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THE RELATIONSHIP BETWEEN MINDFULNESS AND FOREIGN LANGUAGE ANXIETY AT A UNIVERSITY CONTEXT

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DEDICATION

This thesis is dedicated to my mother who has always been my biggest supporter…

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After a long journey, I am happy to write these lines as finishing touches of my thesis. Although the process was sometimes tough, I was able to complete it successfully thanks to the people supporting me all the time. In this part, I would like reflect on these people who helped me come to conclusion in my thesis.

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ABSTRACT

THE RELATIONSHIP BETWEEN MINDFULNESS AND FOREIGN LANGUAGE ANXIETY AT A UNIVERSITY CONTEXT

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Language learning has become a must in today's world due to various reasons. Thus, foreign language learning has become one of the most widely studied topics in social sciences. When considered about foreign language learning, one of the most frequently studied term is foreign language anxiety (FLA). As it is seen as an inhibitor to language learning process, researchers aim to find alternative solutions in order to reduce the harmful effect of FLA. Recently, a term called mindfulness has started to be studied in educational contexts in addition to medical and psychological contexts. Most of the studies revealed that mindfulness help individuals manage anxiety and stress effectively. In accordance with a similar purpose, mindfulness and foreign language anxiety were investigated together in this study. The purpose of this study is to investigate the relationship between mindfulness and foreign language anxiety with 157 students at a state university in central Anatolia. The data was collected by means of Mindful Attention Awareness Scale (MAAS), Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured interviews. During the analysis, descriptive statistics, independent two samples t-tests, one-way ANOVA and Pearson correlation were utilized in order to analyse the quantitative data while content analysis was made to comprehend participants' responses to the interview questions. As a result of descriptive statistics, the participants were found to have a moderate level of FLA and mindfulness. Qualitative findings also demonstrated that the participants were moderately anxious. However, the level of mindfulness was found higher according to qualitative findings. As for the relationship between mindfulness and FLA, mindfulness was observed to affect the level of FLA among university students.

Key words: mindfulness, foreign language anxiety, foreign language learning, mindful learning

ÖZET

BİR ÜNİVERSİTE BAĞLAMINDA BİLİNÇLİ FARKINDALIK (MINDFULNESS) VE YABANCI DİL KAYGISI ARASINDAKİ İLİŞKİ

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Dil öğrenimi çeşitli nedenlerden dolayı günümüz dünyasında bir zorunluluk haline gelmiştir. Böylece, yabancı dil öğrenimi sosyal bilimlerde en çok çalışılan konulardan biri haline gelmiştir. Yabancı dil öğrenimi düşünüldüğünde, en sık çalışılan terimlerden biri yabancı dil kaygısıdır. Dil öğrenme sürecinin bir inhibitörü olarak görüldüğü için, araştırmacılar yabancı dil kaygısının zararlı etkisini azaltmak için alternatif çözümler bulmayı amaçlamaktadır. Son zamanlarda, tıbbi ve psikolojik bağlamlara ek olarak eğitim bağlamında bilinçli farkındalık (mindfulness) adı verilen bir terim incelenmeye başlamıştır. Çalışmaların çoğu, bilinçli farkındalığın bireylerin kaygı ve stresi etkili bir şekilde yönetmesine yardımcı olduğunu ortaya koydu. Benzer bir amaç doğrultusunda, bu çalışmada bilinçli farkındalık ve yabancı dil kaygısı birlikte araştırılmıştır. Bu çalışmanın amacı İç Anadolu'daki bir devlet üniversitesinde 157 öğrenciyle bilinçli farkındalık ve yabancı dil kaygısı arasındaki ilişkiyi araştırmaktır. Veriler Bilinçli Farkındalık Ölçeği (BİFÖ), Yabancı Dil Sınıfı Kaygı Ölçeği (YDSKÖ) ve yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Analiz sırasında nicel verilerin analizinde betimsel istatistikler, bağımsız örneklem t-testleri, tek yönlü ANOVA ve Pearson korelasyonu kullanılırken katılımcıların görüşme sorularına verdikleri cevapları kavramak için içerik analizi yapılmıştır. Betimsel istatistiklerin bir sonucu olarak, katılımcıların orta düzeyde yabancı dil kaygısı ve bilinçli farkındalığa sahip oldukları bulunmuştur. Nitel bulgular da katılımcıların orta derecede endişeli olduğunu göstermiştir. Ancak, nitel bulgulara göre bilinçli farkındalık düzeyi daha yüksek bulunmuştur. Bilinçli farkındalık ve yabancı dil kaygısı arasındaki ilişkiye bakıldığında ise, farkındalığın üniversite öğrencileri arasında yabancı dil kaygı seviyesini etkilediği gözlenmiştir.

Anahtar kelimeler: farkındalık, yabancı dil kaygısı, yabancı dil öğrenme, bilinçli öğrenme

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ABBREVIATIONS

EFL : English as Foreign Language

ELT : English Language Teaching

ESL : English as Second Language

FLA : Foreign Language Anxiety

FLCAS : Foreign Language Classroom Anxiety Scale

MAAS : Mindful Attention Awareness Scale

MMBI : Mindfulness Meditation Based Intervention

MBSR : Mindfulness Based Stress Reduction

SPSS : Statistical Package of Social Sciences

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

In 1979, the researcher, Jon Kabat-Zinn developed a Mindfulness-Based Stress Reduction (MBSR) programme at the Massachusetts Medical School (Kabat-Zinn, 1990) and since then, mindfulness has entered the lives of researchers, politicians and celebrities. For example, NBA (National Basketball Association) teams, celebrities like Emma Watson, Angelina Jolie, and Selena Gomez have used mindfulness-based therapies to increase motivation and improve their quality of life. Besides, Google have used mindfulness practices to increase the efficiency of its employees with its "Search Inside Yourself" program (Atalay, 2018). As it is seen, mindfulness aims to make it possible to evaluate the present moment in the most efficient way in many areas of life.

On the other hand, anxiety is one of the top psychological disorders encountered frequently in the modern world and its importance in people's lives has started to be increasingly recognized in the literature (Spielberger, 1966). Anxiety is such a common phenomenon that it is possible to experience it in many different contexts. As one of the types of anxiety, foreign language anxiety (FLA) can be an inhibitor to learning as in many other fields. When students have anxiety in the classroom, they do not only suffer from some psychological pressure (being laughed by classmates or being ashamed in case of a mistake), but also they are prevented from learning with a fear of trying. Furthermore, it may influence learners outside the classroom as people around learners, such as parents have some expectations for their children. In other words, in today's world, speaking a foreign language -especially English since it is lingua franca- is a crucial skill, and families try to provide a learning environment for their children. All of these might be the possible sources of anxiety in a foreign language classroom, which is called foreign language anxiety.

Researchers have been investigating foreign language anxiety for a few decades in order to understand the underlying factors causing anxiety and develop strategies to reduce the effect of it in the classroom (Baş, 2014; Horwitz, Horwitz, & Cope, 1986; Huang, 2018; MacIntyre & Gardner, 1994; Woodrow, 2011; Yim, 2014). Since 1990s, several researchers have directed their focus to awareness and mindfulness with an effort to find a way to reduce the harmful effect of anxiety on foreign language anxiety

(Khany & Kafshgar, 2013; Moafian, Khoshsima, Fadardi, Pagnini, & Besson, 2019; Takiguchi, 2015; Wang & Liu, 2016). It is known that attention, focus, regulation of emotions, thoughts and behaviours play an important role in success in every age group (Graziano, Reavis, Keane, & Calkins, 2007; Morrison, Ponitz, & McClelland, 2010; Rabiner, Murray, Schmid, & Malone, 2004). Mindfulness, which is expressed as "being aware of moment by moment" in close relation with these skills, includes focusing consciousness to what is present, controlling attention, and a cognitive process (Langer, 1989; Teasdale, Segal, & Williams, 1995). Mindfulness is associated with academic performance, as it increases mental focus and resilience to distractions. Besides, conscious awareness has an important place in ensuring and sustaining psychological well-being (Brown & Ryan, 2003).

In the literature, it is possible to find studies related to anxiety and mindfulness separately. Mainly, they support the idea that anxiety inhibits learning; mindfulness facilitates human well-being and learning (Garretson, 2010; Huang, 2018; Hyland, 2009; Saito & Samimy, 1996; Sünbül, 2016; Vonderheyde, 2017; Wang & Liu, 2016; Woodrow, 2011; Yim, 2014). However, very few studies can be found about the relationship between these two variables together. Thus, these two crucial terms ought to be studied and searched together in detail.

1.2. Statement of the Problem

In English Language Teaching (ELT) field, it has been assured by many researchers and studies that anxiety and learning English have negative relationship; as the anxiety level increases, learning decreases (Horwitz et al., 1986; Liu & Jackson, 2008; Özkan, 2019). Based on this finding, a great deal of studies have been conducted to reveal the reasons of anxiety and ways to diminish or reduce it in language classrooms. One branch of these studies proposes mindfulness as a treatment for anxiety, as cultivating mindfulness can be an inhibitor to anxiety. In this paper, mindfulness was tested to discover whether it can help reduce anxiety level in language classrooms or not. In other words, the purpose of the study is to investigate the relationship between mindfulness and foreign language anxiety at a state university in central Anatolia.

1.3. Research Questions

This paper specifically inquired the relationship between mindfulness and foreign language anxiety. With this purpose, four research questions were included in the study:

1. What is the foreign language anxiety level of Turkish university students?
   1.2. Does the level of foreign language anxiety vary according to gender, high school background and grade?
2. What is the mindfulness level of Turkish university students?
   2.1. Does the level of mindfulness vary according to gender, high school background and grade?
3. Is there a relationship between the level of foreign language anxiety and mindfulness of Turkish university students?
4. How do Turkish students evaluate their foreign language anxiety and mindfulness towards language learning?

1.4. Significance of the Study

Anxiety is inevitable in a foreign language classroom, as most learners do not feel comfortable while trying to do something in a foreign language. This results in stress and fear for not being able to do everything right and finally it arises as anxiety. Many students suffer from stress and anxiety because of various external and internal reasons such as exams, assignments, pressure from parents and problems in their private life. All of these have a negative influence on their academic and personal success. Therefore, finding a way to reduce anxiety of students is a valuable remedy for educators. In this regard, the study aimed to investigate students' mindfulness and whether that influenced their foreign language anxiety level or not.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, theoretical framework of the study was explained and analysed in detail. Key terms related to the current research were introduced and associated with research questions.

2.2. The Importance of Mindfulness Skills

Mindfulness is an English translation of *sati* which comes from an old Buddhist language Pali. In Buddhist tradition, it relates to awareness, attention and remembering (Germer, Siegel, & Fulton, 2013). The general and most accepted definition of mindfulness is focusing on the present moment on purpose (Kabat-Zinn, 1994) without sticking into past in a non-judgemental way by extending experience moment by moment (Kabat-Zinn, 2006). In other words, mindfulness can be regarded as moment-to-moment, non-judgmental consciousness, developed by paying attention in a particular way, that is, as non-reactive, non-judgmental, and as open-heartedly as possible (Kabat-Zinn, 2015).

Mindfulness is a very old term, used by Buddhist monks many years ago and it has been used in different fields such as psychology, medicine, education and in many other disciplines. Although mindfulness has been searched and practiced in various disciplines for a long time, mindfulness in education is a new research field. However, it is still possible to find several handbooks, workbooks and various sources describing how to practice mindfulness in schools and its benefits. In one of these books by Rechtschaffen (2016) initially, there are detailed explanations about mindfulness and its advantages when applied properly, then the author suggests steps to apply mindfulness practice in schools. In one part of the book, the author explains the five realms of "mindful literacy" which are physical literacy, mental literacy, emotional literacy, social literacy and global literacy.

Physical literacy refers to teaching students to be present in the room physically and being aware of where they are at that moment. This can only be succeeded first by meeting students' basic physical needs. Students ought to be welcomed to the classroom

and feel safe in this specific context, so that they can settle their nervous system, regulate their energy and promote health and well-being (Rechtschaffen, 2016) Once they are physically present, they can focus on attention. *Mental literacy* is to kindly bring our attention to the focus point again and again. We need this literacy because our minds do not work like clear-set machine working in the same way all the time. Mental literacy helps us regulate our ideas and not to be distracted frequently when gained through mindfulness practice. (Rechtschaffen, 2016). When we have the ability to focus our attention, it also becomes possible to keep track of our emotional states and stress levels. *Emotional literacy* is to regulate our emotions and cultivate positive emotions such as empathy, gratitude and love. However it should also be noted that emotional literacy does not mean to surpass negative emotions such as anger and anxiety (Rechtschaffen, 2016). As for s*ocial literacy,* it is understanding other perspectives as a result of emotion regulation and this results in inner peace and accepting everybody as they are (Rechtschaffen, 2016). The last component of mindful literacy is *global literacy* and it is far beyond understanding other people around us. It is understanding and showing empathy for everything in our environment even animals and oceans (Rechtschaffen, 2016).

Studies aiming to cultivate mindfulness in classrooms both for the teachers and students have started to be trend recently. However, practising mindfulness in schools is a complex and multi-faceted process, requiring accurate planning and setting clear goals (Hess, 2018). In a recent study by Gaines (2019), teachers' perceptions and implementation of mindfulness were investigated. The study was conducted with six teachers teaching in elementary school in Canada. The teachers were found to have similar opinions about mindfulness, they were practicing mindfulness through various sources. In other words, the teachers, participated in the study, indicated that it is not possible to rely on just one source when practising mindfulness in schools; it is more than just doing meditation (Gaines, 2019).

