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**EFFECTS OF SELF-COMPASSION EXERCISES ON FLOW STATE,
ENJOYMENT/ANXIETY AND SELF-COMPASSION DURING LANGUAGE
LEARNING**

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DEDICATION

To my beloved friend Mevlüde and her family...



ETHICS DECLARATION**Student's**

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I referred in my thesis,

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I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

17/09/2021

Betül KARAMIŞ

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Feeling the support of my family and my dear friend Merve ÖZMAN, who are always by my side with their good wishes, gave me strength in difficult times.

ABSTRACT**EFFECTS OF SELF-COMPASSION EXERCISES ON FLOW STATE,
ENJOYMENT/ANXIETY, AND SELF-COMPASSION DURING LANGUAGE
LEARNING****Betül KARAMIŞ****Master's Thesis, Department of English Language Education****Supervisor: Prof. Dr. Jülide İNÖZÜ****September 2021, 127 Pages**

This embedded mixed-method study examines the effects of self-compassion exercises on flow state, enjoyment/anxiety, and self-compassion during language learning at Karadeniz Technical University preparatory classes level B1. Self-compassion exercises were adapted to language learning context for this study. Self-compassion treatment was carried out with three volunteering participants for eight weeks. The quantitative data was collected through scales (SCS, FLES, FLCAS, FSSEFLC) as pre-test and post-test. The qualitative data was gathered through semi-structured interviews. Pre-test and post-test scores were compared through statistical analysis which revealed statistically significant and not statistically significant results. The interview results were analyzed via descriptive coding. The qualitative results showed that the participants experienced a meaningful change in their positive and negative emotions after self-compassion treatment.

Key words: Self-compassion, flow state, enjoyment, anxiety.

ÖZ**ÖZ-ŞEFKAT EGZERSİZLERİNİN DİL ÖĞRENİMİ SIRASINDA AKIŞ DURUMU, KEYİF ALMA/KAYGI VE ÖZ-ŞEFKAT ÜZERİNDEKİ ETKİLERİ****Betül KARAMIŞ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı****Danışman: Prof. Dr. Jülide İNÖZÜ****Eylül 2021, 127 sayfa**

Gömülü karma yöntemle yürütülen bu çalışma, Karadeniz Teknik Üniversitesi B1 düzeyi hazırlık sınıflarında, öz-şefkat egzersizlerinin dil öğrenimi sırasında akış durumu, keyif/kaygı ve öz-şefkat üzerindeki etkilerini incelemektedir. Bu çalışma için öz-şefkat egzersizleri dil öğrenimi ortamına uyarlanmıştır. Öz-şefkat çalışması üç gönüllü katılımcı ile sekiz haftalık sürede gerçekleştirilmiştir. Nicel veriler ön test ve son test olarak ölçekler (SCS, FLES, FLCAS, FSSEFLC) aracılığıyla toplanmıştır. Nitel veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Ön test ve son test puanları, istatistiksel analiz yoluyla karşılaştırılarak her bir ölçek için istatistiksel olarak anlamlı ve istatistiksel olarak anlamlı olmayan sonuçlar ortaya koymuştur. Görüşme sonuçları betimsel kodlama ile analiz edilmiştir. Nitel sonuçlar, katılımcıların öz-şefkat egzersizlerinden sonra olumlu ve olumsuz duygularında anlamlı değişiklikler yaşadıklarını göstermiştir.

Anahtar kelimeler: Öz-şefkat, akış durumu, keyif, kaygı.

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ABBREVIATIONS

DGBL	: Digital Game-Based Learning
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ESM	: Experience Sampling Method
FL	: Foreign Language
FLCA	: Foreign Language Classroom Anxiety
FLE	: Foreign Language Enjoyment
FSEFLC	: Flow State Scale in English as a Foreign Language Context
FSS-2	: Flow State Scale-2
MBSR	: Mindfulness-based Stress Reduction
MOO	: Multi-user Object-oriented Domain
MSC	: Mindful Self-compassion
MTELP	: Michigan Test of English Language Proficiency
SCS	: Self-compassion Scale
SILL	: Strategy Inventory for Language Learning
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
TBLT	: Task-Based Language Teaching

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1. INTRODUCTION

Because of its dimensional nature, learning a language requires numerous operations performed by different cognitive and psychological mechanisms. Different components must be present in order to constitute knowledge of a language. Cognitive procedures are involved in learning a language as a structure, whereas the psychological dimension contributes to the accomplishment to put intellectual knowledge into practice in terms of communication and academic success. Cognitive and psychological operations do not act step by step in a particular order. They have an interrelated construct that links each factor with others in both causal and effectual ways. Neither of them is the only function that actuates the ability to learn and use a language. Therefore, it is an understatement to accept language as a system that can be learned entirely through cognitive processes. According to Vygotsky's sociocultural learning theory, the environment of a learner plays a major role in learning. Interpersonal instruction advances learners' minds and contributes to learning. Learners' idiomatic selves also play a significant part in language learning. Dörnyei and Ushioda (2011) have identified self as a system which has a complex nature formed with a series of dynamics. Emotions are prominent components of this dynamic system. Human beings are directly affected by all kinds of individual and social actions no matter they are basic daily activities, or they require more complex functioning. For this reason, it is not practical to consider anything a person does as unrelated to their emotions. Naturally, this also applies to the case of language learning.

1.1. Research Problem and Justification

As Boyatzis and Ahriovou (2006) have indicated, the construction of self is highly affected by social factors; nevertheless, constructing self is an individual work. Friends, family, or professionals like consultants and teachers can provide encouragement and assistance. However, they can be a negative influence as well. They can create some obstacles that prevent learners from utilizing their complete resources to fulfill their objectives. Being exposed to excessive judgmental behaviour leads to being highly judgmental towards oneself which results in adopting a critical inner voice. Most people do not even realize its existence as they consider it is necessary for success.

Even though teachers try to create classroom environments encouraging learners to increase positive beliefs about themselves, extrinsic motivation is not enough to change

core beliefs that result in negative emotions. Therefore, learners need guidance within themselves to deal with negative emotions. Ryan and Deci (2002) have claimed a tendency for psychological development in human nature. In other words, when required guidance is given, students can improve in terms of positive psychology by their own efforts. This study argues that self-compassion exercises that can be done on one's own can change learners' flow state, self-compassion, anxiety and enjoyment level positively.

1.2. Background of the Study

Contemporary SLA studies have broadened perspectives on the psychological dimension of language learning, and the topics of positive psychology are pretty in the focus of researchers lately as MacIntyre (2016) suggests that positive psychology topics “fit like a glove within the zeitgeist of modern language pedagogy with its dual emphasis on successful communication among people along with the development of the language learner as a person” (p. 4). The tendency to center on the causes and effects of negative emotions like fear of failure, anxiety and lack of self-confidence in SLA research leaves its place to the exploration of positive emotions such as enjoyment, flow state, and motivation to understand their effects in learning practice. Human psychology is not a structure dominated by malevolent emotions which must be dealt with to overcome obstacles. People also have positive emotions that enable them to accomplish goals. Therefore, studying positive emotions can contribute to proper conditions to foster language learning. Positive emotions directly affect the success of tasks as they enable people to experience a flow state.

1.2.1. Flow State

Flow is a topic in psychology introduced by Csikszentmihalyi (1990) that explores the conditions under which people can enjoy and be satisfied with the work they are engaged in. Using Maslow's (1943) hierarchy of needs as the baseline, Csikszentmihalyi specified the elements required for the flow state. According to Maslow, people determine their focal points according to this hierarchy. After the basic physiological needs like food and refuge are met, the need for safety, love and belonging, esteem, and self-actualization come to the fore. Motivation occurs for the satisfaction of these emotions. The motivational power to reach the goal also reveals the flow state. A person wants to reach the end by giving all their attention to the purpose they focus on, and this desire allows

them to disconnect from other factors that distract them. However, in order to achieve success, ability and possibility are the required elements to support the flow state. Csikszentmihalyi (1990) describes nine characteristic features seen in people in flow: challenge-skill balance, merging of action and awareness, clear goals, detailed feedback, concentration on the task at hand, paradox of control, loss of self-consciousness, transformation of time, and autotelic experience.

Csikszentmihalyi (1975) suggests that optimal experiences are the result of concentrating on certain stimuli intensely. The balance between challenge and capacity creates this concentration. The person must be very attentive to the aim and, also, they need to own the skills required for the mission. Csikszentmihalyi (1990) used the Experience Sampling Method (ESM) to measure people's feelings during daily life experiences. An electronic paging device was used to send eight random signals each day to participants for a week. They wrote about how they felt when each signal was sent. Written sequences of each person's life were obtained via this method, and the following variables were measured: frequency and pattern of daily activity, social interaction and location changes, frequency, intensity, and patterns of psychological conditions, and frequency and pattern of thinking. He concluded that flow "happens when psychic energy -or attention- is invested in realistic goals and when skills match the opportunities for action" (Csikszentmihalyi, 1990, p. 6). The pursuit of a goal makes people pay full attention to the activity they are involved in and forget about the rest.

The existence of positive emotions automatically causes the decline of negative emotions. The efficient way to extinguish negative emotions is to amplify the positive ones. When positive emotions are strong enough, negative emotions fade away as a matter of course. According to Csikszentmihalyi (1990), there is anxiety at the opposite end of flow state. If there is anxiety, there is no enjoyment because the person tries to pass the time and finish the task instead of enjoying the current moment with awareness. In order to feel in the flow state and enjoyment, internal dynamics, as well as external factors, should be sufficient to support them. The presence of a competent teacher who encourages students to be immersed in the flow of the lesson and enjoy it and the peers to whom the student is similar in terms of factors such as age and readiness level are effective in increasing motivation. Furrer, Skinner, and Fitzner (2014) claim that high-quality relationships with teachers and peers effortlessly bring enjoyment and motivation. Motivation enables students to feel comfortable and do the activities voluntarily, turning language use into a natural behavior rather than a compulsory act. Language, as the most

important tool of social communication, cannot be learned efficiently without being comfortably used in social environments. When major obstacles like fear of failure, anxiety, and inadequacy belief are encountered during language learning, flow state and enjoyment become missing.

1.2.2. Enjoyment

Csikszentmihalyi (1997) states that one of the major components of flow experience is enjoyment. Dewaele and MacIntyre (2016) describe enjoyment as a personal outcome that “follows personal investment and requires having a stake in an outcome that matters to the person” (p. 217). Enjoyment emerges from the pleasant emotions that are the result of dealing with challenges that require growth and development to achieve. Csikszentmihalyi (1990) declares enjoyment as “a sense of novelty and accomplishment” (p. 46). Change is inevitable after doing an enjoyable activity. The person who is engaged in an activity with enjoyment has the knowledge that they are a more complex being afterwards. It is not possible to enjoy an activity without fully concentrating attention on it. Csikszentmihalyi (1990) reveals that enjoyment has eight primary components, which are chance of completing a task, ability to concentrate on it, clear goals, immediate feedback, and effortless involvement that erases worries and frustrations, a sense of control, dissolved concern for the self, and altered sense of time passing. When these are combined, enjoyment arises as a reward which makes it worth spending time and energy. If enjoyment exists, the activity itself becomes the reward. The activity is done for its own sake, and it does not matter even if it is consuming because “enjoyment replaces boredom” (Csikszentmihalyi, 1990, p. 69).

Warner (1980) connects enjoyment with motivation. Enjoyment is a motivation for action, and desire is necessary for enjoyment. Therefore, it can be said that interest and desire create motivation, motivation brings full concentration and enjoyment, and this provides flow state. However, Young and Klosko (1993) claim that if people have self-critical thoughts, their motivation to act becomes vulnerable because of fear of failure. Fear triggers anxiety, and it is not possible to feel neither enjoyment nor flow in the presence of it. Self-criticism prevents the chance of accomplishment, and it emerges when self-compassion is missing.

1.2.3. Anxiety

Since Foreign Language Classroom Anxiety (FLCA) was introduced by Horwitz et al. (1986), many studies have been carried out on anxiety as a major factor that affects language learning negatively. The researchers (1986) define anxiety as autonomic nervous system arousal with an idiomatic feeling of nervousness, worry, and tension. It prevents people from achieving learning goals successfully. This study aims to investigate certain positive psychology constructs in the language learning process so that it does not primarily focus on classroom anxiety. However, as seen in the literature review, it is not possible to consider Foreign Language Enjoyment (FLE) independently from FLCA while conducting FLE research.

McIntyre and Dewaele (2014) resemble FLE and FLCA with the two faces of Janus, the god of beginnings and transitions in Roman mythology as the positive and negative faces of language learning. They indicate that most FLCA research focus on causes of anxiety for learners and decreasing anxiety level. Instead of searching for ways to eliminate negative emotion, “positive emotion can help dissipate the lingering effects of negative emotional arousal, helping to promote personal resiliency in the face of difficulties” (McIntyre & Dewaele (2014) p. 241). The researchers state that these two constructs are not two opposite ends of the same spectrum. As a positive and negative emotion, they affect each other, and the existence of one cannot be evaluated without considering the existence of the other.

1.2.4. Self-compassion

Self-compassion research was pioneered by Dr. Kristin Neff, an associate professor of Educational Psychology at the University of Texas. Together with her colleague Dr. Chris Germer, she created a training program named Mindful Self-Compassion. There is a mindful self-compassion workbook written by Dr. Chris Germer, which includes various formal and informal self-compassion practices to help people work by themselves.

Predictably, people who tend to raise a self-critical inner voice will feel uneasy about making mistakes through learning practice, just like in every other area of life. Therefore, they do not feel comfortable enough in the learning environment because they are always alert about making an error instead of getting caught up in the flow of learning and enjoying themselves. A critical inner voice emerges when there is a lack of self-compassion. Gilbert (2019) states that when people criticize themselves, the threat-defend

system of the body is activated. This system triggers the easiest and the quickest response available. When people face danger, the amygdala, the area of the brain that records threats, is activated, and cortisol and adrenalin are released to make them fight, flight or freeze. Self-criticism is that easy and quick reply when things do not go as wished. The system is beneficial for protecting the physical body from danger; however, it is not helpful for psychological well-being. Germer and Neff (2018) explain this brain system as the mind and the body getting stressed when threatened. Chronic stress leads to anxiety and depression. For this reason, habitual self-criticism is harmful to emotional and physical health. Critical inner voice makes an individual both the oppressor and the oppressed at the same time. What happens creates the pain, and what is done with it creates suffering. It is not possible to get rid of this cycle of turning pain into suffering in the presence of a critical inner voice. When there is self-compassion, gentle and understanding behavior to oneself comes into play as a way of coping with pain because self-compassion is a determined desire and attitude to relieve pain. Thus, people can stop blaming themselves for circumstances, one-time events and mistakes, and take action to deal with the situation they encounter. Since feeling sorry for oneself, getting angry, and judging will prevent such relaxation, they are less likely to go with the flow by enjoying the environment they are in.

Those who can accept failure with maturity realize that it is a part of life, that one's life can be full of failures as well as success, that one-time failures may have compensation and do not ruin the whole process. However, those who do not have the ability to think constructively, who judge and criticize themselves enact the same behavior to any negative experience throughout the learning process. According to Young and Klosko (1993), people with a judgmental inner voice have low self-compassion. People without self-compassion also experience more anxiety and are stuck in a constant worry of failure rather than enjoying themselves. On the other hand, people with high self-compassion, focus on immersing themselves in the flow and enjoying the process they are in, being experience-oriented rather than result-oriented. This usually brings natural success.

Neff (Kris, 2019) views self-compassion as an essential motivator for learners to see learning as the goal instead of goals of performance. She says that self-compassion is “a better academic motivator than self-criticism. It’s a motivation of care instead of a motivation of fear” (Kris, 2019, para. 5). In order to reach successful conclusions about their situation, students need to be able to look at their own truths without prejudice by

removing the patterns in their minds created by previous negative experiences or continuous criticism they may have received from their parents, peers, and teachers. In cases where there is lack of intrinsic motivation required for learners to see their potential in their language learning journey and to be ready and willing to use it, it is still possible to build it with the help of self-compassion, that is, the ability of people to be kind and understanding to themselves in difficult situations, as they would treat a person they love and care about.

Neff and Dahm (2015) describe self-compassion as “treating yourself with the same kindness, concern and support you would show to a good friend” (p. 121). It involves supporting one’s own self against feelings of inadequacy and self-judgment. Salzberg (1997) claims that giving compassion just to other people and withholding it from ourselves creates an unreal perception of a detached self leading to misconception and misjudgment of oneself. As Neff and Dahm (2015) indicate, to feel compassion, people have to recognize the existence of pain. Pain does not only represent bigger traumas like loss of beloved ones or having significant health problems but also indicates psychological issues like inadequacy, anxiety, and lack of self-confidence. Souza and Hutz (2016) remark that lots of research have been done revealing self-compassion practices have a positive impact on counter feelings to self-efficacy, self-confidence, and self-esteem. Integrating self-compassion into everyday practice can teach learners how to cope with compelling emotions which may affect academic success as well as personal issues. A self-compassionate individual is a person who knows that he or she may face all kinds of difficulties in the learning process, that it is a common experience for everyone, that stumbling does not mean terrible, and that the important thing is to accept the result by paying attention and making an effort. Neff and Germer (2012) specify the three components of self-compassion: self-kindness versus self-judgment, a sense of common humanity versus isolation and mindfulness versus over-identification when confronting painful thoughts and emotions. Accordingly, if there is no self-compassion, there is pain. There is no enjoyment when there is pain. Without enjoyment, one cannot be in a flow state. Self-compassion is a self-tool to relieve pain. By using it enjoyment and flow can be created.

1.3. Purpose Statement

In this proposed embedded-mixed methods study, it is aimed to find out the effects of self-compassion exercises derived from the Mindful Self-Compassion Workbook on flow state, self-compassion, enjoyment and anxiety of preparatory class students at a state university in Turkey. The independent variable is described as self-compassion exercises; the dependent variables are flow state, self-compassion, anxiety, and enjoyment. Data obtained through pre-tests and post-tests were analyzed to find out the answer to the first research question. Semi-structured interviews were held with the participants to answer the second research question investigating the effectiveness of self-compassion exercises and their experiences after the intervention.

1.4. Research Questions

1. What are the participants' self-reported effects of self-compassion exercises on self-compassion, flow state, enjoyment, and anxiety during language learning?

- a) Is there a significant difference between pre-test and post-test scores of the participants on FSSEFLC?
- b) Is there a significant difference between pre-test and post-test scores of the participants on FLE scale?
- c) Is there a significant difference between pre-test and post-test scores of the participants on FLCAS?
- d) Is there a significant difference between pre-test and post-test scores of the participants on SCS?

2. How did the participants experience the self-compassion intervention regarding their self-compassion, enjoyment, anxiety, and flow state during the language learning process?

1.5. Significance of the Study

Despite being conceptualized and introduced to the literature by a scholar of educational psychology, self-compassion research is not at the desired level in educational studies. The amount of research regarding self-compassion in SLA is even smaller. The aim of this quasi-experimental study is to contribute to the attempts to close this gap in the field and provide data for researchers in the field to further the studies on the role of self-compassion in language learning as well as its impact on flow state, self-

compassion, anxiety, and enjoyment. It is expected that this study will pave the way for teachers to help students with self-compassion as a way to improve flow state, self-compassion, and enjoyment levels, and lower anxiety to discover new ways of improving learning opportunities for students.

1.6. Review of the Literature

Positive psychology has been explored by researchers in the field of EFL/ESL in recent years. Learners' enjoyment and flow state during learning practice are among the comparatively new constructs under the scope of researchers. Self-compassion as a personal well-being practice is also highly under the spotlight in many research fields lately. This study investigates the effect of self-compassion exercises on language learners' enjoyment, self-compassion, anxiety, and flow experiences. Therefore, the literature review focuses on the research of these three concepts in relation to language learning.

1.6.1. Self-compassion

Self-compassion studies are relatively new in the literature. The term was introduced to the literature by Neff (2003a). She defined the structure of self-compassion and examined its relation to other psychological constructs. Neff (2003b) also created a scale for self-compassion to be used for research purposes. Together with Chris Germer, she created a training program named as Mindful Self-Compassion. There are guided meditations and formal and informal exercises in this program that train participants to learn and practice self-compassion. Neff and Dahm (2015) have described self-compassion as "treating yourself with the same kindness, concern and support you would show to a good friend" (p.121). It involves supporting one's own self against feelings of inadequacy and self-judgment. The authors have stated that in order to feel compassion, people have to recognize the existence of pain. Pain does not only represent bigger traumas like loss of beloved ones or having significant health problems but also indicates psychological issues like inadequacy, anxiety and lack of self-confidence. Souza and Hutz (2016) have claimed that lots of research have been done revealing self-compassion practices have a positive impact on counter feelings to self-efficacy, self-confidence, and self-esteem.

