



T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

**INVESTIGATING THE FRESHMEN'S ANXIETY AND
ENJOYMENT THROUGH ONLINE SPEAKING SKILLS
COURSES IN PRE-SERVICE ENGLISH LANGUAGE
TEACHER EDUCATION PROGRAMMES IN TURKEY**

Master's Thesis

Rabia İrem DURMUŞ

Supervisor

Prof. Dr. Nalan KIZILTAN

SAMSUN
2022

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “**INVESTIGATING THE FRESHMEN’S ANXIETY AND ENJOYMENT THROUGH ONLINE SPEAKING SKILLS COURSES IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMMES IN TURKEY**” prepared by **Rabia İrem DURMUŞ** and supervised by **Prof Dr. Nalan KIZILTAN** was found successful and unanimously accepted by committee members as Master’s thesis of the Department of English Language Education, following the examination on the date 01/07/22.

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This thesis has been approved by the committee members that already stated above and determined by the Institute Executive Board.

APPROVAL
... / ... / 2022
Prof. Dr. Ali BOLAT
Head of Institute of Graduate Studies

DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC

I hereby declare and undertake that I complied with scientific ethics and academic rules in all stages of my MA thesis, that I have referred to each quotation that I use directly or indirectly in the study and that the works I have used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

Is Ethics Committee Necessary?

Yes

No

01 /07 / 2022
Rabia İrem DURMUŞ

DECLARATION OF THE THESIS STUDY ORIGINAL REPORT

Thesis Title: INVESTIGATING THE FRESHMEN'S ANXIETY AND ENJOYMENT THROUGH ONLINE SPEAKING SKILLS COURSES IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMMES IN TURKEY

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ÖZET

TÜRKİYE’DE İNGİLİZ DİLİ ÖĞRETMEN EĞİTİMİ PROGRAMLARINDA BİRİNCİ SINIF ÖĞRENCİLERİNİN KAYGI VE KEYİF ALMALARININ ÇEVİRİMİÇİ KONUŞMA BECERİLERİ DERSİ ÜZERİNDEN İNCELENMESİ

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Bu çalışma, mevcut koronavirüs pandemisinde 2020-2021 eğitim-öğretim yılında birinci sınıf öğrencilerinin Yabancı Dilden Keyif Alma (YKDA) ve Yabancı Dil Konuşma Kaygısını (YDKK) çevrimiçi konuşma becerileri dersleri aracılığıyla ortaya çıkarmak amacıyla yapılmıştır. COVID-19 salgınıyla birlikte gelen çevrimiçi yabancı dil konuşma becerileri derslerinin başlaması, zaten stresli olan sözlü iletişim etkinliğine ekstra stres yüklemiştir. Bu nedenle, çevrimiçi yabancı dil konuşma becerileri dersleri sırasında öğrencilerin duyu ve tutumlarının analiz edilmesi, engelleyici ve kolaylaştırıcı faktörlerin belirlenerek çevrimiçi yabancı dil konuşma becerileri derslerinin kalitesini artırmak için gerekli bilgilere ulaşmak için gerekli hale gelmiştir. Duyguların uyum ve bilişi etkileme gücü olduğundan, bu araştırma çevrimiçi yabancı dil konuşma becerileri derslerinde birinci sınıf öğrencilerinin duyu durumlarını etkileyen bağımsız değişkenleri bulmak için hem olumlu hem de olumsuz duygulara odaklanmaktadır. Bu araştırmanın örneklemini Türkiye'deki yedi bölgeden 33 üniversiteden 722 katılımcıdan oluşmaktadır. Bu araştırma nicel bir araştırma tasarımı benimsediğinden, birinci sınıf öğrencilerinin YDKA ve YDKK düzeyleri Yabancı Dilden Keyif Alma Ölçeği (YKDAÖ) ve Yabancı Dilde Konuşma Kaygısı Ölçeği (YDKKÖ) ile ölçülmüştür. Ölçek, akademik personelin yardımıyla GoogleDocs kullanılarak çevrimiçi olarak sunuldu ve 2020-2021 akademik yılının bahar döneminde üç ay boyunca erişilebilir durumda kaldı. Çalışmanın sonuçları, birinci sınıf öğrencilerinin çevrimiçi konuşma becerileri derslerinde oldukça keyif aldıklarını ve orta düzeyde kaygılı olduklarını ve YDKA ile YDKK arasında anlamlı bir negatif korelasyon olduğunu ortaya koymuştur. Cinsiyet açısından ise cinsiyetin YDKA üzerinde bir etkisinin olmadığı, ancak YDKK üzerinde etkisinin olduğu sonucuna ulaşılmıştır. Bölge değişkeninin YDKA ve YDKK üzerindeki etkisi incelendiğinde, YDKA ve YDKK açısından bölgelere göre anlamlı bir farklılık olduğu ortaya çıkmıştır. Analiz ayrıca çok dillilik derecesi ile YDKA ve YDKK puanları arasında önemli bir korelasyon olduğunu ortaya koymuştur. Algılanan İngilizce yeterlilik düzeyi, YDKA ve YDKK üzerinde etkili bir faktör olarak bulunmuştur. Son olarak, birinci sınıf öğrencilerinin konuşma becerileri dersi için sınıf ortamı tercihlerinin FLE ve FLSA üzerinde etkili bir faktör olduğu belirlenmiştir. Elde edilen sonuçlara göre öneriler sunulmuştur.

Anahtar Sözcükler: Yabancı dil konuşma kaygısı, Yabancı dilden keyif alma, Çevrimiçi yabancı dil öğrenme

ABSTRACT

INVESTIGATING THE FRESHMEN'S ANXIETY AND ENJOYMENT THROUGH ONLINE SPEAKING SKILLS COURSES IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAMMES IN TURKEY

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This study has been conducted in order to reveal freshmen's Foreign Language Enjoyment (FLE) and Foreign Language Speaking Anxiety (FLSA) through online speaking skills courses in the 2020-2021 academic year in the current coronavirus pandemic. The introduction of the online foreign language speaking skills courses coming with the COVID-19 pandemic burdened extra stress on oral communication activity that is already stressful. Therefore, analyzing the students' emotions and attitudes during online speaking skills courses has become essential to reach relevant information to increase the quality of online foreign language speaking skills courses by determining hindering and facilitating factors. Since emotions have the power to affect adaptation and cognition, the present research focuses on both positive and negative emotions to figure out the independent variables affecting freshmen's emotional states in online foreign language speaking skills classes. The present research consists of 722 participants from 33 universities from seven regions in Turkey. Since the present research adopts a quantitative research design, freshmen's FLE and FLSA have been measured through Foreign Language Enjoyment Scale (FLES) and Foreign Language Speaking Anxiety Scale (FLSAS). The questionnaire was posted online using GoogleDocs with the help of academic staff and remained accessible for three months in the spring term of the 2020-2021 academic year. The results of the study have shown that freshmen have been found to be highly enjoyed and moderately anxious in online speaking skills courses and a significant negative correlation has been revealed between FLE and FLSA. In terms of gender, it has been reached that gender has no effect on FLE, but it has an effect on FLSA. When region variable effect on FLE and FLSA has been analyzed, it has been revealed that there seems a significant difference according to regions in terms of FLE and FLSA. Analysis has also revealed that there is a significant correlation between the degree of plurilingualism and FLE and FLSA scores. Perceived level of English proficiency has been found as an affective factor on FLE and FLSA. Lastly, speaking skills classroom environment preferences of freshmen for speaking skills courses have been determined to be an affective factor on their FLE and FLSA. According to the results, suggestions have been presented accordingly.

Keywords: Foreign language speaking anxiety, Foreign language enjoyment, Online foreign language learning

To my beloved mother SULTAN DEMİRCİ ...

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SYMBOLS AND ABBREVIATIONS

α	: Cronbach's index of internal consistency
CE	: Classroom Environment
EFL	: English as a Foreign Language
FL	: Foreign Language
FLA	: Foreign Language Anxiety
FLCA	: Foreign Language Classroom Anxiety
FLE	: Foreign Language Enjoyment
FLES	: Foreign Language Enjoyment Scale
FLSA	: Foreign Language Speaking Anxiety
FLSAS	: Foreign Language Speaking Anxiety Scale
IDs	: Individual Differences
M	: Mean (Arithmetic Average)
Max	: Maximum
Min	: Minimum
PP	: Positive Psychology
SD	: Standard Deviation
SPSS	: Statistical Package for Social Science
WTC	: Willingness to Communicate
WHO	: World Health Organization

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1. INTRODUCTION

The Coronavirus pandemic has spread around the world since the beginning of 2020 and has seriously spoiled the standard running of the whole education sector. For the reason that lockdowns were enforced, higher education institutions have had to deal with a sudden change and faced the difficulty of finding alternative methods to make the teaching and learning process continue. Although some universities adopted online tuition mainly as a part of blended learning before the COVID-19 outbreak, most higher education institutions have shifted to an alternative education model, with online learning being presented as the remedy of this challenging period as a *sine qua non*.

Shareholders of higher education have faced difficulties in adaptation and transformation challenges stimulated by the sudden shift to online (distance) education. It is because the shift requires meticulous implementation of online learning pedagogies regarding certain elements such as appropriate technical infrastructure, sufficient digital literacy skills, conscious academics and students to sustain online education well. During the shifting period, governments have offered financial and technical support, considering expert recommendations and guidelines to universities that have tried to continue their services to society as much as possible. This promoted universities to offer better educational services.

In both pre-COVID and post-COVID periods, distance education has been sustained based on synchronous or asynchronous learning through e-learning platforms prepared by not only higher education institutions but also academics. The advent of technologies has contributed to innovations in online education and facilitated the accessibility and affordability of online courses. Therefore, synchronous systems have become more commonly used learning in higher education.

Foreign language teacher education programs at universities are no exception from challenges in shifting to online education since faculty and students have been required to reposition themselves in an online learning environment. Especially at the beginning of the COVID-19 pandemic, in line with the lockdowns, faculty have been given limited time to redesign courses by adapting appropriate materials and seeking appealing methods to offer qualified foreign language (FL) teaching along with positive learning and teaching environment.

It is a fact that learning a foreign language demands much more than the requirements provided by instructors, students, and materials provided in the classroom where ‘two plus two equals four’ does not always work. It has been suggested that individual differences (IDs) are inseparable components of FL learning and play a key role in FL achievement. Scovel's (1978) review has urged greater scientific and methodological rigor upon FL learning researchers, teacher educators, and teachers who investigate affective variables in FL learning; this interest has led to substantial, diverse, and exciting contributions to the literature in the field and, in turn, IDs have been highlighted and started to be taken into consideration in foreign language learning research field since then. Approximately four decades ago, before IDs studies, learners were traditionally stigmatized as ‘good and bad or smart and dull’ considering their ups and downs in the process of FL achievement. Bearing the idea that foreign language learning is not experienced in isolated glass jars therefore affected by different factors and the complex nature of human learning, it would be safe to claim that there exists more than one factor not only affecting learners’ feelings toward FL learning but also affecting each other in the process FL learning because students are not learning in a social vacuum.

Since the FL education process involves various emotions, positive or negative, in the worldwide context of the COVID-19 pandemic, analyzing the students’ emotions and attitudes during online speaking skills classes has become essential to reach relevant information to sustain online foreign language learning. This is because emotions are not only a result but also a process that has long-term consequences on students’ academic achievement. Furthermore, emotions cannot be disregarded since they have the power to affect adaptation and cognition. Additionally, emotions are essential contributors to students’ FL learning and communication processes. Therefore, they are required to be investigated to contribute to pedagogical literature (Dewaele, 2012).

1.1. Problem Statement

Effective FL learning is a convincing combination of both cognition and emotion, as Oxford (2015) argued. Along with cognitional studies, FL learning research into learners’ emotional states has mainly revolved around negative emotions, especially foreign language anxiety, that negatively affects FL learning and communication processes in complex and multidimensional ways. It is a fact that

positive emotions, mainly foreign language enjoyment, have remained in the shades of the glowing studies into negative ones. Nevertheless, positive emotions have become critical for today's knowledge-based society; therefore, FL research into not only negative emotions but also positive emotions seem to be a logical route. Accordingly, enjoyment should not be regarded as a learner's exclusive right in an FL education setting, but a fundamental component of the academic experience, since the experience of enjoyment is a crucial factor for learning fulfillment by contributing to the achievement.

The introduction of the brand-new online speaking skills courses coming with the COVID-19 pandemic loaded extra stress on oral communication activity that is already stressful. As a researcher, we suggested that concentrating on only debilitating effects of anxiety alone is not contributing to research and pedagogical literature as focusing on both positive and negative factors affecting the FL learning process in online speaking skills courses to facilitate FL learning by figuring out the independent variables affecting emotional states, and consequently, the social presence of the freshmen students.

The general objective of the present research is to analyze students' Foreign Language Enjoyment (FLE) and Foreign Language Speaking Anxiety (FLSA) as regards online FL learning along with their antecedents during the online speaking skills courses in the current coronavirus pandemic.

1.2. Research Questions

The study aims to answer the following questions:

1. What are the FLE and FLSA dispositions of the freshmen?
2. What is the correlation between FLE and FLSA in the online speaking skills class context?
3. To what extent is there an effect of gender on FLE and FLSA?
4. Is there a difference in the effect on FLE and FLSA according to the seven regions in Turkey?
5. To what extent does plurilingualism affect FLE and FLSA?
6. What is the effect of the perceived level of English proficiency on FLE and FLSA?

7. What is the role of the classroom environment preference on the freshmen's speaking skills on their level of FLE and FLSA?

1.3. Significance of the Study

In accordance with the literature review, a good deal of research has been conducted on foreign language anxiety; the research of positive emotions, which are still under-researched, in FL classes needs further investigation. Nevertheless, the related literature shows that research embodying FLE and FLA together tended to lack contextualization despite the fact that a person cannot be analyzed being isolated from contexts (Mercer & Williams, 2014), since the self affects and being affected by the social context. The study has a unique value in the sense that it is the first research to measure FLE and FLSA levels of only freshmen in specific online foreign language speaking contexts. The study aimed at giving contributions to online foreign language speaking skills education. The study also has two main significances: theoretical and practical significances.

To start with theoretical significance, the research offers solutions for the problems, considering FLE and FLSA, encountered in online speaking skills classes and puts forward some certain suggestions to facilitate a positive online classroom environment along with offering ways to silence debilitating factors that affect willingness to communicate. Hurd (2007) and Xiao (2012) state that in online foreign language education settings, it may be more demanding to determine students' emotions. Blake (2013) also notes that the prominent issue in this sense as that instructors and educational theoreticians have overlooked the experiences of online learners and the potential impacts that technology might have on them especially in undergraduate online foreign language education settings. To this end, students' emotions should be a concern; otherwise, their FL learning is hindered by reasons, which are brought by online education, beyond both instructors and learners' control.

Accordingly, the research also exhibits its difference from the previous research in that both positive and negative emotions have been taken together to have a better understanding of the affecting factors in online FL settings. Although having a sample from a single context might help researchers control certain variables, the study has been conducted across Turkey, and this has increased the generalizability of our research findings. In the context of the COVID-19 pandemic, emotions have become more of an issue, and this study is one of the research that aims to contribute to the

affective side of FL learning as well. In this regard, the aim of the research overlaps sustainable FL learning purposes through the medium of online education as well.

To go on with the practical significance of the research, the results of the research can be used as a reference for speaking skills course instructors as well as other instructors who teach online to promote a positive classroom environment, to meet students' needs in online courses, to eliminate the hindering effects of negative emotions, to be aware of the factors affecting learners' FL speaking performance both in a positive or negative way, and to design courses and embody the most suitable methods, accordingly. The study also allows undergraduate students to evaluate their attitudes and their effects on their FL learning, as well. The research also serves certain information for other researchers who tend to conduct further research in the related field.

1.4. Definition of Key Terms

In this study, these keywords have been used to define some terms.

Foreign language anxiety: " A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process. " (Horwitz et al., 1986, p. 128).

Foreign language speaking anxiety: It is defined as the feeling of apprehension while speaking a foreign language in a community.

Foreign language enjoyment: It refers to a positive emotion that helps learners to overcome negative emotion arousal by promoting resiliency in the process of language learning.

Online language learning: It refers to a process of learning any language in which language learners are apart from their educators and peers and attend the courses scheduled in virtual settings via the use of technological devices with network access.

Willingness to communicate: "A readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al.,1998, p.557).

2. BACKGROUND TO THE STUDY

In section two, the database is reviewed, the relevant literature is provided to construct ground for future research. First, a theoretical framework is established to ground the research by furnishing pedagogical theories employed in a language learning setting. Subsequently, relevant literature is provided from a comprehensive perspective to a subject-specific perspective to give an overview of the research.

This section briefly introduces the theoretical background of the study. In this respect, it primarily aspires to set what is provided into the field in educational and EFL settings, meticulously sorting concerns on foreign language speaking anxiety and enjoyment. First, the humanistic language teaching approach and affective filter hypothesis, along with foreign language anxiety /speaking anxiety and online FLA, are given under the umbrella of the negative psychology side of the research. Second, broaden and built theory and control-value theory are presented together with enjoyment within the framework of positive psychology, and the related literature is introduced. Lastly, the studies that embody both foreign language anxiety and foreign language enjoyment are presented in order and synthesized in a common ground at the end of the literature review part.

2.1. Negative Psychology in EFL Learning

It is safe to state that EFL researchers have generally concentrated on the negative side of emotion; therefore, a good amount of research has been conducted on the most researched subject, 'anxiety' in the literature. In this part, the background of FLA as a negative emotion has been presented.

2.1.1. Humanistic Language Teaching Approach

Emotion had been neglected until Rogers (1951) and Maslow (1962) made a great effort to develop humanistic psychology in the early seventies. Language learning scope (e.g., Chastain, 1976; Curran, 1976; Lozanov, 1979) has indicated the significance and complexity of affect in language learning processes. In the same vein, Richard and Rogers (2002) state that "humanistic techniques engage the whole person, including the emotions and feelings (the affective realm) as well as linguistic knowledge and behavioral skills" (p. 90). The statement is supported as "humanistic language teachers and theorists never talk about substituting the cognitive for the affective, but rather about adding the affective, both to facilitate the cognitive in

language learning and to encourage the development of the whole person" (p. 237) by Arnold (1998), as cited in Mehrgan (2012).

Comprehensively enough, it is revealed that the humanistic approach recognizes the learner as a whole person considering their physical, emotional, and social sides together with cognitive features in the context of learning (Tanemura & Miura, 2011). Since 'learner as a whole person' has come on strong, it has become one of the main concerns in educational theory, and affective variables have been supposed to have a substantial share in the language learning process. Due to the communicative nature of language classrooms, the place of affective variables is worth considering to this end, as Arnold (1998, 1999) states.

