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**EXPLORING ENGLISH-SPEAKING ANXIETY AND FOREIGN
LANGUAGE ENJOYMENT AMONG SECONDARY SCHOOL STUDENTS**

THESIS BY

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APPROVAL
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ABSTRACT**EXPLORING ENGLISH-SPEAKING ANXIETY AND FOREIGN LANGUAGE
ENJOYMENT AMONG SECONDARY SCHOOL STUDENTS****Muhammed Alperen KILIÇ****Master Thesis, Department of English Language Education****Supervisor: Dr. Gürcan DEMİROGLARI****June 2024, 101 pages**

English-speaking anxiety (ESA) is a feeling frequently encountered by students during English education in our country. It is a known fact that ESA is a negative emotion and has negative effects on language learning. Apart from this, the notion of Foreign Language Enjoyment (FLE), distinct from anxiety, constitutes a positive emotion in contrast. This inquiry centers on the correlational analysis between ESA and FLE within the educational context of secondary school learners. Additionally, the study explores the impact of several independent variables, including grade level, gender, and type of school, on secondary school students' levels of ESA and FLE. To investigate the correlation between ESA and FLE, a relational survey model, a well-established quantitative methodology, was chosen. The "English Speaking Anxiety Scale", designed by Orakçı (2018), was used to collect data. To assess students' FLE the study employed the well-established "Foreign Language Enjoyment Scale" developed by Dewaele and MacIntyre (2014). The data was analyzed using the SPSS software. The findings of this study revealed that secondary school students exhibit a moderate level of ESA, while concurrently demonstrating high levels of FLE. Moreover, it was observed that independent variables such as grade level, gender, and type of school could have an impact on ESA and FLE. Lastly, the findings reveal a weak negative correlation between ESA and FLE. The outcomes of this investigation emphasize the significance of acknowledging the array of emotions encountered by secondary school students throughout their English language learning endeavor.

Keywords: english-speaking anxiety, foreign language enjoyment, gender, grade level, type of school

ÖZ**ORTAOKUL ÖĞRENCİLERİNDE İNGİLİZCE KONUŞMA KAYGISI VE
YABANCI DİL KEYFİNİ KEŞFETMEK****Muhammed Alperen KILIÇ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Dr. Öğr. Üyesi Gürcan DEMİROGLARI****Haziran 2024, 101 sayfa**

İngilizce konuşma kaygısı (İKK), ülkemizde İngilizce eğitimi sırasında öğrencilerin sıklıkla karşılaştığı bir duygudur. İKK'nın olumsuz bir duygu olduğu ve dil öğrenimi üzerinde olumsuz etkileri olduğu bilinen bir gerçektir. Bunun yanı sıra, Yabancı Dil Keyfi (YDK) kavramı, kaygıdan farklı olarak olumlu bir duyguyu ifade etmektedir. Bu araştırma, ortaokul öğrencilerinin eğitiminde İKK ve YDK arasındaki korelasyonel analize odaklanmaktadır. Ayrıca, çalışma sınıf düzeyi, cinsiyet ve okul türü gibi çeşitli bağımsız değişkenlerin ortaokul öğrencilerinin İKK ve YDK üzerindeki etkisini araştırmaktadır. İKK ve YDK arasındaki ilişkiyi araştırmak için, köklü bir nicel metodoloji olan ilişkisel tarama modeli seçilmiştir. Veri toplamak için Orakçı (2018) tarafından tasarlanan "İngilizce Konuşma Kaygısı Ölçeği" kullanılmıştır. Öğrencilerin YDK'lerini değerlendirmek için Dewaele ve MacIntyre (2014) tarafından geliştirilen köklü "Yabancı Dil Keyfi Ölçeği" kullanılmıştır. Veriler SPSS yazılımı kullanılarak analiz edilmiştir. Bu çalışmanın bulguları, ortaokul öğrencilerinin orta düzeyde İKK sergilediklerini ve aynı zamanda yüksek düzeyde YDK gösterdiklerini ortaya koymuştur. Ayrıca, sınıf düzeyi, cinsiyet ve okul türü gibi bağımsız değişkenlerin İKK ve YDK üzerinde etkili olabileceği görülmüştür. Son olarak, bulgular İKK ile YDK arasında zayıf bir negatif korelasyon olduğunu ortaya koymaktadır. Bu araştırmanın sonuçları, ortaokul öğrencilerinin İngilizce öğrenme çabaları boyunca karşılaştıkları bir dizi duyguyu kabul etmenin önemini vurgulamaktadır.

Anahtar Kelimeler: İngilizce konuşma kaygısı, yabancı dil keyfi, cinsiyet, sınıf düzeyi, okul türü

DEDICATION

To İlay, İpek and Alparslan

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ABBREVIATIONS

| | |
|-------------|--------------------------------------|
| ESA | : English-Speaking Anxiety |
| FLE | : Foreign Language Enjoyment |
| FLA | : Foreign Language Anxiety |
| EFL | : English as a Foreign Language |
| FLCA | : Foreign Language Classroom Anxiety |

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1. INTRODUCTION

The impact of two concepts in the English foreign language teaching process were examined in depth. In the introduction, the researcher provided an overview of the major subject matter and discussed the definitions of ESA and FLE as established in earlier studies. The study clearly delineates its objectives and the importance of its findings.

1.1. Background Information

People naturally need to communicate in all aspects of life. Effective communication is a natural need in various aspects of life and encourages individuals to seek various means of expression within the limits of their abilities. Various ways have been developed for each person to communicate within their limits. In order to overcome the restrictions of communication in an ever-evolving world, it is imperative to acquire proficiency in a foreign language. Acquiring proficiency in a foreign language is a means of surpassing these restrictions. The English education system, which has been implemented in our nation for many years, has introduced numerous complications. (Işık, 2008). In addition to cognitive problems, many affective problems are also encountered, especially in the teaching of speaking skills (Alkan, Bümen & Uslu, 2019). Consistently, research has demonstrated that ESA negatively affects communication and learning. According to Hadinata (2020), students commonly perceive speaking as the most challenging skill in language learning, requiring substantial mental courage and preparation to effectively communicate in the target language. In order to communicate, manufacturing is required. As learners progress through the process of language acquisition, they experience a variety of concerns due to the production that is demanded by speaking abilities in the target language. This has become a persistent hindrance to the advancement of speaking skills among learners of English as a Foreign Language (EFL). Minghe and Yuan (2013) have highlighted anxiety as a notable factor hindering the learning process. The presence of anxiety when speaking in a foreign language such as English will diminish learners' motivation and have a detrimental impact on their learning process. Therefore, it is important to provide supportive strategies in language education so that learners can cope with such difficulties and create a safe communication environment. The teacher should minimize this negative situation by taking necessary precautions against situations that may cause ESA. A variety of descriptions of ESA can be found in the current body of literature. ESA is characterized as a condition of heightened arousal, tension, and rigidity

that leads individuals to refrain from engaging in public speaking or interactions (Young, 1990; Gardner & MacIntyre, 1993; Keşaplı & Çiftçi, 2017). These worries may arise from a multitude of sources. The findings of Akşit-Aşık and Gökçe (2019) indicate that the primary determinants of ESA are the instructional methods employed throughout the session and the educators' approach. Several research papers have investigated the factors that influence ESA. According to Khouni et al. (2022), the elements that have been reported to influence this phenomenon include foreign language competency, test anxiety, general anxiety, age, gender, learning motivation, and public speaking anxiety. Gardner and MacIntyre (1993) posit that the principal source of foreign language speaking anxiety stems from the necessity to participate in interpersonal communication. Anxiety manifests as a psychological state when learners, in general, sense the obligation to speak in front of a group or teacher. Studies has elucidated the array of factors contributing to ESA in students. The teacher should understand the reasons for the anxiety observed in the student and create a suitable classroom environment for the student experiencing anxiety.

Previous studies in language education have mainly looked at negative feelings, particularly as highlighted by Dewaele and MacIntyre in 2014. There has been a growing emphasis on studying positive emotions in recent years. There are several activities and practices that can be used to generate feelings of enjoyment in those who are learning a foreign language. Printer (2023) underscores the significance of positive emotions and intrinsic motivation in the context of second language acquisition, offering valuable perspectives on the utilization of co-created stories to augment these elements in the language learning journey. Zeng (2021) demonstrates that the enjoyment in learning a foreign language has advantageous impacts on students' academic performance and engagement in classroom activities. According to the investigation conducted by Dewaele and MacIntyre (2016), the degree of FLE predominantly hinges on two factors: the degree to which instructors employ the target language in the classroom and the favorable attitudes of the students. In addition, Li et al. (2018) asserted that teachers have the ability to exert influence and enhance the motivation and participation of language students. The findings suggest that the enjoyment derived from learning a foreign language positively impacts students' proficiency in the language, motivation, and active participation in the classroom. Consequently, research on FLE emerges as a crucial domain for enhancing the language learning journey and augmenting students' language skills.

In tandem with inquiries into the significance of FLE, scholarly discourse also encompasses an exploration of the dynamic interplay between positive and negative affective states. It is widely acknowledged that individuals typically experience feelings of happiness upon fulfilling a need stemming from either innate biological requirements or societal influences (Csikszentmihalyi, 1997). Moreover, instances of gratification arise from successful outcomes in various endeavors. Nonetheless, instances exist where the arousal of ESA, particularly within competitive environments such as games or classroom settings, precipitates heightened sensations of pleasure. Thus, a salient illustration emerges wherein the coexistence of ESA and FLE becomes apparent. This juxtaposition of contrasting emotional states within analogous circumstances has recently garnered scholarly attention within the domain of foreign language pedagogy. Notably, it is observed that students not only contend with adverse emotional experiences during their pursuit of English language acquisition but also derive intrinsic satisfaction from the learning process within the same educational milieu. Scholars such as Boudreau, MacIntyre, and Dewaele (2018) underscore the imperative of probing the nuanced relationship between positive affect and negative emotionality, thereby diverging from the prevalent focus on the latter evident in antecedent scholarship.

1.2. Statement of The Problem

In the realm of foreign language education, it is vital to comprehend the elements that influence learners' emotional experiences to craft efficient teaching methodologies. This study focuses on two key constructs: ESA and FLE. The sample consists of Turkish secondary school students, a demographic group that presents unique challenges and opportunities in language acquisition. This study's primary objective is the dual assessment of ESA and FLE levels in secondary school students. Furthermore, it seeks to investigate the nature of the relationship between these constructs. The study also aims to determine whether ESA and FLE levels differ according to grade level, gender, and school type. Severe ESA can substantially impede students' ability to communicate effectively in English, thereby compromising their overall language proficiency and academic success. Conversely, high levels of FLE can increase motivation and engagement and lead to better learning outcomes. By identifying the relationship between ESA and FLE, educators can better understand how to foster a more positive language learning environment. While a substantial body of literature investigates ESA and FLE in a variety of contexts, there is a notable gap regarding the influence of school type on these

constructs in the specified sample. This study addresses this gap by investigating how school type affects ESA and FLE among Turkish secondary school students. This is particularly relevant within the Turkish educational system, where disparities in resources, teaching methods, and student demographics between state and private schools might exacerbate or mitigate the effects of ESA on FLE. In addition, differences in ESA and FLE are expected across different grade levels and genders, providing a comprehensive understanding of affective factors in English language learning among secondary school students. Ultimately, the findings of this study should inform educators how to create more effective and enjoyable language learning experiences for students.

Researchers have devoted considerable time and effort to studying anxiety over the years. Anxiety is characterized as idiosyncratic but also common fears connected with autonomic nervous system excitation, such as tension, fear, irritation, and anxiety in social life and academic career (Spielberger, 1983; Smith, 2014). From this statement it can be considered that anxiety is the feeling of being uneasy about expressing an opinion in front of a community or on a subject that the individual knows that there are more talented people than himself/herself. Plus, anxiety is a psychological condition that individuals may confront in academic and social contexts due to a multitude of factors and circumstances. Speaking proficiency is a productive talent; therefore, it necessitates a comprehensive command of the target language. Communication through written or spoken language is a definitive indicator of mastery over the language (Bhatt & Lilian, 2016); therefore, language learners must prioritize communicating through written or spoken language production. Foreign language learners' perception of themselves as inadequate on the grounds that they do not know the language completely causes anxiety in speech production. The term "anxiety" in relation to speaking a foreign language refers to a negative and uncomfortable experience for individuals who are learning the language (Gardner & MacIntyre, 1993). The research has centered on ESA and FLE. Language acquisition can induce anxiety due to a range of skills (Arslan, 2018). ESA in the context of language learning can be attributed to various factors, including linguistic ability, social anxiety, fear of making errors, concern about negative judgment, limited teacher support, unpleasant past experiences with students, and a general lack of confidence in the classroom environment. Furthermore, various researchers have extensively examined the causes of ESA (Horwitz & Cope, 1986; Young, 1991; Aida, 1994; McCroskey, 2001; Li, 2006: 23-25; Ellis, 2008; Rumiya & Seftika, 2018; Syahfutra, 2021; Wahyudi Antoro, 2022). Since ESA will cause learning difficulties such as low motivation in

learning and lack of self-confidence, the teacher needs to produce solutions for the ESA in his students. The teacher should have a student-centered understanding of education in the content of the courses in the classroom and should eliminate the hesitations of students about attending the course. Therefore, in order to develop learners' speaking skills, it becomes crucial to create conducive environments and teach the language through communicative methods as much as possible (Murcia, 1991).

According to Mirvis and Csikszentmihalyi (1991), the notion of enjoyment arises when the capabilities to confront challenges are in harmony with the challenges themselves. Enjoyment can also be called a positive emotion that gives happiness to the person as an expected success or positive outcome in a situation. Wilhelm and Dewaele (2014) indicated that the enjoyment derived from learning a foreign language reflects the pleasure and satisfaction students experience during the process. This positive state can positively influence various aspects of learning, including cognition, behavior, and overall feelings. It is important to recognize that positive sentiments like enjoyment play a significant role in the development of anxiety. In innovative and student-centered learning environments, anxiety and enjoyment often coexist. While some students may find joy in English language learning due to various factors, others may feel anxious under the same conditions. Therefore, it falls upon the teacher to implement a teaching model that caters to the requirements of both groups.

1.3. Significance of the Study

Identifying the factors that influence this skill is essential for achieving a high level of English-speaking proficiency. Various ideas and variables contribute to the development of ESA in learners. These issues encompass feelings of inadequacy in comparison to peers, a lack of confidence, the pressure to speak with precision, the fear of making mistakes or mispronouncing words, a restricted vocabulary, biases against foreign languages, and the way teachers react to errors. The theories presented are substantiated by a range of sources, such as Balemir (2009), Tsiplakides and Keramida (2009), Mahmoodzadeh (2012), Suleimenova (2012), Melouah (2013), Tüm and Kunt (2013), Öztürk and Gürbüz (2014), and Luo (2014).

Multiple research, conducted by Chen (2015), Hewitt and Stephenson (2012), Park and Lee (2005), Suleimenova (2013), and Tóth (2012), have demonstrated a negative correlation between heightened anxiety regarding language performance and proficiency in speaking a foreign language. ESA has been acknowledged as a significant factor that

can impact the proficiency of English language learners in spoken communication. Learners frequently experience ESA during the act of speaking the language. Furthermore, due to the intriguing nature of studying adolescents, the sample for this study specifically included students in the adolescent age range, in addition to the previous studies undertaken. Upon reviewing the relevant academic literature, it becomes evident that the majority of these research focus on teacher candidates who are enrolled in a foreign language program (Tum & Kunt, 2013; Şener, 2018; Yaman & Sofu, 2013). More research is needed to fully comprehend the origins, as well as the debilitating and facilitating impacts of foreign language anxiety (FLA) before adolescence (Lenneberg, 1967). Considering the age of the sample group selected for speaking English, it is inevitable that a prejudice against foreign language learning may occur.

1.4. Purpose of the Study and Research Questions

It is an undeniable fact that there are individual differences in the classroom. Appropriate methods should be preferred considering individual differences. Learning a foreign language effectively necessitates the development of a multifaceted skillset, encompassing foundational abilities in listening, speaking, reading, and writing. While teaching these skills, sometimes fun learning methods and activities can be applied, while sometimes challenging and exam-oriented teaching methods are applied. This may create anxiety in students regarding exam performance. Foreign language acquisition is a process marked by both positive emotional experiences such as moments of breakthrough and accomplishment, and challenges including frustration and anxiety. In this process, teaching methods can affect students' emotional experiences. To create a dynamic and enjoyable learning experience, teachers should utilize a diverse range of teaching methods. Considering these and similar reasons, it may be possible to expect feelings of both FLE and ESA to occur simultaneously in the classroom.

This study aims to examine the levels of ESA and FLE among secondary school students. Additionally, it investigates the impact of independent variables among secondary school students on these levels. It is observed in the literature that anxiety and enjoyment in various sample groups and grade levels are frequently studied topics (Aida, 1994; Alenezi, 2020; Amini, 2021; Aydın, 2013; Chan and Wu, 2004; Debreli and Demirkan, 2015; Duman, Göral, and Bilgin, 2017; Dewaele and MacIntyre, 2014; Zhao, 2007). However, it has been identified that studies simultaneously addressing these two topics are limited in number (Alenezi, 2020; Amini, 2021; Aubrey, 2022; Boudreau et al.,

2018; Dewaele and Alfawzan, 2018; Dewaele and MacIntyre, 2014; Özer, 2020; Özer and Altay, 2021). Looking at domestic studies, it is also noted that studies are limited in number, with research groups conducted at the fifth-grade level (Özer and Altay, 2021) and with university students (Aydın and Denkçi, 2023; Aldabeeb, 2021; Shirvan and Taherian, 2018). Hence, this study endeavors to bridge the gap in the existing literature by encompassing all levels of secondary school students. Additionally, various independent variables such as grade level, gender, and school type are examined for their effects on secondary school students' levels of ESA and FLE. To achieve its objectives, this study seeks answers to the following research questions:

1. What is ESA level of secondary school students?
2. What is FLE level of secondary school students?
3. Is there a substantial difference in the level of ESA among secondary school students based on the following factors:
 - a) Grade level of students
 - b) Gender
 - c) Type of school
4. Is there a substantial difference in the level of FLE among secondary school students based on the following factors:
 - a) Grade level of students
 - b) Gender
 - c) Type of school
5. Is there any meaningful relationship between ESA and FLE among secondary school students?