There has been plenty of studies done regarding self-compassion in various fields of research. However, the number of studies conducted in educational areas is limited. Neff et al. (2007) held the earliest study about self-compassion in education in the available literature. They examined the relationship between self-compassion, academic achievement goals, and coping with perceived academic failure among undergraduates. They applied a questionnaire, the Self-compassion scale, Perceived Competence for Learning scale, the Measure of Fear of Failure, Intrinsic Motivation Subscale, Goal Orientation and Anxiety scales as well as self-reported GPA. The results showed that self-compassion was positively associated with mastery goals and negatively associated with performance goals, a relationship mediated by the lesser fear of failure and greater perceived competence of self-compassionate individuals.

A study was held exploring the effect of self-compassion on achievement goals by Akin (2008). He applied The Self-compassion Scale and the 2X2 Achievement Goal Orientations Scale to measure self-compassion and achievement goals of university students. The relationship between self-compassion and achievement goals showed a positive correlation according to the results of the study. Another study was carried out by Iskender (2009) about the relationship between self-compassion, self-efficacy, and control belief about learning in Turkish university students. He gave participants questionnaires and analyzed the obtained data. The results demonstrated a positive relationship between self-compassion, self-efficacy, and control belief in students. Also in 2009, Neely et al. analyzed the role of self-compassion, goal regulation and support when facing stress in college students using different measures for each construct. The results showed a meaningful relationship between the ability to face stress and having self-compassion. In a study, Iskender (2011) investigated the influence of self-compassion on procrastination and dysfunctional attitudes among university students regarding gender differences. The Self-Compassion Scale, the Academic Procrastination Scale, and the Dysfunctional Attitudes Scale. Results showed that there were no significant gender differences in self-compassion, academic procrastination, and dysfunctional attitudes. Self-compassion had positive correlation with academic procrastination but the correlation between self-compassion and dysfunctional attitudes was negative.

Breines and Chen (2012) explored the effect of self-compassion on self-improvement motivation in four experiments. The researchers examined the hypothesis that self-compassion motivates people to improve personal weaknesses, moral transgressions, and

test performance. Participants in Experiment 1 showed greater beliefs of weakness in a self-compassion condition, than a self-esteem control condition and either no intervention or a positive distraction control condition. In Experiment 2, they reported greater motivation to make amends and avoid repeating a recent moral transgression. The participants in Experiment 3 spent more time studying for a difficult test following an initial failure. In Experiment 4, they exhibited a preference for upward social comparison after reflecting on personal weakness and reported greater motivation to change the weakness. The study's findings point out that showing a self-compassionate attitude and accepting personal failure leads to more motivation for self-improvement.

Terry et al. (2013) did a study on self-compassion as a tampon to deal with social and academic difficulties in the process of college transition. The researchers applied self-compassion measure to students before beginning college to assess students' level of kindness in difficult times. After completing a semester, participants answered questions about distressing situations in social and academic life and completed measures of homesickness, depression, and satisfaction with their decision to attend the university. The study reveals that students with high scores of self-compassion could cope with difficulties more successfully, showed lower homesickness and less depression, and declared more satisfaction with their decision to study at university. Kyeong (2013) examined the effect of self-compassion on the link between academic burden and psychological health among university students. The participants were given the academic burn-out, self-compassion, depression, and psychological well-being measures during the semester. The findings of the study revealed that self-compassion moderated the relationship between academic burn-out and psychological well-being. And self-compassion also moderated the relationship between academic burnout and depression.

Sirois (2014) explored the role of self-compassion buffering against procrastination and stress with undergraduates and community adults using two different procrastination measures, The 26-item Self-compassion Scale and The Perceived Stress Scale. The results showed that procrastination was associated with lower levels of self-compassion and higher levels of stress. Smeets et al. (2014) investigated the effectiveness of a self-compassion group intervention for enhancing resilience and well-being among female college students. The students were randomly assigned to either an intervention designed to teach skills of self-compassion or an active control group intervention in which general time management skills were taught. Both interventions comprised 3 group meetings held over 3 weeks. To measure resilience and well-being gains, participants filled out a number

of questionnaires before and after the intervention. Results showed that the self-compassion intervention led to significantly greater increases in self-compassion, mindfulness, optimism, and self-efficacy, and significantly greater decreases in rumination compared to the active control intervention. Whereas both interventions increased life satisfaction and connectedness, no differences were found for worry and mood. Hope and Milyavskaya (2014) explored the role of self-compassion in goal pursuit and well-being among first-year university students. They carried out multilevel analyses of 1 week of daily diary assessment, which revealed that individuals high in self-compassion appeared to be less vulnerable to the affective consequences of thwarted goal progress. The results revealed that autonomous motivation was predominantly related to low negative effect for students with high self-compassion, and self-compassion was associated with positive changes in life satisfaction, identity development, and decreases in negative affectivity over the academic year.

Kıcalı (2015) did a study on the relationship between self-compassion, repetitive thinking and depression among university students. She stated that there was a negative correlation between self-compassion and repetitive thinking and depression. Muris et al. (2015) explored the relationship between self-compassion, self-esteem, and self-efficacy with symptoms of anxiety among adolescents. They applied scales for each construct and the results showed that there was a negative correlation between self-compassion, self-esteem, self-efficacy and anxiety and depression. Freeman (2016) looked at self-compassion from teachers' perspectives and analyzed the effect of self-compassion on teachers as an emotion regulator. Results showed that self-compassion helps them gain resilience and well-being as well as improving their relationship with students. Researchers Harwood and Kocovski (2017) explored if inducing self-compassion would result in reduced anxiety for a speech task with a greater effect for individuals with high social anxiety, compared to those with low social anxiety. Undergraduate students were randomly assigned to a self-compassion writing or a control writing condition. Anticipatory anxiety (related to an upcoming speech) was measured. Only the participants with high social anxiety displayed lower levels of anticipatory anxiety in the self-compassion condition compared to the control condition. In their article, Beck and Verticchio (2017) looked at the effects of mindfulness exercises on the development of self-compassion in graduate students. Participants practised daily mindfulness exercises and answered the Self-Compassion Scale (2003b) before each session and at the end of the treatment. The results showed that participant's level of self-compassion increased

after the treatment. Yagbasanlar (2018) investigated the relationship between religious orientation and self-compassion among university students. The Resilience Scale was used to measure resilience, as the dependent variable of the research. The Reconstructed Religious Orientation Scale and the Self-Compassion Scale were used to measure religious orientation and self-compassion, which are independent variables of the research. A significant positive correlation was found between the variables.

Simsek (2019) conducted a study about the relationship between subjective well-being and self-compassion in high school students. Research data were collected using the Adolescent Subjective Well-Being Scale, the Self Compassion Scale and a personal information form. According to the research findings, it was determined that there was a significant difference between schools regarding the positive emotions sub-dimension of subjective well-being. Sendir (2019) carried out a study among undergraduate students about parental bonding and satisfaction with life as predictors of self-compassion. The findings showed that higher self-compassion levels influence higher life satisfaction and parental bonding. Miyagawa, Niiya, and Taniguchi (2019) conducted two studies for their research to examine how self-compassion relates to beliefs about failure. The results confirmed that higher self-compassion promotes adaptive beliefs about failures. Erenler and Yazici (2020) investigated the difference between Erasmus and non-Erasmus students' self-compassion levels using the SCS. The results showed that Erasmus students had higher levels of self-compassion. Robinson (2021) explored Fook's model of 'Critical Reflection on Practice' and the way discomfort and vulnerability become a hindrance to authentic critical reflection and learning transformation. The study revealed that including self-compassionate teaching into the model of critical reflection provides students with tools to be resilient to the emotional labor as a result of discomfort and reflection.

1.6.1.1. Self-Compassion in EFL/ESL

There is limited research that focus on the relationship between language learning and self-compassion in the available literature. The earliest study in the field was carried out by Matsuguma (2013) as action research on self-compassion in an English language program. The researcher provided participants with self-compassion related subjects in a content-based English classroom to increase their levels of self-worth. Interviews were

conducted before and after the treatment. The researcher also made observations and took field notes to obtain data. It is indicated that the results of the study showed that learning self-compassion increased participant's self-worth at the end of the program. Self-Compassion Scale was not used in this study. Therefore, it seems unclear how the researcher measured the level of self-compassion in participants.

Soysa and Wilcomb (2015) investigated negative self-compassion, mindfulness, self-efficacy and gender as predictors of anxiety, stress and depression. They confirmed the positive correlation with the results obtained from questionnaires and scales for each construct. Zarei and Rahmani (2015) explored the relationship between EFL students' learning strategies and self-compassion levels. Male and female English major students participated in the study. Data was collected through the Michigan Test of English Language Proficiency (MTELP), Self-Compassion Scale (SCS), and the Strategy Inventory for Language Learning (SILL). A proficiency test was given in order to be sure that all participants were proficient in English at similar levels. SCS and SILL were given after the proficiency test. Multiple regression analyses were used to analyze the obtained data. The results revealed that metacognitive strategies, affective and compensation strategies were significant predictors of self-compassion. Souza and Hutz (2016) examined self-compassion in relation to self-esteem, self-efficacy, and demographical aspects among university students. They filled out a sociodemographic survey, and scales for self-esteem, self-efficacy, and self-compassion. The results revealed that self-compassion is highly correlated with self-esteem and self-efficacy.

May (2019) examined the effects of practising self-compassion techniques for high school English language learners. The researcher gave participants Self-Compassion Scale (2003b) as pre-test and post-test. She gave examples and made explanations at the beginning of the treatment. She prepared lesson plans, including supporting activities. The participants did self-compassion exercises, discussed certain topics related to self-compassion, wrote journal reflections. They were interviewed at different points throughout the study. She analyzed the obtained data and concluded that there was only a slight difference for students in the three components of self-compassion. In contrast to its title, this study revealed no results about the relationship between language learning and self-compassion. It indicates the results of self-compassion techniques on students' self-compassion levels; however how these levels are related to language learning is vague. Taylor et al. (2020) held a quasi-experimental study for increasing self-compassion and coping self-efficacy through a mindfulness-based intervention with

university students. The test group carried out meditation and journaling for eight weeks. Self-compassion and self-efficacy were measured with pre-test and post-test. The study revealed that significant improvement in self-compassion and self-efficacy emerged after receiving mindfulness-based treatment.

1.6.2. Flow State

Mihaly Csikszentmihalyi (1990) developed Flow Theory using an empirical analysis in which he measured participants' flow state during engagement in different activities with the help of a signaling device (ESM). He used the findings of this study to determine certain prerequisites that lead people to flow state. He also used Maslow's (1943) hierarchy of needs as the baseline of the theory.

Csikszentmihalyi and Kubey (1981) conducted a study related to watching television and used ESM to make an analysis of the daily activities of 104 individuals for a week. The results showed that watching television required the lowest levels of skills, unlike work and leisure activities. According to these findings, Csikszentmihalyi and Kubey (1981) indicated that the factors required for flow state are directly related to active participation. In another study, Csikszentmihalyi and LeFevre (1989) used ESM to find out the conditions that constitute the quality of experience. It was revealed that if an individual experiences an incident while possessing the required skills, the quality of the experience increases even if the participants state that they preferred doing something else. These findings support the previous claims of Csikszentmihalyi (1975), asserting that conditions of flow state occur when an individual is actively engaged in doing something rather than being passive like watching television. It is claimed that most people seek for flow state, therefore, they prefer more difficult activities which require having skills. They freely choose such activities to experience flow. Csikszentmihalyi, Graef, and Gianinno (2014) indicated that people are intrinsically motivated to do an activity when they are free to choose to do it or not. This is the evidence of why people spend so much time on watching television or daydreaming. Even if they cannot experience flow, they choose to do those activities because they feel free. Flow state is can also be found in free-time activities that involve sports and games (Csikszentmihalyi & LeFevre, 1989). Jackson, and Marsh (1996) used the prerequisites of flow to compare to elite athletes' flow experience. He found that the answers of the participants match 97% with the nine dimensions of flow state described by Csikszentmihalyi (1990). The

findings remarked that flow related to a certain activity can be measured and it can also be considered as a measurable feature based on its frequency. Jackson and Marsh (1996) developed the Flow State Scale-2 (FSS-2) to measure nine dimensions of flow during a physical activity, and Jackson and Eklund (2002) developed the Dispositional Flow Scale (DFS-2) to measure the frequency of flow state experienced by individuals in a certain activity. Divergent results were achieved in music research. Rheinberg (2008) explored the relationship between intrinsic motivation and flow. He made a detailed analysis of quantitative and qualitative flow research and concluded that the difference between leisure and work activities is that unlike leisure, work is goal oriented. Flow state is experienced during goal-oriented activities, but it reduces current happiness.

Wrigley and Emmerson (2011) found that most of the students did not report that they experienced flow during performance exams. Variables like age, sex and instrument were not found as significant parameters even though low flow state levels were submitted. Researchers concluded that students experience the flow state when they are willing to participate in activities. Performance exams were not optional but compulsory, therefore students did not feel free in their performance. This study provided evidence that FSS-2 can be used to measure dimensions of flow state in music performance.

The only study that focuses on self-compassion and flow state together in the available literature was conducted by Lavery-Thompson (2019) with 63 students. He explored the effects of mindfulness-based stress reduction on flow state and self-compassion during music practice to further understand methods to better their attention and focus while playing a musical instrument. According to the results, there was no statistically significant correlation between mindfulness-based stress reduction and self-compassion and flow state. There was also no statistically significant change in flow state and self-compassion.

1.6.2.1. Flow State in SLA/ESL

According to Amini, Ayari, and Amini (2016), “state of flow during language learning activities has hardly been studied” (p. 9). One pioneering study was held by Schmidt and Savage (1992) exploring the motivational difference between leisure activities and language learning among Thai students within the scope of flow theory. Researchers found that flow state was present for the students both in the classroom and outside activities. Schmidt, Boraie and Kassabgy (1996) carried out research among Egyptian students to figure out whether they experience flow state during language learning. The

results showed that even when learning a language was compulsory, students still felt themselves in the state of flow.

Turbee (1999) indicated that participation in a multi-user object-oriented domain (MOO) is a language learning activity that is based on the concept of flow theory. “A MOO is a text-based program that runs on a computer and that a large number of users from all over the world can access at the same time” (Egbert, 2003, p. 501). Active participation and using skills make MOOing a flow-creating activity while learning a language.

The first study examining the effect of flow state on second language acquisition was conducted by Egbert (2003). She focused on the relationship between tasks and flow state studying with 13 Spanish students who performed seven separate language tasks and the results indicated that they experienced flow state. Additionally, it was revealed that teachers could assign tasks that lead to flow easily. Students experienced higher levels of flow during tasks on the internet like e-mail and chat compared to reading activities like read aloud, listening and discussion. Egbert described four dimensions of flow state during language learning which are “1) the balance between challenge and skills 2) attention focused on the task at hand 3) intrinsic interest and authenticity with the task, and 4) a sense of control over the task at hand” (Amini, Ayari & Amini, 2016, p. 11). Later Kimura (2008) held a case study with two Japanese participants who were learning English in a listening course. The findings supported previous studies and showed that predetermined flow state prerequisites including the balance between difficulty and skills, intrinsic motivation, and ability to control attention were relevant for language learning. Rubio (2011) carried out a study with 29 Spanish university students performing seven speaking tasks. According to the results, some students could never achieve the flow state, however half of them experienced flow state in many tasks. It was also revealed that students were more prone to experience flow state in student-centered and pair or group tasks. Franciosi (2011) explored the relationship between Digital Game-Based Learning (DGBL) and Task-Based Language Teaching (TBLT) using flow theory. He asserted that a game-based approach in language learning increases intrinsic motivation. The study claimed that flow theory is a useful baseline to determine the design features of these games. The researcher made the comparison regarding goals, feedback and the balance between skills and difficulty. It is concluded that DGBL can be incorporated into TBLT coursework.

Czimmermann and Piniel (2016) conducted research in a university environment with 85 Hungarian students studying English in their first year. They examined flow state in two categories as classroom and task-based and concluded that task specific flow state can be linked with higher levels of abilities that create a balance between skills and difficulty. Dewaele and MacIntyre (2019a) utilized an online questionnaire to analyze 232 Spanish students' flow frequency and anti-flow experience. They found out that flow experiences outgrow anti-flow experiences and flow has a positive relation with language skills, peer validation and continual study. Researchers stated that flow experiences may have longitudinal effects beyond tasks as repeated positive emotions constitute permanent personal, social, and psychological sources.

Zuniga and Payant (2021) studied the relationship between repeated tasks and the quality of flow experience of students during task execution in language learning. They assigned 24 participants to task repetition and procedural repetition groups and asked them to complete a task about decision making. The participants completed the same task or a comparable task one week later. After each task, they answered a flow perception questionnaire. The findings indicated that repetition has a positive effect on flow state. Liu and Song (2021) explored flow experiences of 234 Chinese high school students during language learning through online activities. They compared the flow experience differences between students with high and low scores in the activities. There was only a slight difference in flow state. However, significant variations were found between flow antecedents like challenge, clear goals, and skill. Last study in the available literature at the time this review is being written is done by Li et al. (2021) exploring the influence of individual learner and contextual factors on flow state. The study modeled flow experiences of 291 Chinese EFL students in DGBVL. The balance of skill and difficulty, playability, feedback and clear goals affects concentration and motivation positively and it leads to experience flow state.

1.6.3. Foreign Language Enjoyment and Foreign Language Classroom Anxiety

As pioneering researchers of FLE and FLCA, Dewaele and MacIntyre (2014) investigated FLE and FLCA with 1746 learners around the world. They used the FLE scale and FLCA scale to find out the enjoyment and anxiety levels of the participants. The results revealed that FLE levels were higher than FLCA levels. Various internal and external variables were found to be linked with FLE and FLCA. Gender was also significantly related to higher levels of FLE and FLCA. Female students experienced the

two emotions more than male students. Peer support and teacher's traits were also important predictors.

Dewaele and Dewaele (2017) did pseudo-longitudinal research to find out the evolution of positive and negative emotions of 189 foreign language students and revealed little variation in FLCA and a little increase in FLE among students. More independent variables predicted FLE and FLCA in the middle phase of the study compared to at the beginning and at the end. The findings suggested that both student-centered and teacher-centered variables have little effect on enjoyment. Positive and negative emotions are affected by different variables in time which leads to change in the relationship of emotions. Winch (2017) investigated flow and enjoyment during language learning with university students using questionnaires. The findings revealed that most of the participants experience flow and enjoyment in language learning. Shirvan and Talebzadeh (2017) conducted research on the effect of separate topics on the dynamics of the main variables of FLE with seven female students at university. They explored momentary changes in FLE using the idiodynamic method. After participating in a conversation with simple and difficult topics, the students self-rated their FLE experience. They found that the dynamics of FLE were not only personal but also intra-personal, being influenced by conversational topics.

Boudreau et al. (2018) used an idiodynamic approach to analyze FLE and FLCA levels of 10 Anglo-Canadian students. All participants showed a positive change both in FLE and FLCA. Moreover, higher levels of FLE overlapped with lower FLCA levels. However, these findings were momentary, and they could change in a short time. Li, Jiang and Dewaele (2018) held a mixed-method study to investigate Chinese EFL students' FLE experience. They developed the Chinese Version of the Foreign Language Enjoyment Scale. The study was conducted in two stages with 1718 students in stage 1 and 360 students in stage 2. There were 11 items and three factors in the scale. The highest scores were achieved on FLE-Teacher. FLE-Private was the second and FLE-Atmosphere got the lowest score. The third stage of the study was qualitative, which was carried out with 64 participants. The collected data showed that a series of internal and external variables shape FLE. Li et al. (2018) did similar research with Anglo-Canadian students studying French as a foreign language and concluded that levels of FLE and FLCA change rapidly in a moment during speaking. Shirvan and Talebzadeh (2018a) utilized a dynamic method to find out how enjoyment levels fluctuate during speaking. Participants were assigned with seven separate speaking tasks ranked by difficulty level. Researchers

found that enjoyment varied individually as well as between participants. Subjects of speaking tasks also affected enjoyment. Shirvan and Talebzadeh (2018b) conducted another research on non-verbal enjoyment in classroom environment using idiodynamic method. They concluded that enjoyment could be provided by non-verbal communicative tips. De Smet et al. (2018) carried out research on anxiety and enjoyment during language learning comparing Dutch and English as a foreign language in primary and secondary education. There were 896 French-speaking participants in the study who answered a self-report questionnaire about classroom anxiety and enjoyment. The results indicated that the more enjoyment the students of English experienced the less anxiety they felt compared to Dutch students. It was suggested that target language had an important role for being engaged emotionally. Pavelescu and Petric (2018) explored the emotions of four EFL students in Romania regarding sociocultural context. Different qualitative methods were applied during a school semester to collect data. The results revealed that love as an emotion emerged to be the driving force in language learning. It helped to use coping skills and motivation when enjoyment decreased.