Echoing this approach, Krashen (1982) has proposed the Affective Filter Hypothesis to highlight the essential role of emotions in the language learning process.

2.1.2. Affective Filter Hypothesis

The view that negative emotions inhibit language learning is not brand new: Krashen (1982) argues that every single language learner has an affective filter that determines "the degree to which the acquirer is "open" " (p. 9). According to this hypothesis, negative emotions force language learners to bring the filter "up" and inhibit the processing of target input. In low-anxiety environments, the filter goes down, and the language input processing becomes smoother with the help of positive emotions. Within the scope of this hypothesis, researchers on affective variables have concentrated on only negative emotions of the learners to close the door on negativity in language learning environments in order to create a learning-friendly environment.

Similar to the deficit approach until the seventies, positive affective variables have been ignored, and scholars' focus has remained on learners' negative emotions, especially anxiety. However, the hypothesis has stimulated a significant number of research on foreign language anxiety over the last thirty years (Gkonou et al., 2017) and has created a yielding research avenue on foreign language anxiety.

2.1.3. Foreign Language Anxiety (FLA)

The classroom is realized to be more than a room in which a class of students is taught and thus, the existence of a myriad of affective factors, which are emotional factors influencing learning in either facilitative or debilitating ways, such as FLA, which has become a central issue among achievement influencing factors in a learning

setting (Chastain, 1988). FLA, nevertheless, as a special kind of anxiety was not identified until the middle of the 1980s.

Although Scovel (1978) draws attention to FLA research conceptualizing facilitating, debilitating, trait and state anxiety to contribute to the field by investigating new measures of FLA, Foreign Language Classroom Anxiety Scale (FLCAS), published by Horwitz et al. (1986), has become the most commonly used scale. Therefore, the cornerstone of foreign language anxiety studies is placed by Horwitz (1986). Horwitz et al. (1986), who have reconceptualized and defined foreign language anxiety (FLA) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (p. 128), emphasizing its multi-faceted nature, along with this, the uniqueness of the foreign language learning anxiety has been highlighted focusing on the distinctive features which separated it from other anxiety triggers.

Arnold and Brown (1999) also ascertain the importance of FLA by claiming that it is the most influential affective factor obstructing the learning process. Accordingly, there exist multitudinous definitions of FLA in the literature, as well. In their recently produced paper on learner characteristics, Gregersen and MacIntyre (2014) define FLA as the distress and adversely affecting reaction when learning and performing an L2 and it is particularly pertinent to a classroom and using L2 where self-expression takes part. Anxiety has also been identified as an inner feeling of nervousness, apprehension, pressure, and uneasiness in connection with the incentive of the instinctive nervous center (Talebinejad & Nekouei, 2013).

Furthermore, it can be clearly seen that there exists a strong relationship between FLA and the language learning process. There have been many attempts to identify potential underlying reasons to weaken the debilitating effect of foreign language anxiety so far, a significant number of studies have been conducted. To our best knowledge, some of the prominent sources can be listed as follows: competitiveness (Bailey, 1983), personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language learning, instructor-learner interactions, classroom procedures, and testing (Young, 1991), fear of negative evaluation (Aida, 1994), perfectionism (Gregersen & Horwitz, 2002), severe error correction (Gregersen, 2003), lack of willingness to communicate (MacIntyre et al., 2003), proficiency levels (Horwitz, 2010), personal characteristics of the learners (Dewaele,

2013), ambiguity tolerance (Dewaele & Ip, 2013), disagreement between learner and teacher (Gregersen & MacIntyre, 2014), psychological well-being (Dewaele & Al-Saraj, 2015), style of classroom instruction (MacIntyre, 2017), although Horwitz (2001) states it is really rocket science to determine anxiety or other factors interfere in the foreign language learning process.

All the research has been conducted to identify FLA and its potential sources. In the same way, Horwitz et al. (1986) propose that FLA consists of three main components: a) communication apprehension, b) fear of negative evaluation and c) test anxiety. Likewise, they explain that students who experience communication apprehension do not feel comfortable in speaking and listening activities in the target language. Students who exhibit fear of negative evaluation also have a hard time participating in language activities, especially those requiring speaking skills. Students who experience test anxiety see the foreign language learning process, communicative activities in particular, as tests instead of natural processes. Understandably, learners who have a high level of FLA are less willing to communicate in the target language compared to non-anxious ones (Aida 1994; MacIntyre & Gardner, 1991). Therefore, foreign language speaking anxiety has become a common phenomenon in EFL classes.

2.1.3.1. Foreign Language Speaking Anxiety (FLSA)

When the factors affecting the development of speaking skills are investigated, the roles of affective factors are found as effective as cognitive factors in the improvement of the speaking skill. Tuan and Mai (2015) indicate the importance of performance situations, feedback, listening performance, and especially affective factors during speaking activity to impede the success in speaking skills. Considering the requirements of a speaking activity, such as time pressure, planning, etc. (Nation & Newton, 2009), it is not surprising to regard speaking as an important facet of FLA in speaking skills classes. Horwitz and his friends (2001) state that some skills, such as listening and speaking trigger more anxiety in foreign language learning.

Along with this, called as communication apprehension by Horwitz and his friends (1986), fear of speaking in a foreign language in a community is directly correlated with FLA (Horwitz, 2017), and speaking activity is counted as one of the 'most threatening' in an EFL classroom (Horwitz et al., 1986). As well as general FLA, participating in speaking activities may lay an anxiety burden on the learners. Therefore, speaking is regarded as the most anxiety-stimulating skill in a foreign

language learning setting (Cheng et al., 1999; MacIntyre and Gardner, 1991). Similarly, according to Arnold (2000), speaking skill stimulates anxiety more than other language skills in the view of the fact that students lack confidence in their linguistic knowledge, and because of speaking skills' public nature together with the feeling of discomfiture in front of others.

The role of speaking anxiety as an affective sub-dimension of FLA has become a prominent fact in the field. In addition to sole speaking anxiety studies, most of the related literature is concentrated on the correlation between speaking anxiety and other affective factors (e.g., Price, 1991; Woodrow, 2006; Liu, 2007; Öztürk & Gürbüz, 2013, 2014).

2.1.4. Online Education and Foreign Language Learning

With a prompt rise in the development of technology and with the advent of the internet in the 1990s, walls of classrooms have been demolished by the innovations of the current century. These developments also breathe new life into foreign language education and change the concept of the classroom while casting challenging roles for both learners and educators, which ends up a new type of education on the stage of online education platforms. As Sarı and Kızıltan (2021) stated, newly appointed teachers also seem to be aware of the importance of teacher-student interaction and strategies for online education. To this end, being knowledgeable about online education requirements and online education approaches gain prominence.

Despite the fact that online education may be considered a new term due to its gaining popularity during the Covid-19 period, it has been used for almost a century. Reviewing the relevant literature, one encounters several different terms used for online education such as distance learning, online learning, or e-learning (Moore et al., 2011), however, distance learning is the broadest of these three, and online learning refers to a synchronized environment while e-learning occurs in asynchronized setting (Simonson, 2010). However, Singh and Thurman (2019) define online learning as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. (p.302)” without highlighting the difference between synchronous and asynchronous learning environments. Littlefield (2018) differentiates synchronous and asynchronous environments as follows: Asynchronous environments refer to the settings where learners attend online courses at a scheduled time and simultaneously interact with

their educators and peers. Video-conferencing and web-conferencing tools such as Zoom and Skype are the ones that are mostly preferred for educational use in the e-conferencing systems. Asynchronous environments refer to the settings in which learners do not interact with their educators and peers directly at a scheduled time. Moreover, learners are expected to follow video-recorded and audio-recorded materials or electronic resources on online education platforms such as contexts massive open online courses (MOOCs) take place. All in all, online education refers to different kinds of environments where learners and educators are not physically in the same location (Blake, 2013).

With the introduction of technology in education, online education term has become widespread and new teaching approaches are included in the process of online learning: blended and flipped learning (Blake, 2017). Even though the terms blended learning and flipped learning are introduced with different meanings, they have much in common, indeed.

2.1.4.1. Blended Learning

Blended learning is also known as mixed learning and hybrid learning (Barry et al., 2018). Although there is a bunch of definition for this new approach, there is no agreed definition including pedagogical and methodological focuses. Separately given, blended learning is defined as a blend of the best practices of online and face-to-face learning (Finn & Bucci, 2004; Boelens et al., 2015). Considering the setting, blended learning is viewed as a learning approach including technological/ online tools in traditional class time. To say that, some researchers view blended learning as a part of in-class activities while others split online activities from in-class activities. In spite of the body of literature on blended learning, there exists no agreement on how to apply “blended learning” (Owston et al., 2013).

When the effectiveness of blended learning is investigated, Yılmaz and Orhan (2010) suggest that a blended learning environment can sustain interaction between educators and learners, which can be one of the most common problems in online education. Although fully online classes offer some flexibility advantages, it also comes with disadvantages, such as a lack of required communication between learners, educators, and peers. Considering the learners’ performances and blended courses by comparing traditional and blended settings, it has been revealed that there may be a positive effect of blended courses on learners (Harahap et al., 2019); however, some

other studies find no significant evidence for the positive effect of blended learning on learners' performances (Grandzol, 2004; Hsu & Hsieh, 2011).

2.1.4.1.1. Flipped Learning

Flipped learning has been applied by Bergman and Sams (2012) who are the pioneers of the model. It is fair to state that flipped learning is a recent form of blended learning in which learners access online courses individually before class and attend classroom activities interacting with educators and peers (Lee et al., 2017). Bergman and Sams (2012) define flipped class as doing what is traditionally done in class at home while doing the homework is in class. Flipped learning focuses on the flipped-classroom design which is one of the best ways to organize blended learning (Capone et al., 2017); consequently, flipped classroom approach is viewed as a subcategory of blended learning.

The concept of flipped learning has been around for many years, still, there is a growing body of research on the effectiveness of flipped learning. Scholars stress that flipped classroom approach has an engaging effect on learners resulting in better learning outcomes (Bergmann & Sams, 2012; Tune et al., 2013). Pluta et al. (2013) highlight that applying flipped classroom model in higher education creates more class time for further discussions of subject matters.

Although online education provides many opportunities, it has been still seen as a complex construct due to the extent of the burden supposed to be put on the learners' shoulders (Eldred, 1984; Knowles, 1984). In an online undergraduate educational setting, learners are required to have a proactive stance in the process of learning through managing their language learning (Coole & Watts, 2009; Eldred, 1984), and sustain their organization while doing their work in isolation (Mezirow, 2000). Some scholars support the idea that online learning environments are much more demanding than traditional settings, due to the high educational responsibility imposed upon learners (Eldred, 1984; Knowles, 1980; Oguz & Bahar, 2008) and the technological demands needed for online education, the online setting is viewed as a knotty construct for education. Moreover, as Blake (2017) states applying traditional approaches in online is not as useful as in traditional classes. Therefore, new approaches should be applied for online education along with improving software-specific skills which are required take time. Although there exist a study on

However complex it is, online education became a must after the World Health Organization's (WHO) social distancing policy due to the spread of the coronavirus pandemic which ends up with school closures. Therefore, online education has become popular around the world. This popularity has brought some challenges due to the requirements needed to be successful as a learner. Learners' characteristics are expected to meet the requirements of online courses (Boyd, 2004); otherwise, their tendency to drop out becomes higher (Youngberg, 2012). Patterson and McFadden (2009) state that learners' dropout tendency is higher in online education compared to traditional education because of the challenging roles cast for the learners that also cause anxiety.

Since online education has become widespread due to the global pandemic crisis, foreign language education also has got its share of online education which seems to be the most appropriate education model for the current situation (Karataş & Tuncer, 2020). Along with the challenges coming with online education, foreign language learning is also an anxiety-provoking factor by itself; that's why foreign language education in online contexts is required to be investigated to have a better insight into the emotional states of the learners to enhance language learning.

2.1.4.2. Online Foreign Language Speaking Anxiety

In online settings, different aspects of investigating language learner speaking anxiety also come about for the reason that technology factor has been highly affected learners' learning process. While Zhang and Rahimi (2014) identify six causes of anxiety as; personal or interpersonal problems; the interaction between student and instructor; processes in the classroom; the assessment of language; the instructor's attitude towards learning; the learners' attitude towards learning. In an online environment, three more possible sources of anxiety are added by Chametzky (2013); the experience background of learners in an online education environment; having technophobia; the complex online education environment due to the fact that the increasing educational responsibilities found on learners (Oguz & Bahar, 2008) and the technical necessities required for online education are different and complex.

2.2. Positive Psychology in EFL Learning

Previous literature on emotion in foreign language learning has dwelled mainly upon negative emotions. Still, positive emotions have not been researched as much as

negative emotions (Arnold, 2011). However, enjoyment as a positive emotion has become a frequently researched area for the past decade. In this part, the introduction of positive psychology and backbone theories will be presented.

Since the turn of the millennium, more focus on various emotions present in the EFL classroom has appeared (Dewaele, 2010). Around that time, the positive psychology movement was introduced with the original study of Seligman and Csikszentmihalyi (2014), which presents the framework of PP (Positive Psychology). PP embodies a strength-based approach instead of weakness-orientedness. In other words, this implies that PP is not about fixing what is negative or problematic (Gao et al., 2020) but about developing positive qualities (Seligman, 2002; MacIntyre, 2021). Since then, this contemporary approach has had a broad repercussion in our field (MacIntyre & Mercer, 2014). Two notable books have been published following this new approach in our field so far, namely ‘Positive Psychology Perspectives on Foreign Language Learning and Teaching’ (Gabryś-Barker & Gałajda, 2016) and ‘Positive Psychology in SLA’ (MacIntyre et al., 2016). This approach has also facilitated the scope of the affective emotions research field to include positive emotions experienced in the classroom.

Following these developments, the flourishing of the positive movement gets on the rise. It resonates as a “positive renaissance” in psychology, while in the EFL field echoes this term as “positive turn” (Dewaele & Li, 2018) and “affective turn” (Mercer & MacIntyre, 2014). The “affective turn” refers to a shift of concentration from negative emotions research, anxiety in particular, to both negative and positive emotions research (MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014; Seligman & Csikszentmihalyi, 2014). With the existence of new theories of PP, new dimensions of practice and applications have started to flourish (MacIntyre et al., 2016, p. 378). The field has become more fruitful because PP supports that boosting positivity is more beneficial than combating the negative (MacIntyre & Mercer, 2014), which is a recent view in the research field.

Contrary to the general view on PP studies, that PP studies aim to ignore negativity and concentrate on positivity exclusively, (Komorowska, 2016) explains the aim of PP in EFL context that PP-based research does not mean to ignore obstacles but seeking values in obstacles to figure out strengths to facilitate positivity and language learning because of the fact that PP concerns with not only enjoyment but

also flourishing, and resilience in life as well as education (Seligman, 2011). Furthermore, this view is interpreted as a call for doing research on a wide range of emotions considering positive ones instead of concentrating on only negative emotions such as anxiety by holding a more holistic approach (Dewaele, 2017; Oxford, 2015; Pishghadam et al., 2016). In the field of psychology, the concept of foreign language enjoyment has been stimulated by certain theories in the rising field of PP, especially the broaden-and-build theory (Fredrickson, 2001, 2003) and partly control-value theory (Pekrun et al., 2007).

2.2.1. Broaden and Built Theory

The introduction of enjoyment has been led by Barbara Fredrickson, one of the significant contributors to the theoretical development of positive psychology, who proposes the broaden-and-build theory. The broaden-and-build theory has argued for an obvious distinction between positive and negative emotions (Fredrickson, 2001, 2003). Based on the theory, positive emotions and negative emotions produce different types of responses, indicating that positive emotions can “broaden people’s momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources” (Fredrickson, 2003, p.219) while negative emotions tend to be directly related to a certain activity predisposition, an obsession toward a certain kind of action; therefore, negative emotions tend to end up with focusing and narrowing. On the contrary, positive emotions tend to result in expansive thinking by broadening thought-action capabilities.

Accordingly, experiencing positive emotions in a foreign language learning context contributes to learners’ awareness of linguistic input as well as facilitates their problem-solving skills (Boudreau et al., 2018) and enlarges the learners’ knowledge base (Piechurska-Kuciel, 2017). In addition, positive emotions can eliminate the influence of negative emotions arising out of FL learning difficulties by increasing resiliency (Dewaele & Alfawzan, 2018). Basically, all these increase the value of shifting to positive emotion studies in FL learning contexts.

2.2.2. Control value theory

The fundamental role of enjoyment in foreign language learning has been based on the control-value theory of achievement emotions (Pekrun & Linnenbrink-Garcia,

2014; Pekrun et al., 2002) along with the Broaden-and-Build Theory of positive emotions (Fredrickson, 2001). Both of the theories emerged as keystones of positive psychology. According to control-value theory, emotions related to achievement such as joy, enjoyment etc. are closely associated with the controllability of the activity and with the value attributed to the activity itself. In other words, as long as the activity is viewed as being controllable and valued positively, enjoyment arises (Pekrun et al., 2007). Consequently, enjoyment is regarded as an activity-based positive emotion that has been revealed to positively affect language learners' academic performance and academic achievement (Pekrun et al., 2007; Piniel & Albert, 2018).

When control-value theory is included in the FL learning context, Piniel and Albert (2018) state that enjoyment felt by foreign language learners is associated with either positive or negative value attributed to the learning activity and the extent to which they feel in control of the learning process along with the extent to which they can attribute success or failure to their struggles and capabilities. In this case, enjoyment as a positive activating emotion motivates learners, and accordingly, it increases interest in language learning. To this end, enjoyment studies have gained prominence under the favor of sure ground in its nature.

Considering both broaden and built theory and control value theory, it is fair to state that both of the theories aim to implement positivity in FL classes. While broaden and build theory suggests that knowledge can be build better with the help of enhancing positivity in classes through using humor and creating a common humor language, etc., control-value theory embodies action-based approach which aims to attribute value to courses, homework, in-class and out-of-class activities by making learners to feel having control over the language learning process which can be applied by sharing ideas and planning courses together. To this end, both of theories establish the foundation of using positive psychology in FL classes.