1.5. Limitations

The research was conducted with a sample comprising 256 students enrolled in both state and private schools located in Kırşehir. For this reason, the research is limited to the selected sample group. The sample group to be selected from a mixture of state and private schools or only from private schools may obtain different results from the research. In addition, the selected sample group was selected regardless of the region. Furthermore, the effect of time may have been ignored since the research was conducted only in a certain time period. A potential limitation of this study is the inability to establish causality due to the non-experimental design. This means we can identify correlations

between ESA and FLE, but we cannot definitively determine if changes in ESA would necessarily lead to changes in FLE. Additionally, the reliance on a quantitative research methodology and the utilization of only two distinct scales may have restricted the depth of the investigation. Utilizing more intricate research methods could have enhanced the generalizability of the findings. For instance, incorporating qualitative research methods alongside quantitative approaches could have provided insights into students' perspectives and opinions. In this way, the findings of the study could have been enriched and the reasons behind the quantitative data could have been better understood. In conclusion, the study's approach was confined to a quantitative research methodology utilizing only two different scales.

1.6. Literature Review

The primary aim of this research was to ascertain the extent to which secondary school students experience anxiety when communicating in English. Additionally, the research assessed the degree of enjoyment derived from English as a second language study among secondary school students. The study sought to identify if various factors affected anxiety and enjoyment, as well as to assess the participants' overall anxiety and enjoyment levels. In this section, the concepts of anxiety and enjoyment, and the definitions of the concepts of speaking anxiety and enjoyment in the literature are examined in detail. Subsequently, the concept of anxiety experienced in the process of learning English was examined in detail and then ESA was discussed. The source of ESA and methods of coping with this emotion were investigated. Then, a definition of the concept of enjoyment, which is a positive emotion, is given and the effect of the concept of enjoyment on the language learning process is examined. The role of the concept of enjoyment in language learning was examined and the factors that could increase this feeling were also examined. Finally, a literature review was conducted on anxiety and enjoyment, which included examining similar studies revealing the relationship between the two emotions, common aspects and results.

Anxiety

According to Manav (2011), the concept of anxiety is highlighted in psychoanalysis, and it was first discussed by Sigmund Freud. From a psychological standpoint, anxiety is described as "an unpleasant emotional state marked by subjective tension, stress, and apprehension, triggering the activation of the autonomic nervous system" (Horwitz, Horwitz, & Cope, 1986, p. 125). Furthermore, anxiety is understood as a state of

heightened arousal involving physiological, emotional, and cognitive alterations that individuals undergo when faced with a stimulus (Taş, 2006). Certain emotions and situations can have a markedly adverse effect on an individual's learning process and everyday life. The feeling of anxiety, which is one of these emotions and which we often encounter in foreign language teaching, is a feeling that has great negative effects on the learning processes of the learners. As a normal emotion, anxiety can be experienced as being nervous at a first meeting, studying hard for an important exam, starting a new job or when the boss is angry. However, the point at which it loses its functionality, reduces the quality of life and makes the person unhappy is generally accepted as the point at which anxiety is pathological (Şahin, 2019). As a result of this scenario, numerous investigations have been carried out on anxiety, spanning from the past to the present. Studies show that among multiple variables, anxiety causes the greatest impact on learners (Horning & Brown 1981; Horwitz et al., 1986; Young, 1992). Due of the various physiological components that contribute to anxiety, it is exceedingly challenging to succinctly explain it. Zhanibek (2001) argued that providing a specific description of anxiety is challenging due to the numerous variations in its definitions. Somehow, Spielberg (1983) and Smith (2014) have proposed the definition of anxiety as it is characterized as idiosyncratic but also common fears connected with autonomic nervous system excitation, such as tension, fear, irritation, and anxiety in social life and academic career. Hall (1955) describes anxiety as a distressing experience arising from internal bodily excitations (p. 44). May (1950) defines anxiety as a perceived threat to an individual's personality resulting from apprehension about a possibly harmful situation. According to Scovel's definition (1978), anxiety is a feeling of unease that might range from dread to an uncertain worry stemming from an unclear fear. Call and Ehrman (1997) elucidates that anxiety and fear often intertwine and manifest concurrently, causing learners to entertain pessimistic thoughts regarding potential failure throughout the learning journey. Considering these conceptualizations, it becomes evident that anxiety is a complex emotion with deleterious effects on the learning process.

Definition and Characteristics of Anxiety in Foreign Language Learning

Foreign language learning anxiety refers to an excessive feeling of anxiety or worry experienced by language learners when applying their language skills. Anxiety in foreign language learning, as defined by Csizer and Dörnyei (2005), refers to a certain emotional reaction that occurs in relation to the performance of a foreign language. This is a significant component that has a detrimental impact on language acquisition and impedes

the progress of language proficiency. Within the existing body of literature, various definitions and approaches are employed to measure FLA. MacIntyre and Gardner (1991a) have historically categorized FLA into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety, as defined by Spielberger (1983), pertains to an individual's inherent tendency to experience anxiety across different situations. State anxiety, also defined by Spielberger (1983), refers to anxiety felt in a specific moment, such as right before an exam. Situation-specific anxiety, introduced by MacIntyre and Gardner (1991a), describes anxiety experienced within a clearly defined context. FLA, as delineated by MacIntyre and Gardner (1991c), encompasses the anxiety or fear arising when confronted with the challenge of understanding or speaking a foreign language. Horwitz, Horwitz, and Cope (1986) characterize FLA as a condition marked by anxiety and apprehension during language learning or usage, potentially leading to avoidance behaviors. They identify three distinct forms of anxiety during language learning: communication anxiety, test anxiety, and fear of negative evaluation. Moreover, the study underscores the intricate and diverse nature of language anxiety, defining it as a specific amalgamation of self-perceptions, beliefs, emotions, and actions associated with language learning in a classroom setting. MacIntyre and Gardner (1991b) define language anxiety as the apprehension or concern felt by learners when communicating in a second or foreign language. These definitions underscore the psychological and emotional dimensions of anxiety intertwined with foreign language learning, highlighting its potential impact on learners' performance and language acquisition abilities.

Foreign language learning anxiety has detrimental effects on students' learning processes in various ways. MacIntyre and Gardner (1991b) noted that students experiencing FLA often avoid using their language skills and demonstrate more negative attitudes, alongside fewer positive attitudes, toward language proficiency overall. This not only makes learning more difficult, but also has a negative impact on their success in the learning process. In addition to psychological symptoms, studies show that students who experience FLA also experience physiological problems. Horwitz et al. (1986) suggested that individuals with FLA may experience physiological symptoms such as sweating, trembling, heart palpitations and shortness of breath while using language skills. What is more, Horwitz et al. (1986) proposed that FLA could potentially diminish students' motivation in language learning endeavors. This inference suggests that low motivation can lead to a decrease in success in language learning. Csizer and Dörnyei (2005) emphasized the importance of motivation by showing that students with high FLA

levels tend to be less motivated to learn a language. Foreign language learning anxiety also negatively affects social skills in and out of the classroom. MacIntyre and Gardner (1991c) stated that FLA can cause language learners to experience difficulties in social interaction. Studies consistently indicate that anxiety negatively influences foreign language learning and is associated with a decline in academic performance .

Definition and Characteristics of English-Speaking Anxiety

So far, the majority of studies investigating the correlation between foreign language learning and anxiety have concentrated on speaking and listening skills, as these skills are noted to be the most susceptible to triggering anxiety (Horwitz et al., 1986). As per Shumin (2002), speaking is acknowledged as one of the most intricate skills to attain proficiency in, thus leading to a particular emphasis on speaking anxiety in research studies. It is aimed to learn and practice different skills in English language teaching. Reading, writing, listening and speaking skills come together to form a whole. Students may experience anxiety in each skill area. Foreign language speaking anxiety was first mentioned by Young (1991). Studies indicate that speaking is the skill that students experience the most anxiety among these skills. Language learners frequently use the term "ESA" to express the tension, anxiety, and stress they feel when speaking the language. In 1964, Pimsleur, Sundland, and MacIntyre (as cited in Donley, 1997) noted that anxiety tended to be more prevalent in classes where learners were required to engage in spoken communication in the foreign language, in contrast to classes that did not necessitate such interaction. Correspondingly, Palacios (1998) suggests that speaking is the skill that causes the highest level of anxiety among language learning students. This suggests that further extensive research is needed to fully understand the effect of speaking practice on learners in language schools. The prevalence of speaking anxiety among English language learners has become an undeniable fact. Therefore, there are many definitions of ESA. Speaking anxiety is the fear an individual feels when speaking the target language in class (Zhanibek, 2001). McCroskey (1977) defines ESA as the dimension of fear or tension associated with a person's actual or anticipated communication. In another study, Young (1999) defined ESA as a feeling of anxiety and shame arising from beliefs about the inadequacy of English-speaking skills. In their study, Chen and Chang (2019) conducted an analysis of ESA, focusing on three primary factors: cognitive, emotional, and behavioral dimensions. They defined ESA as a form of anxiety related to language skills, encompassing cognitive, emotional, and behavioral aspects. The cognitive dimension encompasses ideas such as apprehension regarding doing errors

or getting evaluation from others. The emotional dimension encompasses sensations such as anxiety, worry, and intense fear. The behavioral dimension includes actions such as actively refraining from speaking English.

Horwitz et al. (1986) pinpointed anxiety related to speaking English as a significant aspect of language acquisition. MacIntyre and Gardner (1994) investigated the influence of ESA on learners' language acquisition abilities. The findings of the study suggest that anxiety experienced throughout the language learning process negatively affects learning performance. The researchers stated that the anxiety that language learners feel while speaking in English affects their cognitive processing and therefore reduces their language learning performance. Young (1991) proposed that anxiety related to speaking English has the potential to influence students' general motivation for language acquisition. Furthermore, Phillips (1992) discovered a correlation between language learners' anxiety levels and how well they performed on English speaking exams. Studies indicate that anxiety related to speaking English language proficiency can impact an individual's academic and social performance, as well as their motivation to learn (Phillips, 1992; MacIntyre & Gardner, 1994). ESA refers to the state of anxiety, stress, or tension experienced when speaking English. ESA, recognized as a significant emotional factor influencing foreign language learning, often impedes students' oral proficiency in English (Melouah, 2013). It serves as a detrimental emotion hindering the development of speaking skills in learners. This issue, which has garnered attention from researchers over time, has consistently shown that anxiety related to speaking English can adversely affect students' academic achievements and their motivation to learn the language.

Factors, Causes and Sources of English-Speaking Anxiety

ESA in language classes can stem from various factors. Speech anxiety is influenced by elements such as motivation, personality traits, learning styles, and strategies, with anxiety playing a pivotal role in individuals' nervousness about public speaking (Ellis, 2008). Young (1991) delineated six sources of anxiety, including concerns related to personal and interpersonal relationships, teacher-student interactions, teachers' beliefs about language learning, students' beliefs about language learning, classroom methodologies, and testing. As previously noted by Horwitz and Cope (1986), three factors contribute to speaking anxiety: fear of negative evaluation, test anxiety, and communication anxiety. Fear of communication, which they also identify as a form of nervousness characterized by anxiety regarding interpersonal communication as a result of constant surveillance and an absence of situational communicative control, is defined

in these factors. Moreover, the lack of personal knowledge affects the individual's understanding of others' conversations, as well as his/her own understanding. Exam anxiety, on the other hand, is defined as a type of performance anxiety caused by the fear of failure in mastering a foreign language. Fear of negative evaluation is characterized by the deliberate avoidance of circumstances that involve evaluation. In both studies, testing was found to be a common cause of anxiety. Meanwhile, Li (2006:23-25) examined the origins of anxiety among 98 EFL students enrolled in English language courses. He outlined various causes, including insufficient practice, limited vocabulary, low proficiency levels, individual traits, incomprehensible input, fear of making errors, inadequate preparation, imperfect grammar, lack of self-assurance, apprehension of mockery, task complexity, poor pronunciation, unfamiliarity with peers and subject matter, dread of negative evaluation, fear of drawing attention, difficulty in articulating ideas, desire for fluent speech, memory limitations, family communication patterns, unfamiliarity with activity types and environments, and non-native status of English. The provided resources extensively explore the multifaceted elements that contribute to speaking anxiety among individuals who are acquiring a new language. McCroskey's (2001) research highlights the various sources of communication anxiety, shedding light on the factors that significantly influence individuals' anxiety about speaking in public. In addition, Imam Wahyudi Antoro (2022) identifies various factors contributing to speaking anxiety, encompassing the fear of making mistakes, gender and cultural disparities, and the social environment. Aida (1994) highlights the complex interplay of intrinsic and extrinsic elements that influence language anxiety, identifying speaking anxiety, fear of negative evaluation and fear of making mistakes as the main factors in foreign language classroom settings. These studies, conducted by esteemed researchers like McCroskey, Imam Wahyudi Antoro, and Aida, provide valuable insights into the complex nature of speaking anxiety and the diverse array of factors that contribute to individuals' reluctance to speak in public. Rumiya and Seftika (2018), in a study they conducted, revealed various reasons such as lack of knowledge in English, vocabulary inadequacy and grammar, pronunciation mistake, shyness, heart pounding, and feel nervous. Syahfutra (2021) discovered a similar outcome in their investigation as well. In a similar vein, this research also identified several factors contributing to speaking anxiety, such as ignorance, inadequate preparation, fear of making mistakes, and difficulty understanding the lecturer's instructions. Gündüz and Demir (2022) conducted a study on language anxiety among secondary school students. The study conducted with

secondary school students in Bitlis province sheds light on the intricate nature of speech anxiety and its underlying factors. Through in-depth qualitative research, the study identified key sources of anxiety among participants, including concerns related to listeners' reactions, fear of making mistakes, lack of self-confidence, and the impact of the speaking environment. Participants expressed a range of negative thoughts and worries, such as being laughed at, ridiculed, or judged negatively, which contributed to their anxiety levels during speaking situations. The research emphasized the necessity of developing individualized approaches to mitigate anxiety and improve the speaking proficiency of students. By conducting a thorough examination of the participants' experiences and perspectives, this study makes substantial contributions to the existing body of knowledge concerning the complex interplay of environmental, cognitive, and affective factors influencing speech anxiety among secondary school students. An analysis of the determinants of anxiety reveals that they are comparable to the anxiety determinants postulated in the scientific literature.

These factors represent negative circumstances that can impede success in foreign language learning. Consequently, it is evident that anxiety is a multifaceted phenomenon requiring further exploration, with social interactions playing a significant role in its development. In light of these circumstances, it can be concluded that feelings of anxiety significantly hinder the learning process and pose challenges to effective learning. The experience of anxiety has become an unavoidable circumstance in the field of foreign language instruction within our nation. Therefore, many studies have been conducted in our country and other countries on the feeling of anxiety in students from past to present.

Strategies to Overcome English-Speaking Anxiety

A multitude of solutions, approaches, and methods have been devised to assist individuals in successfully overcoming their fear when speaking English. Typically, these techniques concentrate on strengthening individuals' speaking skills, increasing their self-confidence, and reducing their anxiety. However, it is important to remember that ESA is a multifaceted phenomenon. Many different factors, such as individuals' experiences, personal characteristics, cultural factors and learning backgrounds, can affect anxiety levels. Therefore, it is important to consider individual differences and needs in determining an effective strategy or method.

Kondo and Ying-Ling (2004) delineated five tactics, preparation, calmness, optimistic mindset, seeking support from peers, and resignation. In a similar study, Rizkiya and Pratolo (2023) suggested strategies to reduce ESA. Preparation helps students reduce

ESA, while positive thinking increases their self-confidence by reducing stress. Additionally, relaxing allows one to calm down before speaking, and getting support from peers can also help students reduce ESA. Students utilize several strategies to manage speaking anxiety, with preparation being a pivotal initial step in enhancing English fluency through diligent note summarization. Another method involves relaxation techniques, as calming oneself prior to speaking English can bolster confidence and facilitate smoother communication, echoing Tseng's (2012) observations on the transformative effect of exercise-induced calmness on nervous energy. Positive thinking serves as a third strategy, aiming to alleviate stress and anxiety stemming from flawed cognitive processes by redirecting focus towards constructive cues, despite the acknowledgment of imperfection as underscored by Tseng (2012). The peer-seeking approach represents a fourth tactic, where students proactively seek support from classmates experiencing similar stress, recognizing that proactive engagement by intelligent peers may spur motivation in reluctant speakers more effectively than passive counterparts.

