



**AN INVESTIGATION OF NLP-BASED ACTIVITIES AND THEIR
EFFECTS ON LANGUAGE LEARNERS' SPEAKING ANXIETY:
A CASE STUDY**

Tuba Demir Gençer

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**DEPARTMENT OF FOREIGN LANGUAGE TEACHING
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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Adı : Tuba
Soyadı : Demir Gençer
Bölümü : İngiliz Dili Eğitimi
İmza :
Teslim Tarihi :

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İngilizce Adı: An Investigation of NLP-based Activities and Their Effects on Language Learners' Speaking Anxiety: A Case Study

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Yazar Adı: Tuba Demir Gençer

İmza:

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Danışman: Prof. Dr. Bena Gül PEKER

(Yabancı Diller Eğitimi Anabilim Dalı Gazi Üniversitesi)

Başkan: Doç. Dr. Betil ERÖZ TUĞA

(Yabancı Diller Eğitimi Anabilim Dalı ODTÜ)

Üye: Doç. Dr. Zekiye Müge TAVİL

(Yabancı Diller Eğitimi Anabilim Dalı Gazi Üniversitesi)

Üye: Prof. Dr. Bena Gül PEKER

(Yabancı Diller Eğitimi Anabilim Dalı Gazi Üniversitesi)

Tez savunma tarihi: .../.../...

Bu tezin Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olması için şartları yerine getirdiğimi onaylıyorum.

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To my parents and my husband

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**NLP TEMELLİ ETKİNLİKLERİN ARAŞTIRILMASI VE BU
ETKİNLİKLERİN YABANCI DİL ÖĞRENERİNİN KONUŞMA
KAYGISINA ETKİSİ KONUSUNDA BİR ARAŞTIRMA:**

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Tuba Demir Gençer

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ÖZ

1986 yılında, Horwitz, Horwitz ve Cope'un, yabancı dil kaygısı kavramını ayrı bir değişken olarak tanımlamasıyla birlikte; bu konu, birçok araştırmacının dikkatini çekmiştir. Konuşma kaygısı ve sinir dili programlaması (NLP) temelli aktivitelerin geliştirilmesi üzerine olan bu tezde; NLP temelli etkinliklerin bir üniversite evreninde, öğrenenlerin konuşma kaygısına bir etkisi olup olmadığı araştırılmıştır. Bir devlet üniversitesinin yabancı diller okulunda 55 katılımcı ile gerçekleştirilen bu çalışmada, iki araştırma sorusuna cevap aranmıştır: bir devlet üniversitesi evrenindeki katılımcıların konuşma kaygısının tanımlanıp ve kaygı düzeylerinin belirlenmesi ile NLP temelli aktivitelerin katılımcıların konuşma kaygısı üzerine etkisi olup olmadığının araştırılması. Bu amaçlarla, katılımcılara öncelikle öntest uygulanarak konuşma kaygıları ve seviyeleri belirlenmiştir. Sonra, yedi hafta boyunca NLP temelli etkinliklerle katılımcılara uygulama yapılmış ve her bir uygulama sonunda, katılımcılardan aktiviteler hakkında yazılı görüşleri toplanmıştır. Son olarak, katılımcılarda uygulama sonrası bir etki olup olmadığını gözlemlemek için, katılımcılara son-test uygulanmıştır. Bu çalışmanın verilerini, uygulama sonrası toplanan yazılı görüş formları ve uyarlanmasının Saltan tarafından yapıp Horwitz, Horwitz ve Cope tarafından geliştirilen ölçeğin uygulanmasıyla toplanan veriler oluşturmaktadır. Bu ölçek, bu çalışmada hem ön-test hem de son-test olarak uygulanmıştır. Toplanan veriler hem SPSS ve AMOS programlarını kullanarak istatistiksel olarak, hem de NVIVO programını kullanarak içerik açısından analiz edilmiştir. Bulgular katılımcıların uygulama öncesi orta seviyede konuşma kaygısı yaşadığını göstermiştir. Ancak, NLP temelli etkinliklerin katılımcılara uygulanmasından ve katılımcıların bu

aktiviteler hakkında bilgilendirilmesinden sonra, konuşma kaygılarında azalma olduğu gözlemlenmiştir. Ayrıca, bu çalışmadaki bulgular, dil öğrenenlerin yaşadığı önemli zorluklardan birisi olan konuşma kaygısının, NLP temelli etkinliklerle azaltılabileceğini göstermektedir. Bununla birlikte, bu çalışmada olumsuz iç ses konuşma kaygısı nedeni olarak katılımcılar tarafından oldukça fazla vurgulanmıştır ve bireysel kaynaklı sebepler “benlikten kaynaklanan sebepler (self-inflicted)” olarak ilk kez farklı olarak bu çalışmada isimlendirilmiştir. Son olarak, çalışmanın bulguları öğrenenler, öğretmenler, müfredat düzenleme komite üyeleri ve araştırmacılar için yeni öneriler sunmuştur.



Anahtar Kelimeler : Dil Kaygısı, Konuşma Kaygısı, Sinir Dili Programlaması (NLP),
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ABSTRACT

Since being defined as a separate variable by Horwitz, Horwitz, and Cope in 1986, foreign language classroom anxiety has generated a great deal of interest among researchers. This thesis aims to focus on the investigation and adaptation of Neuro-Linguistic Programming (NLP) activities and their effects on the speaking anxiety of language learners at a university context. The present study, which was carried out in a language school of a state university with 55 language learners, aimed to find answers for two research questions: if and to what extent language learners have speaking anxiety at a university context and whether NLP-based activities can have any effect on the speaking anxiety of the language learners at a university context. With these aims, participants were first administered a pre-test to check their present state. Then, NLP-based activities were implemented over seven weeks, and after each activity, participants were asked to write a reflection on the activities. Lastly, a post-test was administered to the same participants to see if they experienced any changes after the implementation of the activities. The data of the present study were collected with the written reflection of participants after the implementation of NLP-based activities and a foreign language speaking anxiety measurement scale, developed by Horwitz, Horwitz, and Cope and adapted by Saltan. The same scale was used both as a pre-test and a post-test in the present study. To analyse the collected data, both SPSS and AMOS were used for statistical analysis and NVIVO for content analysis. The findings showed that participants experienced a moderate level of speaking anxiety before the implementation of NLP-based activities. However, after introducing participants to the NLP-based activities and providing guidance on how to use the activities, learners' speaking anxiety decreased to a low level. In other words, the findings demonstrated that speaking anxiety, which is one of the challenges

language learners face, can be reduced with NLP-based activities. Besides, in the present study, one reason for the speaking anxiety of the language learners caught more attention than the others, which is negative self-talk. Furthermore, personal reasons for speaking anxiety were re-named as “self-inflicted” in the present study for the first time. Finally, some suggestions and implications for learners, teachers, curriculum developers, and researchers were provided.



Keywords : Language Anxiety, Speaking Anxiety, Neuro-Linguistic Programming, (NLP), Self-inflicted Factors, Negative Inner Voice
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THE LIST OF ABBREVIATIONS

CA	Communication Apprehension
CALL	Computer Assisted Language Learning
CLL	Community Language Learning
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
FLA	Foreign Language Anxiety
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLSA	Foreign Language Speaking Anxiety
MMCI	Mindfulness Meditation-based Clinical Implementation Programme
NLP	Neuro-Linguistic Programming
SA	Speaking Anxiety

CHAPTER I

INTRODUCTION

This chapter is an introduction to the thesis. It starts with a reflection of the argument of the thesis with the statement of the problem. Then comes the research questions to reveal the aim of the study. Next, the emphasis is on the importance of the study. Lastly, the definition of major concepts, the assumptions, and limitations of the study follow each other alternately.

1.1. The Statement of the Problem

Learning a foreign language is a very complicated process and time-consuming. It requires sustained effort and resilience. In addition, it involves the transfer of input into output (Krashen, 1984). In this process, motivation plays an important role, both internally and externally (Deci & Ryan, 1985; Dörnyei, 1994). However, motivating learners and maintaining their motivation are not easy tasks since the learning process is lengthy, challenging, and stressful. In particular, one of the difficulties learners experience is speaking anxiety (SA). Using Neuro-Linguistic Programming (NLP) and Neuro-Linguistic Programming (NLP)-based activities in the foreign language setting can be one solution. This study aims to investigate which Neuro-Linguistic Programming (NLP)-based activities can be adapted and whether these adaptations of the applications have any effect on language learners' speaking anxiety. The chosen NLP activities were adapted to address speaking anxiety by the researcher.

1.2. The Research Questions of the Study

Based on NLP activities, this study aims to find answers to the following four main research questions:

- 1- If and to what extent do language learners at a university context have speaking anxiety?
- 2- Can NLP-based activities have any effect on language learners' speaking anxiety at a university context?

1.3. The Importance of the Study

In the literature, speaking anxiety has caught the attention of many researchers, and they studied speaking anxiety to describe what speaking anxiety is about: (Horwitz, Horwitz, & Cope, 1986; MacIntyre and Gardner, 1991; Young, 1991; Tobias, 1990; Tüm & Kunt, 2013). Some studies have focused on determining the factors affecting speaking anxiety (Ahmed, Pathan, & Khan, 2017; Aydoğan, 2016; Balemir, 2009; Bozok, 2014; Fiadzawoo, 2015; Gkonou, 2014; Hamad, 2013; Öztürk, 2012; Öztürk & Gürbüz, 2013; Subaşı, 2010; Vural, 2017; Zambak, 2016). Other studies have investigated solutions for dealing with speaking anxiety (Horwitz et al., 1986; Kılıç, 2014; Oksal, 2014; Öz, 2017; Richards & Rodgers, 2001; Zerey, 2008). However, the studies on the solutions for coping with speaking anxiety are limited in the literature. In particular, the studies introducing NLP to boost foreign language learning and teaching in the literature are scarce in the literature and restricted to NLP techniques or strategies for learners in general (Güleç, 2012; Şaman, 2006; Tepiroğlu, 2007), NLP techniques or strategies for teachers and practitioners in general (e.g., Ökçün, 2010; Sürmeli, 2004; Targutay, 2010); teaching vocabulary (Güleç, 2012; Gülten, 2012), and teaching reading comprehension (Farahani, 2018). Thus, this study aims to create new perspectives in the research field by bringing two different concepts together for the first time: speaking anxiety (SA) and Neuro-Linguistic Programming (NLP). In other words, this study discusses the association of speaking anxiety with NLP-based activities for the first time. Secondly, this study provides an adaptation of some NLP-based activities specifically designed to reduce the speaking anxiety of language learners. As a result, this study provides opportunities for language learners to overcome their speaking anxiety with NLP-based activities for the first time. The findings of this study may open new horizons for learners, teachers, and researchers.

1.4. The Definitions of the Major Concepts

This thesis covers two main areas. The first topic is speaking anxiety (SA). In addition, the second one is Neuro-Linguistic Programming (NLP). The brief definitions of these two terminologies are as follows:

1.4.1. Speaking Anxiety (SA)

Horwitz et al. (1986) studied foreign language anxiety as a separate variable for the first time and defined it as “a mental block against learning a foreign language” (Horwitz et al., 1986, p.125). Thus, they believed that anxiety could prevent successful performance in foreign language learning since learners feel tense, nervous, worried, and apprehensive in the classroom environment. As a result, they classified three types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation as a result of which they developed a scale to measure language anxiety (Horwitz et al., 1986) This study focuses only on communication apprehension (CA) and the items related to it in the scale. Communication apprehension (CA) arises when one wants to speak or produce the language. In addition, communication apprehension (CA) is related to one characteristic of language learners: shyness, or being unable to communicate with others comfortably. Being unable to express oneself to a partner or a group, having stage fright, or having difficulty in receiving and sending messages while talking to someone is among some effects of communication apprehension (CA) (Horwitz et al., 1986). In other words, communication apprehension refers to speaking anxiety as an umbrella term; and in many studies, to discover the presence of speaking anxiety, researchers used the items related to communication apprehension in the Foreign Language Classroom Anxiety scale (MacIntyre & Gardner, 1989).

1.4.2. Neuro-Linguistic Programming (NLP)

Richard Bandler and John Grinder coined the term, Neuro-Linguistic Programming (NLP), during the 1970s for the first time. It is a field of thought that studies the connection between neurological and physical systems of the mind and body: neuro refers to how people sense the world using their five senses. Linguistic refers to the function and effect of words that people use to process and express experience, both internally and externally. Programming refers to how the brain, or neurons, can be trained and guided through language to change (Bandler & Grindler; 1979; Churches & Terry, 2007; Revell & Norman, 1997). In addition,

NLP is “an attitude to life” and “a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning” and depends on “assumptions about how the mind works and how people act and interact” (Revell & Norman, 1997, p. 14). Recently, NLP has started to impact foreign language teaching and learning process (Craft, 2001).

1.5. Assumptions

In this study, it is assumed that language learners are willing to participate in the study and will provide sincere answers to the scale items and sincere comments on their written reflections on the activities. In addition, it is assumed that making students aware of their speaking anxiety, its causes, and what they do when they experience speaking anxiety could help language learners get over their speaking anxiety problem. Most importantly, a decrease in participants’ speaking anxiety (SA) after the implementation of NLP-based activities can be possible. As such, NLP activities can help language learners to improve their speaking skills.

1.6. Limitations

The sampling of the study is limited since it is a study involving only one state university. In addition, the research has time limitations since it encompasses a research process of over a 7-week, as is the case in a school term. Besides, the study is limited to the volunteers and their willingness to participate in the activities. Finally, language learners come from different geographies, thus different cultures, and different departments.

CHAPTER II

THE REVIEW OF LITERATURE

This chapter presents the literature review, which starts with the definitions of the major concepts discussed and presented within this study. The first part of the chapter offers definitions of anxiety, foreign language anxiety (FLCA), and foreign language speaking anxiety (FLSA). Then, the chapter follows a review of several recent related studies on foreign language speaking anxiety (FLSA). Then, it discusses the effects of speaking anxiety on language learners, and the speaking anxiety causes. The next part presents the solutions for speaking anxiety in the literature and a possible connection between speaking anxiety and Neuro-linguistic Programming (NLP). Next, the chapter delves into the concept of Neuro-linguistic Programming (NLP) with a particular focus on NLP pre-suppositions, NLP pillars, and an NLP basic action model. Following this, the chapter introduces a possible connection between speaking anxiety and NLP. The final part of the chapter reviews the recent related research studies on Neuro-linguistic Programming (NLP) in foreign language learning and teaching environments.