2.2.3. Foreign Language Enjoyment (FLE)

Foreign language enjoyment is conceptualized as a positive emotion that “can help dissipate the lingering effects of negative emotional arousal, helping to promote personal resiliency in the face of difficulties” (Dewaele & MacIntyre, 2014, p. 241). FLE is also regarded as an essential element of achievement emotions (Pekrun et al., 2007). Further, Wang et al. (2021) state enjoyment as one of the components as well

as grit, well-being, engagement, loving pedagogy, emotion regulation, and resilience of positive psychology in Second/ Foreign Language Learning, as seen in Figure 2.3.1.

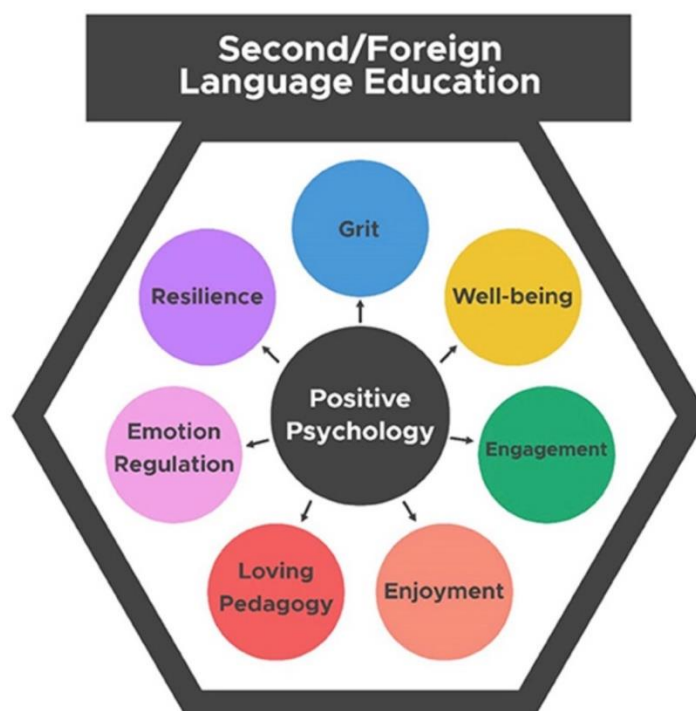


Figure 2.3 1 Potential positive psychology factors contributing to the second/foreign language learning experiences. (Wang et al., 2021, p.6)

Theoretically, enjoyment is a product of the concept of flow (Csikszentmihalyi,1990), which is defined as a positive state where psychological needs and challenges are being addressed. According to Fredrickson (2001), enjoyment is closely linked with the urge to expand one’s limits and be prolific; furthermore, she suggests that experiencing enjoyment in the language learning environment facilitates learning and fosters social bonds in the classroom. Not only with young learners but also with adults, enjoyment is associated with psychological safety while figuring out an unfamiliar linguistic world. Therefore, enjoyment is conceptualized as an emotional key to unlock the language learning potential in a linguistic world to adult and young learners alike.

In practice, there are mainly two strands of studies: measurement of FLE and potential correlations between FLE and other factors.

There have been three studies to improve the measurement of FLE. In the introduction of the Foreign Language Enjoyment Scale (FLES), Ryan et al.’s (1990) Interest/ Enjoyment subscale is used as the base of the upcoming scale: Ryan et al.’s

seven items related to enjoyment, interest, and boredom are rephrased and then adapted to a foreign language learning environment. Along with these seven items, items about making mistakes, identity, social atmosphere, and attitudes towards the learning of the FL, feelings towards peers and teachers are added to the new scale. The final FLES consists of a total of 21 items; 9 of the statements start with first-person singular, 3 of them are first-person plural while the left 9 statements start with third-person singular/plural. The FLES is applied on an extensive-scale international sample (N= 1746) from across the world Dewaele and MacIntyre (2014). In 2016, they shortened the 21 items to 14 items. They also confirm a two-factor structure of the Foreign Language Enjoyment Scale by Principal Component Analysis: FLE-Social, and FLE-Private using the same dataset. After a year, Dewaele and Dewaele (2017) reduce one more item using a new dataset from a single foreign language learning context (London). A new 10-item version is introduced reflecting three different dimensions from the previous version: FLE-Social, FLE-Private, and Peer-controlled/teacher-controlled positivity. Another attempt to create a new version comes from China. Li et al. (2018) conduct research on Chinese high school students' views about FLE and modified an 11-item Chinese Chinese Version of FLES reflecting three new dimensions: FLE-Private, FLE-Teacher, and FLE- Atmosphere. The aim of the last attempt is to establish a Short form of the Foreign Language Enjoyment Scale (S-FLES). Botes, Dewaele, and Greiff (2021) concentrate on a shorter form to create a psychometrically strong and time-saving scale considering the reliability and validity of constructs. Their subscales consist of 9 items, including personal enjoyment (3 items), social enjoyment (3 items), and Teacher Appreciation (3 items). All of these changes have been made; still, the 21-item version of the FLES is the most frequently used version of FLES.

According to Fredrickson's (2013) positivity ratio, investigating both positive and negative emotions is a good way of figuring out prevalent experiences of language learners instead of examining them alone. Among the positive language learning emotions, FLE has received the most attention in FLE/ SLA literature, and it is mainly associated with FLA in the related literature. Consequently, potential correlations between FLE and other factors have been started to investigate. In this part, the related studies about both FLE and FLA correlations will be chronologically presented starting from the very first paper to introduce positive psychology in the FL teaching

field, co-authored by a prominent psychologist and a linguist (MacIntyre and Gregersen, 2012).

MacIntyre and Gregersen (2012) conduct an introductory work on positive psychology in language teaching by proposing basic concepts. Their work is regarded as a keystone in FLE studies. Their paper mainly dwells upon positive emotions related to language learning. They indicate that positive emotions are far more than positive feelings like pleasure and joy: learners with positive feelings are better able to participate in classes and become much better aware of language input because positive emotions have different functions from negative emotions, although they are not polar ends of the same emotion battery. In their article, MacIntyre and Gregersen (2012) draw a framework for threading a fine line between positive emotions (e.g., enjoyment) and negative emotions (e.g., anxiety) to balance the broadening effect of positive emotions and the narrowing effect of negative emotions based on the work of Fredrickson (2003) in the language learning classroom and beyond.

The first work to compare the extent of overlap between FLE and Foreign Language Classroom Anxiety (FLCA) and in the same research design is the research by Dewaele and MacIntyre (2014). 21-item FLES (Dewaele & MacIntyre, 2014) is used to measure FLE level, and 8 items extracted from the FLCAS, created by Horwitz et al. (1986) reflecting visible manifestation of anxiety, nervousness, and lack of confidence to measure FLCA, as well as interviews are conducted to support the quantitative side of the study. Participants are FL learners recruited from around the world, and the number of the participants is 1746; 1076 of them are included in the qualitative part of the study on a voluntary basis. According to the qualitative results, it has been revealed that there is a slight negative correlation between FLE and FLCA, and overall scores of FLE are higher than those of FLCA. When genders are compared, female participants score higher for both FLE and for FLCA, which means they have more FLE and FLCA at the same time. Considering the correlation between FLE and FLCA and independent variables, it is indicated that among the participants who feel that they are performing better than their peers in the FL classroom, who are more multilingual (when three or more languages were known), who are older (those who are in their twenties, thirties, forties compared to teenagers), and who have reached higher proficiency levels (high intermediate and advanced) have performed high scores in FLE compared to FLA. The cultural background of the participants has also

had an effect on their FLE and FLCA levels, North American participants report higher FLE and lower FLCA while Asian participants score vice versa. In the qualitative part of the study, participants are asked about their views on enjoyable episodes in their FL learning contexts. The answers to the open-ended question have shown that these episodes include activities such as group works and debates along with these using humor, teachers' positive attitudes, and well organization of the courses are regarded as FLE booster activities. Interestingly, speaking in front of a community is frequently noted as both enjoyable and anxiety-provoking activity. As a result, Dewaele and MacIntyre (2014) have suggested that FLE and FLCA are empirically (moderately) related emotions; however, they are not two faces of Janus as the name of the article revealed.

A follow-up study, using the same dataset as in the very first work by Dewaele and MacIntyre (2014), is conducted by Dewaele and MacIntyre (2016). In their studies, they use a Principal Component Analysis of the dataset to figure out new dimensions of 21 FLES items and eight classroom anxiety items used in the previous study. As a result of the analyses, three dimensions have been revealed. FLCA as the first dimension, Social FLE as the second dimension, and Private FLE were found as the third underlying construct. All the same, the analyses have revealed that FLE and FLCA are independent constructs and showed that Social and Private FLE are dependent dimensions. It has also been suggested that Social FLE is associated with a pleasant classroom environment, encouraging peers and teachers, while Private FLE is linked with cognition and a sense of achievement. In agreement with all, they have proposed using the metaphor that FLE and FLCA are like the left and right feet of the FL learners in their article.

Dewaele et al. (2016) conduct a study for further analyzing the same dataset (Dewaele and MacIntyre, 2014) at item level. The aim of Dewaele and MacIntyre's (2014) study is to reveal significant gender differences in FLE and FLCA, and the present research aims to figure out effective factors at item level. 1736 (1287 females, 449 males) participants' answers are used along with an open-ended question to provide narrative data, as well. Statistical analyses have revealed that female participants report high FLE and FLCA, feeling prouder of their success, having more fun during FL classes, and having a tendency not to feel bored compared to male participants. However, female participants are found more anxious about making

mistakes and more worried about their speaking skills. At last, no difference between female and male participants is found considering the ability to express oneself in the target language, and being a worthy member of the language learning community. Results also have revealed that high enjoyment is linked with low anxiety; however, learners with emotional intensity tend to experience both FLE and FLCA; therefore, positive and negative emotions are found to emerge concurrently in the FL classroom.

In their study, Dewaele and Dewaele (2017) examine FLE and FLCA correlation from a dynamic perspective. In other words, they have investigated the extent of change in FLE and FLCA levels over time. The pseudo-longitudinal design is used as a research design. 189 foreign language learning pupils are recruited from two schools in England. The study is conducted on three groups of pupils aged 12-13 years olds, 14-15 years olds, and 16-18 years olds whose L1 was English, and who are learning primarily French, German, and Spanish as a foreign language. Participants are invited to complete a 10-item scale, which consists of items extracted from the 21-item FLES (Dewaele & MacIntyre, 2014). In the first group (12-13 years olds), it has been revealed that FLE is predicted by teachers while FLCA depends on the learner themselves. In the third group of learners (16-18 years olds), FLE is predicted by the teacher as in the first group, whereas FLCA is predicted by peers rather than learners themselves, contrary to the first group. Accordingly, teachers are regarded as a strong predictor of FL enjoyment, although not FL anxiety. When mean values of FLES and FLCAS are compared, there exists a nonsignificant variation in FLCA; however, a slight increase is observed in FLE levels. Multiple regression analyses have established that at the start and the end of high school education, FLE and FLCA are less dependent on predictor variables compared to middle school education. Consequently, the results have suggested that a diverse set of independent variables predicts FLE as well as FLCA, and the predictors of FLE and FLCA are not stabilized but dynamic; in other words, they tend to change over time as a consequence of dynamic interaction between psychological (learner-internal and learner-external variables) and FL learning conditions.

Along with the previous studies, using the same dataset in Dewaele and Dewaele's (2017) research, Dewaele et al. (2018) analyze the effect of teacher and learner variables in FLE and FLCA contexts. The study aims to determine the extent of learner-internal and learner-external variables within a specific school context.

According to analyses, it has been revealed that FLE levels positively correlated with attitudes towards FL teachers, teacher practices, FL, the frequency of L2 use in the FL classroom, a higher relative standing among peers, and level of proficiency; contrary to this, FLCA is found less related to teacher-related variables compared to FLE. Furthermore, it has been proposed that FLCA is mostly about learner-internal variables.

In the Canadian context, Boudreau et al. (2018) have conducted investigations on the dynamic relationship between FLE and FLCA on a second-by-second basis by adopting an idiodynamic approach, which is used to measure fluctuating correlations between FLE and FLCA. Ten higher education English-speaking Anglo-Canadian learning French as a second language are recruited for the research. Participants are asked to perform a speaking task in the target language while they are being video recorded. The video recording consists of two phases. In the first phase, participants are asked to describe a photograph they find enjoyable. In the second phase of the oral task, they are asked to answer five interview-like questions orally. The medium of software developed for this study is used to measure fluctuations in the levels of FLE and FLCA. Participants are asked to rate feelings observed on the software while watching the recorded video of their completed tasks.

The researcher and the participants have discussed rises and drops in ratings together to meticulously figure out the causes of fluctuations conducting a subsequent interview. Consequently, the correlation between the levels of FLE and FLA has been investigated for each participant considering two phases of the study. The data extracted from the software have confirmed that FLE and FLCA are two independent dimensions. High FLE is closely associated with low FLCA, but this relationship is found as momentary. Results of the subsequent interview have suggested that the reasons behind the fluctuations may be resulted from having difficulty in finding the most suitable word during the oral tasks, controlling trait anxiety, or being interested/disinterested in discussing certain aspects of the task. To this end, there exists a dynamic correlation between FLE and FLCA.

Dewaele and Alfawzan (2018) conduct a study consisting of two phases in two different language learning contexts. In the first study, 189 (49 females, 140 males) British participants (12-18 aged learners) are recruited as in Dewaele and Dewaele's (2017) study, and the same 10-item FLES is used to measure FLE levels of the students

in both contexts. In the second study, 152 (70 females, 82 males) Saudi Arabian participants (adult learners) are enrolled in the study. Along with 10-item FLES, 8-item FLCA is used to determine possible correlations. The study aims to reveal the effects of FLE and FLCA on language performance. The language performance of the participants is measured by lexical decision tests total FL proficiency tests. According to the analyses of the correlations, there is a positive link between FLE and self-perceived proficiency, while FLCA and the level of proficiency are negatively correlated. In other words, participants' higher level of FLE is directly linked to a higher level of proficiency score; however, participants' lower level of FLCA is correlated with a lower level of proficiency score. When the pedagogical aspect of the study is considered, participants state that their experiences are shaped mainly by their attitudes toward teachers, teachers' attitudes in the classroom, and the activities performed in the classroom.

In De Smet et al.'s (2018) study conducted on 896 students from 13 primary and 9 secondary schools in Belgium, they examine the effects of FLE and FLCA in content and language integrated learning (CLIL) and non-content and language integrated learning (non-CLIL) contexts considering the influence of the target languages and the levels of instruction. A 9-item scale extracted from FLCAS (Horwitz et al., 1986) and a 5-item scale adapted from FLES (Dewaele & MacIntyre, 2014) are used as FLE and FLCA measuring instruments in the study. The medium of instruction is French in the schools, and students are learning English or Dutch as a foreign or second language through CLIL and non-CLIL. In accordance with the analyses, it has been put forward that CLIL students' FLE levels are higher than the non-CLIL students. In addition to this, English learners exhibit less anxiety and more enjoyment than Dutch learners. When educational levels are compared, it has been reported that primary school students have significantly higher FLE and FLCA compared to students at secondary schools. Researchers have attributed these results to the importance of emotional engagement to the target languages and the duration of language learning.

A study is conducted by Saito et al. (2018) on 108 Japanese EFL high school students. The aim of the study is to figure out to what extent FLCA, subdimensions of FLE, and motivation on students' FL speaking comprehensibility based on a cross-sectional and longitudinal research design that has continued over a period of three months. Total 58 items, 40 of them are extracted from Taguchi et al.'s (2009)

questionnaire, which has been designed to measure diverse dimensions of motivation, a total of 18 items are extracted from FLES (Dewaele & MacIntyre, 2014) and FLCAS (Horwitz et al., 1986), first ten statements of the total 18 items consist of the items reflecting Social FLE and Private FLE while the rest eight are about physical symptoms of FLCA. Statistical analyses have indicated that students' comprehension of L2 speech is primarily linked with emotions (FLE and FLCA) and secondarily with motivational factors. Based on further analyses, a higher level of Private FLE and a clearer vision of ideal future selves are closely linked with the frequency of English use of the students in classrooms and beyond. Students with high comprehension skills in the target language have reported higher Private FLE than Social FLE and lower FLCA. Results have shown that frequency of target language use and boosting positive emotions directly decrease negative emotions in the classroom; furthermore, they have also facilitated language learning proficiency along with L2 comprehensibility in the long run.

Unlike other studies, Dewey et al. (2018) aim to determine the correlations between FLCA, FLE and language proficiency during students' study abroad using FLCAS (Horwitz et al., 1986), FLES (Dewaele & MacIntyre, 2014); and proficiency level was measured using American Council on the Teaching of Foreign Languages (ACTFL) Oral proficiency Interviews; furthermore, chronic anxiety is measured through students' hair samples considering the levels of cortisol. The tests are conducted at the beginning and the end of the 14-week study. Thirty-six participants, who are learning Arabic as a foreign language, are recruited for semester-long research. Native speakers of English whose Arabic levels are about A2/B1 according to CEFR (Common European Framework of Reference for Languages) are included in the study. According to the analyses of the cortisol tests as well as questionnaires and interviews, it has been asserted that during study abroad, students are experiencing more FLE and less FLCA as time passes. Considering all the experiences, it has been suggested that the higher level of FLCA at first may result from prejudice toward studying abroad and feeling less proficient in the target language.

In their published paper in 2018, Dewaele and Deweale perform research on 189 British secondary school students, who mostly learn German, French, and Spanish as foreign languages, to determine the effect of FLCA and FLE on Willingness to Communicate (WTC). WTC is defined by MacIntyre et al. (1998) as "a readiness to

enter into discourse at a particular time with a specific person or persons, using an L2” (p.557). To establish a sound result, students are invited to complete 10 items FLE reflecting two dimensions: Social FLE and Private FLE, extracted from the FLES (Dewaele & MacIntyre, 2014), and 8 FLCA items, two of them are indicating low anxiety while the other 6 are reflecting high anxiety, extracted from FLCAS (Horwitz et al., 1986). Correlation analyses along with regression analyses are conducted to identify predictors of WTC. The results have ascertained the negative predictor of WTC as FLCA while the positive predictors are attitudes towards FL and the frequency of FL use in the classroom by the teacher, and age along with Social- FLE rather than Private-FLE.

Dewaele et al. (2019a) uses the same research questions, as a follow-up study but on different participants to determine the effects of teacher characteristics, FLE, and FLCA on WTC. In the study, 210 FL learners from Spain are recruited. Teachers’ native language and gender variables are included in the study. Again, FLCA is determined as the strongest negative predictor of WTC. Students’ answers have indicated that they are not feeling comfortable with younger, overly strict FL teachers who tend to use the little target language in the classroom. Students have reported higher FLE with the teacher whose L1 is the target language than who speaks the target language as an FL.