Another effective strategy involves implementing supportive and engaging activities in the classroom. Curry and Maher (2020) underscore the significance of this approach in alleviating language anxiety and fostering students' intrinsic motivation to actively engage in English speaking activities. Moreover, they argue for the establishment of avenues for student involvement by crafting entertaining and interactive tasks. Tsiplakides and Keramida (2009) propose that teachers can cultivate meaningful connections with their students through techniques such as humor, addressing students by their first names, and maintaining eye contact and positive body language. On top of that, Tsiplakides and Keramida propose that employing humor, displaying positive body language, and providing non-verbal praise can effectively alleviate language anxiety and redirect attention towards motivating students to enhance their speaking abilities. Research indicates that a favorable rapport between educators and learners significantly contributes to the reduction of anxiety.

Feedback is another occurrence that is crucial in lowering anxiety. According to Inada (2021), feedback from both instructors and peers can be a beneficial resource for bolstering learners' coping mechanisms and fostering the advancement of their spoken English proficiency. Similarly, in the research conducted by Hattie and Timperley (2007), it is emphasized that processing feedback is how learning can be done. This research shows that backstories play a critical role in developing learning strategies and are an

important tool in increasing their success. Hence, feedback from both instructors and peers can serve as a crucial tool in fostering the development and effective utilization of conversational skills.

Students experience less speaking anxiety in tasks they work on together, such as presentation assignments. Cooperative learning methods encompass teaching strategies that prioritize teamwork, active participation, and shared responsibility among students (Johnsson and Johnsson, 2011). Kumpulainen and Mutanen (1999) showed that peer learning and group studies increase learning motivation by increasing information sharing among students and enable students to be successful in getting to know each other and addressing problems within the group. This interaction improves students' learning processes and facilitates a satisfying learning experience. Additionally, peer groups increase the knowledge level of other participants by using the presence of knowledgeable individuals. This process can positively or negatively impact students' academic performance, engagement, self-esteem, self-efficacy, and identity. As a result, peer learning and group dynamics have a multifaceted impact on the learning process, affecting factors such as students' academic performance, engagement, self-esteem and creativity.

The different strategies and methods discussed under the title of overcoming ESA constitute an important resource for coping with the difficulties individuals face in the language learning process. These strategies allow individuals to develop effective communication skills while increasing their self-confidence. Research shows that systematic practice, physical and mental relaxation techniques, positive thinking habits, and creating a supportive learning environment are effective in reducing ESA. However, given that each individual comes with different experiences and characteristics, it is important to adopt personalized approaches and strategies. Therefore, the strategies and techniques used to overcome ESA need to be adapted to suit the needs and characteristics of individuals.

Enjoyment

Enjoyment, which has many definitions in fields such as psychology, anthropology, economics, sociology and philosophy, has come to the fore as a concept with ambiguity in its definition and complex to define in many areas. In this section, definitions of the concept of enjoyment in different fields will be presented. Then, the role of the concept in English foreign language teaching will be examined. In psychology, enjoyment is the act or state of taking pleasure. According to the Encyclopedia of Positive Psychology

(Kapsner, 2009), delight is defined as active participation in a challenging situation that results in or involves a positive emotional state. Enjoyment, on the other hand, is described as the feeling of pleasure and satisfaction derived from engaging in an activity that meets our fundamental psychological needs for autonomy, competence, and social connection (Ryan & Deci, 2000). According to Bourdieu (2018), in the field of sociology, enjoyment can be defined as the sense of contentment individuals feel when they achieve and maintain advantageous positions through the utilization of their social and cultural resources. Last but not least, Frey (1997) defines enjoyment as the satisfaction and happiness people derive from tangible and intangible goods and services. Enjoyment is a complex idea linked to a number of factors such as happiness, life satisfaction, pleasant experiences, or future involvement with a certain thing or activity (Davidson et al., 2022). The concept of enjoyment has also been defined in the realm of sport and exercise psychology. Enjoyment is described as a positive emotional reaction to the sporting experience, encompassing sensations and interpretations such as feelings of joy, love, and pleasure (Scanlan et al., 1993). As evidenced, there are numerous definitions of this concept in the literature. In its most familiar definition, enjoyment is a feeling of positivity that arises when an individual engages in an activity or has an experience that fulfills a desire, purpose or need and encompasses various aspects such as pleasure, significance, safety, security, safety, nourishment, esteem, dignity, social belonging or affection (Smith et al., 2014).

The Concept of Enjoyment in Foreign Language Learning

There are various definitions put forward by psychologists for the concept of enjoyment, which occurs when people get expected or unexpected positive results despite the feeling of anxiety. Enjoyment motivates learning in a positive way. It is a positive emotion that can encourage learning and is advantageous for overall well-being (Fredrickson, 2001). Also in another definition, enjoyment is the feeling one has when they achieve something unexpected or shocking while also exceeding their expectations (Csikszentmihalyi, 1997). In the field of foreign language instruction, students are encouraged to learn via the enjoyment they experience. In this respect, by considering two different emotions at the same time, curiosity about the reasons for the formation of both arises. According to these definitions, the concept of enjoyment can add high attention motivation to the person with difficult, unexpected, or expected results.

Hartley made a definition of the concept of enjoyment during the students' learning process. According to Hartley (2006) the enjoyment of learning refers to the pleasurable

emotional state experienced by learners throughout the educational process, stemming from positive circumstances that encourage them to persist in tasks and sustain this feeling. Educational enjoyment can be defined as the pleasure students experience during learning when they perceive value in the content and feel capable of effectively managing and completing the tasks they encounter (Li, 2022). These definitions show that the student's enjoyment of learning encourages them to complete the tasks given throughout their education life. Studies clearly demonstrate the positive impact of enjoyment on the learning process. Pekrun et al. (2007) discovered that experiencing enjoyment can lead to active and enthusiastic engagement in educational activities, as well as sustained motivation. The concept of enjoyment is vital for ensuring the continuity and success of students' language learning processes. It constitutes a significant psychological aspect in language training. Enjoying a foreign language has been found to enhance students' motivation, creativity, and exploration of a new linguistic and cultural realm, ultimately leading to faster language acquisition (Dewaele & MacIntyre, 2016). According to these definitions, enjoyment entails a feeling of contentment and joy derived from participating in educational endeavors perceived as beneficial and motivational. In a nutshell, enjoyment is considered to be crucial in education, engagement, and academic achievement.

The Relationship Between Foreign Language Enjoyment and Language Learning Success

Considerable research has been undertaken to explore the relationship between enjoyment and achievement in language learning, casting light on the influence of emotions on the educational experiences of students. Studies emphasize the significance of positive affective states, such as enjoyment, in augmenting the results of language acquisition. Positive emotions, including happiness, calmness, excitement, confidence, satisfaction, and relaxation, have been reported to contribute positively to students' motivation and engagement in the language learning process.

The correlation between the level of enjoyment along with the level of success in language learning is a subject of considerable interest in numerous academic investigations. Research suggests that positive emotions, particularly enjoyment, play a significant role in language learning outcomes (Dewaele & MacIntyre, 2016). The study also highlights the significance of experiencing pleasure in foreign language learning within the classroom environment, emphasizing its influence on language acquisition alongside anxiety. Dewaele et al. (2019) explore the effects of instructor characteristics

on the anxiety and enjoyment levels of Spanish EFL learners in their research, offering valuable insights into the intricate dynamics of classroom emotions. Narafshan and Noori (2018) suggest that increased positive emotions among language learners correlate with heightened motivation throughout the language acquisition journey. In addition, Ma (2023) asserts that positive emotions have a noticeable effect on students' enjoyment of learning. Research indicates that happy emotions significantly contribute to students' language learning experiences and general satisfaction of the learning process. These studies emphasize the significance of taking into account emotional aspects, such as enjoyment, in language learning settings to improve students' overall achievement and involvement in the learning process. Dewaele and MacIntyre (2016) emphasize the importance of enjoyment in the context of language learning, asserting that enjoyable experiences not only improve students' cognitive capacities but also increase their drive to acquire foreign languages. Moreover, studies suggest that a favorable educational setting, facilitated by educators who establish captivating and nurturing classroom environments, significantly impacts kids' emotional encounters and overall achievement in language acquisition.

The importance of emotional aspects, particularly the experience of enjoyment, in language teaching cannot be emphasized enough. Research constantly demonstrates that pleasant emotions significantly contribute to improving students' academic performance and levels of involvement. Learners who find enjoyment in language learning activities are more likely to be motivated and actively engage in the learning process. Therefore, it is crucial for educators to prioritize creating a positive and enjoyable learning environment to enhance students' language skill acquisition abilities. By integrating activities and strategies that promote pleasant emotions, language educators can establish a more favorable learning environment, ultimately resulting in more efficient language acquisition for their students.

Factors Increasing Foreign Language Enjoyment

MacIntyre and Gregersen (2012) explore the impact of affect, particularly positive emotions, on language anxiety and overall emotional experiences in language learning settings. They propose that fostering positive emotions can lead to improved learning outcomes and enjoyment. Furthermore, Fredrickson (2004) introduces the broaden-and-build hypothesis of positive emotions, suggesting that positive emotions not only enhance immediate experiences but also have a beneficial effect on long-term well-being and performance in various areas, including language learning.

The study conducted by Zheng and Zhou (2022) underscores the importance of online cooperative learning in enhancing university students' satisfaction levels in foreign language learning. Their research demonstrates the positive influence of collaborative online environments on students' language learning experiences. Furthermore, the study explores the facets of enjoyment in the foreign language classroom and their impact on language proficiency, suggesting that fostering a positive and enjoyable classroom environment can lead to improved language learning outcomes and increased student engagement. Guo et al. (2022) have suggested various strategies and approaches in the academic literature to increase the enjoyment of learning a foreign language. These suggestions were both taken from the literature and supported by their own ideas. Researchers have proposed six factors to increase the sense of enjoyment in the classroom. Various strategies and approaches presented in the literature are described below:

1. Incorporating technology stands as a primary strategy. Utilizing technology in the classroom can enhance learners' enjoyment. Zheng and Zhou (2023) suggest that incorporating technology, such as online cooperative learning, can create a pleasant learning environment and increase FLE among students.
2. Another significant approach involves the utilization of educational games. Introducing games in the classroom is another effective method to boost learner enjoyment. Games can reduce cognitive load, increase enthusiasm, and enhance concentration in language learning contexts, ultimately leading to a more enjoyable learning experience.
3. Teacher immediacy emerges as another pivotal strategy. Teachers can augment learner enjoyment by exhibiting teacher immediacy, a concept involving the regulation of learners' emotions and the management of their own emotions to establish a positive and engaging classroom atmosphere.
4. Providing stimulating tasks represents another noteworthy method. Offering warming-up tasks, brainstorming sessions, and easy-to-difficult questions can help increase learner enjoyment and motivation in language learning contexts.
5. Collaboration emerges as yet another pivotal strategy. Encouraging collaboration among learners can lead to increased enjoyment and retention of information. Collaboration not only fosters critical thinking skills but also makes the learning process more enjoyable and engaging.

6. Accepting and nurturing creativity constitutes an additional vital approach. Granting learners the liberty to express creativity, such as through project creation and peer assessment of assignments, can greatly bolster learner enjoyment and engagement in the language learning journey.

By putting these strategies into action and considering the suggestions provided by numerous research works, teachers can establish a foreign language learning atmosphere that is both positive and enjoyable, leading to enhanced student involvement and improved learning results.

A Review of English-Speaking Anxiety and Foreign Language Enjoyment Interconnections

The correlation between anxiety and enjoyment is a widely researched topic in the fields of psychology and social sciences. Studies have uncovered the presence of an intricate connection between these two emotional states. The correlation between fear and delight that individuals encounter during specific activities can significantly impact their psychological well-being and behavioral decisions. Researchers in this area have been devising diverse approaches to gain a deeper comprehension of the correlation between anxiety and delight, as well as to aid individuals in regulating their emotional encounters. In particular, the use of stress-reducing techniques and emotional regulation strategies can reduce anxiety and increase enjoyable experiences. In this way, individuals' quality of life and emotional well-being can be positively affected.

Özer (2020) investigated the relationship between anxiety, enjoyment, and academic performance in foreign language courses. Studies suggest that both anxiety and enjoyment are pivotal in the language acquisition process. Özer's research led to various conclusions regarding the correlations between these two emotions.

Low Anxiety and High Enjoyment: This is the ideal scenario in language learning. Low anxiety allows learners to try new things and improve their language skills without fear of making mistakes. High enjoyment motivates learning and increases engagement. In sum, low anxiety and high enjoyment are the ideal combination for language learning.

High Anxiety and Low Enjoyment: This can make language learning difficult. High anxiety can make learners afraid of making mistakes and hesitate to use language skills. Low enjoyment, on the other hand, lowers motivation and decreases participation.

High Anxiety and High Enjoyment: Although this may seem contradictory at first glance, it is possible. Some learners, despite the difficulties of language learning, may

enjoy the process. They may be motivated to learn from their mistakes and improve their language skills.

Low Anxiety and Low Enjoyment: This can make language learning monotonous and uninteresting. While low anxiety leads to learners not being afraid of making mistakes, low enjoyment demotivates and reduces engagement.

Overall, the findings of the research suggest that the most conducive conditions for foreign language learning encompass a combination of low anxiety and high enjoyment. Conversely, situations characterized by high anxiety and low enjoyment impede the process of language acquisition. The research also states that anxiety and enjoyment levels may vary depending on the learner's age, gender, language learning background and learning environment.

Another study by Ying and Liu (2023) also examined the concept of self-efficacy. Anxiety was discovered to have a detrimental impact on the translation course, whereas enjoyment was found to have a beneficial influence. Self-efficacy, however, plays a role in balancing the relationship between anxiety and enjoyment. In another related study, Özer and Altay (2021) looked at enjoyment and anxiety levels in a similar sample group. This study, conducted with 5th grade students, also considered gender as one of the independent variables. Gender was found to have no statistically significant impact on the levels of anxiety and enjoyment reported by students. Aside from the fact that the students in the sample enjoyed learning English, their anxiety levels were comparatively lower, according to the study. Furthermore, levels of achievement play a substantial influence on both anxiety and enjoyment.

Aubrey (2022) discovered a negative correlation between anxiety and enjoyment, indicating that as students' anxiety regarding learning a foreign language intensifies, their level of enjoyment decreases. In addition to this, the study also reveals that anxiety and enjoyment are not opposing sentiments on the same dimension; rather, they are distinct emotions that can inspire students' conduct in complementary ways. According to the findings of the study, anxiety and pleasure do not invariably fluctuate in accordance as in a "seesaw," but rather can merge and diverge over time. This implies that language learners who wish to achieve success should "welcome both 'joy' and 'pain'." Analyzing students' performance on second language tasks, according to the author, can enhance our knowledge of the origins, interrelationships, and cognitive consequences of amusement and anxiety. Mierzwa (2019) demonstrated that effective language learners ought to experience both happiness and sorrow. Her research yielded a result that corroborates this

notion by underscoring the significance of positive emotions during the language learning process. Additionally, the author posits that the correlation between enjoyment and anxiety is fluid and susceptible to modification over time, contingent upon a multitude of factors including task implementation, cognitive-linguistic aspects, achievement outcome considerations, and task design. In an idiodynamic approach, Boudreau et al. (2018) investigated the relationship between enjoyment and anxiety in second language communication. Their findings revealed that the correlation between enjoyment and anxiety varied significantly from nearly zero to extremely negative on an individual basis, indicating substantial variability among students. This outcome lends support to the notion that pleasure, and apprehension are distinct emotions that do not consistently fluctuate in a "seesaw" manner. In another study, Dewaele and MacIntyre (2014) suggest that these emotions may co-occur in a foreign language classroom and that they may either align or diverge over time. Anxiety and enjoyment, according to the authors, are distinct emotions that may coexist and engage in complex interactions; they do not represent polar opposites on the same continuum. Furthermore, it was discovered that in order to achieve success in language acquisition, one must fully embrace both happiness and sorrow, underscoring the significance of positive emotions.

In summary, the relationship between anxiety and enjoyment in second language learning is complex and may combine and diverge over time. Effective language learners must acknowledge both pleasure and difficulties, underscoring the significance of positive emotions in language acquisition. Evaluating students' performance during second language tasks can deepen our understanding of how anxiety and enjoyment emerge, their correlation, and their influence on cognitive processes. Additionally, exploring the role of motivation in navigating the interplay between anxiety and enjoyment could offer valuable insights into effective language acquisition strategies. Fostering a supportive and inclusive learning environment may help mitigate anxiety while enhancing the overall enjoyment of the language learning process.

Previous Research on English-Speaking Anxiety

ESA has been subject to numerous studies over time. From the inception of research on this topic to recent investigations, researchers have encountered varying findings concerning diverse variables due to the distinct characteristics of participants such as region, culture, age, language proficiency, social status, and others. These disparities have contributed to the diversification and interpretation of research outcomes. For instance, individuals' geographical locations may lead to differences in factors related to ESA, such

as wages and working hours, depending on the dynamics of the local labor market. Cultural distinctions can also influence employees' perceptions and workplace expectations, thereby exerting diverse impacts on working conditions and employment relationships. Similarly, factors such as age, language proficiency, and social status may affect how employees comprehend and utilize their rights under ESA. Hence, the exploration and interpretation of ESA necessitate a comprehensive consideration of participants' various characteristics. Following this, the subsequent section will provide an extensive review of previous studies conducted in this field, aiming to offer a comprehensive understanding of the existing body of research on the topic.