As in many other professions and workplace, learners in schools also expose to challenging ways of life like exams, assignments and expectations from teachers or parents. These all cause a great stress and anxiety in students which can even result in various psychological problems such as depression and as a result this may interfere learning at all. Negative effects of stress, anxiety and depression in students can be decreased by correct mindfulness based interventions, so that learners' self-efficacy and empathy improves (McConville, McAleer, & Hahne, 2017). At this point psychological

well-being of students plays a crucial role since learners with higher mindfulness were reported to have more positive psychological well-being (Klainin-Yobas et al., 2016).

When the issue is human beings, especially students, ignoring emotions is a big mistake. Learners cannot just be identified with their cognitive skills. In classrooms teachers do not only address students' brains; they address to their emotions as well and they need to be evaluated together and in harmony. Hyland (2009) asserts that mindfulness is integrally linked to developmental nature of learning and applying mindfulness into adult learning presents a chance to reconnect cognitive and affective dimensions of learning (Hyland, 2010). The harmony between cognitive and affective domains is critical because regulating one's emotions is a crucial part of a healthy individual. Thus, mindfulness is practiced to help students first to recognize their feelings and emotions and then regulating them. A great deal of studies have revealed that mindfulness supports learners in regulating emotions and so acquiring a clearer mind (Dariotis et al., 2016; Gündüz, 2016; Kaynakçı Ünlü, 2017; Pearson, Lawless, Brown, & Bravo, 2015; Sünbül, 2016).

Additionally mindfulness helps students to discover their way of learning since there is awareness of oneself in the core of mindfulness. Before learning new things or techniques, learners first should be aware of their learning habits and seek ways to overcome bad habits or improve good habits. The study, conducted in Singapore, emphasized on learners' listening skills which was problematic due to cultural reasons (Goh, 2012). It was concluded that after mindfulness practices, the learners discovered their bad habits for listening activities and then, they formulated ways to cope with those bad habits consciously (Goh, 2012). Likewise, Birnbaum (2008) found that students, who had received Mindfulness-Based Stress Reduction (MBSR) program for eight weeks, were observed to attain new knowledge about themselves and acquire awareness about their professional self-concept.

2.3. Studies on Mindfulness and Its Application in Language Learning

Mindfulness and foreign language learning can be seen as two separate disciplines, however they are related in a dynamic system. There are some parallels between the standards of the philosophy of mindfulness and the more recent trends in language learning theories (Moafian et al., 2019). In education, mindfulness has been mainly studied by Langer and the model she introduced has entered the literature as

Langerian mindfulness. For a mindful learning experience, she proposed five key features of mindfulness which are (1) being open to novelty, (2) being open to different perspectives, (3) being sensitive to various contexts, (4) being alert to distinction and (5) being oriented in the present (Langer, 1997). With a closer look, it is necessary to define these characteristics in detail.

Being open to novelty refers to the situation where learners can manage novel and new information successfully (Langer, 1989). It is a crucial skill since many learners do not know what to do with the new information. In language learning context, EFL (English as Foreign language) learners feel anxious and confused especially when they encounter something novel in foreign language. As a result of not being able to cope with novel and uncertain situations in language learning process, they may give up or feel extremely anxious. However when learners are open to such kinds of novel experiences, it will be easier for them to adapt themselves according to those new states (Langer, 1989). Learning a new language is like setting off a new adventure, so everything may not be clear. During that adventure, they need to learn a lot of new vocabulary, structures, rules, expressions and so on. Thus, EFL learners should welcome all those new and novel experiences in order to complete that adventure successfully.

*Being open to multiple perspective*s helps learners to be aware of different perspectives apart from their own and this results in less discrimination and more respect for others (Langer, 1989). In a language learning context, such a skill may play an important role in language learning process. When EFL learners are aware of multiple perspectives towards the language itself and language learning process, it presents them a deeper insight and a wider viewpoint. After such an analytic and critical look, every learners can constitute their own way of language learning path.

In learning, many students create generalisations and stereotypes consciously or unconsciously in order to make things easier and clear for themselves. However, language is not like a scientific fact, it can change over time, places, cultures and different contexts. Hence, it is important to be sensitive to different contexts. Langer (1989) defines *being sensitive to various contexts* as a state of processing new information actively in the brain. In a language, a structure may have various functions and can be used in different contexts with different meanings. Therefore, it is important to be able to create new categories for the new information rather than overgeneralizing language items. For instance, students firstly learn “will/won’t” with the function of

making predictions about the future, but later they may encounter other functions of "will/won't" such as making instant decisions and giving promises. In such a case, if learners are aware of various contexts, they can easily comprehend this new function and create a new category for "will/won't" in their brain.

Alertness to distinctions is similar to being open to novelty. This feature of mindful learning refers to drawing distinctions consciously and assigning new places for the recent information which provides learners to build new ideas (Langer, 1997).

The last characteristic of mindful learning is *being oriented in the present*, which refers a focus on the present moment rather than sticking into the past or worrying about the future (Langer, 1997). Occasionally, it is possible to encounter students with negative experiences of language learning in EFL classes and these students do not want to try again because they believe they will fail again. On the other side, there may be students who worry excessively about their future as they do not think that they will never learn the language. These cases express how important orientation in the present is. When students achieve the state of being oriented in the present, it will be easier to focus on the present tasks for EFL learners.

In the study conducted by Moafian et al. (2019), Langerian mindfulness and the main approaches towards language learning were discussed. Language learning and Langerian mindfulness are quite novel, in that the learner begins a new journey and experiences new cultures while learning a language. If a person is open to novel and unfamiliar experiences, (s)he may welcome new patterns during language learning process. Likewise, a flexible language learner is expected to be more comfortable during language learning process, since (s)he can easily adapt himself/herself to the features of the new language system (Moafian et al., 2019).

Additionally, in a language classroom, mindfulness supports students to generate new thoughts, recognize their thinking and facilitate learning (Wang & Liu, 2016). In mainland China, the researchers conducted a project combining mindfulness strategies and EFL learning with 24 undergraduate college students. During the project, they collected various data both from the students and the course instructor such as surveys, observation notes, students' writing samples and teacher's journal. As an outcome of the project, it was claimed that mindful learning resulted in learners' developing awareness towards their own language learning process, learning from others and thinking reflectively and critically (Wang & Liu, 2016).

Moreover, mindfulness is listed as one of the learner characteristics, having an effect on learners' success or failure during language learning process (Khany & Kafshgar, 2013). In the study carried out with 384 college students, the network among mindfulness, personality trait and language learning strategies were investigated and the results supported that all three factors were interrelated to each other. In another study, carried out during 2014-2015 Academic Year in Japan, Takiguchi (2015) attempted to describe students' perceptions of learning English, their past experiences towards the subject and their attitudes via classroom observation. It was concluded that implementing mindfulness in a foreign language class might be beneficial both for the teachers and students at university level.

Furthermore, learners' being aware of themselves can guide them to use the best and practical methods and strategies during language learning. In the study by Garretson (2010), reading and writing skills were reinforced by mindfulness practices in an ESL (English as Second Language) course. Though there could not be observed a strong impact of mindfulness meditation practices on reading and writing skills, the researcher asserted that being more aware of inner processes and regular practices on purpose had the ability to cause learners to perceive reading as an experiential process and flourish stronger reflective skills in writing.

Besides that mindfulness has psychological effects on humans, it has also been shown to influence emotional brain regions. It was found to significantly change the structure of the human brain in long-term meditators, and boost the ability of working memory (Gamarra, 2018). Hence, it can help learners to concentrate on language tasks more easily without distracted by inner factors (stress, anxiety, depression, etc.) and outside factors (exams, assignments, pressure from teachers or parents, etc.).

2.4. Anxiety

Anxiety research has started with Freud's studies investigating the reasons under anxiety (Freud, 1936). Anxiety is defined as a mental situation emerging after an external resource that is perceived as dangerous (Öner, 1977). It is one of the most common mental disorders, in that nearly %30 of people experience anxiety at some points in their lives (Parekh, 2017). As a result of anxiety experiences in the past, the person may be always on alert in case a negative incident might happen (Işık, 1996). All

in all, anxiety can be defined as the feeling that something harmful might happen to the person (Öktem, 1981), or sadness and tension as a result of stress (Özgüven, 1994).

Anxiety has been categorized under different headings by Spielberger (1966). *Objective anxiety* is linked to a complex internal reaction to an expected harm or danger from some external sources. The density of objective anxiety depends on the density of external danger; the greater danger results in the greater objective anxiety. Objective anxiety is shown as:

external danger ⟶ perception of danger ⟶ objective anxiety

(Spielberger, 1966, p. 10)

Neurotic anxiety is the unconscious concern that we will lose control of the urges of the id which leads to punishment for inappropriate behaviour. Similarly, neurotic anxiety emerges as a result of fear and psychological arousal. However, it differs from objective anxiety in terms of the source of danger that is, this reaction is internal rather than external and this source is not consciously identified as it was suppressed due to a kind of punishment. Neurotic anxiety is analysed as follows:

internal impulses ⟶ external danger (punishment) ⟶ objective anxiety ⟶ repression

partial breakdown ⟶ derivatives of internal impulses ⟶ neurotic anxiety of repression

(Spielberger, 1966, p. 10)

State anxiety and trait anxiety are another dimensions of anxiety. State anxiety refers to a person's temporary mood in anxiety while trait anxiety regards a person's general mood as anxious. State anxiety is described as a complex and unique emotional state or reaction that the individual, who has unpleasant, consciously perceived tension and stiffness feelings with stimulation of the autonomic nervous system, evaluates as stressed and feels parallel to this assessment (Spielberger, 1972).

Trait anxiety is a type of anxiety that is internally sourced, rather than a direct threat from the environment, when people think that their values are under threat or evaluate their situation as stressful. It was observed that individuals with constant anxiety levels were more fragile and negative. Constant anxiety, which causes the

individual to live in restlessness, discontent and become anxious about events, is a personality trait that distinguishes individuals from each other (Spielberger, 1966).

Anxiety should not always be evaluated as harmful and bad, since it is actually a normal reaction to stress and can be helpful in some cases, in other words it can warn us to be aware of the danger and get ready and pay attention to it (Parekh, 2017). In other words, anxiety is an emotional state that exists in every person and should exist as long as it is normal. Anxiety at normal level motivates the person, leads to success and protects against the threats of life. However it negatively affects one's life when it exceeds the normal level (Cüceloğlu, 2016).

Anxiety is also a normal reaction when people perceive that there is possibility of their being evaluated by society and potentially this may cause them to regard it as threat to their self-esteem or psychological well-being (Spielberger & Rickman, 1990). It is acknowledged that attention is directed according to the possibility of having failure among many environmental variables and this makes it possible to overlook other variables (Eysenck, 1992; Vasey, ElHag, & Daleiden, 1996; Zeidner, 1998). A great deal of studies have shown that there is a negative relationship between anxiety and learning, in that anxiety is an inhibitor in most cases (Alpert & Haber, 1960). High anxious learners were found to focus mainly on the negative content (Vasey et al., 1996). Nielsen and Sarason (1981) got the students to listen to words with different meanings from two channels at the same time. It was observed that the shadowed word was usually overlooked, but when it became a taboo word, it could be heard with attention and this situation was relevant for especially high anxious individuals. The researchers explain that taboo words' attracting attention of individuals is due to the fact that emotional and semantic analysis are carried out in the brain at the same time. Furthermore, Calvo, Eysenck, and Castillo (1997) stated that high anxious individuals in their study perceived ambiguous stimulus, words and sentences as threatening most of the time. Similarly, MacLeod (1996), observed that high anxious people prefer the negative alternatives when they encounter ambiguous situations and expressions because of their biased perception. From these findings, it can be concluded that anything ambiguous might be seen as negative and threatening by the students in the classroom. Therefore it is quite important to give information about the course, material and the schedule at the beginning of the term or year in order to help students feel safer. Otherwise, high anxious learners in the classroom have the potential of expecting the worse because of uncertainty and ambiguousness.

Focusing on possible negative things to happen is not only relevant for the present moment, anxiety is also defined as an emotion concerned about the future. In other words anxious people usually worry about the possible negative events that might happen rather than their present situation (Rycroft, 2018). This might be an explanation to the issue that senior students are more anxious compared to freshmen (Aydın & Tiryaki, 2017), since they are closer to the graduation which means they will have to find a job soon. Likewise, the fear of not being able to find a job in the future is another variable affecting the level of anxiety among university students (Deveci, 2012; Ozen, Ercan, Irgil, & Sigirli, 2010).

As it can be concluded from the studies mentioned in this part, anxiety is generally accepted as an inhibitor for learning. Consequently, many researchers have tried to find ways to decrease or minimize the negative effect of anxiety. For instance, Smith, Ascough, Ettinger, and Nelson (1971) investigated humour as a factor having the potential of reducing anxiety in students. The findings revealed that high anxious students receiving humorous test form performed significantly better than low or moderate anxious students receiving non-humorous form while high anxiety group with humorous form achieved a better score than the high anxiety group with non-humorous form (Smith et al., 1971).

2.5. Foreign Language Anxiety

Foreign language anxiety can be defined as “specific anxiety reaction” (Horwitz et al., 1986, p. 125). Foreign language anxiety is similar to other anxiety types when it is considered that it develops in its unique context (MacIntyre & Gardner, 1991). It can also be acknowledged as feeling of tension and fear related to second language contexts such as listening and speaking (MacIntyre & Gardner, 1994).

In a language classroom, anxiety is inevitable (Hasan & Fatimah, 2014; Horwitz et al., 1986). Learners may not feel confident and comfortable enough when compared to subjects such as Math or Science as they need to handle the course in a language they are not familiar with. Therefore, in language classes, it is possible that anxiety influences academic success. Özkan (2019) found in her study that foreign language anxiety and success level have a close relationship that is, as the anxiety level increases, success level decreases. In another study carried out with 251 Taiwanese EFL learners, the researcher found a significant relationship between trait anxiety, language anxiety

and students' speaking performance (Huang, 2018). In other words, language anxiety and trait anxiety comprise the main sources of state anxiety. As a result, both language anxiety and trait anxiety were observed to weaken L2 performance (Huang, 2018).