2.1. The Definitions of the Major Concepts Related to Anxiety

Anxiety is defined as “the state of feeling nervous or worried that something bad is going to happen” (Oxford Advanced Learner’s Dictionary, 2000, p. 42) or as “the feeling of being very worried about something” (Longman Dictionary of Contemporary English, 2003, p. 55). Similarly, from a psychological perspective, it is defined as “the anticipation of future threat” (Crocq, 2015, p. 319).

Anxiety is an inevitable part of foreign language learning, which took the attention of researchers in the literature (e.g., Aydın, 2008; Awan, Azher, Anwar & Naz, 2010; Drakulic, 2015; Hashemi, 2011; Horwitz, Horwitz, & Cope, 1986; Latif, 2015; Liu & Huang, 2011; MacIntyre & Gardner, 1989; Marwan, 2007; Tobias, 1990, Tüm & Kunt, 2013). Thus,

researchers have been investigating speaking anxiety from many perspectives. The majority, however, take a psychological approach. These studies show that anxiety affects language learners' emotions and the language learning process since the presence of anxiety in foreign language classrooms causes negative emotions such as tensions and worry to arise in language learners. In addition, one of these negative emotions, anxiety, prevents the internalization of knowledge that language learners need to acquire (Krashen, 1984; Woodrow, 2006). Moreover, it causes language learners to feel worried about their performance either in the classroom environment or in tests since peer perceptions are essential to learners (Horwitz, Horwitz, & Cope, 1986). These causes of anxiety may prevent the learning process from fully achieved (McIntyre & Gardner, 1991). If language learners can overcome their speaking anxiety, then permanent learning can be achieved. In this study, it is believed that NLP-based activities will be helpful to overcome the negative emotions of language learners and to increase the self-confidence of language learners.

Foreign language classroom anxiety (FLCA) as a separate variable was studied and analyzed by Horwitz, Horwitz, and Cope (1986) for the first time. They defined foreign language classroom anxiety as a "mental block against learning a foreign language," and they believed that it could hinder "learners' ability to perform successfully in a foreign language class" (Horwitz et al., 1986, p. 125). Horwitz et al. (1986) developed a comprehensive foreign language classroom anxiety scale and administered it to thirty language learners out of seventy-eight who volunteered to participate in the study at Texas University in 1983. After gathering data from participants, the researchers identified the following three types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Communication apprehension is one type of anxiety and is characterized by an individuals' personality, especially by shyness. In addition, it encompasses the difficulties in communicating with a partner or in a group. Furthermore, having stage fright and having a fear of speaking in front of people are some other indicators of speaking anxiety on learners. This is related to receiver anxiety or not being able to understand the message of the speaker. All these characteristics refer to the indicators of having speaking anxiety. Thus, in the literature, when researchers investigate the speaking anxiety of a specific group of learners, they use the items related to communication apprehension in the foreign language classroom anxiety scale.

Another type of language anxiety is test anxiety (Horwitz et al., 1986). Test anxiety, as the name suggests, is related to performance anxiety experienced by language learners during a

test or an exam. This anxiety arises out of a fear of failure and or accomplishing an attainable goal in the foreign language learning process.

The third type of language anxiety is the fear of negative evaluation, “defined as the apprehension about others’ evaluations, the avoidance of evaluative situations, and the expectation that one would evaluate oneself negatively” (Horwitz et al., 1986, p. 128).

Whatever type of anxiety individuals experience, Horwitz, et al. (1986) stated that foreign language anxiety (FLA) was present among the majority of language learners, and it plays a crucial role in the foreign language learning process. The study pointed out the importance of the teachers’ role in alleviating language learners’ anxiety and proposed “suggestions for attaining foreign language confidence” (Horwitz et al., p. 132).

Analyzing eleven different scales in terms of factors affecting classroom anxiety, MacIntyre and Gardner (1989) grouped the available scales in the literature under three main types: type one includes anxiety in three different subjects, French, English, and Mathematics. Gardner developed the scales for this in 1985. Type two consists of the study of anxiety in French language learning, the scale for which was developed by Glikzman in 1981, trait anxiety, the scale for which was developed by Jackson in 1978, and computer use anxiety, the scale for which was developed by MacIntyre in 1988. Type three measures test anxiety and audience anxiety using a true-false question format. Sarason and Mandler used the test anxiety scale in 1952, and Paivio developed the audience anxiety scale in 1965. These three types were under two umbrella anxiety types: general anxiety and communicative anxiety. General anxiety arose while using a computer or in subjects like Mathematics, French, and English, or general anxiety can be observed during tests. Communicative anxiety, on the other hand, is related to communicating in French or English either in class or in general conversation, and anxiety stemming from audience sensitivity or the learners’ traits. MacIntyre and Gardner (1989) administered the scales to fifty-two male and fifty-two female first-year psychology department language learners. With this study, MacIntyre and Gardner (1989) developed a model for a foreign language anxiety scale. However, it was stated that this model needs extra testing for validity and reliability. In conclusion, MacIntyre and Gardner (1989) pointed out that anxiety arises in language classes, especially during learning and producing the language.

Tobias (1990) studied foreign language classroom anxiety (FLCA), but from a different perspective. Analyzing several studies about language anxiety, Tobias (1990) emphasized that language learners experienced anxiety, especially while processing of instruction in the

language learning environment. He divided this processing of information into three phases: input, processing, and output. These phases have alternative names: pre-processing of instruction, during the processing of instruction, and after processing of information alternately. The input phase, or pre-processing of instruction, concerns how instruction is presented to language learners. Processing, or during the processing of instruction, concerns how language learners internalize instruction from encoding and organizing, to storing of input. Output, or after the processing of instruction, is the last phase of instructional processing. The output phase concerns how language learners perform after they have internalized and processed input and uses an evaluative instrument or rubric. Tobias (1990) concluded that anxiety affects language learning only indirectly. Tobias (1990) proposed that anxiety can arise in all three processing phases, from input to output, but it is commonly observed in input or processing phases and just before the output phase.

This study adopts one dimension of Horwitz et al.'s (1986) theory of foreign language anxiety as a theoretical framework: "communication apprehension" (Horwitz et al., 1986, p. 127). Therefore, the present study uses the adapted version of the items only related to communication apprehension in the foreign language classroom anxiety scale (FLCAS), which was developed by Horwitz et al., (1986) and which was adapted by Saltan (2003). In the following section, recent studies, related to foreign language classroom anxiety (FLCA) and speaking anxiety (SA), are presented.

2.1.1. Related Studies on Foreign Language Speaking Anxiety (FLSA)

Foreign language anxiety was studied and analyzed as a separate variable by Horwitz et al. (1986) for the first time. Although language anxiety can be observed in different skills such as reading, writing, speaking, and listening, the most anxiety-provoking skill while learning a foreign language is argued to be speaking (Young, 1990). As a result, speaking anxiety has attracted significant attention in English Language Teaching (ELT) and English Language Learning (ELL) environments (Young, 1990). Consequently, there are considerable studies that dealt with speaking anxiety (SA) from different perspectives. For example, Young (1990) investigated language learners' ideas and perceptions of the relationship between anxiety and speaking. With this aim, Young (1990) administered a questionnaire to one hundred and thirty-five university beginning-level language learners in Spanish classes and one hundred and nine high school language learners. She investigated the causes of speaking anxiety. The teacher participants were among the teachers nominated best by language

learners. The findings showed that not being able to express oneself in another language and speaking in front of others caused anxiety in learners. In conclusion, the study recommended fostering a relaxing and positive attitude for learners to decrease their speaking anxiety.

Woodrow (2006), on the other hand, investigated the effect of anxiety on the oral performance of English for Academic Purposes (EAP) language learners by developing a scale for his study. He administered the scale to two hundred and seventy-five language learners who prepared for the university entrance exam at an international university in an Australian context. The findings revealed that anxiety was experienced both in and outside the language learning environment, and anxiety prevented learning and affected the performance of language learners. Moreover, it showed that the interaction with natives of the target language was a vital cause of speaking anxiety. Finally, anxiety was observed more commonly in certain ethnic groups, e.g., Chinese, Korean, and Japanese.

Tüm and Kunt (2013) studied speaking anxiety from a different group's perspective: student teachers. In other words, Tüm and Kunt (2013) investigated the speaking anxiety that EFL student teachers experience. Questionnaire and follow-up interviews were carried out to collect data from 131 student teachers from two different universities in Northern Cyprus. The study found that there were two main dimensions for student teachers' speaking anxiety: correct usage of grammar rules and performing the speaking ability.

In a different context, Yaikhong and Usaha (2012) developed a new public speaking anxiety scale to measure the speaking anxiety experienced while speaking English in public speaking classes in a Thai context. The study was conducted only in a Thai context. The developed scale was piloted among seventy-six language learners as a pilot study. The findings of the scale revealed that the newly developed scale was useful to show EFL language learners' public speaking anxiety (SA) levels.

Searching the effects of speaking anxiety on five different factors such as instructors, language learners, curriculum and textbook, English language teaching methods and exercises, and teaching and learning environment; Hamad (2013) examined the foreign language anxiety in a Saudi context. Hamad (2013) administered a questionnaire to one hundred and fifty female language learners and interviewed ten female instructors. The study had very few female language learners. The results showed the following findings: first, the usage of Arabic in English classes was useful to learn English. Secondly, language learners had a high level of anxiety while talking on the phone in English or talking in front of people in English. Thirdly, not enough speaking opportunities or practices were present in the

curriculum in the classroom environment. Besides, teachers did not do activities like role-playing and did not use any CDs or VCDs in the classroom. In addition, they did not teach English in language labs. Furthermore, the classrooms were too crowded to practice speaking English. Finally, speaking was the least practiced skill in the classroom.

From a sociolinguistic perspective, Gkonou (2014) analyzed the sociolinguistic parameters of foreign language speaking anxiety (FLSA) and emphasized the components of oral classroom anxiety. One hundred and twenty-eight EFL language learners participated in the study in a Greek context, and they were all administered a questionnaire while some participants got interviewed. The results showed that the fear of negative evaluation and anxiety levels were positively correlated. It reflected that teachers' reactions had an impact on language learners' anxiety level. Finally, it revealed that the self-perception of language learners could create willingness among language learners and initiate performance trials among them.

Associating speaking anxiety with motivation and willingness to talk, Wu and Lin (2014) investigated the effects of speaking anxiety on one hundred and seven language learners' motivation and their willingness to communicate at two different state universities and one private university in a Taiwanese context. Participants were administered scales and questionnaires in the study. The findings showed that low anxiety and high motivation were necessary to communicate willingly in the Taiwanese context. They revealed that motivation was negatively correlated with anxiety but positively correlated with willingness to communicate.

To identify the leading causes of speaking anxiety and to determine its factors among adult learners and their anxiety levels in French classes, Fiadzawoo (2015) researched speaking anxiety in a Ghanaian context. Fiadzawoo administered a questionnaire to one hundred and thirty male language learners and one hundred and ten female language learners, and twenty of them were interviewed to collect the data. The findings showed that learners experienced a high level of anxiety in French classes either because of a perception of speaking as a threat to the self or because of personal reasons such as not knowing how to pronounce a word; being unprepared to answer immediate questions; the fear of making mistakes; and having a fear of negative evaluation. The study showed that anxiety was present in the language learning environment with its variations, its causes, its impacts on language learners, and its aspects as a separate variable.

Ahmed, Pathan, and Khan (2017) explored the factors affecting speaking anxiety in a different group in a Pakistani context: post-graduate language learners. They administered a questionnaire to two hundred and forty language learners, half of whom were male and the other half female. The findings showed that there is no difference in the anxiety of language learners in terms of gender since they came from the same social and educational background. Besides, they revealed that the fear of negative evaluation, the fear of making mistakes, the fear of being inadequate in terms of grammar, the fear of communicating with a foreign language instructor were the factors, which caused SA among language learners.

Anxiety has attracted the attention of researchers in Turkey. Some researchers examined the effect of different types of activities on speaking anxiety. For example, Zerey (2008) investigated the impact of theatre production on the speaking anxiety of thirty-nine English Language Teaching (ELT) second-grade language learners at Mustafa Kemal University. She administered a scale to participants. The findings showed that staging a play created a more positive atmosphere, which had a positive impact on lowering language learners' speaking anxiety. In addition, they revealed that theatre production helped language learners gain self-confidence by increasing self-courage, which was very useful for language learners who wanted to speak English in public.

Investigating the effects of drama techniques on twenty-four EFL learners' speaking anxiety, Ataş (2014) administered a scale to participants at a vocational high school in Kozan, Adana, to collect the data. Similar to Zerey's (2008) study, the findings showed that drama techniques reduced language learners' speaking anxiety, and drama was motivating for learners.

Examining the role of cooperative learning and technology on foreign language speaking anxiety (FLSA) and motivation level of language learners, Oksal (2014) administered a scale to forty-one language school language learners of a private university to collect data. The findings showed that language learners had a moderate level of speaking anxiety. In addition, they revealed that motivation and speaking anxiety were interrelated. Furthermore, cooperative learning and technology had a direct influence on language learners' speaking anxiety.

Researching the effect of mindfulness training on twenty-nine language learners' speaking anxiety and their willingness to participate in speaking activities, Öz (2017) had two groups: the control group with twelve language learners and the experimental group with seventeen language learners. The findings showed the same results with the studies mentioned earlier

(Ataş, 2014; Oksal, 2014; Zerey, 2008): mindfulness training decreased language learners' speaking anxiety and increased participants' willingness to talk. Besides, language learners who were in the experimental group got better scores from the exams.

Kılıç (2014) identically investigated the effects of collaborative group activities on the speaking anxiety of fifty-six language learners at a vocational school at Adıyaman University. Kılıç (2014) administered a scale to participants. The findings showed a similar result to the previous studies (Ataş, 2014; Öz, 2017; Zerey, 2008): collaborative group activities created a positive atmosphere in the classroom by lowering the anxiety level of learners. Besides, learners' ideas, teachers' ideas, and the classroom environment were among the speaking anxiety sources.

Searching the effects of the virtual language learning environment on speaking anxiety among forty-four third and fourth-grade university language learners at Balıkesir University, Güzel (2016) administered a scale to participants to collect data. The findings were interestingly in contrast to the previous studies (Ataş, 2014; Kılıç, 2014; Oksal, 2014; Öz, 2017; Zerey, 2008): there was no relationship between anxiety and virtual language learning environment.