Further, no FLE and FLCA difference is observed related to the gender of the teachers. Considering positive predictors of FLE, it has been revealed that teacher characteristics explain twice as much variance in FLE rather than FLCA. The strongest positive predictors of FLE, and therefore WTC, are teachers’ friendly manners, and frequent use of FL without a strong foreign accent.

Another study including WTC is conducted by Dewaele and Pavelescu (2019) as a case study on two Romanian EFL learners. The study aims to reveal the effect of FLE and FLCA fluctuations on their WTC in English for a semester. A set of semi-structured interviews, written tasks, and lesson observations are performed three times a semester. Qualitative analyses have indicated the fact that sharp fluctuations in FLE and FLCA levels are found associated with their past FL experiences, their FL use beyond the classroom walls, their personality traits, factors particular to the classroom, such as nonsubject topics; however, they were found to have both direct and indirect effects on students’ WTC.

A mixed-method study is carried out by Dewaele and MacIntyre (2019) on 750 FL learners from all over the world. 10-item FLE from FLES (Dewaele & MacIntyre, 2014), 8-item FLCA from FLCAS (Horwitz et al., 1986), and Multicultural Personality Questionnaire (MPQ, short form): The MPQ (van der Zee et al., 2013) along with classroom episodes interview forms are used as instruments to determine the role of personality traits on FLE and FLCA. In line with the results, a significant but modest negative correlation is found between FLE and FLCA. Gender is found to have an impact on FLCA in that female participants have higher FLCA levels. The strongest predictor of FLE is teacher-centered variables; however, levels of Social Initiative and Cultural Empathy can be regarded as less strong predictors. In FLCA regard, the strongest predictors are Emotional Stability and students' relative standings in their FL classrooms. Statistical analyses have shown that personality traits predict about thirty percent of the variance in FLCA while almost ten percent of the variance in FLE. Based on qualitative analyses of episodes from FL classes about FLE and FLCA moments, statistical analyses have been confirmed; moreover, FLE is found primarily associated with teachers while FLCA is frequently associated with learners, although some students have reported certain fluctuations in FLE and FLCA levels.

The potential variations between FLE and FLCA among FL learners from cross-countries are examined by Jiang and Dewaele (2019). In the study, China and other countries are compared using the original 21-item FLES (Dewaele & MacIntyre, 2014), 8-item FLCAS (Horwitz et al., 1986), and a self-report questionnaire including two open-ended questions about FLE and FLCA experiences. 564 Chinese undergraduate EFL learners participate in the study. As a result, researchers put forward that students show more FLE than FLCA in their FL classes. Compared to the results of the study conducted by Dewaele & MacIntyre (2014), Chinese EFL learners' FLCA levels are found higher than their peers across the border and their FLE is mostly associated with the learner-external such as teacher-related variables rather than learner-internal variables.

A mixed-method study is carried out by Li and Xu (2019) on 1307 Chinese EFL undergraduate students to investigate the correlations between FLE, FLCA, and FL achievement. The short form of trait emotional intelligence questionnaire (Petrides, 2009) the Chinese version of the FLES (Li et al., 2018), original FLCAS (Horwitz et al., 1986), and open-ended questions to reveal classroom emotions are used as

instruments. The results have presented that there is a significant negative correlation between self-reported FL proficiency and FLCA, while self-reported FL proficiency shows a significant positive correlation with FLE. It has been determined that the self-reported proficiency level's predictors are changing in accordance with the level of FL proficiency. In the low proficiency group, FLE is a stronger predictor compared to FLCA; in the medium and high proficiency groups, FLCA is determined as a stronger predictor compared to FLE. Considering the participants' reports, it has been indicated that most of the participants are aware of their emotions commonly when they feel under stress in such situations, which make FLCA levels higher, as being criticized by the FL teacher or getting a poor mark; contrarily, getting high marks, having a high relative standing in the classroom, and teachers' positive attitudes boost undergraduates' FLE levels.

Another study is conducted on undergraduate Kazakh learners of Turkish as an FL. Dewaele et al. (2019b) carry out research on 592 secondary schools to examine how different they are compared to the students in other countries. To measure the FLE, the participants are asked to complete 10-item FLES, which was used by Dewaele et al. (2018), extracted from the original 21-item scale (Dewaele & MacIntyre, 2014). The FLES is translated into Turkish, and the term "Foreign language" is replaced with "Turkish language"; both English and Turkish versions of FLES are given in two columns on the same questionnaire to ensure reliability because of the fact that the learners could understand both Turkish and English in different levels. With the aim of measuring FLCAS, the same 8-item used by Dewaele et al. (2018) that was extracted from the original FLCAS (Horwitz et al. 1986) is used. Findings have revealed that students' level of FLE is higher than FLCA. The correlation between FLE and FLCA has been found weakly positive. When genders are compared, it has been highlighted that male students' level of FLCA is slightly higher than female peers. However, FLCA is found to be predicted by learner-external variables, such as attitudes of FL teachers, as well as learner-internal variables, while FLE is mostly predicted strongly by teacher-centered learner-external variables and weakly by learner internal variables such as attitudes towards the Turkish language.

In their final follow-up study, Dewaele and Dewaele (2020) examine to what extent FLE and FLCA show differences in two different teachers' classes who are teaching the same language. 40 British FL learners, extracted from a total sample of

189 participants in Dewaele et al. (2018), and two teachers, one is the main and the other is the second teacher, participated in the study. As a result of the statistical analysis, it has been revealed that FLCA levels of the teachers are the same while students show more FLE with the main teacher, whom they spend most of their time with than the second one. Researchers have inferred that FLE mostly depends on teachers' predictability, attitudes, and frequent use of FL while FLCA is dependent on learner-specific variables. Therefore, it has been concluded that "variation in FLE is strongly related to the teacher" and while "FLCA is more trait-like, [...] FLE is more state-like" (p. 57).

In their study, Rezazadeh and Zarrinabadi (2020) investigate the correlations between these four: the need for closure, need for cognition, FLE, and FLA. The study is conducted on 232 undergraduate EFL students in Iran. According to path analysis of a set of questionnaires, it has been concluded that both FLE and FLCA are predicted by not only the need for closure but also the need for cognition. Results have also shown that FLE is predicted by the close-mindedness of the students.

The role of intellectual humility in FLE and FLCA is examined by Moskowitz and Dewaele (2020) on a total of 163 participants from different nationalities who are enrolled in various levels of English courses. The mixed-methods study intends to scrutinize potential correlations between FL learners' Intellectual Humility (IH), FLE, and FLCA are used as well as three open-ended questions. The quantitative data are collected through The CIHS (Comprehensive Intellectual Humility Scale) (Krumrei-Mancuso & Rouse, 2016), 9-item S-FLE (Botes et al., 2020), and 8-item FLCA extracted from original FLCAS (Horwitz et al., 1986), and also adapted by Dewaele and MacIntyre (2014). All of the questionnaires are translated into Spanish. Results have shown that IH's relationship with FLE and FLCA is quite complex; FLE is only positively predicted by IH, while FLCA is not only positively but also negatively predicted by IH. The mixed results of the present study highlight that participants with overconfidence and intellect experience higher FLE and suffer less from FLCA; therefore, confidence is regarded as a controlling factor over FLCA and an essential factor for FLE. All in all, the study has confirmed the complex relationship between IH's different aspects such as selflessness, self-respect, self-confidence, etc., and classroom emotions.

A study is performed to find out the potential influence of classroom environment (CE) and trait emotional intelligence (TEI) on FLE and FLCA by Li et al. (2021). 1718 secondary school students and 1295 undergraduates are recruited for the study. For secondary school students, CE is measured using adapted Aldridge et al.'s (1999) adapted version of Fraser et al.'s (1986) What Is Happening in This Class (WIHIC) Questionnaire; for undergraduates, CE is measured using Peng and Woodrow (2010)'s shortened adapted version. For both groups of participants, to measure TEI short form of Trait Emotional Intelligence Questionnaire (TEIQue-SF) adapted by Petrides (2009) is used; to measure FLE, the Chinese version of Foreign Language Enjoyment Scale (CFLES) adapted by Li et al. (2018) is used; to measure FLA, FLCAS (Horwitz et al., 1986) is used. As a result of the correlation and regression analysis, it has been discovered that TEI and CE predict FLE and FLCA both separately and simultaneously, and FLE is better predicted by CE and less by TEI. At the same time, FLA is better predicted by TEI and less by CE.

Another work is performed by Chen et al. (2021) on interactions of TEI, FLE and FLA in the foreign language speaking classroom. The data collection is performed on 274 Chinese postgraduate EFL learners. The present study employs the Chinese version of TEIQue-SF by Petrides (2009), the Chinese 11-item FLES adapted by Li et al. (2018), and the Chinese version of FLCAS as data collection tools to better fit the research context. The sample shows high FLE and moderate to high FLA. A moderate significant correlation is determined between trait emotional intelligence, FLE, and FLA. According to regression analysis, FLA is strongly predicted by trait emotional intelligence while FLE is not predicted by the same factor as much as FLA. Additionally, both FLE and FLA have been found to be predicted by well-being and emotionality, while only FLA has been predicted by sociability.

Bensalem's (2021) study examining the effect of gender variables on FLE and FLCA levels of Saudi undergraduate EFL students is conducted on 487 (340 females, 147 males). An Arabic version of Dewaele & MacIntyre's (2014) self-report questionnaire including 10-item FLE and 8-item FLCA is used as an instrument. The participants are asked to share enjoyable and anxious experiences in their FL classes for this mixed-method study as well as report their self-proficiency on four main skills. It has been put forward that there is no difference in the levels of FLE and FLCA considering genders. According to correlation analysis, a significant negative

correlation has been found between FLE and FLCA. However, self-perceived proficiency is found to be a strong predictor for FLE and FLCA. Qualitative analysis has shown that in-class instructions, classroom activities, fear of being assessed, and fear of failure are found as factors affecting students' FLE and FLCA.

The very first study in Turkish learners' context is conducted by Özer and Altay (2021). A quantitative research design is adopted to figure out determinants of FLE and FLCA in secondary education. Participants are 233 fifth-grade students. A Turkish translated version of FLES by Dewaele and MacIntyre (2014) and Children's Foreign Language Anxiety Scale (CFLCAS), including 20 items, was developed by Aydın et al. (2017) adapting from Horwitz et al. (1986) are used to measure young learners' enjoyment and anxiety levels in their FL classes. The data are collected through visiting schools. The study has concluded that FLE levels of learners are higher than FLCA levels; while FLE levels of the students are high, FLCA levels have been found moderate. In the study, gender is not found as one of the factors affecting neither FLE nor FLCA. Considering achievement and FLE and FLCA relationship, it has been indicated that students with higher FLE are found more successful. Additionally, considering the relationship between teacher strictness and FLE and FLCA, it has been put forward that teacher strictness is a significant determinant of FLCA, while positive teacher characteristics are a significant predictor of FLE.

Botes et al. (2021) carry out a study to reveal the correlations between Self-Perceived Proficiency (SPP), FLE, and FLCA. The sample consists of 1039 FL learners who completed the questionnaire in Dewaele & MacIntyre's (2014) research from around the world. One single item is used to measure SPP. The participants are asked to show their level of proficiency by choosing one of the items from beginner (1) to advanced (5). To measure FLE, S-FLES (Botes, Dewaele, & Greiff, 2020), which was adapted from the original 21-item FLES by Dewaele and MacIntyre (2014), is used, and 8-item FLCAS extracted from 33-item FLCAS Horwitz et al. (1986) is used to reveal FLCA levels of the participants. In line with the results, participants with a higher level of SPP show more FLE and less FLCA, in other words, SPP is positively predicted by FLE, while negatively determined by FLCA. Statistical analysis has also indicated that SPP is significantly predicted by FLCA; the more FLCA students have, the less they feel successful.

An investigation of the relationship between grit, FLE, FLCA, and Foreign Language Performance (FLP) is carried out by Liu and Wang (2021). The aim of the study is to find out how FLE and FLCA interfere with the relationship between grit and FLP. For the research, a total of 697 senior high school students are recruited, all of the participants are Chinese L1 users, and they are learning only English as an FL and their FL proficiency levels are determined as lower intermediate. 8-item grit scale (Duckworth & Quinn, 2009), 11-item CFLES (Li C. et al., 2018), and original 33-item FLCAS (Horwitz et al., 1986) are adopted to measure grit, FLE, and FLCA levels of the participants, along with these, an English test designed by two teachers is used to measure FLP. More than half of the participants show moderate-high levels of grit and FLE while almost one-half of them experience low-moderate levels of FLCA. Grit, FLE and FLP have been found to be positively correlated with each other, though they have been negatively correlated with FLCA. The study explores certain correlations between grit, FLE, FLCA, and FLP; thus, FLE and FLCA are found as potential mediators between grit and FLP. Deeper analysis has indicated that the mediating effect of FLCA as a negative emotion is stronger than that of FLE as a positive emotion.

Pan and Zhang (2021) conduct a longitudinal study on 55 undergraduate students who are majoring in the English department over 14 weeks. The study aims to reveal the changes of FLE and FLCA over time in an FL classroom, and their correlations between FL learning motivation and students' personal traits. A total of 29-item FLES (Dewaele & MacIntyre, 2014) and FLCAS (Horwitz et al., 1986) is used along with a total of a 68-item personality questionnaire, which consist of the 20-item trait anxiety scale (Spielberger, 1983) and the 48-item EPQR-S (Eysenck's Personality Questionnaire-Revised, Eysenck, Eysenck, & Barrett, 1985) and 54-item FL motivation questionnaire, which was adopted from Taguchi et al. (2009) are used to assess personality traits and FL motivation. The present study presents major results. FLE is positively predicted by attitudes towards FL teachers while FLCA is negatively determined by the same factor. Additionally, FLCA has been found to be more stable over time when compared with FLE. Certain motivational factors such as ought to L2 self, ideal L2 self, family influence, etc., and personality traits such as introversion, extraversion, etc. are determined as predictive factors for both FLE and FLCA over time. Considering motivational factors, not the extent of changes in FLE but FLCA is

found to be predicted by motivational factors. A higher level of cultural interest is also found to be related to FLE. Extroverts have reported higher levels of FLE and lower levels of FLCA compared to introverts. When personality traits and FLE relationships are investigated, extroverts with a higher level of FLE are inclined to experience more significant fluctuations.

In the last study, Su (2022) investigates sources of FLE and FLCA on 231 non-English major undergraduate Chinese students through a mixed-method study. The English language proficiency levels of participants are determined as intermediate and pre-intermediate before the study. 8-item FLCAS used in Dewaele and MacIntyre (2014), devised by Horwitz et al. (1986), the 11-item Chinese version of FLES developed by Li et al. (2018), and two open-ended questions asking FLE and FLCA experiences in the classroom are adopted as instruments for the investigation. Compared to international and domestic samples in other studies, in the present study lower FLE and higher FLCA are reported in general; therefore, it has been concluded that learners in Asia tend to show high FLCA and low FLE in FL learning. When FLE and FLCA levels of the participants are measured, they both are found as moderate. There is no significant difference when the genders are compared, although female participants show more FLCA compared to their male peers. Additionally, no significant difference is found in FLE and FLCA levels when intermediate and pre-intermediate levels of participants are compared. Finally, qualitative data analyses have supported that FLE is associated with teacher factors to a great extent, although FLCA is found to have a relation with learner internal factors.

In conclusion, according to reviewed literature, to a great extent negative but weakly positive, modest, dynamic, and independent correlations have been found between FLE and FLCA. When the predictors of FLE are investigated, certain motivational factors, good relative standing in the class, being multilingual, being older, having a higher proficiency level, and having higher self-perceived proficiency level, cultural background, frequent use of FL in the classroom, foreign language itself, duration of foreign language learning, memories and experiences about FL learning, having good grades, time spent with the FL teacher, need for closure, need for cognition, overconfidence, having intellectual humility, trait emotional intelligence, grit, students' attitudes towards FL have been found as predictors. Teacher-centered variables, such as teachers' positive attitudes in the classroom, good communication

skills, characteristics, predictability, age, and level of strictness have also been found as determiners affecting learners' FLE.

Besides, research have revealed that FLCA has been predicted by students' negative feelings towards teachers, prejudice toward studying abroad, some motivational factors, having difficulty in finding the most suitable words in oral tasks, being disinterested in the subject matter, again need for closure, need for cognition and trait emotional intelligence, as well as negative past FL experiences. In certain research, while FLE has been found to change over time and predicted by teachers, FLCA has been determined as stable and predicted by peers. The literature review has suggested the fact that FLE and FLCA have been determined by the same as well as different factors although they have been found related to some extent.

3. METHODOLOGY

In this chapter, there will be eight main categories. The eight sections consist of the following areas of importance: (3.1) research design, (3.2.) sample, (3.3) instruments, (3.4) data collection and analysis, (3.5) assumptions, (3.6) delimitations, (3.7) limitations, and (3.8) ethical assurances. Taken together, these subsections form the keystones for this study.

3.1. Research Design

The study adopts a quantitative research design to construct a bridge between constructs (Fraenkel et al., 2012), in other words, to reveal how variables influence each other (Creswell & Guetterman, 2019). Accordingly, quantitative methods are employed to provide systematic, reliable, generalizable, and replicable data (Dörnyei, 2007). The quantitative research design is found appropriate for the present study because of the fact that it aims to make comparisons between the groups of freshmen based on quantitative measures to reveal differences objectively and to generalize results from the study groups to a general population (Gall et.al, 2010). Furthermore, correlational design is adopted, as a non-experimental form of research, to examine, describe, and measure the degree of correlation between FLE and FLCA levels of the preservice English teachers who are freshmen taking online speaking skills classes (dependent variables) based on their gender, place of university they were given courses, degree of plurilingualism, perceived level of proficiency, and classroom environment preferences (independent variables). In the present study, online questionnaires are preferred as suitable tools for the sake of their advantages in extensive data collection (Dewaele et al.,2018), and statistical tests are used to explore the data.

3.2. Sample

Having a study sample from a limited geographical and school context might help researchers control specific variables; however, it would not strengthen the generalizability of the results and that is the reason behind the present study being conducted across Turkey regarding seven regions distributed considering geographic and climatic features of the country depending on the data retrieved from TÜİK (2022). 722 participants from 33 universities from seven regions in Turkey are included in the study. See Table 3.2.1.