Foreign language learning takes place in social contexts. Hence, foreign language anxiety which can also be defined as social anxiety (MacIntyre & Gardner, 1989, 1991), demonstrates parallel qualities to Schwarzer (1986)'s three-component social anxiety definition. These components are feelings of tension and discomfort, negative self-evaluations and a withdrawal in the presence of others (Schwarzer, 1986). Accordingly, foreign language learners usually avoid speaking especially when there are classmates around in order to protect their self-esteem and social status. As a result, it is possible to assume that foreign language anxiety arises from the fear of failure. Another original reason of foreign language anxiety is perfectionism (Önem, 2015a). It is stated that high anxious students are more tend to correct their mistakes (Horwitz et al., 1986). Studies conducted on foreign language anxiety conclude that high anxious and low anxious students have different levels of perfectionism and high anxious learners demonstrate higher level of perfectionism (Gregersen & Horwitz, 2002).

Horwitz et al. (1986), assert that foreign language anxiety has three sub-dimensions, they are communication apprehension, test anxiety and fear of negative evaluation. *Communication apprehension* arises from the fear of that the communication might not be able to be established well enough (Horwitz et al., 1986). This is one of the main reasons causing learners to avoid communicative activities. Foreign language anxiety prevents learners to participate in classroom activities in case they make a mistake or being evaluated negatively and this turns anxiety to an inhibitor (Liu & Jackson, 2008b).

As for *test anxiety*, it mainly emerges in situation where evaluation comes forth (Horwitz et al., 1986). That the exams, implemented in foreign language learning, are different from other exams and frequency and the intensity of quizzes are major elements causing anxiety in EFL students (Horwitz et al., 1986). In addition, in foreign language assessment, there are more than classical written and one way exams such as interaction based exams between teacher-student or student-student. (Horwitz et al., 1986). Therefore test anxiety can be associated with *fear of negative evaluation*. When students pay too much attention what others think about them, they start to imagine the results of their failure in their minds and this results in fear of negative evaluation. Fear

of negative evaluation is so prevalent that it is a more common sub-dimension with respect to test anxiety. (Horwitz et al., 1986).

Foreign language anxiety has been studied together with different terms such as self-efficacy, self-perception, and external and internal reasons affecting the classroom. In the study from Korea including 537 young learners, it was attempted to determine the relationship between foreign language anxiety and background variables (Yim, 2014). Students' self-perception was found to play an important role in their anxiety, in that, if learners perceive themselves positively, their anxiety level decreases while learning language (Yim, 2014). Besides, the experience of studying abroad, hours of studying English and gender were also observed to hold an influential role on students' foreign language anxiety (Yim, 2014). Similarly, self-efficacy and FLA have a negative relationship. MacIntyre, Noels, and Clément (1997) investigated the relationship between foreign language anxiety, perceived competence and real competence. As a result, they found out that the students perceiving themselves as successful were more successful in reality and a negative relationship was identified between foreign language anxiety, skills competence and test anxiety. Moreover, they observed that high anxious students ignore their skill competence while low anxious students overestimate their skill competence (MacIntyre et al., 1997). Bailey, Onwuegbuzie, and Daley (2000) conducted a study with 205 university students to determine a combination of variables that can be correlated with three kinds of anxiety which are input, output and processing stages. They found out that students with highest level of anxiety have a tendency to be older, to have lower expectations of their success in foreign language courses, low perceived intellectual skill and low perceived job competence (Bailey et al., 2000).

Learners with higher anxiety are less likely to have intrinsic motivation to learn a language, study English longer and have more pressure from parents (Woodrow, 2011). The study with 738 college English students in China points out that confident students with lower anxiety demonstrated more positive attributes towards learning, had intrinsic motivation and less pressure from external sources (Woodrow, 2011). On the other hand, in open-ended interviews, some of the students expressed that pressure from parents or teachers was not something negative for them, conversely they perceived it as a motive to study harder (Woodrow, 2011).

When foreign language learning is the concern, it becomes a must to take into consideration individual differences since the signs of anxiety might be different in each student (Kráľová & Sorádová, 2015). Some students might entirely forget what to say

and start trembling when being asked a question in the classroom while some just acquire a little help from the teacher or the other students who do not demonstrate any sign of anxiety (Kráľová & Sorádová, 2015). Therefore, it is crucial to adapt teaching materials and technics according to the specific needs of the learners. In Baş (2014)'s study, foreign language learning anxiety was associated with seven factors which are listening and speaking activities, teaching methods, fear of making mistake, learning environment, teachers' attitudes and exams. Most of these factors such as teaching methods, listening and speaking activities and teachers' attitudes can be correlated with individual differences. In other words, negotiating these factors and adapting them to the classroom might create a difference and help decrease the level of anxiety in EFL classes.

On the other hand anxiety can play a positive role in language learning. In a study conducted in Korea, learners with high level of anxiety performed better and got higher grades than learners identified with low level of anxiety (Park & French, 2013). A total of 948 students enrolled in conversation classes at a university in Korea participated in the study and the results identified females with higher anxiety than males. Although female students were observed with higher anxiety, they attained higher scores in the exams. This can be explained by socio-cultural factors, in other words in a society like Korea where females are taught to be inferior to males, might have more responsibilities and therefore they might push themselves to be successful and deserve success in the society (Park & French, 2013).

2.6. The relationship between Mindfulness Skills and Foreign Language Anxiety

As mentioned before, mindfulness has been studied both for physical and psychological disorders. In this line, mindfulness and foreign language learning are related especially in terms of anxiety. In one of the studies connecting mindfulness and foreign language anxiety, 333 Thai university students, studying at a private international university participated in the study (Charoensukmongkol, 2019). These students completed questionnaires of both mindfulness and foreign language anxiety. The results indicated that students recognized with higher trait and state mindfulness owned less foreign language anxiety during their spoken presentations (Charoensukmongkol, 2019). Furthermore these students were observed to get higher

scores from their oral presentations as they demonstrate less anxiety trait (Charoensukmongkol, 2019).

In terms of the implementation of mindfulness, meditation is an important part of mindfulness as it helps people focus on their own thinking. Therefore it is a method to be applied language classrooms as well. Through meditation, foreign language anxiety can be reduced significantly and at the same time learning can be fostered (Önem, 2015b). In this experimental study, the researcher divided the groups into two as control and experimental group. Both groups completed pre-tests and post-tests in order to be able to see the difference before and after meditation treatment. The experimental group studied English together with meditation technics and lavender scent for four weeks. When the pre-test results were analysed, it was found out that there was no significant difference in terms of foreign language anxiety between the control group and the experimental group. However, post-tests results demonstrated a significant relationship between the two groups. That is, the students in the experimental group were identified with lower levels of anxiety respectively (Önem, 2015b).

Like meditation, there are various programs related to mindfulness to treat both physical and psychological disorders. One of them is mindfulness meditation-based intervention program (MMBI). It was tested by Öz (2017), and she found that the programme influenced students' speaking anxiety and it also increased their willingness to communicate. Moreover, students in the experimental group which had taken MMBI treatment, were observed to attain higher scores from midterm exams (Öz, 2017).

Another experimental study conducted in Spain at an all-girls bilingual private school in Madrid investigated whether mindfulness techniques had an influence on foreign language anxiety (Mortimore, 2017). At the end of the study, the test group was found to have a modest improvement in L2 performance (Mortimore, 2017). Likewise, Fallah (2017) found a significant relationship between mindfulness and foreign language anxiety; the higher mindfulness predicted lower anxiety in foreign language learning. In the study including 295 Iranian university students, it was also concluded that mindfulness facilitated learners to focus on language tasks, performance and their situation better instead of being distracted from the present moment and jumping from one task to another mindlessly (Fallah, 2017).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this chapter, the research design, the participants, instruments that were used in the study, data collection methods and finally data analysis were presented.

3.2. Research Design

This study was designed as a mixed study aiming to discover the relationship between mindfulness and foreign language anxiety among university students at a state school in Central Anatolia, in Turkey. The study contained quantitative data by means of questionnaires developed by the experts on the topic. Muijs (2011) describes quantitative research as a type of research gathering data to be analysed in numerical form to highlight a specific phenomenon. In addition, interviews with some of the students were conducted in order to be able gain a deeper insight towards the relationship between mindfulness and foreign language anxiety. In this study mixed methods were utilized since it is acknowledged that using multiple data collection instruments enables the researchers to obtain richer data and validating the research findings (Alshenqeeti, 2014).

Among the research methods, correlational design was used via surveys and semi-structured interviews with an objective of describing the pattern of responses and relationships between mindfulness and FLA (Tolmie, Muijs, & McAteer, 2011).

3.3. Setting and Participants

The study was conducted at a state university in Central Anatolia in Turkey during 2019-2020 educational year. The city where the university is located is a small city with approximately 140.000 population. Therefore students studying here do not have much chance to practice English since there are fewer foreign tourists and events in foreign language than in big cities.

In this study, 157 EFL learners were included who were mostly aged between 18 and 24. All the participants were given a consent form in order to verify their voluntary

participation in the study (see Appendix 12). In the group, 89 of the participants (56,7%) were female while 68 of them (43,3%) were male (see Table 1).

Table 1.

Descriptive Statistics of Gender

	N	***P***
Female	89	56.7
Male	68	43.3
Total	**157**	**100.0**

The students were enrolled in English preparatory programme before starting to study in their department, International Relations. The reason for selecting students from this department was that these students had the most intense language learning program compared to other students at the university. Hence, they were thought to be the best participants to reflect foreign language identity. Data were collected both from the students who had completed preparatory program before and the students who were currently enrolled in the preparatory program. When the data were collected, 28 of the students (17,8%) were studying in preparatory program, 37 of them (23,6%) were in the first year in their department, 45 of them (28,7%) were in the second year and 47 of them (29,9%) were in the third year (see Table 2).

Table 2.

Distribution of Students' Grade

	N	***P***
Preparatory	28	17.8
Freshman	37	23.6
Sophomore	45	28.7
Junior	47	29.9
Total	**157**	**100.0**

As it can be seen in Table 2, senior students were not included in the study since they had not taken preparatory program when they had first enrolled.

3.4. Instruments

Two separate scales, a demographic information form and semi-structured interviews were utilized in this paper.

3.4.1. Mindful Attention Awareness Scale (MAAS)

In order to gather data to assess learners' mindfulness level, Mindful Attention Awareness Scale (MAAS) by Brown and Ryan (2003) was implemented (see Appendix 2. The scale is a single-dimension scale with 15 items and it is a six-point Likert scale (1 = Almost always – 6 = Almost never). None of the items have negative wording, so that it is not necessary to reverse the wording or scores. As the point obtained from the scale increases, the level of mindfulness increases at the same time. The reason why MAAS was chosen to be used in this study was because of that it has been one of the most reliable mindfulness scales. The Cronbach alpha internal consistency of the MAAS was found .82. In addition, test-re-test correlation was found .81. Furthermore, MAAS is the most used mindfulness scale in educational contexts (Gündüz, 2016; Öksüz, 2018).

Turkish translation and adaptation of MAAS by Özyeşil, Arslan, Kesici, & Deniz, (2011) was used in this study in order avoid any misunderstanding for the participants. In adapted version of MAAS, Cronbach alfa coefficient of MAAS was calculated as .80 while test-re-test correlation was found .86 (Özyeşil, et al. 2011) (see Appendix 3.

3.4.2. Foreign Language Classroom Anxiety Scale (FLCAS)

The data for foreign language anxiety was collected via Foreign Language Classroom Anxiety Scale by (Horwitz et al., 1986) (see Appendix 4. The scale has 33 items including three sub-dimensions namely, communication apprehension, fear of feedback and fear of language tests. The questionnaire is graded with five-point Likert scale from "Strongly Disagree" to "Strongly Agree". In the current study, 32 items were utilized, Item 24, *(I feel very self-conscious about speaking the foreign language in front of other students),* related specifically to speaking anxiety, was eliminated since

the focus of the study was on foreign language anxiety in general. Moreover, some of the items (Item 2, Item 5, Item 8, Item 11, Item 14, Item 18, Item 22, Item 27 and Item 31) were reverse scored as their wording are different from the other items. In this case, fives were converted to one, fours to twos, twos to fours, ones to fives and threes remained same.

The scale was found both reliable and valid having .93 Cronbach alpha coefficient and eight-week test retest coefficient .83. In this study, Turkish version of FLCAS was used in order to avoid any possible misunderstandings. FLCAS was translated into Turkish by Gürsu (2011) and internal consistency reliability coefficient was found .82 while test retest coefficient was .85. In this study, Turkish version of scale was used to make the scale more meaningful and clear for participants (see Appendix 5).

3.4.3. Semi-structured Interviews

From the qualitative methods, semi-structured interviews were carried out with 17 participants with the aim of gaining richer data. Thus, the participants could have the chance of expressing themselves more openly. In order to avoid any misunderstandings and help participants express themselves more easily, the interviews were conducted in Turkish and important clarifications about terms such as mindfulness and foreign language anxiety were made during the interviews.

All the interviews were audiotaped in order to be analysed later. Once the interviews were completed, the audio files were transcribed by the researcher and content analysis was carried out through submerging themes and codes from the data.

The interview questions related to foreign language anxiety was adapted from von Wörde (2003)'s study (see Appendix 10). As for the interview questions related to mindfulness were formed by the researcher by taking into consideration of foreign language learning process (see Appendix 10). The interview questions about mindfulness were revised by three other lecturers teaching at university in order to clarify that the questions were clear and meaningful to the participants. Moreover, the questions were piloted with three students, who were not included in the study.