Some other studies in the Turkish context examined the causes of speaking anxiety. For example, Balemir (2009) analyzed the speaking anxiety causes of two hundred and thirty-four university language learners at Hacettepe University. Participants were administered a scale to collect data. The findings showed that participants had a moderate level of speaking anxiety (SA). In addition, they revealed that language anxiety sources were teaching and testing procedures, personal reasons, the fear of negative evaluation, and the linguistic difficulties that language learners experience in language classes.

Addressing speaking anxiety and its causes, Subaşı (2010) focused on two primary causes of speaking anxiety: language learners' fear of negative evaluation and their self-perceived speaking ability. In the study, fifty-five ELT department language learners at Eskişehir University participated in a multiple-choice survey, and an interview was carried out among some participants. The findings showed that the fear of negative evaluation and anxiety were positively correlated, while the self-perceived speaking ability and anxiety were negatively correlated. In addition, they revealed that there are several causes of speaking anxiety, such as previous experience, teacher-related factors, and personal reasons.

From a different perspective, Öztürk and Gürbüz (2013) researched the role of gender in speaking anxiety (SA) and learner motivation. Two hundred and twenty-five female language learners and one hundred and fifty-eight male language learners in a Turkish context were administered questionnaires to collect data, and some of them got interviewed. Participants were from Afyon Kocatepe University Language School. The study found that female language learners were more motivated than males. Similarly, their speaking anxiety levels were higher than male learners.

Analyzing the speaking anxiety and its causes among one hundred and seventy-two ELT language learners at Çanakkale 18 Mart University, Bozok (2014) administered a scale and an interviewed with participants to collect data. The findings showed that participants in the study had a moderate level of speaking anxiety, which was similar to Balemir's (2009). Besides, they revealed that there were some same speaking anxiety causes, such as the lack of competence in the target foreign language, teachers and their teaching styles, and the fear of negative evaluation of peers.

Investigating whether anxiety in language classes, especially in speaking classes, changes depending on some factors such as gender, high school education, previous experience in language learning and the language level of learners; Karataş, Alcı, Bademcioğlu and Ergin (2016) administered a scale to three hundred and twenty language school language learners at İstanbul Technical University to collect the data. The findings showed that female language learners were more anxious than male language learners. In addition, they revealed that high school education or the language level of learners had no relation to the speaking anxiety of learners while having previous experience in language learning was related to speaking anxiety.

Exploring the factors affecting foreign language classroom speaking anxiety of eighth-grade language learners at a public secondary school in Adana, Zambak (2016) analyzed two hundred and fifty participants' causes of speaking anxiety through a scale. The findings showed that learners had a moderate level of speaking anxiety, which is a similar result to the previous studies (Balemir, 2009; Bozok, 2014). In addition, they revealed a different result with the previous studies: male learners were found more anxious than female learners, which challenged with the findings of Gkonou (2014), and Öztürk and Gürbüz (2013). Moreover, they reflected that foreign language speaking anxiety (FLSA) stemmed from gender, the general interest of participants, teacher teaching styles, the activities in and outside the classroom, the usage of social media, and the assignments. However, there found

no relationship between participants' speaking anxiety, family background, and the private courses that participants had had before.

Studying language learners' speaking anxiety levels in a different group, pre-service teachers, in a university context, Bozpolat (2017) explored the effects of gender, departments, and grading on speaking anxiety. One thousand and fifty-seven learners from seven different departments of the education faculty in one university context were administered scales to collect data in a Turkish context. The findings showed that gender, departments, rules to be followed in speaking, and public speaking fright were among the influential factors which could affect the speaking anxiety of learners.

Other studies in a Turkish context analyzed the relationship between speaking anxiety and learners' self-perceptions. For example, Vural (2017) investigated the relationship between personality traits of learners and their speaking anxiety level and their self-efficacy level or their ideas. Nine hundred and twenty-three ELT department language learners and nine hundred and twenty-two English Language and Literature department learners were administered scales to collect data. The findings showed that speaking anxiety, self-efficacy, and personality were all interrelated. Besides, they revealed that ELT learners' speaking anxiety was less than the learners' speaking anxiety level of the literature department. However, the personality traits of language learners were almost the same for participants from both departments. Moreover, self-efficacy and speaking anxiety were negatively correlated.

Investigating the self-perceptions and attitudes of Turkish language learners of the ELT department at Atatürk University, Tanrıöver (2012) administered a scale to three hundred and fifty-five ELT language learners to collect data. The findings showed that learners had a high level of speaking anxiety. In addition, they revealed that having low self-confidence, test anxiety, and the fear of negative evaluation were among the causes of speaking anxiety.

Examining the relationship between speaking anxiety and motivational factors, social self-esteem, and self-efficacy, Aydoğan (2016) made a comparison between Turkey and Bosna and Herzegovina. Four hundred and two participants from high schools and universities were administered a scale to collect data. The findings showed that speaking anxiety (SA) and external motivation was negatively correlated. Besides, Turkish learners were less anxious than the other group, and Turkish learners were internally motivated. Moreover, social self-esteem, self-efficacy, and intrinsic motivation were strongly correlated.

Two more studies conducted on speaking anxiety (SA) were about language learners' motivation in the Turkish context. In one of those studies, Öztürk (2012) investigated the relationship between learners' speaking anxiety and motivation in one university context. Three hundred and eighty-three language school learners at Kocatepe University were administered a scale to collect data. The findings showed that learners had a low level of speaking anxiety, although they had a moderate level of motivation. In addition, they showed that motivation and speaking anxiety were negatively correlated.

The other study was conducted by Takan (2014) on the relationship between speaking anxiety and motivation of one hundred and ten Anatolian high school learners. Takan (2014) administered a scale and a questionnaire. Then, he interviewed participants. The findings showed that learners had a moderate level of speaking anxiety and a moderate level of motivation. In addition, they showed that gender played an important role in determining the motivation type: female learners had integrative orientations while male learners had instrumental orientations. Furthermore, speaking anxiety and motivational orientations were negatively correlated.

The literature provides very few studies on the speaking anxiety of language school learners of universities in the Turkish context. Thus, this study attempts to shed light first on the presence of language school learners' speaking anxiety in Turkish tertiary education. Then, the study explored the causes of language school learners' speaking anxiety. Finally, it discusses a possible relationship between NLP-based activities and language learners' speaking anxiety. Consequently, this study is believed to initiate some other studies in the field of English Language Learning and English Language Teaching and to deepen the studies on an interdisciplinary platform.

2.1.1.1. Speaking Anxiety Sources of Language Learners

Certain factors can increase anxiety in speaking classrooms, and they are categorized differently in different studies. For instance, Kılıç (2014) grouped the causes of anxiety as learners' ideas, teachers' ideas, and the classroom environment; while Balemir (2009) categorized them as teaching and testing procedures, personal reasons, the fear of negative evaluation, and the linguistic difficulties that language learners experience in language classes.

In another study, Subaşı (2010) grouped the causes of anxiety under the following titles: language learners' fear of negative evaluation, their self-perceived speaking ability, their previous experience, teacher-related factors, and personal reasons. The environment may be accepted as a personal reason as an anxiety source as it is related to how language learners feel in a particular context. For example, if language learners have to speak English in a formal setting like the classroom or oral exam rooms, language learners experience anxiety (Horwitz et al., 1986). In other words, this is about how language learners interpret their environment, like accepting it as a kind of threat to the self and associating the environment with previous negative experiences to speak English. If language learners are with some other people that they can compare themselves with from different perspectives, this can cause speaking anxiety among the learners as they may compare their progress with others in terms of fluency, pronunciation, and grammar (Ahmed, Pathan, & Khan, 2017; Hamad, 2013). Another cause of speaking anxiety may be past feedback of teachers and teacher correction, which provokes anxiety (Oksal, 2014). Besides, environment may be another reason for speaking anxiety, which includes classmates' attitudes towards language learners when language learners have to speak in front of their classmates or public (Young, 1990; Ahmed, Pathan, & Khan, 2017; Bozpolat 2017) with a poor accent and wrong grammar structures (Ahmed, Pathan, & Khan, 2017). In other words, the fear of negative evaluation, the fear of making mistakes, the fear of being inadequate in terms of grammar, the fear of communicating with native instructors may be among the environmental factors, which can cause speaking anxiety among language learners (Ahmed, Pathan & Khan, 2017; Bozok, 2014; Fiadzawoo, 2015; Gkonou, 2014; Hamad, 2013; Oksal, 2014; Tanrıöver, 2012; Zerey, 2008).

Furthermore, if language learners have weak background knowledge of English, this causes further anxiety in them (Hamad, 2013). Similarly, "vocabulary was found as an anxiety-provoking factor since language learners reported that when they focus on vocabulary, they feel uncomfortable and cannot speak...Lack of grammar knowledge makes learners anxious" (Oksal, 2014, p. 86).

Moreover, the speaking anxiety of language learners may stem from their personality traits, such as having low self-confidence and low self-efficacy (Gkonou, 2014; Tanrıöver, 2012; Vural, 2017). Furthermore, if the language learners perceive speaking as a threat because of personal reasons such as not knowing how to pronounce a word, being unprepared to answer immediate questions, having a fear of making mistakes, and having a fear of negative

evaluation, these personal reasons can increase anxiety while speaking English (Fiadzawoo, 2015; Zerey, 2008). Likewise, if the motivation of language learners is low, anxiety arises or increases (Öztürk & Gürbüz, 2013; Wu & Lin, 2014). What is more, if the language learners have to talk to a native speaker, then they feel incompetent, and as a result, anxiety arises (Öz, 2017; Woodrow, 2006).

Both learners' personality and teachers may play a vital role in the speaking anxiety of language learners. For instance, the way how teachers correct the mistakes of language learners creates anxiety in language learners because they perceive the correction as being made to appear foolish to their peers in the classroom (Gkonou, 2014).

Gender can be another reason for the speaking anxiety of language learners. Some researchers studied the topic, and they found out that female language learners were more anxious than the male in some studies (Gkonou, 2014; Karataş, Arıcı, Bademcioğlu & Ergin, 2016; Öztürk & Gürbüz, 2013). However, one researcher found conflicting results to these in another study: male language learners were found more anxious than female language learners (Zambak, 2016).

One more cause of speaking anxiety is related to the activity type, which forces language learners to use their short-term memory. The chosen activity type causes anxiety in language learners and makes it more difficult for them to remember instruction by preventing the internalization of knowledge (Tobias, 1990). Besides, in many language school programs, only one exam opportunity is given to the language learners to be exempted from the program. This one exam places much pressure on the language learners (Öz, 2017). Finally, making presentations to totally unfamiliar groups of people is another sub-factor, which causes anxiety in language learners (Öz, 2017).

In this thesis, the categorization of causes is done as follows: self-inflicted factors, teacher-centered factors, peer centered factors, and curriculum and activity type-based factors. Self-inflicted anxiety factors can be related to learners' becoming aware of the language learning process, the topic of the lesson and the course material; their classmates and teachers; and their performances (Gkonou, 2014; Tanrıöver, 2012; Vural 2017; Woodrow, 2006).

Teacher-centered sources can be related to how teachers react to language learners' mistakes in language classes (Gkonou, 2014), and how learners are affected by teachers' nationality (Öz, 2017; Woodrow, 2006). Similarly, teachers and their teaching styles can be another way of reflecting teacher-centered sources of anxiety (Bozok, 2014).

Peer centered sources can be related to the negative evaluation and reactions of classmates (Ahmed, Pathan, & Khan, 2017; Bozpolat 2017; Young, 1990) while curriculum and activity type-based factors can be about the theme of the week, the topic of the lesson, and the materials used in the classroom or teaching environment. For example, when materials are challenging for language learners to understand, their speaking anxiety increases (Tobias, 1990). Besides, curriculum-based factors may be about the focus on grammar, which does not provide sufficient opportunities for oral practice (Oksal, 2014).

2.1.1.2. The Effects of Speaking Anxiety on Language Learners

Anxiety widely arises in speaking classes, and many language learners accept speaking anxiety as one of the most significant obstacles to produce the language (Horwitz et al., 1986; Young, 1990). This research showed that anxious language learners share specific characteristics like having common psychophysiological effects of speaking anxiety or common attitudes and behaviors. For example, language learners can experience “apprehension, worry, even dread” as some of the psychophysiological characteristics (Horwitz et al., 1986, p. 125). Besides, they may experience perspiration, palpitations, trembling, and sleeping problems. Furthermore, language learners may show self-consciousness, shyness, panic, and fear (Horwitz et al., 1986). Moreover, they believe that they look foolish while speaking in English (Gkonou, 2014), so they tend to feel worried and confused, start to panic, experience apprehension, have a fear of making mistakes and fear of negative evaluation of their friends or teachers (Öz, 2017).

In addition to psychophysiological characteristics, language learners can exhibit similar attitudes about their speaking classes or tend to behave in similar ways while studying the language such as problems with concentration: it is difficult for an anxious learner to concentrate on what is going on in the classroom. Besides, they may forget the necessary grammar structures or vocabulary, so it is not very easy for them to express themselves in speaking classes. Most important of all, they may develop tendencies to miss classes, to postpone completing assignments, to delay studying, or to fail to study at all (Horwitz et al., 1986; Zerey, 2008). Furthermore, many language learners attend language classes reluctantly (Öz, 2017).

Some other common tendencies for anxious language learners are to complain that they have difficulty in hearing and understanding the pronunciation of the words, and as a result, do not understand the message of the teacher who speaks English, or they understand only a

little bit of the message (Horwitz et al., 1986; Tobias, 1990). One more tendency of anxious language learners is to make mistakes often because of the anxiety they experience. Some other language learners overstudy. In other words, to make up for the mistakes or to avoid making mistakes, these language learners tend to increase study time cumulatively (Gkonou, 2014; Horwitz et al., 1986; Tobias, 1990). Another type of tendency that anxious language learners exhibit is that they prefer to sit at the back row of the classroom, and they avoid speaking in the classroom and remain silent (Horwitz et al., 1986; Öz, 2017).

In addition, anxious language learners cannot express themselves fluently when they want to speak the target language (Hamad, 2013). Some claim to have studied diligently, yet ‘freeze up’ on tests” (Tobias, 1990, p. 6). Besides, they have a fear of speaking English in public (Hamad, 2013). Moreover, they cannot talk on the phone in English, cannot present a topic in English, and ask for clarification or explanation in their mother tongue (Hamad, 2013).