Dewaele (2019) examined if FLE and FLCA were linked to a series of learner-internal, teacher-specific and classroom specific variables with 189 high school students in Britain learning different FLs. There was a link between higher scores on attitudes and higher levels of FLE. Scores on attitudes were higher when FLCA levels were low. Thus, FLE was found to be more related to teacher-specific variables than FLCA. The researchers made an implication that teachers should care about improving FLE rather than decreasing FLCA. Talebzadeh et al. (2019) carried out a study on the dynamics and mechanism of psychological emotion transmission in a foreign language course with five pairs of students and teachers. The results indicated that automatic imitation was the primary mechanism of emotion transmission. Dewaele and MacIntyre (2019b) carried out mixed-method research on the effect of internal and external variables of learners on FLE with 750 learners around the globe using online questionnaires. It was confirmed by correlation analysis that anxiety and enjoyment were different dimensions. It was revealed that teacher-centered variables mostly predicted FLE. However emotional stability as a personality trait predicted FLCA more and traits like being teacher friendly and making jokes determined FLE significantly. De Ruiter et al. (2019) explored FLE and FLCA of two students interacting with a teacher. The results showed that continuous teacher support affected enjoyment and anxiety positively. In their mixed-method study, Jiang and Dewaele (2019) explored the difference between FLE and FLCA levels of

Chinese undergraduate students learning English as a foreign language and students outside China. Participants' FLE levels were similar, however, FLCA levels were higher. The results showed that FLE could be affected by the teacher, but FLCA was more of a learner-internal variable. Mierzwa (2019a) carried out a study with English Philology students in Poland investigating FLE. The results showed that gender and proficiency did not have a significant effect on FLE. Participants shared their positive experiences during learning language, and it was concluded that teacher-centered variables predicted FLE significantly. Mierzwa (2019b) examined the relationship between enjoyment and anxiety during language learning suggesting that these two emotions were not the opposite ends, but they overlap, rise and fall during learning practice. The researcher searched for a dynamic method to study emotions as she asserted that enjoyment and anxiety formed each other, and language learning was directly affected by the result. Talebzadeh, Shirvan and Khajavy (2019) did research on the mechanisms and dynamics of FLE in five interactions of teacher and student using the idiodynamic method. It was found that the main mechanism of FLE was automatic mimicry. In contrast, mimicry did not contribute to the dynamics of FLE. Dewaele et al. (2019) carried out research on FLE and FLCA with 592 Kazakh learners studying Turkish. They stated that the results were similar to previous studies' results in different contexts with different languages. Unlike previous literature, they found a weak positive correlation between FLE and FLCA. Also, the effect of gender was in the opposite direction meaning that male students reported more FLCA than females. Learner-internal variables predicted weaker than teacher-related variables and attitude. Li-li (2019) explored classroom anxiety and enjoyment of four English students during language learning. The researcher used The Motometers to capture the dynamic emotions in a single class session. It was concluded that the correlation between anxiety and enjoyment differed from one person to another because of various personal and social factors. Dewaele, Magdalena and Saito (2019) researched for the relationship between FLE, FLCA and some teacher-centered variables with 210 Spanish learners studying English. The participants answered an online scale. The results showed a moderate negative relationship between FLE and FLCA. Being taught by a native speaker increased levels of FLE and decreased FLCA compared to a foreign language user as a teacher. The friendliness of a teacher was the strongest positive predictor of enjoyment. FLCA was experienced more with young, strict, and less English-speaking teachers. It was concluded that the results of the research supported previous literature indicating FLE was more affected by teacher-centered variables than FLCA.

Rezazadeh and Zarrinabadi (2020) investigated the link between need for closure, FLE and FLCA. There were 232 Iranian participants learning English at a university. The participants answered self-report questionnaires. Need for closure and cognition predicted FLCA and FLE directly or indirectly. Shirvan and Talebzadeh (2020) used a retrospective qualitative modeling method to identify FLE dynamics. They determined teacher archetypes by interviewing teachers in groups and analyzed students' enjoyment experiences. The findings provided new insights into archetypes of FLE and FLCA. Ahmadi-Azad, Asadollahfam, and Zoghi (2020) studied the effect of teachers' personality traits in maintaining students' FLE. They used the NEO Five-Factor Inventory-3 and Foreign Language Enjoyment Scale to obtain data from 107 Iranian EFL teachers and 1209 EFL students. Results revealed that FLE has a positive relationship with the teachers' broad-mindedness, extroversion, and agreeability. Teachers' meticulousness and neuroticism had no significant relationship with FLE. The authors concluded that the students' EFL could be affected by EFL teachers' personality traits. Dewaele and Ergun (2020) explored whether individual differences that affect a single foreign language affect other FLs of the same learner. They investigated if classroom emotions, motivation, and attitude towards two FLs, English and Italian were the same and if they affected academic success in a similar way. The study was held with 110 Turkish students, and it was found that there was a positive relationship between FLE, course marks and the two FLs. Both FLs had no significant relationship with FLCA, motivation and attitudes. Also, there was a negative link between FLE and FLCA. Higher FLCA levels predicted low marks. Motivation and attitudes predicted higher marks in Italian. Researchers did not reach a clear conclusion about the reason why attitudes and motivation had a strong effect on marks in the weaker FL while FLCA had a strong effect on the stronger FL. They pointed out that differences could be related to meso-level or macro-level differences between English and Italian or there might have been some unseen mediating variables like teaching methods and assessment.

Li, Huang, and Li (2021) investigated the effect of individual and the environmental factors on L2 emotions among 1718 Chinese secondary school students and 1295 university students. Correlation and regression analyses showed that emotional intelligence and the environment of the classroom significantly predicted FLE and FLCA both separately and jointly. It was also revealed the environment of the classroom predicted FLE more than emotional intelligence. Ozer and Altay (2021) examined the role of enjoyment and anxiety in language learning with 233 students in secondary school.

It was indicated that gender did not affect enjoyment or anxiety. However, language anxiety was found to be the most significant predictor of enjoyment in language learning. Pan and Zhang (2021) carried out a longitudinal study with 55 college students investigating the development of FLE and FLCA in the classroom over time. They utilized FLE, FLCA, motivation and personality questionnaires at the end of the learning period. It was concluded that various personality traits and motivational factors had a relationship with FLE and FLCA. Botes, Dewaele and Grieff (2021) examined the relationship between enjoyment, anxiety, willingness to communicate, self-perceived achievement and academic goal achievement. A negative correlation between FLE and FLA was found. However, FLE and willingness to communicate, FLE and self-perceived achievement and FLE and academic goal achievement were found to be in positive correlation. The researchers claimed that these findings indicated the value of FLE and other positive psychology constructs in foreign language learning. Shirvan and Taherian (2021) conducted research with 367 undergraduate students in a general English course and revealed that the enjoyment levels of students increased during the semester. However, enjoyment level at the beginning of the semester could not predict the level at the end. An et al. (2021) investigated technologically supported self-regulated learning strategies of Chinese university students to explore self-efficacy, enjoyment, and learning outcomes as mediators to self-regulated learning strategies during language learning. 525 Chinese undergraduate students answered three self-report questionnaires and a proficiency test. A significant link was found between FLE, self-efficacy and learning strategies. Learning strategies predicted FLE and learning outcomes. Zhang et al. (2021) conducted a mixed-methods study on the effect of FLE and proficiency level on students' written feedback preferences with 117 Thai university students. The collected data revealed that learners' preference for written feedback had no significant relationship with FLE and proficiency. FLE level predicted perception of the value of feedback. Liu and Wang (2021) investigated how FLE and FLCA mediate the link between language performance and grit. The participants were 697 high school students in China. They answered a questionnaire and a language test. The finding indicated that students who had a high level of grit and FLE were high in number. Nearly half of the students had low levels of FLCA. There was a positive correlation between FLE, grit, and performance. These three variables had a negative correlation with FLCA. The link between grit and performance was mediated by FLE and FLCA significantly.



2. METHODOLOGY

2.1. Participants and Setting

This study was implemented at the School of Foreign Languages in Karadeniz Technical University in Trabzon, Turkey. The A1, A2, B1 and B1+ level classes at the school which stand for elementary, pre-intermediate, intermediate and upper-intermediate in order, were conducted online as a result of universal pandemic regulations. Students took a proficiency exam at the beginning of the semester which was also a placement test to determine their level of class. The participants started in A1 level and by the time they received the eight-week treatment, they were in a B1 level class.

There were 22 main course hours each week for all levels. Students got an 11-week-course at each level. Preparatory class is obligatory for both undergraduate and graduate students from most of the departments at the university. Also, there are students from other departments studying English voluntarily. Undergraduate and graduate students are assigned to the same classes randomly.

The participants of the study were recruited with convenience sampling during the Fall 2020-21 semester. Saunders, Lewis, and Thornhill (2012) describe convenience sampling as a type of non-probability sampling method that only requires participants to be available, easily reached and willing. It enables the researcher to gather participants from the first possible source. The researcher announced during classes that she was going to carry out research about the affective dimension of language learning for eight weeks without any incentives. The study was conducted with three volunteering participants. Demographic characteristics of the participants are given in Table 1.

Table 1

Demographic Characteristics of the Participants

Gender	Age	Education level	Ethnicity	Frequency	Percentage
Female	18	Undergraduate	Turkish	2	6.66
Male	32	Undergraduate	Turkish	1	3.33

As seen in Table 1, two of the participants were female students at the age of 18, and the other one was a male participant at the age of 32. All of them were undergraduate

students at the department of computer engineering, international relations and maritime transportation and management engineering. The participants were asked to choose nicknames to be mentioned throughout the study. Each participant signed a consent form to ensure that they were informed with the phases of the research process at the beginning of the study. As the classes were online, communication between the researcher and the participants was provided by WhatsApp video calls in private sessions for each participant. None of them was familiar with the Mindful Self-Compassion Program. None of them participated in any sort of affective training before the treatment.

As for language background, the participants were native Turkish speakers learning English as a foreign language like the vast majority of students who get English classes for 11 years in primary and secondary education in Turkey. The male participant completed a preparatory class in a different university before. However, he was placed in A1 level class after the placement test at the beginning of the academic year.

2.2. Data Collection Instruments

In this quasi-experimental study, Likert-type scales were used as a quantitative data collection instrument. Likert (1932) devised the psychometric scale to measure people's views, attitudes, feelings, and perspectives. The options usually range between five or seven points, from one negative extreme to one positive extreme to measure how much the participants agree or disagree with given items.

Self-Compassion Scale (SCS), Foreign Language Enjoyment Scale (FLE), Foreign Language Classroom Anxiety Scale (FLCA), and Flow State Scale in English as a Foreign Language Context (FSSEFL) were used for pre-tests and post-tests (see Appendix D, E, F, G) in this study. Cronbach's alpha coefficients were analyzed in SPSS for pre-tests and post-tests separately to check reliability. Cronbach (1951) developed alpha to measure internal consistency of tests or scales. It is a value shown between 0 and 1. The higher the number the better the internal consistency. Nunally (1978) states that an acceptable Cronbach's alpha value is .70 and above.

As treatment, self-compassion exercises from Mindful Self-compassion Workbook (Neff & Germer, 2018) were adapted to fit in language learning practice and implemented for eight weeks according to Mindful Self-compassion program's schedule between pre-tests and post-tests.

Finally, interviews were made with the participants separately to collect data about the details of their experience. Scales, interview, and self-compassion exercises are explained in detail in this section.

2.2.1. Foreign Language Enjoyment Scale (FLES)

Foreign Language Enjoyment Scale (FLES) was developed by Dewaele and MacIntyre (2014) to measure enjoyment as a positive emotion for language learning experience because the positive side of language learning was neglected in FL literature for a long time (Dewaele & MacIntyre, 2016). The items of the scale reflect “various facets of FLE (creativity, pride, interest, fun) and a positive environment in the FL class (teacher and peers)” (Dewaele & MacIntyre, 2014, p. 243). There are 21 Likert scale items to be rated as “strongly disagree”, “disagree”, “undecided”, “agree”, “strongly agree”. A sample item is “I feel as though I’m a different person during the FL class”.

When developing the FLE scale, the researchers adapted seven items of Interest/Enjoyment subscale (Ryan et al., 1990) related to interest, boredom, fun and enjoyment to refer to general judgments about FL classes instead of a certain activity at one time. Items about coping with FL mistakes in front of others, identity, improving the use of FL, being proud of performance, being a member of the group, the social setting and cohesiveness, perspective of learning FL, amusement, and judging peers and teachers were added to the scale. Furthermore, as Dewaele et al. (2017) reveal, to capture the reliability of the scale, eight items about anxiety, being nervous and lack of confidence were extracted from FLCAS developed by Horwitz et al. (1986) to be used as a part of FLE scale (Dewaele & MacIntyre, 2014). Cronbach’s alpha internal consistency value of FLES revealed high reliability with $\alpha = .931$ for pre-test and $\alpha = .865$ for post-test.

Table 2

Cronbach Alpha Internal Consistency Coefficients of FLES Pre-test

The Name of the Questionnaire	<i>N</i>	Cronbach's Alpha
FLES	21	.931

Table 3

Cronbach Alpha Internal Consistency Coefficients of FLES Post-test

The Name of the Questionnaire	N	Cronbach's Alpha
FLES	21	.865

2.2.2. Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz et al. (1986) developed the FLCAS including 33 items rated with five-point Likert-type ratings from “strongly disagree” to “strongly agree”. According to the researchers, FLCA has a dimensional nature embodied by self-perception, behavior, emotion and belief in a unique language learning classroom. Since it was developed, FLCAS has been a widely used instrument in SLA research (Botes, Greff & Deweale, 2020, p. 29).

Although it actually measures negative physical reactions and emotions during language learning in the classroom environment and it is a different dimension from FLE, Dewaele and MacIntyre (2014) derived eight items from the scale and added the items to FLE scale to determine the reliability of the items about enjoyment in reverse because it is revealed that enjoyment and anxiety share a negative correlation moderately. A sample item is “I can feel my heart pounding when I’m going to be called on in FL class”. Cronbach’s alpha coefficient was measured as $\alpha = .791$ for pre-test and $\alpha = .741$ for post-test.

Table 4

Cronbach Alpha Internal Consistency Coefficients of FLCAS Pre-test

The Name of the Questionnaire	N	Cronbach's Alpha
FLCAS	8	.791

Table 5

Cronbach Alpha Internal Consistency Coefficients of FLCAS Post-test

The Name of the Questionnaire	N	Cronbach's Alpha
FLCAS	8	.741

In this study, students answered FLES and FLCAS both at the beginning and at the end of the process to see whether there was a meaningful difference between the results under the effect of self-compassion exercises.

2.2.3. Flow State Scale in English as a Foreign Language Context (FSSEFLC)

Eryilmaz and Ergunay (2018) developed Flow State Scale in English as a Foreign Language Context examining Csikszentmihalyi's (1975) flow theory. It is stated that "flow state is essential in foreign language learning contexts and might have a positive effect upon foreign language learning (Eryilmaz & Ergunay, 2018, p. 144). The researchers based the scale on the theoretical framework of flow and structured it modeling the theory's three-factor construction (flow, boredom, anxiety). At first there were six items for each factor. The final version of the scale consists of 12 items rated with a four-point Likert-type questionnaire (Eryilmaz & Ergunay, 2018). A sample item is "Listening to English lesson is enjoyable for me because I understand the topics covered." Cronbach's alpha internal consistency coefficient was $\alpha = .731$ for pre-test and $\alpha = .635$ for post-test.

Table 6

Cronbach Alpha Internal Consistency Coefficients of FSSEFL Pre-test

The Name of the Questionnaire	N	Cronbach's Alpha
FSSEFL	12	.731

Table 7

Cronbach Alpha Internal Consistency Coefficients of FSSEFL Post-test

The Name of the Questionnaire	N	Cronbach's Alpha
FSSEFL	12	.685

2.2.4. Self-Compassion Scale (SCS)

Self-compassion scale was developed by Neff (2003b), and it was used for this study before and after the treatment. There are 26 items rated with five-point Likert scale ratings. 1 stands for "almost never", 5 stands for "almost always". One example item is "I'm tolerant of my own flaws and inadequacies".

The scale aims to analyze people's self-compassion level which means the kindness and lovingness they show themselves in hard times just as they would do when their loved ones needed. Neff (2003b) indicates that the scale measures three major self-compassion components on different subscales which are "self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification" (p. 226). The subscale scores are summed in order to reach a final score which represents overall self-compassion level. Cronbach's alpha coefficient was $\alpha = .729$ for pre-test and for $\alpha = .685$ for post-test.

Table 8

Cronbach Alpha Internal Consistency Coefficients of SCS Pre-test

The Name of the Questionnaire	N	Cronbach's Alpha
SCS	26	.729

Table 9

Cronbach Alpha Internal Consistency Coefficients of FLES Post-test

The Name of the Questionnaire	N	Cronbach's Alpha
SCS	26	.692

2.2.5. The Interviews

Interview is one of the most commonly used data collection tools in qualitative research (Legard, Keegan & Ward, 2003). It can be used to deep dive into beliefs, views, experiences, motivations, and perspectives of participants. There are three types of interviews defined as structured, semi-structured and unstructured interviews. Predetermined questions are asked in structured interviews without follow-ups. In semi-structured interviews, there are also key questions, however those questions enable the interviewer to find out areas to explore so that they can ask more questions to get the details of the subject. Unstructured interviews generally start with an opening question to lead into the subject and the interviewer develops questions according to what the interviewee tells.

Semi-structured interviews were conducted in the present study. The questions were prepared in accordance with the weekly exercise schedule and mainly focused on the eight-week self-compassion exercises period. Additional questions were asked to better

understand the experiences, feelings and thoughts of the participants. The aim was to support the quantitative data without leaving unclear areas. The participants talked about the changes in their self-compassion levels, flow state, enjoyment, and anxiety under the influence of self-compassion exercises during language learning.

Participants were interviewed online at the end of eight weeks after post-tests. Questions were asked in Turkish to prevent misunderstandings or lack of proper information. All questions and answers were translated into English and transcribed.

2.2.6. Self-Compassion Exercises

The Mindful Self-Compassion Program (MSC) (2012) was designed for practising self-compassion meditations and exercises for eight weeks. Therefore, the exercises were employed as an eight-week treatment during the period of B1 level. These exercises aim to increase the level of self-compassion for individuals practising mindfulness, common humanity, and self-kindness. Each week the focus is on a different psychological construct.

The applications of mindfulness in health and disease began in 1979 with the establishment of the University of Massachusetts Health Center Stress Reduction Clinic (Kabat-Zinn, 2012). Mindfulness-based Stress Reduction (MBSR) program was created and applied by Kabat-Zinn, and it has been an increasingly popular program around the world since then. It has been observed that mindfulness education in MBSR format and related interventions are highly effective in helping patients suffering from stress and stress-related health problems as well as chronic pain learn to live more productively and fully, supporting the quality of life of cancer and MS patients, reducing anxiety, panic attacks and depression, and reduce the recurrence rate in patients with a history of major depressive disorder. It has also been found to positively affect the way the brain processes difficult emotions under stress, shift activation in certain areas of the prefrontal cortex from right to left brain (in the direction of greater emotional balance) and cause positive immune system changes associated with changes in the brain (Kabat-Zinn, 2012). Research has shown that activation occurs in the cerebral cortex networks of people who have received eight-week MBSR training in connection with the direct experience of the present moment (Davidson et al., 2003). These findings reveal that mindfulness practice develops more comprehensive ways of self-experience in people and affects the degree

to which they create stories about experiences that can recreate them in a positive or negative way.