3.5. Data Analysis

The quantitative data for the study were analysed by Statistical Package of Social Sciences (SPSS). First, descriptive analysis was carried out to investigate the level of mindfulness and foreign language anxiety of participants to find answers of the first three research questions. In these analyses, especially means, standard deviations and percentages were taken into consideration. As a result of the analyses, it was seen that there was a homogeneous distribution. Accordingly, independent samples t-tests and one-way ANOVA analyses were performed as parametric tests in order to discover the relationship between mindfulness, foreign language anxiety and demographic factors such as gender, high school background and grade. Finally, Pearson correlation was utilized in order to explore whether there was a relationship between the level of foreign language anxiety and mindfulness skills of Turkish university students.

The qualitative data, obtained through semi-structured interviews, were analysed by Atlas.ti software after they were all transcribed. Then, the researcher drew out codes and categories, emerged during the interviews. Next, the codes and categories were interpreted to provide data for the study.

3.6. Reliability

First of all, the scales were analysed by using SPSS and with an aim to acclaim the reliability of the scale, the internal consistency of the scales were analysed and Cronbach coefficient was found .81 for FLCAS and .83 for MAAS. Statistically, scores equal or higher than .70 are acceptable (Kılıç, 2016). Therefore reliability coefficient in this study was acceptable. Additionally, the scales were piloted on another group of students before collecting the real data.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter aims to present the results as an answer to the research questions. Firstly, quantitative statistics were given in order to explain the analysis of MAAS and FLCAS. In order to achieve this, descriptive and inferential statistics were employed and later correlational analysis was implemented with an aim of exploring the relationship between mindfulness and foreign language anxiety. Furthermore, the qualitative data obtained through semi-structured interviews were presented by content analysis.

4.2. Findings of the Research Question 1.

This paper aimed to respond to the first research question which was "What is the foreign language anxiety level of Turkish students?". Descriptive statistics analysis was employed in order to explore both the sub-dimensions of FLCAS and the total score of it. The results can be seen in Table 3.

Table 3.

Descriptive Statistics of FLCAS

	N	***Mean***	***Std. Deviation***
Communication apprehension	157	3.06	.54
Fear of negative feedback	157	2.77	.69
Fear of language test	157	3.08	.50
FLCAS (total)	157	3.01	.48

The descriptive statistics in Table 3 pointed out that the university students in this sample were found to have moderate level of foreign language anxiety (M = 3.01, SD = .48). Since the scale utilized in the study was a 5-point Likert scale, a mean score such as 3.01 could be accepted as holding a medium level of effect. The participants

were found neither low anxious nor high anxious. In addition to total mean score of FLCAS, the sub-dimensions of FLCAS had similar scores. Especially, the mean scores for *communication apprehension* and *fear of language test* were found to be akin to each other. Therefore, it was possible to assert that the participants of the study had moderate level of communication apprehension (M = 3.06, SD = .54) and fear of language test (M = 3.08, SD = .50). Although the mean score of fear of negative feedback (M = 2.77, SD = .69) was still close to moderate level, the potential level of this sub-dimension was found less than the other two sub-dimensions. As a result, it can be concluded that the effect of fear of negative feedback was less than communication apprehension and fear of language test on the sample of this paper. In other words, the participants were less anxious in terms of fear of negative feedback in comparison with test anxiety and communication apprehension.

As next step, FLA was analysed in relation with gender. In order to define foreign language anxiety according to gender, independent samples t-test was employed. The results were shown in Table 4.

Table 4.

FLCAS and Gender

	Gender	***N***	***Mean***	***Std. Deviation***	***t***	***p***
FLCAS	Female	89	3.13	.49	3.82	.001
	Male	68	2.85	.43		

Considering Table 4, a statistically significant relationship was found between two groups (p< ,05). Female students' FLCAS mean scores (M^{female}= 3.13, SD = .49) were detected to be higher than male students' FLCAS mean scores (M^{male} = 2.85, SD = .43). Female students were observed to be more anxious than their male peers when they were in foreign language classroom. As the findings suggested, foreign language anxiety was influenced by gender in this sample. Female students were identified less comfortable than male students when they participated in foreign language classroom.

In addition to the analysis of gender, the relationship between foreign language anxiety and high school background (private or state) was also analysed and results were shown in Table 5.

Table 5.

FLCAS and High School Background (Private or State)

	Type of school	***N***	***Mean***	***Std. Deviation***	***t***	***p***
FLCAS	State	142	3.02	.49	1.03	302
	Private	15	2.88	.39		

As demonstrated in Table 5, there was no statistically significant difference between the variables ($p > .05$). In other words, whether the participants had graduated from a state or private school, was not influential in the level of foreign language anxiety. This result demonstrated that foreign language anxiety level of students did not vary according to high school background.

Furthermore, the participants also indicated the type of high school they had graduated. The answers were categorized such as general high school, Anatolian high school, vocational high school and others. Moreover, One-Way ANOVA was applied in order to define the relationship between foreign language anxiety and different types of high schools and the results were shown in Table 6.

Table 6.

FLCAS and Types of High School

	N	***%***	***F***	***p***
General high school	39	24.8	.65	.58
Anatolian high school	71	45.2		
Vocational high school	40	25.5		
Other	7	4.5		
Total	157	100.0		

Table 6 demonstrated that there was no significant difference between foreign language anxiety and different types of high schools ($p > .05$). The findings suggested that high school background did not have any effect on their foreign language anxiety

level. In other words, students, graduated from an Anatolian high school or a general high school did not differ in terms of the level of foreign language anxiety.

As the last variable of the first research question, FLCAS and grade was analysed. Four grades; preparatory, freshman, sophomore and junior students participated in the study. The analysis on the relationship between foreign language anxiety and grade was demonstrated in Table 7.

Table 7.
FLCAS and Grade

	N	***%***	***F***	***p***
Preparatory	28	17.8	1.98	.12
Freshman	37	23.6		
Sophomore	45	28.7		
Junior	47	29.9		
Total	157	100.0		

In accordance with the findings, there was not any significant relationship between foreign language anxiety and grade ($p > .05$). Students' grade in this sample was found to be an ineffective factor in foreign language anxiety. Therefore, whether students were in their first year or third year did not influence their FLA level.

4.3. Findings of the Research Question 2.

The second research question sought answer to mindfulness level of the participants. In order to determine mindfulness level of the students, descriptive statistics analysis was applied and the results were demonstrated in Table 8.

Table 8.

Descriptive Statistics of MAAS

	N	*Mean*	*Std. Deviation*
MAAS	157	3.86	.76

As it can be interpreted from Table 8, the participants' mindfulness level was found to be slightly higher than moderate level (M = 3.86, SD = .76). The students in this sample could be assessed as mindful in a moderate level.

In addition to overall mean score of MAAS, the mean scores of each item in MAAS were calculated in order to identify the lowest and highest mean score. Mean scores were presented for each item in Table 9.

Table 9.

Item Statistics of MAAS

MAAS	*N*	*Mean*	*Std. Deviation*
1. I could be experiencing some emotion and not be conscious of until sometime later.	157	2.83	1.15
2. I break or spill things because of carelessness, not paying attention, or thinking of something else.	157	4.65	1.45
3. I find it difficult to stay focused on what's happening in the present.	157	3.71	1.30
4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	157	3.43	1.71
5. I tend not to notice feelings or physical tension or discomfort until they really grab my attention.	157	4.08	1.56
6. I forget a person's name almost as soon as I've been told it for the first time.	157	4.12	1.71
7. It seems I'm "running on automatic," without much awareness of what I'm doing.	157	3.70	1.52
8. I rush through activities without being attentive to them.	157	4.37	1.40
9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	157	3.55	1.45
10. I do jobs or tasks automatically, without being aware of what I'm doing.	157	4.17	1.40
11. I find myself listening to someone with one ear, doing something else at the same time.	157	3.50	1.63
12. I drive places on "automatic pilot" and then wonder why I went there.	157	4.89	1.47
13. I find myself preoccupied with the future or the past.	157	2.71	1.54
14. I find myself doing things without paying attention.	157	3.83	1.43
15. I snack without being aware that I'm eating.	157	4.31	1.77

As demonstrated in Table 9, Item 12 "*I drive places on "automatic pilot" and then I wonder why I went there*" had the highest mean score (M = 4.89) while Item 13 "*I find myself preoccupied with the future or the past*" had the lowest score (M = 2.71). MAAS is a 6-point Likert scale from 1 (almost always) to 6 (almost never). Therefore it can be stated that the participants were found to be relatively mindful about physical places they were situated which refers to one of the basic principles of mindfulness, "being aware of physical situations". Therefore it is possible to claim that the students were aware of their presence in the classroom and they could have reacted according to this awareness. However, according to the mean score of Item 13, it was found that the participants were frequently worried about their future or past. The reasons might be upcoming exams or job opportunities for anxiety towards future while low marks from exams or negative comments from teachers might result in anxiety for the past.

Mindfulness level was also analysed in relation with gender of the participants and the findings could be seen below in Table 10.

Table 10.

MAAS and Gender

	Gender	***N***	***Mean***	***Std. Deviation***	***t***	***p***
MAAS	Female	89	3.85	.71	-.24	.81
	Male	68	3.87	.84		

Table 10 demonstrated that there was no significant difference between mindfulness level of the females (M^{female} = 3.85, SD = .71) and males (M^{male} = 3.87, SD = .84). Mean scores of females and males were found quite similar, indicating that mindfulness did not vary according to gender in this sample.

Next, mindfulness was analysed in relation with high school background in order to explore whether there was a meaningful relationship between these two variables. The results were shown in Table 11.

Table 11.

MAAS and High School Background (State or Private)

	Type of School	***N***	***Mean***	***Std. Deviation***	***t***	***p***
MAAS	State	142	3.83	.75	-1.57	.12
	Private	15	4.15	.85		

As it can be understood from Table 11, there was a slightly difference between students graduated from a state high school (M = 3.83, SD = .75) and students graduated from a private high school (M = 4.15, SD = .85). However there was not a meaningful relationship between two variables ($p > .05$). In order to comprehend the type of school variable better, One way ANOVA analysis was employed to determine the relationship between mindfulness and high school background. The results were presented in Table 12.

Table 12.

MAAS and Types of High School

	N	***%***	***F***	***p***
General high school	39	24.8	.93	.43
Anatolian high school	71	45.2		
Vocational high school	40	25.5		
Other	7	4.5		
Total	157	100.0		

The data presented in Table 12 revealed that there was no significant difference between mindfulness level of the participants and the types of high school that the students had graduated ($p > .05$). Namely, graduation from different high schools was not detected as an effective factor in students' mindfulness level.

The last variable was the year that the participants were in, during the study. It was analysed by using One way ANOVA shown in Table 13.

Table 13.

MAAS and Grade

	N	***%***	***F***	***p***
Preparatory	28	17.8	.41	.75
Freshman	37	23.6		
Sophomore	45	28.7		
Junior	47	29.9		
Total	157	100.0		

Table 13 demonstrated that there was not a meaningful relationship between mindfulness level of participants and grade variable. Students in the third year or students in the first year statistically were not found different in terms of mindfulness level. That is, grade was not a determining factor in students' mindfulness level.

4.4. Findings of the Research Question 3.

The third research question was that "*Is there a relationship between the level of foreign language anxiety and mindfulness of Turkish university students?*". Pearson correlation was employed in order to identify the relationship between mindfulness and foreign language anxiety. The statistical findings were presented in Table 14.

Table 14.

The Correlation between MAAS and FLCAS

Scales	***MAAS***	***FLCAS***
MAAS	1	
FLCAS	-.213**	1
	.002	

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

As figured out in Table 14, it was observed that there was a statistically significant relationship between the participants' mindfulness and foreign language anxiety levels ($r = -.213$; $p < .05$). According to statistics, a correlation coefficient between .01 - .29 signified a low relationship between variables (Muijs, 2011; Nardi, 2015). Thus, it was possible to assert that there was a negative relationship between foreign language anxiety and mindfulness with a low effect size. Overall, mindfulness was found to be an effective factor in students' foreign language anxiety level. Higher level of mindfulness was observed to be a predictor of lower level of foreign language anxiety.

In addition to the correlation between mindfulness and FLA in total, another correlation analysis was carried out between mindfulness and the sub-dimensions of FLCAS which were *Communication Apprehension, Fear of Negative Feedback* and *Fear of Language Test*. The results were shown in Table 15.

Table 15.

The Correlation between MAAS and the Sub-dimensions of FLCAS

	MAAS	**CA**	**FNF**	**FLT**
MAAS	1			
CA	.038	1		
	.635			
FNF	-.236**	.501**	1	
	.003	.000		
FLT	-.309**	.701**	.648**	1
	.000	.000	.000	

Note. CA: communication apprehension; FNF: fear of negative feedback; FLT: fear of language test

The second correlational analysis between mindfulness and the sub-dimensions of FLCAS demonstrated that there was a statistically meaningful relationship between mindfulness and fear of negative feedback ($r = -.236$; $p < .05$) and fear of language test

($r = -.309$; $p < .05$). Since there was a negative relationship between these variables, it was possible to acclaim that students with higher level of mindfulness, were identified with less fear of negative feedback and language test. However, it ought to be noted that the level of mindfulness had only a low effect on fear of language feedback since the correlation coefficient was between .01 and .29. On the other hand, mindfulness had a moderate effect on fear of language test since the correlation coefficient was between .30 and .70 (Muijs, 2011). According to these results, two sub-dimensions of foreign language anxiety (*fear of negative feedback* and *fear of language test*) were found to be influenced by mindfulness.

In addition, Table 15 also presented findings related to the correlation between the sub-dimensions of FLCAS. According to these findings, it can also be seen that communication apprehension had a positive relationship with fear of negative feedback ($r = .501$; $p < .05$) and fear of language test ($r = .701$; $p < .05$). Although there was a moderate significant relationship between communication apprehension and fear of negative feedback, there was a higher relationship between communication apprehension and fear of language test. Therefore, students with higher communication apprehension also suffered from fear of language test. Finally, there was seen a positive relationship between fear of negative feedback and fear of language test ($r = .648$; $p < .05$). When students were anxious about language tests, they were also found anxious about being evaluated negatively.