Moreover, anxious language learners spend less time in the classroom on listening to the instruction, more time on thinking about their anxiety, and they are generally unable to concentrate on the tasks at hand. The language learners who do not experience anxiety are, conversely, able to “devote more of their attention to task demands and less to anxiety-related preoccupations” (Tobias, 1990, p. 2). Besides, it takes anxious language learners more time to understand the instruction of the activities, and they often become even more inattentive, which affects their performance. Furthermore, “anxious language learners who had to rely on intermediate-term memory performed less capably than their less anxious counterparts” (Tobias, 1990, p. 6), which can affect language learners’ motivation to keep studying. As a result, they tend to develop a negative learning attitude towards speaking (Öz, 2017).

Finally, anxious language learners have difficulty in memorizing words or grammar structures and “in general, recalled fewer words in both immediate and delayed recall...High anxious language learners may not customarily switch from one memory strategy to another as readily as those lower in anxiety” (Tobias, 1990, p. 13). In addition, anxious language learners complain about the teachers who correct them while they try to speak, and “they are not happy with the correction styles of the teacher” (Zerey, 2008, p. 62). In conclusion, the studies in literature reflect that anxious language learners tend to have certain aspects in common.

The following section presents possible ways to cope with language learners' speaking anxiety in the previous studies, which were categorized as teacher-centered solutions, curriculum and activity type-based solutions, and self-inflicted solutions by the researcher of the present study.

2.1.1.3. Possible Solutions for Speaking Anxiety in Foreign Language Classrooms

There are several suggestions made in the previous studies in the literature to solve the speaking anxiety of language learners. In this study, the solutions for dealing with speaking anxiety were categorized under three main titles by the researcher. These are teacher-centered solutions, curriculum and activity type-based solutions, and self-inflicted solutions.

2.1.1.3.1. Teacher-centered Solutions

Teacher-centered solutions put the responsibility on teachers to find possible solutions to help anxious language learners cope with speaking anxiety (Ahmed, Pathan, & Khan, 2017). These are firstly associated with teachers' attitudes towards anxious language learners and helping language learners deal with the causes of anxiety is essential. Teachers can use specific techniques, such as directing language learners to keep journals. They can guide language learners through different learning strategies by providing them with relaxation exercises and agreeing with behavioral study contracts. However, language teachers do not have enough time to deal with language learners' speaking anxiety, and they are not experts in handling severely anxious learners (Horwitz et al., 1986). Secondly, teachers can develop or adapt the materials to be used in the learning environment in a non-threatening way, so that language learners do not fear to do any exercises (Horwitz et al., 1986). Teachers' acceptance of the presence of anxiety in language learners is a fundamental premise (Gkonou, 2014; Horwitz et al., 1986; Oksal, 2014). Besides, teachers' way of correcting language learners' mistakes is essential since anxious language learners are very sensitive to teacher correction (Horwitz et al., 1986; Oksal, 2014). Thus, teachers need to be picky to choose a way to correct language learners' errors in a non-threatening way, like integrating the mistakes into the instructional process so as not to arouse or reduce defensive reactions of language learners (Horwitz et al., 1986).

Moreover, not every single mistake needs immediate correction, while language learners are speaking. Instead, teachers can do a feedback session just after the practice of a topic is completed. During these sessions, rather than referring to the names of language learners who make a mistake, the focus could be on the common mistakes and other irregularities. The sessions can enhance teaching and learning further (Oksal, 2014). To carry this out, teachers could handle correction sessions using such a tone, manner, attitude, and behavior that do not provoke anxiety (Gkonou, 2014). A relaxing and positive attitude on the part of the teachers in a case, where anxiety arises, is necessary (Oksal, 2014; Young, 1990).

Furthermore, good teachers help anxious language learners see their weaknesses and develop self-confidence in the classroom (Horwitz et al., 1986). In other words, teachers should support the learning environment (Gkonou, 2014; Horwitz et al., 1986; Oksal 2014). Finally, the usage of mother tongue in the learning environment may not be allowed by teachers; and language learners can be motivated by teachers to speak and to overcome their fear of speaking with different strategies such as role-play, discussion, and debate topics (Hamad, 2013). To conclude, teachers may be one topic for the solution for language learners' speaking anxiety. The next section is about another solution, which is curriculum and activity type-based solution type.

2.1.1.3.2. Curriculum and Activity Type-Based Solutions

Curriculum and activity type-based solutions are about teaching practices and their impacts on language learners (Horwitz et al., 1986). For instance, some of the practices may be doing presentations, teaching English in the language laboratories, the number of teaching hours, and the opportunity for practice. Some other examples may be creating speaking clubs and social activities. In addition, the integration of group work or working with partners into the classroom environment, adopting a computer-assisted language learning (CALL) as an approach, and providing learners with the lists of vocabulary and grammar structures might be among the curriculum and activity type-based solutions.

Presentations could be one part of teaching the target language, and the number of presentations that language learners need to make in a course can be more than one for language learners' progress because making presentations can be useful for developing language learners' speaking ability and self-confidence (Hamad, 2013). Moreover, speaking courses can be taught in language laboratories, where language learners can be exposed to the target language more professionally (Hamad, 2013). Furthermore, the number of

teaching hours of speaking English can extend to provide language learners with more opportunities to practice and develop their speaking skills (Hamad, 2013). In addition, English conversation clubs and social activities in the target language can help language learners practice the language meaningfully (Hamad, 2013). Besides, the number of language learners in a classroom may be under thirty since the low number of learners can catch the chance of speaking more to practice speaking English (Hamad, 2013). In addition to these, materials can be adapted and edited to be used in the learning environment in a non-threatening way so that language learners could not feel afraid of participating in the exercises and the activities (Horwitz et al., 1986). Making material easy for language learners to understand is another way to alleviate language learners' anxiety (Tobias, 1990), which can be done by simplifying instructions in the course material and organizing the content of the material to increase the understanding of language learners (Tobias, 1990). In addition, staging a play or theater production can be integrated into the curriculum since they create a more positive atmosphere in the learning environment to reduce language learners' speaking anxiety and increase their self-confidence (Zerey, 2008).

Similarly, cooperative and collaborative learning activities such as working in groups or with a partner (Kılıç, 2014; Oksal, 2014); exchanging ideas or brainstorming ideas, and using technology such as computers (CALL) can be integrated into the curriculum since they decrease the level of anxiety among language learners and increase the level of language learners' confidence while they speak English (Oksal, 2014).

Moreover, the lists of useful vocabulary related to the content of the lesson can be provided to the language learners to assist speaking without the need to rely on remembering the vocabulary in the target language. In addition, interactive websites to teach vocabulary can be used in the classrooms (Oksal, 2014). In addition to a list of vocabulary, a list of grammar structures can be given to language learners with a gentle reminder that concentrating on only the grammar structures will diminish the efficiency of the speaking process (Oksal, 2014). Finally, alternative methods like Community Language Learning (CLL) and Suggestopedia could make language learning less anxious for language learners (Horwitz et al., 1986; Richards & Rodgers, 2001;). These methods may include "relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping" (Horwitz et al. 1986, p.131). To conclude, curriculum and activity-type based solution is only one solution type for language learners' speaking anxiety. The next section is about another solution, which is the self-inflicted solution type.

2.1.1.3.3. Self-inflicted Solutions

Self-inflicted solutions are related to the language learners' awareness of the self and the environment, and how these influence behavior and success. The only study which focused on self-inflicted solutions is about the mindfulness meditation-based clinical implementation program (MMCI) over six weeks (Öz, 2017). In the study, the mindfulness training activities are related to increasing language learners' awareness of their physical states such as breathing, body, heartbeat, and emotional states, which include interpersonal relationships, other everyday behaviors, and interactions. These were taught to participants to see their effects on the speaking anxiety of participants. The study showed that the activities, which helped language learners to control or become aware of these states, as mentioned earlier, helped participants reduce their speaking anxiety. The learners who participated in the MMCI program overcame their anxiety of speaking English since the activities helped them build a mechanism to fight against the physical and psychological barriers to speak English. As such, language learners became more willing to communicate in the target language (Öz, 2017).

In the light of the common characteristics of anxious language learners in terms of speaking and the suggested solutions for them, the present study suggests that NLP-based activities can be useful to create an awareness in language learners on their speaking anxiety and provide them with a possibility to reduce their speaking anxiety. This thesis, then, focuses on whether NLP-based activities have any influence on the speaking anxiety (SA) of language learners. In the following section, this study attempts to show a possible connection between the speaking anxiety of language learners and Neuro-Linguistic Programming (NLP).

2.2. Possible Connection between Neuro-Linguistic Programming (NLP) and Foreign Language Speaking Anxiety (FLSA)

As discussed above, foreign language anxiety was defined as a separate variable that affects language learners' ideas, feelings, and perceptions about themselves and their attitudes towards the language learning process (Horwitz et al., 1986). The implication is that the language learning activities tend to "challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear or even panic" (Horwitz et al., 1986, p. 128). When language learners challenge their self-related ideas, anxiety inevitably arises as a significant obstacle to be overcome, especially in speaking. If language learners

take the nature of speaking anxiety into consideration, they may discover what may be the cause of their speaking anxiety, and they can do something to alleviate it (Gkonou, 2014). As language learners' anxiety is directly related to their self-perceptions about their capacities, some of the goals of language learners can cause speaking anxiety. For example, some language learners aim to pronounce the words correctly, speak English without any mistakes and fluently, and know the meaning of all words that they meet rather than trying to guess the meaning of the unfamiliar words (Horwitz et al., 1986). The present study argues that NLP may provide some activities to reduce the speaking anxiety of language learners by creating an opportunity to challenge their negative self-perceptions and negative evaluations of others as NLP puts emphasis on the individuals' power of positive wording and thinking to reach their goals (Revell & Norman, 1997). In other words, NLP focuses on how-to guide and motivate the brain using positivity so that it can concentrate on the assigned tasks or the set goals (Craft, 2001). This study argues that with NLP-based activities, language learners can become aware of what anxiety is by discovering the nature of their speaking anxiety, its effects on them and its causes, and the ways how they can change their negative perception of speaking anxiety in their minds into the positive. The following section deals with the fundamentals of NLP, referring to NLP pre-suppositions, NLP pillars, and NLP basic action model.

2.3. Neuro-Linguistic Programming (NLP)

NLP stands for Neuro-Linguistic Programming, which is a term that was first put forward by Richard Bandler and John Grinder during the 1970s. Bandler and Grinder (1979) proposed that there is a connection system between mind and body: they said that people are influenced by what they think and believe and how they approach events, things, and people around them. Furthermore, people's capacity to perform a specific task or overcome difficulties is under the influence of their beliefs and ideas about their capacity to prevail (Bandler & Grinder, 1979). The relationship between mind and body is psychological. Although the psychological effects of NLP are still controversial, some studies show that there is a limited proof to reveal the effectiveness of NLP on psychology (Gray & Bourke, 2015; Gray, Budden-Potts, & Bourke, 2017; Gray & Teall, 2016; Pishghadam & Saboori, 2014; Tylee, Gray, Glatt, & Bourke, 2017; Wake, Gray, & Bourke, 2013).

NLP refers to the internalization of experience through neurons, the explanation of the experience with words as the linguistic aspects of the system, and behavior as a result of

programming the brain with words (Bandler & Grinder, 1979; Churches & Terry, 2007). In general, NLP is how individuals perceive what is going on around them through a subjective perspective (Moore, 2009). NLP is “an attitude to life” and “a collection of techniques, patterns, and strategies for assisting effective communication, personal growth, and change, and learning” depending on some “assumptions about how the mind works and how people act and interact” (Revell & Norman, 1997, p. 14).

NLP has some pre-suppositions, theories, pillars, and an action model, understanding of which is very helpful to understand best what NLP means and the objectives of NLP-based activities. These are as follows:

2.3.1. NLP Pre-suppositions

Certain beliefs are fundamental to understand what Neuro-Linguistic Programming (NLP) means. These beliefs are known as NLP pre-suppositions. These pre-suppositions of NLP are not absolute truths but are vital to make NLP-based changes in life (Churches & Terry, 2007). According to Revell and Norman (1997), there are nine pre-suppositions. First, the mind and body are interconnected, which emphasizes the connection between mind and body and how they influence each other. Secondly, the map is not the territory, which means that people have different ways of understanding the world and the reality, so they have their perceptions, which emphasizes the plurality of reality depending on the representation of the world through individuals’ perspectives. Thirdly, there is no failure, only feedback, which points out that failure can gain new positive meaning with NLP: failure means a step for success. Then comes the map becomes the territory, which suggests that the power of thinking can influence and change everything: individuals experience what they think as a self-fulfilling prophecy. This pre-supposition follows the other: the resources we need are within us, which emphasizes that individuals can find the power in themselves by knowing their strengths and weaknesses. Next, communication is non-verbal as well as verbal, which states that communication is achieved both through words and body language. After this pre-supposition comes the other: communication is non-conscious as well as conscious, which implies that communication reflects both conscious and subconscious mind through words and body language. Another pre-supposition follows this pre-supposition: all behavior has a positive intention, which underlines that everything has a positive intention behind its creation, so finding that positiveness can help individuals relax and keep motivated all the time. Lastly, the meaning of communication is the response I get, which stresses that what

individuals do and how they behave will come back to them later in life, so they should take the responsibility of their actions and behave accordingly. The main emphasis of the NLP pre-suppositions is to think, act, and live positively.

In this study, during the first session, participants were informed about the positive ideology behind NLP through its pre-suppositions, pillars, and action model. As such, learners could become familiar with the objectives of the present study. In addition, specific theories related to NLP were used to create seven activities that were developed by the researcher for the present study, as reflected in the following section.

2.3.2. Theories related to Basic NLP Tenets

2.3.2.1. Mindset

The mindset was first identified in the learning environment by Dweck (2006). Her theory suggests that positive psychology is crucial for human intelligence, which can achieve the impossible if it is programmed positively (Dweck, 2006). Earlier research on feedback on failure (Dweck, Davidson, Nelson, & Enna, 1978) provided the basis for the theory of intelligence (Dweck, 2000). The theory of intelligence later turned into the term of mindset. Dweck (2006) claims that how people set their minds influences the way they lead their lives, providing two types of mindset: fixed and growth. If people have fixed mindsets, they limit themselves, and they are not open to any kind of improvement. On the other hand, if people have growth mindsets, they have a soul that never gives up, and they never stop until they achieve their goals. The concept can be used to create awareness on mindset types and their effects on learning (Tirri & Kujala, 2016).