Hutabarat and Simanjuntak (1970) conducted a phenomenological investigation with the objective of identifying the sources that lead to the overwhelming feeling of speaking anxiety among English learners. The study revealed that Indonesian learners of English continue to encounter difficulties in verbal communication. Furthermore, the study successfully identified the specific factors that contribute to anxiety when speaking English for these learners. In a case study conducted by Saharani et al. (2023), the researchers examined the levels of speaking anxiety among secondary school pupils in a junior high school setting. According to the study, the primary cause of anxiety among students when speaking English was humiliation, with lack of preparation being the second most influential factor. These studies provide important findings for understanding and reducing English learners' speaking anxiety. While Hutabarat and Simanjuntak's study emphasized that English learners still experience difficulties in the process of speaking English and this causes anxiety, Saharani et al.'s study focused on identifying the factors underlying students' speaking anxiety in English.

Kitano (2001) conducted a study to investigate the impact of fear of negative evaluation and learners' self-perceived speaking proficiency on the process of learning and utilizing a foreign language. Kitano conducted a survey of 212 Japanese learners to evaluate the impact of anxiety on their learning process. The study uncovered a link between anxiety, apprehension of negative judgment, and learners' perceptions of their speaking ability. Furthermore, it was observed that advanced learners were more vulnerable to the impact of apprehension of negative assessment compared to individuals with lower levels of language proficiency.

Zhao N. (2007) conducted a study on high school students' anxiety related to learning English and discovered that worry related to English class negatively impacted students' English achievement. Moreover, the study found a negative relationship between anxiety

and proficiency in fundamental language skills, especially speaking and listening. Puyod et al. (2020) found in their study that teacher support increased students' self-efficacy and accordingly reduced their speaking anxiety. This finding suggests that improving students' self-efficacy and nurturing a supportive teacher-student relationship can play a crucial role in reducing ESA.

Liu and Jackson (2008) examined the language learning achievements and anxiety levels of Chinese students in the acquisition of English-speaking skills while learning EFL. A survey involving 547 students unveiled a direct correlation between students' reluctance to engage in English communication and their levels of anxiety. This demonstrates a positive correlation between students' reticence to engage in English conversation and their degrees of anxiety. The study proposes that fostering and incentivizing students to engage in English communication during class can diminish these levels of anxiety. Additionally, it indicated that students exhibit a greater inclination to converse in English in non-academic settings or in their personal lives, although they display reluctance to engage in daring or bold behavior within the classroom. The survey revealed that more than 33% of the students experienced nervousness when speaking English and harbored a fear of receiving negative evaluations. These findings highlight the significance of both in-class and out-of-class communication contexts in enhancing students' English-speaking abilities.

Tianjian (2010) explored the phenomenon of speaking anxiety among Chinese learners of EFL. The study specifically explores different aspects that contribute to this anxiety, such as trait anxiety, academic achievement, social interaction in the classroom, reluctance to communicate, and self-efficacy. The study indicated that more than 50% of the learners report suffering moderate to high degrees of speaking anxiety, yet the overall anxiety level is deemed moderate. There is no notable disparity in anxiety levels across genders.

Aida (1994) conducted research to uncover the primary correlation observed in the acquisition and comprehension of the Japanese language. This study utilizes Horwitz et al.'s (1986) anxiety theory. The researcher aimed to examine the effects of anxiety on Japanese learners, with a specific focus on factors such as gender disparities and academic performance. The study involved an analysis of perspectives from a sample of 96 college students. In the end, Aida identifies some substantial inequalities, emphasizing notable variations among pupils in terms of their language acquisition and competency. The results indicated that students who experience elevated levels of anxiety generally achieve

worse grades in comparison to their peers. Nevertheless, there are no notable disparities in anxiety levels based on gender.

In Şener's (2015) investigation, the correlation between anxiety and various factors, including gender, age, and academic performance, was examined among a cohort of 77 Turkish first-year university students. Employing quantitative research methodologies, the study illustrated that first-year students experienced a notable degree of anxiety. Criticizing the Turkish educational system for neglecting essential skills such as listening and verbal communication, the research underscored the elevated levels of anxiety observed among female students compared to males, with age demonstrating negligible impact on levels of ESA. Additionally, the study identified an inverse relationship between academic achievement and anxiety.

In their study, Gursoy and Korkmaz (2018) examined the levels of speaking anxiety among English teacher applicants, specifically focusing on three primary areas of concern. Initially, they found that the overall level of speaking anxiety among teacher candidates was moderate. Secondly, a significant difference was observed between first year and fourth-year students, with fourth-year students exhibiting lower levels of speaking anxiety. Lastly, the study identified the reasons behind teacher candidates' speaking anxiety as "fear of making mistakes," "negative past experiences," "fear of the classroom environment," "lack of self-confidence," and "fear of speaking in front of others." These findings provide a crucial foundation for understanding English teacher candidates' speaking anxiety and supporting their development in this area.

A study conducted by Ay (2010) investigated the correlation between FLA and language proficiency in young adolescent learners. The primary conclusions drawn from the study are as follows: Firstly, it was found that FLA particularly impacts productive skills, especially speaking proficiency. Additionally, the study aimed to investigate the current status of foreign language speaking anxiety in the context of Turkey in the 21st century and identify research gaps for future researchers. Lastly, the study performed an in-depth analysis of qualitative research carried out in the Turkish context, investigating the correlation between FLA and language proficiency among young teenage students through the utilization of a meta-synthesis approach. These findings enhance our comprehension of FLA, a significant element in the process of learning a foreign language.

Findıklı (2023) examined students' speaking anxiety in 5th grade English language classes in Turkey. The study revealed that students enrolled in intensive foreign language

classes exhibited lower levels of anxiety compared to those in regular classes. The study uncovered notable disparities concerning gender, age, supporting courses, grade levels, family income level, and previous year's English achievement scores. These findings suggest that 5th-grade students typically experience moderate levels of anxiety, prompting further investigation into the underlying factors contributing to anxiety and strategies for coping with it.

The study conducted by Debreli and Demirkan (2015) investigated the sources and intensities of foreign language speaking anxiety in university students who are learning EFL. The study specifically explored the influence of language proficiency and gender on this anxiety. Based on the results of the research, the primary sources of students' speaking anxiety were identified as "fear of making mistakes," "negative past experiences," "fear of the classroom environment," "lack of self-confidence," and "fear of speaking in front of others." Additionally, concerning language proficiency, the study found that students with lower levels of language proficiency tended to experience higher levels of speaking anxiety. Moreover, female students demonstrated higher levels of speaking anxiety compared to their male counterparts regarding the gender variable. These results indicate that speaking anxiety in foreign language learning is a multidimensional issue and underscores the importance of considering students' individual differences.

Chan and Wu's (2004) research investigated the level of anxiety among elementary school students in Taipei who were learning EFL. The study's results revealed that students' FLA was moderately intense. Furthermore, female students exhibited higher levels of FLA compared to their male counterparts. Among the primary sources of students' FLA were identified as "fear of making mistakes," "negative past experiences," "fear of the classroom environment," "lack of self-confidence," and "fear of speaking in front of others." This study also revealed a negative association between FLA and academic achievement. Students with higher levels of FLA tended to exhibit lower academic performance. These findings indicate that FLA among elementary school EFL students is a multidimensional problem and underscores the importance of taking necessary measures in this regard.

Aydin (2013) conducted a study to explore the factors influencing levels of test anxiety among primary school pupils learning EFL. The findings indicated that young language learners generally experience low levels of test anxiety. However, variables such as age, gender, academic achievement level, and economic background were found to have a

significant correlation with students' test anxiety. Test anxiety is more prevalent among younger learners and female students, as well as among students with poorer academic achievement and lower economic status. The study suggests that teachers and parents should be aware of anxiety-inducing factors and collaborate with school counseling services to help students manage their test anxiety through strategies such as promoting positive self-talk, communication, and study skills development.

Duman, Göral, and Bilgin (2017) also found that students experience significant anxiety related to speaking the target language in front of their peers, highlighting the social dimension of ESA. In some studies, conducted also in Turkey, it was determined that students learning English have high speaking anxiety (Baş, 2014; Öztürk & Gürbüz, 2014; Yıldırım, 2007). There is a scarcity of research within the literature that specifically delves into the anxiety secondary school students experience concerning English speaking (Arslan, 2018; Üner, Alcı, & Türkan, 2017). The relationship between ESA and gender has been investigated in some studies. Alshahrani (2016), Çubukçu (2008), Şener (2018) and Aida (1994) concluded that there was no significant difference between genders in ESA. However, there are also studies stating that anxiety affects girls more than boys (Bahrami & Yousefi, 2011). Put differently, the previous studies in the extant literature do not exhibit clear-cut evidence. More research is needed to examine the effect of the gender variable on speech anxiety. Therefore, gender is considered as one of the independent variables of this research.

Previous Research on Foreign Language Enjoyment

Multiple studies emphasize the significance of the emotions that students experience while learning a foreign language. The study conducted by Dewaele and MacIntyre (2014) investigated the correlation between FLE and Foreign Language Classroom Anxiety (FLCA). Dewaele and MacIntyre (2014) reported a significant negative correlation between FLE and FLCA. Again, they found that students' demographic variables influence the link between FLE and FLCA. University students have been found to exhibit higher levels of FLE compared to secondary school students. Additionally, observations indicate that female students tend to exhibit higher levels of enjoyment compared to their male counterparts. In addition, Alenezi, S. M. (2020) and Amini (2021) have conducted studies examining the correlation between students' feelings of enjoyment and anxiety in foreign language acquisition, considering factors such as gender and specialization areas. In the study conducted by Amini (2021), gender was not found to be a determining factor in students' enjoyment level. Alenezi, S. M. (2020) examined the

FLE and anxiety levels of EFL students at Northern Borders University according to gender and department. Differently, the findings showed that male students experienced more FLA than female students, but the levels of FLE did not differ significantly according to the gender variable. In addition, it was also revealed that FLE and anxiety levels differed according to the departments of the students. In closing, both Alenezi, S. M. (2020) and Amini (2021) found a strong negative correlation between anxiety and enjoyment. These studies emphasize the importance of affective variables in foreign language acquisition and advance our understanding of how learners' emotional experiences influence the language learning process. Furthermore, Dewaele and Alfawzan's (2018) meta-analysis study revealed that enjoyment suppresses the effect of anxiety on foreign language performance. As a result, contemporary studies underscore the importance of positive and negative emotions in the process of acquiring a foreign language.

Aydın and Denkçi (2023) conducted their research on 609 high school, university preparatory, and undergraduate students learning EFL. Their study reveals that Turkish English learners experience a high level of FLE in the process of language acquisition. Students reported experiencing happiness, a sense of achievement, and supportive environments while learning the target language. For instance, they expressed feeling happy as they progressed towards their goals and enjoying learning the foreign language in supportive environments. Overall, it was concluded that Turkish English learners harbor predominantly positive emotions towards foreign language learning.

The research also suggests that levels of FLE vary notably among students depending on their age and proficiency level in the target language. Younger students and those with lower proficiency levels tend to exhibit lower levels of FLE compared to older and more advanced students. However, gender was not observed to have a significant impact on FLE levels. In conclusion, Turkish English learners undergo significant levels of positive emotions throughout the foreign language acquisition process, with variations observed based on age and proficiency level. These results elevate the significance of considering positive emotional experiences in language learning. The traditional research focus on negative emotions, such as anxiety, may need to be broadened to encompass the positive side of the emotional spectrum.

Aldabeeb (2021) investigated the correlation between EFL translation proficiency and FLE, as well as the association between public speaking anxiety and FLE among Turkish students. The study involved undergraduate students from the Department of English

Language at Baškent University. Quantitative statistical analyses were employed to assess FLE and public speaking classroom anxiety. Results indicated a moderate positive correlation between students' performance and FLE. Furthermore, a moderate negative correlation was observed between FLCA and FLE, as well as between anxiety levels and FLE. Additionally, a strong positive correlation was identified between students' perceptions and FLE. Finally, the study revealed a moderate negative correlation between perceived barriers and FLE.

The research undertaken by Shirvan and Taherian (2018) centered on the progression and evolution of FLCA and FLE among university students as they progressed through a general English course. The results demonstrate a significant negative correlation between FLCA and FLE. Correlation analyses suggest that the beneficial influence of FLE on performance outweighs the detrimental effect of FLCA, as indicated by the study's findings. Put simply, research indicates that FLE holds marginally greater significance in foreign language performance compared to FLCA. Through the collection of qualitative data from Saudi Arabian participants, the causes of FLCA and FLE have been illuminated, as well as the ways in which these emotions influence the decisions of participants to continue or cease their foreign language learning. The study has thus uncovered the influence of both positive and negative emotions on the acquisition of a foreign language.

This study investigates the potential influence of attending a state or private secondary school on the development of ESA among students. When the literature was searched, limited studies were found on whether the anxiety is related to this situation or not. Deb et al. (2010) investigated the type of school in their study. However, in their research, they made a distinction between English and Bengali medium schools, rather than making a distinction between state and private schools. This study examines the distinction between state and private schools concerning speech anxiety in students to contribute to the existing literature. An array of factors contributing to anxiety is concurrently discussed in this study, followed by an evaluation of the resulting outcomes.

This inquiry centers on exploring the ESA and FLE experiences of secondary school students concerning their English language speaking abilities and their perceptions of the foreign language learning process. In the research, students' anxiety and enjoyment levels were examined. Afterwards, it was analyzed whether independent variables such as gender, grade level and type of school would create a significant difference. The gender factor may create emotional differences among students. A particular gender may be

expected to differ from the other gender in terms of enjoyment and anxiety. More than that, grade level may also be a determining factor because students' awareness increases as their ages increase, their motivations change, and their learning strategies differ. Building on research by Korucuk (2022) who found no significant gender difference in enjoyment of foreign language courses, Bećirović (2017) reported a contrary result, indicating a statistically significant discrepancy favoring female students in terms of their satisfaction levels in such courses. Drawing upon prior research, findings pertaining to a comparable variable, namely language courses, exist. However, this study specifically explores this variable within the context of private and state schools. Conclusively, access to educational resources, class size, and teaching methods and opportunities were considered, and it was considered that this factor could affect the concepts of anxiety and enjoyment. For this reason, the researcher examined the type of school variable.

2. METHODOLOGY

In this section, comprehensive details regarding the research methodology were provided. The latter part comprised details pertaining to the research design, participants, instruments, data analysis, study procedure, and research validity and reliability. Additionally, independent variables were outlined.

2.1. Research Design and Variables

Survey models are well-suited for research endeavors aimed at describing an existing situation as it currently stands or as it has occurred in the past (Karasar, 2007: 183). Relational survey models, on the other hand, are deemed appropriate for research aiming to determine the presence of co-variation among two or more variables, making them suitable for this study. Therefore, the study employs a relational research model (Fraenkel, Wallen, & Hyun, 2012) to investigate the correlations between several variables and assess the level of ESA and FLE among students in five secondary schools in Kırşehir, Turkey. Specifically, the research examines the potential influence of grade level, gender, and school type on secondary school students' ESA and FLE. Ultimately, the researcher analyzed the correlation between the two to ascertain whether it resulted in a notable distinction. These analyses facilitated our comprehension of the correlation between ESA and FLE, contingent upon students' varying demographics. Creswell (1994) defines quantitative research as a methodology that entails the collection of numerical data and utilizes mathematical tools, particularly statistics, to analyze these data in order to understand phenomena. Considering the inherent objectivity of quantitative research methods, which aligns with the goal of this study to gather objective findings, a quantitative approach was chosen as the most suitable method.

In broad terms, by elucidating the relationship between ESA and FLE, this research can inform the development of more effective and engaging language instruction methods, ultimately fostering a more positive and successful learning experience for students. It can also offer important tips to guide the planning and implementation of English lessons and language teaching. Finally, the study can provide valuable insights and recommendations aimed at enhancing curriculum structures and refining teaching methodologies to effectively bolster students' language proficiency while concurrently mitigating language anxiety. Examining the findings and implications of the research can provide educators and curriculum developers with insights into the factors influencing

language learning outcomes, enabling them to customize instructional approaches accordingly.

2.2. Research Setting and Participants

The study group for the research comprised 256 secondary school students enrolled in various schools across Kırşehir, a city situated in Central Anatolia, Turkey. Representing a diverse demographic of learners, participants were drawn from both state and private educational institutions within the region. The selection process aimed to ensure a broad spectrum of students, encompassing different socio-economic backgrounds, academic abilities, and language proficiency levels. Encompassing students from various educational settings within Kırşehir, this study aimed to achieve a comprehensive perspective on the factors that influence FLE and ESA in this local context. The research was carried out at five educational institutions located in Kırşehir, Turkey. Among these, two were state schools, namely Cacabey Ortaokulu and Cumhuriyet Ortaokulu, while the remaining three were private institutions: Final College, Kırşehir College, and Bil College. The research was conducted in March of the 2022-2023 academic year. The researcher employed the convenience sampling method, which is a non-probability selection technique, to select the participants. This approach was chosen since it provided easy access to the students (Fraenkel & Wallen, 1990). Considering the researcher's affiliation with an educational institution within the target population, a convenience sampling method was employed for this study. The researcher also included the school where he worked in the research. Given the disparate enrollment figures between state and private educational institutions, the researcher prioritized the inclusion of a proportionately higher number of private schools in the selection process to ensure a balanced representation of both sectors. This strategic approach aimed to mitigate potential biases stemming from unequal school sizes and to foster a more equitable distribution of participants across the sampled schools. The research sample comprised secondary school students enrolled in grades 5 through 8, constituting the specific population of interest for this study. In state schools, English instruction is typically allocated for 2 hours per week from the 2nd through the 4th grades, and 4 hours per week from the 5th through the 8th grades, as mandated by the Turkish National Education Curriculum. Nevertheless, discernible disparities exist in the provision of English language courses between private and state educational institutions across all three schools. Notably, private schools exceed the prescribed curriculum guidelines, offering

an elevated number of weekly English lessons. Specifically, Bil College and Kırşehir College afford 12 hours of English instruction weekly to 5th and 6th-grade students, while Final College provides 12 hours for 5th graders and 10 hours for 6th graders. Furthermore, all private schools administer 4 hours of English lessons per week for 7th and 8th-grade students.