4.5. Findings of the Research Question 4.

As mentioned before, semi-structured interviews were conducted with 17 students in order to gain deeper insight towards foreign language anxiety and mindfulness. Regarding this aim, eight open ended questions were asked to students related to foreign language anxiety both in general and in terms of the sub-dimensions of FLCAS. Later, the participants were required to answer seven questions related to mindfulness in terms of language learning process. The findings were presented under submerging themes and codes in this chapter.

4.5.1. Students' general feelings in an EFL class and the reasons

The interview questions under this subtitle aimed to explore how the students generally felt in foreign language classroom and what caused this. The data, collected

from 17 participants, revealed three main themes. The themes and the codes emerged during analysis were presented in Table 16.

Table 16.

Frequency Distribution of General Mood of Students in an EFL Class

Theme	***Codes***	***f***
Not anxious	Positive and relaxed in the classroom	9
	Positive friendship relations in the classroom	4
	Feeling more confident in language	3
	Confidence due to previous English background	2
Anxious	Anxious in speaking activities	2
	Anxious when speaking in front of the class	1
	Anxious in case of a mistake	2
	Anxious at the beginning of the lesson	1
	Anxious because of fear of not being able to learn	1
It depends	Anxious if not prepared before the lesson	3

As seen in Table 16, the majority of participants (f = 9) stated that they were generally positive and relaxed in foreign language classroom. While some participants answered to the question in short such as positive, happy and relaxed, some of the participants stated that they feel happy and positive in foreign language classroom due to various reasons such as positive friendship relations (f = 4), feeling more confident in foreign language (f = 3), and confidence due to previous English background (f = 2). Some answers related to the theme of "not anxious" were given below:

S14: “Generally I feel happy thanks to my friends. I don’t know whether I would be so happy and relaxed in another class. I don’t feel stressed in my class…” *(Positive friendship relations in the classroom)*
S9: “….I feel happy when I can answer questions in English because I think my level of English has improved…” *(Feeling more confident in language)*
S5: “Actually I feel relaxed since I had a good English background beforehand…” *(Confidence due to previous English background)*

As it can be seen in Table 17, students experienced foreign language anxiety because of different reasons and some of the answers related this theme were presented below:

S8: “…I feel afraid and anxious in case I can’t learn English at the end of the year…” *(Anxious because of fear of not being able to learn)*
S5: “…I feel anxious while speaking because the pronunciation of the words are different…” *(Anxious in speaking activities)*

Some of the students asserted that how they felt in foreign language classroom depended on situations. For instance, they expressed that they felt anxious when they did not make any preparations before the lesson. Some answers related this code were displayed below:

S3: “…actually it changes from day to day. When I study the topic, which we are going to learn, before the lesson, I feel more confident and relaxed. However, when I go to the class without any preparations, I feel tense and anxious…” *(Anxious if not prepared before the lesson)*
S12: “…my feelings of being anxious or relaxed change according to situations…” *(Anxious if not prepared before the lesson)*

4.5.2. Students’ self confidence in language skills

In addition to the general mood of the students, self confidence in their language skill was also examined. They were asked whether they felt sufficient and confident in expressing themselves in foreign language. The categories emerged under this theme were shown in Table 17.

Table 17.

Frequency Distribution of Students' Self-confidence in Their Language Skills

Theme	***Codes***	***f***
Confident	Confident due to English background	5
	Feeling better / improved	4
Not confident	Want to be better	9
	Need more effort	9

As it could be figured out in Table 17, the majority of the participants did not believe that they were sufficient. It also ought to be noted that the students stating as being confident in their language skills, expressed that they needed to study and practice more. Some examples from these categories were presented below:

> S2: "….I came from a big city so my English was enough to express myself…." *(Confident due to English background)*
> S3: "…I need to study a lot. When I look back on, I can see that there are many things that I need to learn…" *(Need more effort)*
> S5: "…I can't claim that I'm proficient enough. I think I can be better if I study harder and more regularly. However, now I feel much better than the beginning of the year…" *(Want to be better, Need more effort)*

4.5.3. How to react stress/anxiety an in EFL class

The students' reaction towards stressful situations was another sub-dimension of the interview questions. Therefore, it was aimed to explore their coping strategies when they found themselves in a stressful moment and to what extent their mindfulness level help them to diminish anxiety. The codes emerged under this theme were given below:

Table 18.

Frequency Distribution of Students' Reaction to Stress/Anxiety

Theme	***Codes***	***f***
Reaction to stress	Get panic and can't think of anything	5
	Get panic but don't show	3
	Don't panic and look for a solution	10
	It depends	2

The majority of the students expressed that they did not get panic immediately, instead they tried to find a way to solve the problem (*f* = 10). This could be seen another proof supporting the argument that mindfulness (being aware of oneself and the context) helped students not to get stuck and anxious in a stressful situation. Some extracts relating to this theme were given below:

> S1: "….in a stressful situation, I stay calm and think what I can do…." *(doesn't panic and looks for a solution)*
> S11: "… I never get panic, instead I try to solve the problem…" *(doesn't panic and looks for a solution)*
> S7: "… I get stuck in a stressful situation and I know I need to overcome this…" *(gets panic and can't think of anything)*

4.5.4. Students' mindfulness level

One of the most important component of mindfulness was being aware of the things (people, objects, buildings, etc) around. In order to explore this component in EFL students, they were required to answer questions related to their awareness in English language learning process. Thus, it was aimed to get a deeper understanding towards mindfulness and its relations with foreign language anxiety. The codes emerged under this theme were presented as follows:

Table 19.

Frequency Distribution of Students' Level of Mindfulness

Theme	***Codes***	***f***
Level of mindfulness	Curious about the things in English around	16
	More aware than before	10

Table 19 demonstrated that nearly all participants (f = 16) stated that they were curious about the things in English (film posters, the words on T-shirts, billboards, etc.) around them. In addition to this, many students expressed that they had started to be more aware of English around them (f = 10) since they began the university. Some examples related to this theme were presented below:

> S8: "… yes, for example, when I see something in English in the street I immediately look up the words that I don't know… *(curious about the things in English around)*
> S14: "…although I was not quite interested in English things beforehand, now I'm more aware and curious about the things in English because I study at a department having courses in English…" *(more aware than before)*

Another important component of mindfulness was living the present day rather than getting stuck in the past or get anxious about the future. Therefore, the students were asked whether they had been affected by their past experiences with English (i.e. failure stories) and how they felt when considering about the future. The codes emerged during data analysis were given in Table 20.

Table 20.

Frequency Distribution of Students' Opinions towards Past and Future

Theme	***Codes***	***f***
Past experiences	Desperate at first but now hopeful as being more competent in English	8
	Hopeful and positive	6
Future concerns	Motivated to learn more languages	6
	Not anxious; motivated	9
	Anxious; need to study more	2

As it could be seen in Table 20, the majority of the students were not desperate about learning English, instead they reported to be positive and motivated when they thought about their future. Some examples under these themes were given below:

> S10: "… At first, I was afraid and anxious in case I can't learn English again. However, as I learn and become more competent, I started to believe in myself in time…" *(desperate at first but now hopeful as being more competent in English)*
>
> S13: "… I feel motivated and I want to learn more languages as well…" *(motivated to learn more languages)*

Moreover, mindfulness helps people to question their lives and behaviours. Therefore, the students were asked whether they question their English learning process and if yes, how and when. The codes emerged under this theme were shown in Table 21.

Table 21.

Frequency Distribution of Students' Awareness towards Their English Learning Process

Theme	***Codes***	***f***
Learning habits	Setting a learning habit on purpose	9
	Not having a specific learning strategy	7
Questioning	No questioning	4
	Questioning after a kind of failure	13

Table 21 showed that the majority of students (*f* = 9) established a learning schedule for themselves while the others did not have any specific strategies for learning English. It is possible to assert that the participants in this study were aware of their learning habits and they set schedule according to their learning styles. Likewise, when the students were asked whether they questioned themselves or not, very few of them (*f* = 4) expressed that they did not think about their learning process at all. On the other hand, the majority (*f* = 13) stated that they considered about their English learning process when they failed in an exam or felt incompetent. Some examples related to these themes were presented below:

> S4: "…I think it is more beneficial for me to study by writing. Later, I can remember easily what I studied…" *(setting a learning habit on purpose)*
> S8: "…I don't have any specific method to study English. I just revise what I write in the classroom…" *(not having a specific learning strategy)*
> S2: "…I don't question myself because I have a route already and I don't need to think about new learning strategies or methods…" (no questioning)
> S7: "…I ask myself whether I study enough or not when I feel incompetent or cannot do an exercise…" *(questioning after a kind of failure)*

Overall, both quantitative and qualitative data were presented in order to enlighten the relationship between mindfulness and foreign language anxiety. Quantitative findings demonstrated that the participants in this study had a moderate level of anxiety (*M* = 3.01) and qualitative data analysis supported this finding as well.

In the interviews, students stated that they did not feel anxious (*f* = 18) due to various reasons such as friendship relations and classroom atmosphere. In another question, students also expressed that in a stressful situation in the classroom, they did not get panic immediately and looked for a solution (*f* = 10). Moreover, in further analysis, the relationship between foreign language anxiety and several demographic factors (gender, types of high school graduated from and grade) were also examined and a significant relationship was found between foreign language anxiety and gender. According to findings, female students were found to be more anxious than male students. As for mindfulness level, the students were found to be mindful in moderate level (*M* = 3.86). However, content analysis demonstrated that students were more mindful in their language learning process, since the majority expressed that they were curious about the things in English around them (*f* = 16). In addition, any relationship was not found between mindfulness and the demographic factors. Finally, as a result of correlation analysis, a meaningful relationship was found between mindfulness and foreign language anxiety and two sub-dimensions of FLCAS which were *fear of negative feedback* and *fear of language test.*

In this chapter, both quantitative and qualitative findings of the collected data were included. The following chapter was based on the discussion of these findings by comparing the previous research on the literature.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the discussion of research questions, pedagogical implications and recommendations for further studies were presented.

5.2. Summary of the Study

This study started with an aim of finding an alternative way to turn language learning process into a positive and happy experience for EFL students. One of the most challenging factors affecting foreign language learning process is definitely foreign language anxiety. Thus, in this study, mindfulness was searched in relation with FLA. The purpose of the study was to discover whether there was a relationship between university students' foreign language anxiety and mindfulness levels.

The study was conducted at a state university in Central Anatolia during 2019-2020 educational year. The participants were selected purposively from International Relations department. The reason why participants were selected from that department was that they were the only group who studied preparatory class before starting their department. In other words, the students in International Relations took a more intense English learning program than the other students. The study consisted of 157 students (89 females, 68 males) studying at four different grades which were preparatory, junior, freshman and sophomore. Both quantitative and qualitative data were collected from the participants through questionnaires and semi-structured interviews. The data were analysed and interpreted in accordance with the research questions pre-set at the beginning of the study.

5.3. Discussions

5.3.1. Discussion of the Research Question 1

In order to find an answer to the first research question *"What is the foreign language anxiety level of Turkish university students? Does it vary according to gender, high school background and grade?"* descriptive analysis was employed after gathering data through FLCAS. The results indicated that Turkish university students in this

study, had a moderate level of foreign language anxiety. This finding was in line with previous researches conducted both in Turkey and several other countries. Demirdaş and Bozdoğan (2013) conducted a study with 331 university students and it was found that the students had a moderate level of anxiety. Another study by Karabıyık and Özkan (2017) revealed a similar finding, that is, the participants in their study were identified with a moderate level of foreign language anxiety. Similarly, Çağatay (2015) found a moderate level of foreign language anxiety among 147 EFL students, studying at a state university in Turkey. Apart from these findings from Turkey, Liu and Jackson (2008) found that one third of the students had felt anxious in foreign language classroom, especially they suffered from fear of negative evaluation and language tests. Likewise, 980 undergraduate students, from three different universities in China were found generally non-anxious in English (Liu & Huang, 2011). The source of moderate level of anxiety in this study might have several reasons. First of all, the participants in the current study were all from the same department and they were the only group taking part in preparatory program. Furthermore, the number of students in the classroom was not big, so that most of the students felt close to their peers in the classroom. Class size and the noise in the class are one of the factors causing foreign language anxiety (Effiong, 2016). Additionally, because of the small number of students in our context, the lecturers could pay attention to their students closely and this might give students encouragement to share their problems or ask for guidance from their teachers. Students' being able to communicate with teachers and ask their questions without hesitation might be other factors diminishing FLA. On the other hand, FLA was not found very low despite of the advantages of students in our context. The moderate level of anxiety could be explained by activities causing most anxiety on students, which were speaking and listening namely. As a requirement of students' department, they were expected to participate in English when they were in an English-medium course. Therefore, they had to listen and understand the lecture in English and later give answer when needed. All these might cause anxiety in students since they might not feel comfortable in practicing the language for the fear that they make mistakes in the classroom. Horwitz et al. (1986) expressed that when students were required to participate in speaking activities, they might feel afraid, panic and anxious.

In order to examine foreign language anxiety further, demographic factors such as gender, high school background and grade were also investigated. In this study, female students were found to be more susceptible to foreign language anxiety than

their male peers. The reasons of this difference might be culture specific roles, assigned to both genders and the differences in parenting styles. The current study was conducted at a small scale university in central Anatolia founded nearly ten years ago and most of its students were from the other cities in central Anatolia. Therefore, the students were quite similar in terms of culture. In central parts of Turkey, females are raised with more responsibilities by their parents. This might cause females feel under pressure. Another reason that females were found to be more anxious might have been due to the fact that females are more emotional and prone to show their feelings while males are apt to hide their feelings (Wigfield & Eccles, 1989).