2.3.2.2. Present State and Desired State

The present state and desired state are two of the important terms in NLP (Revell & Norman, 1997). The present state is the place where people are right now. In other words, the present state emphasizes the current situation of people. On the other hand, the desired state is the place where people would like to be in the future. In other words, the desired place is the one where people created their ideal selves and where they feel happy, and they do not want to change anything (Revell & Norman, 1997). Understanding the self and discovering its potential can be uncovered with the present state and desired state. If people know their present state and what they want, they can set goals for their ideal selves (Churches & Terry,

2007). Similarly, according to Robins (1986), understanding the present state is key to make changes in one's life and to achieve goals.

2.3.2.3. VAKOG

As one of the most important theoretical tenets of NLP, the concept of VAKOG stands for learner types, which are visual, auditory, kinesthetic, olfactory, and gustatory representational systems (Revell & Norman, 1997). These representational systems are used to perceive and process information. They are even used to retrieve information. The first three representational systems, which are visual, auditory, and kinesthetic, are mainly used in language teaching while the other two are used only for some biological reasons (Ghasemi, 2018; Revell & Norman, 1997). How realities of life are interpreted and how they are perceived by people are the reflection of the VAKOG system. In other words, how information is coded in minds and in which representational system the reality is created can be explained with VAKOG (O'Connor and Seymour, 1995). VAKOG can be observed through body language, voice, and breathing. The body language gives clues about how people think and how they interpret the information (O'Connor, 2001).

2.3.2.4. Inner Voice

The inner voice is a vital component of NLP (Churches & Terry, 2007). The inner voice is always with people, and it is not easy to control even it is beyond people. If the inner voice can be controlled, then its positive effects can be observed on people because it is the one which sometimes limits people's power to achieve something even how people live their lives (Churches & Terry, 2007; Revell & Norman, 1999). The inner voice has a big influence on people's way of living, as controlling it is a self-development technique (Churches & Terry, 2007; Revell & Norman, 1999). Teaching people to learn how to control inner voice for their sakes is essential to make any changes in life.

2.3.2.5. Positive Intention

Positive intention is an important term in NLP (Revell & Norman, 1997; Robins, 1986). Positive intention emphasizes on the goal, which is desired to be achieved. If the purpose behind the action is associated with a goal, then it will be easy to tolerate the negativity in life (Revell & Norman, 1997), which is expressed as positive perspectives to reframe

negative experiences in life (Robins, 1986). Creating new perspectives in people to reach their goals is possible with positive intention.

2.3.2.6. Visualization

Visualization is a vital NLP strategy that is used to plan and program changes in life (Revell & Norman, 1997). Visualization is one way to reach goals. If people can think about something, the possibility of turning the thing they focused on into reality increases. Thinking of something and imagining it can give motivation to people. Although everybody has a different way of imagining something, visualization makes the process of carrying out something possible (Revell & Norman, 1997). In other words, visualization is a kind of initiation to change from bad to good through the visual representation system, which can be done through imagining a memory, a new experience, or fantasy (Dilts & DeLozier, 2000).

2.3.2.7. Modeling

Modeling is an important NLP technique which can occur both at a conscious and subconscious level (Revell & Norman, 1997). At whatever level the modeling occurs, it is a kind of starting point of changes in the belief and value system of people. Thus, choosing a good model to achieve a goal is important. Modeling includes both choosing the right person and observing and copying that person at the same time. In addition, it is one step to study excellence (Revell & Norman, 1997). It is important to choose and have a good model to copy, and it has a positive effect on psychology to achieve a goal. In other words, doing a good job can be achieved through modeling by finding a good model first to reach an aim in life (Gardner, 1993).

Within the framework of the aforementioned theoretical tenets, NLP-based activities were adapted and implemented with an emphasis on the positive ideology behind NLP pillars and basic action model, too. The pillars and the basic action model are as follows:

2.3.2.8. NLP Pillars and Basic Action Model For NLP

NLP has four main steps to apply NLP in life. These steps are known as pillars. According to Revell and Norman (1997), there are four main NLP pillars which are as follows:

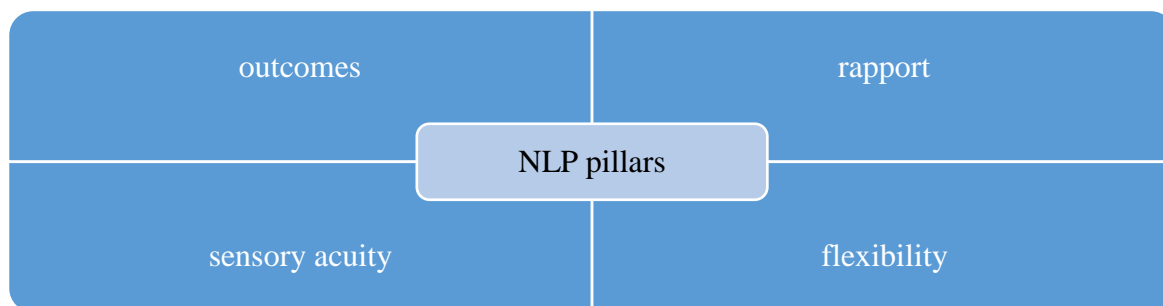


Figure 1. NLP pillars (Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. London: Saffire)

The four pillars, as shown in Figure 1 above, are outcomes, rapport, sensory acuity, and flexibility. The first pillar, outcomes, is defined as a term which is related to holding specific goals or objectives and makes NLP an “achievement-oriented technology” (Revell & Norman, 1997, p. 16). These outcomes emphasize the importance of having a goal in life, understanding the reasons why the goal is set, and having a plan to complete in life (Craft, 2001; Dweck, 2006; Robins, 1986).

The second pillar, rapport, is related to creating a positive communicative environment to decrease the differences at the non-conscious level of communication since these differences create isolation from a group or to decrease the chance of belonging to a group. Rapport means creating love and respect in other people for the self in society by increasing the similarities while reducing the differences between the self and other individuals in society (O’Connor & McDermott, 2003).

The third pillar, sensory acuity, is realizing what is going on in their minds when people are silent and how they project their sub-conscious beliefs or attitudes through their body language. In other words, reading behavior, body language, and gaze instead of focusing on just words or intentional behavior is essential. In other words, using one’s observational ability and being sensitive to other people’s realities is vital (Tosey, Mathison, & Michelli, 2005). These critical aspects help people not judge or make a snap assumption about others but carefully observe what is going on, and responding “appropriately and with maximum rapport” (Revell & Norman, 1997, p. 16).

Finally, flexibility is related to having a capacity to change what does not work with a particular context, situation, person or event, and having the capacity not to give up until reaching a goal. Thus, if people are flexible, this can increase the possibility of changing their approach or actions and try other ways to reach their goals (Linder-Pelz & Hall, 2007;

Muijs & Reynolds, 2011). This flexibility is vital for the application of skills and techniques. All these four pillars support the pre-suppositions explained in the preceding pages. They are inter-related and support one another. Besides, these four pillars are essential to understand the action model for NLP, as reflected below:

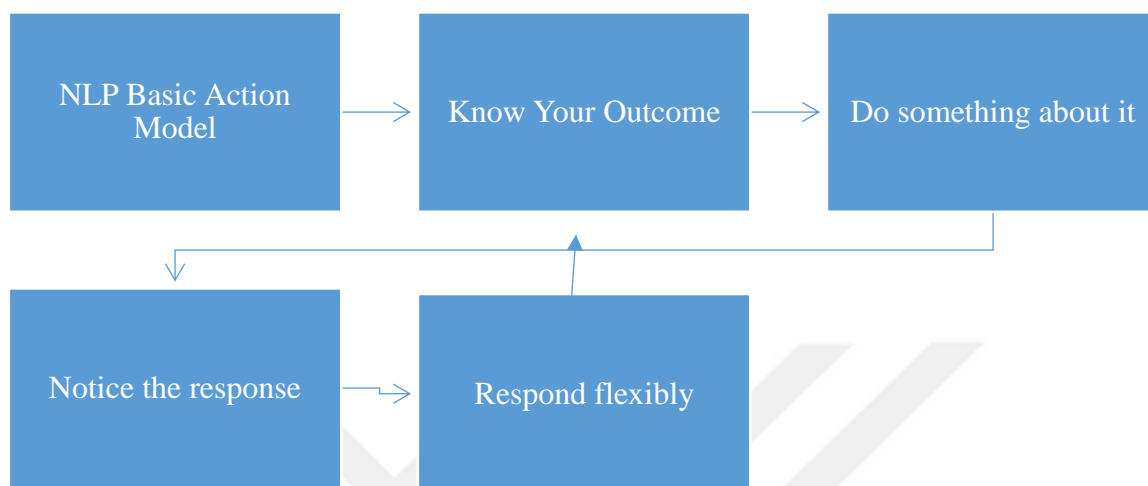


Figure 2. NLP basic action model (Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. London: Saffire)

As the figure above shows, the NLP basic action model consists of four main dimensions: know the outcome, do something about it, notice the response, and respond flexibly. Firstly, identifying goals, in other words, knowing one's outcomes, is essential to know what to achieve and how to make it. Secondly, doing something to achieve these goals; in other words, doing something about it is necessary. Thirdly, being aware of the responses to attain these goals or noticing the response is vital. Finally, flexibility, which means being aware of other options to reach a goal and having determination are essential to attain these goals by responding flexibly. These steps are very vital for the NLP action model. Therefore, the pre-suppositions, pillars and action model of NLP are essential for success and sustain motivation. The pre-suppositions, pillars, and the action model were employed in this study in the first session before the main activities so that participants could become familiar with the objectives of the present study.

The following section reports how NLP was implemented in the classrooms or learning and teaching environments referring to the related studies in the field, basing its main argument on the importance of positive thinking to shape life, career, and education.

2.3.4. Related Studies on NLP

NLP is not generally accepted as a methodology for language teaching since it is argued that it does not include a set of techniques (Craft, 2001; Richards & Rodgers, 2001). However, it is a “humanistic philosophy and a set of beliefs and suggestions based on popular psychology, designed to convince people that they have the power to control their own and other people’s lives for the better and practical prescriptions on how to do so” (Richards & Rodgers, 2001, p. 130). Although some researchers like Richards and Rodgers (2001) think that NLP does not consist of clearly identifiable and useful techniques to be used in the language classroom, other research indicates the importance of NLP and the importance of using NLP techniques in language learning environments (Churches & Terry, 2007; Revell & Norman, 1997). According to the latter group, NLP consists of a group of techniques. Sometimes, these techniques are named as strategies or activities (Ökçün, 2010; Targutay, 2010).

NLP is an approach to life, which emphasizes the influence of personal beliefs and how they shape life, educational, and career success. In short, NLP helps individuals to develop their self-control and attain their improvement (Bandler & Grinder, 1979; Richards & Rogers, 2001). In other words, if individuals can change their ideas or how they think, it is believed that it is possible to change attitudes or behavior (Dilts, Bandler, Grinder, & Loizer, 2006).

Recent studies, which are related to NLP techniques in the field of ELT or ELL in Turkey, are limited. The main focus of these studies is NLP-based teaching and learning techniques and their effectiveness. NLP studies in Turkey can be divided into three categories: NLP techniques or strategies for learners (e.g., Güleç, 2012; Gülten, 2012; Şaman, 2006; Tepiroğlu, 2007); or NLP techniques or strategies for teachers (e.g., Ökçün, 2010; Sürmeli, 2004; Targutay, 2010). The present study focuses on using NLP-based activities but from a new perspective in order to reduce the speaking anxiety of language learners in a foreign language learning context with the help of such activities. In the following paragraph, how NLP is discussed in the previous studies related to ELT and ELL is presented.

In one study, Şaman (2006) observed English teachers’ latent awareness of NLP techniques. Teachers were then explicitly instructed on how to employ these techniques in the teaching and learning environments purposefully. In addition, Şaman (2006) discussed the effectiveness of NLP techniques from the learners’ perspectives. The NLP techniques used in the study were anchoring, modeling, reframing, using metaphors, submodalities, and VAKOG. The universe of the study was instructors and learners at a university language

school. Questionnaires about language learners' learning styles and the oral feedback of language learners about the application of NLP techniques were the data tools. Data were analyzed in tables to reflect the numerical information in general and descriptive comments. Results showed that NLP application in the classroom had positive effects both for teachers and learners. This study is different from the present study firstly because, in this study, NLP techniques were analyzed in terms of their effects within a broader scope: a writing course, a speaking course, and a grammar course. However, the present study only focuses on the impact of NLP-based activities on speaking anxiety (SA) of language learners in a speaking context. Finally, the universe of this study was a private university. However, the universe of the present study is a state university.

In another study, Gülten (2012) investigated the effectiveness of NLP techniques to teach vocabulary to young learners via songs. The NLP techniques used in the study were VAKOG, sensory acuity, and rapport. A primary school in Ankara, specifically 5th-grade language learners, was the universe of the study. Data collection tools of the study were pre and post-tests after each application and follow-up interviews. They were used to discover the attitudes and responses of participants. Data were analyzed through tables and charts. Results showed that when NLP techniques were applied through songs to teach vocabulary sets, they increased motivation, and thus, language learners' grades dramatically. Gülten's study (2012) is different from the present study firstly because its universe was young learners. Secondly, its primary focus was on the effects of NLP techniques on vocabulary teaching, while the present study focused on the effects of NLP-based activities and their impacts on language learners' speaking anxiety (SA).

In a different study, Targutay (2010) investigated the specific NLP techniques and strategies that NLP-trained language teaching practitioners can employ in ELT classrooms, explaining the reasons for choosing these specific techniques in the classroom environment. The NLP techniques used in the study were modeling, using metaphors, visualization, guided fantasy, and VAKOG. The universe of the study was 12 NLP trained ELT practitioners. Semi-structured interviews were the data collection tools. Data were analyzed through the content analysis of the audio-recorded interviews. The results showed that practitioners mainly perceived NLP as a communication philosophy, not a general teaching strategy. In addition, the study showed that NLP had positive impacts on language learners' learning process and their motivation levels. Besides, the findings showed that VAKOG could be used to design courses for different learner types. Besides, the findings revealed that brain gym,

visualization, and circle of excellence could be used to encourage students to learn. Furthermore, the study suggested that modeling, metaphors, and guided fantasy can be used to teach vocabulary and to enhance language learning and develop learners' writing, reading, listening, and speaking skills. However, some participants were not eager to implement NLP techniques for many reasons such as time constraints, language learners' perception of NLP and their goal-orientated natures, and strict curriculum issues. Although both Targutay's study (2010) and the present study discuss the effectiveness of NLP-based approaches in language classes, the present study is different from Targutay's (2010) mainly in terms of its universe as in the other studies above: the universe of the present study is the learners at a language school of a state university.