MSC is a version of MBSR which targets self-compassion using mindfulness as a way to specifically aid emotional development to overcome negative emotions (Germer, 2009). Neff (2012) reviews the research on self-compassion as having a consistent link to decreased anxiety and depression. High levels of self-compassion were found in individuals who have low levels of stress that is linked with an increased ability of emotional control and self-soothing under stress (Rockliff et al, 2008). Heffernan et al. (2010) associate self-compassion with a series of positive psychological constructs such as optimism, enjoyment, and curiosity.

MSC contains several meditations and exercises applied in an eight-week period. The treatment in this study does not contain the meditations because of the lack of a trained meditation facilitator. Also, students were more willing to take part in an exercise program rather than meditating of which they had no experience and knowledge. Exercises in the Mindful Self-Compassion Workbook are formed in an easily applicable format for individuals to do the exercises on their own. The book follows the structure of the MSC program (Germer & Neff, 2018). Each week's exercises are built upon the previous ones. In this way, at the end of eight weeks, individuals increase control over negative emotions, decrease self-judgment, can see and accept things as they are, and stay in the experience without getting caught up in stories.

The original exercises of the program were adapted to the language learning context for this study by the researcher (See Appendix H) based on the affective filter hypothesis of Krashen (1981). He claims that affective variables like motivation, self-confidence, and anxiety influence second language acquisition. Negative emotions that are mostly encountered during language learning were determined by capitalizing on Krashen's hypothesis and the works of highly recognized researchers in the field (Dewaele, 2013, MacIntyre & Mercer, 2014, Gregersen & MacIntyre, 2014). Fear of failure, speaking anxiety, feeling of inadequacy, performance anxiety, shame of failure, self-criticism, shame of mistake, lack of motivation and lack of courage were synthesized as major issues encountered during language learning and each week's exercises were customized around these themes. For instance, the aim of the first week's original exercise ("How would you treat a friend?") was to compare how you respond to a friend in a difficult situation and how you respond to yourself in a similar situation to see whether you are critical to yourself. The researcher adapted the exercise instructions to fit in the language

learning context. For example, that difficult situation was a failure of a friend in an English exam. “How would you treat your friend and how would you treat yourself when you fail in an English exam?” this comparison enables the participants to find out whether they are self-critical. For each week, the original exercises were modified to include situations found in language classrooms.

2.3. Research Design

In this embedded mixed-methods study, quasi-experimental one-group pre-test–post-test research design was implemented for quantitative part of the study. Ivankova and Creswell (2009) describe the embedded research design as being used when a secondary research question needs to be answered requiring different types of data. “A researcher may need to embed qualitative data within a quantitative experimental design and will conduct qualitative interviews during the research study to understand the reasons for certain participants’ behaviors” (p. 143-144).

Quasi-experimental research is a type of experimental research with specific differences. Campbell and Riecken (1968) identify this type of research as the utilization of an experimental procedure of investigation and interpretation of data without complying with the requirements of experimental command. It is not possible to control all differences because random sampling cannot be performed. Confounding variables may come up. In this type of research design, participants are exposed to some kind of treatment outcome of which is tested by the researcher. Thus, the relationship between a manipulated independent variable and a dependent variable is explored in terms of variation.

One group pre-test post-test design is carried out with a single group of participants who receive pre-test about dependent variables before being exposed to a treatment (Campbell & Stanley, 1963). Post-test is given after the treatment is implemented. The aim of the researcher is to assess whether there is an effect of the treatment by calculating the dissimilarity between the results of pre-test and post-test.

Primary sources were used to recruit participants for this study. All students did the same self-compassion exercises as intervention and answered the same questionnaires at the beginning and at the end of the process. As for qualitative research, interviews were held to identify whether self-compassion exercises influence self-compassion, flow state, anxiety, and enjoyment.

2.3.1. The Role of the Researcher

The researcher has been trained in the skills required to carry out the current study. She holds a Bachelor of Arts in American Culture and Literature, and she works as a language instructor. She received Mindful Self-compassion, Mindfulness Based Stress Reduction, Mindfulness Foundations and Compassion Cultivation Training from internationally acknowledged institutions.

The participants were students in her class; however, they had no direct relationship with the researcher in terms of pass marks of preparatory school that might have imparted bias on the research study. The role of the researcher was etic; she implemented the treatment and observed the results as an objective viewer.

2.4. Data Analysis

Both quantitative and qualitative approaches were used to collect and analyze data in this embedded mixed-methods study. As Bhandari (2020a) describes, “quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations” (para. 1). Inferences can be drawn from about “the larger population from which the sample is taken” (Bhandari, 2020b, para 2). Inferential statistics were used to analyze the data obtained from questionnaires in this study.

Inferential statistics were used to find out evidence of change in the scores of participants. Because of the small sample size ($n < 30$) and lack of normal distribution observed when normality tests were run, the Wilcoxon signed rank test was used to compare scores from pre-test and post-test results as a non-parametric statistical analysis. The Wilcoxon signed-rank test has been widely used to evaluate the effectiveness of treatments on one sample (Salkind, 20210). Finally, the results of the data analysis were interpreted to show the effectiveness of the treatment and if the results were practically important and statistically significant.

The statistical analysis of quantitative research was supported by the qualitative data. Qualitative research focuses on non-numerical data to have an insight into ideas, concepts, experiences etc. (Bharma, 2020c, para. 1). Thematic analysis was applied to detect patterns and themes in qualitative data. According to Braun and Clarke (2006), thematic analysis helps building the main skills to conduct most kinds of analysis. It

provides a theoretical perspective. Participants' answers to interview questions were translated into English verbatim, analyzed in accordance with the statistical data and certain themes and codes emerged from the transcriptions of the interviews to detect whether the treatment was effective on increasing levels of self-compassion, flow state and enjoyment and decreasing anxiety. Descriptive coding was employed which is a first cycle coding method that involves reading through the interview data carefully to find out emerging codes according to the topic (Saldana, 2009). Descriptive codes generally summarize the data in noun forms. The codes and themes were checked by the participants whether they were accurate to their expressions.

Combining quantitative and qualitative data collection enabled method triangulation in this research. Bekhet and Zausniewski (2012) claim that method triangulation is "beneficial in providing confirmation of findings, more comprehensive data, increased validity and enhanced understanding of studied phenomena" (p.40). In the data analysis stage of the study, peer debriefing technique was used for data triangulation. Peer debriefing is a type of triangulation in which unbiased peers who have no interest in the research work together with the researcher to provide validity of the research (Kelly et al., 2014).

2.5. Procedure of the Study

The study was planned to be done with 3 participants from the preparatory class. Five students volunteered for the study and all of them were chosen as participants considering any possible complications that might lead to one or more participants to quit. At the end of the intervention, one participant refused to conduct an interview, and another asked to answer the interview questions by writing. Therefore, the study was carried out with three participants as planned. The process is displayed in Figure 1.



Figure 1 The process of the study

All sessions of the treatment with the participants were carried out separately, thanks to the small sample size. It was aimed for the participants to be more comfortable as the

process was mostly related to emotions. Firstly, at the beginning of the first week of the 11-week-course for level B1, students were introduced to the subjects of this study, and self-compassion exercises as the fundamental agent of this study. The process continued with answering Self-Compassion Scale (SCS), Foreign Language Enjoyment Scale (FLE), Foreign Language Classroom Anxiety Scale (FLCA), and Flow State Scale in English as a Foreign Language Context (FSSEFL) as pre-tests of the study to evaluate participant's perceptions before the treatment. As the participants were B1 level students, no translations of the questionnaires were needed.

The second week, they started practising self-compassion exercises individually. Each week, the exercises of the week were guided in detail and questions about the practice were answered carefully in online sessions. At the end of eight weeks, soon after finishing the exercises, students rated the same scales that they answered at the beginning again to evaluate afterward perceptions. Finally, semi-structured interviews were conducted with each participant to observe the immediate effects of self-compassion treatment on enjoyment, anxiety, and flow state during language learning and obtain data about the details of their experience.

The participants of this study joined each online session based on eight different emotions related to issues encountered during language learning, as can be seen in Figure 2.



Figure 2 Session topics of self-compassion treatment

The first week's primary exercise was "How would you treat a friend?" which sought to lead the participants to find a way to look at their critical inner voice closer. The writing exercise imitated a situation of failure where the participant would think about how they would treat a friend to support. Then they were asked to consider how they would treat themselves under the same conditions. This comparison revealed the difference between how the participants perceive their own failures and failures of the loved ones. The other exercise required the participants to imagine a negative situation in the classroom and write about all the aspects they would normally exaggerate and what would really happen. These two exercises of the first week introduced loving kindness as one of the three components of self-compassion.

In the second week, the participants sought to cope with the feeling of inadequacy in terms of language learning through writing. They answered questions focused on self-respect and had the chance to think about to what extent they treat themselves like they deserve. Another exercise was self-compassion break in an imaginary speaking task which was expected to help anxiety.

In week three, the participants were asked to think about the worst inadequacy they thought they had regarding language learning and write about it. They also wrote a

supporting letter from an imaginary unconditionally supportive teacher to themselves. They read the letter a while later and felt the love, acceptance, and connection. Then they answered some questions by writing and transformed some good wishes for themselves to repeat when necessary.

The first exercise of the fourth week led the participants to explore a supportive touch that could soothe them in difficult times as a somatic exercise and searched for ways to calm down performance anxiety. The second exercise of the week was also somatic which taught the participants compassionate movement that they could employ when they observe the need for self-compassion in a moment of performance anxiety.

Week five focused on self-criticism. To change critical self-talk, the participants tried to catch repeated phrases they talk to themselves when they feel unsuccessful. They tried to change the judgmental talk into soothing and understanding one. The exercise to experience yin and yang compassion taught the participants to soften their negative emotions by allowing them to be expressed freely. Allowing enabled understanding and it led to changing it into positive. Yang compassion allowed them to protect themselves from negative emotions and motivated them to be compassionate.

In week six, fear of mistake was explored through journaling. Loving kindness, common humanity and mindfulness were gone through by journaling for a week. Here and now stone exercise required the participants to find a stone to take everywhere with them to remind them to be mindful and avoid ruminating. To practice mindfulness effectively, daily activities like brushing teeth were done with mindful attitude.

The exercises of the seventh week included self-criticism as a motivator and changing it into a self-soothing tone for motivation in language learning. Appreciating self was exercised by focusing on positive traits. The people who were encouraged and supported during language learning were also appreciated by the participants to feel the positive sides of the learning process.

The last week focused on lack of courage. The participants thought about unpleasant experiences in language learning practice in the past and how they took lessons from them. Employing self-compassion to turn future situations like this into lessons for life was explored. The last exercise of the treatment was an appreciation for small things in life generally. In this way, the participants learned to find the necessary courage in themselves to seek small success moments in the classroom.

All sessions were held online, and the participants were guided about the exercises in detail. As seen above some exercises were practised throughout the week, and the outcomes were discussed in the next sessions.



3. RESULTS

This research investigated the effects of self-compassion exercises on self-compassion, flow state, anxiety, and enjoyment during language learning. Statistical analysis of the data obtained from the questionnaires as pre-test and post-test scores are presented in this chapter as well as the analysis of qualitative data. Quantitative data were obtained through scales (SCS, FLES, FCAS, FSSEFLC). Qualitative data was obtained through semi-structured interviews conducted with the participants after the treatment and post-test.

3.1. Statistical analysis of the data collected through scales

Firstly, inferential statistics were used to compare performances of each participant's in pre-tests and post-tests in terms of self-compassion, flow state, anxiety, and enjoyment using Wilcoxon signed-rank test in SPSS. After that, the same analysis was applied to compare pre-test and post-test results of the participants altogether. The comparison of pre-test and post-test findings of the participants are presented separately in the tables below.

3.1.1. Case 1: Lara

Wilcoxon signed-rank test was implemented to compare the pre-test and post-test scores in FLE, FLCA, FSSEFLC and SCS. The following tables give information about whether there is a significant difference between the pre-test and post-test results of Lara.

Table 10

A Comparison of Lara's SCS Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	12	13,00	156,00	.86
Positive Ranks	12	12,00	144,00	
Ties	2			
Total	26			

When Lara's self-compassion level from the pre-test was compared to her self-compassion level from post-test through Wilcoxon signed-rank test, no significant

difference was observed ($z=-.17$, $p>.05$). Table 10 shows information regarding the comparison of her pre-test and post-test scores. It can be inferred from the table that the self-compassion level of the participant did not improve significantly after the treatment.

Table 11

A Comparison of Lara's FLE Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	1	7,50	7,50	<.00
Positive Ranks	19	10,66	202,50	
Ties	1			
Total	21			

Wilcoxon Signed-Rank Test implemented on Lara's FLES pre-test and post-test scores revealed that an eight-week self-compassion treatment elicited a statistically significant change in participant's foreign language enjoyment level ($z=-3,79$, $p<.00$).

Table 12

A Comparison of Lara's FLCA Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	6	3,50	21,00	.02
Positive Ranks	0	.00	.00	
Ties	2			
Total	8			

Wilcoxon Signed-Rank test was run to find out whether the pre-test and post-test scores of Lara on FLCA differed significantly. Table 12 provides information on the results of the test. As Table 11 exhibits, there is a significant difference ($z=-2,23$, $p<.05$) between pre-test and post-test scores of Lara on FLCA scale. It can be argued that the treatment caused a significant reduction in the foreign language classroom anxiety of the participant.

Table 13

A Comparison of Lara's FSSEFLC Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	5	5,00	25,00	.73
Positive Ranks	4	5,00	20,00	
Ties	3			
Total	12			

To examine whether Lara's flow state level improved after self-compassion treatment, her pre-test and post-test Flow State Scale in English as a Foreign Language Context scores were compared using Wilcoxon Signed-Rank test. As it can be seen in Table 13, self-compassion treatment did not elicit a statistically significant change in the participant's level of flow state ($z = -.33$, $p > .05$). It can be said that receiving self-compassion treatment was not effective in improving the participants' level of flow state.

3.1.2. Case 2: Barbaros

Table 14

A Comparison of Barbaros's SCS Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	5	6,50	32,50	.09
Positive Ranks	10	8,75	87,50	
Ties	12			
Total	26			

When Barbaros's self-compassion level from the pre-test was compared to his self-compassion level from post-test through Wilcoxon signed-rank test, no significant difference was observed ($z = -1.66$, $p = p > .05$). Table 14 shows information regarding the comparison of his pre-test and post-test scores. It can be inferred that the self-compassion level of the participant did not improve significantly after the treatment.

Table 15

A Comparison of Barbaros's FLE Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	7	6,29	44,00	.28
Positive Ranks	4	5,50	22,00	
Ties	10			
Total	21			

To examine whether Barbaros's foreign language enjoyment level increased after self-compassion treatment, his pre-test and post-test FLE scores were compared using Wilcoxon Signed-Rank test. As can be seen in Table 15, self-compassion treatment did not elicit a statistically significant change in the participant's level of enjoyment level ($z=-,06, p>.05$). It can be said that receiving self-compassion treatment was not effective in improving the participants' level of foreign language enjoyment.

Table 16

A Comparison of Barbaros's FLCA Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	4	2,50	10,00	.05
Positive Ranks	0	.00	.00	
Ties	4			
Total	8			

Wilcoxon Signed-Rank Test implemented on pre-test and post-test scores of Barbaros from FLCA revealed that an eight-week self-compassion treatment elicited a statistically significant change in participant's foreign language anxiety level ($z= -1,89, p=.05$). The results may suggest that there was evidence that self-compassion treatment had positive influence on lowering the participant's anxiety level.

Table 17

A Comparison of Barbaros's FSSEFLC Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	0	.00	.00	.02
Positive Ranks	6	3,50	21,00	
Ties	6			
Total	12			

Wilcoxon Signed-Rank test was run to find out whether the pre-test and post test scores of Barbaros on FSSEFLC differed significantly. Table 17 provides information on the results of the test. As Table 16 exhibits, there is a significant difference ($z=-2.33$, $p<.05$) between pre-test and post-test scores of Barbaros on FSSEFLC scale. It can be argued that the treatment led to an increase in the participant's flow state in English as a foreign language context.

3.1.3. Case 3: Deniz

Table 18

A Comparison of Deniz's SCS Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	9	9,94	89,50	.55
Positive Ranks	11	10,95	120,50	
Ties	6			
Total	26			

When Deniz's self-compassion level from the pre-test was compared to his self-compassion level from post-test through Wilcoxon signed-rank test, no significant difference was observed ($z=-.58$, $p>.05$). Table 18 shows information regarding the comparison of his pre-test and post-test scores. It can be inferred that the self-compassion level of the participant did not improve significantly after the treatment.

Table 19

A Comparison of Deniz's FLE Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	1	14,00	14,00	.00
Positive Ranks	16	8,69	139,00	
Ties	4			
Total	21			

To examine whether Deniz's foreign language enjoyment level increased after self-compassion treatment, her pre-test and post-test FLE scores were compared using Wilcoxon Signed-Rank test. As it can be seen from Table 19 Deniz reported significantly higher levels of enjoyment in the post-test ($z=-2.99$, $p<.01$). It can be said that receiving self-compassion treatment was effective in improving the participants' level of foreign language enjoyment.

Table 20

A Comparison of Deniz's FLCA Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	7	4,93	34,50	.01
Positive Ranks	1	1,50	1,50	
Ties	0			
Total	8			

Wilcoxon Signed-Rank Test implemented on pre-test and post-test scores of Deniz from FLCA revealed that an eight-week self-compassion treatment elicited statistically significant change in participant's foreign language classroom anxiety level ($z= -2,33$, $p<.05$). The results may suggest that there was evidence that self-compassion treatment had a positive influence on lowering the participant's anxiety level.

Table 21

A Comparison of Deniz's FSSFLC Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	p
Negative Ranks	4	3,63	14,50	.17
Positive Ranks	6	6,75	40,50	
Ties	2			
Total	12			

Wilcoxon Signed-Rank test was run to find out whether the pre-test and post-test scores of Deniz on FSSEFLC differed significantly. Table 21 provides information on results of the test. As Table 20 exhibits, there is no significant difference ($z=-1.35$, $p>.05$) between pre-test and post-test scores of Deniz on FSSEFLC scale. It can be argued that the treatment did not lead to an increase in the participant's flow state in English as a foreign language environment.

3.1.4. Findings about the comparisons of pre-test and post-test scores of all participants

The comparisons of pre-test and post-test findings of all three participants are presented in tables below.

Table 22

A Comparison of all participants' SCS Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	1	1,00	1,00	-1,06	.28
Positive Ranks	2	2,50	5,00		
Ties	0				
Total	3				

Table 22 provides information on results of Wilcoxon Signed-Rank test that run to find out whether the pre-test and post-test scores of all participants on SCS differed significantly. As Table 21 exhibits, there is no significant difference ($z=-1,06$, $p>.05$) between pre-test and post-test scores of the participants on SCS. It can be argued that the

treatment did not lead to an increase in the participants' self-compassion during language learning.

Table 23

A Comparison of all participants' FLE Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	1	.00	.00	.00	1.00
Positive Ranks	2	.00	.00		
Ties	0				
Total	3				

Table 23 provides information on results of Wilcoxon Signed-Rank test that run to find out whether the pre-test and post-test scores of all participants on FLE scale differed significantly. As Table 22 exhibits, there is no significant difference ($z = .00$, $p > .05$) between pre-test and post-test scores of the participants on FLE scale. It can be argued that the treatment did not lead to an increase in the participants' foreign language enjoyment during language learning.

Table 24

A Comparison of all participants' FLCAS Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	3	2.00	6.00	-1.60	.10
Positive Ranks	0	.00	.00		
Ties	0				
Total	3				

Table 24 provides information on the results of Wilcoxon Signed-Rank test, run to find out whether the pre-test and post-test scores of all participants on FLCAS differed significantly. As Table 23 exhibits, there is no significant difference ($z = -1.60$, $p > .05$) between pre-test and post-test scores of the participants on SCS. It can be argued that the treatment did not lead to a decrease in the participants' foreign language classroom anxiety during language learning.

Table 25

A Comparison of all participants' FSSEFLC Pre-test and Post-test Results

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	1	1.00	1.00	-1.08	.27
Positive Ranks	2	2.50	5.00		
Ties	0				
Total	3				

Table 25 provides information on the results of Wilcoxon Signed-Rank test, run to find out whether the pre-test and post-test scores of all participants on FSSEFLC differed significantly. As Table 25 exhibits, there is no significant difference ($z = -1,08$, $p > .05$) between pre-test and post-test scores of the participants on FSSEFLC. It can be argued that the treatment did not lead to an increase in the participants' flow state in English as a foreign language context.