The sample population involved in the study was assembled through voluntary participation. In accordance with ethical research protocols, informed consent was obtained from the Directorate of National Education due to the participants' status as minors. Moreover, the data collection process was conducted in collaboration with school administrators, ensuring transparency and adherence to ethical guidelines.

2.3. Characteristics of Participants

In this section, Table 1 delineates the numerical representation and demographic profile of the sample cohort, comprising 256 secondary school students, who were the subjects of the research investigation. The tabulated data encapsulates a comprehensive portrayal of the population distribution, offering insights into key demographic attributes and pertinent characteristics of the sampled participants. Furthermore, Table 1 serves as a foundational reference point for subsequent analyses and interpretations within the study. Additionally, the meticulous documentation of sample demographics in Table 1 facilitates comparisons with broader student populations, enriching the study's external validity and generalizability of findings.

Table 1

Descriptive Statistics for Characteristics of Participants

| Descriptors | Sub-descriptors | Frequency | Percentage | Cumulative Per. |
|----------------|-----------------|-----------|------------|-----------------|
| Grade Level | 5th Grade | 87 | 34,0 | 34 |
| | 6th Grade | 65 | 25,4 | 59,4 |
| | 7th Grade | 68 | 26,6 | 85,9 |
| | 8th Grade | 36 | 14,1 | 100 |
| Gender | Female | 134 | 52,3 | 52,3 |
| | Male | 122 | 47,7 | 100 |
| Type of School | State | 93 | 36,3 | 36,3 |
| | Private | 163 | 63,7 | 100 |

The participant breakdown by grade level revealed that 34.0% of the sample were fifth-grade students, representing the largest segment, followed by 6th graders at 25.4%, 7th graders at 26.6%, and 8th graders at 14.1% across the sampled schools. Regarding gender distribution, the data indicates that 52.3% of the entire sample comprises female students, totaling 134 individuals, while male students constitute 47.7% of the sample, with a total of 122 participants. Furthermore, the breakdown of students between state and private schools reveals that 36.3% are enrolled in state institutions, whereas 63.7% attend private educational facilities. These findings provide a nuanced understanding of the demographic composition within the sampled secondary school population, which is essential for contextualizing the research outcomes and drawing meaningful conclusions regarding language learning and anxiety dynamics.

2.4. Procedure of the Study

This study was conducted throughout the academic year of 2022-2023. The researcher initially applied to Çaç University to obtain approval from the ethics committee. After the approval of the ethics committee, the researcher applied to Kırşehir National Education Directorate for Pre-Application for Research Application Permit. Obtaining the requisite permissions from the Directorate of National Education safeguarded the ethical and legal conduct of the research, particularly considering the involvement of minor participants. The researcher selected secondary school students for the sample, afterwards the findings are collected from five schools in total. Three of these schools are private and two are state schools. After the approval of the Directorate of National Education, the researcher collected the findings by applying a questionnaire to the students in these schools. The students selected for the surveys were randomly selected, and a survey was administered to the students on a voluntary basis immediately after information about the surveys was given. Furthermore, they were notified of their option to discontinue participation in the surveys at any given moment. In addition, it was ensured that the voluntary participants responded to the surveys based on their free will. The researcher placed the surveys on Google Forms and collected the findings on the tablet provided to the students. The researcher provided the students with comprehensive information regarding both surveys. Also, he was with the students while they answered the survey questions and made the necessary explanations regarding the questions on the survey. In this process, participants were guided in explaining and answering the questionnaire, creating an environment of trust and encouraging them to answer the

questions honestly. This method supported the collection of questionnaires based on accurate and reliable data. Two surveys were used to collect data. Among these surveys, the anxiety survey was in our native language, and the enjoyment survey was translated from English into our native language. Immediately after the translation of the Enjoyment questionnaire, it was subsequently handed to two prominent academicians who specialize in the relevant topic, in order to obtain their professional judgments. The experts' feedback indicated that the questionnaire was appropriate for gathering data. Following the positive feedback, the questionnaire was administered to the students. Conducting the surveys via Google Forms provided students with interactive and technological convenience. Following data collection, the information obtained from the questionnaires in Excel format was imported into the SPSS program for statistical analysis. In addition, the direct transfer from Google Forms to Excel reduced the margin of error to zero. The data obtained as a result of the tests carried out in the SPSS program are explained in detail in the next section for analysis.

2.5. Data Collection Tools

In the study, a questionnaire was administered to gauge the levels of ESA among the students, utilizing an appropriate data collection tool. For quantitative data collection, a well-established instrument was employed: a validated 16-item, 5-point Likert-type questionnaire developed by Orakçı (2018) with demonstrated reliability and validity. This scale was preferred because the scale in the article published in the Journal of Inonu University Educational Sciences addressed the participants in the research. In addition, the scale has two sub-dimensions. The sub-dimensions of the ESA scale are as follows: First dimension (Items 1, 2, 3, 4, 5, 7, 8, 9, 10) and second dimension (Items 6, 11, 12, 14, 15, 16, 17). The questionnaire demonstrated a strong internal consistency with a Cronbach's alpha coefficient of 0.95. The Cronbach's alpha value obtained from the researcher's analysis is 0.85. Literature suggests that a value exceeding 0.70 indicates reliability for the scale (Büyüköztürk, 2018; Özdamar, 2013). Therefore, with a Cronbach's alpha of 0.85, it can be inferred that all items contribute satisfactorily to the scale's reliability. Given the exclusive focus on a Turkish-speaking sample population, the questionnaire, originally developed in Turkish, was utilized in its original language.

The scale on FLE was first published by Dewaele and MacIntyre in 2014 as a 21-item scale. In 2021, Botes, Dewaele and Greiff published a shortened version of this 21-item scale, which reduced it to 9 items. The researcher contacted Dewaele, the common name

in both articles, and asked for permission to use the survey in the secondary school sample. Dewaele recommended using the shortened 9-item version, and then the research process began. The survey consists of 9 items in total. All items of the scale are formulated positively. Cronbach's alpha reliability test was applied to the survey by the researcher, and it was found to be 0.85. The survey was considered suitable for application, as the obtained result exceeded the threshold of 0.70, which is deemed reliable in the literature and is commonly acknowledged in the works of Büyüköztürk (2018) and Özdamar (2013). Both questionnaires range from Strongly disagree (1), Disagree (2), Undecided (3), Agree (4) to Strongly agree (5). Table 2 shows the Cronbach's Alpha reliability test applied by the researcher for both surveys.

Table 2.

Table Regarding the Reliability of The Scales

| <i>Scale</i> | <i>Cronbach's Alfa</i> | <i>Items</i> |
|--------------|------------------------|--------------|
| ESA scale | .854 | 16 |
| FLE scale | .858 | 9 |

2.6. Data Analysis

The reliability study of the scale Orakçı (2018) and the scale were carried out by the researcher. Building upon the evaluation conducted by Orakçı (2018) who employed techniques such as Cronbach's alpha and confirmatory factor analysis, this study utilized a validated 16-item scale. The original study reported item-total correlations ranging from 0.387 to 0.794, supporting the instrument's internal consistency.

Initially, an assessment of normality was conducted for both FLE and ESA scales to determine the suitability of employing either parametric or non-parametric tests. According to the Kolmogorov-Smirnov test results, the data exhibited normal distribution for both the FLE and ESA scales at a significance level of $p < .05$. Additionally, for further analysis, skewness and kurtosis values were examined. In the analysis of the ESA scale, the skewness and kurtosis values within the normality distribution ranged from -0.673 to 0.300. Similarly, in the normality examination of the FLE scale, the skewness and kurtosis values in the normal distribution were observed to fall between -0.945 and 0.848. The data demonstrates normal distribution as the values fell within the range of +1 and -1 (Büyüköztürk, 2018). This information establishes that both the ESA and FLE scales adhered to normal distribution, allowing for the application of parametric tests for

subsequent data analysis. As a result of the normality tests, descriptive statistics, independent samples t-test, one-way analysis of variance (ANOVA) and Pearson correlation analysis, which are parametric tests, were performed during the data analysis process. The detailed descriptive statistics for normality results for the FLE and ESA scales are presented in the table below.

Table 3

Descriptive Statistics for Normality Test

| | <i>N</i> | \bar{X} | <i>MD</i> | <i>SD</i> | <i>Skewness</i> | <i>Kurtosis</i> |
|-----------|----------|-----------|-----------|-----------|-----------------|-----------------|
| ESA scale | 256 | 2,83 | 2,68 | .72965 | 0,300 | -0,673 |
| FLE scale | 256 | 3,98 | 4,11 | .72812 | -0,945 | 0,848 |

Table 3 presents basic statistics of the 256 participants' responses to the ESA and FLE scales. The mean was found to be 2.83 on the ESA scale and 3.98 on the FLE scale. These values show the participants' general speaking anxiety and enjoyment levels. Standard deviation values for both scales are relatively high, indicating that participants' responses had a wide distribution. In this study, the skewness and kurtosis values are between +1 and -1, indicating the normal distribution of the data. As a result of this information, the normal distribution exhibited by the FLE scale and the ESA scale implies that the use of parametric tests for data analysis is appropriate. To interpret mean scores from descriptive analysis, established categories (very low: 1.00-1.80; low: 1.81-2.60; moderate: 2.61-3.40; high: 3.41-4.20; very high: 4.21-5.00) based on prior research (Bars & Oral, 2017; Çalışkan et al., 2020; Günbayı & Yörük, 2014) were adopted.

For the purpose of conducting the analysis of the data received from the research, the SPSS package program was utilized. First, the total scores of the students' ESA levels were calculated through the program. Second, the students' total scores were analyzed by means of descriptive statistics, independent samples t-test and ANOVA in terms of personal characteristics, and answers were sought for the research problems. Finally, the relationship between FLE and ESA was measured with the Pearson correlation test.

3. FINDINGS

This study highlights a potential paradox: while students report enjoying foreign languages, they may also experience ESA. The research explores the coexistence of positive FLE and negative ESA emotions in young secondary school learners during their pre-adolescent stage. Independent variables that may be effective in the formation of these two opposing emotions were analyzed descriptively using the SPSS program. The outcomes are displayed in separate tables for each research question, with individual interpretations for each table.

3.1. Secondary School Students' ESA Levels

Table 4 shows the data measuring the level of ESA they experienced while learning EFL. A sample of 256 secondary school students participated in this study. Descriptive statistics were calculated to summarize their ESA scores, including means (\bar{X}), medians (MD), and standard deviations (SD). Analysis shows that students' anxiety levels towards speaking English are at different levels. These results reflect varying levels of anxiety among students when learning EFL, indicating that English classes vary in terms of students' experiences.

Table 4

Secondary School Students' ESA Levels

| | <i>N</i> | \bar{X} | <i>MD</i> | <i>SD</i> |
|-----|----------|-----------|-----------|-----------|
| ESA | 256 | 2,83 | 2,68 | .72695 |

Table 4 presents the ESA levels of secondary school students. The mean value of ESA of the 256 students included in the sample is 2.83. The MD value is 2.68 and the SD value is 0.72695. These results indicate the existence of ESA among the students. The mean score on ESA ($\bar{X} = 2,83$), suggests a moderate level of anxiety about speaking English among the participating students. The MD value represents the center point of the distribution, indicating the threshold value of anxiety in the data set. The SD indicates how variable the data are. A low SD indicates that the data are more homogeneous. These results suggest that ESA is widespread among students and that there is considerable variability in it. Teaching methods and support programs may need to be developed to reduce this concern.

3.2. Secondary School Students' FLE Levels

Table 5 presents a descriptive table summarizing the FLE levels of secondary school students towards learning English. The table is based on the data used to analyze the enjoyment levels of this group of students towards learning English. Investigating students' reported levels of enjoyment in learning English can offer valuable insights into their overall language learning experience.

Table 5

Secondary School Students' FLE Levels

| | <i>N</i> | \bar{X} | <i>MD</i> | <i>SD</i> |
|-----|----------|-----------|-----------|-----------|
| FLE | 256 | 3,98 | 4,11 | .72812 |

Table 5 shows the FLE levels of secondary school students. In the data set of 256 students, the mean value of their enjoyment level in English classes is 3,98. The MD value is 4,11 and the SD value is 0.72812. These results show that the majority of the students enjoy their English lessons. The mean value indicates that there is a general tendency to enjoy English lessons. The MD value indicates the value of the FLE level in the data set, while the SD reflects the variability in enjoyment levels among students. A high MD and low SD indicate that students generally enjoy their English lessons. Both tables provide useful insights into ESA and FLE, and these results provide a basis for improving English language teaching and enriching students' experiences.

3.3. Secondary School Students' ESA Based on Independent Variables

This section of the study explores ESA among secondary school students, examining its relationship with three independent variables: grade level, gender, and school type. A table presenting the distribution of the given independent variables has been provided. Subsequently, these variables were analyzed using appropriate tests and the following section presents the results of the study.

Table 6

Descriptive Statistics for ESA by Grade Level, Gender and School Type

| <i>Descriptors</i> | <i>Sub-descriptors</i> | <i>N</i> | \bar{X} | <i>SD</i> |
|--------------------|------------------------|----------|-----------|-----------|
| Grade Level | 5th Grade | 87 | 2,86 | .78001 |
| | 6th Grade | 65 | 2,76 | .64223 |
| | 7th Grade | 68 | 2,84 | .75968 |
| | 8th Grade | 36 | 2,85 | .71501 |
| Gender | Male | 122 | 2,72 | .67702 |
| | Female | 134 | 2,93 | .76262 |
| School Type | State | 93 | 2,71 | .75640 |
| | Private | 163 | 2,90 | .70731 |

An examination of Table 6 reveals minimal variability in ESA scores across different grade levels. The 5th grade students had the highest mean anxiety level (2,86) among secondary school students. However, the average level of anxiety is similar at each grade level. For example, the average level of anxiety for 5th graders is 2.86, while it is 2.85 for 8th graders. The MD anxiety level reflects a distribution that is almost equal for each grade level. The SD values are also similar, indicating that the level of anxiety is relatively homogeneous across grade levels. These results suggest that students at different grade levels have similar levels of ESA and that this factor does not vary significantly by grade level.

3.3.1. Secondary School Students' ESA Based on Grade Level

Table 7

ANOVA Results for ESA by Grade Level

| | Sum of squares | Df | Mean square | F | Sig. |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0,476 | 3 | 0,159 | 0,296 | 0,829 |
| Within Groups | 135,282 | 252 | 0,537 | | |
| Total | 135,758 | 255 | | | |

Table 7 shows the effect of different grade levels on ESA. An ANOVA test was conducted to investigate the statistical significance of the observed differences in mean ESA scores across the three school type groups (state, private, other). The "Between Groups" section measures the variance between groups and in this case the value "0.296" is found. This value represents approximately 0.296% of the variance between groups in the overall variance. The "Within Groups" section measures the variance within groups, in which case a value of "135.282" is calculated. It indicates that within-group differences explain a large proportion of the total variance. The "Total" section represents the total variance of the entire data set and has a value of "135.758". According to the results of the ANOVA analysis "Between Groups" value of 0.296 indicates that the difference between groups is very low. This suggests that grade levels do not have a significant effect on ESA. The "Within Groups" value was calculated as 135.282. This value indicates that the variance within groups constitutes a large portion of the overall variance. Total variance represents the entire variance in the data set.

The ANOVA analysis revealed no significant differences in ESA levels across different grade levels. These findings suggest that students in all grades may experience similar levels of anxiety when speaking English. Following the ANOVA test, the Tukey test, a commonly employed post-hoc analysis method, was conducted to identify the specific groups contributing to the significant difference observed. The analysis yielded no statistically significant differences in ESA levels between grade levels ($p > .05$). Students' overall levels of ESA are similar and grade levels do not statistically explain these levels of anxiety.

3.3.2. Secondary School Students' ESA Based on Gender

Table 8

Independent Samples t-Test for Gender Differences in ESA

| <i>Variable</i> | <i>Group</i> | <i>N</i> | \bar{X} | <i>SD</i> | <i>t-value</i> | <i>df</i> | <i>p</i> |
|-----------------|--------------|----------|-----------|-----------|----------------|-----------|----------|
| ESA Score | Male | 122 | 2,72 | .67702 | 2,386 | 254 | .018 |
| | Female | 134 | 2,93 | .76262 | | | |

To statistically assess this observed difference in ESA based on gender, an independent samples t-test was conducted. The table presents the t-test results of the ESA survey by

gender. Statistically significant results are indicated as significant at the $p < 0.05$ level. As seen in the table, according to the results of the analysis, students' anxiety about English speaking skills showed a significant difference according to gender ($p < 0.05$). Female students' ($\bar{X} = 2.93$) anxiety about English speaking skills differed significantly from that of male students ($\bar{X} = 2.72$). The data reveals slightly higher mean ESA scores for female students compared to males. The present study identified gender as a significant factor influencing ESA. This difference suggests that female students might perceive the experience of speaking English less favorably. Female students reported experiencing significantly higher levels of ESA compared to their male counterparts, suggesting a potential gender gap in this domain. The findings from these results have important implications for educators. First, it underscores the need for specific interventions and support systems to address the higher levels of anxiety experienced by female students in the context of English-speaking skills. Understanding and addressing the unique challenges and concerns faced by female learners can contribute to more effective language instruction strategies. Furthermore, these results can serve as a basis for further research and exploration into the specific factors that contribute to gender-related differences in language-related anxiety. This could include examining the influence of societal expectations, classroom dynamics, or self-perception on students' anxiety levels.

