 2007), and foreign language learning anxiety scale (Baş, 2013) haven't been used in a university setting by the developers. The first one is applied to high school students while the latter is conducted with secondary school students. However, the literature has studies with both of the scales in different settings with a range of different age groups. For instance, foreign language anxiety scale was used by Çetintaş (2020) to measure the foreign language anxiety levels of the high school learners while Okul and others (2017) used the same tool for 414 university students in tourism departments. On the other hand, even though self-confidence scale was mostly used with adolescences (Bilgin, 2011; Gündoğdu, 2019), it was used by Doğru (2017) to measure the self-confidence levels of sports department students at a university. Also, it was used by Okyay (2012) as a tool to measure the self-confidence levels of the employees and employers. Regardless of these studies, the researcher wanted to secure the date by piloting and applied two analyses: test-retest and Cronbach alpha.

3.4.3.1 Test-retest procedure and results of the reliability analysis

Test-retest reliability measures the scores collected with a tool over a time period. it investigates how consistent the scores of a sample throughout the course of many test administrations (Creswell 2012). To do it, the same test is needed to be applied to the same participants twice, in different times. For this study both scales were sent to 30

participants. In the first time there were 24 students who took part in it. The second application of the same scales were sent to the participants 15 days later. The time gap between two applications of the scales is important for the quality of the result. It should neither be too close nor be too distant. (Fraenkel et al., 2012). That is why 15 days is a reasonable time gap for this study. The second time scales were applied, there were only 10 of the former participants. That is why the data were analyzed only for those 10 participants.

For reliability analysis Cronbach's Alpha for self-confidence scale was found ,993 and for foreign language learning anxiety scale it was found ,960.

Also, intraclass correlation analysis was done for both of the scales. Table 3 shows the results of self-confidence scale, table 4 shows the results of foreign language learning anxiety scale.

Table 3.Intraclass Correlation Coefficient for Self-confidence Scale

	Intraclass Correlation[h]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper bound	Value	df1	df2	sig
Single Measures	,987	,949	,997	138,128	9	9	,000
Average Measures	,993	,974	,998	138,128	9	9	,000

Table 4. Intraclass Correlation Coefficient for Foreign Language Learning Anxiety Scale

	Intraclass Correlation[h]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper bound	Value	df1	df2	sig
Single Measures	,927	,745	,981	25,044	9	9	,000
Average Measures	,962	,854	,991	25,044	9	9	,000

For self-confidence scale intraclass correlation coefficient was found, 987 and for foreign language learning anxiety it was found, 927. The closer the scores to 1, the more reliable they are. According to Creswell (2012) "if the scores are reliable, then they will relate (or will correlate) at a positive, reasonably high level, such as, 6." (p.160). So, it can be said that the test-retest reliability score of this pilot study is high enough to call it reliable.

3.4.4 Interview

In order to gather comprehensive data, the researcher created an interview methodology (Appendix C). The interview protocol included three open-ended questions that connected to the study's main objectives and was intended to yield useful data for the investigation by allowing students the freedom to express themselves. Additionally, the researcher thought that the qualitative information provided by these interview questions would not only complement the statistical analysis but also portray possible reasons why students have high level of foreign language learning anxiety while they have high level of self-confidence. Semi-structured questions were asked during the interviews in order to urge participants to elaborate on their opinions.

The interview was applied to 17 students. Non-probability sampling was used. According to the results of the scales applied, 6 of them were the ones who showed a high level of negative correlation between self-confidence and foreign language learning anxiety, 5 of were the ones who has a high level of foreign language learning anxiety while they

showed a high level of sel-confidence too. The researcher tried to support the data gathered in the first stage and with the latter group, the research question seeking the answer for possible other sources of anxiety was tried to be understood.

The researcher and his supervisor looked over the question. In order to make the questions more accessible and obvious for the interviewees, they were additionally checked with the assistance of four students. The interviews were conducted face-to-face, and the students were respectfully asked to share their thoughts and feelings in response to the researcher's inquiries. The researcher taped the interviews and then transcribed them for the analyses.

3.5 Data Collection Procedure

Scales were applied to 117 students studying in the English preparatory school of a foundation University in 2021-2022 academic year. Not all of the students but the ones who start as elementary were chosen as the focus group with the purpose of eliminating effects of background differences. After the instructor have been informed about the scales and its details, the link to fill the forms has been shared with the instructors to be applied in their classes. To be ecologically friendly, the data gathered digitally. Every student could mark their answers in an online platform on their mobile phones. And all of the process was conducted in Turkish to prevent any kind of misunderstanding and confusion.

After the finalization of the first stage, with the analysis of the answers in part one, the sampling for the second stage, interview, was determined. The researcher aimed at interviewing 21 students. However, due to time and place limitations or the unwillingness of the participant to take part in the interview, only 17 students were able to be interviewed. Interviews were recorded and transcribed by the researcher to study on.

3.6 Data Analysis

The quantitative data for this study was collected through two 5-point Likert scales. As data was collected through digital platforms and the researcher disabled to submit the scale if there is any item missing, there was no reason to take out any participants answers.

Thus 117 participants' answers were collected. A digital analysis program was used to analyze the data.

Self-confidence scale didn't have any opposite statements, but foreign language learning anxiety scale had both positive and negative statements. The negative items were items; 1, 7, 8, 11, 12, 13, 16, 22, 24, which were adjusted by code reversing before analysis.

Descriptive statistics were used to decide Skewness and Kurtosis statistics which was expected to lead the decision of using Pearson correlation or Spearman correlation. The results were as shown in Table 5. (A.Sum represents Self-confidence scale total grades for each participant while B shows the same total amount for foreign language learning anxiety scale's results)

Table 5. Descriptive Statistics

	N Statistics	Minimum Statistics	Maximum Statistics	Mean Statistics	St. Deviation Statistics	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
A.Sum	117	33,00	159,00	122,2479	18,06640	-1,053	,224	4,405	,444
B.Sum	117	31,00	125,00	80,6752	19,49926	-,196	,224	-,205	,444
Valid N (listwis)	117								

To be able to use a parametric statistics - Pearson correlation coefficient, its bivariate normality assumption is needed to be met which can be obtained by having the Skewness and Kurtosis result between -1 and 1 (Landau & Everitt, 2004). As it can be understood form the table above, this study does not match this need. That's why its alternative non-parametric test - Spearman Rank Sum Correlation Test was needed to be used.

Data gathered by the interviews were recorded and transcribed by the researcher. by Following the researcher's transcription of the interviews, the data were subjected to

content analysis, which involved identifying the themes and common points in the whole data.

4. FINDINGS AND DISCUSSIONS

In this this chapter, findings of the self-confidence and foreign language learning anxiety scales are presented. The results are categorized and listed in the same sequence as the research questions. After the analysis of the quantitative data, there can be found the results of the interview.

4.1 Findings

As it is mentioned earlier, the purpose of the study is to examine the correlation between self-confidence and foreign language learning anxiety. For that purpose, two scales were applied to the participants: self-confidence scale and foreign language learning anxiety scale. Each of these data collection instruments were first analyzed separately for research questions 1 and 2, and then the relation between them is analyzed for the research question 3.

4.1.1 Findings of the research question 1: What are the self-confidence levels of the learners?

The first question aimed at finding out the self-confidence levels of the learners. To find it out, self-confidence scale (SCS) by Akin (2007) was used. The scale has 33 items, and it is a 5-point Likert scale consisting of 5 items for each statement as follows: 1- never, 2- rarely, 3- sometimes, 4- often, 5-always (See Appendix A). The highest grade that could be gathered from the scale is 165 while the lowest is 33. The highest grade indicates high level of self-confidence in this scale. By dividing the total grade to the number of items, 33, a conclusion can be drawn about the self-confidence level of the participant. The grades taken from that calculation below 2.5 indicates a low level of self-confidence, grades between 2.5 and 3.5 would show a medium level of self-confidence and grades higher than 3.5 would mean the participant has a high level of self-confidence.

To find out the self-confidence levels, means scores were gathered through descriptive statistics. It was found 122,2479. When it is divided to the number of the items, 33, the

result is 3,704 which reveals that the participants had high level of self-confidence in general. Table 6 shows the mean score for SCS and standard deviation.

Table 6. Self-confidence levels of the participants

	N	Mean	St. Deviation
Self-confidence levels	117	122,2479	18,06640

The percentages and frequencies of low, medium and high levels of self-confidence were also computed through descriptive statistics which is presented in table 7. According to those results, 75 percent had high levels of self-confidence, 24 percent had medium level of self-confidence and only 1 percent had low level of self-confidence.

Table 7.frequency and percentages of self-confidence

	Frequency	Percentage
High level of self-confidence	88	75,21
Medium level of self-confidence	28	23,93
Low level of self-confidence	1	0,85

The data collected were analyzed in terms of three factors: gender, high school background, language learning time. None of them showed a significant difference in terms of self-confidence levels of the participants. The first factor is gender. There were 79 Females and 28 males. The number of males and females, and mean ranks are presented in table 8.

Table 8. The number of participants in terms of gender and mean ranks in self-confidence

Gender	N	Mean Rank
Females	79	56,17
Males	38	64,88

The difference in gender in terms of self-confidence levels was analyzed through Mann Whitney U test as the data in this study required non-parametric tests. It was discovered

that there is not a significant difference between males and females in terms of their levels of self- confidence. When Asymp. Sig. (2-tailed) score is below ,05 it means that there is a significant difference. That is why in this study gender doesn't reveal a significant difference in participants' self-confidence levels (Asymp. Sig. =,193). Table 9 shows the score for the difference between groups.