Although no statistically significant findings were obtained from the comparisons of pre-test and post-test scores of the participants as a group, some comparisons of pre-test and post-test results indicated statistically significant differences on an individual level.

3.2. Qualitative analysis of the data collected through the interviews

In order to get a deeper insight towards the second research question, semi-structured interviews were held with the participants after completing the eight-week treatment and post-tests. There were 14 open-ended questions in the interview exploring the participants' experiences about self-compassion intervention regarding their enjoyment, anxiety, self-compassion, and flow state during language learning process. Additional questions were asked to highlight important details from their answers. The answers were transcribed word by word to find out emerging codes and themes. Descriptive coding was applied which summarizes the themes of the data in the form of nouns. All the nouns were not directly spoken by the participants. Most of them were labeled by the researcher when the transcripts were analyzed. Emerging codes were selected according to the themes of interview questions which were prepared around the topics of each week's exercises. After the researcher coded the entire data, a qualified peer researcher reviewed the data from the transcripts and emerging and final codes from the transcripts to see whether the researcher selected the appropriate codes. The peer reviewer highlighted the parts where the researcher missed the participants' perspectives, and the areas that needed

more attention. The peer reviewer has expertise in mixed-methods study and has conducted research in affective dimension of language learning. She has been trained for integrating mindfulness into the language classroom. She is currently working on a research article on implementing mindfulness. Final codes are presented in this chapter using hierarchal coding frame which displays the topic and the positive and negative code branches as two categories in each figure one of which is for feelings and thoughts associated with the presence of flow state, enjoyment and anxiety and self-compassion, and the other is for feelings and thoughts associated with lack of these constructs.

Enjoyment and anxiety are shown in the same figure because they are accepted as having a negative correlation. As they resemble to the two faces of Janus (Dewaele & MacIntyre, 2014, p.1), the interview results of enjoyment and anxiety were analyzed together: enjoyment as the positive emotion and anxiety as the negative emotion. It can be inferred from the previous literature that if anxiety is high, enjoyment is low and vice versa (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017; Boudreau et al., 2018).

Emergent codes and the source data are presented in Table 26.

Table 26

Interview Quotations and Associated Codes

Code	Interview Excerpts
Anxiety	<p>“As my turn gets closer, I start to get tense. The excitement continues until the last moment. Your excitement doesn't change anything, the inevitable end, your turn will come. Being excited doesn't change anything. So, calm down a bit, I would suggest to myself that there is nothing you can do anyway. It's comforting to be reminded again that I have to.”</p>
Being dissociated	<p>“I choose to sleep when something goes wrong. Because sleeping is an escape. It's also a defense mechanism. So, it's a way of coping. When I sleep, everything is fine. It feels so good to sleep. I'm getting through everything when I am drowned in my thoughts.”</p>

(Table 26 Continued)

Being success oriented	<p>“I want to be successful because everything is about success. If you are not successful, you are not even seen. It makes me stressed.”</p>
Boredom	<p>“Sometimes I really get bored. When I can't succeed, I get bored even more. That lesson is over for me.”</p>
Comfort	<p>“Even though I am excited, I can participate in the activities in the classroom, I can be comfortable, I can act in harmony with the people in the class.”</p>
Common humanity	<p>“If I forget the simple things, I remind myself that everybody is like me, no difference. There are things that make me angry with myself. Then I remember it is useless to get angry. Don't be harsh on yourself. You are not alone.” I say.”</p>
Effortlessness	<p>“I can participate in the class effortlessly. I can develop a dialogue with the teacher. I can enjoy the flow of the lesson.”</p>
Fear of mistake	<p>“It's important for motivation, but it makes me nervous that someone expects something from me. It's the same with my family. If I can't, who trusted me will be disappointed. Maybe he is just trying to motivate me, he has no expectation, but he spent time and showed interest in me. This puts pressure on me. I am afraid of making a mistake because of this.”</p>
Focusing on competence	<p>“My inner voice tells me “You did everything, but you can't do it. Look, you're so bad at this. Everyone is better than you.” And I feel like I fall behind the class. This is another stress factor for me.”</p>
Focusing on past or future	<p>“I am constantly reviewing everything I have experienced. I also plan everything in the future. I do everything now to prevent the mistakes of the past and create a perfect future. Sometimes I get stuck in the past. I am more concerned with the future. If it has happened in the past, what can I do to change it now? I'm working too hard for the future now so that I have the things I want in my future.”</p>

(Table 26 Continued)

Isolation	<p>“Seeing that my other friends are better than me both makes me feel worse and isolated. Greed thing doesn't come there. Because my classmates, who are on equal terms with me, also took the same course, but the thought that they are doing it better cuts me off from life.”</p>
Lack of self-confidence	<p>“There is an extra case in English. I have good and bad experience. We have to use English when communicating. I have years of training on I and I still can't do it well.”</p>
Learning from mistakes	<p>“Something bad happened and it has consequences, our experiences, I should have learned from it. Certainly, if there is a lesson to be learned, the lessons I have learned from my mistakes are what make me who I am now. I am very conscious of learning from all of them.”</p>
Mindfulness	<p>“I don't usually go back in time. Because remembering too much is not good for any of us. Thinking about the things I will do in the future makes me tired. I try to be present when I am in the classroom. I try to stay focused on the moment I am in.”</p>
Motivation	<p>“Generally, since I know my capacity to have more positive results, my motivation comes from my possibilities.”</p>
Panic	<p>“I no longer panic like I used to. I used to panic when I was asked something directly, but now panic level has decreased.”</p>
Prejudice	<p>“When it comes to anything other than English, I can be the best. But in English, that would be overconfidence. I don't trust myself about English. Because it is difficult for me. So being average is perfect for me.”</p>
Sarcasm	<p>“I think I'm judging myself by making fun of myself. I criticize myself by making fun of myself. I say “Couldn't you do that too? You failed again haha.” Yes, there were moments when I caught that.”</p>

(Table 26 Continued)

Self-awareness	<p>“The notes that I wrote for the exercise gave me the chance to think about them when I put my hand in my pocket. At that moment, the bad energy accumulated on you goes away. You don’t think about bad energy, but it is in you. I remembered my skills and capabilities. So, this is an awareness about myself, I supported myself.”</p>
Self-confidence	<p>“The more grateful I become, the more my self-confidence increases. As I remember that I am who I am and feel grateful for it, my self-confidence increases.”</p>
Self-criticism	<p>“I also used to think a lot, why do I react like this, why do I feel this way. Then I tried to change it. I realize that we shouldn't exaggerate that much. I was always questioning myself about my failures.”</p>
Self-kindness	<p>“I was being more judgmental and crueller to myself. But now I say, “you failed but you have come this far”. I am optimistic.”</p>
Self-soothing	<p>“I try to breathe and calm down when I am anxious. Anxiety doesn’t help me. I need to help myself to go on. I learnt to soothe myself with breathing easily.”</p>
Shame	<p>“Yes, if I did it wrong, it would be embarrassing and disappointing.”</p>
Stress	<p>“After accepting the bad truth, it actually makes me ambitious why it is like this. I am afraid that if I treat myself in a flattering way, it will get me used to failure. I don't want to get caught up in this and accept it. The stress keeps me aware of the reality. ”</p>
Trust	<p>“I believe in people’s sincerity in the classroom. I trust the teacher and my classmates when I feel that we are connected.”</p>
Unity	<p>“The attitudes of my teachers and friends give me an idea about everything, I can’t be disconnected. I like the unity. Whenever I was disconnected from the rest of the class in the past, I was also disconnected from everything, from life. That's why school is important to me. I am one of the least absent.”</p>

3.2.1. Flow state during language learning

The interview questions regarding flow state during language learning aimed to explore whether the participants experienced feelings and thoughts associated with flow state during classes under the influence of self-compassion treatment. Emergent codes from the participants' answers are presented in Figure 3 in two categories. Self-awareness, motivation, mindfulness, and learning from mistakes emerged as significant codes for the category of feelings and thoughts associated with the presence of the flow state. Prejudice, being dissociated, focusing on past or future, being success oriented, focusing on competence, isolation, lack of self-confidence and self-criticism emerged as significant codes for the category of feelings and thoughts associated with lack of flow state.

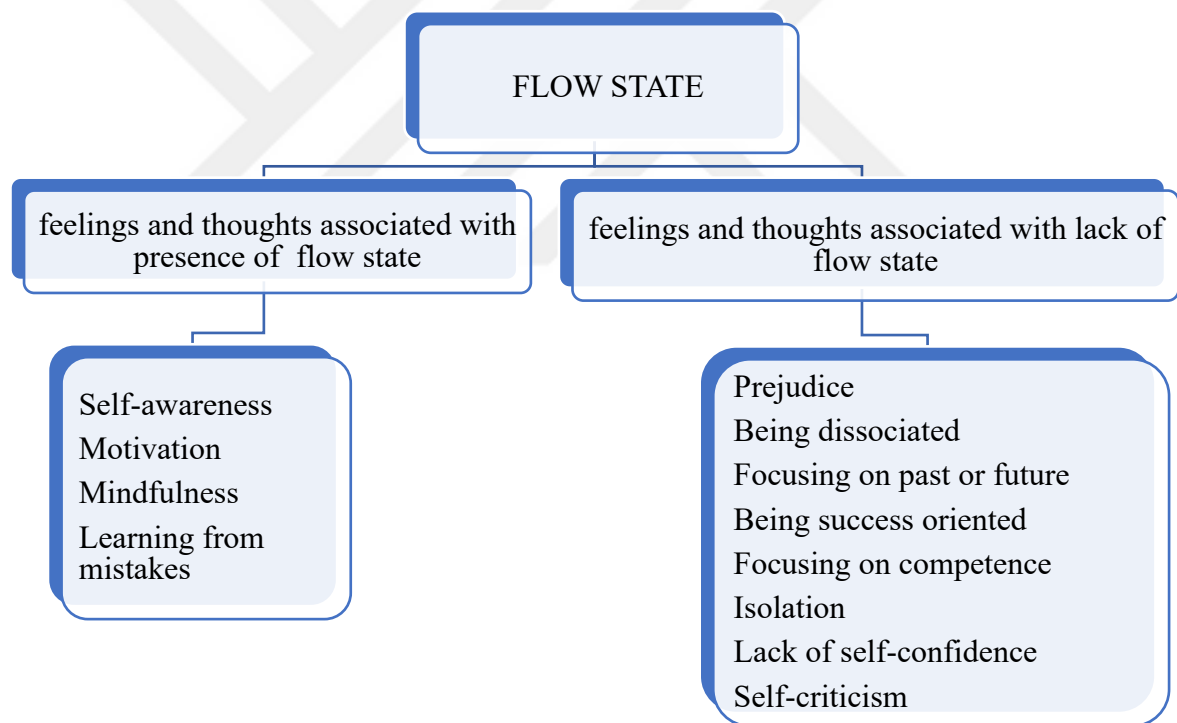


Figure 3 Themes and codes emerged regarding flow state

As seen in Figure 3, the participants experienced both positive and negative feelings and thoughts that can be associated with flow state or lack of it. While Barbaros stated that he started to see mistakes and failures as a motivator and a driving force in interviews, Deniz expressed that she still felt isolated and dissociated when she made a mistake. Also,

Barbaros revealed that he gained self-awareness which helps him to bear in mind that he experienced both failure and success.

Barbaros: "...Saying 'you can' to myself is motivating because I think about my strengths. I know that if we are in the same class with others, we have similar capacities, we overcame the same obstacles in life and we are here together. So, I don't feel isolated when I make a mistake anymore. I keep staying in the game. That's the most important thing for me. Even if I don't want to be here, I have to be here. So, I just adapt to that moment. Thinking about past or future makes me tired..."

Even though Lara did not show any significant difference in terms of flow state in pre-test and post-test, the qualitative data revealed that she improved her flow state.

Lara: "...I try all the ways possible to change the negative situation into positive. But I don't blame myself for failures and mistakes. I accept if I make a mistake and try to keep going. I can change it if I keep going. Now that I learnt how to be compassionate to myself, I remind myself that there were many times that I was successful. Failures don't define me..."

As it can be understood from the quotes of Barbaros and Lara, they started to see mistakes as a driving force that can help them take lessons from their experience under the influence of self-compassion treatment. When in flow state, they were more process oriented rather than being success oriented. However, Deniz felt disconnected from the rest of the class when she compared her failure with others' success. She focused on competence and lost self-confidence easily.

Deniz: "...seeing that others are better than me makes me feel isolated. I don't feel jealous though. I just think that we all took the same course, but I couldn't answer the questions well enough. This makes me feel disconnected and when I feel like that, I can't be interested in the class anymore. I think about some other stuff from the past or dream about the future and quit listening or participating. This makes me less motivated for the next class because I know that I will do another mistake..."

As Deniz expressed, even after the self-compassion treatment, negative feelings associated with failure pervaded. She was not able to maintain a mindful attitude towards what was happening and dissociating created lack of motivation.

3.2.2. Enjoyment and anxiety during language learning

The interview questions regarding enjoyment and anxiety during language learning aimed to explore whether the participants experienced feelings and thoughts associated with enjoyment during classes under the influence of self-compassion treatment. As it was previously explained, high levels of enjoyment are associated with low levels of anxiety and vice versa. Therefore, the presence of enjoyment indicates lack of anxiety. Codes that emerged from the participants' answers are displayed in Figure 4 under two categories. Feelings and thoughts associated with presence of enjoyment and lack of anxiety were coded as comfort, trust, self-confidence, unity, effortlessnes, motivation, and mindfulness. Codes under the category of feelings and thoughts associated with presence of anxiety and lack of enjoyment are stress, boredom, anxiety, panic, lack of self-confidence, being success oriented, fear of mistake and self-criticism.

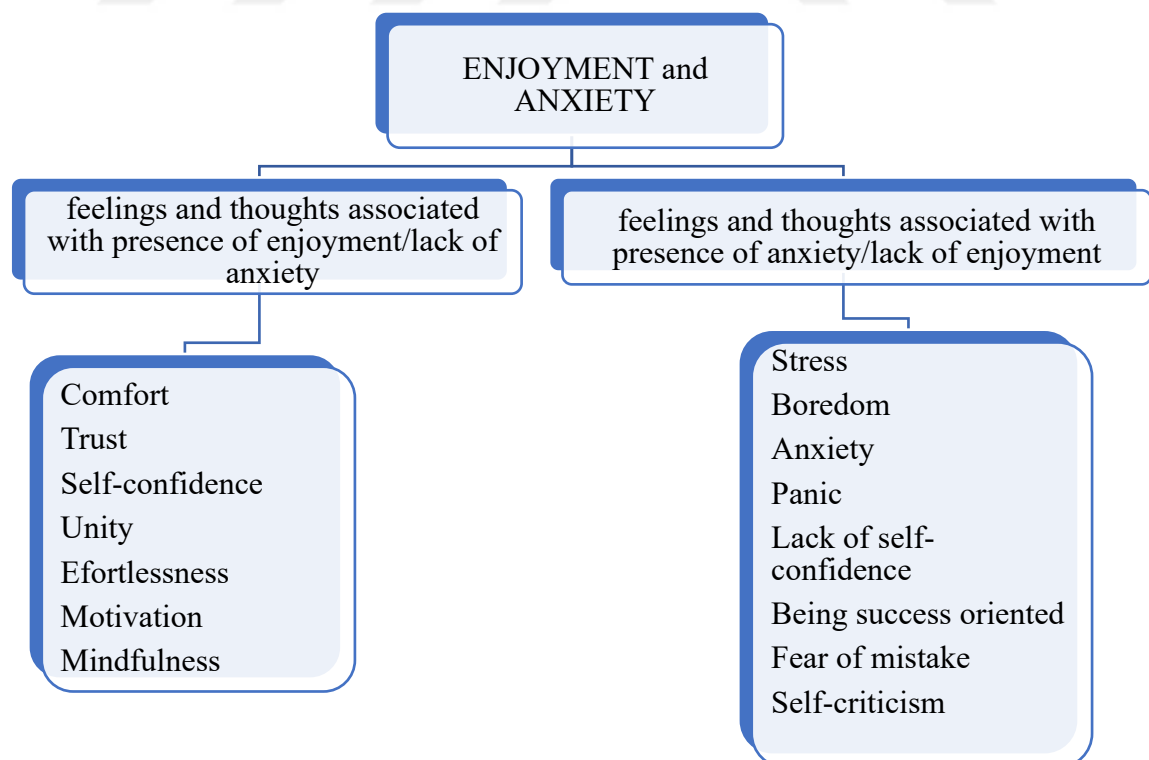


Figure 4 Codes emerged regarding enjoyment and anxiety

As seen in Figure 4, the participants experienced both positive and negative feelings and thoughts that can be associated with enjoyment and anxiety or lack of them. Although Barbaros's FLE did not increase significantly in statistical analysis, his pre-test score already indicated a high level of foreign language enjoyment (See Appendix I). Therefore, he stated that he felt comfortable and confident when he felt united as a whole class and he effortlessly participated because of this feeling. He also declared that trusting the teacher made it easier to develop a sense of unity. Because of this, he did not worry about passing the time or trying to make himself comfortable without getting bored. As he did not have the fear of making mistakes, he did not feel anxious in line with his FLCA statistical analysis.

Barbaros: "...not making the others think about me like "what is he doing here?" is important for me. I don't want them to think like I don't deserve this environment. Therefore, I always try to be engaged in what is being done in the class, it doesn't matter if I do right or wrong...it keeps me alive...If I am disconnected from the class, I feel disconnected from life. The teacher's attitude is very important for me, and she makes us feel a part of a bigger thing. The time passes quickly, I don't get bored most of the time..."

As it can be derived from Barbaros's quotes, the thoughts of others were very important for him, and it could be understood as a source of anxiety. However, it worked as a motivator for him to stay engaged in learning. The teacher's attitude was also an important factor in terms of enjoyment.

Lara disclosed that she still felt anxious and panicky whenever the teacher was to ask a question or assign her to read a text or speak about something. It made her feel stressed, but she also expressed that self-compassion treatment provided her with the tools to distance themselves from the negative feelings and have a relief. This finding supports the quantitative results which revealed that Lara had lower levels of classroom anxiety and higher levels of enjoyment after the treatment.

Lara: "...I always want to be the best. So, when I am not, I feel down. But I have never really been in a position to be the best. It just made me study more, I guess. So, I have always felt panic and stress in the classroom when I had to do a task. The difference is, in the past, I used to wear myself out when I was not the best, now I learnt to see that it is not the end of the world...I feel like I am slowly getting over it with compassion exercises..."

Lara's quotes indicate that she was used to being competitive and it worked as a motivating factor for her. Nevertheless, unlike Barbaros, she was stressed because of it. As she mentioned, self-compassion treatment helped her change this into a calmer attitude.

Deniz expressed a similar situation when she felt anxiety in the classroom. She stated that she was able to deal with her anxiety and enjoy the class which is compatible with her quantitative FLE and FLCA results.

Deniz: "...even though I am anxious, I can participate in the activities in the classroom. I can act in harmony with the people in the class, I can be comfortable, I can develop a dialogue with the teacher..."

3.2.3. Self-compassion during language learning

The interview questions regarding self-compassion during language learning aimed to explore whether the participants experienced feelings and thoughts associated with self-compassion during classes under the influence of self-compassion treatment. Codes that emerged from the participants' answers are displayed in Figure 5. Codes under the category of feelings and thoughts associated with the presence of self-compassion are comfort, self-soothing, self-confidence, mindfulness, self-kindness, and common humanity. Feelings and thoughts associated with lack of self-compassion were coded as isolation, anxiety, panic, lack of self-confidence, fear of mistake, shame, self-criticism, and sarcasm.