Investigating the effects of integrating NLP techniques into storytelling activities with young learners in a study, Güleç (2012) specifically focused on vocabulary learning and improving retention. The NLP techniques used in the study were VAKOG, doodling, anchoring, matching and mirroring, guided fantasy, stress buster, relaxation activities, and break state. The universe of the study was 4th-grade language learners. Attitude questionnaires, vocabulary knowledge scale, and intrinsic motivation inventory were data collection tools. Data were analyzed through SPSS and Pearson Correlation Analysis. The results showed that NLP worked for teaching vocabulary to young learners. Besides, they revealed that NLP had a positive effect on the retention skills of young learners.

Tepiroğlu (2007) investigated how NLP techniques can be applied efficiently while identifying what NLP techniques are. The NLP techniques used in the study were framing, word power, metaphor, and different points of view. The universe of the study was the language learners of Yıldız Technical University Language School. Data were collected through a questionnaire to identify the learning styles of participants and short interviews to discover their responses for the techniques. Data were analyzed through content analysis. Results showed that NLP influenced the language learning process positively. Although both the present study and Tepiroğlu's (2007) universes are the same, Tepiroğlu's study (2007) focused on only one grammar topic.

However, NLP is not always praised by researchers, as shown in the previous studies (Güleç, 2012; Gülten, 2012; Şaman, 2006; Targutay, 2010; Tepiroğlu, 2007). For example, in one study (Craft, 2001), it is claimed that it is not appropriate to apply NLP to language learning for some reasons. First, to implement NLP to a teaching or a learning environment, one needs to an expert or knowledgeable on psychology, so how modeling can work for

education without professional negotiation is not clear. Secondly, NLP is mainly about ideas, not practicality. Without practice, how learning will be challenging to accomplish. Thirdly, having ethical values, beliefs, and identity does not necessarily mean turning them quickly into attitude, behavior, or skills. Finally, NLP can not change reality itself, but people's maps of reality, so in a real environment, how NLP can help learners in a real sense. In Craft's study (2001), NLP is not accepted as a theory or a model and mainly criticized for the four reasons as mentioned earlier. However, in the same study, NLP is praised as a strategy for learning, which teachers can apply in learning a language in that NLP focuses on fostering the learner's future self (Craft, 2001). Since learning is a socially constructed process, by discovering the self and identifying learning problems from different perspectives, by setting achievable goals and looking for ways to achieve them, NLP can help language learners gain confidence, boost understanding and increase their competence and capacity (Craft, 2001). In other words, NLP is a kind of art of changing the schema of already existing knowledge (Craft, 2001). As a result, it can be appropriate to integrate NLP into the language learning environments, and NLP can be relevant to be implemented both as a theory and as a practice in the field of education, which takes little attention in academia (Tosey & Mathison, 2003). This study suggests that NLP-based activities can be used to reduce the speaking anxiety of language learners in the ELT environment, basing one of its main arguments on investigating and implementing NLP-based activities.

This chapter has presented the literature review, which consists of significant concepts related to the present study. The chapter has reviewed the related studies on foreign language speaking anxiety (FLSA) and Neuro-Linguistic Programming (NLP). The next chapter will introduce the methodology used in the present study.

CHAPTER III

METHODOLOGY

This chapter provides a review of the methodology of the present study. It includes the research design of the study with an emphasis on the research questions of the study and the general paradigm of the qualitative and quantitative research designs. Then, the context and participants as a part follows this section. Next, how the data were collected is explained in detail. Finally, how the data were analyzed is provided.

3.1. Research Design

The study aims to find answers to the following research questions:

- 1- If and to what extent do language learners at a university context have speaking anxiety?
- 2- Can NLP-based activities have any effect on language learners' speaking anxiety at a university context?

This study used a mixed-method research design, comprising both qualitative and quantitative research designs. The aim of using the mixed-method research design is to use the strengths of each research method to help support the other. In addition, the validity and reliability of the data collected with the mixed-method research design can be increased with the mixed-method research design (Creswell & Plano, 2011; Dörnyei, 2007).

This study used the following research design procedure as follows:

Table 1

Research Questions and Research Design Procedure

Research Questions	Research Methodology	Data Collection Tools & Materials	DataAnalysis Software Programs
1- To what extent do language learners at a university context have speaking anxiety?	Quantitative Method	Scale (Foreign Language Classroom Speaking Anxiety Scale (Horwitz, Horwitz, & Cope, 1986)	*SPSS (for statistical analysis) *AMOS (for statistical analysis)
2- Can NLP-based activities have any effect on language learners' speaking anxiety at a university context?	Mixed-Method	*Scale (Foreign Language Classroom Speaking Anxiety Scale (Horwitz, Horwitz, & Cope, 1986) *Activities *Reflection Papers	*SPSS (for statistical analysis) *NVIVO (for content analysis)

At first, the quantitative method to collect data to answer the first research question was used, and the foreign language speaking anxiety scale to participants was administered as a pre-test. With the scale, which is the quantitative data collection method of the study, the speaking anxiety level of participants was determined. Then, to find comprehensive and detailed answers for the research questions, the qualitative research method was applied: to find out how participants perceive their speaking anxiety and how they interpret it with the implementation of NLP-based activities. At the end of each activity session, written reflections from participants were collected, which is the qualitative part of the study (Johnson & Turner, 2003; Teddlie & Yu, 2007). Written reflections are the data source to understand how participants understand and interpret their speaking anxiety in their minds. The concepts in the reflection papers formulated through a software program were created by entering all the data collected from participants through written reflections. These concept maps show the transition of negative emotions of participants into the positive. The concept maps provide figures to add meanings to the activities because concept maps organize and present information in a more systematic way (Gagne, 1998; Misdates, 2009). In addition, it is known that concept maps are one of the best ways to reflect the hierarchical arrangement of information (Gilbert, 2011). Moreover, concept maps are a kind of schema that is reflected in boxes that show the concepts, the related sub-concepts, the relationship between the concepts, and the sub-concepts (Novak, 2011). Finally, concept maps are started to be used in the field of education because of their significant contribution to the learning process

(Chen, Lin & Nien, 2014; Pourmohamdreza-Tajrishi, Alipour & Chapari-Ilkchi, 2013). Because of these advantages, a software system was used to formulate concept maps for the written reflection papers on the activities.

After all the activities were completed, the same scale used as a pre-test was re-administered as a post-test. Then, the results of the pre-test and post-test were compared, referring to statistical analysis results obtained from SPSS 24.0 and AMOS 24.0. (Cresswell, 2009). The comparison was made to check whether participants experienced any changes in their speaking anxiety after the implementation. In addition, participants were asked to inform the researcher about any extra activities they do and any classes or clubs that they could attend to improve their English. However, no participant said anything about it, so it was assumed that they did not do any other extra activity to change the results.

As this study was conducted within the framework of the mixed methodology, it is vital to understand what paradigm quantitative and qualitative studies follow. Quantitative research refers to mathematical models and statistics to analyze data and present the findings with an unbiased, third-party language that does not include personal inference (Johnson & Christensen, 2008). In other words, objectivity is the ultimate goal of quantitative studies. Not individual cases but common characteristics of individuals as variables gain attention in quantitative studies. In addition, numbers are an essential part of quantitative studies: statistical analyses and its discourse are very common in them (Dörnyei, 2007).

Qualitative research, on the other hand, is an expression of an exploratory and interpretative process, in order to explain the main characteristics of an individual and a social group or social events and phenomena that people experience. In qualitative research, researchers can observe the cases in their natural environments and examine how events and phenomena occur in their natural habitat (Cresswell, 2013). It is clear that qualitative research focuses on the concept of “quality” rather than “quantity.” It is under the influence of various disciplines, such as phenomenology and hermeneutics. However, it is not ideal to limit qualitative research to just a single discipline (Neuman, 2014) because it does not aim to generalize the results to a universe as quantitative research does. In this sense, in the qualitative research method, sampling can be the whole universe, as in case studies (Christensen, Johnson, & Turner, 2015), because this method aims to examine the subject in-depth and with all possibilities (Creswell, 2013). Thus, inductive sampling methods, observation of participants, interviews, document analysis, and focus groups are

conventional in qualitative research. Qualitative data can usually be in the form of text, graphics, or figures (Strauss & Corbin, 2014).

The use of quantitative and qualitative research methods together has increased the need for a new method, which is the mixed-method research design. The mixed-method research designs are compelling in that they eliminate the weaknesses of a single method by using the strengths of both research methods (Greene, 2005). The mixed-method can be a combination of methods, techniques, and tools to collect data, analyze it, or interpret it (Leech & Onwuegbuzie, 2009). As such, the mixed-method research can eliminate the limitation of a single research method. In addition, it can increase the validity and reliability or credibility and trustworthiness of the data. As such, the strength of one method can tolerate the weakness of another method (Çeliköz & Erisen, 2017).

Furthermore, the mixed-method research depends on the researchers' ability to combine qualitative and quantitative methods, approaches, and concepts in a study or consecutive research design (Tashakkori & Teddlie, 1998). The combination can involve the objectives, collection process, the analysis process, the interpretation of qualitative and quantitative research data within a single study (Leech & Onwuegbuzie, 2009). In this way, understanding the research problem better is possible rather than using a method alone (Cresswell, 2013) as the mixed research method aims to broaden the understanding of a case, phenomena, event or a variable for the researchers as well as justifying or supporting an idea in many cases (Onwuegbuzie & Leech, 2004). It aims to explain and show different perspectives or aspects of the same research or problem by applying a mixed-method research design in a single study. As such, the methodology, which is a combination of qualitative and quantitative methods, can provide a more holistic understanding of the research problem and create better educational policies for improvement (Davies, 2000).

To apply qualitative and quantitative research methods together in a single study, researchers need to know the level of mixing research methods (partial or full), whether the research phases are concurrent or sequential, whether these phases have equal weight or if one of the phases is dominant (Johnson & Onwuegbuzie, 2004). In addition, researchers can use both quantitative and qualitative samplings together or only one of them (Cresswell, 2013; Christensen, Johnson & Turner, 2015). In the mixed-method research design, one research design may be more dominant than the other by giving priority to either qualitative or quantitative data (Tashakkori & Teddlie, 2010). If the quantitative data is dominant, the dominant status belongs to the quantitative design, data collection, analysis, or

interpretation, and vice versa. However, sometimes the mixed research design may reflect equal priority to both of the data types, which is called equal status (Johnson, Onwuegbuzie & Turner, 2007). Figure 3 below reflects how the types of the mixed-method research can be named (Leech & Onwuegbuzie, 2009), as follows:

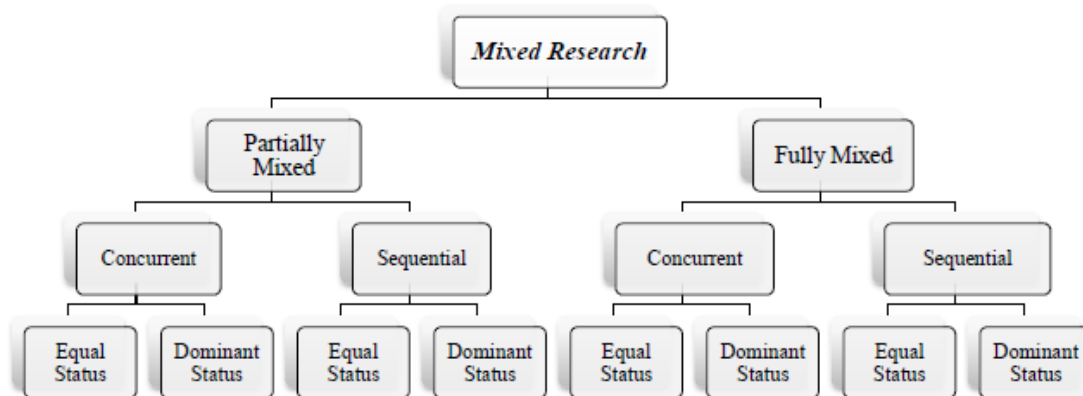


Figure 3. Research design typology (Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed-method research designs. *Quantity & Quality*, 43(2), 265-275)

As shown in Figure 3 above, the mixed-method research design is first divided into two main types: the partially and fully mixed research methods: if qualitative and quantitative data are mixed at one or more stages of the research, then it is the fully mixed research method. On the other hand, if the qualitative and quantitative data are kept separately from each other until the data are interpreted, then it is named as the partially mixed research method. The second dimension of the map reflects the mixed methodology in terms of time orientation: concurrent or sequential: If both of the research methods phases occur approximately at the same time, it is concurrent. On the other hand, if one research method phase is used after the other, then it is called sequential. The third dimension is about the emphasis on the approaches. If one of the research methods is more emphasized than the other, it is called a dominant status. On the other hand, if the emphasis is put on equally, then it is an equal status (Leech & Onwuegbuzie, 2009).

A mixed-method research design was used in the present study to test the findings more flexibly and comprehensively. The mixed-method research design in this study is partially mixed, sequential, and dominant. The study is the partially mixed type at the level of mixing as in the mixing of the methods, qualitative and quantitative data are kept separately. The present study is sequential in terms of time orientation, as the quantitative application follows qualitative or vice versa. The study is dominant in the approach as a qualitative study

section dominates the quantitative, and the quantitative data was used to explain the qualitative data of the study.

In the present study, the pros and cons of mixed methodology were referred to gather detailed information about the study. Some of the advantages of the mixed-method research design are as follows: the research questions can be answered more comprehensively and in detail. Words, images, and events can be integrated into a single study to add meanings to numerical data. Similarly, numbers can be used to add meanings to words, images, and events. In addition, the generalizability of data increases. Besides, any points that can be missed only by using one research method can be spotted. Likewise, answers for complicated and broad questions can be found with the mixed-method research. Furthermore, more logical proof for results can be found by analyzing the findings from different perspectives. Finally, more reliable, accurate, and complete data can be obtained from the research with the mixed-method research design. (Dörnyei, 2007; Johnson & Onwuegbuzie, 2004).