Table 9. The score for the difference of genders in terms of self-confidence levels

	Self-confidence levels
Mann- Whitney U	1277,500
Wilcoxon W	4437,500
Z	-1,302
Asymp. Sig. (2-tailed)	,193

The second factor is high school background. Students were asked about what kind of high school they had graduated from. There were 92 students coming from an Anatolian high school, 16 students from college-private schools and 9 students from a vocational school. The number of the participants having high school backgrounds and their mean rank is shown in table 10.

Table 10. The number of the participants from different high school backgrounds and their mean rank

Highschool	**N**	**Mean Rank**
Anatolian High School	92	56,89
College-Private schools	16	75,22
Vocational School	9	51,22
Total	117	

The high school groups were analyzed through Kruskal Wallis Analysis because of having more than 2 groups: Anatolian high schools, colleagues – private schools, vocational schools. The results revealed that there is no significant difference over any of the groups the groups. When Asymp. Sig. score is below ,05 it is understood that there is a significant difference. That is why it can be said that in this study the type of high school

that learners had graduated from doesn't show a significant difference in participants self-confidence levels (Asymp. Sig. = ,099). Table 11 shows the scores for the difference in high school groups.

Table 11. The score for the difference in high school graduation groups in terms of self-confidence levels

	Self-confidence levels
Kruskal-Wallis H	4,634
Df	2
Asymp. Sig.	,099

The last factor is language learning time. Participants were asked to declare for how many years they have been learning English. There were 70 students who said that they have been engaged in learning English for only less than a year. 16 students acknowledged that they have been learning English for the last 3 years while only 4 students declared that they have been learning for the last years. However, there were 27 students who reported that they have been learning English for more than 5 years. The proportions of the participants with different language learning experiences in terms of years and their mean rank is presented in table 12.

Table 12. The number of the participants with different language learning experiences in terms of years and their mean rank

Language Learning Time	**N**	**Mean Rank**
Less than a year	70	54,79
1-3 years	16	60,63
3-5 years	4	82,50
More than 5 years	27	65,46
Total	117	

For the analysis of language learning time groups Kruskal Wallis test was applied. The results revealed that among four groups of answers which are less than a year, 1-3 years, 3-5 years, there was no significant difference. When Asymp. Sig. score is below ,5 it is accepted that there is a significant difference. That is why in this study language learning time doesn't reveal a significant difference in participants self-confidence levels (Asymp. Sig. = ,260). Table 13 shows the scores of the difference in language learning time factor.

Table 13.Differences in language learning time factor in terms of self-confidence levels

	Self-confidence levels
Kruskal-Wallis H	4,017
Df	3
Asymp. Sig.	,260

4.1.2 Findings of the research question 2: What are the foreign language learning anxiety levels of the learners?

The second question's goal was to determine the foreign language learning anxiety levels of the participants. For that purpose foreign language learning anxiety scale (FLLAS) which was developed Baş (2013) was used (see Appendix B). There are 27 statements in the scale, and it is a 5 -point Likert scale with 5 items ranging from 1- strongly disagree, 2- disagree, 3 neutral, 4- agree, 5- strongly agree. The highest grade would be 125 while the lowest would be 31 – because of having both positive and negative items. The highest grade shows the participants has a high level of foreign language learning anxiety whereas the lowest grade represents a low anxiety level when learning a new language. Scores between 31 and 62 indicates a low level of FLL anxiety, 63 and 93 shows medium level of FLL anxiety, 94 and 125 represents high levels of FLL anxiety.

To find out FLL anxiety levels, means scores were gathered through descriptive statistics. It was found 80,6752, which reveals that the participants had medium level of FLL anxiety in general. Table 14 shows the mean score for FLLAS.

Table 14.FLL anxiety levels of the participants

	N	Mean	St. Deviation
FLL anxiety level	117	80,6752	19,49926

The frequencies and percentages of low, medium and high levels of FLL anxiety were also computed through descriptive statistics. According to those results, 26 percent had high levels of FLL anxiety, 56 percent had medium level of FLL anxiety and only 18 percent had low level of FLL anxiety.

Table 15. Frequency and percentages of FLL anxiety

	Frequency	Percentage
High level of FLL anxiety	30	25,64
Medium level of FLL anxiety	66	56,41
Low level of FLL anxiety	21	17,94

The FLL anxiety data was analyzed in terms of three factors: gender, high school background, language learning time. Only gender revealed a significant difference in the levels of FLL anxiety. Neither high school background nor language learning time had a significant difference in FLL anxiety levels of the students.

The first factor is gender. The difference in gender in terms of FLL anxiety levels was analyzed through Mann Whitney U test as the data in this study required non-parametric tests. According to the results, gender groups had meaningful differences in FLL anxiety levels. When Asymp. Sig. (2-tailed) score is below,05 it is understood that there is a significant difference. So, in this study gender reveals a significant difference in participants FLL anxiety levels (Asymp. Sig. =,000). Table 16 shows the score for the difference between groups.

Table 16. The score for the difference of genders in terms of FLL anxiety levels

	Self-confidence levels
Mann- Whitney U	708,0
Wilcoxon W	1449,0
Z	-4,617
Asymp. Sig. (2-tailed)	,000

There were 79 Females and 28 males. The quantity of males and females, and mean ranks in terms of FLL anxiety are presented in table 17. Mean rank scores shows that females had a higher level of FLL anxiety compared to males.

Table 17. The number of participants in terms of gender and mean ranks in FLL anxiety

Gender	**N**	**Mean Rank**
Females	79	69,04
Males	38	38,13
Total	117	

The second factor is high school background. Students were asked about what kind of high school they had graduated from. There were 92 students coming from an Anatolian high school, 16 students from college-private schools and 9 students from a vocational school. The portion of the participants from various high school backgrounds and their mean rank is presented in table 18.

Table 18. The number of the participants from different high school backgrounds and their mean ranks in terms of FLL anxiety

Highschool	**N**	**Mean Rank**
Anatolian High School	92	61,43
College-Private schools	16	55,66
Vocational School	9	40,06
Total	117	

The high school groups were analyzed through Kruskal Wallis Analysis because of having more than 2 groups: Anatolian high schools, colleagues – private schools, vocational schools. The findings revealed that there is no significant difference among the groups. When Asymp. Sig. score is below ,05 it is concluded that there is a significant difference. That is why it is possible to conclude that in this study the type of high school that learners had graduated from doesn't show a significant difference in participants FLL anxiety levels (Asymp. Sig. = ,179). Table 19 shows the scores for the difference in high school groups.

Table 19. The score for the difference in high school graduation groups in terms of self-confidence levels

	Self-confidence levels
Kruskal-Wallis H	3,439
Df	2
Asymp. Sig.	,179

The last factor is language learning time. Participants were asked to declare how many years they have been learning English. There were 70 students who said that they have been learning English for only less than a year. 16 students revelaed that they have been learning English for the last 3 years while only 4 students declared that they have been learning for the last years. However, there were 27 students who stated that they have been learning English for more than 5 years. The number of the participants with different language learning experiences in terms of years and their mean rank is presented in table 20.

Table 20.The number of the participants with different language learning years and their mean rank in terms of FLL anxiety

Language Learning Time	N	Mean Rank
Less than a year	70	64,41
1-3 years	16	50,97
3-5 years	4	50,38
More than 5 years	27	50,02
Total	117	

For the analysis of language learning time groups Kruskal Wallis test was applied. The results revealed that among four groups of answers which are less than a year, 1-3 years, 3-5 years, there was no significant difference. When Asymp. Sig. score is below ,5 it is concluded that there is a significant difference. That is why in this study language learning time doesn't reveal a significant difference in participants FLL anxiety levels (Asymp. Sig. = ,218). Table 21 shows the scores of the difference in language learning time factor.

Table 21. Differences in language learning time factor in terms of FLL anxiety levels.

	Self-confidence levels
Kruskal-Wallis H	4,432
Df	3
Asymp. Sig.	,218

4.1.3 Findings of the research question 3: Is there a correlation between self-confidence and language learning anxiety of the learners? If there is a correlation, is it a positive or negative correlation?

The third question aimed at finding if there is a correlation between two affective factors, self-confidence and FLL anxiety. To comprehend the relationship, two scales were applied to the participants, self-confidence scale (SCS) by Akin (2007) and foreign

language learning anxiety scale (FLLAS) by Baş (2013). Both scales are 5-point Likert scales.

SCS by Akin (2007) has 33 items options for each items are: 1- never, 2- rarely, 3- sometimes, 4- often, 5-always (See Appendix A). The highest grade that could be gathered from the scale is 165 while the lowest is 33. The highest grade indicates high level of self-confidence in this scale. By dividing the total grade to the number of items, 33, a conclusion can be drawn about the self-confidence level of the participant. The grades taken from that calculation below 2.5 indicates a low level of self-confidence, grades between 2.5 and 3.5 would show a medium level of self-confidence and grades higher than 3.5 would mean the participant has a high level of self-confidence.

In FLLAS by Baş (2013) there are 27 statements in the scale, with options for each item as: 1- strongly disagree, 2- disagree, 3 neutral, 4- agree, 5- strongly agree. The highest grade would be 125 while the lowest would be 31 – because of having both positive and negative items. The highest grade shows the participants has a high level of foreign language learning anxiety whereas the lowest grade represents a low level of foreign language learning anxiety. Scores between 31 and 62 indicates a low level of FLL anxiety 63 and 93 shows medium level of FLL anxiety, 94 and 125 represents high levels of FLL anxiety.

To see if there is a correlation between these two affective factors, Spearman analysis was applied as the data collected through the scales didn't show normality which led the researcher to use a non-parametric analysis. The results are presented in Table 22.