In the literature, there are many studies both confirming and contradicting this result. To start with, the majority of studies related to foreign language anxiety detected a significant relationship between foreign language anxiety and gender (Demirdaş & Bozdoğan, 2013; Kráľová & Sorádová, 2015; Park & French, 2013; Tien, 2018; Yim, 2014). Park and French (2013) administered a study with 948 university students learning English in Korea and the researchers discovered that female students were more anxious than males in foreign language classroom. In a similar vein, Demirdaş and Bozdoğan (2013) found that female students were more prone to suffer from foreign language anxiety. Çağatay (2015), Tien (2018), Wilson (2006) were other researchers who found that female students had more foreign language anxiety than males. On the other hand, in some studies, male students were identified with higher levels of foreign language anxiety (Kitano, 2001; Kráľová & Sorádová, 2015). In the study, conducted with 212 students from two different major universities in Japan, male students were detected to be more anxious in foreign language classroom since they felt themselves incompetent (Kitano, 2001). In addition to these studies, presenting a meaningful relationship between foreign language anxiety and gender, there were also studies stating that there was no significant relationship between these two variables (Batumlu & Erden, 2007; Karabıyık & Özkan, 2017; Öner & Gedikoğlu, 2007; Özkan, 2019). In the study, with 251 Taiwanese EFL learners, it was found that foreign language anxiety was not affected with respect to gender of the participants (Huang, 2018). Doğan (2008) also obtained a similar result in her study, stating that there was no meaningful relationship between foreign language anxiety and gender. As it can be understood from these various studies on gender issue in terms of FLA, it is possible to express that gender is a complex factor in FLA research and there are multiple reasons in the background.

In addition to gender variable, high school background was also examined in order to detect whether there was a relationship between foreign language anxiety and high school background. In this study, a significant relationship was not found between these variables. In other words, whether students had graduated from a state high school or private high school was not effective in foreign language anxiety. Furthermore, students' being graduated from an Anatolian high school or a vocational high school was not also found influential in their foreign language anxiety. The reasons of these findings can also be examined in terms of academic success since in Turkey, high schools are preferred by students according to their academic success. In our context, most of the students had graduated from Anatolian high schools, general high schools and vocational high schools. In these high schools, the amount of English lessons are quite similar and the coursebooks are also same. Thus, their English level was close to each other. As there was no much difference in terms of academic success among the participants, it might be reasonable to observe that high school background did not predict the level of foreign language anxiety. When the literature was searched, similar findings were observed. Doğan (2008) conducted a study with 293 EFL learners and it was discovered that high school background did not have an impact on foreign language anxiety level. In another study by Öner and Gedikoğlu (2007), it was concluded that foreign language anxiety was not influenced by high school background. Altunel (2018) also asserted that high school background did not predict higher or lower level of foreign language anxiety.

The last demographic variable investigated with foreign language anxiety was grade. Students from four different grades participated in the current study. As a result of one-way ANOVA analysis, it was found that there was no relationship between foreign language anxiety and grade. In other words, the level of foreign language anxiety did not increase or decrease as the students passed another grade. This might have been due to the fact that students were required to fulfil various tasks in each grade. Preparatory students were involved in a very intense language program while juniors, freshmen and sophomores were occupied with English-medium department related courses in further grades. As the requirement and responsibility of each grade were different, the finding, stating that there was no relationship between FLA and students' grade, might be accepted as sensible. This finding was in line with studies conducted in the literature. Batumlu and Erden (2007) applied a study with 150 students in preparatory school in three different levels, which were A, B and C levels. When they

measured the level of foreign language anxiety in these different levels, it was seen that there was no difference between these groups in terms of foreign language anxiety. On the other hand, Aydin, Harputlu, Çelik, Uştuk, and Güzel (2017) administered a study with 494 participants and they found out that grade had an important effect on foreign language anxiety level. Lower grades were identified with higher levels of anxiety, respectively. However this study was conducted with students enrolled at primary and secondary schools, which was totally different from the current study as the participants were all university students.

5.3.2. Discussion of the Research Question 2

In accordance with second research question, *"What is the mindfulness level of Turkish university students? Does it vary according to gender, high school background and grade?"* mindfulness level of students and its relation to gender, high school background and grade were also investigated in order to detect any possible relationship between the variables. Descriptive statistics revealed that university students in our context had a relatively moderate level of mindfulness. This finding can be explained with the fact that mindfulness is a relatively new research area and it is not known by the general public. Although the terms such as "awareness of emotions and being in the present moment" were familiar to the participants, they might have failed to figure out what these terms refer to in real life. Moreover, studies relating mindfulness and foreign language education are scarce in the literature. Therefore, both teachers and students do not know how to apply mindfulness in foreign language classrooms and it was not surprising that mindfulness level was found moderate. This finding was in line with several studies conducted in Turkey. Sünbül (2016) investigated mindfulness and resilience among adolescents with 752 students and found that the participants had a moderate level of anxiety. Similarly, Kılınçoğlu (2020) detected a moderate level of mindfulness in her study, examining mindfulness and mental well-being of 400 university students. In another study with 569 university students, the researcher found a mindfulness level slightly higher than moderate level of mindfulness (Yazıcı, 2020).

Students' mindfulness level was investigated in terms of gender after the general mindfulness level was detected. The analysis showed that there was no meaningful relationship between mindfulness and gender among university students in our context. This finding could be explained with the fact that the study was conducted at a state

university in a small city of central Anatolia and most of the students were from the other cities in central part of Turkey. Hence, the students were similar in terms of culture, family structures and socio-economic state. Mindfulness has been popular recently and there are courses specifically designed to practice mindfulness mainly through meditation. In Turkey, these courses are scarce, expensive and not available in small cities. Therefore, being aware of such courses or participating them were not very possible for the students in our context. All these reasons might have led to the finding that mindfulness did not vary according to gender. In the literature, there were studies revealing a meaningful relationship between mindfulness and gender while most of the studies conducted in educational contexts could not find a significant relationship between these variables. The study, conducted by Alispahic and Hasanbegovic-Anic (2017) was one of the studies figuring out significant difference between females and males in sub-dimensions of Five Factor Mindfulness Questionnaire. However, they could not find any significant difference between females and males in the total score of mindfulness. Furthermore, a great number of studies were also present in the literature stating that there was no relationship between mindfulness and gender (Bellinger, DeCaro, & Ralston, 2015; Brown & Ryan, 2003; Creswell, Way, Eisenberger, & Lieberman, 2007). Güldal (2019) concluded that the level of mindfulness among university students did not vary according to gender. Yazıcı (2020) and Kılınçoğlu (2020) also ascertained that there was no meaningful relationship between mindfulness level and gender of the students.

Another variable examined in relation with mindfulness was high school background. The analysis results demonstrated that there was no meaningful relationship between mindfulness and high school background. This finding was not surprising when it was considered that mindfulness in foreign language education is a new research field. School managements and teachers might not be familiar with that concept and apply it in their schools. Thus, mindfulness is not practised in most of the school regardless of the level or type of high schools. In the literature, very few studies are available searching this variable together with mindfulness. In Güldal (2019)'s study, a similar finding was encountered, in that high school background was not found to be an effective factor in mindfulness.

Finally, grade factor was investigated and the results indicated that there was no meaningful relationship between mindfulness and grade. In other words, whether students were in their first year or third year at university was not a significant factor

affecting their mindfulness level. In the current study, it was expected that sophomores would have the highest scores in mindfulness while preparatory students would get the lowest scores. Preparatory students were expected to have lower level of mindfulness since it was their first year university and most of them had an intense language learning program for the first time in their lives. Furthermore, the majority of preparatory students did not have much idea about their department and future courses in the following years. On the other hand, sophomores were expected to get higher scores in mindfulness since they were in their third year in the department and they were aware of the requirements of their courses and language proficiency as well. That there was no meaningful relationship between mindfulness and grade factor could be explained by low academic success and not paying attention to what was present around. Most of the students in this sample had low level of success and was accepted to university with lower scores. Therefore, the main goal of most students was being able to graduate and get their degree as soon as possible. Similar studies are present in the literature confirming that grade is not effective in mindfulness. (Kılınçoğlu, 2020; Yazıcı, 2020). On the other side, Güldal (2019) found out a meaningful difference between mindfulness and grade in her study with teenagers at high school. According to the results, 11th graders were found to be more mindful than 9th and 10th graders (Güldal, 2019). This finding can be explained with age factor since many studies have found that mindfulness is higher when people get older (Alispahic & Hasanbegovic-Anic, 2017; Mogilner, Kamvar, & Aaker, 2011).

5.3.3. Discussion of the Research Question 3

This study aimed to explore the relationship between mindfulness and foreign language anxiety, which was asked as a third research question, *"Is there a relationship between the level of foreign language anxiety and mindfulness skills of Turkish university students?"*. Correlational analysis revealed that there was a significant negative relationship between mindfulness and FLA. The students identified with lower level of foreign language anxiety obtained higher scores from MAAS. This finding was in line with studies investigating both therapeutic impact of mindfulness and the effect of FLA in EFL-ESL classes. The researchers agree with the argument that foreign language anxiety hinders learning and prevents learners from communicating well (Joshi, 2015; Khan, 2015; Sidhu et al., 2016). On the other side, people with higher

level of mindfulness can handle stressful situations well (Charoensukmongkol, 2014; Hofmann, Sawyer, Witt, & Oh, 2010). In the literature, many studies are available stating a negative link between mindfulness and psychological stress (Brannon, 2010; Brown & Ryan, 2003; Burton, Schmertz, Price, Masuda, & Anderson, 2013; Mueller, 2011). Especially, Mueller (2011)'s study is important since this study was conducted with 221 college students, studying at a public university in the south of the USA. In the study, communication apprehension was investigated in relation with mindfulness and the results indicated that communication apprehension was negatively correlated with mindfulness (Mueller, 2011). Individuals with higher mindfulness are better at learning in general and learning foreign languages since they do not suffer from fear of communicating with other people. As mindfulness is focusing on present rather than future, those people do not worry about the possibility of making a mistake and try to communicate at that moment with self-confidence.

Previous research supports the negative relationship between mindfulness and foreign language anxiety. Charoensukmongkol (2019) investigated the effect of mindfulness on foreign language classroom anxiety on 333 Thai students at an international university and the results were consistent with other studies on mindfulness in relation with psychological disorders. In other words, mindfulness was also found to have a curative effect on foreign language anxiety beside general anxiety and distress. Therefore, relaxation strategies, breathing exercises and many other various mindfulness methods were also discovered to be beneficial in language classrooms (Önem, 2015b). In addition to mentioned exercises, music was also used in mindfulness meditation and they were also found to be effective in foreign language anxiety (Önem, 2012; Önem & Ergenç, 2013).

Mindfulness has also been investigated through empirical studies as well as social studies and the results show that mindfulness does not only effect individuals' behaviour and mental states, it also holds an important impact in the brain. After an 8-week MBSR program, a decreased activity was observed in amygdala, which is responsible for flight or fight response (Desbordes et al., 2012). This is another beneficial outcome of mindfulness because flight or fight response may cause people to worry excessively in case of a dangerous event. In addition to change in amygdala, mindfulness practices were discovered to affect grey matter density in brain regions included in learning, memory and emotion regulation (Hölzel et al., 2011). Furthermore, MBSR programs were found to modify the neuroplasticity of the brain as well as

psychological well-being of an individual (Hölzel et al., 2010). These changes in the brain suggest a biological explanation to the reason why meditators are believed to practice less reactivity to negative emotional states (Mortimore, 2017). All these findings point that through mindfulness practice, it is possible to achieve both a healthy mental and physical state. When students learn how to regulate their emotions and guide themselves throughout their own language learning experience, it becomes easier to manage this dynamic and complex process which is language learning.

5.3.4. Discussion of the Research Question 4

In this study, qualitative data were also utilised in order to gain deeper insight towards mindfulness and foreign language anxiety. The participants were asked to answer interview questions in accordance with questionnaire items. With this purpose, the questions about foreign language anxiety were related to general anxiety state in the classroom, communication apprehension, fear of negative feedback and test anxiety. These sub-dimensions were also present in FLCAS and the results of qualitative findings supported foreign language anxiety of students. According to content analysis, the participants were found to be moderately anxious in foreign language classroom. They especially got anxious during language tests and speaking tasks performed in the classroom. Yan & Horwitz (2008) found similar results in their qualitative study on the perceptions of students towards foreign language anxiety. That is, ‘test types’ was one of the themes emerged in their study, which had an important effect on students’ FLA level.

On the other hand, the qualitative data obtained from interview questions related to mindfulness revealed a different finding to some extent. Quantitative data acknowledged that students were moderately mindful, however during the interviews, they performed higher in terms of mindfulness. The reason for this difference could be that the items in MAAS were intended to discover the level of mindfulness in general. There were no items referring to learning or language learning specifically, therefore, interview questions were directly related to language learning process. Another reason could be that mindfulness is a new term in education and specifically in foreign language education, so that the participants were informed about mindfulness and its relation with language learning in detail during interviews.

When students were asked about their feelings towards past experiences of foreign language learning, most of them responded that they felt more confident in comparison with the beginning of the year. This might have developed in time as students saw that they could use the language. In other words, as the learners observe their learning outcomes, they become more eager to learn and they feel less anxious (Adams, Caldwell, Atkins & Quin, 2012; Yan & Horwitz, 2008).

Finally, the relationship between foreign language anxiety and mindfulness was clearer in interviews. In other words, the data from semi-structured interviews demonstrated that the more the person was mindful, the more he/she was self-confident and less anxious in foreign language classroom. Students who were aware of their learning styles and capable of regulating emotions, could focus on the learning context (Hjeltnes, Binder, Moltu & Dundas, 2015). Such learners could enjoy present activities rather than worrying about the exams in following weeks.