The results of this study suggest that gender plays a significant role in ESA. Further investigation is needed to understand the specific mechanisms through which gender influences ESA. Recognizing and addressing these differences is essential for promoting a more inclusive and supportive learning environment that addresses the specific needs of both male and female learners in their language learning journey.

3.3.3. Secondary School Students' ESA Based on Type of School

Table 9

Independent Samples t-Test for Type of School Differences in ESA

| <i>Variable</i> | <i>Group</i> | <i>N</i> | \bar{X} | <i>SD</i> | <i>t-value</i> | <i>df</i> | <i>p</i> |
|-----------------|--------------|----------|-----------|-----------|----------------|-----------|----------|
| ESA | State | 93 | 2,71 | .75640 | -1,985 | 254 | .048 |
| Score | Private | 163 | 2,90 | .70731 | | | |

Table 9 summarizes the ESA levels of secondary school students' according to different independent variables. The independent samples t-test, employed to examine potential variations in ESA based on secondary school type. When the results of the table are analyzed, it is observed that the type of school makes a significant difference in students' ESA ($p < 0.05$). The level of ESA of students attending state schools ($\bar{X} = 2.71$) is significantly lower than that of students attending private schools ($\bar{X} = 2.90$). This result indicates that the type of school students attend is an effective factor on ESA. Students in state schools may have lower ESA, which may positively affect their language learning experience. This finding emphasizes that factors shaping educational policies and practices can influence students' language learning experiences.

3.4. Secondary School Students' FLE Based on Independent Variables

The analyses presented under this heading examine secondary school students' FLE levels according to independent variables. The independent variables include grade levels, gender, and school type. This analysis will help us to better understand students' English learning experiences and to make language education programs more effective according to these factors. Table 10 shows FLE levels of secondary school students. The FLE scale was employed to quantify students' levels of enjoyment in learning a foreign language.

Table 10

Descriptive Statistics for FLE by Grade Level, Gender, and School Type

| <i>Descriptors</i> | <i>Sub-descriptors</i> | <i>N</i> | \bar{X} | <i>SD</i> |
|--------------------|------------------------|----------|-----------|-----------|
| Grade Level | 5th Grade | 87 | 3,98 | .72923 |
| | 6th Grade | 65 | 4,19 | .55225 |
| | 7th Grade | 68 | 3,95 | .73556 |
| | 8th Grade | 36 | 3,96 | .89269 |
| Gender | Male | 122 | 3,99 | .68007 |
| | Female | 134 | 3,98 | .77175 |
| School Type | State | 93 | 4,17 | .69609 |
| | Private | 163 | 3,88 | .72691 |

An examination of Table 10 reveals minimal variability in mean scores on the FLE scale across different grade levels. The 6th grade students had the highest mean (4.19) among secondary school students. However, the averages of the remaining students are close to each other, except for the 6th grade students. For example, the average level of anxiety for 5th graders is 3.98, while it is 3.95 for 7th graders. 8th grade students obtained an average value of "3.69" in FLE. When all grade levels were summed up, the students' FLE level was recorded as "3.98" on average. This indicates that students have similar levels of FLE. Moreover, the SD values indicate that there is more variability in the FLE level, especially among the 8th grade students. grades.

3.4.1. Secondary School Students' FLE Based on Grade Level

Table 11

ANOVA Results for FLE by Grade Level

| | Sum of squares | Df | Mean square | F | Sig. |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 5,799 | 3 | 1,933 | 3,764 | 0,011 |
| Within Groups | 129,393 | 252 | 0,513 | | |
| Total | 135,192 | 255 | | | |

Table 11 shows the effect of different grade levels on FLE. Given the potential for varying levels of FLE across different grade levels, ANOVA was conducted to examine these differences. The results revealed a significant main effect of grade level, suggesting that 6th graders may exhibit higher FLE compared to other. The "Between Groups" section measures the variance between groups, in this case a value of "5.799". This value represents the contribution of the variance between groups to the overall variance. If this value is significant, it indicates that there are differences in the level of enjoyment of learning English across grade levels. The "Within Groups" section measures the variance within groups and the value "129.393" represents the magnitude of this variance. This value reflects the differences between students within the group. The "Total" section represents the total variance and the value "135.192" indicates the magnitude of the total variance. According to the ANOVA results, the "F" statistic is "3.764" and this value is the ratio of the differences between groups to the differences within groups. The "F" statistic shows that the differences between the groups are significant because the "Sig."

(Significance) value is at the level of "0.011", which indicates a significance level of $p < 0.05$.

In conclusion, this ANOVA analysis reveals that there are significant differences in the level of FLE among students of different grade levels. This suggests that grade level may affect students' English learning experiences and these differences may require further research and student support strategies. Following the significant main effects identified in the ANOVA analysis in Table 11, post-hoc tests was employed to determine the specific group comparisons that accounted for the observed differences. Exploratory analysis identified a significant difference between the 6th and 8th grades in favor of the 6th grades ($p < .05$). The analyses related to Post Hoc tests are detailed in Table 12.

Table 12

Post Hoc Tests Results for FLE by Grade Level

| | <i>Grade Level</i> | <i>Mean Difference</i> | <i>Std. Error</i> | <i>Sig.</i> |
|-----------|--------------------|------------------------|-------------------|-------------|
| 5th Grade | 6th Grade | -0,20678 | 0,11748 | 0,295 |
| | 7th Grade | 0,02879 | 0,11599 | 0,995 |
| | 8th Grade | 0,28714 | 0,142 | 0,183 |
| 6th Grade | 5th Grade | 0,20678 | 0,11748 | 0,295 |
| | 7th Grade | 0,23557 | 0,1243 | 0,233 |
| | 8th Grade | 0,49392* | 0,14887 | 0,006 |
| 7th Grade | 5th Grade | -0,02879 | 0,11599 | 0,995 |
| | 6th Grade | -0,23557 | 0,1243 | 0,233 |
| | 8th Grade | 0,25835 | 0,1477 | 0,301 |
| 8th Grade | 5th Grade | -0,28714 | 0,142 | 0,183 |
| | 6th Grade | -0,49392* | 0,14887 | 0,006 |
| | 7th Grade | -0,25835 | 0,1477 | 0,301 |

3.4.2. Secondary School Students' FLE Based on Gender

Table 13

Independent Samples t-Test for Gender Differences in FLE

| <i>Variable</i> | <i>Group</i> | <i>N</i> | \bar{X} | <i>SD</i> | <i>t-value</i> | <i>df</i> | <i>p</i> |
|-----------------|--------------|----------|-----------|-----------|----------------|-----------|----------|
| FLE | Male | 122 | 3,99 | .68007 | -0.170 | 254 | .864 |
| Score | Female | 134 | 3,98 | .77175 | | | |

Table 13 revealed no significant difference in FLE levels based on gender ($p > 0.05$). Statistically significant results are indicated as significant at the $p < 0.05$ level. The FLE of male students ($\bar{X} = 3.99$) differed from that of female students ($\bar{X} = 3.98$) with a very small difference. While gender may not be a major factor, further research could explore other variables that might influence FLE in this context. Ultimately, this analysis shows that there is no significant difference in the level of FLE among learners on the basis of gender. Both genders seem to enjoy it at similar levels. This finding allows for the examination of levels of FLE by gender and helps us to understand how gender contributes to the experience of learning English.

3.4.3. Secondary School Students' FLE Based on Type of School

Table 14

Independent Samples t-Test for Type of School Differences in FLE

| <i>Variable</i> | <i>Group</i> | <i>N</i> | \bar{X} | <i>SD</i> | <i>t-value</i> | <i>df</i> | <i>p</i> |
|-----------------|--------------|----------|-----------|-----------|----------------|-----------|----------|
| FLE | State | 93 | 4,17 | .69609 | 3.128 | 254 | .002 |
| Score | Private | 163 | 3,88 | .72691 | | | |

The data indicate that students' FLE levels may differ depending on the type of school. While students in state schools were observed to approach FLE with a higher level, students in private schools were observed to approach their FLE experience with a slightly lower level. Table 14 revealed a significant difference ($p < 0.05$) in students' FLE levels across school types. These results emphasize that language learning experiences may vary according to school type and that these changes are significant. Students attending state

schools obtained an average score of "4.17" on the level of FLE. This indicates that this group of students found their language learning experience quite enjoyable. On the other hand, the students attending "private" schools recorded an average score of "3.88" on FLE. This indicates that this group of students found their FLE experience slightly less enjoyable.

This difference emphasizes the impact of school type on students' English learning experiences. Students in "state" schools experience learning English in a more enjoyable way than their peers in "private" schools. These results reveal the importance of educators and school administrators taking school type into consideration to support students' linguistic development. Analyzing both anxiety and enjoyment emotions according to school type, it is evident that students in private schools derive less enjoyment from foreign language classes compared to students in state schools. Various studies have suggested that private schools in Turkey place a greater emphasis on foreign language instruction compared to state schools, considering factors such as the number of classes, access to technology, a higher count of foreign language teachers, and the situation in state schools where non-English teachers often teach due to a shortage of qualified foreign language instructors. Additionally, the demographic composition of students in private schools, predominantly from a specific social class, while state schools have students from various social backgrounds, as discussed by Gürler (2020), would suggest that students should have a higher FLE. However, the results of the study have presented the opposite outcome.

3.5. Correlation Between ESA and FLE Among Secondary School Students

Table 15 contains the statistical data obtained to assess the relationship between ESA and FLE. ESA measures the level of anxiety that individuals feel when speaking the English language, while FLE refers to the enjoyment that learners derive from the process of learning English. The table shows the strength and direction of the correlation between these two variables. Also, the notes below the table indicate the statistical significance of the findings.

Table 15

Correlation Between ESA and FLE Among Secondary School Students

| | <i>N</i> | <i>r</i> | <i>p</i> |
|-----|----------|----------|----------|
| ESA | 256 | -0.28 | 0.650 |
| FLE | | | |

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

Table 15 presents a correlation examining the relationship between ESA and FLE. The Pearson correlation coefficient (r) between the two variables is -0.28, indicating a weak negative correlation. It can be inferred that as a student's ESA increases, his/her FLE decreases or vice versa. However, this correlation is not statistically significant because the p -value (0.650) is above the generally accepted significance level of 0.05. While the table displays a correlation coefficient of -0.28 between ESA and FLE, the notation 'Correlation is significant at the 0.01 level (2-tailed)' indicates that this relationship is not statistically significant ($p > 0.01$). That is, the relationship between ESA and FLE may be chance, and more data or analysis may be needed to determine whether this correlation is significantly different.

4. DISCUSSION

4.1. Summary of the Research

FLE and ESA are known to be commonly observed emotional experiences in foreign language learning. The study sought to explore the connection between the FLE and ESA levels experienced by learners at the secondary school level. In addition, the effects of the independent variables examined on ESA and FLE were observed. Among the grade level, gender, and type of school variables, it was thought that the type of school variable could make a difference in our country. Upon reviewing the literature, no analogous study was encountered. The results of these findings may provide important guidance, especially for parents who are struggling to choose between private and state school. This study is based on a comprehensive research in a local context to understand the role of these important emotional factors in the process of foreign language learning. Combined with the findings from the review of previous studies, these results contribute to the efforts of educators to improve foreign language teaching strategies and address learners' emotional needs more effectively. Additionally, this study contributes to paving the way for future research endeavors aimed at achieving a more profound comprehension of affective factors within the realm of foreign language learning. The study, which was conducted in five different schools in Kırşehir, aims to enrich the literature in this field. Data were collected through two different Likert-type scales used to measure students' FLE and their ESA. Within this context, the outcomes of the study constitute a significant contribution to elucidating the affective experiences entailed in the process of foreign language acquisition, thereby enhancing teaching methodologies. This introductory paragraph is designed to delineate the findings and discourse, underscoring the breadth and import of the investigation.

4.2. Discussion of ESA Level of Secondary School Students

In light of the first research question, the researcher measured the ESA level of the secondary school students who constituted the sample. The finding of this research question shows that there is a moderate level of anxiety among students. While not exceedingly high, the moderate level still underscores the significance of addressing ESA within the context of language learning. It indicates a noteworthy degree of concern among students, highlighting the importance of implementing targeted interventions and

support mechanisms to mitigate this anxiety and promote a more conducive learning atmosphere.

Following the identification of a moderate degree of ESA among secondary school students, a comprehensive review of relevant literature was undertaken. This synthesis of various scholarly investigations reveals a nuanced comprehension of the levels of ESA observed among learners of languages, with a particular focus on the acquisition of the English language. Gursoy and Korkmaz (2018) observed a moderate level of ESA among English teacher applicants, mirroring similar findings in the research by Tüm and Kunt (2013) with prospective teachers. Despite the differing samples, the findings of this study closely paralleled those of the previous investigation. Chan and Wu's (2004) study on elementary school students in Taipei highlighted moderate FLA. Aydin's (2013) investigation into test anxiety among young language learners revealed generally low levels of anxiety. However, Duman, Göral, and Bilgin (2017) identified a high level of ESA among students when speaking English in front of their peers. Moreover, studies conducted in Turkey by Baş (2014), Öztürk and Gürbüz (2014), and Yıldırım (2007) consistently indicated elevated levels of ESA among students learning English.

These findings highlight the diversity and fluctuation of ESA levels encountered throughout the language acquisition journey. The moderate level of ESA identified in the study may exhibit variability contingent upon the overall nature of language learning encounters. The elevated levels of ESA documented in alternative studies could be attributed to the array of obstacles or environmental circumstances encountered by students during the language acquisition journey. This points out the potential impact of diverse variables and experiences within the language learning process on learners' emotional well-being. For example, variables such as the student's proficiency level, the difficulty of the language being learned, and the teaching methods employed can significantly influence ESA levels. Similarly, experiences like exposure to native speakers, classroom environment, peer interactions, and previous language learning successes or failures also play crucial roles in shaping a learner's ESA. Consequently, there exists a crucial imperative to broaden the spectrum of methodologies and strategies employed in language instruction and learning to accommodate the emotional requirements of learners. It is necessary to adopt supportive approaches to reduce students' anxiety levels while improving their language skills.

4.3. Discussion of FLE Level of Secondary School Students

Addressing the second research question, on average, students derive a significant level of FLE from their learning experiences. The relatively high mean FLE score implies a favorable disposition towards the language learning process among the sampled students. This positive outlook may be indicative of effective teaching methods, engaging learning materials, or intrinsic motivation among the students. Overall, these results underscore the importance of fostering a supportive and enjoyable learning environment to enhance students' engagement and enthusiasm towards FLE. Similar studies in the literature were examined. Aydın and Denkçi's (2023) research on Turkish English learners across various educational levels revealed a consistently high level of FLE during the language acquisition process. FLE and FLA have often been studied together in the literature. Özer and Altay's (2021) investigation with 5th grade students found that while gender did not significantly impact anxiety and enjoyment levels, students generally exhibited enjoyment in learning English, coupled with comparatively lower anxiety levels. In a similar vein, Dewaele and MacIntyre (2014) pointed out higher FLE levels among university students in their study. Once more, these findings underscore the complexity of emotional experiences among students in language learning contexts. They emphasize the crucial role of fostering a supportive and enjoyable learning environment in language acquisition. Such environments may contribute to reduced anxiety and ultimately facilitate positive learning outcomes.

These findings highlight an important aspect of students' FLE level in the language learning process. The high level of FLE found in the study suggests that students approach their English language learning experience from a positive perspective. Likewise, elevated levels of FLE documented in alternative studies imply that the language learning journey can indeed be an enjoyable endeavor for students. This suggests that, beyond the implementation of effective teaching methodologies and learning resources, students' intrinsic motivation significantly influences their language learning trajectory. Generally, heightened levels of FLE are believed to enrich the quality of language learning encounters and bolster students' academic accomplishments (Aldabeeb, 2021; Aydın and Denkçi, 2023; Shirvan and Taherian, 2018). Therefore, adopting strategies to increase students' FLE levels in language teaching and learning can contribute to a more positive and productive learning environment.

4.4. Examining ESA Among Secondary School Students According to Independent Variables

4.4.1. Discussion of The Relationship Between ESA and Grade Level

In this study, ESA of secondary school students attending private and state schools in Turkey was examined. The findings of the study revealed that students' ESA did not vary according to grade level. This result indicates that students in both private and state schools experience similar levels of anxiety at different grade levels. The descriptive statistics provided for ESA at different grade levels show that levels of anxiety about speaking English among students remain relatively consistent across different grade levels, with small differences observed. Despite slight fluctuations, the mean anxiety levels fall within a relatively narrow range, indicating a consistent level of anxiety experienced by students across different grades. This stability in anxiety levels underscores the importance of addressing ESA as a persistent concern throughout students' academic journey, necessitating targeted interventions and support mechanisms to mitigate anxiety and promote effective language learning. A similar study obtained a different result when it comes to grade level Fındıklı (2023). The study revealed significant differences in terms of gender, age, supporting courses, grade levels, family income level, and previous year's English achievement scores. The findings showed that 5th grade students generally felt moderate levels of anxiety, but grade level was a determining factor.