Table 22. Correlation between self-confidence and FLL anxiety levels of the learners

			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,322**
		Sig. (2-tailed)		,000
		N	117	117
	Anxiety	Correlation Coefficient	-,322**	1,00
		Sig. (2-tailed)	,000	
		N	117	117

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

In the results, moderate level of negative correlation (r=-322) between self-confidence levels of the learners and their FLL anxiety levels was found. That means, as their self-confidence gets higher, FLL anxiety gets lower. As the self-confidence levels gets lower, FLL anxiety levels gets higher.

The relationship between the correlation and the variables of gender, high school background and years of learning the language was also analyzed. Each one studied separately all groups except two of the high school types – colleges/private schools and vocational schools – showed a meaningful correlation.

First of the variables is gender. The correlation between self-confidence levels and FLL anxiety was analyzed to see whether it changes according to the gender groups, males and females. The results are shown in table 23.

Table 23. Gender differences in the correlation between self-confidence and FLL anxiety

Females			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,364*
		Sig. (2-tailed)		,001
		N	79	79
	Anxiety	Correlation Coefficient	-,364*	1,00
		Sig. (2-tailed)	,001	
		N	79	79
Males			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,325**
		Sig. (2-tailed)	.	,047
		N	38	38
	Anxiety	Correlation Coefficient	-,3225**	1,00
		Sig. (2-tailed)	,047	.
		N	38	38

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

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

The results showed that both genders showed a negative correlation between self-confidence and FLL anxiety (females r=-,364; males r=-,325). For both genders, as the self-confidence level rises FLL anxiety levels fall, and as self-confidence levels fall FLL anxiety levels of the learners rise.

The second variable tested is high school background. There are three types of high schools that students graduated from: Anatolian high schools, colleges-private schools, vocational schools. The results of each one can be found in Table 24.

Table 24. The relationship between high school background and the correlation between self-confidence and FLL anxiety

Anatolian High Schools			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,389*
		Sig. (2-tailed)	.	,000
		N	92	92
	Anxiety	Correlation Coefficient	-,389*	1,00
		Sig. (2-tailed)	,000	.
		N	92	92
Colleges – Private Schools			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,127
		Sig. (2-tailed)	.	,640
		N	16	16
	Anxiety	Correlation Coefficient	-,127	1,00
		Sig. (2-tailed)	,640	.
		N	16	16
Vocational Schools			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,173
		Sig. (2-tailed)	.	,656
		N	9	9
	Anxiety	Correlation Coefficient	-,173	1,00
		Sig. (2-tailed)	,656	.
		N	9	9

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

As the results showed, there was a negative correlation between self-confidence and FLL anxiety for the Anatolian high school graduates (r=-389). For college-private schools and

vocational school graduates' correlation was not significant (Sig. (2-tailed) =,640 and ,656).

The third variable tested is language learning time. Participants answers were grouped under 4 groups: less than a year, 1-3 years, 3-5 years, more than 5 years. The results are shown in table 25.

Table 25.The relationship between years of learning the language and the correlation between self-confidence and FLL anxiety

Less than a year			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,241*
		Sig. (2-tailed)	.	,044
		N	70	70
	Anxiety	Correlation Coefficient	-,241*	1,00
		Sig. (2-tailed)	,044	.
		N	70	70
1-3 years			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,492
		Sig. (2-tailed)	.	,053
		N	16	16
	Anxiety	Correlation Coefficient	-,492	1,00
		Sig. (2-tailed)	,053	.
		N	16	16
3-5 years			Self-confidence	Anxiety

Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-1,000**
		Sig. (2-tailed)	.	.
		N	4	4
	Anxiety	Correlation Coefficient	-1,000**	1,00
		Sig. (2-tailed)	.	.
		N	4	4

More than 5 years			Self-confidence	Anxiety
Spearman's rho	Self-confidence	Correlation Coefficient	1,00	-,342
		Sig. (2-tailed)		,080
		N	27	27
	Anxiety	Correlation Coefficient	-,342	1,00
		Sig. (2-tailed)	,080	
		N	27	27

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

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

The results presented that the students who reported that they had been learning English less than a year, which means they started learning the language at the prep school that were studying at that time, showed a low level of reverse correlation between self-confidence and FLL anxiety (r=-,241). The groups of learners saying their learning English experience was between 1-3 years and more than 5 years showed a moderate level of negative correlation between self-confidence and FLL anxiety (r=-,492 and r=-,342). Learners who stated that they had been learning English for 3-5 years revealed a high level of reverse correlation between self-confidence and FLL anxiety (r=-1,00). All of the groups of high school background showed a significant negative correlation.

4.1.4 Findings of the research question 4: What could be the reasons of high anxiety level of the learners?

The data regarding the final research question was gathered through the interviews. In the semi-structured interview students were asked three questions which can be seen in Appendix C. to elaborate on their answers, when needed additional questions were directed too. To analyze the data of the interview, content analysis was used. Overall analysis of the data gathered via interviews revealed 6 themes for the possible reasons of FLL anxiety of the learner and the results are presented under these 6 titles: 4 environmental reasons: the fear of being teased, reactions from the teachers, being in an unfamiliar environment, interacting in the target language with others; 2 educational reasons: not having enough knowledge of the language, and tests / being graded. Table 26 shows the frequency for the reasons of FLL anxiety.

Table 26. Reasons for FLL anxiety and frequency

	Themes	**Frequency**
Environmental Reasons	Interacting in the target language with others	8
	The fear of being teased	4
	Reactions of the teachers	3
	Being in an unfamiliar environment	3
Educational Reasons	Not having enough knowledge of the language	3
	Tests / being graded	2

The results showed that students' answers for their anxiety for FLL had two main focus: environment and education. Some students reported multiple reasons for their anxiety. Overall, the majority - 35% of the answers included students' being uncomfortable in

interacting in the target language with other people. It was followed by another environmental reason - the fear of being teased with 17% of the answers. While reactions of the teachers, being in an unfamiliar environment and not having enough knowledge of the target language had 13% of the answers each, 9% of the answers contained and the fear of tests / being graded. Each of these themes for the reasons of FLL anxiety are analyzed in detail.

4.1.4.1 Interacting in the target language with others

The majority of the answers for the reasons of FLL anxiety was about interacting in the target language with others. Most of the participants (8 answers – 35%) stated how uncomfortable they feel when they were in need of speaking to others including both their classmates and tourists outside the classroom.

Participant 6 mentioned how uncomfortable she was getting when she needed to speak to her classmates even though she was quite comfortable practicing on her own at home:

> At the times of speaking, I feel really tense because I can never tell the sentences I formed in my mind(…) For instance, I practice at home by myself. I speak very well but when I need to talk to another person, I just can't achieve it (Participant 6).

The reason of anxiety is clearly interacting with another person in her case. A similar case is valid for other two participants. Their examples include interacting with the tourists which causes too much anxiety in them resulting in not being able to form the sentences:

"I work in Laleli. Tourists, for instance, ask how to go to Fatih mosque. And I can't make the correct sentences. I get too excited and nervous" (Participant 8).

"I can't even try to speak. I get nervous when I encounter with tourists" (Paritcpant 3).

Regardless of the person they are speaking with, speaking is still a source of anxiety for participants 7, 1 and 5:

"I have difficulty in one thing, speaking. I get too excited and nervous" (Participant 7).

"I guess, in speaking I feel insecure. So, I can't speak. I get nervous"(Participants 1).

"When I am asked to speak all of a sudden, I feel very nervous" (Participant 5).

Speaking being a main source for FLL anxiety is not just in one-to one conversations. One of the students mentioned the anxiety she is having for the prepared talk which she was going to give in a couple of days:

"I have a presentation on Friday. My self-confidence can drop instantly there. I am too excited now and I worry if I will do things like.. I can't speak or(…)" (Participant 15).

One student talked about the problems she is having in speaking the language because of being unable to pronounce some sounds. That's why she has always experienced nervousness while speaking:

> I am actually eager to speak, I think. I just(…) It's a long story but I can't utter some sounds, some words starting with some letters so(…) I am eager but when I can't pronounce them, I get very nervous. Even when teacher tells me to read a paragraph. I can read it at that moment, but I feel tense (Participant 4).

The interviews revealed that speaking the language that is learnt is the main source of FLL anxiety among the participants.

4.1.4.2 The fear of being teased

The second mostly given answer was the fear of being teased by their classmates with the score of 17% of the answers by 6 participants. Students stated their worries about what their friends will think when they make a mistake in grammar, vocab or in pronunciation which they thought will end up them being teased. This created tension for those participants in learning environments.

Participant 1 stated her insecurities in speaking because of her fear of being laughed at:

"(…) What if I make a mistake and they laugh at me(…) I think about it. It is the same in my social life, crowds as well" (Participant 1).

Another student, participant 11, stated something similar and said how he felt when there are people better than him in terms of the language:

> (…) I mostly.. err.. I feel nervous when there are people better than me. Because catching up with their level is something different. Besides, it requires to study even harder. And also, err(…) if I say something wrong(...) they will laugh at me. Such things(…) (Participant 11).

Participant 17 was so sure that he was going to be humiliated if he made a mistake. To keep himself safe, he preferred to stay quiet all the time and got really anxious when he was called by the teacher for any kind of practice:

> After I started secondary school, it was full of fear for me until I got to the university. For instance, I never answered anything or tried to avoid taking part in any kind of activity. It was like a trauma. I was always nervous. I felt like I was going to be humiliated so I stayed away from everything in the lessons (Participant 17).