5.4. Pedagogical Implications

The study aimed to explore the relationship between FLA and mindfulness and in spite of the scarcity of studies on mindfulness and FLA together, nearly all of the studies on these two variables found a negative association between them (Charoensukmongkol, 2019; Fallah, 2017; Mortimore, 2017). The findings from previous research suggest an alternative way to reduce the harmful effect of anxiety through mindfulness practices both inside and outside the classroom. Mindfulness helps learners to notice their emotions and so that they can utilize anxiety in a positive direction. As it is known, anxiety is not something which is totally harmful and to be diminished completely, on the contrary right amount of anxiety can help learners become successful in their academic success (Park & French, 2013). Thus, the key point here is to enable learners realize the reasons of their fears and emotions and later develop coping strategies in order to manage them in the right way. In association with this, teachers might employ activities aiming to help students be aware of their weaknesses and strengths and so that strategies could be developed together to manage FLA effectively.

Another major sources of foreign language anxiety is concerning about the future. In other words, many students suffer from foreign language anxiety due to the fear of failure in language tests at the end of the semester (Baş, 2014). Students may not

focus on their current study and tasks because of this test anxiety related to future since it is an unknown mystery for students and they have to consider the results of failure as well. Re-taking the course again, explaining the reasons of failure to parents, comments from friends or other people might be possible reasons causing anxiety in EFL students. In order to help EFL learners deal with this kind of FLA, mindfulness practices can be beneficial, since one of the major principles of mindfulness is living the present day rather than considering about the past or worrying about the future (Kabat-Zinn, 1990). Within the scope of helping learners dealing with future concerns, teachers can have a process-oriented assessment type, so that students will be involved all through the language learning process instead of just focusing on the tests at the end of the semester or year.

Typically, individuals consider many things at the same time such as duties at work or school, problems in private life, financial issues and so on and these all cause anxiety in people. In EFL context, students think about various things such as exams, assignments, feedback from teachers or peers and expectations from parents while they are learning at the same time. It is not quite possible to learn effectively while students are busy with a lot of different concerns in their minds. At this point, mindfulness may enable EFL students to clear their minds from unnecessary fears or concerns and focus on their work well instead of getting lost on the way. Through mindfulness, EFL students can built their comfortable learning environment and become aware of their own thinking (Wang & Liu, 2016). Such an awareness guides EFL learners through their language learning process and help them focus on the things they want.

Applying mindfulness in EFL classes is not a big deal, it is possible to implement in one part of the lesson. Music is one of the most commonly used aid in mindfulness practices, a soft and relaxing music can help learners concentrate more easily and feel more relaxed in EFL classroom (Önem & Ergenç, 2013). Another way of making students more relaxed is using scents in the classroom. Önem (2015b) used lavender scent in his study investigating the effect of mindfulness in vocabulary learning in EFL students. The results were promising since the experiment group having taken meditation sessions together with lavender scent, demonstrated an improvement in their mindfulness level and scores in vocabulary test. Overall, EFL teachers can utilize mindfulness in their classroom practically and help their students have benefit from mindfulness skills.

When EFL students are asked about their learning styles and strategies, they give general and unclear replies such as doing revision, watching videos or writing the rules and words repeatedly. This implies that EFL learners might not be actually conscious about their learning process. Therefore it is crucial to inform and guide students about how to discover their learning styles and adapt them if necessary. With this aim, various learning sources can be presented and utilized in EFL classes and help learners to select the ones relevant to them. In addition, students can be asked to find different learning sources themselves instead of teachers' giving ready-made sources.

In conclusion, mindfulness research is quite new in foreign language anxiety. There are few studies conducted on mindfulness in EFL classes. There is not much knowledge about how to implement mindfulness in EFL classes and what the possible consequences might be. Furthermore, there might be questions and worries about how to integrate a psychological construct like mindfulness into foreign language learning process. In order to prevent this, mindfulness can be included in teacher training programs as well. Since, it is clear that teachers do not only teach subject matter, they also support students both cognitively and emotionally (Graziano et al., 2007).

5.5. Limitation of the Study

One of the limitations might be the results obtained from questionnaires. Some students might not evaluate themselves in the way they actually feel. People sometimes describe themselves quite differently from what they really practice. In addition, some of the items can be unclear to students and so that they might not reply correctly although the questionnaires were applied in students' native language. This case is especially relevant in MAAS because the items are too general and students might not relate these items to language learning. The difference between mindfulness level of students in questionnaire and in the interviews was observed in MAAS. The students demonstrated higher level of mindfulness in interviews since the researcher specifically explained questions and related them to their language learning process.

Another limitations can be the number of participants in the study. As there is one department with preparatory program at the university where the study took place, only 157 students from four different grades (preparatory, junior, freshman and sophomore) participated in the study. Due to the number of participants, it is not possible to generalize the results to the general.

Finally, that the study was conducted at a single context can be a limitation as well. Conducting a study in just one context might cause getting similar results because the participants possess similar conditions. Therefore, further studies can be conducted in different contexts in order to observe possible differences in various contexts.

5.6. Suggestion for Further Research

From the results, several suggestions can be proposed. The first suggestion is about data collection tools. As mentioned earlier, MAAS is a general instrument aiming to assess mindfulness level of individuals. It is a relevant and reliable instrument and it has been used by many researchers investigating mindfulness (Charoensukmongkol, 2019; Fallah, 2017; Khany & Kafshgar, 2013; Öz, 2017). However, there are scarce studies on mindfulness related to foreign language learning, thus it might be highly beneficial to develop an instrument specifically for foreign language learning. It is a crucial need in EFL, ESL contexts because foreign language learning has its own dynamics. Overall, a mindfulness scale can be better in understanding foreign language learning in terms of mindfulness.

In future studies, searching the relationship between foreign language anxiety and mindfulness, the number of participants can be increased in the study. Therefore, the results can be more illustrative and guiding towards the relationship between FLA and mindfulness. Furthermore, the data can be collected from more than one institution rather than gathering from just one institution. When the data are obtained from a larger sample and various contexts, the results would be more comprehensive and general to the other contexts.

5.7. Conclusion

The current study presented the relationship between mindfulness and foreign language anxiety. According to the results, mindfulness was found to be an influential factor in foreign language anxiety. Based on this finding, mindfulness can be considered an alternative way to manage foreign language anxiety successfully. The findings of this study and other studies in the literature were supportive that mindfulness could help learners cope with stress and anxiety. However, the problem is that mindfulness has been studied mainly in medical contexts so far, thus there are not enough sources or examples for schools to integrate mindfulness practices into education. Another issue is

that anxiety or mindfulness can be considered like personality traits, which may cause people not to do anything and just accept their current situations. However, people are not born as anxious, happy, stressed or super conscious, they develop with experience in time. Moreover, mindfulness is not a natural gift coming with birth, on the contrary, it is a skill that can be developed through right practices and exercises (Kabat-Zinn, 1990). Hence, it is possible to implement mindfulness in education as one of the other skills taught at schools. Being able to read and comprehend one's own mind is as important as reading a text. So that, it could be possible for students to realize the reasons of their anxiety in foreign language classroom and learn to manage FLA rather than just trying to get rid of it. In addition to benefits of mindfulness, it is necessary to express that implementing mindfulness is not a big job. Even through simple breathing exercises, it is possible to help EFL learners focus and be aware of themselves in real sense. When considered the mental and biological benefits of mindfulness on individuals, it would be a skill that everybody needs to learn in order to live and learn better. Finally, with more comprehensive and detailed research, utilizing mindfulness in EFL and ESL classes would be beneficial and practical.

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7. APPENDICES

Appendix 1. Ethics Committee Permit Document for Questionnaires

Appendix 2. Mindful Attention Awareness Scale

Mindful Attention Awareness Scale

1: almost always 3: somewhat frequently 5: very infrequently
2: very frequently 4: somewhat infrequently 6: almost never

1. I could be experiencing some emotion and not be conscious of until sometime later.	1	2	3	4	5	6
2. I break or spill things because of carelessness, not paying attention, or thinking of something else.	1	2	3	4	5	6
3. I find it difficult to stay focused on what's happening in the present.	1	2	3	4	5	6
4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.	1	2	3	4	5	6
5. I tend not to notice feelings or physical tension or discomfort until they really grab my attention.	1	2	3	4	5	6
6. I forget a person's name almost as soon as I've been told it for the first time.	1	2	3	4	5	6
7. It seems I'm "running on automatic," without much awareness of what I'm doing.	1	2	3	4	5	6
8. I rush through activities without being attentive to them.	1	2	3	4	5	6
9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	1	2	3	4	5	6
10. I do jobs or tasks automatically, without being aware of what I'm doing.	1	2	3	4	5	6
11. I find myself listening to someone with one ear, doing something else at the same time.	1	2	3	4	5	6
12. I drive places on "automatic pilot" and then wonder why I went there.	1	2	3	4	5	6
13. I find myself preoccupied with the future or the past.	1	2	3	4	5	6
14. I find myself doing things without paying attention.	1	2	3	4	5	6
15. I snack without being aware that I'm eating.	1	2	3	4	5	6

Appendix 3. Bilinçli Farkındalık Ölçeği

Bilinçli Farkındalık Ölçeği

1: hemen hemen her zaman 3: bazen 5: oldukça seyrek
2: çoğu zaman 4: nadiren 6: hemen hemen hiçbir zaman

1.	Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.	1	2	3	4	5	6
2.	Eşyaları özensizlik, dikkat etmeme veya başka bir şeyleri düşündüğüm için kırarım veya dökerim.	1	2	3	4	5	6
3.	Şu anda olana odaklanmakta zorlanırım.	1	2	3	4	5	6
4.	Gideceğim yere, yolda olup bitenlere dikkat etmeksizin hızlıca yürüyerek gitmeyi tercih ederim.	1	2	3	4	5	6
5.	Fiziksel gerginlik ya da rahatsızlık içeren duyguları, gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.	1	2	3	4	5	6
6.	Bir kişinin ismini, bana söylendikten hemen sonra unuturum.	1	2	3	4	5	6
7.	Yaptığım şeyin farkında olmaksızın otomatiğe bağlanmış gibi yapıyorum.	1	2	3	4	5	6
8.	Aktiviteleri gerçekte ne olduklarına dikkat etmeden acele ile yerine getiririm.	1	2	3	4	5	6
9.	Başarmak istediğim hedeflere öyle çok odaklanırım ki o hedeflere ulaşmak için şu an ne yapıyor olduğumun farkında olmam.	1	2	3	4	5	6
10.	İşleri veya görevleri ne yaptığımın farkında olmaksızın otomatik olarak yaparım.	1	2	3	4	5	6
11.	Kendimi bir kulağımla birini dinlerken aynı zamanda başka bir şeyi de yaparken bulurum.	1	2	3	4	5	6
12.	Gideceğim yerlere farkında olmadan gidiyor, sonra da oraya neden gittiğime şaşırıyorum.	1	2	3	4	5	6
13.	Kendimi gelecek veya geçmişle meşgul bulurum.	1	2	3	4	5	6
14.	Kendimi yaptığım işlere dikkatimi vermemiş bulurum.	1	2	3	4	5	6
15.	Ne yediğimin farkında olmaksızın atıştırıyorum.	1	2	3	4	5	6

Appendix 4. Foreign Language Classroom Anxiety Scale (adapted)

Foreign Language Classroom Anxiety

1: strongly disagree
2: disagree
3: neither agree nor disagree
4: agree
5: strongly agree

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

Appendix 5. Yabancı Dil Kaygı Ölçeği

Yabancı Dil Kaygı Ölçeği

Maddeleri dikkatle okuyarak size en uygun seçeneği işaretleyiniz.

1: hiç katılmıyorum 2: katılmıyorum
3: ne katılıyorum ne de katılmıyorum 4: katılıyorum 5: tamamen katılıyorum

1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	1	2	3	4	5
2. Yabancı dil derslerinde hata yapmak beni endişelendiriyor.	1	2	3	4	5
3. Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	1	2	3	4	5
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	1	2	3	4	5
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	1	2	3	4	5
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	1	2	3	4	5
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8. Yabancı dil derslerini sınavında genelde rahatım.	1	2	3	4	5
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	1	2	3	4	5
10. Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	1	2	3	4	5
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	1	2	3	4	5
12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	1	2	3	4	5
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	1	2	3	4	5
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	1	2	3	4	5
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	1	2	3	4	5
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	1	2	3	4	5
17. Sıklıkla yabancı dil dersine gitmeyi istemiyorum.	1	2	3	4	5
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	1	2	3	4	5
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	1	2	3	4	5
20. Yabancı dil derslerinde bana seslenildiğinde kalbimin çarptığını hissedebiliyorum.	1	2	3	4	5
21. Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	1	2	3	4	5
22. Yabancı dil dersine çok iyi çalışınca kendimi baskı altında hissetmiyorum.	1	2	3	4	5
23. Diğer öğrencilerin yabancı dili benden iyi konuştuklarını her zaman hissediyorum.	1	2	3	4	5
24. Yabancı dil dersi o kadar hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	1	2	3	4	5
25. Yabancı dil dersinde diğer derslerden daha gergin ve sinirli hissediyorum.	1	2	3	4	5
26. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	1	2	3	4	5
27. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	1	2	3	4	5
28. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlamadığımda sinirleniyorum.	1	2	3	4	5
29. Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.	1	2	3	4	5
30. Yabancı dilde konuşurken diğer öğrenciler bana gülecek diye korkuyorum.	1	2	3	4	5
31. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissederdim.	1	2	3	4	5
32. Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.	1	2	3	4	5

Appendix 6. Permission to Conduct Questionnaires (Çağ University)



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1247-847 27.11.2019
KONU: Tez Anket İzni Hakkında

KIRŞEHİR AHİ EVRAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188016 numaralı) **Zeynep KOÇALİ, "Bilinçli Farkındalık ve Yabancı Dil Kaygısı Arasındaki İlişki üzerine Bir Çalışma"** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Senem ZAİMOĞLU danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kırşehir Ahi Evran Üniversitesine bağlı İktisadi ve İdari Bilimler Fakültesi bünyesindeki Uluslararası İlişkiler Bölümünde İngilizce Hazırlık eğitimi almış öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Enstitü Müdürlüğünde evrak aslı imzalıdır
Prof. Dr. Ünal AY
Rektör

Appendix 7. Permission Request to Conduct the Questionnaires (Kırşehir Ahi Evran University)

GENEL İSTEK FORMU

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜK MAKAMINA

T.C. Kimlik Numarası:	54268483730
Adı Soyadı:	ZEYNEP KOÇALİ
Birimi:	Yabancı Diller Yüksekokulu
Bölümü:	Yabancı Diller Bölümü
Ana Bilim Dalı:	Yabancı Diller Anabilim Dalı

İSTEK:

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans programında devam etmekte olduğum tez çalışmam için Kırşehir Ahi Evran Üniversitesi Yabancı Diller Yüksekokulu'nda 2019-2020 eğitim öğretim yılında hazırlık eğitimi alan öğrenciler ve Kırşehir Ahi Evran Üniversitesi İktisadi ve İdari Bilimler Fakültesi Uluslararası İlişkiler bölümünde daha önce hazırlık eğitimi almış olan öğrencilere anket uygulaması yapmak için, gerekli izinlerin verilmesi hususunda,

Gereğini arz ederim.