Although the mixed-method looks as if it has many advantages, it has some limitations. These can be as follows: first, applying two research methods together may be difficult for one researcher, and the researcher may need to work with another researcher or researchers. Besides, the researcher needs to be knowledgeable enough both to know the main aspects of both of the research methods and to be able to combine them. In addition, applying a mixed-method research design is challenging to deal with in terms of time and money management. Finally, and maybe the most importantly, how to interpret qualitative data from a quantitative perspective and how to analyze complex research questions are still controversial and under discussion among methodologists (Dörnyei, 2007; Johnson & Onwuegbuzie, 2004).

3.2. Context and Participants

The present study was conducted at a university context with the assumption that language learners who participated in the study on a voluntary basis may contribute to their learning process as the language of instruction is English at the institution. Participants of this study were the language learners of a Language School at a state university. There were 545 language learners at the school in the academic year of 2018-2019. The sample of the study was chosen through a simple random sampling strategy (Tashakkori & Teddlie, 2003), which favors the willingness of participants (Dörnyei, 2007). First, to carry out the research at a university context, the permission was taken from the authorities at the university (see

Appendix 1). Then, Elaine Horwitz was contacted through email to get permission to use the Foreign Language Classroom Speaking Anxiety Scale (see Appendix 2). Next, the language learners in the context were informed about the study with short visits to the classrooms. During these visits, the following information about the study was announced to the language learners: the objectives, benefits, time, and place. On the first day of the activities, participants were given a consent form to participate the research before the implementation (see Appendix 3). Then, they were given the Foreign Language Classroom Speaking Anxiety Scale, which was developed by Horwitz et al. (1986) and adapted by Saltan (2003) (see Appendix 4).

The number of participants was 55 volunteers. They participated in seven different activities in seven sessions. After the first session, the number of participants dropped gradually, and at the end of each session, participants were asked to write their reflections about the activities on a paper (see Appendix 5 – 11). The writing process took about 10 to 20 minutes. Finally, numbers were used to refer to participants. Numbering participants has two primary purposes: to analyze their pre and post-test results and written reflection papers and to respect their privacy. Especially while discussing the findings in the next chapter, the numbers for participants were given as a reference to each participant in parenthesis to show who said what in the activities; for example, P15 indicates Participant 15.

3.3. Data Collection and Data Collection Procedure

In the present study, both qualitative and quantitative data were collected from participants. The quantitative data of the study were collected through the Foreign Language Speaking Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), adapted and translated into Turkish by Saltan (2003). The scale was first administered as a pre-test before the activities were implemented. Then, the scale was administered as a post-test when all the activities were completed. In addition, the qualitative data of the study were collected through the written reflection papers taken from participants at the end of each activity session in the teaching sessions over seven weeks.

3.3.1. Administration of The Foreign Language Speaking Anxiety Scale

The present study aimed to discover and identify the speaking anxiety of 55 participants attending the Language School of a state university in the academic year: 2018-2019, and she administered the foreign language speaking anxiety scale, which was developed by

Horwitz, et al. (1986) and adapted and translated by Saltan (2003), to participants as a pre-test. After the administration of the scale as a pre-test, participants started to attend teaching sessions over seven weeks. At weeks 1 and 7, participants attended two sessions while they attended only one session in between. The first session of the first week was a kind of training session in which participants were informed about NLP, NLP pre-suppositions, NLP pillars, and its basic action model. This session aimed to make participants familiar with the ideology behind NLP activities. Then, the activities were applied to participants. At the end of each activity, participants were asked to write a reflection on the activities. Writing process took about between 10 and 20 minutes. After each session, the collected data was sorted to be analyzed later (see Appendix 5 – 11).

3.3.2. Teaching Procedure through NLP-based Activities

In the present study, the positive effect of NLP, which is about how individuals perceive the reality (Moore, 2009), was pointed out, so taking written reflection may provide the details of how language learners perceive NLP-based activities implemented in this study (Dörnyei, 2007). For each activity in the present study, different questions were formed by the researcher to understand how participants interpret their speaking anxiety. Then, participants were asked to reflect on the activities and how they felt during the sessions on a paper. As such, the data to form concept maps were collected from participants via written reflection papers collected at the end of each activity. Turkish was used while implementing the activities and making students write their reflections, which were collected at the end of each activity session. The collected papers and the activities were translated into English, referring to the back-translation method, which is used as means of understanding whether the translation of something is suitable for the targeted audience and culture with the same functional wording (Behr, 2016). Some steps were followed for back translation as follows: first, the Turkish versions of activities and reflection papers were translated by a professional translator and checked by a native. Then, the English translation of the activities and reflection papers were re-translated into Turkish by two different assistant professors in the field of English Language Teaching Department so that the double-check of the translation was done to check whether there occurred any discrepancies. The necessary changes were made after taking feedback from the professors. Finally, the reflections and activities were added in English to the present study. This process is called as “back-translation” (Behr, 2016).

Before implementing the activities, permission was taken from the institute by the researcher (see Appendix 1) to do the research at the institute. Then, the scope of activities was determined from the research and theories in the current literature of NLP, in particular from five different books: *NLP for Teachers* by Churches and Terry (2007), *Mindset* by Dweck (2006), *In Your Hands* by Revell and Norman (1997), *Handing Over* by Revell and Norman (1999), and *Unlimited Power* by Robins (1986). The books chosen for the activities include the implementations of clinical psychology, which are related to the education sector, especially the ELT and business world. Either the name of the books, some of the activities in them, or the authors of the books were used as a reference in some academic studies (Craft, 2001; İnce, 2007; Linder-Pelz & Hall, 2007; Rattan, Savani, Chugh, & Dweck, 2015; Tosey, Mathison, & Michelli, 2005; Tosey & Mathison, 2018; Tosey & Mathison, 2003). In addition, the activities in the books were practical and can be modified to identify the speaking anxiety of language learners. These are the reasons why the books mentioned above were preferred for the present study. While choosing, adapting, and modifying the activities in the books mentioned earlier to address speaking anxiety, NLP pre-suppositions, its pillars, the action model, the research questions of the present study, and theories related to NLP basic tenets were taken as the main criteria.

Next, a course named “Boost Your Communication Skills” was opened to apply the activities by facilitating meetings with participants over seven weeks. Then, classrooms were visited to inform all the language learners about the details of the study, such as content, aim, time, and benefits. The language learners in the context were informed shortly to invite volunteers to the study, which increases the validity and reliability of the data to be collected (Dörnyei, 2007). Furthermore, the course, which was “Boost Your Communication Skills,” was not set as a regular and assessed course to prevent learners’ perception of risking attainment of a high grade if they felt they could not express themselves candidly or felt uncomfortable sharing authentic reflections (Cohen, Manion, & Morrison, 2007). Finally, the teaching procedure, which took seven weekends, started. With the activities, participants were made to both discover the presence of their speaking anxiety, its causes, and effects, and discover some ways to overcome their speaking anxiety. In addition, all the activities were carried out in Turkish so that the authentic and reliable answers could be collected through the mother tongue of participants in detail (Richards, 2003). As such, participants could share how they feel without any restrictions on speaking another language. The NLP-based activity calendar used in this study is as follows:

Table 2

NLP-based Activity Calendar

BOOST YOUR COMMUNICATION SKILLS			
Tuba Demir Gençer			
2018-2019 Abdullah Gül University			
DATE	SESSIONS	ACTIVITIES	AIM
Week I November 19 –November 23	Introduction to the course	Briefing on the Course syllabus- NLP definition- NLP pillars and NLP pre-suppositions (taken from In Your Hands – p.15-16)	1-To create awareness on basic NLP concepts 2-To make participants ready for the activities which are based on NLP
Week I November 19 –November 23	Discovering the self	Activity 1 - Discover Your Mindset Type (adapted from Mindset - p. 12-13)	1- To help participants discover their mindset type: Growth or Fixed 2-To create self-awareness in participants
Week II November 26 –November 30	Uncovering the causes and indicators of speaking anxiety	Activity 2 -Weak Anxious Self (adapted from NLP for Teachers – p.167)	1-To help participants discover the causes of their speaking anxiety and bodily reactions 2-To create self-awareness in participants
Week III December 3 – December 7	Uncovering the emotions and bodily reactions of anxious language learners	Activity 3 - Meditating on Speaking Anxiety (adapted from NLP for Teachers – p. 148)	1-To help participants discover how they feel when they experience speaking anxiety 2-To help participants understand bodily reactions to speaking anxiety 3-To create self-awareness in participants
Week IV December 10 – December 14	The power of positive coding	Activity 4 - Transforming the Negative Inner Voice into Positive (adapted from NLP for Teachers – p. 128-129)	1-To make participants be exposed to positive thinking 2-To teach participants how to challenge and change their negative ideas
Week V December 17 – December 21	Gaining new and positive perspectives	Activity 5 - Seeing Speaking Anxiety Causes from Positive Perspectives (adapted from In Your Hands– p.107)	1-To help participants learn new perspectives which are more positive and new 2-To help participants improve their positive thinking ability
Week VI December 24 – December 28	The power of strengths	Activity 6 - Defeating Weaknesses with Strengths (adapted from Unlimited Power p. 62-63)	1-To make participants become aware of their inner power 2-To make participants become aware of their strengths and weaknesses 3- To guide participants to overcome difficulties with positive messages
Week VII December 31- January 4	Visualization of success	Activity 7 - Imitating and Reaching Perfection (adapted from Handing Over – p. 110)	1-To help participants discover a good model and understand the importance of having a model to follow in life 2-To help participants visualize themselves as successful language learners
Week VII December 31- January 4	Ending the course with a wrap-up	A general summary of the content and revision of the aims of activities with questions and answers	1-To help participants remember what has been covered during the whole sessions

The activities reflected in the table above are explained in the following pages in details with their session names, how they were in their originality, how they were adapted, and what their objectives are as follows:

Activity I: Discover Your Mindset Type (adapted from Dweck, C. S. (2006). *Mindset: The new psychology of success*. USA: The Random House.)

<p>ACTIVITY I</p> <p>Read the following two scenarios and imagine experiencing them. How do you think you would you react if you experienced them in real life? Write down an honest and detailed reflection.</p>
<p>Scenario I:</p> <p>You are a university student who has a car which you received as a gift from your parents. You usually use that car to go to your university. One day, you were on your way to attend a class that you generally like; both the subject and the instructor. And last week you sat for an exam related to that subject. That day, the traffic was heavy, and you ended up being five minutes late for that class. When you arrived to the classroom, the instructor was announcing the grades of last week’s exam. While the grades were being announced, you impatiently waited for your instructor to call your name. You were hopeful to get a good grade because you studied really hard for that exam and you wanted to impress your instructor. However, you were surprised when you learnt that you failed that exam and that your instructor shared your grade with everyone, which made you feel disappointed and upset. Your instructor also told your classmates that you received one of the lowest grades and shared your paper with them. You were disappointed by your instructor’s behavior. On your way home, you noticed a traffic ticket on your windshield due to a parking violation. That fine made you even more frustrated, so you decided to call your best friend to share your bad day with him/her. However, your friend made a ridiculous excuse, and did not even bother to ask you about the reason behind your disappointment. Write down a detailed and honest reflection explaining how you felt during that day.</p>
<p>Scenario II:</p> <p>After taking the university entrance exam, it was time to select your department and take the first step in your future career. You were expected to fill out a list of your preferences. However, while writing down your preferences, you chose only one department in a specific university. It was the department of your dreams in the university that you always wanted to be part of. You are sure of your choice and chances because you had a high score and you were a successful student. Anyone who knew you had so much faith in your chances and were congratulating you before the announcement of the results. When the results of the placement were announced, you were shocked that you were not placed in your favorite department and that your single preference was not taken into consideration. You were sure that everything was going to be as you wished for, and you were so confident. However, after the announcement of the result you found yourself facing a new disappointing reality. Write down a detailed and honest reflection explaining how you felt during that day.</p>

In Discovering the Self session, an activity with the title "Discover Your Mindset Type" was implemented. As mentioned, the activity was adapted from Dweck’s (2006) book: “The Mindset: The New Psychology of Success.” In this activity, participants read two different real-life scenarios. They then reacted to these scenarios as if they were part of them and reported their reactions on a piece of paper. Next, they were informed about the two mindset types: growth and fixed, and they were asked to analyze their reflections according to these types. Lastly, they were asked to work in groups of 4 or 5 to see their friends' reflections to realize their perspectives and analyze them as fixed or growth. In total, the activity took 55 minutes, and 55 language learners participated in the activity.

This activity aims to help participants discover and understand their mindset types (fixed or growth) and provide them a new perspective with their partners' perspectives. In addition, the activity aims to create self-awareness in participants. If a participant has a fixed mindset type, s/he may be cynical and focus on negativity. On the other hand, if a participant has a growth mindset type, this means that s/he is positive. In addition, s/he can concentrate on seeing the experience from a positive perspective with a focus on the lessons in the experience.

In this activity, there are several different scenarios for readers to respond with an explanation for what kind of reflections are "fixed" or "growth" (Dweck, 2006). In the adapted version of the activity, there were only two of the scenarios, with which participants can easily associate themselves. Then, they were asked to report their reflections and diagnose themselves as fixed or growth. Lastly, they worked in groups to hear their friends' reflections and discuss whether their friends have fixed or growth mindset types. As such, participants could hear different reflections to improve themselves or to analyze.

The activity plan is as follows: In the first ten minutes, participants read the scenarios and think about them for five minutes each. Then, participants are given fifteen minutes to share their reflections. Next, they are informed about the mindset types for five minutes and given five more minutes to think about their reflections and label themselves as fixed mindset or growth mindset. Lastly, they are grouped as four or five and listened to their friends' reflections on the cases. Moreover, they discuss the mindset type of their friends in the group for 20 minutes. The session is completed with a note: it is natural to have a fixed or growth mindset. However, it is in people's hands to change their fixed mindset into a growth one.

Activity II: Weak Anxious Self (adapted from Churches, R., & Terry, R. (2007). *NLP for teachers: How to be a highly effective teacher*. USA: Crown House.)

ACTIVITY II
Do the following activity. Then, write your reflection.
Imagine yourself as an anxious person in an English conversation class in which the language of instruction is English. Think about other possible situations that might trigger your speaking anxiety or previous experiences where you had actually felt it. In other words, consider all the possible reasons that cause your speaking anxiety, and share them with us.
Now, think about how you felt and what kind of bodily reactions (hands, arms, head etc., in what position) you gave when you imagined yourself experiencing speaking anxiety in an English conversation class. Then, share your feelings and reflection with your friends.