Participant 4 talked about the relationship between her self-confidence level and FLL anxiety. For her, what the others will think would be a preliminary source of FLL anxiety:

"For instance, here I can answer any questions the teachers ask me because I have high self-confidence. Thus, I can participate without being anxious about what my friends will think" (Participant 4).

Overall, students FLL anxiety was caused by the fear being judged and laughed at by their peers. This caused those participants to keep silent in most cases and not take active part in the lessons.

4.1.4.3 Reactions of the teachers

In some cases, with 3 participants covering 13% of the answers, not just the reactions of the peers, but some reactions of the teachers caused the learners to feel nervous during the lesson times. Such reactions included humiliating, scolding, and yelling.

Participant 17 stated how uncomfortable and nervous he got because of the humiliation he received form his teachers:

> I studied the primary school in Cyprus. Language education there was very good. I got the basics there. Then I moved to Türkiye in secondary school. I saw that(…) err.. teachers were only focused on making us pass or teach us English only for school. I mean they didn't really teach English, and their actions were mostly humiliating. Because of that I abstained form learning English. (…) teachers would never appreciate my efforts. They made fun of me most of the time. This was humiliating. I was always nervous (Participant 17).

A similar comment was given by participant 15. She talked about the discussion she had with her teacher, and also being scolded for her mistakes:

> At that time I was a little(…) naive.. well, I wasn't scared but sad, I mean the teacher reacted very harshly but at the end I was a little kid in the fifth grade. An then later another teacher(…) He was getting angry when we made a mistake, but this is how we learn right? By making mistakes we will learn (Participant 15).

Participant 12 mentioned the reactions of the teacher as a reason for his anxiety in language classes. Even though they weren't directly at the participant himself, the reactions he witnessed caused him to be nervous to take active parts in the lessons.

> Well(…) I was nervous. Because a teacher(…) Err(...) Actually not me in person but my friends had some things. Our school was mixed sex. Teacher cared more about the girls and he was always rude to the boys. Hic actions were changing all the time. Then (…) sometime later we started to talk back to him, and we had some arguments with the teacher. It went even worse after that. (…) Years later I heard that teacher was reported to the authorities and he was taken to another school (Participant 12).

The comments of the participants revealed that teachers' negative reactions had a role on learners' FLL anxiety in the classroom. Even though the learner is not the one who received the reaction, even only witnessing caused anxiety in them.

4.1.4.4 Being in an unfamiliar environment

Another reason for FLL anxiety, as stated by the 3 participants (13% of the answers in total), was being in an unfamiliar environment. This environment included both the new city they had to move for their university education and their new classroom environment which is full of new friends at the beginning of their academic year at the preparatory school.

Participant 14 mentioned the differences where she grew up compared to Istanbul and its effects on her FLL processes:

> I grew up in a different(…) well everybody grew up in a different environment. But the city I came from and this place is very different. People here grew up in different families so I got this culture thing(…) so the first 2 months in this class was most probably(…) err.. I just got used to it here. Most probably I just closed myself in those two months so still I can't be comfortable in the lessons. If I was back in my hometown, I would be very different, more active, self-confident. The first two months were like a shock. It was my first time to be in such a different place (Participant 14).

Other 2 participants mentioned the environment as the classroom aspect. Even though they didn't change the city to get university education, having new friends full of a classroom caused participants to have some anxiety at the start of the academic year. However, as they got used to their environment, things got a little easier for them in terms of anxiety:

"Now I know the class and the friends. I am more comfortable and feel more self-confident." (Participant 15).

At first I wasn't active in the lessons but as I got used to the class and learn things, I got more relaxed and started taking part more, even without the teacher asking" (Participant 1).

The data revealed that being in an unfamiliar environment like the classroom or the city could cause FLL anxiety among the learners which gets less in time as the learners get familiar with one another and the new environment.

4.1.4.5 Not having enough knowledge of the language

The data also revealed two educational reasons as the source of FLL anxiety one of which is not having enough knowledge of the language that is learnt. 3 participants (13% of the answers in total) stated how nervous they got when they noticed how much they didn't know about the language, and they concluded with saying that the anxiety got lower as they kept learning the language.

Participants 12 and 13 share similar ideas. They expressed their fear when they noticed that they don't know a good deal of stuff about the language they are supposed to learn in the preparatory school even though they had been getting the education for this language for many years in secondary school and high school:

> I kept changing cities because of my father's job. Some teachers were teaching, some didn't care at all(…) For me language is anxiety. I felt this especially this year. After all, you don't know what will happen. You have no knowledge. All those years you had the education, or you tried to have an education but at the end you have nothing (Participant 12).

> I had that feeling(…) I have a background in the language, I know some etc. Then last summer I wanted to check before coming here, and I noticed I forgot most of the things. I thought I knew but I didn't. I chose 100% English department just because I thought I know the language. But this frightened me a lot and I got super anxious (Participant 13).

Another learner, participant 3, mentioned not revising before the lesson as the source of her anxiety:

"I don't know(…) I would be more confident if I studied at home, pronunciation for instance. I know that but I don't. If I got ready before the lesson, I would be more comfortable in the lesson" (Participant 3).

It is revealed that as the learners get more knowledgeable in the language they tend to relax more. Not having enough knowledge of the grammar, vocabulary or not knowing how to pronounce the words is a course for FLL anxiety.

4.1.4.6 Tests / being graded

The other educational reason for FLL anxiety is the tests of being graded. At the times of examination, written or verbal, learners tend to be more anxious. It was clearly stated by 2 of the participants (9% of the answers in total) as the primary source of their nervousness in learning environments:

"In general, I feel the most nervous in exams, especially when we have speaking exams." (Participant 7).

> I think it is nonsense to grade in language education. It is also for the thing we are in now – prep school- because I get very nervous in grades. (…) This is the same for all courses. I hate it when teachers give us grades, or plusses or minuses, they just assign homework and only teach grammar. I was strongly disinclined by those(…) In grading they put us in some forms(…) I mean everyone, every student is different. They don't know you. They just judge. Then because grading is low, it means the student doesn't know. Grades always make look bad. That's why I am always nervous. (…) Actually, learning a language is fun, you learn a new culture, its history, education(…). So learning a language is always fun and exciting but when there is being graded in education, it make me… I get disconnected (Participant 14).

It was revealed by two participants that knowing that they will be graded and sitting in an exam caused them to get nervous in learning a language taking out the excitement of learning a new language.

4.2 Discussions

For discussions of the data collected through surveys and interviews, research questions serve as a basis The first two questions which are looking for an answer of the self-confidence and FLL anxiety levels of the learners are presented together. The other two

questions are discussed separately. Because self-confidence studies are limited in language educational studies (most focus on linguistic self-confidence rather than self-confidence as a personality trait as it is studied here), parallels between this study's findings and those in the literature is also limited.

4.2.1 Discussions of research question 1 and 2: What are the self-confidence levels of the learners? and What are the foreign language learning anxiety levels of the learners?

The first two research questions are for the levels of self-confidence and FLL anxiety of the prep school students at a foundation University in Istanbul. Each affective variable was analyzed to see if they show any significant differences in gender, in different high school background and language learning time. It was found that participants had high level of self-confidence and there is no significant difference in self-confidence levels in any groups. Also results revealed that participants had medium level of FLL anxiety. Gender played a role in the difference of anxiety levels: the females had higher level of FLL anxiety compared to the males. Other two groups – high school background and language learning time – had no significant difference in determining the level of FLL anxiety of the learners.

4.2.1.1 Self-confidence

In the literature of foreign language studies, self-confidence is mostly studied as a domain specific self-confidence which means studies mostly focus on linguistic self-confidence. However, this study focuses on self-confidence as a personality trait. That is why the discussions for self-confidence in this section is done with the comparisons of similar studies in different branches of educational studies.

In this study, gender didn't play a significant role as a determinant of self-confidence levels. There are some studies which had parallel results with this finding (Doğru, 2017; Karademir, 2015; Onay & Çelik, 2014; N. Öztürk, 2017; Turan Başoğlu, 2007). Doğru (2017) studied perceived self-confidence and self-efficacy levels. The participants were Physical education and Sport education departments' students at a university. The study was conducted with 141 students. The same scale, self-confidence scale by Akin, (2007), which was used for this study was also used by Doğru (2017). Their outcomes matched

those of our investigation. A similar result was noted by Öztürk, (2017). In her study, she focused on the connection between university students' levels of self-confidence and their family's culture, parental bonds. The study was applied at Inönü University in Türkiye, with the participation of 1st, 2nd, 3rd and 4th graders of different faculties. It was found that gender played no significant role in self-confidence levels of the participants. Another study in a university setting was done by Karademir (2015) with 650 prospective geography teachers studying at 10 different universities. Akin's (2007) self-confidence scale was used, and a similar result of gender and school of graduatıın being not a predictor for self-confidence was found out. These results were parallel with his study. Not just at the university but with younger participant groups, similar conclusions were drawn by Onay and Çelik (2014), and Turan Başoğlu (2007).Turan Başoğlu (2007) studied self-confidence in adolescences and found a similar result: gender was not a significant factor for the self-confidence levels of the learners. There are many other studies having the same result: Onay ve Çelik (2014) studied "the relation between scientific attitude and self-confidence of 6th graders" and found no significant difference in gender groups. However, there are some studies which noted down a notable difference of gender in self-confidence levels: Kılıç (2013), and Lacković-Grgin and Deković (1990). Kılıç (2013) studied bullying and self-confidence with the participation of 333 students at secondary schools in MEB in Sakarya. The study gathered data through the scale developed by Akin (2007). In the results it was found that males had higher level of self-confidence. On the other hand in the studies of Lacković-Grgin and Deković (1990), where the participants were adolescents, it was found that females had higher level of self-confidence. These results show that it would not be possible to have a definite idea about the role of gender on self-confidence. It can be deduced that, other factors such as the family individuals grow up or the society that influences the perceptions of the individuals may have an effect on the self-confidence levels of the learners.