Tarih: 10/12/2019
İmza: Enstitü müdürlüğünde evrak aslı imzalıdır.

ADRES: Kırşehir Ahi Evran Üniversitesi, Yabancı Diller Yüksekokulu
Merkez Yerleşke, Merkez/KIRŞEHİR

Telefon: 0 (536) 985 99 10

(Form No: FR-010 ; Revizyon Tarihi 15/05/2017; Revizyon No: 01)

Appendix 8. Permission to Conduct the Questionnaires (Kırşehir Ahi Evran University)

Tarih: 20/12/2019
Sayı:92493483-044-E.00000208716

HİZMETE ÖZEL

T.C.
KIRŞEHİR AHİ EVRAN ÜNİVERSİTESİ
İktisadi ve İdari Bilimler Fakültesi Dekanlığı

K-Q TSE-ISO-EN 9000

Sayı : 92493483-044
Konu : Anket İzni

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : 12.12.2019 tarihli ve 25133499-044/00000208247 sayılı yazı.

Yüksekokulunuz öğretim elemanlarından Öğr. Gör. Zeynep KOÇALİ'nin yüksek lisans tezine kaynak teşkil etmesi için, Fakültemiz Uluslararası İlişkiler Bölümü öğrencilerine yönelik anket çalışmasını uygulaması Dekanlık Makamınca uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

e-imzalıdır
Prof. Dr. Ahmet GÖKBEL
Dekan V.

Evrakın elektronik imzalı suretine https://e-belge.ahievran.edu.tr adresinden e1fd6a31-9565-4541-8970-0f723e926edc kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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İnternet Adresi: www.ahievran.edu.tr

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Unvanı: Hemşire
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Appendix 9. Ethics Committee Permit Document for Interviews

Kimden Senem senemdag@cag.edu.tr

Alıcı Zeynep Koçali zeynepkocali14@gmail.com

Tarih 3 Nis 2020 23:26

Standart şifreleme (TLS)
Daha fazla bilgi

Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Kimden Sehnaz Sahinkarakas
sehnazsahin@gmail.com

Alıcı Zeynep Koçali zeynepkocali14@gmail.com
Aycan KOL aycankol@cag.edu.tr

Tarih 2 Nis 2020 12:19

Standart şifreleme (TLS)
Daha fazla bilgi

Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur.

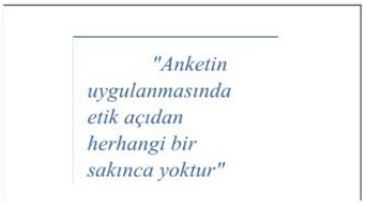


Kimden muratkoc@cag.edu.tr

Alıcı zeynep koçali zeynepkocali14@gmail.com

Tarih 2 Nis 2020 19:11

Standart şifreleme (TLS)
Daha fazla bilgi



Doç. Dr. Murat KOÇ
SOBE Müdürü

basaran 17:11
alıcı: ben

Kimden basaran@cag.edu.tr

Alıcı Zeynep Koçali zeynepkocali14@gmail.com

Tarih 2 Nis 2020 17:11

Standart şifreleme (TLS)
Daha fazla bilgi

Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur.
Prof. Dr. Mustafa Başaran
basaran@cag.edu.tr

-------- İletilen mesajın başlangıcı --------
09.04.2020, 20:15, "Şenol Kandemir" <senolkandemir@cag.edu.tr>:

Zeynep Koçali' nin göndermiş olduğu belgeler incelenmiş ve etik açıdan bir sıkıntı olmadığı görülmüştür.
Prof. Dr. Yücel Ertekin
(Dr. Öğr. Üyesi Şenol Kandemir)

From: Zeynep Koçali [mailto:zeynepkocali14@gmail.com]
Sent: Thursday, April 9, 2020 4:03 PM
To: senolkandemir@cag.edu.tr
Subject: Fwd: Etik Kurul İzin Formu

Deniz Aynur Güler 14:45
alıcı: ben

Kimden Deniz Aynur Güler adguler26@gmail.com

Alıcı Zeynep Koçali zeynepkocali14@gmail.com

Tarih 2 Nis 2020 14:45

Standart şifreleme (TLS)
Daha fazla bilgi

Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Appendix 10. Interview Questions

Foreign Language Anxiety (adapted from von Wörde, 2003)

1. How do you feel about your foreign language class? Funny, anxious, stressed, positive etc?
2. What do you most like about your foreign language class?
3. What do you least like about your foreign language class?
4. Are there any other disturbing or distracting things about your foreign language class that you can tell me, and how do you react to them?
5. Do you believe that you are good in your language study (that is, are you confident of your ability)?
6. How do you think people in your classroom will react if you make mistakes?
7. When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?
8. Do you have any ideas of ways to make the foreign language class less stressful?
9. How do you feel now after addressing this issue?

Mindfulness

1. Do you focus on the things in English around you (posters, signs, announcements, etc.) during the day? Do you stop and try to understand the messages or check the words you don't know?
2. Do you use purposeful strategies while learning foreign languages? What strategies? How do you decide?
3. Do you use the same route/way while learning English?
4. Do you memorise language as formulaic expressions like "S+V+O" or try to understand the meaning of the pattern?
5. Do you focus too much on your past experiences towards learning foreign language and feel hopeless?
6. When you make plans about your future career, does learning foreign language make you more stressed?
7. When you are studying English do you stop and ask yourself "Is this the best way for me to learn English or what else can I do?" If yes, how often?

Appendix 11. Röportaj Soruları

Yabancı Dil Kaygısı

1. Yabancı dil dersiniz hakkında nasıl hissediyorsunuz? Eğlenmiş, endişeli, stresli, pozitif vb?

2. Yabancı dil dersinizle ilgili en çok neyi seviyorsunuz?

3. Yabancı dil dersinizle ilgili en az neyi seviyorsunuz?

4. Yabancı dil sınıfınız hakkında bana anlatabileceğiniz başka dikkat dağıtıcı veya rahatsız edici şeyler var mı ve bunlara nasıl tepki veriyorsunuz?

5. Dil öğreniminizde iyi olduğunuza inanıyor musunuz (yani yeteneğinizden emin misiniz)?

6. Sınıfınızdaki insanların hata yaparsanız nasıl tepki vereceğini düşünüyorsunuz?

7. Kendinizi stresli bir durumda bulduğunuzda öncelikle endişeleniyor musunuz, yoksa aktif olarak bir çözüm mü arıyorsunuz?

8. Yabancı dil sınıfını daha az stresli hale getirmenin yolları hakkında fikirleriniz var mı?

Sorular adapte edilmiştir;

Von Wörde, R. (2003). Students' perspectives on foreign language anxiety. *Inquiry, 8*,1-15.

Bilinçli Farkındalık

1. Gün boyunca etrafınızdaki İngilizce şeylere (posterler, tabelalar, duyurular vb.) odaklanıyor musunuz? Durur ve mesajları anlamaya çalışır veya bilmediğiniz kelimeleri kontrol eder misiniz?

2. Yabancı dil öğrenirken kasıtlı stratejiler kullanıyor musunuz? Hangi stratejiler? Nasıl karar veriyorsunuz?

3. İngilizce öğrenirken aynı yolu / yöntemi mi kullanıyor musunuz?

4. Dili "S + V + O" gibi formülsel ifadeler olarak mı ezberliyor musunuz yoksa yapının mantığını anlamaya mı çalışıyorsunuz?

5. Yabancı dil öğrenmeye yönelik geçmiş deneyimlerinize çok fazla odaklanıyor musunuz; bu size nasıl hissettiriyor?

6. Gelecekteki kariyeriniz hakkında planlar yaptığınızda, yabancı dil öğrenmek sizi daha stresli hale getiriyor mu?

7. İngilizce öğrenirken durup kendinize "İngilizce öğrenmem için en iyi yol mu yoksa başka ne yapabilirim?" diye sorar mısınız? Cevap evetse, ne sıklıkla?

Appendix 12. Consent Form

ÇAĞ UNIVERSITY

INSTITUE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Master's Thesis: The Relationship Between Mindfulness and Foreign Language Anxiety at a University Context

Responsible Researcher: Lect. Zeynep Koçali

Responsible Supervisor: Dr. Senem Zaimoğlu

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 explore the relationship between mindfulness and foreign language anxiety.
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. In this thesis I will be required to fulfil questionnaires and participate in interview if required.
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 after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: _____ **Date:** _____

Appendix 13. Permission to Conduct Interviews (Çağ University)

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000000927 13.04.2020
Konu : Zeynep KOÇALİ Tez Anket İzni Hakkında

KIRŞEHİR AHİ EVRAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188016 numaralı) **Zeynep KOÇALİ, "Bilinçli farkındalık ve yabancı dil kaygısı arasındaki ilişki üzerine bir çalışma"** konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Dr. Öğr. Üyesi Senem ZAİMOĞLU** danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kırşehir Ahi Evran Üniversitesi İktisadi ve İdari Bilimler Fakültesinde halen eğitim gören Uluslararası İlişkiler (% 30 İngilizce), hazırlık eğitimi almış, almakta olan öğrencilerini kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: aycankol@cag.edu.tr

Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.
Doğrulama adresi: https://ubs.cag.edu.tr/BelgeDogrulama - Doğrulama kodu: 4F2CFFA

Appendix 14. Permission Request to Conduct the Interviews (Kırşehir Ahi Evran University)

GENEL İSTEK FORMU

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜK MAKAMINA

T.C. Kimlik Numarası:		54268483730
Adı Soyadı:		ZEYNEP KOÇALİ
Birimi:		Yabancı Diller Yüksekokulu
Bölümü:		Yabancı Diller Bölümü
Ana Bilim Dalı	:	Yabancı Diller Anabilim Dalı

İSTEK:

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans programında devam etmekte olan tez çalışmam için Kırşehir Ahi Evran Üniversitesi Yabancı Diller Yüksekokulu'nda 2019-2020 eğitim öğretim yılında hazırlık eğitimi alan öğrencilere ve Kırşehir Ahi Evran Üniversitesi İktisadi ve İdari Bilimler Fakültesi Uluslararası İlişkiler bölümünde daha önce hazırlık eğitimi almış olan öğrenciler ile daha önce anket uygulaması yapmak için gerekli izinleri almıştım. Ancak sonrasında çalışmanın seyri gereği katılımcıların bir kısmıyla röportaj/mülakat yapmam danışmanın tarafından önerilmiştir. Bu nedenle öğrenciler ile online röportaj yapmayı planlamaktayım, gerekli izinlerin verilmesi hususunda,

Gereğini arz ederim.

Tarih: 15/04/2020

İmza: Enstitü müdürlüğünde evrak aslı imzalıdır.

ADRES: Kırşehir Ahi Evran Üniversitesi, Yabancı Diller Yüksekokulu
Merkez Yerleşke, Merkez/KIRŞEHİR

Telefon: 0 (536) 985 99 10

(Form No: FR-010 ; Revizyon Tarihi 15/05/2017; Revizyon No: 01)

Appendix 15. Permission to Conduct the Interviews (Kırşehir Ahi Evran University)

Tarih: 27/04/2020
Sayı:25133499-000-E.00000238090
00000238090

T.C.
KIRŞEHİR AHİ EVRAN ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

K - Q
TSE-ISO-EN
9000

Sayı : 25133499-000
Konu : Röportaj İzni

Sayın Öğr. Gör. Zeynep KOÇALİ

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans programı tez çalışmalarınız kapsamında Üniversitemiz İktisadi ve İdari Bilimler Fakültesi Uluslararası İlişkiler bölümü öğrencileri ile röportaj yapmak isteğiniz Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

e-imzalıdır
Prof. Dr. Fazıl YOZGAT
Yüksekokul Müdürü

Evrakın elektronik imzalı suretine https://e-belge.ahievran.edu.tr adresinden 5b055ace-8f5b-47b5-9be8-9d3daf0ad8de kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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E-Posta ydyo@ahievran.edu.tr 03862804854 Faks No:03862804853
İnternet Adresi: www.ahievran.edu.tr

Bilgi İçin: İsmail İŞYAPAN
Unvanı: Bilgisayar İşletmeni
03862804854

8. CURRICULUM VITAE

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2008-2012: Rize Anatolian High School

PROFESSIONAL EXPERIENCE

2017- : Kırşehir - Kırşehir Ahi Evran University, School of Foreign Languages, Lecturer
2016-2017: Rize – Güneysu IMKB Primary School, English Language Teacher