Table 3.2. 1. Seven region distribution of the participants

Region	University
Marmara Region	Çanakkale University (12)
	İstanbul Medeniyet University (17)
	İstanbul University- Cerrahpaşa (16)
	İstanbul Aydın University (1)
	İstanbul Medipol University (3)
	Yıldız Teknik University (5)
	Sakarya University (6)
	Boğaziçi University (8)
Black Sea Region	Bolu Abant İzzet Baysal University (5)
	Amasya University (40)
	Sinop University (46)
	Ondokuz Mayıs University (85)
	Trabzon University (24)
	Bayburt University (33)
	Bartın University (7)
	Tokat Gazi Osman Paşa University (36)
Aegean Region	İzmir Demokrasi University (8)
	Muğla Sıtkı Koçman University (18)
Central Anatolia Region	Yozgat Bozok University (86)
	Gazi University (49)
	Middle East Technical University (15)
	Sivas Cumhuriyet University (26)
Mediterranean Region	Akdeniz University (13)
	Alanya Alaaddin Keykubat University (5)
	Burdur Mehmet Akif Ersoy University (24)
	Çukurova University (7)
	Süleyman Demirel University (16)
Eastern Anatolia Region	Erzincan Binali Yıldırım University (18)
	Erzurum Atatürk University (22)
	Hakkari University (15)
	Van Yüzüncü Yıl University (4)
Southern Anatolia Region	Harran University (12)
	Siirt University (40)

The distribution of the participants considering universities and regions is shown on the map. See Figure 3.2.1.

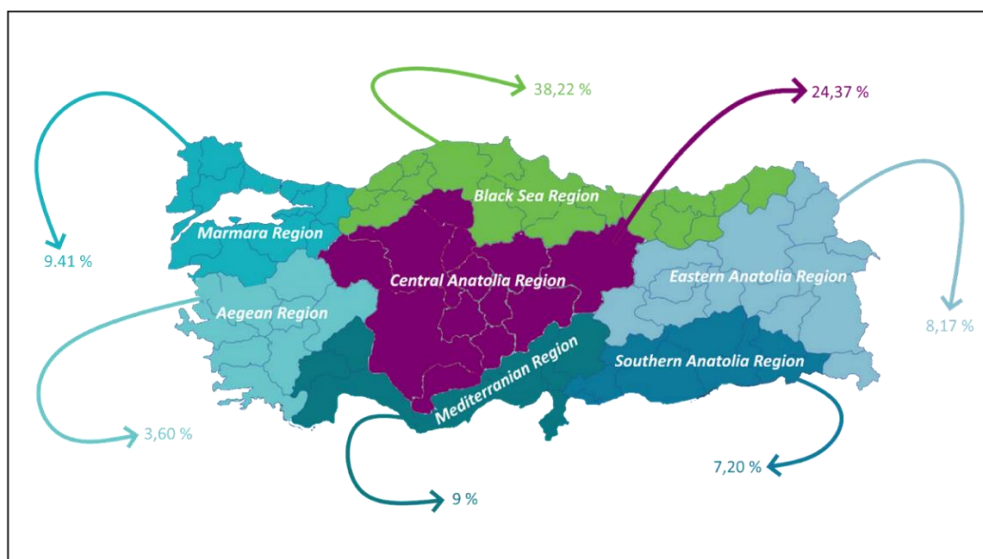


Figure 3.2.1. Participant Percentage Distribution Considering Seven Regions of Turkey

In line with the analyses of the participants' demographics form, it is revealed that 526 (72,85 %) of the participants are female, while 196 (27,15 %) of the participants are male. See Table 3.2.2.

Table 3.2. 2. Gender distribution of the participants

Gender		Male	
Female	n	n	%
	526	196	27,15

When the degree of plurilingualism is regarded, 101 (13,98 %) participants can speak only one foreign language, 486 (67,31 %) of them can speak two foreign languages, while 135 (18,69 %) of them can speak three or more languages.

Table 3.2. 3. Degree of plurilingualism distribution of the participants

Degree of plurilingualism					
only one foreign language		two foreign languages		three or more languages	
n	%	n	%	n	%
101	13,98	486	67,31	135	18,69

Participants are asked to compare their FL performance with that of their peers in their FL class ranging from extremely poor, insufficient, sufficient, satisfactory, and excellent, self-perceived English language proficiency based on the respondents' self-evaluations of how proficient they are in the FL reveal that participants mostly regard their levels as sufficient (n =350, 48,47 %) and satisfactory (n =267, 36,98 %). Alternatively stated, these are good FL freshmen. However, 8 (1,1 %) participants are

extremely poor, 70 (9.69 %) of them are insufficient, and 27 (3,73 %) are excellent according to their self-report. See Table 3.2.4.

Table 3.2. 4. Self-perceived level of proficiency distribution of the participants

Self-perceived level of proficiency									
Extremely poor		Insufficient		Sufficient		Satisfactory		Excellent	
n	%	n	%	n	%	n	%	n	%
8	1,1	70	9,69	350	48,47	267	36,98	27	3,73

Lastly, based on classroom environment preferences, 130 (18 %) of the participants prefer online FL speaking courses, while 592 (81 %) prefer face-to-face speaking skills classes. See Table 3.2.5.

Table 3.2. 5. Classroom environment preference distribution of the participants

Classroom environment preference			
Online speaking skills classes		Face-to-face speaking skills classes	
n	%	n	%
130	18	592	81

3.3. Ethical Assurances

Every scientific study must adhere to specific assurances were announced by the National Institute of Health, Office of Human Subjects Research (1979), the Belmont Report, which outlines ethical principles and guidelines for research involving human factors. Three principles were meticulously included in this study as follows: delivering informed consent forms, maximizing the benefit of the study while minimizing harms, and applying well-considered procedures. In order to provide allegiance to these tenets, all the instructions stated by the “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. Ondokuz Mayıs University Social and Human Sciences Ethics Committee assessed and approved the research application according to the regulations of ethics. (Appendix 5)

3.4. Instruments

The survey consists of four sections: participant consent form is applied for informing participants about the delimitation of the study; participant demographics form is used to gather data about participants’ demographic information; FLES is used to reveal participants’ foreign language enjoyment levels; FLSAS is adopted to investigate participants’ foreign language speaking anxiety levels.

3.4.1. Participant Consent Form

A pre-prepared consent form (Appendix 1) is administered to each participant via google forms before the two main scales (FLES and FLSAS). The consent form embodies relevant information considering the scope, aim, duration, and expectancies of the present research. The consent form is developed in English at an appropriate level, and it is offered in a clear language. In addition, the researcher's contact information is provided in the form.

3.4.2. Participant Demographics Form

On the participant demographics form, participants are expected to provide personal background and demographic information related to gender, age, degree of plurilingualism, self-reported proficiency levels, year of online foreign language speaking skills class experiences, frequency of use of English by instructors, classroom environment preferences (face-to-face/online). The form is delivered to the participants just after the participant consent form. This participant demographics form (Appendix 2) serves as an inclusion/exclusion criteria form and enables the researcher to determine potential participants for the present research, as well. 92% of the participants meet the eligibility criteria and are placed in the research.

3.4.3. Foreign Language Enjoyment Scale (FLES)

The Foreign Language Enjoyment Scale (Appendix 3) is developed by Dewaele and MacIntyre (2014) to measure FL learners' enjoyment levels in FL classes. The FLES consists of 21 items covering a variety of enjoyment-related aspects of FLE, particularly learner-centered factors such as creativity (e.g., I can be creative.), interest (e.g., I've learned interesting things.), pride (e.g., In class, I feel proud of my accomplishments), and fun (e.g., It's fun.) along with teacher-related factors and peers. Participants reported their positive attitudes toward FL on a five-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5= Strongly Agree). Regardless of the developments in the measurement of FLE, the original 21-item FLES is preferred in the present study because the adequacy of the psychometric properties of the original FLES is verified in different studies, although the shorter versions of the scale' verifications are still in progress; however, no data have shown that there was a response burden of the 21-item original scale regarding its answer range, length, scope, and content. The scale does not have any reverse-

scored items. In terms of internal consistency, the Cronbach's alpha for the FLES was .86, suggesting acceptable internal consistency. Scores for each item are calculated for each participant; there is no reversed scored item in the FLES; therefore, the ones who had higher scores are regarded as the ones who enjoyed more than the other participants.

3.4.4. Foreign Language Speaking Anxiety Scale (FLSAS)

The Foreign Language Speaking Anxiety Scale (Appendix 4) was developed by Huang (2004) and adapted by Balemir (2009) to determine participants' levels of speaking anxiety. Although the original scale developed by Huang (2004) has 24 items, the already adapted scale consisted of 28 items because some items in the original scale do not meet the questionnaire's aim; therefore, they are partly or entirely changed to collect more specific data for the present study. The Cronbach's alpha for the FLSAS was .90, which suggests acceptable internal consistency. There are seven reverse-scored items in the scale to increase the reliability of the scale. A five-point Likert Scale (1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5= Strongly Agree) is adopted. In view of the fact that some items are negatively worded accordingly reverse-scored, the participants who have higher scores on the scale are regarded as the ones who show higher foreign language speaking anxiety.

As Dörnyei and Taguchi (2009) have argued that applied linguistic studies should aim "at reliability coefficients in excess of .70; if the Cronbach alpha of a scale does not reach .60 this should sound alarm bells" (p. 95); and in the present study, Cronbach's alpha is found to exceed .60 both for FLES (.86) and FLSAS (.90). Additionally, to offer a better understanding of the relationship between scores and Likert equivalents, FLES and FLCAS scores and their five-point-Likert equivalents are presented in Table 3.3.4.1.

Table 3.3.4.1. FLES and FLCAS Scores and Five Point- Likert Equivalent

5 Likert values	FLES SR	FLSAS SR
1.00-2.49 Strongly disagree-Disagree	21-52 Slightly enjoyed	28-69 Slightly anxious
2.50-3.49 Neither agree nor disagree	53-73 Moderately enjoyed	70-97 Moderately anxious

3.50-5.00	74-105	98-140
Strongly agree-Agree	Highly enjoyed	Highly anxious

Note.SR= Score Range

3.5. Data Collection and Analysis

After obtaining the Human Research Ethics Committee’s approval, a number of academics from target universities helped recruit participants for the research. The questionnaire was posted online using GoogleDocs with the help of academic staff and remained accessible for three months in 2021. Snowball sampling method was adopted. An online questionnaire was preferred as an ideal tool, thanks to its advantages in large samples. The online questionnaire was absolutely anonymous because neither names of participants nor their teachers were requested. Before filling out the questionnaires, the participants were informed of the aim of the study and were ascertained that the collected data would be kept confidential; however, their consent was obtained at the start of the survey. After getting consent, the survey went on with participants' demographics form, and followed by FLES and FLSAS. When the targeted number of participants attended the survey, the online survey was turned inaccessible by the researcher to analyze the collected data.

Since the present research adopted a quantitative design, subsequent to removing the lie items and reverse-scoring the negatively worded items to eliminate irregularities and to assure that quantitative analysis could proceed accordingly, the quantitative data were analyzed using the SPSS version 25. First, descriptive analyses were conducted for all variables under discussion to show the profile of the participants with the help of descriptive statistics. However, normality tests were conducted to figure out the normality of the distribution to conduct parametric tests in accordance with the Skewness and the Kurtosis. Following normality tests, the numerical description of the variables (means, standard deviations), correlations, and comparisons between constructs were analyzed through Pearson correlation coefficients.

3.6. Assumptions

In the present research, all the participants are assumed as Freshmen in the department of pre-service English language teacher education at the faculty of education who are attending online foreign language speaking skills classes while completing the survey. Furthermore, all the participants volunteered to attend the

survey because volunteer participants' responses are of better quality compared to the participants who are forced to respond (Wilson & Dewaele, 2010).

3.7. Delimitations

The research only targeted the freshmen who are taking online foreign language speaking skills courses at the time of data collection. Participants from other classes and sophomore, junior, and senior students have not been included in the study. The research's scope is limited to freshmen of pre-service English language teacher education from universities from seven regions of Turkey.

3.8. Limitations

We are quite aware of the limitations of the present study. The pre-prepared questionnaires with Likert scales help not only participants but also researchers because they are "presented with forced choices that are simplifications of their rich and complex experience" (Dewaele & Pavelescu, 2019, p. 12). However, this also limits the participants' responses and sometimes offers meager results compared to rich outcomes of mixed-methods or qualitative studies. The data are only retrieved from self-report scales; therefore, a social image bias may not be dissociated from analyzing the results. Not let the participants give responses in an exaggerated way to please the researcher. Since the levels of participants are mostly reported as sufficient and satisfactory, the results cannot be generalized to all undergraduate ELT students from different proficiency levels; however, no proficiency tests are conducted on the participants to reveal their absolute level of proficiency in the FL instead their self-reports are regarded. The research is also limited to tertiary-level education and only FL speaking skills courses. Regardless of the limitations, the present research has significant theoretical, practical, and pedagogical implications.

4. FINDINGS AND DISCUSSION

In this chapter, there will be seven sections explaining each independent variable and the correlation between FLE and FLSA in accordance with research questions with regard to regions, gender, degree of plurilingualism, perceived proficiency level, and speaking skills classroom environment preferences in the order of my research questions.

This research is based on correlational research design, one of the quantitative research methods. A correlational research design is used to examine the correlation between two continuous variables (Larson-Hall, 2010). As a preliminary data analysis, Skewness and Kurtosis have been calculated to determine if FLE and FLSA exhibit normality. Skewness and Kurtosis values within -1.5 and + 1.5 are an acceptable range of normality (Tabachnick & Fidel, 2013). In this research, the Kurtosis value of the FLE is .302, and of FLSA is -.093, while the Skewness value of FLE is -.417 and of FLSA is -.290. In this context, it is seen that the current research meets the normality assumption.

To establish the relationship between demographic data and means, a series of one-way ANOVA with post hoc Tukey tests and independent t-tests have been used, Pearson's correlational coefficient is used to reveal the existence of a relationship between two variables. Analyzing the data, statistical significance is set at 0.05, and above 0.05 values are accepted as non-significant (Cunningham, Weathington, & Pittenger, 2013).

The other aim of this chapter is to discuss along with analyzing the data and the findings gathered via questionnaires. Accordingly, the findings of the data analysis have been presented with discussions in line with the research questions. The analysis and the discussion of the data have been proposed in this chapter with furnishing reference to the literature.

4.1. Research Question 1: What are the FLE and FLSA dispositions of the freshmen?

Descriptive statistics are conducted for FLE and FLSA. While the mean score is found as 77.88 (highly enjoyed) in FLES, in FLSAS mean score is found as 91.07 (moderately anxious). The results are shown in Table 4.1.1.

Table 4.1.1. The Level of the Freshmen in FLE and FLSA Scales

Name of the Scale	n	M	SD
FLES	722	77.88	9.62
FLSAS	724	91.07	16.00

Note.M=Mean, SD=Standart Deviation

Analyzing the individual items under FLE, responses given to the item 1 “I can be creative.” ($M=3.68$) and the item 3 “I don’t get bored.” ($M=3.98$) have revealed that freshmen are required to be creative both not to get bored and to enjoy in online speaking skills courses. Mean scores of these items have supported Fredrickson’s (2001) ideas indicating that enjoyment is closely linked with being prolific. Moreover, responses to the item 6 “I learnt to express myself better in the foreign language.” ($M=3.50$) and the item 9 “In class, I feel proud of my accomplishments.” ($M=3.52$) have also supported that the fundamental role of enjoyment in foreign language learning has been based on the control-value theory of achievement emotions (Pekrun & Linnenbrink-Garcia, 2014; Pekrun et al., 2002). However, responses to the item 10 “It’s a positive environment.” ($M=3.79$) and the item 18 “There is a good atmosphere.” ($M=3.82$) have presented that they have positive emotions towards the online environment of speaking skills courses. Therefore, it seems safe to infer that experiencing positive emotions in a foreign language learning context contributes to learners’ awareness of linguistic input (Boudreau et al., 2018) and enjoyment. Responses to the item 13 “Making errors is part of the learning process.” ($M=4.57$) is one of the key items revealing freshmen’s attitudes. As stated by Piniel and Albert (2018), learners’ achievement and failure attributions in the process of learning activity affect their enjoyment either positively or negatively. In this case, it may be inferred that freshmen could attribute success to their making errors, and therefore, they enjoy even if they err. When all the teacher-related factors items, which are consisted of the item 15 “The teacher is encouraging.” ($M=4.07$), the item 16 “The teacher is friendly.” ($M=4.13$) and the item 17 “The teacher is supportive.” ($M=4.12$), have been analyzed, it has been revealed that teachers’ positive attitudes have a great role in FLE as determined in other studies (Dewaele & MacIntyre, 2014, 2016, 2019; Dewaele & Dewaele, 2017; Dewaele et al., 2018; Dewaele & Alfawzan, 2018, Dewaele et al., 2019a, 2019b, Pan & Zhang, 2021).

When FLSA affecting factors are analyzed item by item, responses to the item 1 “I feel anxious while speaking English in class.” ($M=3.63$) have shown that it is an anxiety provoking factor for freshmen just to speak in the target language in speaking skills classes, as also stated by Horwitz (1986). According to the responses given to the item 5 “In English class, I start to panic when I know I will be graded in oral activities.” ($M=3.61$) has been supported by the results of Dalkılıç’s (2001) and Huang’s (2004) studies that have found oral tests as one of the significant factors provoking anxiety in speaking although classroom contexts show differences. It may be inferred that oral tests create anxiety both in online and face-to-face environments. Freshmen responses to the item 14 which is “I get anxious when I cannot express my thoughts effectively while speaking English.” ($M=4.01$) has supported Gregersen & Horwitz (2002)’ study that has found perfectionism as an anxiety provoking factor in speaking skills classes. Three items, which are the item 3 “I feel very relaxed about speaking in English class when I study the planned contents before the class.” ($M=3.81$), the item 15 “ I am more willing to speak in English class when I know the scheduled oral activities. ” ($M=3.73$), and the item 21 “I don’t feel tense in oral tests if I get more practice speaking in class.” ($M=3.63$), have been determined to support the positive effect of ambiguity tolerance on FLA which is put forward by Dewaele & Ip (2013). Moreover, Bekleyen (2004) suggest that being not ready for the courses causes extra foreign language anxiety in the class. Regarding responses to the item 6 which is “I fear giving a wrong answer while answering questions in English class.” ($M=3.53$), it has been reached that fear of negative evaluation is an anxiety provoking factor which has been also determined by Aida (1994) and Horwitz et al. (1986). As put forward by Dewaele and Saraj (2015), peers have an effect on learners’ well-being, and therefore their anxiety. Responses to the the item 2 “I feel less nervous about speaking in English in front of others when I know them.” ($M=3.60$) have shown that freshmen feel better and less nervous if they are given chance to know each other which is difficult in online course contexts. However, freshmen’s responses to the item 20, which is “I am more willing to get involved in class when the topics are interesting.” ($M=3.97$) have supported MacIntyre et al.’s (2003) study that connect anxiety provoking factors and willingness to communicate. Furthermore, Boudreau et al. (2018)’s research results have shown that the reasons behind experiencing anxiety may stem from being disinterested in discussing certain aspects of the task.