4.2.1.2 FLL Anxiety

This study revealed that gender had a significant role in determining the participants FLL anxiety. According to the results, females had higher level of FLL anxiety. This data is parallel with Okul and others (2017). In their study, to gather data about FLL anxiety levels, FLL anxiety scale of Baş (2013) was used, which is the same data collection tool

of the study at hand. The results showed that female participants had higher level of FLL anxiety. A similar result was found by Abu-Rabia (2004). In his study with 67 seventh graders in Israel, he focused on the relationship between FLL anxiety and foreign language achievement. According to the results, females had higher level of FLL anxiety. Another similar findings were noted by Çakıcı (2016). In her study with 301 students at a preparatory school of a university in Türkiye, she focused on the relationship between test anxiety, foreign language anxiety and language achievement. Even though a different scale was used than the one in this study, the results were still similar. It was found that females showed a higher level of foreign language classroom anxiety. There are numerous other papers having the same outcome (Arnaiz & Guillen, 2011; Demirdaş & Bozdogan, 2015; Ergün, 2011; Hismanoglu, 2013; Mesri, 2012).

However, there are a good number of studies having no significance difference in genders for the levels of foreign language anxiety (Aida, 1994; Alshahrani & Alandal, 2015; Amiri & Ghonsooly, 2015; Batumlu & Erden, 2013; Çubukçu, 2008; Genç, 2009; Öner & Gedikoğlu, 2007; Onwuegbuzie et al., 1999; Piniel & Zólyomi, 2022; Şakrak, 2009; Yamat & Bidabadi, 2012). Apart from those, there are some more studies which had a contradictory result to this study's conclusion as having males higher levels of foreign language anxiety (Awan et al., 2010; Campbell & Shaw, 1994; Kitano, 2001; Mills et al., 2006; Na, 2007; Sertçetin, 2006). Even though there are many studies which have parallel results with this paper, when they are compared with these contradictory results, one thing is essential to be noted: the influence of gender on anxiety related to learning a foreign language cannot be predicted with certainty. It is inferred that changing roles in the society, different expectations from the genders and the change in it for each culture, or age group, or other individual differences could be the reasons of having different results of gender relations to foreign language anxiety.

4.2.2 Discussions of research question 3 - Is there a correlation between self-confidence and foreign language learning anxiety of the learners? If there is a correlation, is it a positive or negative correlation?

According to the data analysis, this study revealed moderate level negative correlation between participants' level of self-confidence and level of FLL anxiety (r=-,322). It was

shown that as their self-confidence rose, their FLL anxiety fell; and as their self-confidence levels fell, their FLL anxiety rose. That is why it can be said that the null hypothesis, which stated there is no relationship between self-confidence and FLL anxiety, was proven to be wrong. This finding supports the ideas of Huang (2014), Locander and Hermann (1979), and Spielberger (1972a) all of which suggest that lack of self-confidence causes anxiety in language learning to rise thus it can cause language achievement to fall. This result is also in accordance with the effective filter hypothesis of Krashen (1985b), when self-perception is threatened, it can provoke anxiety. Krashen (1985b) suggest that learners with high self-confidence will not be afraid of negative judgement, thus they tend to have less anxiety which eventually ends up with a bigger success in language achievement compared to the students with high anxiety and low self-confidence. The outcome of this study backs up this idea.

Also, there are some experimental studies which had similar outcomes. For example, in a case study with an unmotivated reader in the target language, Ro (2013) found that a rise in self-confidence was the most frequent cause to reduce the anxiety level of the participant. A similar result was found by Listyani and Tananuraksakul (2019) in a study which investigated the differences between "second language learners form Indonesia and Thailand in terms of motivation, self-confidence and anxiety" (p.54). They concluded that "Thai students had high anxiety and low self-confidence, in general, due to the perceptions of their inadequate abilities and fear of failure in learning" (p.71). Also, as cited in Listyani & Tananuraksakul (2019), Schmidt (1996) reported that high anxiety caused self-confidence to be low in a study with adult language learners in Egypt. The findings of the current paper support the findings of previous studies.

On the other hand, as it was mentioned earlier in the discussion of the first research question, studies of self-confidence not domain specific but more like a personality trait are very limited in foreign language domain. However, there are various findings of the studies in other educational branches about self-confidence which are parallel with this finding of this study (Kaya, 1995; Parçal, 2018; Toktaş, 2017; Turan Başoğlu, 2007). For instance, Kaya (1995) investigated the relationship of students' class participation to their motivation, anxiousness, self-confidence and extroversion / introversion with 21 preparatory school students of a public university in Türkiye, and she found that the

strongest relation was between anxiety and self-confidence. A parallel finding was noted in the study of Toktaş (2017). In his study with 856 athletes in high school level, he investigated the relationship between motivation, self-confidence, and anxiety. It was revealed that self-confidence levels negatively predicted the anxiety levels. Also, in her study with 243 students attending secondary schools in İstanbul, Kadıköy, Turan Başoğlu (2007) searched for the relationship between pre-exam anxiety and self-confidence. The findings revealed that these two factors did not correlate favorably with one another. Furthermore, Parçal (2018) investigated the correlation between perceived self-confidence and social anxiety levels of 256 students of 11-14 years old. She noted reverse correlation. Even though the anxiety types studied were not solely foreign language learning anxiety, ranging from test-anxiety to social anxiety, the results showed the strong relationship between self-confidence and anxiety.

4.2.3 Discussions of research question 4 - What could be the reasons of high anxiety level of the learners?

The interviews that were conducted with the students to determine the possible reasons of FLL anxiety revealed 6 themes with 4 of them focusing environmental reasons, 2 of them focusing on educational reasons. The highest frequency in the answers was on interacting with others in the target language, which was followed by fear of being teased. Other four reasons; reactions of the teachers, being in an unfamiliar environment, not having enough knowledge of the language, and tests / being graded shared similar frequency levels.

4.2.3.1 Interacting with others in the target language

In the literature, there is a consensus that the most anxiety provoking situation for the language learners is speaking. In this study also, it was the most often offered response. Students mentioned they feel really tense when they need to speak in English both in and outside the classroom. This finding supports the ideas of MacIntyre and Gardner (1989) and Young (1990). According to Young (1990), speaking in public is the situation that causes the most anxiety. Also MacIntyre & Gardner (1989) investigated two types of anxiety: general and communication anxiety. They reported that communicative anxiety caused learners to feel discomfort and tension in foreign language learning. In Dornyei

and Ryan's (2015) definitions, anxiety is a combination of different types of fear one of which is the fear of speaking. The students interviewed in this study agreed with this idea by stating they felt the most anxiety when they needed to interact in the language they are learning.

Apart from the studies mentioned, there are many other studies which have parallel results with this finding of the study (Akay, 2018; Awan et al., 2010; Baş, 2014; Duman et al., 2017; Horwitz et al., 1986; Khouni et al., 2022; M. Liu & Jackson, 2008; Williams & Andrade, 2008; Young, 1990). Akay (2018) researched worry over learning a foreign language with the participation of learners of Turkish as a foreign language and noted that speaking was the most anxiety provoking skill both or the teachers and the students. A similar finding was noted by Duman and others (2017): nearly all of the participants had speaking anxiety in high levels. Awan and others (2010), and Khouni and others (2022) investigated foreign language anxiety in among university students and had similar conclusions by stating that speaking was the reason caused the most anxiety. So, it can be said that among the other reasons the most frequently given answer as the reason for FLL anxiety in this study supports various studies in the literature.

4.2.3.2 The fear of being teased

The second most frequent answer to the question of possible reasons of FLL anxiety was found as the fear of being teased. It may look like a subcomponent of speaking anxiety because it is related to the performance a student is showing in or outside the classroom. In the literature this fear was named by various names: the fear of negative evaluation (Khouni et al., 2022), fear of being ridiculed / being laughed at (Baş, 2014; Dornyei & Ryan, 2015). However, each one alludes to the same idea: students are afraid of what other students will think and they fear that they will eventually end up with their peers' negative judgements or teasing.

There are many studies which has a parallel finding with this result of the study (Akkar, 2015; Aydin, 2008; Baş, 2014; Dornyei & Ryan, 2015; Khouni et al., 2022; N. Öztürk, 2017; Subasi, 2010; Tzoannopoulou, 2016). For instance Khouni and others (2022) explored the causes of university students' fear of speaking a foreign language in Oman. The results revealed that students were afraid of making errors and being ridiculed, which

caused great tension when they needed to speak in the target language. Similar conclusions were drawn in Turkish context: A study by Aydin (2008) with the participation of 112 EFL students at English language teaching department showed that negative evaluation was a strong reason for FLL anxiety. Also, a study with high school students as EFL learners by Baş (2014) presented the fear of being laughed as one of the strong causes of FLL anxiety.

4.2.3.3 Reactions of the teachers

The third reason for FLL anxiety that was revealed in this study is the reactions of the teachers. Students reported that they got nervous because their teachers were either yelling at them or making them feel bad about their mistakes and improvements in learning. Young (1990) suggest that reducing anxiety could be possible to the extent that the friendly interactions a teacher can build with the learners. This highlights the role of teacher in anxiety and the findings of this study about the reactions of the teachers being a cause for FLL anxiety supports the idea of Young (1990).