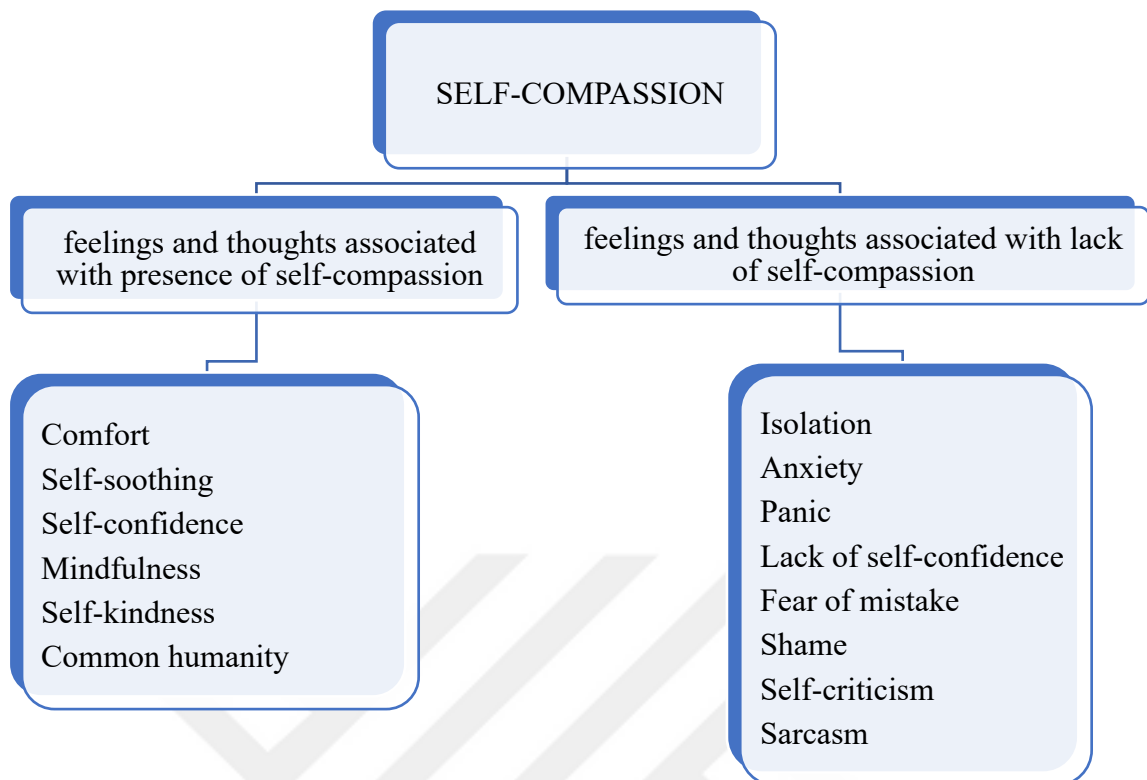


Figure 5 Codes emerged regarding self-compassion

In spite of the fact that the statistical analysis revealed no significant difference between pre-tests and post-tests, the participants reported that they experienced both positive and negative feelings and thoughts that can be associated with self-compassion or lack of it in the interviews. As it can be seen in Figure 5, the three core components of self-compassion; mindfulness, self-kindness, and common humanity emerged as codes from the interview results. The answers of the participants revealed that cultivating self-compassion automatically develops the ability to stay in the current moment, to be kind towards self and to feel as a part of humanity without isolation and discomfort. Barbaros and Lara confirmed that they fell back upon soothing self-touch exercise when they felt tense, and it worked for them.

Barbaros: "...it (self-compassion) allows you to be grateful for the situation you are in, for the gifts life has given, for your characteristics, for all the lessons you have learnt, for the current life conditions, and for our personality which is a combination of all these, positively affects learning English. I no longer expect something that I wouldn't expect from a person in the same conditions as me...I

used to get angry with myself when I thought that I couldn't learn English well enough and had angry conversations with myself. I got tired of being angry. Now I know that I can do it when conditions are favorable..."

As Lara stated, focusing on the moment decreases panic and anxiety leading people quit thinking about previous events and future possibilities.

Lara: "...I feel more comfortable. I talk more. I open up myself more. The support I receive from my own self will make me go even further I believe. I still panic but the level of it decreased a lot...I used to think about everything I did during the day when I went to bed. I asked myself, why I reacted like that and so on. I realize that we shouldn't exaggerate that much. Motivation replaces stress... Breath exercises work for me to calm down when I feel panic. It keeps me in the moment..."

The quotes of Barbaros and Lara reveal that they benefited from self-compassion treatment especially for self-criticism and anxiety. However, Deniz declared that neither soothing touch nor other somatic self-compassion exercises attract her to try out in difficult times. She seems to try to avoid anxiety by isolating herself from the current moment which is just the opposite of mindfulness.

Deniz: "...If I can feel like my normal character, I can enjoy the flow of the class. But my normal character and my character when I am learning English are totally different. Normally, enjoyment or self-confidence are out of question for me. But I have a completely different profile when it comes to learning English. I can be the student whose name is unknown by anyone in the class and the teacher. But in another class, I can be the best student. The student you will never forget. When it comes to English, my hands are tied, I don't have a voice, I am always hesitant. Even though I know the answer, I never speak. I always want to be somewhere else. I think about other things. It feels like everybody in the class is better than me and they know I am useless. But I don't get angry with myself. I just make fun of myself..."

As seen in her quotes, Deniz claimed that she did not feel like herself when learning English which shows dissociation. She felt shame of inadequacy and used sarcasm to avoid pain. This demonstrates that she could not use self-compassion as a self-tool to overcome difficult situations during language learning.

Lara and Barbaros also revealed that they have a critical inner voice, however Barbaros believes that it has a useful function for him. He thinks that his self-criticism brings him to the moment when he is distracted. Lara expressed that she tried to lower the voice of critical self-talk by listening to her compassionate self.

Barbaros: "...I have awareness, you know, I have a clear perception of things around, I see. I am a detailer. So when I don't realize something about myself, I get angry because I shouldn't miss the key points directly related to me. I immediately adapt myself to my critical inner-voice and do what is necessary immediately. Therefore, I see it as a helper that makes me catch what I am missing..."

Lara: "...For example when I'm speaking English, I get too nervous because I still don't have full control. Writing also takes time for me. I criticize myself about these inadequacies and it gives me motivation to change it in a positive way..."

Deniz confirmed that she criticized herself constantly when she was filled with fear or shame of making mistakes.

Deniz: "...I repeat that I couldn't manage to do it when I make a mistake and I can't be tolerating, I don't want to be the center of attention when I fail. So, I try to do something else to avoid my inner voice."

All in all, quantitative and qualitative data were presented in this chapter to explore the effects of self-compassion exercises on flow state, self-compassion, enjoyment, and anxiety during language learning. According to quantitative results, none of the participants reported higher levels of self-compassion. Only one of the participants' flow state changed significantly. Two of the participants' enjoyment levels increased significantly. All the participants reported lower levels of anxiety after the treatment. The results of quantitative and qualitative data were contradictory to some extent. The

qualitative results implied that two of the participants benefited from self-compassion treatment regarding flow state. All participants increased foreign language enjoyment and decreased anxiety. Two participants increased self-compassion. The diversity of the quantitative and qualitative results is discussed in the next chapter.



4. DISCUSSION AND CONCLUSION

This study explored the effects of self-compassion exercises on flow state, enjoyment, anxiety, and self-compassion during language learning. Self-compassion exercises were derived from the Mindful Self-Compassion Workbook (Neff & Germer, 2018) as the workbook version of the official eight-week Mindful Self-Compassion Program. Each week's exercises focused on specific negative emotions in everyday life. Exercises were adapted to similar target emotions in the language learning context by the researcher in accordance with the major issues encountered during language learning which were addressed in previous research (Dewaele, 2013, MacIntyre & Mercer, 2014, Gregersen & MacIntyre, 2014).

Online sessions with the participants were held separately using WhatsApp video calls to tell them about the basics of the concepts that would be focused on in the exercise program and they were asked to answer the scales of the study. Online sessions were held every Sunday to reveal that week's exercises, answer the questions, share ideas, talk about difficulties, pleasures, and experiences from the previous weeks. Notes were taken to further use in the interview questions. At the end of eight weeks, the participants answered the same scales as post-tests and the last online video call sessions were held for the interviews. Interviews were transcribed word by word and translated into English.

The scores of the scales were analyzed both individually and as a group using SPSS to gain a deeper insight into the results. The interviews were analyzed using descriptive coding. Codes emerged from the interviews were checked by the participants and a peer reviewer. The results of the statistical analysis and the interviews presented in the previous chapter are discussed under the titles of research questions in this chapter.

4.1. Research Question 1

The first research question "*What are the participants' self-reported effects of self-compassion exercises on self-compassion, flow state, enjoyment and anxiety during language learning?*" was investigated through statistical analysis of the scale scores as pre-test and post-test. Sub-questions prepared for each scale's score analysis are presented and discussed below.

a) *Is there a significant difference between pre-test and post-test scores of the participants on FSSEFLC?*

The only statistically significant difference was seen in Barbaros's result on FSSEFLC. However, it can be seen in descriptive statistics that there is an increase both in Barbaros's (1,83 versus 2,42) and Deniz's (1,92 versus 2,50) post-tests (See Appendix I) which means that another participant also benefited from the exercises to increase flow state.

Because of the lack of available research on the effects of self-compassion on flow state in a language learning context, the result of this research is compared to a study conducted by Lavery-Thompson (2018) exploring whether mindfulness-based stress reduction led to an increase in flow state and self-compassion. The results of the research are not in line with the current study because there was no significant change neither in the flow state nor self-compassion. In another study, Rubio (2011) conducted research with 29 students and found that some students never achieved flow state unlike the others who achieved flow state during classes. It can be induced from these findings that flow state is a positive psychological construct that cannot be related to only one major constitution like self-compassion or mindfulness. It can be said that flow state has an independent nature so that it is not directly affected by a single emotional state. As specified by Csikszentmihalyi (1990), being in flow state requires a set of different dynamics that contribute to the whole structure. According to Dewaele and Dewaele (2017), different variables affect both positive and negative emotions in the course of time that causes a difference in the relationship of emotions. Also, Dewaele and MacIntyre's (2019a) study confirms this claim and indicates that recurrent positive emotions from various sources are necessary to maintain flow state.

b) Is there a significant difference between the participants' pre-test and post-test scores of FLE scale?

There was statistically significant difference in pre-test and post-test comparison of Lara and Deniz's FLE scale scores analysis. It can be inferred from the results that self-compassion treatment had an influence on foreign language enjoyment for two participants. The results of the descriptive analysis also confirm this finding, with the increase that can be seen in Lara's mean scores (3,10 versus 4,38) and Deniz's mean scores (2,95 versus 4,43) (See Appendix I). The other participant did not show a meaningful change in statistical analysis. It might be because of the already high scores of his pre-test (m=4,33 versus m=4,10). All the participants reported improved FLE in the interviews. They revealed that being success oriented prevented them from enjoying the moment, but they changed their focus from being success oriented to being present in

the lesson as a part of the class after the treatment which can be linked to being in flow state as well as foreign language enjoyment. Similarly, Winch (2017) explored flow and enjoyment in language learning and found that most of the participants experienced flow and enjoyment at the same time. Accordingly, Boudreau et al. (2018) detected a positive change in FLE and FLCA but asserted that the results were momentary and could change any time when repeated. The results of this research question find their way into complex dynamic systems theory. The theory determines a language learning environment as a part of a complex system which is composed of various agents and elements interacting in many ways (Cameron & Larsen-Freeman, 2007). The agents and elements themselves and the ways they influence each other change over time. The interactions in the system result in non-linear, dynamic nature “which in complex systems theory signifies that the effect is disproportionate to the cause” (Cameron & Larsen-Freeman, 2007, p. 12). The connections are not sequential, they are nonconsecutive. The elements contribute to the system but also, they are formed by it. In line with the theory, Dewaele (2019) examined if FLE and FLCA were linked to a series of learner-internal, teacher-specific and classroom specific variables. He found a link between higher levels of FLE and higher scores in other variables.

c) Is there a significant difference between pre-test and post-test scores of FLCAS?

The comparison of the eight-item FLCA scale scores of the participants showed statistical significance for all of them. Both the statistical analysis and interviews indicate that self-compassion treatment had a positive influence on foreign language classroom anxiety. The results of the descriptive analysis revealing there was decrease in each participant's after scores are demonstrated as follows: Lara's mean difference (3,25 versus 1,88), Barbaros's (3,00 versus 2,13) and Deniz's (3,88 versus 2,00) (See Appendix I). Similar to these results, Neff et al. (2007) found a negative correlation between self-compassion and anxiety which means that increased self-compassion levels are predictors of decreased anxiety levels. In another study, Soysa and Wilcomb (2015) revealed their results as there was a positive correlation between negative self-compassion and anxiety, stress, and depression. They claimed that gender was also a predictor which seems to be confirmed by the results of the two female participants in this study as they both showed statistically significant increase in FLE and FLCA post-tests with no significant change in FSSEFLC and SCS. However, they do not seem to have performed in the same way regarding the interviews nor they have certain attributions in contrast with the male participant. In line with the results of this study, Murriss et al. (2015) found negative

correlation between self-compassion and symptoms of anxiety and depression. However, the researchers found these results with a larger sample size than this study so that statistical analysis could detect a significant difference. Harwood and Kocovski (2017) conducted a study which supports previous research on the relationship between self-compassion and anxiety and revealed further knowledge on self-compassion that it affected participants with higher levels of social anxiety more than the ones that had lower levels of social anxiety. According to descriptive analysis, one participant had moderate anxiety level and the others tended to higher anxiety levels. However, self-compassion treatment decreased all the participants' anxiety levels.

d) Is there a significant difference between pre-test and post-test scores of students on SCS?

The comparison of the SCS scores of the participants showed no statistically significant difference which means that self-compassion treatment did not have an influence on self-compassion during language learning. However, the results of the descriptive statistics reveal Barbaros's mean scores (2,81 versus 3,12) and Deniz's mean scores (2,88 versus 3,08) (See Appendix I) as their level of self-compassion slightly increased. Similar to these results, May (2019) found that self-compassion techniques slightly affected the three components of self-compassion (mindfulness, loving kindness, common humanity) in participants. The main reason for having acquired these results might be the participants' lack of information about self-compassion before the treatment. The global Mindful Self-Compassion Program trains willing people who already have some knowledge about self-compassion and have a determined desire to participate in such training. However, the participants in this study volunteered to participate in a study related to language learning without much knowledge about the content. They were aware of the fact that they would receive an affective treatment, yet they might have heard about self-compassion for the first time in their lives. Unlike this study, Beck and Verticchio's (2017) research manifested the positive correlation between self-compassion exercises and self-compassion level. This shows that different times and contexts might have different effects on the results. Participants with higher readiness levels might benefit from self-compassion treatment better than the ones with lower readiness levels.

Rather than employing self-compassion treatment in experimental studies, previous literature focused more on measuring the participants' level of self-compassion to find out a possible relationship with other variables. In one of these studies, Akın (2008) explored the effect of self-compassion on achievement goals. The Self-compassion Scale

and the 2X2 Achievement Goal Orientations Scale were used to measure self-compassion and achievement goals of university students. The relationship between self-compassion and achievement goals revealed positive correlation. This may point out that students with already high levels of self-compassion are more eager to have achievement goals. However, the participants of this study did not show high scores in SCS pre-test or post-test results but according to interviews, they were motivated to achieve goals in language learning no matter how pessimistic or self-criticizing they were. In another study by Neff et al. (2007) explored the relationship between self-compassion and academic achievement objectives and dealing with failure. The researchers found a positive correlation between self-compassion and achievement goals and handling failure. One study which confirms this claim is Niiya and Taniguchi's (2019) research investigating the relationship between self-compassion and failure beliefs. The researchers found that high self-compassion level promotes adaptive beliefs about failure. These findings are not in line with the current study's quantitative results. As it is seen in statistical SCS results, the treatment could not increase the level of self-compassion. Therefore, the participants with lower self-compassion would be expected not to be able to cope with failure in language learning. However, the interview results indicate that two of the participants benefited from self-compassion exercises to accept failure and deal with fear of mistake. Descriptive analysis confirms the increase in SCS for the two participants.

Overall, two participants got statistically significant results in FLE. All participants' FLCA scores increased in post-tests. One participant had a significant change in FSSEFLC. None of the participants showed statistically significant SCS results. On the other hand, interview results indicated that the treatment had a slight effect on self-compassion, flow state, enjoyment, and anxiety during language learning. The contradiction between quantitative and qualitative results might stem from the structure of complex human phenomenon. Some aspects of this phenomenon are appropriate to detect in quantitative research, but some require qualitative analysis to get a deeper insight. Therefore, the divergence does not necessarily mean that either one is mistaken. Instead, the strengths and weaknesses of these research methods focus on different aspects of a phenomenon.

4.2. Research Question 2

The second research question, “*How did the participants experience the self-compassion treatment regarding their self-compassion, enjoyment, anxiety, and flow state during the language learning process?*” was investigated through semi-structured interviews. The notes from weekly online sessions were used to prepare the interview questions considering the content of the self-compassion exercises. There were 14 prepared questions, and other extra questions were asked during the interviews when necessary. The answers of the participants were transcribed verbatim and translated into English finally, descriptive coding was implemented, and a hierarchical coding frame was used to display the results.

Considering the interview results, findings do not seem to be in accordance with the statistical analysis in which the participants did not report meaningful differences for all the variables. However, the participants expressed certain points that self-compassion exercises empowered them towards negative emotions for each variable in the interviews. This might be because of the interview atmosphere, which enables the researcher to ask about the details of the participant’s experience and gives the participant the chance to express themselves in their own words rather than just confirm or deny certain statements.

As for flow state in English as a foreign language context, it can be understood from the emerging codes that when the participants felt that they were in flow state, they felt mindful, motivated, and self-aware. If they were not drowned in negative emotions resulting from mistakes, failures or inadequacies, they were able to focus on the moment they were in. These findings are coherent with the results of Schmidt and Savage (1992). The researchers investigated the motivational differences between leisure activities and language learning, and they found no difference meaning that flow exists in both. Mindfulness, motivation, and self-awareness are positive conditions that can be experienced both in learning context and daily environment. The results of the study by Schmidt, Borary and Kassabgy (1996) which explored flow state during language learning also confirmed the current study’s qualitative findings. The researchers asserted that flow state exists in language learning practice.

When the participants reported that they could not feel in a state of flow, they reported self-judgment and lack of self-confidence which stem from negative past experiences. Past failures stamped on both the present and the future so that they could only feel flow state when they were successful. If they made a mistake or they could not answer a

question or complete a task, they reported that they felt dissociated because they thought that the others in the classroom were better than them. This made them feel isolated and they immediately started self-criticism when it happened. Egbert's (2003) study indicates a similar finding that there has to be a balance between challenge and capability to feel in a flow state in second language acquisition. When the participants believe that they do not have the skills to achieve goals, they could not feel in flow state.

The participants reported that they felt comfortable, and they trusted their teacher and peers which led them to feel united in the classroom when they felt enjoyment during language learning. These emotions were also mediators for self-compassion. According to these findings, it appears to be legitimate to utilize self-compassion treatment to provide an increase in enjoyment. This finding is in line with the results of Dewaele and MacIntyre (2014). The researchers revealed that peer support and teacher's features were significant predictors of high FLE level. The participants stated that they felt motivated and aware of the moment they were in without effort when they felt enjoyment. In Dewaele and MacIntyre (2019b), teacher-centered variables were found to be predictive to FLE more than other variables. Finally, Li, Jiang and Dewaele (2018) revealed FLE-Teacher scores as the highest among other variables. These findings confirm the results of this study's finding that trusting teacher contributes to enjoyment. Also, when they do not feel enjoyment during language learning, the participants reported that they felt stressed, tense, and panicky in the face of questions and tasks because of a lack of self-confidence. They got bored if they were not successful and this led to self-criticism. These negative emotions showed up when there was lack of enjoyment.

Concerning self-compassion, the participants reported that they felt self-confidence, awareness of the moment, and kindness towards self in difficult times. They used self-soothing techniques in self-compassion exercises when feeling anxious. These positive emotions prevent stress. Similarly, Neely et al. (2009) found that self-compassion is a supportive source when facing stress. Another similar finding can be found in Smeets et al. (2014). They investigated the effects of self-compassion group intervention for supporting resilience and well-being among female college students and detected an increase in mindfulness and self-compassion. The positive emotions reported when in a self-compassionate state were targeted by self-compassion exercises. The target positive emotions for flow state and enjoyment are also targeted for self-compassion. Therefore, if self-compassion increases, the negative emotions linked with anxiety might decrease as enjoyment and flow would also increase.