The overall findings have shown similarity to the first work's results comparing the extent of overlap between FLE and FLCA conducted by Dewaele and MacIntyre (2014) on an international sample. However, the results are also in line with the ones performed by Dewaele and Dewaele (2017) on three groups of pupils aged 12-13 years olds, 14-15 years olds, and 16-18 years olds, Dewey et al.'s (2018) and Dewaele and Dewaele (2020) studies on undergraduate students who study abroad, Jiang and Dewaele's (2019) work on an international sample, Dewaele et al.'s (2019) research on the learners from Spain, Chen et al. (2021) who conducted the study on post-graduate EFL learners and Özer and Altay's (2021) research conducted on fifth-grade students, though the findings have shown contradiction to the work of Su (2022) who performed a study on Chinese undergraduate students. This may result from the online nature of the present study.

4.2. Research Question 2: What is the correlation between FLE and FLSA in the online speaking skills class contexts?

Pearson Correlation Test is conducted to determine the general correlation between FLE and FLSA. According to the analysis, a significant negative Pearson correlation ($r=-.50$ $p< .001$) is found between FLE and FLSA. The result of the correlational analysis is set out in Table 4.2.1.

Table 4.2.1. The Correlation between FLE and FLSA Levels of the Freshmen

	FLE	FLSA
FLE	1	-.499**
FLSA	-.499**	1

** $p<.001$

When the related literature observed, this finding is in agreement with Dewaele and MacIntyre's (2014), Dewaele and MacIntyre's (2019a), Liu and Wang's (2021), Dewaele et al.'s (2016), Dewaele and Alfawzan's (2018), Dewaele and MacIntyre's (2019b), and Bensalem's (2021) findings which have revealed a significant negative correlation between FLE and FLA. However, the current study's findings do not support Dewaele et al.'s (2019) study showing a weakly positive

correlation between FLE and FLA. Although these results differ from some published studies (Dewaele and Dewaele, 2017; Dewey et al., 2018) highlighted that there is a dynamic relationship between FLE and FLA, and some other works (Dewaele and MacIntyre, 2016; Boudreau et al., 2018) confirm that FLE and FLA are independent constructs. These contradictions in the findings of the previously mentioned studies may stem from the differences in context and sample preferences.

4.3. Research Question 3: To what extent is there an effect of gender on FLE and FLSA?

Independent samples t-test is conducted to find out the effect of gender on FLE and FLSA of the freshmen. In line with the test analysis, there are no significant gender differences considering FLE, which means that the gender of the freshmen does not seem to have any effects on their FLE; however, in terms of FLSA, anxiety mean scores of female participants ($M=93.15$) exceeds anxiety mean scores of male participants ($M=85.47$). Table 4.3.1. below presents statistical data on significance values explained above.

Table 4.3.1. The effect of gender differences on FLE and FLSA of the Freshmen

Name of Scales	Gender	n	M	SD	t	p
FLES	Female	526	78.12	9.43	1.09	.27
	Male	196	77.23	10.11	1.06	.29
FLSAS	Female	526	93.15	15.60	5.87	.00
	Male	196	85.47	15.74	5.84	.00

Note. M= Mean, SD=Standart Deviation

Scrutinizing the items analyzing FLE regarding gender variables, responses to the item 4 “I enjoy it.” ($M=4.00$), the item 11 “It’s cool to know a foreign language.” (4.62) and to the item 14 “The peers are nice.” ($M=3.81$) have helped us to determine that female participants have been found to enjoy online speaking courses more than male participants do. Especially, responses to item 4 have a close match with Deweale et al.’ (2016) study that has figured out females’ tendency to have fun in FL classes.

When the FLES items have been analyzed considering gender variables, with regard to responses to the item 1 ($M=3.78$), female participants have been found more

anxious compared to their male peers in speaking English in class. As in Dewaele et al.'s (2016) study, female participants experience anxiety. In accordance with the responses to the item 4, which is "I am anxious in class when I am the only person answering the question asked by my teacher in English class." ($M=3.57$), the item 10 "I feel nervous when I take part in a group discussion in class." ($M=3.27$) and the item 26 "I feel nervous in group work activities." ($M= 3.03$), it has been revealed that whether they are individually working or having a role in groups, female participants tend to feel more FLA compared to their male peers. Park and French (2013) state that sociocultural factors can be effective in gender differences considering FLA. To this end, item 8 "I feel very embarrassed when I speak in English at the front of the class." ($M=3.30$), and the item 22 "I feel uncomfortable when my teacher asks other students to correct my oral practice in class." ($M=3.51$) and the item 18 "I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others." ($M=2.77$) may have supported female diffidence differences in the sociocultural status where they are grown up. As Al-Saraj (2019) has noted that learners might be expected to speak or stay silent depending on broader contextual factors. However, we encounter class size as another affective factor for FLSA through female responses to the item 13 "I would feel better about speaking in English if the class were smaller." ($M=3.53$). Competitiveness is determined as anxiety provoking factor in FL classes by Bailey (1983), in female participants, negative competitiveness, which created debilitating anxiety, has been encountered regarding the item 11, which is "If I think my classmates speak English better than me, I am nervous about speaking in oral activities." ($M=3.49$). Regarding the responses to the item 5 ($M=3.74$), the item 6 ($M=3.66$), and the item 12 ($M=3.62$), which is "I worry about oral tests in English class.", it has been revealed that female participants suffer from test anxiety more than their male peers. The item 14 ($M=4.12$) and the item 24 ($M=3.21$), which is "Going to English conversation class make me more nervous than going to other classes." can support the evidence of test anxiety of female participants. Núñez-Peña et al. (2016) have suggested that the reason behind gender differences in test anxiety, especially involving oral presentations and open-ended questions may be attributed to social roles assigned to females and males. Furthermore, it may have been another reason for the test anxiety of females may be that females are expected to succeed academically more than males, which may be the reason behind higher test anxiety compared to males. The female freshmen have been determined to experience fear of negative evaluation

more than the males considering their responses to the item 9, which is “Because of being corrected by my teacher, I am afraid of going to the speaking class.” ($M=2.68$) and the item 25 “I stumble when I answer questions in English.” ($M=3.13$) and the item 28 “Even if I am well prepared for the planned contents, I feel anxious about speaking English.” ($M=3.28$). They feel that since as Horwitz and Young (1991) put forward in FL classes educators and classmates are generally critical of learners’ performances. Interestingly, female participants have been found more willing to get involved in classes as has been presented through the item 19 ($M=2.90$), the item 20 ($M=4.16$), which show their willingness compared to males. Wannaruk and Lei (2019) have also suggested that females’ level of willingness to attend speaking activities is higher compared to males, as well. Furthermore, the item 7 “I enjoy English class when I know that we are going to discuss in English.” ($M=2.48$) has shown their enjoyment of in-class activities, as well. It may be inferred considering Dewaele and Pavelescu’s (2019) study that their past FL learning experiences, personality traits and lecturers’ attitudes may have impact on their WTC and FLE.

The overall findings corroborate the findings of Dewaele and MacIntyre (2014), Dewaele et al. (2016), and Su (2022), who suggest that female participants show more FLA compared to males. This may arise from the fact that females are more concerned about their mistakes, and they feel more nervous and less confident compared to males along with their tendency toward showing physical symptoms of FLA as confirmed by Dewaele et al. (2016), as well.

In contrast to earlier findings, Dewaele et al.’s (2019) study has no evidence of the fact that male participants’ FLCA is not higher compared to females. However, the findings of the current study do not support Bensalem’s (2021), and Özer and Altay’s (2021) studies that determined no gender differences between FLE and FLA. That may spring from the fact that participants’ age groups and education levels show differences. To this end, it may seem predictable to reach different results.

4.4. Research Question 4: Is there a difference in the effect on FLE and FLSA according to the seven regions in Turkey?

After grouping 33 different universities into seven regions, One-way ANOVA is conducted, and it has been revealed that there seems a significant difference according to regions in terms of FLE ($f.4.23$, $p<0.01$), and the analysis shows a significant correlation between regions and FLSA ($f.1.95$, $p > 0.01$). See Table 4.4.1.

Table 4.4.1. Correlation between Regions and FLE and FLSA

		Sum of Squares	df	MS	F	p
FLE	Between Groups	2297.84	6	382.97	4.23	.00
	Within Groups	63584.44	703	90.44		
	Total	65882,28	709			
FLSA	Between Groups	3017.03	6	502.83	1.97	.067
	Within Groups	179463.31	705	254.55		
	Total	182480.34	711			

Note.MS=Mean Square, Groups: Southern Anatolia, Mediterranean, Central Anatolia, Marmara, Black Sea, Eastern Anatolia, Aegean

Tukey HSD post hoc tests are conducted to demonstrate the differences between the regions, and it is provided that FLE levels are found highest in the Aegean Region (M=82.85), while the lowest in the Southern Anatolia Region (M=75.60) along with this, FLSA levels of the participants are found highest in the Central Anatolia Region (M=94.15) while the lowest in the Aegean Region (M= 88.11). See Table 4.4.2.

Table 4.4.2. FLE Levels Dispositions of the Freshmen with regard to Regions

	Regions	n	1	2	3
Tukey HSD -FLE	Southern Anatolia	52	75.60		
	Mediterranean	65	75.91	75.91	
	Central Anatolia	175	76.26	76.26	
	Marmara	56	77.91	77.91	77.91
	Black Sea	277	78.52	78.52	78.52
	Eastern Anatolia	59		80.97	80.97
	Aegean	26			82.85
Sig.			.631	.058	.070

In Table 4.4.2., it is seen that there is a significant difference in FLE levels between Aegean Region and Central Anatolia, Mediterranean, and Southern Anatolia; in parallel, a significant difference has been revealed between Central Anatolia and Southern Anatolia. Any considerable differences have not been detected according to the rest of the regions.

The finding suggesting that FLE levels seem the highest in the Aegean Region while the lowest in the Southern Anatolia Region may result from the fact that educational and enjoyment facilities are pretty limited in the Southern Anatolia considering both its geographical and sociocultural positions compared to other regions in Turkey. (Karabulut et al., 2004). Pan and Zhang (2021) have suggested in their studies that a higher level of cultural interest is also found to be related to FLE, as well while Dewaele et al. (2002) have suggested that social effect is a strong predictor of anxiety in foreign language learning contexts. Park and French (2013) attract attention to the importance of the sociocultural environment effect on learners' FLA. Therefore, culture may be another reason for the lowest FLE, since strict cultural norms in the Southern Anatolia form a significant part of social life. Deweale and MacIntyre (2014) also compare the FLE levels of the students who are in Asia and the rest of the world, specifically the West, and have reached the conclusion that Asia has the lowest FLE levels while the West has the highest; consequently, they suggest that cultural norms and strictness of the culture has a significant role in FLE. Oxford's (2005) statements can also support these differences as FLA is always regarded within a context, in which cultural norms are counted as a part of it.

The region with the highest level of FLE, the Aegean has advanced educational facilities and metropolitan social construction; therefore, it becomes easier for the participants to find the opportunity to reach educational facilities and to feel free from the cultural norms.

When FLSA levels are compared regarding regions, the finding that FLSA levels of the freshmen are highest in the Central Anatolia Region may result from that there are prestigious universities in that region because prestigious universities, most of the participants have been recruited from, push participants to be the best in the field. Therefore, freshmen feel under stress to pass the courses by getting passing grades and to fulfill their course responsibilities. The finding of the Aegean Region has the lowest level of FLSA may be associated with the geographical and cultural position of the

region, in that it is close to the West, which has an important place in Dewaele and MacIntyre’s (2014) study comparing the students in the Asia and the West in terms of FLE and FLA; as a result, freshmen feel comfortable; consequently, they feel less anxious and more enjoyed compared to other regions included in the study.

4.5. Research Question 5: To what extent does plurilingualism affect FLE and FLSA?

One-way ANOVA is used to investigate the effect of the number of languages known by the freshmen on FLE and FLSA; according to these results, there is a significant correlation between the number of languages known and FLE and FLSA scores. See Table 4.5.1. Therefore, Tukey HSD post hoc tests analysis is conducted. According to these findings, there is a significant correlation between those who speak one language and three or more languages and between two languages and three or more languages in terms of FLE. As in FLE, there seems to be a significant relationship in FLSA. According to the comparisons of the number of the languages they speak with one another, it can be seen from the data in Table 4.5.2. that the FLE level of the ones who speak three or more languages seems the highest, whereas the FLSA level seems the highest in those who speak one language.

Table 4.5.1. Correlation between Plurilingualism and FLE and FLSA

		Sum of Squares	df	MS	F	p
FLE	Between groups	1480.11	2	740.06	8.15	.00
	Within groups	65287.92	719	90.80		
	Total	66768.03	721			
FLSA	Between groups	5803.52	2	2901.76	11.66	.00
	Within groups	179363.60	721	248.77		
	Total	185167.12	723			

Note. MS= Mean Square, Groups: OL= Only one language, TL= Two languages, ML= Three or more Languages

Table 4.5.2. Multiple Comparisons for Plurilingualism

		(I)Languages Known	(J)Languages Known	Mean Difference (I-J)	SE	p
FLE	Tukey HSD	OL	TL	-.352	1.04	.939

			ML	-3.951*	1.25	.005
		TL	OL	.352	1.04	.939
			ML	-3.599	.93	.00
		ML	OL	3.951*	1.25	.00
			TL	3.599*	.93	.00
FLSA	Tukey	OL	TL	3.46715	1.72	.11
	HSD					
			ML	9.48192*	2.07	.00
		TL	OL	-3.46715	1.72	.11
			ML	6.01477*	1.53	.00
		ML	OL	-9.48192*	2.07	.00
			TL	-6.01477*	1.53	.00

Note. SE=Standart Error, OL= Only one language, TL= Two languages, ML= Three or more Languages
*p<.0

When the FLES' items that show significance have been analyzed, comparing those who speak more than three languages and only one language, responses to the item 1 ($M=3.88$), the item 2, which is "I can laugh off embarrassing mistakes in the foreign language." ($M=3.10$), the item 3 ($M=3.52$), the item 10 ($M=3.99$), the item 11 ($M=4.70$), the item 7 which is "I'm a worthy member of the foreign language class." ($M=3.55$) and the item have shown that participants who speak more than three languages have more fun in their online speaking skills classes considering their creativity and positive point of views towards online courses. However, it may be inferred that higher proficieny increase engagement and feeling of achievement of the freshmen considering responses to the item 19, which is "We form a tight group." ($M=3.40$) and the item 9 ($M=3.74$). However, that situation can be explained by Fredrickson's statement (2001) that experiencing enjoyment in the language learning environment facilitates learning and fosters social bonds in the classroom. Sense of achievement of freshmen may be understood by the statement of Dewaele and MacIntyre (2014), as the number of languages known increase, learners perform better. Responses to the item 6 ($M=3.81$) has revealed that who speak more than three languages feel that they can express themselves better in the foreign language than those who can speak only one language.

When those who speak more than three languages and two languages are compared, the mean scores of the item 3 ($M=3.52$) and the item 21, which is “We laugh a lot.” ($M=3.23$) have shown that those who speak more than three languages do not get bored and have fun more than those who speak two languages. No other performance-based difference has been detected between those who speak more than three languages and those who speak two languages.

Analyzing the FLSAS’s items individually, when those who speak only one language and more than three languages are compared, considering the responses to the item 1 ($M=3.85$), those with only one language have expressed that they feel anxious while speaking English in class. Therefore, we encounter that they also feel more anxious while they are coming to English class compared to other classes if responses to the item 24 ($M=3.35$) are analyzed. No matter they are ready for the planned contents or not, they always feel anxiety according to the item 28 ($M=3.38$). However, according to responses to the item 4 ($M=3.66$) and the item 10 ($M=3.52$), they do not want to be alone in answering instructors’ questions; however, they also feel uncomfortable when they take part in group discussions and group activities according to responses to the item 26 ($M=3.03$). Analysis of the item 8 ($M=3.56$) also reveals that those who speak only one language feel more embarrassed when they are required to speak in English compared to those who speak more than three languages. Since Boeckmann and Lasselsberger (2012) put forward that plurilingulism brings confidence, but in our study, according to the item 18 ($M=2.92$), freshmen who speak only one language do not hesitate to make mistakes and are laughed at by their peers. It may be inferred that being plurilingual does not always bring confidence. In this case, Dewaele et al. (2018) have suggested that knowing more languages may offer plurilinguals a bit more confidence rather than full confidence although they are expected to show less FLA.

Considering their attitudes towards being orally tested, they start to worry when they know they will be graded in oral activities according to the item 5 ($M=3.83$) and the item 12 ($M=3.74$) along with having hesitations about expressing their thoughts regarding the item 14 ($M=4.17$). When teacher-related items have been analyzed, it has been revealed that they hesitate to attend courses due to lecturers’ error correction according to responses to the item 9 ($M=2.81$), furthermore, they feel extra anxiety when the lecturer asks peers to correct their practice in online speaking skills courses

regarding the item 22 ($M=3.66$). The effect of competitiveness may be seen more clearly through the item 11 ($M=3.77$) which has shown that participants with only one language tend to compare their speaking skills with their peers, which may result from a lack of language skill confidence. Considering the item 25 ($M=3.22$), it may be inferred that freshmen with one language have a tendency to stumble while speaking in English. Still, in line with the item 7 ($M=2.69$), they enjoy it only when they know what they are going to discuss in the target language and they like volunteer attendance to classes rather than involuntary answers regarding the item 19 ($M=3.07$).

Based on the item 15 ($M=3.80$) and the item 20 ($M=4.11$), it has been found that freshmen with three or more languages are more willing to speak in planned speaking skills courses and to attend classes if they find the topics interesting compared to those with only one language.

When those who speak more than three languages and two languages are compared, the first group of participants has expressed that they like going to class when they know that oral tasks are going to be performed ($M=2.84$) in the item 17 and item during an oral test, they do not feel anxious ($M=3.55$) compared to those who speak two languages that may be resulted from speaking more than two languages considering that the more languages are known, the more confident a learner becomes.