The literature has many studies expressing this reason as a cause of language anxiety (Bailey, 1983; Baş, 2014; Khouni et al., 2022; Riasati, 2011; Von Worde, 2003; Young, 1990). It was stated in Khouni and others (2022) that the corrections and feedback from the teacher were among the reasons of FLL anxiety for university students in Oman. On the other hand, many years ago Bailey (1983) studied anxiety in adult learning. The study investigated the diaries learners were keeping and thus presented a wide range of data to understand how learners felt. It was noted in the study that the attitudes and reactions of the teachers in classroom is a reason for foreign language anxiety. Baş (2014) noted the same result for the high school students FLL anxiety. Thus, it can be said that, regardless of the age group, FLL anxiety can be provoked by the attitudes and reactions of the teachers.

4.2.3.4 Not having enough knowledge of the language

Another reason for FLL anxiety was found to be not having enough knowledge of the language that is learnt. Students stated that when they think their knowledge of vocabulary and grammar is not sufficient for the task in the classroom, they get nervous and prefer not to participate. In the literature it is mostly referred as proficiency level by

many scholars (Bailey, 1983; Bekleyen, 2004; Khouni et al., 2022). In many studies it was reported that having a low level of language proficiency causes anxiety especially in speaking performances (Abrar, 2017; Bailey, 1983; Bekleyen, 2004; Gursoy & Korkmaz, 2018; Khouni et al., 2022; M. Liu, 2006; Tercan & Dikilitaş, 2016; Tianjian, 2010). The finding of the research is parallel to the results of those studies.

Bailey (1983) states that when learners feel insufficient compared to their peers, they tend to feel anxious. Also, in a study of speaking anxiety in Chinese context, Tianjian, (2010) reported that lower level students tended to be more anxious. Similar results were gathered in Turkish context as well by Gursoy and Korkmaz (2018) in a study with 117 students enrolled at a public university's English language teaching program. They found a reverse correlation between anxiety and proficiency levels of the learners. However, it might also be commented that, it seems like proficiency level and FLL anxiety are feeding each other negatively: low level of language proficiency is causing FLL anxiety and FLL anxiety prevents learning thus it causes the learner to have a low level of language proficiency. Demirdaş and Bozdogan (2015) found out that there is a reverse correlation between achievement and language anxiety. Similar conclusions were drawn by Çakıcı (2016), and Tuncer and Dogan (2015). That is why, which causes which is not very clear at this point. Rather, it would be better to say language proficiency and FLL anxiety correlates negatively.

4.2.3.5 Being in a new environment and Tests /being graded

The last two reasons of FLL anxiety were being in a new environment and tests / being graded. Students stated that when they were new in a classroom, they felt awkward as they were not comfortable with their classmates. Also, different cultural backgrounds of the learners at university caused them to feel as outsiders in the classroom which caused nervousness. However, in the literature there weren't many studies focusing on this aspect or revealing this as a reason for foreign language anxiety. Bekleyen (2004) states that the more the environment is not familiar to learners, the less there is a tendency to join along with the activities. This preference of not participating could have many different reasons apart from anxiety. However, this study found that being unfamiliar was one for the reasons to cause foreign language learning anxiety.

On the other hand, various other reasons for FLL anxiety, examinations, received more attention and expressed by more learners. In this study, even though the frequency of the reason for FLL anxiety was low, it was mentioned by the learners that exams, quizzes, or any kind of assessment – including being given minuses (-) or pluses (+) based on their performances on homework, class participations etc.- caused a great anxiety in them. This finding supports the results of many other studies (Çakıcı, 2016; Demirdaş & Bozdogan, 2015; Horwitz et al., 1986; Önem, 2011; Sertçetin, 2006; Tuncer & Dogan, 2015; Zhanibek, 2001). In their anxiety studies, Horwitz and her colleagues (1986), lists three types of anxiety: communication apprehension, test anxiety and fear of negative evaluation'. This study revealed all three of them as the reasons of FLL anxiety. Sertçetin (2006) reported something similar for young learners. In her study comparing the foreign language anxiety levels of 5^{th} graders in primary school and 8^{th} graders foreign language anxiety in secondary school, younger group revealed a higher level of foreign language test anxiety. Even though it may be expected that younger learners wouldn't care for the examinations as much as their older counterparts, this study shows regardless of the age, examination is a reason for anxiety in foreign language education.

Overall, this study concluded 6 themes as the reasons of FLL anxiety: interacting with others in the target language, fear of being teased, reactions of the teachers, being in an unfamiliar environment, not having enough knowledge of the language, and tests / being graded. However, the literature presents a wider range of reasons for anxiety in language learning. According to Young (1990) there are six factors for foreign language anxiety: personal and interpersonal worries, attitudes toward learning and teaching languages, relationships between teachers and students, classroom practices and examinations in language. Other factors such as unpreparedness (Bensalem, 2017; Öztürk & Gurbuz, 2014); syllabus itself (Khouni et al., 2022); teaching methods and techniques (Baş, 2014); threat to self-concept (Horwitz et al., 1986) were also presented as the potential reasons of anxiety in foreign language learning. That is why it should be noted that, while the reasons of foreign language anxiety research is vast, the findings of this study supports the mostly mentioned reasons throughout the years.

The findings and the discussions of this study can be briefly summarized as follows: students' level of self-confidence and FLL anxiety doesn't show a significant difference

in terms of gender. Even though females had higher level of anxiety, the many other controversial findings of studies make it hard to say gender plays a significant role as a determinant of FLL anxiety. It was also noted that there isa negative correlation between learners' self-confidence and FLL anxiety levels which is also parallel with the studies in the literature. The last finding of the study is the reasons of anxiety which was addressed in detail. And it refers to mostly mentioned reasons in the literature. Thus, it can be said that the findings of this study support many other studies applied before.

5. CONCLUSION AND SUGGESTİONS

This chapter presents the overall view of the study along with its conclusion. First, it lays out the purpose of the study and the research questions. Then, it summarizes how the research was applied. Finally, it discusses the findings of the study for each research question. At the end of the chapter, suggestions for further research can be found.

The main purpose of this study was to find if there is a correlation between the two affective variables: self-confidence as a personality trait and foreign language learning anxiety among English preparatory school students at a foundation university in İstanbul. Thus, the researcher tried to highlight the importance of learners' psychology in learning processes. With this aim, the study had 4 research questions. First two questions aim was to find the self-confidence levels and FLL anxiety levels of the learners. Third question was seeking the answer if there is a correlation between self-confidence and FLL anxiety while the last question focused on revealing the reasons of FLL anxiety in students' perspectives.

The study used a mixed method research by collecting both quantitative and qualitative data. There were 117 students - 38 males, 79 females - participating in the study's quantitative part which included the application of two scales: self-confidence scale by Akin (2007), and foreign language learning anxiety scale by Baş (2013). Both scales applied to the learners at the same time. To deliver the scales to the learners a digital platform was used which enabled any incorrect submissions to be excluded from the study. For each affective variable, the answers were analyzed both separately and comparatively to answer the first three research questions. The quantitative analysis was done through SPSS. The qualitative data was collected through interviews with the participation of 17 students, and the analysis was done as content analysis. This data answered the last research question which showed 6 themes of possible reasons for FLL anxiety.

Research question 1 aimed at finding the self-confidence levels of the participants. The descriptive statistics revealed that overall, the learners had high level of self-confidence.

75% had high level of self-confidence, 24% had medium level of self-confidence and only 1%showed a low level of self-confidence. When the level of self-confidence was analyzed in terms of gender, high school background and years of learning the language, none of them showed a significant difference on the levels of self-confidence, as expected. That is why it is concluded that learners' self-confidence level cannot be predicted by their gender, their high school graduation, or the length of their experiences in learning the language. Because the studied self-confidence was not language specific self-confidence – linguistic self-confidence – this result was expected to appear so.

Second research question aimed at finding the FLL anxiety levels of the participants. The descriptive statistics showed that overall, students had medium level of FLL anxiety. 26% had high levels of FLL anxiety, 56% had medium level of FLL anxiety and only 18% had low level of FLL anxiety. When the level of FLL anxiety was analyzed in terms of gender, high school background and years of learning the language, only gender revealed a significant difference: females portrayed higher level of FLL anxiety compared to their male counterparts. However, neither the high school background nor the years of learning the language had a significant effect on FLL anxiety levels of the learners. Thus, it can be concluded that high school graduation and the length of learners' experiences in language learning cannot be the predictors of FLL anxiety. The finding of difference in gender is compared with other studies in the literature and it was found that there are many controversial studies. Some had no significant difference in terms of gender (Aida, 1994; Alshahrani & Alandal, 2015; Amiri & Ghonsooly, 2015; Batumlu & Erden, 2013; Çubukçu, 2008; Genç, 2009; Öner & Gedikoğlu, 2007; Onwuegbuzie et al., 1999; Piniel & Zólyomi, 2022; Şakrak, 2009; Yamat & Bidabadi, 2012). while some others had males with higher levels of anxiety in language learning environments (Awan et al., 2010; Campbell & Shaw, 1994; Kitano, 2001; Mills et al., 2006; Na, 2007; Sertçetin, 2006).That is why it is hard to come to the conclusion that gender is a strong determinant of FLL anxiety even though the findings of this study suggested that females had higher levels of FLL anxiety. It can be concluded that some other factors related to gender might have a role in determining the difference in the levels of FLL anxiety, like the roles of the genders in society, different family background of the participants, changing cultural environment and movements etc.