The participants began to understand that they were not the only people who had failures during language learning. In contrast, they reported feeling isolated and anxious when they did not experience self-compassion. They had a fear of failure which turned into shame resulting self-criticism. Sarcasm was a way to avoid the hard load of self-criticism. A study that ties well with the current research by Terry et al. (2013) revealed that students with high self-compassion were able to cope with difficulties better than the ones with low self-compassion level. Moreover, Breines and Chen (2012) found that self-compassionate attitude and accepting personal failure causes more motivation for self-improvement. When scientifically proven ways of self-compassion to decrease negative emotions worked for the participants, they felt more comfortable and self-confident. Furthermore, decreasing negative emotions enabled to increase positive emotions like enjoyment and flow state. The results of the statistical analysis might be the consequence of individual differences. As people's general attitude towards life is reflected on every aspect of life, it is not expected that language learning would be exempted from their perspective and behavioral tendency. If a person possesses core beliefs that prevent them from getting such a psycho-training, doing emotional exercises and if they are against the idea that all this stuff can change something in their lives, they may not devote themselves to the process. For all these reasons, self-compassion treatment in a language learning context should be repeated with different participants from various backgrounds in comprehensive studies.

4.3. Pedagogical Implications

Both the quantitative and qualitative parts of the study revealed varying results for the effects of self-compassion exercises on flow state, enjoyment, anxiety, and self-compassion. Psychological constructs have an important place in language learning. Negative past experiences about language learning create prejudice and it gives a negative charge on learners. In order to prevent this, it was seen in this study that increasing positive emotions instead of suppressing negative emotions is a more effective technique. Policymakers should consider this approach when deciding curriculum design. Implementing mindful self-compassion in schools may lead students to enjoy the flow of learning without anxiety issues.

The quantitative and qualitative results of some participants showed that self-compassion exercises were effective on flow state. Flow is a vital element as it affects not

only one lesson but also the willingness to participate in the future ones. Developing negative emotions due to the lack of self-compassion as a result of the negative situations encountered in the class can adversely affect language learning as it will prevent the flow state. Teachers should support flow state by increasing self-compassion of the learners. Placing some short self-compassion exercises at some points of the lesson can be helpful for students to let go of their prejudices and negative perspectives on language learning by focusing only on the momentary situation in the classroom environment rather than acting out of negative past experiences.

The contribution of self-compassion exercises to enjoyment was revealed in some quantitative and qualitative analyzes of the participants. Since enjoyment is an important tool for transforming the negativities experienced in language learning into positive experiences, it is very important to increase it, as it is a building block that can eliminate the existence of anxiety. By increasing self-compassion, negative emotions can be reduced and the ground for enjoyment can be prepared. This study implied that that self-compassion exercises are effective on anxiety with both quantitative and qualitative research results of all participants. The use of self-compassion exercises to prevent anxiety, which is one of the major difficulties encountered in language learning, leads to positive results. To provide this, teachers can introduce quick exercises at the beginning of the classes or when they deem appropriate in the content.

According to the qualitative results of some participants, the effects of self-compassion exercises on self-compassion were observed. Since self-compassion plays an important role in changing the attitudes that individuals have towards themselves in the face of challenging situations in daily life, it can also enable them to display a positive attitude towards negativities in language learning. Teachers can help students cope with negative emotions by making use of these exercises in cases where students tend to have difficulties, such as an exam failure.

Considering affective dimension in language learning is vitally important (Gabrys-Barker & Bielska, 2013), more detailed and in person self-compassion training might contribute to learners' well-being in language learning practice. Being able to give such trainings require being professionally trained though. Self-compassion training can enable teachers to use self-compassion as a self-tool to increase their own positive emotions and they can be able to give training to help students against difficulties they face during language learning. Providing a self-compassionate classroom environment is highly beneficial for both students and teachers.

4.4. Limitations

There were some limitations of this study. Firstly, due to Covid-19 pandemic regulations, the classes were online. Therefore, the participants received the treatment via online video calls. They never met the teacher and the researcher in person. This is considered to be the weakest point of the study. If the treatment was given in person, keeping track of the process would be easier and healthier.

Secondly, an eight-week self-compassion training might not be sufficient for beginners. As mentioned before, the participants might have heard the concepts in the study for the first time or they might have had a prejudice about the self-compassion program.

Another limitation is that the small sample size and convenience sampling method limited the study with a lack of variety in participants. Also, the results are limited with subjective perspectives of the participants at a certain period. The results might totally change when repeated with different participants. Therefore, the results are not generalizable, but they are transformable.

Last, because of the very limited number of the studies conducted about self-compassion and language learning, self-compassion and flow state, or self-compassion and enjoyment and anxiety in the available literature, it was not possible to compare and contrast the results of the study with many equivalents.

4.5. Suggestions

Such affective treatments should not be online, especially when the participants are beginners for the subject of the intervention. If the participants are totally unfamiliar with self-compassion, flow state, enjoyment and anxiety, the period of the treatment should be longer so that the trainer instructs an outline of each construct. Mindfulness treatment should be considered before self-compassion treatment as it is one of the core elements of self-compassion and it is difficult to explain, understand and experience it in such a short time.

The participants should keep a diary about their experience of the treatment. Discussing the writings in the dairies might give a deeper insight into their experience. The researchers also should keep field notes to observe and record significant details about the experience of the participants.

Flow state was not easily achieved when enjoyment level was low, but anxiety level was high. These three constructs are highly interrelated. Therefore, flow state should also be included in studies on enjoyment and anxiety.

Self-compassion meditations in line with the exercises can provide extra support during the treatment. Recorded guided meditations can be used to benefit from a deeper inner work.

Studies on affective dimension of language learning should be carried out by researchers that are professionally trained in the field they want to conduct research. Being able to understand human instrument from a wide perspective will provide them the opportunity to be sure and clear about what they do and what they search for.



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APPENDIXES

Appendix A. Ethics Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURUL İZİN TALEP VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Betül Karamış
ÖĞRENCİ NO	
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP- YAPILMADIĞI	2020/ 2021- BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Effects of Self-compassion Exercises on Flow State and Enjoyment During Language Learning
TEZİN AMACI	Öz şefkat egzersizlerinin dil öğrenimi sürecinde akış durumu ve öğrenmekten keyif almaya olan etkilerinin araştırılması.
TEZİN TÜRKÇE ÖZETİ	Öğrencilere, öz şefkat duygusunu geliştirmede etkili olduğu kanıtlanmış bireysel egzersizler uygulanarak dil öğreniminde akış durumu ve öğrenmeden keyif almaya olan etkileri ölçeklerle ve mülakatlarla değerlendirilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Karadeniz Teknik Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Karadeniz Teknik Üniversitesi Yabancı Diller Yüksekokulu Temel İngilizce Bölümü - Ortahisar - Trabzon
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Karadeniz Teknik Üniversitesi Yabancı Diller Yüksekokulu Temel İngilizce Bölümü hazırlık sınıflarının 3. Periyot B1 kuru öğrencileri arasında gönüllü olan üç öğrenciye İngilizce dersinde akış, yabancı dil öğreniminden keyif alma, öz şefkat ve yabancı dil öğreniminde sınıf içi anksiyete durumlarını ölçen dört farklı ölçek ve öz şefkat egzersizi uygulanarak öğrenim sürecinin sonunda mülakat yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Self-compassion Scale, İngilizce Dersinde Akış Ölçeği, Foreign Language Enjoyment Scale, Foreign Language Classroom Anxiety Scale, Self-compassion Exercises
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Self-compassion Scale (2) Sayfa 2) İngilizce Dersinde Akış Ölçeği (1) Sayfa 3) Foreign Language Enjoyment Scale (1) Sayfa 4) Foreign Language Classroom Anxiety Scale (1) Sayfa 5) Self-compassion exercises (6) Sayfa
ÖĞRENCİNİN ADI - SOYADI: Betül Karamış	ÖĞRENCİNİN İMZASI TARİH: 22 / 03/ 2021
Enstitü Müdürlüğünde evrak aslı imzalıdır	
TEZ / ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	

2. Anılan konu faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Jülide İNÖZÜ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ.....			Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı: Prof. Dr.	Unvanı:	Unvanı: Doç. Dr.			Unvanı:	
Evrak onayı e-posta ile alınmıştır.		Evrak onayı e-posta ile alınmıştır.			Evrak onayı e-posta ile alınmıştır.	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Evrak onayı elektronik sistemde yapılmıştır.						
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input checked="" type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B. Consent Form

Research Subject: Effect of self-compassion exercises flow state, enjoyment/anxiety and self-compassion during language learning?

Responsible Researcher: Betül Karamış

Name of the Participant:

Supervisor: Prof. Dr. Jülide İnözü

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that the purpose of this research is to investigate the effect of self-compassion meditations and exercises on second language confidence.

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. In this project I will be required to answer questionnaires and do exercises for the aim of the research.

6. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researcher.

9. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant's Signature: _____

Date: _____

Appendix C. Interview Questions

1- As a starting exercise in the first week, we practiced about how you would treat a friend. Did you observe a difference between your attitude towards yourself and towards others in difficult times?

If yes, what do you think is the underlying reason for being judgmental towards yourself? Do you think that this critical attitude towards yourself negatively affects you in any way in the classroom environment?

2- Getting a low score in the exam or not being able to show the same progress as everyone else in the class, for example, when everyone understood the subject, but there is something you did not, do you ever exaggerate the awfulness of the situation and put it on yourself as if the world had collapsed on you?

Did you benefit from the second exercise that teaches to try a compassionate approach?

3- In the second week, we studied a case where you failed a speaking task. You were going to tell something in class, you were actually going to make a speech. Three people spoke. You were the fourth. It was your turn. Your heart started to pound. Getting lost in that excitement is a method. Another way is to stop and take a breather and calm yourself down. We talked about doing an exercise to overcome the excitement there. When people touch their own bodies, some soothing hormones start to go into action. It depends on the person where he/she will touch and experience this relief. Some people, for example, touch their necks, some of them touch the chest area. We tried to find such a soothing touch with these exercises. Did you use this? What happened?

4- What are your feelings about being an average student? When you are not top of the class but not the worst either. You are average. How does it feel?

5- We worked on feelings of inadequacy in the exercises of the third week. Did you have a presumption of inadequacy that you didn't realize before and that you just realized while working on it? A presupposition like "I can never learn English".

6- There was also an exercise, a letter or a small note from a teacher who gave you unconditional support. Unconditional support as if you can achieve everything and always do well. How does feeling this unconditional support given to you affect your approach to yourself?

7- How does it make you feel when instead of critically looking at your weaknesses that I believe should be strengthened, you offer them back to yourself with loving kindness as wishes for yourself?

8- Do you think that when you develop self-compassion awareness, it is a useful tool to overcome the negativities you encounter in the lesson and in the overall learning process? Let's say you said something wrong, this teacher said don't be ridiculous. The general tendency is to feel bad and ashamed. Also, it is also possible to remember that he is also a human being and it is not necessary to worry about what he said at that moment.

9- Have you continued to do compassionate body movements to support yourself emotionally?

10- In the fifth week, we talked about the critical inner voice. When is this voice most present for you in the classroom?

11- Let's come to the topic of staying in the moment. Mindfulness says the human mind is actually here right now, but it always tends to go somewhere else, past or present. It goes to the past and says ah wow. It tends to feel sorry for itself or to be angry. Or he wants to go to the future and dream about something. "It will be like this; it will be like that". But it never wants to stop here. But Life is here. When your mind goes back to the past and regrets it, or when you go to the future and calculate a happiness that is based on circumstances, what do you pull yourself back to this moment with?

12- When we came to the seventh week, we focused on the aspects we appreciated in ourselves. We have gifts from our nature. They allow you to be grateful for the situation you are in, for the gifts life has given you, for your characteristics, for all the lessons you have learned, for the current life conditions, and for your personality, which comes out of the combination of all these, positively affects your ability to learn, speak English. Have you appreciated yourself for these?

13- In a situation where you think that you did well in the lesson, that you were successful, for example, the teacher asked something, you gave the answer while no one else could, and can you appreciate yourself at that moment?

14- There was an exercise focused on learning from the mistakes of the past, not from a place where you say "all the evils would find me", but "something happened to me, it was very bad, it was very difficult, but I managed to get out of there safely". Which perspective do you adopt now?

Appendix D. The Self-Compassion Scale

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

Please read each statement carefully before answering.

To the left of each item, indicate how often you behave in the stated manner, using the following scale: **Almost never** **Almost always**

1 2 3 4 5

- _____ 1. I'm disapproving and judgmental about my own flaws and inadequacies.
- _____ 2. When I'm feeling down I tend to obsess and fixate on everything that's wrong.
- _____ 3. When things are going badly for me, I see the difficulties as part of life that everyone goes through.
- _____ 4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.
- _____ 5. I try to be loving towards myself when I'm feeling emotional pain.
- _____ 6. When I fail at something important to me I become consumed by feelings of inadequacy.
- _____ 7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.
- _____ 8. When times are really difficult, I tend to be tough on myself.
- _____ 9. When something upsets me I try to keep my emotions in balance.
- _____ 10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
- _____ 11. I'm intolerant and impatient towards those aspects of my personality I don't like.
- _____ 12. When I'm going through a very hard time, I give myself the caring and tenderness I need.
- _____ 13. When I'm feeling down, I tend to feel like most other people are probably happier than I am.
- _____ 14. When something painful happens, I try to take a balanced view of the situation.
- _____ 15. I try to see my failings as part of the human condition.
- _____ 16. When I see aspects of myself that I don't like, I get down on myself.
- _____ 17. When I fail at something important to me, I try to keep things in perspective.

- _____ 18. When I'm really struggling, I tend to feel like other people must be having an easier time of it.
- _____ 19. I'm kind to myself when I'm experiencing suffering.
- _____ 20. When something upsets me I get carried away with my feelings.
- _____ 21. I can be a bit cold-hearted towards myself when I'm experiencing suffering.
- _____ 22. When I'm feeling down, I try to approach my feelings with curiosity and openness.
- _____ 23. I'm tolerant of my own flaws and inadequacies.
- _____ 24. When something painful happens, I tend to blow the incident out of proportion.
- _____ 25. When I fail at something that's important to me, I tend to feel alone in my failure.
- _____ 26. I try to be understanding and patient towards those aspects of my personality I don't like.

Appendix E. The Foreign Language Enjoyment Scale

To what extent do you agree with the following statements:

(Strongly disagree; Disagree; Undecided; Agree; Strongly agree)

- I can be creative
- I can laugh off embarrassing mistakes in the FL
- I don't get bored
- I enjoy it
- I feel as though I'm a different person during the FL class
- I learnt to express myself better in the FL
- I'm a worthy member of the FL class
- I've learnt interesting things
- In class I feel proud of my accomplishments
- It's a positive environment
- It's cool to know a FL
- It's fun
- Making errors is part of the learning process
- The peers are nice
- The teacher is encouraging
- The teacher is friendly
- The teacher is supportive
- There is a good atmosphere
- We form a tight group
- We have common 'legends', such as running jokes
- We laugh a lot

Appendix F. The Foreign Language Classroom Anxiety Scale

To what extent do you agree with the following statements:

(Strongly disagree; Disagree; Undecided; Agree; Strongly agree)

- Even if I am well prepared for FL class, I feel anxious about it
- I always feel that the other students speak the FL better than I do
- I can feel my heart pounding when I'm going to be called on in FL class
- I don't worry about making mistakes in FL class (reverse-coded)
- I feel confident when I speak in FL class (reverse-coded)
- I get nervous and confused when I am speaking in my FL class
- I start to panic when I have to speak without preparation in FL class
- It embarrasses me to volunteer answers in my FL class

Appendix G. The Flow State Scale In English As A Foreign Language Context

	Aşağıda İngilizce dersindeki durumunuzu anlatan ifadeler yer almaktadır. Her bir ifadeyi size uygun bir şekilde değerlendiriniz.	Hiç uygun değil	Uygun değil	Uygun	Çok uygun
1	İngilizce dersini dinlemek bana zevkli geliyor çünkü anlatılan konuları anlıyorum.				
2	İngilizce dersini zevkle dinliyorum, çünkü konuları seviyorum.				
3	İngilizce dersindeki konular akıcı geçtiği için dersten sıkılmıyorum.				
4	İngilizce dersinde konuları anladığım için zamanın nasıl geçtiğini anlamıyorum				
5	İngilizce dersinde anlatılan konular ilgimi çektiği için dersi dikkatli dinliyorum.				
6	İngilizce dersinde hep bildiğim konular anlatıldığı için sıkılıyorum.				
7	İngilizce dersi benim kapasitemi zorlamadığı için derste sıkılıyorum.				
8	İngilizce öğretmenimiz konuları çok basit anlattığı için derste sıkılıyorum.				
9	İngilizce dersinde sorulan sorular çok kolay olduğu için dersten sıkılıyorum.				
10	İngilizce dersini anlamadığım için derste bunalıyorum.				
12	İngilizce dersinde konular zor geldiği için derste bunalıyorum.				
13	İngilizce dersinde anlatılan konular soyut olduğu için bunalıyorum.				

Appendix H. Self-Compassion Exercises

WEEK 1

Exercise 1 for shame of failure: How would you treat a friend?

Please take out a sheet of paper and answer the following questions:

1. First, think about times when a close friend feels really bad about him or herself or is really struggling about a failure in an important English exam (e.g., proficiency exam). How would you respond to your friend in this situation (especially when you're at your best)? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.
2. Now think about times when you feel bad about yourself or are struggling about a similar exam. How do you typically respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.
3. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that led you to treat yourself and others so differently?
4. Please write down how you think things might change if you responded to yourself in the same way, you typically respond to a close friend when you're suffering.
Why not try treating yourself like a good friend and see what happens?

Exercise 2 for shame of failure: Think about a negative situation that you have been dealing with lately. For example, you may fall behind your peers during classroom activities and think that your teacher is going to talk about it with you.

1. Write about the situation.
2. Consider carefully and decide if it is a really important problem as you think. Will it actually create the consequences you are afraid of?
3. Now investigate if you can handle the pain this situation brings without exaggerating and over dramatizing? Try to do it in a balanced mood and be neutral. Accept that the situation is hard but avoid thinking about the plot detailly. For example, "I am really afraid because I think this will make my teacher disappointed with me and it is a very hard situation for me."
4. Write about how you would feel like if you thought that you were the only person who encountered such a situation. Do you think nobody does the same mistakes? Do you think you are the only student in the class that cannot do all exercises on time?
5. Remind yourself that it is a situation of common humanity and lots of people feel like you. You could say "I guess it is natural to be afraid when you experience such things at

school. Everybody makes mistakes from time to time, and I am sure many people do and feel the same as me.”

6. Write down how you treat yourself for this problem? Do you say cruel things like “you always make the same mistakes, you will never be successful, you are stupid”?
7. Last, try to write some kind words to yourself to cover those bad words. Use the words you would say a friend if they dealt with the same issue. For example, “It is so normal to be afraid when you make a mistake. I am sure it will be all right soon. I will always be with you no matter what. I know you do your best.”

WEEK 2

Exercise 3 for speaking anxiety: Self-Compassion Break

Think of a past situation that you had to speak English in front of the whole class or another group of people and somehow you think that you were not successful. Call the situation to mind and see if you can actually feel the stress and emotional discomfort in your body. Now, say to yourself:

1. This is a moment of suffering

That’s mindfulness. Other options include:

- This hurts.
- Ah!
- This is stress.

2. Suffering is a part of life

That’s common humanity. Other options include:

- Other people feel this way.
- I’m not alone.
- We all struggle in our lives.

Now, put your hands over your heart, feel the warmth of your hands and the gentle touch of your hands on your chest. Or adopt the soothing touch that feels right for you.

3. May I be kind to myself

You can also ask yourself, “What do I need to hear right now to express kindness to myself?” Is there a phrase that speaks to you in your particular situation, such as:

- *May I give myself the compassion that I need*
- *May I learn to accept myself as I am*
- *May I forgive myself*
- *May I be strong.*

- *May I be patient*

This practice can be used any time of day or night and will help you remember to evoke the three aspects of self-compassion when you need it most.

Exercise 4 for speaking anxiety: How does self-respect work for you?

1. If you get feedback from your teacher about your performance in the class saying that you are an average student, how would you feel?
2. When somebody in the class is better than you in a quiz or an activity, how do you feel?
3. What does it make you feel when you get a bad mark in an exam that you really care about?
4. If you are like most people, you would not like to be average. You won't feel good when you are not successful. You won't enjoy when others are better than you. This is a very common feeling. However, you should keep in mind that these are all because of the limitations of self-respect. Self-respect makes us compare ourselves with others all the time. It means that our self-worth will increase or decrease depending on our latest success or failure. When we realize that our need to higher self-respect makes life hard for us, it is time to establish a new relationship with ourselves with self-compassion.