The finding that the FLE level of those who speak three or more languages is the highest, whereas the FLSA level is the highest in those who speak one language may stem from cognitive ease of speaking more than one language and having a feeling of achievement and confidence to this end. However, the reason for the finding that there is no significant correlation between the participants speaking one language and two languages may be associated with a misunderstanding of the native language as speaking one language. The findings of the current study also support the previous research conducted by Dewaele and MacInyre (2014) who have reached directly the same results.

4.6. Research Question 6: What is the effect of the perceived level of English proficiency on FLE and FLSA?

One-way ANOVA is used to explore the effect of the perceived level of proficiency of the freshmen on FLE and FLSA; according to these results, there is a significant difference between perceived level of proficiency and FLE and FLSA

scores. (See Table 4.6.1.) As a result of revealing a significant difference, Tukey HSD post hoc tests are conducted. It has been found that there is a meaningful difference in the FLE levels of the freshmen between the ones who perceive and report their level of proficiency as extremely poor and excellent, satisfactory. Another significant difference has been detected between insufficient and sufficient, satisfactory, excellent. Regarding FLSA, a correlation is found between extremely poor and excellent, satisfactory; insufficient and satisfactory, excellent; sufficient satisfactory, excellent. In a common ground, both FLE and FLSA levels of the freshmen have a strong correlation with their perceived proficiency levels. It has been figured out that those whose perceived proficiency levels are excellent have high scores on FLES, and those whose perceived proficiency levels are extremely poor have higher scores in FLSAS. FLE levels increase as going downside in the five-point Likert and vice versa. See Table 4.6.2.

Table 4.6.1. Crosstabulation of Perceived Level of English Proficiency

		Sum of Squares	df	MS	F	p
FLE	Between groups	5884.17	4	1471.04	17.32	.00
	Within groups	60883.86	717	84.92		
	Total	66768.03	721			
FLSA	Between groups	20241.86	4	5060.46	22.06	.00
	Within groups	164925.27	719	229.38		
	Total	185167.12	723			

Groups: extremely poor, insufficient, sufficient, satisfactory, excellent

Table 4.6.2. Results of Post Hoc Tests for FLE and FLSA Scores according to Perceived Level of English Proficiency

		Perceived level of proficiency	n	Mean	SD	SE
Tukey HSD-FLE	extremely poor		8	67,50	11,65	4,12
	insufficient		70	71,74	8,798	1,05
	sufficient		350	77,49	9,578	,51
	satisfactory		267	79,53	8,743	,53
	excellent		27	85,59	9,279	1,80
	Total		722	77,88	9,623	,36

Tukey HSD-FLSA	extremely poor	8	103,00	13,928	4,92
	insufficient	70	99,24	13,046	1,6
	sufficient	352	93,42	14,744	,79
	satisfactory	267	87,29	15,341	,94
	excellent	27	73,15	22,288	4,28
	Total	724	91,07	16,003	,59

Note. SD= Standard Deviation, SE=Standard Error

Analyzing the individual items under FLE regarding the perceived level of English proficiency, a gap has been generally encountered between those with excellent and extremely poor levels. The items with significant differences have been grouped according to this. In accordance with the responses to the item 1 ($M=4.26$), the item 2 ($M=3.22$), the item 7 ($M=4.22$), the item 9 ($M=4.19$), the item 10 ($M=4.07$), the item 12, ($M=4.56$), which is “it’s fun”, the item 18 ($M=4.19$), and the item 21 ($M=3.59$), it has been revealed that the freshmen with excellent perceived English proficiency have positive feelings towards online speaking skills courses and their relative standing in the classroom more than the participants with extremely poor English proficiency level do. Deweale and MacIntyre (2014) have also reached the same conclusion about the relationship considering self-perceived relative standing. Furthermore, the responses to the item 20 ($M=3.59$), which is “We have common ‘legends’, such as running jokes.” have also shown that the freshmen have high proficiency enough to run jokes in their online speaking skills classes. Even though the speaking skills classes are online, they have ability to communicate so as to create common legends. However, the responses to the item 19 ($M=3.33$) is an evidence to support that they can form close groups. Therefore, it may be inferred that it is understandable why the freshmen with extremely poor proficiency levels do not have fun as much as those with higher proficiency do. However, the freshmen with excellent perceived level of English proficiency are more aware of what they are learning in online speaking skills courses regarding the responses to the item 6 ($M=3.96$) and item 8 ($M=4.22$) and knowledgeable about the advantages of being proficient in the target language considering the item 11 ($M=4.81$). The Freshmen with excellent proficiency have also stressed their lecturers’ supportive manners, which can be seen in the responses to the item 17 ($M=4.41$).

Another gap has been detected between those with excellent and insufficient levels. It has been found that learners with excellent English proficiency enjoy online speaking skills courses which can be seen in the item 3 ($M=3.74$) and the item 4 ($M=4.22$). They have found their lecturer friendly and they also consider it natural to make mistakes in the language learning process regarding their responses to the item 13 ($M=4.26$) and the item 16 ($M=4.93$). In this case, it may seem to clear that their views towards making mistakes may stem from their lecturers' friendly manners as in Dewaele et al. (2019a)'s study that shows educators' friendly manners have a positive effect on learners' view of making mistakes.

When individual items have been analyzed under FLSA regarding the perceived level of English proficiency, five groups of gaps have been determined which are between extremely poor and excellent proficiency levels, between insufficient and satisfactory, and between insufficient and excellent, between sufficient and excellent, extremely poor and satisfactory. To start with the first comparison group, regarding responses to the item 1 ($M=4.75$), and the item 5 ($M=4.25$), those with extremely poor English proficiency have been found to feel anxious in online speaking skills courses compared to those with excellent English proficiency levels. In accordance with the responses to the item 8 ($M=4.38$) and the item 11 ($M=4.25$), it has been revealed that the freshmen with lower proficiency may have a tendency to suffer from peer criticism, therefore, they feel anxious while speaking in online speaking skills classes. Furthermore, group work has been determined as an anxiety-provoking factor for the freshmen with lower levels considering the responses to the item 10 ($M=4.13$) and the item 26 ($M=3.63$). It may safe to state that learners with lower proficiency levels tend to hide their insufficiency in speaking language skills from their peers as Alqurashi and Althubaiti (2021) suggest in their study. Therefore, the item 24 ($M=4.13$) can be explained why participants feel more anxious about attending English online speaking skills courses compared to other courses. Their anxiety in online speaking skills courses may also stem from fear of giving wrong answers in line with the responses to the item 6 ($M=4.38$) and not expressing their feelings as they wish in the item 14 ($M=4.63$). Moreover, the responses to the item 23 ($M=4.00$), which is "I do not feel pressure when my teacher corrects my oral mistakes in class." may have shown that the participants with a lower level of proficiency are aware of their lack of knowledge in speaking language skill, therefore, they like being helped and corrected to some

extent. It seems possible to understand from the responses to the item 12 ($M=4.50$) and the item 25 (3.88) that they stumble and become anxious while speaking in English. Therefore, they mostly prefer volunteer answers with regard to the responses to the item 19 ($M=3.75$) because responses to the item 28 ($M=3.88$) have shown that however hard they study for the planned contexts, still, they feel anxious which may be due to a lack of confidence regarding their perceived English proficiency level. According to the responses to the item 17 ($M=3.13$), it has also been found that the participants with extremely poor English proficiency like to attend oral tasks to improve their skills, as well.

To go on with the second comparison group, between insufficient and satisfactory English proficiency level, the item 3 ($M=3.96$) has been found significant. Those with satisfactory English proficiency level feel comfortable while speaking in English class if they are prepared for the scheduled content before the course compared to those with insufficient English proficiency levels. This may have been related to foreign language tolerance of ambiguity, as Dewaele and Ip (2013) state that there may be a relationship between self-perceived proficiency and ambiguity tolerance in foreign language learning. Therefore, it may be indicated that the freshmen with lower English proficiency levels have lower ambiguity tolerance and need to know the planned contents before the class.

When we check the third group comparing those with insufficient and excellent English proficiency levels, the item 4 ($M=3.90$) and the item 18 ($M=3.37$) have shown a significant difference. Responses to items have revealed that those with insufficient English proficiency levels naturalize making mistakes during speaking that may stem from their awareness of their insufficiency in their language proficiency. However, they feel under stress in answering oral questions in person compared to those with excellent English proficiency. That may stem from their lack of confidence based on their proficiency levels or lecturers' negative attitudes which has been also shown in Dewaele and MacIntyre's (2016) research focusing on social and private sides affective factors.

Analyzing the fourth comparison group, it has been seen considering responses to the item 9 ($M=3.61$) that those with sufficient English proficiency levels are afraid of attending the speaking class because of being corrected by their teacher compared to those with excellent English proficiency levels. That may have been linked to their

relative standing in the classroom. They may have a tendency to protect their faces towards their lecturers and peers.

Lastly, when those with insufficient and satisfactory English proficiency levels are compared, it has been found based on the item 15 ($M=3.88$) and the item 20 ($M=4.25$) that those with satisfactory English proficiency levels have been found to be more willing to speak in English class when they know the scheduled oral activities and to get involved in class especially when they find topics interesting compared to those with insufficient English proficiency levels. It may have been deduced that there may be a correlation between the freshmen's willingness to communicate based on their self-perceived proficiency levels. However, Sato's (2020) study reveals the self-perceived proficiency level and WTC of the learners in the same way.

The level of mastery is one of the most included independent variables in the previous research. The overall results seem to be in rapport with the earlier research into the relationship between the level of mastery and FLE and FLA levels. In this sense, the findings of the current study corroborate the findings of Dewaele et al. (2018), Dewaele and Alfawzan (2018), Li and Xu (2019), Bensalem (2021), Özer and Altay (2021), Botes et al. (2021). However, it contradicts the findings of Su (2022) who found no correlation between the level of mastery and FLE and FLA levels.

4.7. Research Question 7: What is the role of the classroom environment preference of the freshmen's speaking skills on their level of FLE and FLSA?

Independent samples t-test analysis is performed to figure out the difference between the speaking skills classroom environment preferences of freshmen and FLES and FLSAS scores.

According to independent t-tests analysis of the preferences, a significant difference has been found between those who prefer online speaking skills classes and face-to-face speaking skills classes in terms of FLE and FLSA scores. See Table 4.7.1. It has been apparent that the ones who prefer online speaking skills classes have higher scores in FLSAS while those who prefer face-to-face classes have higher scores in FLES, which means their FLE levels are higher than those who prefer online speaking skills classes. See Table 4.7.1.

Table 4.7.1. Crosstabulation of the Classroom Environment Preferences and FLE and FLSA

	Classroom Preference	n	M	SD	t	p
Total FLE Scores	Face-to-face	593	78.28	9.51	-.24	.02
	Online	129	76.02	9.92	-.24	.02
Total FLSAS scores	Face-to-face	594	89.94	15.87	4.14	.00
	Online	130	96.23	15.61	4.10	.00

Note. M= Mean, SD= Standart Deviation

When FLES's items' mean scores are compared, based on significant items which are the item 3 ($M=3.41$), the item 4 ($M=4.02$), the item 12 ($M=4.34$), and the item 21 ($M=3.11$), it has been found that participants with face-to-face speaking skills course preference have more positive feelings towards online speaking skills courses compared to those with online course preference. Moreover, regarding the responses to the item 7 ($M=3.56$) and the item 9 ($M=4.02$), it has been shown that they are more aware of their accomplishments, and they are well up on their worth in the online speaking skills class compared to those with online speaking skills course preference. That may spring from their overall positive views toward learning and using English, which increase engament, that is highlighted as an important affective factor for FLE in De Smet et al.'s (2018) study.

When FLSAS results are analyzed item by item, the participants with online course preferences have been found to be more anxious in class online speaking skills courses compared to those with face-to-face speaking skills courses. The item 4 ($M=3.71$), the item 5 ($M=3.92$), the item 6 ($M=3.74$), the item 8 ($M=3.54$), the item 10 ($M=3.65$), the item 12 ($M=3.76$), the item 24 ($M=3.36$), the item 25 ($M=3.24$), and the item 28 ($M=3.65$) have supported that freshmen with online course preferences have negative feelings while answering questions, attending group activities and taking oral tests during online speaking skills courses even if they have preferred online courses to face to face courses. Interestingly, based on the item 16 ($M=2.76$), it has been revealed that they feel relaxed in pair work activities. Although they are behind the screen, they still feel anxious about being corrected by their teacher according to responses to the item 9 ($M=2.75$) and they may not seem to overcome

their competitiveness, therefore, they feel anxious if they think their classmates speak English better than them regarding responses to the item 11 ($M=3.54$). Those online FLA may have arisen out of participants' online education background if we regard Chametzky's (2013) as one of three possible sources of online FLA.

Noteworthy, they do not feel anxious during speaking exams according to the item 21 ($M=3.68$), and they like attending online speaking skills courses when scheduled content is offered regarding the responses to the item 15 ($M=3.05$), as well. The reason behind these responses may stem from taking advantage of the online environment especially attending courses behind screens may have a facilitative effect on freshmen's foreign language speaking anxiety as stated by Salgado (2010).

Since speaking is a communicative activity, the reason behind the participants' preferring online speaking skills classes rather than face-to-face classes may be associated with the face-saving feature of online education. Freshmen may feel more comfortable behind the screens. There have been similarities between the current study and another research conducted by Salgado (2010), who supports the view that giving learners the opportunity to hide behind the screen has a facilitative impact on their anxiety in the process of foreign language learning, further he suggests that a possible explanation for this might be that the freshmen feel comfortable hiding and not feeling anxious when they happen to make mistakes during communicative activities, which has resulted from human beings' nature due to the instinctive desire to hide when something goes wrong in communication. Therefore, it may be safe to claim that there is a significant relationship between FLSA and online foreign language speaking skills course preferences of the freshmen.

The underlying reason behind the correlation of the participants with higher FLE and online speaking skills course preferences may be due to the freshmen's advanced communicative skills, personal characteristics, and self-confidence.

5. CONCLUSION

The investigation of the freshmen's anxiety and enjoyment through online speaking skills courses in English language teacher education aimed to put forward certain suggestions for the issues encountered in online speaking skills classes regarding FLE and FLSA and offer remedies to facilitate a positive online classroom environment and to silence debilitating factors hindering FL speaking.

5.1. Summary of the Present Research

The study is designed to investigate the freshmen's anxiety and enjoyment through online speaking skills courses in English language teacher education. It also aims to find out possible correlations between certain variables, such as gender, region, degree of plurilingualism, perceived level of mastery, classroom preference, and FLE and FLSA.

The present study implements a survey methodology through which quantitative data are collected. The research sample consisted of a total of 722 participants from 33 universities' English language teacher education departments from seven regions in Turkey. The quantitative data are gathered through Foreign Language Enjoyment Scale (FLES) developed by Dewaele and MacIntyre (2014) and Foreign Language Speaking Anxiety Scale (FLSAS) adapted by Balemir (2009). The questionnaire also includes a demographics form. The questionnaire is posted online using and remained accessible for three months in 2021.

The quantitative data have been analyzed via Statistical Package for the Social Sciences (SPSS) version 25. Descriptive analyses are performed. Since the distribution of the data is normal, parametric analysis is implemented. A series of one-way ANOVA with post hoc Tukey tests, independent t-tests and Pearson's correlational coefficient tests have been used in the analysis of the data.

In order to meet the aim of the research, the study is designed to answer seven main research questions.

The very first research question aims to determine the general FLE and FLSA dispositions of the freshmen pre-service English language teacher education. It is presented that while the participants are found highly enjoyed in FLES, in accordance with the FLSAS results, they are found moderately anxious, in the same way.

The second research question is aimed to figure out the direction of the correlation between FLE and FLSA in online speaking skills class contexts. The present research reveals that there is a negative correlation between FLE and FLSA levels of the freshmen which means that when FLE levels are increased, FLSA levels of the freshmen are to be decreased.

The aim of the third research question is to explore the extent of the effect of gender on FLE and FLSA is investigated, the findings show that gender has no effect on FLE while it has an effect on FLSA. When FLSA is considered, the female freshmen outperform the male freshmen. According to the findings, it is concluded that gender has an effect only on FLSA levels rather than FLE levels of the freshmen.

The FLE and FLSA levels of the freshmen according to seven regions in Turkey have been investigated in accordance with the fourth research question. In line with the statistics, considering FLE, the Aegean Region is the highest, however, the Southern Anatolia Region is found to be the lowest. In terms of FLSA, the Central Anatolia Region has the freshmen with the highest levels while the Aegean Region shows the lowest levels of FLSA. Besides, there are level differences in certain regions between the highest and the lowest scored regions, as well. It is safe to conclude that FLE and FLSA levels show differences from region to region depending on several reasons, such as educational facilities, the social construction of the region, etc.

Regarding the fifth research question of the research which seeks an answer to the extent of plurilingualism effect on FLE and FLSA levels of the freshmen, the research shows that as the number of languages known decreases, the FLSA levels of the freshmen become higher, and FLE levels are found to be the highest in the freshmen with three or more languages. To this end, being plurilingual has an effect on FLE levels in a positive direction and on FLSA levels in a debilitating direction.

In the sixth research question, it is aimed to determine the correlation between the perceived level of mastery and FLE and FLSA levels, the present research shows that as the perceived FL proficiency of the learners is becoming higher, their FLE levels are also increasing. In the same way, FLSA levels of the freshmen are going higher as their perceived level of mastery is getting lower. To conclude, the perceived level of mastery in the FL has an effect on both the FLE and FLSA levels of the freshmen.

The last research question addresses the role of classroom preference between online and face-to-face classes on freshmen's level of FLE and FLSA. The research shows that the freshmen with online speaking skills classes preference have a higher level of FLSA while the ones with face-to-face classes preference have a higher level of FLE. Consequently, it can be concluded that classroom preferences have an effect on freshmen's FLE and FLSA levels.

Considering the overall findings of the research, it may be safe to claim that the present research contributes to the field as being one of the studies investigating the correlations between FLE and FLSA through online speaking skills courses. To the best of our knowledge, there is no study conducted in the scope of only fully online speaking skills courses, along with blended or flipped classrooms, which become quite common around the world with the existence of the coronavirus pandemic. Therefore, this study is conducted to shed light on the emotional world of online foreign language teaching.

5.2. Contributions of the Present Research

The research has also the value of being the first study in Turkey that investigates the freshmen's anxiety and enjoyment through online speaking skills courses, especially due to its online nature and large sample size. The present study also carries the value of being the second thesis investigating both foreign language enjoyment and foreign language anxiety of Turk learners of English as a foreign language in Turkey context. Moreover, thanks to its large sample size, the generalizability of the findings provides an advantage to corroborate the pedagogical implications.