The third research question aimed at finding if there is a correlation between self-confidence and FLL anxiety. The results of both of the scales were compared and the analysis was done through SPSS. The results of the Spearman analysis revealed that there is a negative correlation between self-confidence and FLL anxiety (r=-322), which means, as the students' self-confidence level rises, FLL anxiety level falls; as their self-confidence levels gets lower, FLL anxiety rises. When this correlation was analyzed in terms of gender, high school background and years of language learning the following results were gathered: for gender it can be said that both genders revealed a significant level of negative correlation. For high school background, only Anatolian high school graduates showed a significant level of negative correlation, vocational schools and college-private schools' correlation was not at a significant level. For the years of language learning, students learning the language less than a year showed a low level of negative correlation, 1-3 years and more than 5 years showed a moderate level of negative correlation. 3-5 years revealed high level of negative correlation. The overall results of the research question 3 showed that learners psychological situations may have a role in their learning performances. When they are self-confident in general, they tend to be less anxious which is expected to end up helping learners achieve more in language learning. That is why, noticing which learner is having self-confidence or anxiety issues requires the attention of the instructors for the sake of learner achievement in learning a language.

The last research question focused on the possible reasons of high level of FLL anxiety if it is not solely because of self-confidence. The interviews revealed 6 themes which were commonly addressed in the literature: interacting with others in the target language, fear of being teased, reaction of the teachers, being in an unfamiliar environment, not having enough knowledge of the language, tests / being graded.

The first one was interacting in the target language with the highest level of frequency. Students' comments supported the most common form of anxiety, communication apprehension. They stated that when they are in need of speaking in English, they get nervous, forget what to say even if they are competent in the language.

The next mostly given answer was the fear of being teased which is also studied and pointed out a lot by many studies. Learners connected this fear mostly with speaking skill.

They expressed how nervous they get when they think about being laughed at their mistakes, being ridiculed or mocked. It threatens their social role among their peers that is why the fear of negative evaluation, as it is mostly referred, fear of being teased caused a great tension in learning a language.

Other reasons shared similar frequency levels, but all reflected a significant possible reason of FLL anxiety. They were the reactions of the teachers, being in an unfamiliar environment, not having enough knowledge of the language and test /being graded. Participants shared their experiences with different types of teachers having different types of reactions in the classroom. The ones with a strict attitude, not laughing much but instead yelling at the students caused tensions around the classroom. Even though the students are not directly involved in such conversation, they stated they were greatly affected witnessing it happening to their peers.

Also, students stated that as they get used to their new classroom and classmates, their level of anxiety reduced, they felt more comfortable in trying and making mistakes. Another reason for FLL anxiety was the level of language proficiency. Some learners felt most anxious when they didn't know how to form a sentence or answer a specific question because of the lack of vocabulary and grammar knowledge. Lastly, two participants stated that they get most anxious because of the exams, grading and all types of assessment in language education. They preferred language classes to fully focus on fun and learning rather than testing the knowledge levels of theirs.

All these reasons of FLL anxiety showed similar results with the previous studies which have been addressed in detail in discussions. While the findings of this study revealed 6 themes, it should be noted that the reasons of FLL anxiety can hardly be limited to those. Instructors should be knowledgeable about the possible reasons of FLL anxiety in different situations, with different personality types so that they can ease the learning process for the learners. It is believed that high level of foreign language anxiety hinders learning. That is why, understanding the reasons behind it and trying to overcome those, helping the learners to overcome ether anxiety plays an important role in language learning environments.

This paper examines the relationship between self-confidence and foreign language learning anxiety, and possible reasons of foreign language learning anxiety. These two affective factors are the ones that attracted the most attention because of having a great impact on language performances. However, the relationship between these two factors is not clearly stated in the literature. That is why, this study is filling this gap with a valuable result of showing the negative relationship between the two factors.

On the other hand, self-confidence studies are mostly limited to linguistic self-confidence. What is happening outside the classroom, or what every individual brings with himself to the classroom environment is mostly overlooked. While it is undeniable that linguistic self-confidence has a role, self-confidence as a personality trait may have a function as well. This study focuses on this aspect by studying self-confidence as a personality trait and shows its negative effect on the anxiety levels of the learners. This finding is significant for the instructors of language teachers as it might give an insight to the teachers when they need to support their learners outside the academic context. It highlights the importance of teachers being knowledgeable not just in the language they are teaching but also noticing self-confidence problems of the learners so that they can guide their learners to a counselor when needed. This might solve the anxiety problems of the learners. Thus, it can help the learner to achieve better.

Apart from the explained benefits of the study, it highlights the reasons of anxiety if not they are self-confidence related. These reasons are pointed out from the learners' perspective which reflects their feelings and ideas. Being aware of the possible reasons of FLL anxiety can help the instructors to help the students in their learning journey. Especially in this century where the teachers have the role of a facilitator rather than a teacher, being able to guide the learners effectively gains even more importance. This study is trying to point out the learner needs and feelings in the perspective of FLL anxiety and thus presents valuable insights.

With the results of this study, some suggestions for further research are presented along with the limitations of the study. This study was applied to only 117 students at a university for the quantitative data. It could reveal more accurate results with a bigger sampling if it includes several different universities' prep school students. Also, because

of time restrictions, for the data collection only 2 scales and semi-structured interviews were conducted. It was noticed that students couldn't easily reveal the anxiety provoking situations for themselves. Thus, it is suggested that interviews with the instructors could reveal different perspectives too. Also, observations which can be done in a longer period of time to find out what causes the learners to feel anxious in learning environment may help determining the reasons more precisely and support the perspectives of the learners. Another shortcoming of this study was focusing only on the correlation between self-confidence and FLL anxiety. It doesn't address how to help learners to be more self-confident or how to help them overcome any type of FLL anxiety. Further research can be applied to guide the instructors on how to help the learners' need to develop self-confidence and reduce FLL anxiety. The final suggestion can be turned into series of workshops to raise the awareness among the instructors, because teaching cannot be limited to only transferring the knowledge to the learners. As the learners and teachers are both human beings, the role psychology should be considered to get the best results in achievement.

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APPENDICES

Appendix 1 – Self-Confidence Scale

ÖZET

Bu çalışmanın amacı Özgüven ölçeğini geliştirmek ve ölçeğin geçerlik ve güvenirliğini incelemektir. Araştırma İstanbul, Kocaeli ve Sakarya'nın çeşitli liselerinde öğrenim gören 796 lise öğrencisi üzerinde yürütülmüştür. Araştırmada geçerlik çalışmaları olarak yapı ve uyum geçerlikleri, güvenirlik çalışmaları olarak ise iç tutarlılık ve test-tekrar test güvenirlikleri ve madde analizi yapılmıştır. Yapılan faktör analizi sonucunda toplam varyansın % 43.6'sını açıklayan ve iç özgüven ile dış özgüven şeklinde iki faktör altında toplanan 33 madde elde edilmiştir. Ölçeğin faktör yükleri .31 ile .75 arasında sıralanmaktadır. Ölçeğin iki faktörlü yapısının doğrulanması amacıyla yapılan doğrulayıcı faktör analizinde Ki-kare değerinin (x^2=700.41, sd=488, p=0.00) anlamlı olduğu görülmüştür. Uyum indeksi değerleri ise RMSEA=.044, NFI=.90, CFI=.96, IFI=.96, RFI=.89, GFI=.94, AGFI=.91 ve SRMR=.058 olarak bulunmuştur. Uyum geçerliği çalışmasında Coopersmith Benlik Saygısı Envanteri ile geliştirilen ölçek arasındaki korelasyonun .87 olduğu belirlenmiştir. Özgüven ölçeğinin iç tutarlılık katsayıları ölçeğin bütünü için .83, iç özgüven ve dış özgüven alt ölçekleri için sırasıyla, .83 ve .85 olarak bulunmuştur. Ölçeğin test-tekrar test güvenirlik katsayıları ise ölçeğin bütünü için .94, iç özgüven alt ölçeği için .97 ve dış özgüven için .87 olarak bulunmuştur. Ölçeğin madde-toplam korelasyonlarının .30 ile .72 arasında değiştiği görülmüştür.

Bu ölçeklerden elde edilen sonuçlar bilimsel bir çalışmada kullanılacaktır. Sizden istenilen bu ifadeleri okuduktan sonra kendinizi değerlendirmeniz ve sizin için en uygun seçeneğin karşısına çarpı (X) işareti koymanızdır. Her sorunun karşısında bulunan; (1) Hiç bir zaman (2) Nadiren (3) Sık sık (4) Genellikle ve (5) Her zaman anlamına gelmektedir. Lütfen her ifadeye mutlaka TEK yanıt veriniz ve kesinlikle BOŞ bırakmayınız. En uygun yanıtları vereceğinizi ümit eder katkılarınız için teşekkür ederim.