WEEK 3

Exercise 5 for feeling of inadequacy: Exploring self-compassion through writing

Part One: Which imperfections make you feel inadequate?

Most language students have something about their level that makes them feel inadequate; something that causes them to feel shame, to feel insecure, or not “good enough.” It is the human condition to be imperfect, and feelings of failure and inadequacy are part of the experience of living a human life. Try writing about an issue you have that tends to make you feel inadequate in terms of language learning (pronunciation, fluency, writing, reading, success in exams...). What emotions come up for you when you think about this aspect of yourself? Try to just feel your emotions exactly as they are – no more, no less – and then write about them.

Part Two: Write a letter to yourself from the perspective of an unconditionally supporting imaginary teacher

Now think about an imaginary teacher who is unconditionally loving, accepting, kind and compassionate. Imagine that this teacher can see all your strengths and all your weaknesses about language learning. Reflect upon what this teacher feels towards you, and how you are loved and accepted exactly as you are, with all your very human imperfections. This teacher recognizes the limits of human nature and is kind and

understanding towards you. In his/her great wisdom this teacher understands your life history and the millions of things that have happened in your life to create you as you are in this moment both as a person and a language learner. Your particular inadequacy is connected to so many things you didn't necessarily choose: your educational background, your family history, life circumstances – things that were outside of your control.

Write a letter to yourself from the perspective of this imaginary teacher – focusing on the perceived inadequacy you tend to judge yourself for. What would this teacher say to you about your “flaw” from the perspective of unlimited compassion? How would this teacher convey the deep compassion he/she feels for you, especially for the pain you feel when you judge yourself so harshly? What would this teacher write in order to remind you that you are only human, that all people have both strengths and weaknesses? And if you think this teacher would suggest possible changes you should make; how would these suggestions embody feelings of unconditional understanding and compassion? As you write to yourself from the perspective of this imaginary teacher, try to infuse your letter with a strong sense of his/her acceptance, kindness, caring, and desire for your health, success and happiness.

Part Three: Feel the compassion as it soothes and comforts you

After writing the letter, put it down for a little while. Then come back and read it again, really letting the words sink in. Feel the compassion as it pours into you, soothing and comforting you like a cool breeze on a hot day. Love, connection and acceptance are your birth right. To claim them you need only look within yourself.

Exercise 6 for feeling of inadequacy: To what extent I am compassionate to myself?

Ask yourself the following question:

1- What do I need? Write down the words that come to your mind immediately (universal needs such as connection, love, peace, freedom). Transform these words into kind and supportive wishes for yourself like "May I be in peace. May I forgive myself. May I be more patient."

2- What do I need to hear? What do I need to hear from others? What words am I dying to hear as a person? If I could, I would like to hear the words every day for the rest of my life? For example, if you want to hear "I love you", you can turn this phrase into "May I love myself as I am."

Then repeat these expressions you want to hear and have turned into wishes for yourself, just like whispering in the ear of a loved one. Repeat the words by hearing them inside you, allowing them to resonate, to take up space, to fill your being.

What did you notice when you did this practice? Are you surprised by what you need? Instead of being disappointed by waiting for others to meet your needs, you can create the inner strength you need by supporting yourself consistently.

WEEK 4

Exercise 7 for performance anxiety: Supportive Touch

One easy way to care for and comfort yourself when you're feeling badly is to give yourself supportive touch. Touch activates the care system and the parasympathetic nervous system to help us calm down and feel safe. It may feel awkward or embarrassing at first, but your body doesn't know that. It just responds to the physical gesture of warmth and care, just as a baby responds to being cuddled in its mother's arms. Our skin is an incredibly sensitive organ. Research indicates that physical touch releases oxytocin, provides a sense of security, soothes distressing emotions, and calms cardiovascular stress. So why not try it?

You might like to try putting your hand on your body during difficult periods several times a day for at least several times a week.

Hand-on-Heart

- When you notice you're under stress, take 2-3 deep, satisfying breaths.
- Gently place your hand over your heart, feeling the gentle pressure and warmth of your hand. If you wish, place *both* hands on your chest, noticing the difference between one and two hands.
- Feel the touch of your hand on your chest. If you wish, you could make small circles with your hand on your chest.
- Feel the natural rising and falling of your chest as you breathe in and as you breathe out.
- Linger with the feeling for as long as you like.

Some people feel uneasy putting a hand over the heart. Feel free to explore where on your body a gentle touch is actually soothing. Some other possibilities are:

- One hand on your cheek
- Cradling your face in your hands
- Gently stroking your arms
- Crossing your arms and giving a gentle squeeze
- Gently rubbing your chest, or using circular movements
- Hand on your abdomen
- One hand on your abdomen and one over heart

- Cupping one hand in the other in your lap

Hopefully you'll start to develop the habit of physically comforting yourself when needed, taking full advantage of this surprisingly simple and straightforward way to be kind to ourselves.

Exercise 8 for performance anxiety: Compassionate movement

Anchoring

Stand up and feel your soles on the ground. Rock forward and back a little, and side to side. Make little circles with your knees, feeling the changes of sensation in the soles of your feet. Your feet are the anchors of your awareness. Now widen your awareness and scan your whole body for other sensations. Realize comfortable feelings as well as tension.

Compassionate Response

Focus on where you feel tension on your body. Move your body really slowly to give yourself compassion. Feel free to do whatever makes you feel good. Let your body guide you how to move. If you are not content with your appearance or not comfortable with your body, try to stay just with yourself and your compassionate heart. Give yourself what you need.

Coming to Stillness

Finally, coming to stillness. Stand again and feel your body, noting any changes. Let yourself be how you want to be right now.

WEEK 5

Exercise 9 for self-criticism: Changing your critical self-talk

This exercise should be done over several weeks and will eventually form the blueprint for changing how you relate to yourself long-term. Some people find it useful to work on their inner critic by writing in a journal. Others are more comfortable doing it via internal dialogues. If you are someone who likes to write things down and revisit them later, journaling can be an excellent tool for transformation. If you are someone who never manages to be consistent with a journal, then do whatever works for you. You can speak aloud to yourself or think silently.

1. The first step towards changing the way to treat yourself is to notice when you are being self-critical in a situation that you feel yourself unsuccessful during language learning process. It may be that – like many of us — your self-critical voice is so common for you that you don't even notice when it is present. Whenever you're feeling bad about something, think about what you've just said to yourself. Try to be as accurate as possible,

noting your inner speech verbatim. What words do you actually use when you're self-critical? Are there key phrases that come up over and over again? What is the tone of your voice – harsh, cold, angry? Does the voice remind you of any one in your past who was critical of you? You want to be able to get to know the inner self-critic very well, and to become aware of when your inner judge is active. For instance, if your teacher asked you to summarize the text you have read and you couldn't do it well for some reason, does your inner voice say something like “you're so stupid,” “you make me sick,” and so on? Really try to get a clear sense of how you talk to yourself.

2. Make an active effort to soften the self-critical voice but do so with compassion rather than self-judgment (i.e., don't say “you're such a horrible person” to your inner critic!). Say something like “I know you're worried about me and feel unsafe, but you are causing me unnecessary pain. Could you let my inner compassionate self say a few words now?”
3. Reframe the observations made by your inner critic in a friendly, positive way. If you're having trouble thinking of what words to use, you might want to imagine what a very compassionate friend would say to you in this situation. It might help to use a term of endearment that strengthens expressed feelings of warmth and care (but only if it feels natural rather than schmaltzy.) For instance, you can say something like “Darling, I know you couldn't summarize the text and you're feeling really sad about it right now. But it was just a single try in the classroom. You can make it better next time. I want you to be happy, so why don't you read the text again and try to summarize it so you feel better?” While engaging in this supportive self-talk, you might want to try gently stroking your arm, or holding your face tenderly in your hands. Physical gestures of warmth can tap into the caregiving system even if you're having trouble calling up emotions of kindness at first, releasing oxytocin that will help change your biochemistry. The important thing is that you start acting kindly, and feelings of true warmth and caring will eventually follow.

Exercise 10 for self-criticism: Yin and Yang Compassion

Yin: Soften, Soothe, Allow

In yin self-compassion, we hold ourselves with love—validating, soothing, and comforting our pain so that we can “be” with it without being consumed by it.

Consoling your friend in a difficult situation is a way of softening. You can soften your emotions like a friend's. You can support yourself in the same way.

Soothing is helping someone in a difficult situation especially not feeling well physically. You can use deep breaths to soothe yourself when you don't feel comfortable in your body because of emotional discomfort.

Allowing is understanding the negative emotion and expressing it kindly and clearly. Do you feel yourself alone and misunderstood? Do you need validation? Observe your emotions and allow them to find their way to be seen.

Yang: Protect, Provide, Motivate

In yang self-compassion, we act in the world in order to protect ourselves, provide what we need, and motivate change to reach our full potential. The first step to self-compassion is to feel safe against harm. Protecting is to say no when necessary. Is there anything harmful in your life? Do you want to protect yourself? Provide yourself the necessary power to protect yourself. You have to be aware of what you need and you have the right to ask for it so that you can try to meet your needs. Nobody can do it for you better than you. Do you want to learn meeting your needs effectively? Motivate yourself to make your dreams come true. Everybody has some smaller and short-term goals. Self-compassion motivates us as a good coach without judging. It provides kindness, support and understanding.

WEEK 6

Exercise 11 for fear of mistake: Self-Compassion Journal

Try keeping a daily self-compassion journal for one week (or longer if you like.) Journaling is an effective way to express emotions and has been found to enhance both mental and physical well-being. At some point during the evening when you have a few quiet moments, review the day's events in the class. In your journal, write down anything that you felt bad about, anything you judged yourself for, or any difficult experience that caused you pain. (For instance, perhaps you got angry at your teacher or one of your classmates because they ignored your answer to a question, or they didn't listen to you well enough to understand what you meant. You made a rude comment and stormed off without asking for permission. Afterwards, you felt ashamed and embarrassed.) For each event, use mindfulness, a sense of common humanity, and kindness to process the event in a more self-compassionate way.

Mindfulness

This will mainly involve bring awareness to the painful emotions that arose due to your self-judgment or difficult circumstances. Write about how you felt: sad, ashamed, frightened, stressed, and so on. As you write, try to be accepting and non-judgmental of

your experience, not belittling it nor making it overly dramatic. (For example, “I was frustrated because she was being so careless. I got angry, over-reacted, and felt foolish afterwards.”)

Common Humanity

Write down the ways in which your experience was connected to the larger human experience. This might include acknowledging that being human means being imperfect, and that all people have these sorts of painful experiences. (“Everyone over-reacts sometimes, it’s only human.”) You might also want to think about the various causes and conditions underlying the painful event. (“My frustration was exacerbated by the fact that it happened once again before. If the circumstances had been different my reaction probably would have been different.”)

Self-Kindness

Write yourself some kind, understanding, words of comfort. Let yourself know that you care about yourself, adopting a gentle, reassuring tone. (It’s okay. You messed up but it wasn’t the end of the world. I understand how frustrated you were, and you just lost it. Maybe you can try being extra patient and kind to your classmates and teacher this week...). Practicing the three components of self-compassion with this writing exercise will help organize your thoughts and emotions, while helping to encode them in your memory. If you keep a journal regularly, your self-compassion practice will become even stronger and translate more easily into daily life.

Exercise 12 for fear of mistake: Here-and-Now Stone

Please find a stone that you find especially attractive that you can also keep in your pocket. Then try the following exercise:

Start by carefully examining your stone. Notice the colors, the angles, and the way the light plays on the curves of your stone. Allow yourself to enjoy the sight of the stone.

Close your eyes and explore the stone with your sense of touch. Is it smooth or rough? What is its temperature?

Open your eyes again and let yourself become absorbed in your stone. Pour yourself into the experience of handling this beautiful stone.

Allow yourself to experience your stone with all your senses.

Noticing that when you are focused on your stone, with appreciation, there is little room for regret or worry, for the past or the future. You are “at home” in the present moment.

Going forward, feel free to keep your stone in your pocket, and whenever you feel swept up in emotion, just rub your stone with your fingers. Feel the sensation of touching your stone. Enjoy it. Come home to the present moment.

Exercise 13 for fear of failure: Mindfulness in Daily Life

Mindfulness can be practiced every moment of the day: while you brush your teeth; while you walk from the parking garage to work; when you eat your breakfast, or whenever your cell phone rings.

Pick an ordinary activity. You might choose drinking your cup of coffee in the morning or taking a shower. If you wish, select an activity that occurs early in the day before your attention is pulled in many directions.

Choose one sensory experience to explore in the activity. e.g. the sensation of taste as you drink your coffee or the sensation of water touching your body while showering.

Immerse yourself in the experience savoring it to the fullest. Return your mind to the sensations again and again when you notice it has wandered away.

Bring gentle, friendly awareness to the activity until it has been completed.

WEEK 7

Exercise 14 for lack of motivation: Identifying what we really want

1. **Think about the ways that you use self-criticism as a motivator.** Is there any personal trait that you criticize yourself for having (too lazy, too impulsive, etc.) because you think being hard on yourself will help you change? If so, first try to get in touch with the emotional pain that your self-criticism causes, giving yourself compassion for the experience of feeling so judged.
2. **Next, see if you can think of a kinder, more caring way to motivate yourself to make a change if needed.** What language would a wise and nurturing friend, parent, teacher, or mentor use to gently point out how your behaviour is unproductive, while simultaneously encouraging you to do something different. What is the most supportive message you can think of that's in line with your underlying wish to be healthy and happy?
3. **Every time you catch yourself being judgmental about your unwanted trait in the future,** first notice the pain of your self-judgment and give yourself compassion. Then try to reframe your inner dialogue so that it is more encouraging and supportive. Remember that if you really want to motivate yourself, love is more powerful than fear

Exercise 15 for lack of motivation: Appreciating self

This exercise contributes to find and further develop your positive traits that help you learn English. If you feel uncomfortable during this exercise, please let yourself be as you are.

1. Take 2-3 deep breaths close your eyes to focus on yourself for a minute. Put your hands on your chest or any other place on your body that makes you feel good. Think about 3-5 things that you appreciate in yourself which contribute to your learning process. Generally, things coming to mind first may be superficial. Try to find and open yourself to things that you really love and appreciate in the deepest of your heart. Please do not hurry. Be honest.
2. Think about each trait deeply and show approval to yourself.
3. If you feel uncomfortable during thinking about your positive traits, let it be. Do not try to get rid of that feeling. Don't forget that you are not promising to show these traits consistently or you are better than other people. You are just accepting the truth.
4. Think about people that helped you to develop these traits. Friends, parents, teachers, maybe writers? Thank them for their support. Enjoy this moment of self-approval long as you wish.

WEEK 8

Exercise 16 for lack of courage: Lights of Hope

In order to live a life with hope and satisfaction we should learn lessons from terrible experiences. Although many of us are afraid of failure or difficulties in life, we learn something that is impossible to learn another way. As Thich Nhat Hanh says, “no mud no lotus”. Difficulties force us to go deeper and find the gifts that we are not aware that we own. Self-compassion enables us not to drown in suffering but to be able to stay with it to find a way out. You can close your eyes and take 2-3 deep breaths before this practice.

1. Think about a past situation that made you feel that it was impossible to survive it at the time but when you look back now you can see the important outcomes. It has to be something that is totally gone and that taught you big lessons. Please write about it shortly.
2. What did you learn from this difficulty or crisis that you wouldn't be able to learn another way?
3. Think about your present life and try to find out if there is a similar difficulty which may turn into an important lesson.
4. How can you use self-compassion practice to deal with this issue?

Exercise 17 for lack of motivation: Appreciation

- 1- Think about and list five important things in your life that you are thankful for.
- 2- Now make a list of five smaller, unattended things in your life that you are thankful for.
- 3- Did you realize something surprising in your lists? Is it easy to be thankful for small things or big ones? You can do this exercise when you wake up in the morning or before sleeping.



Appendix I. Wilcoxon Signed-Rank Test Descriptive Analysis

Table 27

Descriptive statistics of Barbaros's FSSEFLC Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	1,83	,83
Post-test	2,42	,66

Table 28

Descriptive statistics of Barbaros's FLE Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	4,33	,85
Post-test	4,10	,83

Table 29

Descriptive statistics of Barbaros's FLCA Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	3,00	1,06
Post-test	2,13	.64

Table 30

Descriptive statistics of Barbaros's SCS Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	2,81	.80
Post-test	3,12	.99

Table 31

Descriptive statistics of Lara's FSSEFLC Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	2,33	.88
Post-test	2,25	1,54

Table 32

Descriptive statistics of Lara's FLE Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	3,10	1,09
Post-test	4,38	.97

Table 33

Descriptive statistics of Lara's FLCA Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	3,25	1,48
Post-test	1,88	.64

Table 34

Descriptive statistics of Lara's SCS Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	3,38	1,35
Post-test	3,35	1,67

Table 35

Descriptive statistics of Deniz's FSSEFLC Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	1,92	.66
Post-test	2,50	1,56

Table 36

Descriptive statistics of Deniz's FLE Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	2,95	1,49
Post-test	4,43	.87

Table 37

Descriptive statistics of Deniz's FLCA Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	3,88	1,24
Post-test	2,00	.75

Table 38

Descriptive statistics of Deniz's SCS Pre-test and Post-test

	Mean	Std. Deviation
Pre-test	2,88	1,42
Post-test	3,08	1,97

Appendix J. Ethics Committee Request of Çağ University Institute of Social Sciences



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002296
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

25.03.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ahmet Engin, Betül Karamış, Büşra Harputoğlu, Çağlar Aydın, Ece Salman, Nilgün Çukurova, Saim Serhat Arslan, Seda Arslan, Tuğçe İnaltekin** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'ler de sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 9 Adet öğrenciye ait Bilimsel Araştırma ve Yayın Etiği Kurulu Onayı alınmak üzere gönderilen tez evrakları listesi.

E-Posta: aycankol@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: C94B730

Appendix K. Thesis Questionnaire Approval Request of Çağ University Institute of Social Sciences



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100002909

20.04.2021

Konu : Betül KARAMIŞ'ın Tez Anket İzni

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olan **Betül KARAMIŞ** isimli öğrencimiz, **“Effects of Self-compassion Exercises on Flow State and Enjoyment During Language Learning”** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Jülide İNÖZÜ** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemiz Yabancı Diller Yüksekokulu bünyesindeki Temel İngilizce Bölümü hazırlık sınıflarında öğrenim gören 3. periyot B1 Kuru öğrencileri arasında gönüllü 3 öğrenciyi** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

E-Posta: senaydemir@cag.edu.tr



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DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: F923F16

Appendix L. Thesis Questionnaire Approval of Karadeniz Technical University



T.C.
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-76127911-199-1870
Konu : Anket İzni(Betül KARAMIŞ)

06.05.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi :20.04.2021 tarihli ve E-23867972-044-2100002909 sayılı yazınız.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olan Betül KARAMIŞ isimli öğrencinizin tez çalışmasını yapmak isteği ile ilgili yazınız Üniversitemiz Yabancı Diller Yüksekokul Müdürlüğü tarafından uygun görülmüştür.
Gereğini Bilgilerinize arz ederim.

Prof. Dr. Hamdullah ÇUVALCI
Rektör

Ek: Görüş yazısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Doğrulama Kod: 0dnDhiltQWF-voAdVnuSeuleLWb J1DDz0VEaNlaKWs

Doğrulama Adres: <https://www.turkiye.gov.tr/karadeniz-teknik-universitesi-ebvs>

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Hasan AKÇAY
ktuogradmin@ktu.edu.tr

Sayfa
1 / 1



Appendix M. Thesis Questionnaire Approval of Ethics Committee of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100002767

15.04.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 25.03.2021 tarih ve E-23867972- 050.01.04-2100002296 sayılı yazınız.
b) 29.03.2021 tarih ve E-23867972- 050.01.04-2100002371 sayılı yazınız.
c) 31.03.2021 tarih ve E-23867972- 050.01.04-2100002395 sayılı yazınız.
ç) 27.03.2021 tarih ve E-23867972- 050.01.04-2100002342 sayılı yazınız.

İlgi yazılarda söz konusu edilen öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: mertfikircioglu@cag.edu.tr



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