Along with its large scope, the study has also certain limitations. The research only targets the freshmen excluding sophomores, juniors, and seniors who are taking the same online speaking skills courses. However, distributing pre-prepared questionnaires with Likert scales limits participants' responses and makes the research short of the rich outcomes of qualitative research. It should also be noted that using only self-report scales without observations may lead participants to fall prey to social image. Despite the limitations, the present research offers important pedagogical implications.

5.3. Pedagogical Implications

To start with the pedagogical implications, as the first research question reveals, freshmen in pre-service English language teachers are found highly enjoyed in FLES, in accordance with the FLSAS results, they are found moderately anxious, as well. In this regard, the lecturers' attempts to reduce FLSA may not directly strengthen freshmen's FLE. However, focusing on only FLSA provides limited contributions to emotional nature of FL learning. However, according to the second research question, FLE and FLSA are found negatively correlated but it doesn't exactly mean that FLE is determined high while FLSA is found low in any case. Consequently, a key pedagogical implication arise out of this research is that lecturers should not make effort to decrease FLSA, rather than this, they should handle FLE and FLA together. Moreover, the lecturers should endeavor to promote interest in the foreign language. Foreign language use in class should be increased as much as possible in order to boost FLE which will promote engagement with the target language. As Fredrickson (2013) highlights, enjoyment has a facilitative effect on students' attainments through shaping their cognitive processes. Moreover, the freshmen with higher FLE are less likely to suffer from negative academic effects of FLSA in the process of FL learning as Deweale et al. (2017) suggest. Consequently, faculty should arm lecturers with theoretical and practical knowledge of positive psychology including positive psychology boosting practices such as making learners reflect upon their successful works, using humor in FL learning contexts, and self-reflective practices, and how to apply these practices in online and traditional classroom contexts to facilitate freshmen's FL speaking performance and attainment. As Arnold (2020) indicates, knowledgeable and highly motivated educators show interest in finding the best ways to teach FL. Thus, they have fellow feelings with the students that make students' FLSA decrease and provide contributions to their positive emotions and confidence. Therefore, it should be kept in mind that an effective lecturer should not spend too much time concerning about FLSA; however, they should fuel students' enjoyment. For the very reason, social relations in the FL classes should be facilitated with out-of-classroom group works along with warm-up activities, especially in the online context in which face-to-face social relations cannot occur. There should be given more places for drama activities during online speaking skills courses to improve the bonds between freshmen and increase their confidence. Furthermore, drama courses should

be offered as one of the main courses in the same term as speaking skills courses to contribute to freshmen's creativity and group dynamics. As Jin and Deweale (2018) state, group dynamics are important for students' psychological well-being determined by higher FLE and lower FLSA. In this case, developing social relationships facilitate FLE, and thereby, enhances FL learning. Strengthening bonds among lecturers and freshmen may allow freshmen to express themselves freely, to do so, lecturers should spend time talking with their freshmen to gain insight into their FL learning needs to meet them perfectly. In order to achieve this, the best way to support learners is designing out-of-class group activities by focusing on communication to raise freshmen's self-perceived competence, and therefore their FLE. Accordingly, freshmen should be encouraged by lecturers to attend more out-of-class group activities along with online speaking classes.

Pursuant to the third research question, the gender effect is revealed. According to the findings, female freshmen's FLSA levels are determined higher compared to male participants. Consequently, it may be safe to suggest that lecturers should not ignore gender differences in their classes in the course of speaking classes. They also should use more encouraging strategies for the female freshmen. Furthermore, lecturers should tolerantly cover the mistakes to make freshmen feel comfortable in speaking.

It is determined through the fourth research question that FLE and FLSA levels show differences from region to region. Lecturers in the regions in which FLSA is found the higher than other regions should offer freshmen extramural activities that extend English interest outside the courses to raise their FLE. Moreover, faculty should provide opportunities to the lecturers and the freshmen who want to organize extramural and intramural activities because online FL education environment offers limited opportunities for these kinds of activities.

The importance of being plurilingual is revealed one more time through the fifth research question of the present study which shows that freshmen with more than two languages are having more enjoyment than their peers with one or two languages. In order to enhance FLE, freshmen can be supported with various languages in the curriculum to make them encouraged to choose the one or two that they are interested in and study. As they learn more languages, their FLE will become higher, as a consequence, their attainment in FL classes will be expected to be improved.

Another way of enhancing freshmen's FLE is making them feel confident about their level of language proficiency. Regarding the present research sample in pursuance of the sixth research question, the majority of the freshmen state that their English level is sufficient, but they still have potential for improvement. In this respect, the key issue is that they are future teachers of English language. To this end, the freshmen are required to have higher perceived proficiency levels. According to Uztosun (2017), pre-service English language teachers do not feel satisfied with their perceived level of English, especially when they are required to speak, as well. In this case, it is apparent that freshmen's perceived levels are required to be increased by activities that support the $i + 1$ theory of Krashen (1985) to make freshmen confident about their perceived level of English proficiency. However, rather than focusing on grammar instruction, more room should be given to speaking skills so as not to make freshmen feel a deficiency in such skills. For this reason, courses should be designed and revised with the aim of enhancing freshmen's speaking competence. Instruction should be supported by well-designed course content, functional interaction between lecturer and freshmen, and creating a sense of online language learning community by making freshmen know each other through bonding warm-up activities. Furthermore, ongoing discussions should be stimulated to make students stay tuned and have the enjoyment of their attainments in speaking skills classes.

The effect of classroom preference is determined through the last research question which reveals that freshmen with online speaking skills classes preference have a higher FLSA compared to those with face-to-face online speaking skills classes preference. Due to speaking skills courses' communicative nature, freshmen may feel uncomfortable in a face-to-face environment, which may be the reason behind the freshmen with higher anxiety in online speaking skills courses preference. It may be inferred that offering speaking skills courses online may enhance the FLE levels of the freshmen compared to face-to-face traditional classes. Especially in the period of coronavirus pandemic, these findings will relieve the institutions which have to offer the speaking skills courses online under the pandemic limited circumstances. To this end, it seems safe to suggest that certain courses especially the ones including productive skills may be offered online considering freshmen's preferences. Moreover, in face-to-face classes, freshmen can be supported with substitutional online speaking skills courses. Online courses' anxiety debilitating nature should not

be ignored by lecturers and educational theorists. Otherwise, they may place freshmen at a critical psychological disadvantage. To avoid this, regarding freshmen's online FL learning perceptions and experiences have significant consequences.

The implications for the present research seem to have far-reaching effects, since it addresses heretofore unknown issues covering technology, interaction, and emotions in the FL learning environment, which will also become more important as the 21st century progresses. Moreover, course designs, curriculum, English language teacher education programs should be improved from the perspective of positive psychology. The sustainability of them should be concerned by stakeholders, including lecturers, teacher educators, curriculum developers, and even policymakers considering freshmen's needs and expectations, as also stated by Sarı and Kızıltan (2021). Therefore, more studies are required to be conducted in order to understand the relationship between FLE and FLSA better, especially in online FL speaking classes to reach more conclusive evidence of the affective factors regarding participants' personality traits and factors particular to FL classes.

5.4. Suggestions

5.4.1. Suggestions for Future Research Context

In terms of the data context, since the present research focuses on the relationship between FLE, FLSA, and certain variables, such as gender, region, plurilingualism, perceived level of mastery, and classroom preferences through online speaking skills courses, further studies may be conducted to gain a deeper insight of the relationships between affective variables, FLE and FLSA in the same context adding more variables by recruiting students from different proficiency levels. Although the present research has a large sample, it is limited to Turkey context, to overcome this shortcoming, the study should be replicated on an international sample for further confirmation of the findings. Not only freshmen but also the other pre-service English Language teachers at all levels might be included in further research. However, further research might be conducted on not only tertiary education but also primary and secondary education to determine the students' needs and expectations. Furthermore, the effectiveness of speaking skills strategies might be investigated in online speaking skills classrooms.

5.4.2. Suggestions for Future Data Collection Tools

Regarding the tools of the present research, Foreign Language Speaking Anxiety Scale (FLSAS) only aims to measure anxiety in speaking skills, other scales might be used to determine general FL anxiety or other language skills, such as listening, reading, and writing. In order to measure foreign language enjoyment, the very first Foreign Language Enjoyment Scale (FLES) is used, new versions of FLES with subdimensions might be used to reach more detailed results. Furthermore, new scales on foreign language enjoyment might be developed for each language skills separately to access to the point results, such as foreign language speaking enjoyment, foreign language writing enjoyment, etc.

5.4.3. Suggestions for Future Research Design

In respect of research design, the present study is based on the correlational quantitative research design. Questionnaires are used as data collection tools. Although online questionnaires are used for the sake of their advantages in extensive data collection in the present research, there should be spared rooms for qualitative data through interviews or other qualitative data collection tools, such as diary, narrative surveys, etc in order to reach more conclusive data. Furthermore, future studies adopting an experimental research design rather than a correlational research design might be needed to confirm the results of the present research.

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APPENDICES

Appendix 1

Participant Consent Form

Dear participant,

You are kindly invited to take part in a scientific study led by Res. Assist. Rabia İrem DEMİRCİ. This research aims at investigating online foreign language enjoyment and anxiety of the freshmen in English Language Teacher Education Program in Turkey. The study is based on a quantitative approach, and your task is to contribute with your sincere choices to 49 questions. Your answers will be confidential and used only in this study. Your identity will also remain confidential. Participation in the study is completely voluntary. If you decide to take part in the study, you have the right to cancel your participation at any time, without any consequences. If you have any questions, please feel free to contact me. I would like to thank you in advance for your cooperation and contribution.

- I volunteer to participate in the study.

—

- I don't volunteer to participate in the study.

—

Res. Assist. Rabia İrem DEMİRCİ
Ondokuz Mayıs University
Faculty of Education
Department of English Language Teacher Education
Kurupelit / Samsun
Phone: 0 (362) 312 1919 / Ext: 5152
E-mail: rabiairem.demirci@omu.edu.tr

Appendix 2

Participant Demographics Form

Personal Information

- University:
- Gender:

Female	
Male	

- I can speak...

only one language	
two languages	
three or more languages	

- How would you describe your proficiency in English language?

Extremely poor	
Insufficient	
Sufficient	
Satisfactory	
Excellent	

- Which one do you prefer?

Online Speaking Skills Classes	
Face-to-face Speaking Skills Classes	

Appendix 3

Foreign Language Enjoyment Scale (Dewaele &MacIntyre, 2014)

The following statements are about foreign language enjoyment. There is no wrong or right answer. Please read the statements carefully and select (√) the choice corresponding to the degree of your agreement or disagreement. 1 = Strongly Disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree.

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

19	We form a tight group.	1	2	3	4	5
20	We have common 'legends', such as running jokes.	1	2	3	4	5
21	We laugh a lot.	1	2	3	4	5

Appendix 4

Foreign Language Speaking Anxiety Scale (Balemir, 2009)

The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement. 1 = Strongly Disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I feel anxious while speaking English in class.	1	2	3	4	5
2	I feel less nervous about speaking in English in front of others when I know them.	1	2	3	4	5
3	I feel very relaxed about speaking in English class when I study the planned contents before the class.	1	2	3	4	5
4	I am anxious in class when I am the only person answering the question asked by my teacher in English class.	1	2	3	4	5
5	In English class, I start to panic when I know I will be graded in oral activities.	1	2	3	4	5
6	I fear giving a wrong answer while answering questions in English class.	1	2	3	4	5
7	I enjoy English class when I know that we are going to discuss in English.	1	2	3	4	5
8	I feel very embarrassed when I speak in English at the front of the class.	1	2	3	4	5
9	Because of being corrected by my teacher, I am afraid of going to the speaking class.	1	2	3	4	5

10	I feel nervous when I take part in a group discussion in class.	1	2	3	4	5
11	If I think my classmates speak English better than me, I am nervous about speaking in oral activities.	1	2	3	4	5
12	I worry about oral tests in English class.	1	2	3	4	5
13	I would feel better about speaking in English if the class were smaller.	1	2	3	4	5
14	I get anxious when I cannot express my thoughts effectively while speaking English.	1	2	3	4	5
15	I am more willing to speak in English class when I know the scheduled oral activities.	1	2	3	4	5
16	I feel relaxed in pair-work activities.	1	2	3	4	5
17	I like going to class when I know that oral tasks are going to be performed.	1	2	3	4	5
18	I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.	1	2	3	4	5
19	I like to volunteer answers in English class.	1	2	3	4	5
20	I am more willing to get involved in class when the topics are interesting.	1	2	3	4	5
21	I don't feel tense in oral tests if I get more practice speaking in class.	1	2	3	4	5
22	I feel uncomfortable when my teacher asks other students to correct my oral practice in class.	1	2	3	4	5
23	I do not feel pressure when my teacher	1	2	3	4	5

	corrects my oral mistakes in class.					
24	Going to English conversation class makes me more nervous than going to other classes.	1	2	3	4	5
25	I stumble when I answer questions in English.	1	2	3	4	5
26	I feel nervous in group work activities.	1	2	3	4	5
27	During an oral test, I do not feel nervous.	1	2	3	4	5
28	Even if I am well prepared for the planned contents, I feel anxious about speaking English.	1	2	3	4	5

Appendix 5

The Approval of Board of Ethics for the Implementation of the Research



ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
27.11.2020	10	2020/788


KARAR NO: 2020/788
Üniversitemiz Eğitim Fakültesi Araştırma Görevlisi Rabia İrem DEMİRCİ' nin Prof. Dr. Nalan KIZILTAN' ın danışmanlığında "Investigating The Freshmen' s Anxiety And Enjoyment Through Online Speaking Skills Courses In English Language Teacher Education In Turkey" isimli Yüksek Lisans Tezine ilişkin Anket çalışmasını içeren 37780 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Eğitim Fakültesi Araştırma Görevlisi Rabia İrem DEMİRCİ' nin Prof. Dr. Nalan KIZILTAN' ın danışmanlığında "Investigating The Freshmen' s Anxiety And Enjoyment Through Online Speaking Skills Courses In English Language Teacher Education In Turkey" isimli Yüksek Lisans Tezine ilişkin Anket çalışmasının kabulüne oy birliği ile karar verildi.

Appendix 6

Foreign Language Enjoyment Scale Permission Mail

- **Foreign Language Enjoyment Scale Permission Mail**

 **Re: Asking or permission to use Foreign Lnuage Enjoyment Scale** 30 Ekim 2020 16:37

Kimden: [Jean Marc Dewaele](#)
Kime: [Rabia İrem DEMİRCİ](#)
Kk: [j dewaele](#) [Peter MacIntyre](#)
Yanıtta: [j dewaele](#)

Sounds good!
Go ahead!

Greetings!

Jean-Marc

On Fri, 30 Oct 2020 at 11:55, Rabia İrem DEMİRCİ <rabiairem.demirci@omu.edu.tr> wrote:
Dear Prof. Dr. Dewale and Prof. Dr. MacIntyre,


My name Rabia İrem Demirci and I am a research assistant at Ondokuz Mayıs University in the Department of Foreign Languages. While working on my master's thesis titled ' Investigating the Freshmen's Anxiety and Enjoyment through Online Speaking Skills Courses in Pre-Service English Language Education in Turkey' , I really found your article titled 'Foreign Language Enjoyment and Foreign Language Classroom Anxiety : The Right and Left Feet of the Language Learner' very inspirational. The reason for this e- mail is to ask for permission to modify and use the Foreign Language Enjoyment Scale developed by you by informing you on each step about the changes to make it more suitable for my master's thesis objectives.

I look forward to hearing from you.
Thank you for your time.

Best Regards.

Res. Assist. Rabia İrem Demiri
rabiairem.demirci@omu.edu.tr
0 (362) 312 1919 Ext: 5329
Ondokuz Mayıs University, Samsun, Turkey

- **Foreign Language Speaking Anxiety Scale Permission Mail**

 **Re: Asking for permission to use FLSAS** 30 Ekim 2020 15:01

Kimden: [Serkan Balemir](#)
Kime: [Rabia İrem DEMİRCİ](#)

Dear Ms. Demirci,
Thank you for informing me about it. Of course, you can use it as you wish. Please let me know if you have further questions.
Best...

Rabia İrem DEMİRCİ <rabiairem.demirci@omu.edu.tr>, 30 Eki 2020 Cum, 14:47 tarihinde şunu yazdı:
Dear Instructor Balemir,

My name Rabia İrem Demirci and I am a research assistant at Ondokuz Mayıs University in the Department of Foreign Languages. While working on my master's thesis titled ' Investigating the Freshmen's Anxiety and Enjoyment through Online Speaking Skills Courses in Pre-Service English Language Education in Turkey' , I have found your thesis on the sources of foreign language speaking anxiety in 2009. The reason for this e- mail is to ask permission to modify and use your FLSAS (Foreign Language Speaking Anxiety Scale) by informing you on each step about the changes to make it more suitable for my master's thesis objectives.

I look forward to hearing from you.
Thank you for your time.

Best Regards.

Res. Assist. Rabia İrem Demiri
rabiairem.demirci@omu.edu.tr
0 (362) 312 1919 Ext: 5329
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CURRICULUM VITAE

Rabia İrem DURMUŞ graduated from Köksal Ersayın Anatolian Highschool in 2014. Following her high school education, she studied English Language Teaching at Ondokuz Mayıs University. After receiving her bachelor's degree in 2019, she started studying for a Master's degree in English Language Teaching at Ondokuz Mayıs University. Throughout her graduate studies, she has participated in a number of conferences related to the field. Her research interests cover social justice and positive psychology in language teaching. Currently, she works as a research assistant at the Department of pre-service English Language Teacher Education in the Faculty of Education at Ondokuz Mayıs University.

Contact Information: ORCID: 0000-0002-8884-2899

Publications:

1. Ekmekçi, E., & Demirci, R. İ. (2020). Tracing Intercultural Approach in EFL Coursebooks. *i-Manager's Journal on English Language Teaching*, 10(1), 17.
2. Demirci, R. İ., & Ekmekçi, E. (2021). An investigation into translations of ablative case markers in Turkish: The case of international students in a state university. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (22), 934-947.
3. Demirci, R. İ. (2021). Expectations and Views of International and Native Master's Students Regarding English Language Teaching Master's Program. *Ondokuz Mayıs University Journal of Education Faculty*, 40(2), 629-656.

Awards:

1. Her project entitled, *Juster Together: Social Justice in the Writing Classroom*, received the best project award in the Social Justice in ELT project Volume I in 2020.