1	Kendimi başarılı bir insan olarak görürüm.	1	2	3	4	5
2	Başkalarının yanında heyecanımı kontrol edebilirim.	1	2	3	4	5
3	Seçimlerimde başkalarına bağımlı değilimdir.	1	2	3	4	5
4	Yaşamdaki zorluklarla baş edebilirim.	1	2	3	4	5
5	Benim için aşılamayacak sorun yoktur.	1	2	3	4	5
6	Başkalarının görüşlerine saygı gösteririm.	1	2	3	4	5
7	Problemlerimin üstesinden gelebileceğime inanırım.	1	2	3	4	5
8	Sosyal etkinliklere katılmaktan çekinmem.	1	2	3	4	5
9	Verdiğim kararların arkasında dururum.	1	2	3	4	5
10	Kendi kendime yetebileceğime inanırım.	1	2	3	4	5
11	Aktif birisi olduğumu düşünürüm.	1	2	3	4	5
12	Öz-eleştiri yapabilirim.	1	2	3	4	5
13	Anlamadığım konularda başkalarına soru sorabilirim.	1	2	3	4	5
14	Yeni girdiğim ortamlara uyum sağlarım.	1	2	3	4	5
15	Kendimle barışık bir insanım.	1	2	3	4	5
16	Gerektiğinde sonuna kadar hakkımı savunurum.	1	2	3	4	5
17	İstediğim şeyleri elde etmek için mücadele edebilirim.	1	2	3	4	5
18	Kendimi rahat bir şekilde ifade edebilirim.	1	2	3	4	5

19	Kendimi ve başkalarını olduğu gibi kabul ederim.	1	2	3	4	5
20	Çevremde yeteri kadar güvenebileceğim insan vardır.	1	2	3	4	5
21	Sorumluluk almaktan çekinmem.	1	2	3	4	5
22	Diğer insanların eleştirilerini anlayışla karşılayabilirim.	1	2	3	4	5
23	Sıkıntılı anlarımda bile olumlu düşünmeye çalışırım.	1	2	3	4	5
24	Ön plana çıkmaktan korkmam.	1	2	3	4	5
25	Başarısız olduğumda hemen pes etmem.	1	2	3	4	5
26	Başka insanlarla kolaylıkla iletişim kurabilirim.	1	2	3	4	5
27	Değerli birisi olduğuma inanırım.	1	2	3	4	5
28	Kolay arkadaş edinebilirim.	1	2	3	4	5
29	Düşüncelerimi ifade ederken başkalarından çekinmem.	1	2	3	4	5
30	Kolay karar verebilirim.	1	2	3	4	5
31	Sosyal bir insan olduğuma inanırım.	1	2	3	4	5
32	Kendimi severim.	1	2	3	4	5
33	Başka insanların övgülerini hak ettiğime inanırım.	1	2	3	4	5

İç özgüven: 1, 3, 4, 5, 7, 9, 10, 12, 15, 17, 19, 21, 23, 25, 27, 30, 32

Dış özgüven: 2, 6, 8, 11, 13, 14, 16, 18, 20, 22, 24, 26, 28, 29, 31, 33

Ölçek Puanlarının Değerlendirilmesi

Özgüven ölçeğindeki toplam madde sayısı 33'dür. Bu nedenle 5 dereceli Likert tipi hazırlanan bu ölçekten alınabilecek en yüksek puan 165, en düşük puan ise 33'dür. Olumsuz madde bulunmayan ölçekten alınan yüksek puan, yüksek düzeyde özgüveni göstermektedir.

Appendix 2 – Foreign Language Learning Anxiety Scale

Özet

Bu çalışmanın temel amacı, öğrencilerin yabancı dil öğrenme kaygılarını belirleyebilmek için kullanılabilecek olan geçerli ve güvenilir bir ölçme aracı geliştirmektir. Araştırmada geliştirilen ölçek, Niğde ili merkez ilçesindeki ilköğretim okullarında öğrenim görmekte olan toplam 374 öğrenci üzerinde uygulanmıştır. Alanyazın taranması ve alan uzmanlarının yardımıyla 30 maddelik bir madde havuzu oluşturulmuştur. Ölçeğin geçerliğini belirlemek üzere, açımlayıcı faktör analizi ile güvenirlik analizi yapılmıştır. Açımlayıcı faktör analizi sonuçlarına göre geliştirilen ölçek toplam üç boyuttan (kişilik, iletişim ve değerlendirme) ve 27 maddeden oluşmuştur. Ölçeğin, KMO değeri 0.932 ve Bartlett testi sonucu ise 3620.662/*sd*=492 olarak bulunmuştur. Ölçeğin madde faktör yükleri 0.817 ile 0.433 arasında değişiklik göstermiş olup, madde toplam korelasyon değerleri ise 0.67 ile 0.41 arasında değişmiştir. Ayrıca, araştırmada ölçeğin toplam Cronbach Alpha güvenirlik katsayısı 0.93, Spearman-Brown iki yarı testi korelasyonu ise 0.83 olarak hesaplanmıştır. Bunun yanında, ölçeğin alt boyutlarına ilişkin Cronbach Alpha güvenirlik katsayıları ise 0.89 ile 0.83 arasında hesaplanmıştır. Araştırmanın sonunda elde edilen sonuçlar itibari ile geliştirilen ölçeğin ilköğretim öğrencilerine uygulanabilecek geçerli, güvenilir ve kuramsal temeli sağlam bir ölçek olduğu kanısına varılmıştır.

Bu ölçeklerden elde edilen sonuçlar bilimsel bir çalışmada kullanılacaktır. Sizden istenilen bu ifadeleri okuduktan sonra kendinizi değerlendirmeniz ve sizin için en uygun seçeneğin karşısına çarpı (X) işareti koymanızdır. Her sorunun karşısında bulunan; (1) Kesinlikle katılmıyorum (2) katlıyorum (3) kararsızım (4) katılıyorum ve (5) kesinlikle katılıyorum zaman anlamına gelmektedir. Lütfen her ifadeye mutlaka TEK yanıt veriniz ve kesinlikle BOŞ bırakmayınız. En uygun yanıtları vereceğinizi ümit eder katkılarınız için teşekkür ederim.

1	Yabancı dil dersinde konuşurken kendime fazla güvenirim.	**1**	**2**	**3**	**4**	**5**
2	Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.	**1**	**2**	**3**	**4**	**5**
3	Yabancı dil dersinde oldukça heyecanlanırım.	**1**	**2**	**3**	**4**	**5**
4	Yabancı dil dersinde konuşurken heyecanlanır ve tedirgin olurum.	**1**	**2**	**3**	**4**	**5**
5	Yabancı dil dersinde başarısız olmam durumunda karşılaşabileceğim sorunlar beni endişelendirir.	**1**	**2**	**3**	**4**	**5**
6	Yabancı dil dersinde hata yapmaktan oldukça korkarım.	**1**	**2**	**3**	**4**	**5**
7	Okulda yabancı dil derslerinin daha fazla olmasını isterdim.	**1**	**2**	**3**	**4**	**5**
8	Yabancı dil dersinde genellikle rahatımdır.	**1**	**2**	**3**	**4**	**5**
9	Öğretmenim, sınıfta bana yabancı dilde soru sorduğunda cevap vermekte zorlanırım.	**1**	**2**	**3**	**4**	**5**
10	Yabancı dil sınavlarında oldukça heyecanlıyım ki, sınavlarda bildiklerimi de unuturum.	**1**	**2**	**3**	**4**	**5**
11	Kendimi yabancı dil konuşan insanlar arasında bulsam asla tedirginlik duymam.	**1**	**2**	**3**	**4**	**5**
12	Yabancı dil dersinde konuşurken kendime oldukça güvenirim.	**1**	**2**	**3**	**4**	**5**
13	Yabancı dil dersinde gönüllü olarak sorulara cevap vermekte istekliyimdir.	**1**	**2**	**3**	**4**	**5**
14	Yabancı dilde konuşurken diğer öğrencilerin beni anlamayacağından korkarım.	**1**	**2**	**3**	**4**	**5**
15	Yabancı dil dersinde geçen her kelimeyi veya cümleyi anlayamazsam tedirgin olurum.	**1**	**2**	**3**	**4**	**5**
16	Diğer öğrencilerin yanında yabancı dilde konuşurken rahatsız olmam.	**1**	**2**	**3**	**4**	**5**
17	Yabancı dil sınavlarına hazırlanmak beni oldukça heyecanlandırır.	**1**	**2**	**3**	**4**	**5**

18	Yabancı dil dersinin sınavlarına iyi hazırlansam bile, yine de kaygı duyarım.	**1**	**2**	**3**	**4**	**5**
19	Yabancı dil sınavlarında hazırlıklı olmadığım konulardan soru sorulduğunda kendimi rahatsız hissederim.	**1**	**2**	**3**	**4**	**5**
20	Yabancı dil dersinde herhangi bir konu hakkında konuşmam gerektiğinde kendimden emin olamam.	**1**	**2**	**3**	**4**	**5**
21	Yabancı dil dersinde sınıfta kalmak beni endişelendirir.	**1**	**2**	**3**	**4**	**5**
22	Yabancı dil dersindeki sınavlarda kendimden emin ve rahatımdır.	**1**	**2**	**3**	**4**	**5**
23	Yabancı dil dersinde, hazırlık yapmadan konuşmak zorunda olduğumda çok endişe duyarım.	**1**	**2**	**3**	**4**	**5**
24	Yabancı dil sınavlarına girmekten oldukça mutlu olurum.	**1**	**2**	**3**	**4**	**5**
25	Okulda, daha fazla yabancı dil dersinin olması beni rahatsız ederdi.	**1**	**2**	**3**	**4**	**5**
26	Yabancı dile karşı yeteneğim olmadığını düşünürüm.	**1**	**2**	**3**	**4**	**5**
27	Sınıfta arkadaşlarımın yabancı dilde benden daha iyi iletişim kurduklarını düşünürüm.	**1**	**2**	**3**	**4**	**5**

Appendix 3 – Interwiew Questions

1. Bu zamana kadar aldığınız dil derslerinde / tüm öğrenme ortamlarında sizi derinden etkileyen bir olay yaşadınız mı hiç?

2. Dil öğrenme sürecini hangi duyguyla bağdaştırırsınız? Örnek verebilir misiniz?

3. Kendi özgüvenini değerlendirecek olursan 1'den 10 a kadar kaç verirsin? Ve bunun sence sınıf içi performansına etkisi var mı?

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