This finding suggests that students' anxiety levels in the language learning process may vary depending on different factors. The absence of any significant difference according to grade level in this study indicates that students experience similar levels of ESA among different age groups. However, if this difference was found to be significant in other studies, this may suggest that variables such as different learning environments, teaching methods or students' individual characteristics affect anxiety levels. For example, factors such as intensive foreign language classes causing less ESA may affect students' ESA levels. Therefore, examining ESA levels in language teaching and learning is important for understanding students' emotional needs and providing appropriate support mechanisms. Understanding such differences and effects can contribute to the development of more effective teaching strategies. Secondary school students are generally exposed to similar curricula and teaching methods. This might be the reason for similar ESA levels. Also, the fact that grade level is not a determining factor in ESA suggests that educators and school administrators should apply ESA management

strategies equally at all grade levels. This finding emphasizes that general strategies to reduce anxiety in language teaching can be applicable to all students.

4.4.2. Discussion of The Relationship Between ESA and Gender

Various studies conducted in the literature have also reached similar results. In Şener's (2015) study involving Turkish first-year university students, it was found that female students displayed higher levels of anxiety when compared to male students. Debreli and Demirkan (2015) conducted a study investigating the sources and magnitude of speaking anxiety among EFL university students. Regarding gender, the research revealed that female students exhibited greater levels of speaking anxiety in comparison to their male peers. Similarly, Aydın (2013) explored the determinants influencing test anxiety levels among primary school students learning EFL. The study found a significant correlation between variables such as age, gender, academic performance, and socioeconomic status with students' test anxiety. Test anxiety was more prevalent among younger students and female students.

However, there are also studies showing that gender does not make a significant difference on ESA. Özer and Altay (2021) examined the levels of joy and anxiety in a similar sample group. In this study conducted with 5th grade students, gender was considered as one of the independent variables. It was found that gender did not have a statistically significant effect on the levels of anxiety and enjoyment reported by the students. Tianjian (2010) investigated the phenomenon of speaking anxiety in Chinese EFL learners. The study shows that there is no significant difference in anxiety level between genders. The results of Aida's (1994) research show that students who experience high levels of anxiety generally receive lower grades compared to their peers. However, no significant difference was found between anxiety levels based on gender. Alshahrani (2016), Çubukçu (2008), Şener (2018), and Aida (1994) collectively concluded that there was no significant gender-based disparity in terms of ESA.

When examining whether ESA creates a significant difference according to gender variable, on average, female students tend to experience slightly higher levels of ESA compared to male students. Female students may feel more pressure to be "perfect" and meet certain standards in society. This can lead to ESA in areas such as academic achievement, social status and appearance. In addition, girls are expected to be more emotional and sensitive due to their gender roles. This expectation may lead to higher ESA levels in female students. However, the difference in mean ESA levels between

genders is relatively small. These results emphasize the need to address the gender factor in the process of language teaching and learning but suggest that this factor alone is not determinative. To gain a more comprehensive understanding of the factors contributing to ESA and develop targeted support mechanisms, future research should explore variables beyond gender. In this way, a more comprehensive view of the complexity of the various factors influencing anxiety levels in the language learning process can be provided. Overall, these results highlight the need to consider and address gender differences in anxiety levels when designing interventions and support mechanisms to help students cope with ESA effectively. In the context of Kırşehir, Turkey, these findings suggest several important considerations. The contradictory findings emphasize the complexity of anxiety levels in the language learning process and the diversity of influencing factors. Specifically, in Kırşehir, educational conditions such as the availability and quality of English language education, class sizes, and the use of technology in teaching could significantly impact learners' ESA levels. Additionally, the economic situation in Kırşehir may influence the resources available to students for language learning, such as access to private tutoring or language learning materials. The observation of gender differences in ESA levels in Kırşehir may reflect the influence of local social and cultural dynamics. For instance, traditional gender roles and expectations within families and educational systems might contribute to varying levels of pressure and support experienced by male and female students. However, the lack of a significant difference on ESA suggests that specific language skills or teaching methods, such as communicative language teaching or task-based learning, are not inherently associated with gender. This could imply that efforts to reduce ESA should focus on creating an inclusive and supportive learning environment rather than tailoring teaching methods based on gender.

4.4.3 Discussion of The Relationship Between ESA and Type of School

The study's outcomes reveal a significant discrepancy between students enrolled in state and private schools regarding ESA. This difference indicates that students in private schools experience a higher level of ESA compared to their peers in state schools. However, there are few studies examining this variable in the literature. In their study, İskender and Savaşçı (2023) examined the type of school variable, among the variables that may affect anxiety, in a sample of English teachers. Findings showed that foreign language teaching anxiety varies according to gender, school type and school level. In

their study, Deb et al. (2010) made a distinction between English and Bengali secondary schools, not between state and private schools. Adolescents from Bengali secondary schools experience more anxiety compared to adolescents from English secondary schools. These findings indicate that the language environment and the choice of language of instruction may affect students' ESA levels.

The researcher examined whether ESA created a significant difference according to the school type variable. Choosing the school type variable might be important for understanding and interpreting the results of the study because it can include many factors that different school types can have different effects on students. State schools generally rely on state funding, while private schools may have private funding sources. This means that there may be differences between schools in terms of quality of education, teaching materials and access to resources. These factors may have an impact on students' ESA. Smaller classes and lower student-teacher ratios are often found in private schools, while state schools may have larger classes and higher student-teacher ratios. This may impact students' levels of individual attention and support. School types often have different student profiles. For example, private schools often attract students from a certain socio-economic range, while state schools generally have a more diverse student population. This may create differences in terms of students' life experiences, family structure and other social factors. The type of school can be effective in determining the teaching approach and curriculum. For example, private schools often offer a more flexible curriculum and learning approach, while state schools generally follow a standard curriculum and teaching schedule. This may affect students' ability to improve their English-speaking skills and their anxiety levels. For these reasons, the school type variable was thought to be important for interpreting the results of the research and accordingly the researcher examined this independent variable. These variables can help us understand students' experiences and their impact on ESA.

This finding clearly shows the effect of school type on students' ESA. It was found that state school students exhibited a lower level of anxiety compared to their peers in private schools. One of the reasons for the higher ESA among students studying in private schools may be the high expectations of parents towards their children due to the high number of courses. In addition, some parents may have expected their children to be taken care of only by their teachers. In particular, the fact that there were 163 private school students compared to 93 state school students in the sample emphasizes the importance of this difference. These results suggest that the effect of the institution in which students

receive education on ESA should be taken into consideration. The fact that state schools have lower ESA levels than private schools may help us to understand the impact of students' educational environments and resources on ESA. However, further research is needed to conduct a more in-depth analysis on this finding and to understand how different factors (e.g. class size, teaching approach) play a role in this difference.

4.5. Examining FLE Among Secondary School Students According to Independent Variables

4.5.1. Discussion of The Relationship Between FLE and Grade Level

The research conducted by Dewaele and MacIntyre (2014) examined the relationship between FLE and FLCA and highlighted the impact of students' demographic variables on this relationship. This study revealed that university students showed higher levels of FLE compared to secondary school students. Aydın and Denkçi's (2023) investigation, conducted with a sample comprising 609 high school, university preparatory, and undergraduate students, revealed that Turkish learners of English encountered a high degree of FLE throughout their language acquisition endeavors. Students expressed that they were happy as they progressed towards their goals and stated that they enjoyed learning the target language in supportive settings. It was concluded that Turkish English students generally have positive feelings towards learning a foreign language. This shows that the language learning experience is a lifelong process and that age is an important variable for understanding the impact of students' language enjoyment. Therefore, further research is needed on the lifelong development of language learning experience.

In a nutshell, research in the literature examines the concept of FLE at age and grade levels. This study investigated potential variations in FLE across different grade levels by analyzing student data from each grade separately. The observation of significant differences in enjoyment level according to grade level in the study may indicate that students' language learning experiences may vary depending on the grade level. There may be several possible reasons for this result. First, 6th grade students may find this process more fun and exploratory. The early stages of language learning are often filled with more interactive and game-based activities, which may contribute to students enjoying language learning more. In addition, 6th graders may engage in language learning with a more positive and relaxed approach, as they are not yet under the pressure of exams and heavy academic load.

Another reason might be the differences between the process of learning L1 and the process of learning a foreign language. First language learning usually takes place in a natural and informal way, whereas foreign language learning takes place in more structured and formal settings. First language learning is intrinsically motivated because it is supported by social and emotional ties, whereas foreign language learning is often driven by extrinsic motivations such as academic requirements or career goals. First language learning is an intuitive and less pressured process in early childhood, when children's cognitive flexibility is high. In contrast, foreign language learning is influenced by cognitive, emotional and social factors in different age groups. Thus, while the use of more interactive and play-based approaches in the early grades may increase the enjoyment of foreign language learning, the increased academic load and exam pressure in the upper grades may cause the learning process to become stressful and reduce enjoyment.

On the other hand, 8th grade students may have entered a more intense academic program and exam preparation process. During this period, when students are preparing for important exams such as high school entrance exams, language learning may be perceived as an obligation rather than a fun activity. This can lead to a loss of FLE. Moreover, since 8th grade students are at a more advanced level in language learning, they may be exposed to more complex and challenging grammar rules and structures, which may negatively affect their enjoyment level. This finding suggests that different approaches should be adopted in language teaching according to grade levels. Teachers can use more creative and engaging methods to increase 8th grade students' enjoyment of language learning. For example, activities that relate language learning to daily life and students' interests can increase students' motivation and enjoyment. The fact that 6th grade students have higher level of FLE than 8th grade students emphasizes the importance of grade level in the language learning process. Also, at higher grade levels, students' improvement in language knowledge and communication skills, changes in their motivation to learn, in-class and extracurricular experiences may be influential. Perhaps in higher grades, students gain more self-confidence as their grammar and vocabulary increase, making language learning more enjoyable. It may also be that teachers can modify classroom methods and materials and make them more relevant to students' interests and needs in higher grades, which may also affect FLE levels. This finding could play an important role in adjusting language teaching practice and curriculum to grade level.

4.5.2. Discussion of The Relationship Between FLE and Gender

The researcher examined the potential disparity in FLE in English learning among secondary school students based on the variable of gender. As a result of the analysis of the data, it is seen that male and female students have an almost equal average in terms of FLE. Based on these data, it is seen that gender has no significant effect on FLE levels. These results may suggest that the effect of gender on language learning experience is balanced, and this factor is insignificant in determining FLE levels. In addition, male and female students may experience similar levels of enjoyment and satisfaction with academic achievement and goal attainment in middle school. Therefore, it can be said that other variables affecting language enjoyment are more predominant and gender is insignificant in this respect.

When the literature is examined, similar findings are found, for example, in Amini's (2021) study, it is stated that gender is not a determining factor in determining the pleasure level of students. Özer and Altay's (2021) study draws a similar conclusion, observing that gender does not have a statistically significant effect on students' anxiety and enjoyment levels. Further, Aydın and Denkçi (2023) found no significant difference in enjoyment levels based on gender. However, Dewaele and MacIntyre's (2014) study reveals that university students exhibit a higher level of pleasure than secondary school students, and that female students have a higher level of pleasure compared to male students. Alenezi's (2020) study also finds that gender plays an important role in influencing levels of FLE and anxiety, but that these levels differ according to students' majors. These studies show that gender plays a complex role in the language learning experience and that different factors interact. Conclusively, the fact that no significant difference was found in the level of enjoyment according to gender may suggest that gender alone is not a determinant in the language learning process. However, as other research has shown, there is also evidence to suggest that in some cases gender may have an impact on FLE level. These contradictory findings emphasize the complexity of the language learning experience and the interaction of different factors. In order to understand learners' FLE levels, other factors besides gender may need to be considered. For example, individual differences in motivation, prior language learning experiences, personality traits, and cognitive abilities could all play significant roles in shaping learners' FLE. Additionally, external factors such as the teaching methods employed, the classroom environment, the level of support from teachers and peers, and the availability of resources like language learning materials and technology are also crucial. This broader

approach could be an important step towards understanding individual differences in the language learning process and the diversity of learning experiences. Recognizing and addressing these various factors can help educators create more tailored and effective language learning environments that enhance FLE and overall success for all students.

4.5.3. Discussion of The Relationship Between FLE and Type of School

The study examined the potential divergence in FLE levels experienced among secondary school students, focusing on the type of school variable. The findings suggest that the type of school attended may significantly influence students' levels of enjoyment. According to the results, it was found that there was a significant difference between the FLE levels of state and private school students. The FLE levels of state school students were statistically higher than those of private school students. This result shows that school type has a determining effect on FLE levels. In addition to the high level of FLE of secondary school students in state schools, the previous findings of the study show that they experience low levels of ESA. This may indicate that students in state schools experience the foreign language learning process in a more positive way and experience less ESA. Possibly, factors such as the teaching and learning methods offered in state schools or the classroom environment enable students to engage in the language learning process with more enjoyment and confidence. However, when assessing these results, it is important to consider other factors (e.g. students' language proficiency levels, teachers' qualifications, curriculum structure). As a result of these factors, students in state schools may have low levels of ESA.

When the literature is examined, it is emphasized that the concept of enjoyment has a positive effect on students (Aydın & Denkçi, 2023; Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016; Ma, 2023; Narafshan & Noori, 2018; Ying & Liu, 2023). However, most of the existing studies did not specifically emphasize whether the type of school variable makes a significant difference. On the whole, this finding suggests that the institution in which students are educated, i.e. state or private school, can affect their level of FLE. It was found that secondary school students attending state schools enjoyed the process of learning a foreign language more than students attending private schools. The fact that English lesson hours per week in private schools are longer than in state schools may create pressure on the student to learn English. Therefore, it may be one of the reasons why students studying in state schools experience higher levels of FLE. Additionally, this finding may suggest that there are marked differences between the

educational experiences and learning environments of different types of schools. For example, the educational programs, class sizes, teacher qualifications, and resources offered in state schools may influence students' language learning experiences. These results may help educational policy makers and educators understand the effects of different types of schools on students and develop appropriate strategies to enhance the language learning process.

4.6. Discussion of The Relationship Between ESA and FLE Among Secondary School Students

Lastly, the researcher delved into the correlation between ESA and FLE. When the literature was examined, studies that obtained similar findings to the results of the study were observed. Aubrey (2022) found a negative correlation between anxiety and enjoyment. Boudreau et al. (2018) examined the relationship between enjoyment and anxiety in second language communication and found a negative correlation of almost zero. Dewaele and MacIntyre (2014) found a strong negative correlation between FLE and FLCA. Alenezi (2020) and Amini (2021) also found a strong negative correlation between anxiety and enjoyment. Shirvan and Taherian (2018) found a strong negative correlation between FLCA and FLE among university students. Further research employing more comprehensive methodologies is warranted to definitively establish the nature and direction of this relationship.

It is interesting and significant that the negative correlation between ESA and FLE has been observed both in this study and in other studies. This may indicate that emotional state, especially anxiety and enjoyment, are inversely related to each other in the language learning process. In other words, individuals who enjoy the language learning experience may generally feel lower levels of ESA. These results emphasize the importance of ESA and FLE in language learning environments and suggest that emotional factors should be considered in the effective management of the learning process.

5. CONCLUSION

In conclusion, this study aimed to measure ESA and FLE levels among secondary school students in Kırşehir. The findings showed that students experienced moderate levels of ESA and high levels of FLE. In addition, the study examined the effects of the independent variables of grade level, gender and school type on ESA and FLE. It was found that ESA did not make a significant difference at grade level, but there were significant differences in gender and school type variables. While FLE showed significant differences in grade level and school type variables, no significant difference was found in the gender variable. Finally, a weak negative correlation between ESA and FLE was observed. These results provide important insights into the understanding of affective factors in the language learning process and contribute to the development of educational policies and strategies.

5.1. Implications of the Study

The higher levels of FLE and lower levels of ESA observed in public schools indicate that educational policies and school management need to be reviewed. Support programs and policies for public schools can be developed to support students in learning environments and increase their motivation. Teachers and guidance counselors need to develop more effective teaching strategies to improve students' emotional well-being and motivation to learn. There may also be a need to strengthen psychosocial support services in public schools and allocate more resources to address students' emotional needs. Educational differences between private and public schools in Turkey and their impact on student emotional states are important for understanding social and cultural contexts. In this context, the principles of social justice and equity in education need to be implemented more strongly. This study provides an important step towards understanding affective states in language learning and how they vary according to different variables. These findings provide strategic directions for improving the education system in Turkey and increasing students' academic achievement.

5.2. Future Recommendations

One limitation of this study is its reliance on cross-sectional data, which only provides a snapshot of the students' experiences at a single point in time. Future research could adopt a longitudinal design to track changes in ESA and FLE over multiple years,

providing a more dynamic view of how these constructs evolve. Moreover, this study used self-reported data, which can be subject to bias. Including other data collection methods, such as teacher assessments and observational studies, could offer a more comprehensive understanding of students' language learning experiences. While this study was pioneering in examining the type of school variable within this context, further research is needed to validate and expand these findings. To enhance the generalizability of these findings beyond the current sample, future research could involve recruiting participants from a wider range of secondary schools encompassing diverse geographical locations, socioeconomic backgrounds, and educational contexts. Additionally, exploring other contextual factors such as socioeconomic status, parental involvement, and school resources could provide deeper insights into how different environments influence ESA and FLE. Given that this research employed a quantitative relational survey method through surveys, future studies might benefit from a mixed-methods approach. Combining quantitative data with qualitative insights from interviews or focus groups could offer a richer, more nuanced understanding of the factors contributing to ESA and FLE. This approach would allow researchers to capture the subjective experiences of students, providing a deeper context for the quantitative findings. Future research could also explore several potential questions: How do different teaching methods impact ESA and FLE in both state and private schools? What role do peer interactions and classroom dynamics play in shaping these constructs? How do students' self-efficacy beliefs and attitudes towards English influence their levels of anxiety and enjoyment? Addressing these questions could significantly enhance our understanding of ESA and FLE and inform more effective educational practices.

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APPENDICES

Appendix A: Approval from the Members of the Ethics Committee

| T.C | |
|---|--|
| ÇAĞ ÜNİVERSİTESİ | |
| SOSYAL BİLİMLER ENSTİTÜSÜ | |
| TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU | |
| ÖĞRENCİ BİLGİLERİ | |
| T.C. NOSU | |
| ADI VE SOYADI | Muhammed Alperen Kılıç |
| ÖĞRENCİ NO | 2021008013 |
| TEL. NO. | |
| E - MAİL ADRESLERİ | |
| ANA BİLİMDALI | Sosyal Bilimler Enstitüsü / İngiliz Dili Eğitimi |
| HANGİ AŞAMADA OLDUĞU (DERS / TEZ) | Tez |
| İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI | 2022 / 2023 - GÜZ DÖNEMİ KAYDINI YENİLEDİM. |
| ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER | |
| TEZİN KONUSU | Ortaokul Öğrencilerinin İngilizce Yabancı Dil Öğrenme Keyfi ve Konuşma Kaygısının İncelenmesi |
| TEZİN AMACI | Araştırmanın amacı, ortaokul öğrencilerinin İngilizce yabancı dil konuşma kaygı düzeyini ve İngilizce yabancı dil öğrenme keyfini incelemektir. Ayrıca ortaokul öğrencilerinde İngilizce konuşma kaygısı ile yabancı dil öğrenme keyfinin bağımsız değişkenlerle ilişkisi incelenecektir. |
| TEZİN TÜRKÇE ÖZETİ | İngilizce konuşma kaygısı, ülkemizde yürütülen İngilizce eğitiminde öğrencilerin sıklıkla karşılaştığı bir duygudur. Bu duygunun ortaya çıkmasında çeşitli sosyal ve kişisel faktörler etkili olabilir. Bunun dışında birbirinden bağımsız bir duygu olan İngilizce yabancı dil öğrenme keyfi kavramı ise kaygıya göre olumlu bir duygudur. Bu çalışmada ortaokul öğrencilerinin İngilizce öğrenme süreçlerinde olumlu ve olumsuz olmak üzere iki farklı duygu arasındaki ilişki incelenecektir. |
| ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI | Cacabey Ortaokulu, Cumhuriyet Ortaokulu, Özel Kırşehir Koleji, Kırşehir Final Okulları, Kırşehir Bil Koleji |
| İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ) | Tüm Kurumlar Kırşehir şehrinin merkez ilçesinde yer almaktadır. / Kırşehir Milli Eğitim Müdürlüğü |
| 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 | Araştırmada iki anket kullanılacak olup, anketler ortaokul 5, 6, 7, ve 8. sınıf öğrencilerine uygulanacaktır. |
| UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI | 1. İngilizce Konuşma Kaygısı Ölçeği 2. Foreign Language Enjoyment Scale (Türkçe Çevirisi) |
| EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR) | 1) 16 madde (4) Sayfa İngilizce Yabancı Dil Öğrenme Kaygısı Anketi 2) 21 madde (3) Sayfa İngilizce Yabancı Dil Öğrenme Keyfi Anketi. |
| ÖĞRENCİNİN ADI - SOYADI: Muhammed Alperen Kılıç | ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. TARİH: 15 / 11 / 2022 |

| TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU | | | | | | |
|---|---|--|--|---|---|---|
| 1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir. | | | | | | |
| 2. Anılan konu İngiliz Dili Eğitimi 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: Gürcan Demiroğları | Adı - Soyadı: | Adı - Soyadı: Şehnaz Şahinkarakaş | | Adı - Soyadı: Murat KOÇ | | |
| Unvanı: Dr. Öğr. Üyesi | Unvanı: | Unvanı: Prof. Dr. | | Unvanı: Prof. Dr. | | |
| İmzası: Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası: | İmzası: Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | | İmzası: Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | | |
| / / 20..... | / / 20..... | / / 20..... | | / / 20..... | | |
| ETİK KURULU ASIL ÜYELERİNE AIT BİLGİLER | | | | | | |
| Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ | Adı - Soyadı: Yücel ERTEKİN | Adı - Soyadı: Deniz Aynur GÜLER | Adı - Soyadı: Mustafa BAŞARAN | Adı - Soyadı: Mustafa Tefrik 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. |
| İmzası :Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası :Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası : Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası :Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası : Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası : Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. | İmzası : Enstitü Müdürlüğünde evrak aslı ıslak imzalıdır. |
| / / 20..... | / / 20..... | / / 20..... | / / 20..... | / / 20..... | / / 20..... | / / 20..... |
| 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 |
| |  | Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur. | | | | |
| |  | | | | | |
| açıklama: 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: Thesis Approval Form

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Exploring The English-Speaking Anxiety and The Foreign Language Enjoyment Among Secondary School Students (**Ortaokul Öğrencilerinde İngilizce Konuşma Kaygısını Ve Yabancı Dil Keyfini Keşfetmek**)" başlıklı araştırma "Muhammed Alperen Kılıç" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu çalışmanın amacı ortaokul öğrencilerinde İngilizce Konuşma Kaygısını ve Yabancı Dil Keyfi düzeyleri arasındaki ilişkiyi araştırmaktır.

Araştırmanın Nedeni: İngilizce Konuşma Kaygısı, ülkemizde İngilizce eğitimi sırasında öğrencilerin sıklıkla karşılaştığı bir duygudur. Bunun dışında birbirinden bağımsız bir duygu olan Yabancı Dil Keyfi kavramı kaygıya göre olumlu bir duygudur. Bu çalışmanın sonuçları, ortaokul öğrencilerinin İngilizce öğrenme yolculuklarında deneyimledikleri çeşitli duyguları tanımanın, öğretmenler, ebeveynler ve uzmanlar için değerli bir kaynak olarak hizmet etmenin önemini vurgulamaktadır.

Araştırmanın Yürütüleceği Yer: Kırşehir Bil Koleji, Özel Final Okulları Kırşehir Kampüsü, Özel Kırşehir Koleji, Cacabey Ortaokulu, Cumhuriyet Ortaokulu

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırmaya ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:
İmzası***:

Araştırmacının

Adı-Soyadı: Muhammed Alperen Kılıç

İmza: Enstitü Müdürlüğünde
evrak aslı ıslak imzalıdır.

*****Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.**

Appendix C: Consent Form

Consent Form

Cag University, Social Sciences Institute, Master of English Language Teaching Program

Project: Exploring The English-Speaking Anxiety and The Foreign Language Enjoyment Among Secondary School Students

Responsible Researcher: Muhammed Alperen Kılıç

Name of Participant: _____

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 role of student motivation on teachers.
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. I understand that my interviews may be audio-taped.
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.
7. 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 researchers.
8. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.
9. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: _____ **Date:** _____

Appendix D: Foreign Language Enjoyment Scale

| | 1 | 2 | 3 | 4 | 5 |
|--|-------------------|----------|------------|-------|----------------|
| | Strongly disagree | Disagree | Undecided/ | Agree | Strongly agree |
| 1. The teacher is encouraging | | | | | |
| 2. The teacher is friendly | | | | | |
| 3. The teacher is supportive | | | | | |
| 4. I enjoy it | | | | | |
| 5. I've learned interesting things | | | | | |
| 6. I am proud of my accomplishments | | | | | |
| 7. We form a tight group | | | | | |
| 8. We laugh a lot | | | | | |
| 9. We have common 'legends', such as running jokes | | | | | |

Foreign Language Enjoyment Scale (Turkish)

| | 1 | 2 | 3 | 4 | 5 |
|--|------------------|--------------|------------|-------------|---------------------|
| | Hiç Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Tamamen Katılıyorum |
| 1. İngilizce dersinin öğretmeni teşvik edicidir. | | | | | |
| 2. İngilizce dersinin öğretmeni arkadaş canlısıdır. | | | | | |
| 3. İngilizce dersinin öğretmeni destekleyicidir. | | | | | |
| 4. İngilizce dersinden keyif alırım. | | | | | |
| 5. İngilizce derslerinde ilginç şeyler öğrendim. | | | | | |
| 6. Sınıfta, İngilizce derslerindeki başarılarımla gurur duyuyorum. | | | | | |
| 7. İngilizce dersinde güçlü bir ekip oluştururuz. | | | | | |
| 8. İngilizce dersindeyken çok eğlenir ve güleriz. | | | | | |
| 9. İngilizce dersinde sınıf olarak ortak bir mizah anlayışımız vardır. | | | | | |

Appendix E: English-speaking Anxiety Scale

İngilizce Konuşma Kaygısı Ölçeği

| | 1 | 2 | 3 | 4 | 5 |
|---|------------------|--------------|------------|-------------|---------------------|
| | Hiç Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Tamamen Katılıyorum |
| 1. Yabancı birisiyle İngilizce bir şeyler konuşmayı seviyorum. | | | | | |
| 2. İngilizce dersinde, hazırlık yapmadan konuşmak zorunda olduğumda çok kaygılanırım. | | | | | |
| 3. İngilizce dersinde konuşurken kendime güvenirim. | | | | | |
| 4. İngilizce konuşurken diğer öğrencilerin beni anlamayacağından endişe duyarım. | | | | | |
| 5. İngilizce konuşurken tedirgin olurum. | | | | | |
| 6. İngilizce dersinde herhangi bir konu hakkında konuşmam gerektiğinde kendimden emin olamam. | | | | | |
| 7. İngilizce konuşurken diğer öğrencilerin bana güleceklerinden kaygı duyarım. | | | | | |
| 8. Diğer öğrencilerin İngilizceyi benden daha iyi konuştuğunu düşünürüm | | | | | |
| 9. Diğer öğrencilerin önünde İngilizce konuşma konusunda kendime güvenirim. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 10. İngilizce konuşurken, ana dilden İngilizce diline kelimeleri tek tek tercüme ettiğimde kendimi tedirgin hissederim. | | | | | |
| 11. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermek beni utandırır. | | | | | |
| 12. İngilizce dersinde konuşurken hata yapmaktan korkarım. | | | | | |
| 13. Öğretmenin İngilizce olarak ne dediğini anlamadığım zaman kendimi tedirgin hissederim. | | | | | |
| 14. İngilizce öğretmeni bana sorular sorduğunda, kendimi gergin hissederim. | | | | | |
| 15. İngilizce konuşma yaparken korku içinde olurum. | | | | | |
| 16. İngilizce konuşurken kelimeleri yanlış telaffuz edeceğim diye kaygı duyarım. | | | | | |

Appendix F: Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200009060
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

01.12.2022

REKTÖRLÜK MAKAMINA

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

İlgi tarihli yazı kapsamında Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü programlarda tez aşamasında kayıtlı olan Muhammed Alperen KILIÇ, Mehmet Sıtkı TEMUR, Özen TEKİN, Mustafa Recep OKTAY ile Hülya YARDIMCI isimli öğrencilerin tez etik kurul evrakları "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 5 Öğrenciye Ait Etik Kurul Dosyası.

Appendix G: Çağ University Rectorate Thesis Ethics Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2200009196
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

06.12.2022

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 22.11.2022 tarih ve E-23867972- 050.01.04-2200008854 sayılı yazınız.
b) 22.11.2022 tarih ve E-23867972- 050.01.04-2200008855 sayılı yazınız.
c) 23.11.2022 tarih ve E-23867972- 050.01.04-2200008859 sayılı yazınız.
ç) 01.12.2022 tarih ve E-23867972- 050.01.04-2200009060 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Muhammed Alperen KILIÇ, Mehmet Sıtkı TEMUR, Özen TEKİN, Mustafa Recep OKTAY, Hülya YARDIMCI, Nazlı BAYRAM, Gamze KAPUCU ve Dila BARAN** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix H: Çağ University Thesis Survey Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2200009239
Konu : Muhammed Alperen KILIÇ'ın Tez
Anket İzni Hk.

07.12.2022

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Muhammed Alperen KILIÇ isimli öğrencimizin, "Ortaokul Öğrencilerinin İngilizce Yabancı Dil Öğrenme Keyfi ve Konuşma Kaygısının İncelenmesi " konulu tez çalışması Üniversitemiz öğretim üyelerinden Dr. Öğr. Üyesi Gürcan DEMİROGLARI'nın tez danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Müdürlüğünüze bağlı Cacabey Ortaokulu, Cumhuriyet Ortaokulu, Özel Kırşehir Koleji, Kırşehir Final Okulları, Kırşehir Bil Kolejinde öğrenim gören 5.Sınıf,6.Sınıf,7.Sınıf ve 8. Sınıflarda öğrenim gören öğrencileri kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :

- 1 - 2 Sayfa Ölçek Kullanım İzinleri.
- 2 - 4 Sayfa Etik Kurul Formu.
- 3 - 1 Sayfa Etik Kurul Onayı.
- 4 - 1 Sayfa Etik Kurul İzin İstek Yazısı.
- 5 - 7 Sayfa Ölçek Formları.
- 6 - 1 Sayfa Taahhütname.
- 7 - 31 Sayfa Tez Önerisi.

Dağıtım:

Gereği:

Kırşehir İl Milli Eğitim Müdürlüğüne
Kırşehir Valiliğine

Bu belge, güvenli elektronik imza ile imzalanmıştır.

**Appendix I: Kırşehir Provincial Directorate of National Education Thesis
Survey Application Letter and Permission**



T.C.
KIRŞEHİR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-24512418-605.01-65908448
Konu : Muhammed Alperen KILIÇ'ın
Araştırma izni

15/12/2022

VALİLİK MAKAMINA

Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 07.12.2022 tarih ve 2200009239 sayılı yazıları ile; İngiliz Dili Eğitimi yüksek lisans öğrencisi Muhammed Alperen KILIÇ'ın "Ortaokul Öğrencilerinin İngilizce Yabancı Dil Öğrenme Keyfi ve Konuşma Kaygısının İncelenmesi " konulu araştırmayı yapma isteği bildirilmektedir.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Muhammed Alperen KILIÇ'ın söz konusu araştırmasını Merkez Cacabey Ortaokulu, Cumhuriyet Ortaokulu, Özel Kırşehir Koleji, Özel Kırşehir Final Okulları, Özel Kırşehir Bil Koleji 5.6.7.8.'inci sınıf öğrencilerine Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21.01.2020 tarih 1563890 sayılı (2020/2 nolu genelge) emirleri doğrultusunda araştırmanın, ilgili denetimi okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre ve araştırmacının sorumluluğunda müdürlüğümüz tarafından mühürlenmiş anket formlarının uygulanması müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Metin ALPASLAN
İl Milli Eğitim Müdürü

OLUR
15/12/2022

Turan SOĞUKOLUK
Vali a.
Vali Yardımcısı

MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI OKUL VE KURUMLARDA
GERÇEKLEŞTİRİLECEK ARAŞTIRMA UYGULAMALARINA İLİŞKİN

ARAŞTIRMA İZİNİ BAŞVURU TAAHHÜTNAMESİ

1. Araştırmam boyunca anayasa/kanun ve yönetmeliklere uygun davranacağımı,
2. Araştırmayı yürüteceğim okulun/kurumun kurallarına uyacağımı,
3. Araştırmam boyunca hiç kimseyi araştırmama/çalışmama katılmaya zorlamayacağımı,
4. Araştırmayı/çalışmayı bana tahsis edilen mekân/sınıf ve zamanda gerçekleştireceğimi,
5. Araştırmanın olası fiziksel/ruhsal zararları konusunda katılımcıları bilgilendireceğimi,
6. Araştırmam/ çalışmam sırasında topladığım kişisel bilgileri koruyacağımı,
7. Araştırmam/çalışmam için gerektiği kadar veri toplayacağımı,
8. Araştırma/çalışma sırasında öğrencilerin derslerinde/çalışmalarında herhangi bir kayıplarının olmayacağını,
9. Araştırmam/çalışmam sırasında herhangi bir ticari faaliyette bulunmayacağımı, katılımcıları herhangi bir ürün/eser/tedaviye yönlendirmeyeceğimi,
10. Araştırma izin evraklarını okul yönetimine teslim edeceğimi,
11. Araştırma/çalışma sırasında izni olan evrakları kullanacağımı,
12. Tıbbi araştırmalarda araştırma/çalışmanın uygulama sırasında etik kurallara uyacağımı,
13. Araştırma/çalışma sırasında topladığım ses ve görüntü kayıtlarını güvenilir ortamlarda saklayacağımı ve araştırma/çalışma sonrasında imha edeceğimi,
14. Genelge hükümlerine aykırı davranmam ve herhangi bir yanlış ifade, beyan ve maddi gerçeği gizleme gibi durumlarda adli ve idarî işlemlerin yürütülmesini kabul edeceğimi,
15. İzin alınmış araştırmalarda/projelerde insanlarla ilgili yapılacak anket, görüşme, gözlem, alan araştırması, uygulama ve incelemelerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkelerini ihlal etmeyeceğimi ve etik ilkelere uyacağımı,
16. Araştırma ile ilgili sonuç raporlarını çalışmanın bitiş tarihinden itibaren 30 gün içinde izin aldığım birime ulaştıracağımı,

Kabul ettiğimi beyan ederim.

Araştırmanın Adı : Ortaokul Öğrencilerinde İngilizce Konuşma Kaygısı
ve Yabancı Dil Keyfini Keşfetmek

Araştırmacı : Muhammed Alperen KILIÇ

Tarih : 23.11.2022

.../.../.....

İmza

İsim - Soyisim : Muhammed Alperen KILIÇ

Enstitü
Müdürlüğünde
evrak aslı ıslak
imzalıdır.