In Uncovering the Causes and Indicators of Speaking Anxiety session, an activity with the title "Weak Anxious Self " was implemented. The activity was adapted from Churches and

Terry's (2007) book: *NLP for teachers: How to be a highly effective teacher*. In this activity, participants thought about the reasons for being anxious and how their bodies reacted in such cases. They then reported their reasons for speaking anxiety and how their body reacted when they felt anxious. In total, the activity took 45 minutes, and 45 language learners participated in the study.

The activity aims to help participants discover the causes of their speaking anxiety and how they reacted to speaking anxiety bodily. As such, the activity aims to create self-awareness in participants.

In *NLP for Teachers* (Churches & Terry, 2007), the activity, in its original design, is not related to speaking anxiety but about the language learning process, which covers two different phases: present state and desired state. In the present state, participants think about their current states in the language learning environment. On the other hand, in the desired state, participants imagine their ideal selves. In the adapted version of the activity, the only focus was on the present state, which is about their anxious selves. Then, using the present state technique, participants were asked to report their causes of speaking anxiety and how they reacted to speaking anxiety. As such, participants could discover the causes of their speaking anxiety and understand how they behaved when they experienced speaking anxiety.

The activity plan is as follows: In the first ten minutes, participants close their eyes and imagine themselves in their speaking classes experiencing speaking anxiety as follows: "Please close your eyes and imagine yourself in your speaking classroom and think about the reasons for being anxious while speaking. In which cases you experience speaking anxiety or what causes you to experience speaking anxiety. Please focus on the reasons for or causes of speaking anxiety. Now, please try to identify how you feel when you are anxious and observe your bodily reactions when you are anxious." Then, participants are given fifteen minutes to report the causes of their speaking anxiety and how they felt. Lastly, they are guided to work in groups of 5 and share the causes of their speaking anxiety and their bodily reactions with their group members for 20 minutes. The activity is completed with a note: if language learners can identify the possible reasons for speaking anxiety and how they affect them, they can find a way to deal with them.

Activity III – Meditating on Speaking Anxiety (adapted from Churches, R., & Terry, R. (2007). *NLP for teachers: How to be a highly effective teacher*. USA: Crown House.)

ACTIVITY III

Do the following activity. Then, write your reflection.

Think about a time when you experienced speaking anxiety. Re-live that anxious moment. Try to identify, describe, and understand your emotions. In addition, imagine your anxious self and observe your bodily reactions (hands, arms, head etc., in what position) at that moment. Then, write all the emotions and bodily reactions you have experienced.

In *Uncovering the Emotions and Bodily Reactions of Anxious Language Learners* session, an activity with the title “Meditating on Speaking Anxiety” was implemented. The activity was adapted from Churches and Terry’s (2007) book: *NLP for teachers: How to be a highly effective teacher*. In this activity, participants were asked to think about and meditate on a time when they experienced speaking anxiety. Next, they were asked to describe how they felt and report their bodily reactions when they were anxious while speaking English.

This activity aims to help participants understand their bodily reactions to speaking anxiety. In addition, it aims to help them understand, discover, and describe their emotions at a time of speaking anxiety. Moreover, it can help them create self-awareness in participants so that they could deal with their speaking anxiety later.

In *NLP for teachers: How to be a highly effective teacher* (Churches & Terry, 2007), the original activity is named “Walking Around Anxiety,” which is about future-focused. Participants are expected to think about anything which will happen in their future lives, and this should be anxiety-provoking. The anxiety-provoking reason may be about “qualifications, a parent-teacher conference, interviews,...” (Churches & Terry, 2007, p. 148). Then, they are asked to think about their emotional feelings and physical sensations at the time of anxiety. Next, they are required to imagine a time in the future as self-confident and catch a chance to look back at their anxious selves. Lastly, they are guided to check their anxiety level when they are self-confident. On the other hand, in the adapted version of the activity, the main focus is on speaking anxiety. Participants were asked to imagine their anxious selves while speaking English. Then, they were asked to describe their emotions and bodily reactions. After that, they were asked to report them. As such, participants could understand their emotions and their bodily reactions when they experience speaking anxiety. The activity could help them create self-awareness in them to understand themselves better. In total, the activity took 45 minutes, and 45 language learners participated in the study.

The activity plan is as follows: In the first ten minutes, participants are asked to imagine a time that they experience speaking anxiety. Then, they are asked to re-experience that time such that they can identify their emotions and bodily reactions when they are anxious. They

are asked to focus on that anxious time. Next, they are asked to report their emotions on a piece of paper for the next twenty minutes. Lastly, they are grouped in four or five and read their emotions and bodily reactions to the whole group loudly so that they could understand that they experience almost the same things, and it is natural. The group work takes about fifteen minutes. The session is completed with a note: if language learners can understand and identify what their emotions and their bodily reactions are when they experience speaking anxiety, they can deal with them efficiently. Thus, being aware of those is a crucial step to defeat speaking anxiety.

Activity IV – Transforming the Negative Inner Voice into the Positive (adapted from Churches, R., & Terry, R. (2007). *NLP for teachers: How to be a highly effective teacher*. USA: Crown House.)

<p>ACTIVITY IV</p> <p>Try to remember times where you experienced speaking anxiety. While experiencing anxiety, what did your negative inner voice tell you to do? Try to remember what you exactly heard. Then, describe and share the messages of your negative inner voice.</p>
<p>Now, think about positive messages that you would like to hear from your negative inner voice when you experience speaking anxiety again. What sentences coming from your inner negative inner voice can decrease your speaking anxiety? Write them down on a paper and share them with us.</p>
<p>It is time to face and challenge your negative inner voice. Imagine the time or the moment your negative inner voice started to talk to you. Then, stop it and make it say positive messages that you wrote down. Lastly, share your reflection and how you felt when doing that.</p>

In the Power of Positive Coding Session, an activity with the title “Transforming the Negative Inner Voice into the Positive” was implemented. The activity was adapted from Churches and Terry’s (2007) book: *NLP for teachers: How to be a highly effective teacher*. In this activity, participants were asked to listen to their inner negative, mainly critical voice and write down what it told them when they experienced speaking English. Then, they were asked to face and challenge their inner negative voice with positive ideologies and surprise it with positive wishes to hear from it to affect their performance positively. Next, they were asked to write what they wanted to hear from the negative inner voice and report their feelings when they challenged their negative inner voice. In total, the activity took 55 minutes, and 36 language learners participated in the activity.

This activity aims to create an awareness in participants about the importance of positive coding of their inner voice. In addition, it aims to teach participants how to change and challenge their negative selves. Lastly, it aims to make participants be exposed to positive thinking to improve their speaking performances.

In *NLP for teachers: How to be a highly effective teacher* (Churches & Terry, 2007), the original activity is named “Reframing An Inner Critical Voice.” Participants are expected to think about anytime that their inner voice criticized them, bitterly degrading the negative voice inside them. Then, they are asked to understand the details of this critical voice, like its pitch, rhythm, and speed. Next, they are guided to talk to their inner voices to learn about the positive intention of its criticism and feel convinced that the criticism behind it was positive. On the other hand, the adapted version of the activity mainly focuses on speaking anxiety and what the negative inner voice tells language learners when they experience speaking anxiety. Secondly, the language learners do not learn about the positive intention, but they force the negative inner voice to speak positively by writing down the positive messages that they want to hear from negative inner voices. In addition, they report their feelings when they challenged their negative inner voices. As such, language learners could learn how to guide their negative inner voices positively and its impact on their speaking performances.

The activity plan is as follows: in the first 10 minutes, participants are guided to imagine and focus on their anxious self while speaking English. Then, they are requested to hear their negative inner voice. Next, they are asked to report what the inner voice told them. As a second part of the activity for the next 10 minutes, participants are guided to think about positive sentences that they want to hear from their negative inner voices to tell them when they experience anxiety. Later, they are asked to report the positive statements that they would like to hear from their negative inner voices. As the third part of the activity for the next 15 minutes, they are again guided to imagine themselves challenging their negative inner voices, silencing them, forcing them to say the positive sentences that they had written in the previous part. Then, they are asked to report what happened when they challenged their negative inner voices. Lastly, for the last 20 minutes, they are grouped in 4 or 5 to hear about the different ideas from their group work. The session is completed with a note: it is natural to have a negative inner voice, and it could be beaten from several different perspectives.

Activity V – Seeing Speaking Anxiety Causes from a Positive Perspective (adapted from Revell, J., & Norman, S. (1997). *In your hands: NLP in ELT*. London: Saffire.)

ACTIVITY V

Think about the factors that cause speaking anxiety in you. Then, write them down on a piece of paper and share them with your group friends.

Now, focus on the possible positive intentions behind those factors. Try to elaborate on each positive intention and then make a list of positive intentions next to the factors that cause speaking anxiety in you. Lastly, share your reflection and how you felt when doing that.

In Gaining New and Positive Perspectives session, an activity with the title “Seeing Speaking Anxiety Causes from a Positive Perspective” was implemented. The activity was adapted from Revell and Norman’s (1997) book: *In Your Hands: NLP in ELT*. In this activity, participants were asked to think about the factors affecting their speaking anxiety and list them on a piece of paper. Then, they were asked to find out the positive intentions behind those factors.

In *NLP for teachers: How to be a highly effective teacher* (Churches & Terry, 2007), the original activity is named “Find the Positive Intentions,” which includes the guidelines of how to see positive sides of events in general. The activity is mainly about changing something in life in general. On the other hand, the adapted version is all about speaking anxiety factors and the possible positive intentions behind them. With this aim, participants were asked to create a list of factors that create speaking anxiety in them. Then, they were asked to see the positive intentions behind these factors. In total, the activity took 50 minutes, and 34 language learners participated in the activity.

The activity aims to teach language learners to gain new perspectives. In addition, it aims to help them understand and see the possible positive intentions behind individual attitudes or states.

The activity plan is as follows: during the first 20 minutes, participants are given a briefing about good or positive intentions behind negative actions. They are provided an example from real-life events: they are asked to think about a time when they disagree with their parents and when their parents rebuke them or shout at them fiercely. They are asked to describe their feelings when they experience such a case. Then, they are asked to see the positive intentions behind rebuking or shouting, which is to make them ready for real-life, which makes participants find the positive intentions behind their parents' angry faces. Then, the topic is associated with speaking classroom and speaking anxiety with some transition sentences as follows: “people can experience negative things in life. However, if one positive intention of negative experiences can be understood or at least realized, the meaning of the negative things can be turned into positive. So, now, please think about the factors that cause you to experience speaking anxiety, which you can accept as negative”. Then, for the next 10 minutes, participants are asked to report the factors causing speaking anxiety in them on a paper. Next, in the following 20 minutes, they are asked to think about the possible positive

intentions behind the causes of their speaking anxiety and report them on a paper. If there is any difficulty in understanding the positive intention, participants read the speaking anxiety cause loudly so that a collaborative work could be done to help participants understand the positive intentions with newer perspectives. The session is completed with a note: if people can change their perspectives from negative to positive, they can find a positive light in every difficulty or negative experience in life.

Activity VI – Defeating Weaknesses with Strengths (adapted from Robins, A. (1986). *Unlimited Power*. New York: Free.)

<p>ACTIVITY VI</p> <p>Think about the factors that limit or prevent your speaking performance. What are your weaknesses? List and report them on a paper.</p>
<p>Now, think about the things that make you more productive while speaking English. What are your strengths? List and report them on the same paper.</p>
<p>Now, look at your weaknesses and strengths that you wrote down on a paper and find a positive message that can decrease your speaking anxiety. Then, write the message on the same piece of paper.</p>

In the Power of Strengths session, an activity with the title “Defeating Weaknesses with Strengths” was implemented. The activity was adapted from Robins’ (1986) book: *Unlimited Power*. In this activity, participants were guided to think about what prevents their speaking performances. Then, they were asked to report them on paper. Next, they were guided to think about their strengths that can help them overcome these limitations to speak English. After that, they were guided to write them on the same paper. Finally, they were guided to write a message to themselves about their strengths: “I am aware of my weakness while speaking English, and I can deal with them with my strengths. I am powerful, and I can do it”. In total, the activity took 40 minutes, and 17 language learners participated in the activity.

The activity aims to teach language learners to become aware of the inner power they have. In addition, it aims to teach them to discover their weaknesses and strengths while speaking English. Lastly, it aims to guide participants to overcome difficulties with positive messages.

In *Unlimited Power* (Robins, 1986), the original activity is named “The Birth of Excellence: Belief,” which is to list the limitations people face when they want to achieve goals in life and the positive beliefs that can help people achieve their goals. On the other hand, the adapted version of the activity is mainly about language learners’ weaknesses and strengths while speaking English.

The activity plan is as follows: in the first 15 minutes, participants are guided to think about their weaknesses or the limitations that cause anxiety while speaking English. Then, they are asked to report these on a piece of paper. Next, in the following 15 minutes, participants are guided to think about their strengths that can help them overcome speaking anxiety. After that, they are asked to write them on the same piece of paper. Lastly, in the last 10 minutes, they are reminded that they could overcome their speaking anxiety with their strengths and let them report a message that states that they are aware of their weakness and strengths and they believe that they can overcome difficulties, in other words, speaking anxiety with their strengths. The session is completed with the completion of the activity.

Activity VII – Imitating and Modelling a Perfect Speaker (adapted from Revell, J., & Norman, S. (1999). *Handing Over: NLP-based activities for language learners*. London: Saffire).

ACTIVITY VII

Think about a role model who can speak English very well. Then, imagine that person on a stage, or in a similar situation. Observe his/her body language, tone of voice, and speech speed in detail. Then, imagine replacing your head with the model and imagine that you can speak English as good as that model. Next, imagine replacing your body with the model so that you imagine yourself as a perfect speaker of English. Now, you feel that you can speak English as flawlessly as your model. You have increased your self-confidence. With that self-confidence, go to your English conversation class and show everyone that you are confident in your linguistic abilities and can speak English fluently as well. Yes, you are doing an excellent performance. Smile at yourself, and be happy. Be proud of your success.

Now, answer the following questions and report your reflection on a piece of paper.

- Whom did you choose as an English-speaking role model and why?
- How did you feel when you replaced your own head and body with the role model's?
- How did you feel when you visited your English conversation classroom with confidence and what were your reactions towards the classroom members?

In the Visualization of Success session, an activity with the title “Imitating and Reaching Perfection” was implemented. The activity was adapted from Revell and Norman’s (1999) book: *Handing Over: NLP-based Activities for Language Learners*. In this activity, participants were guided to imagine a perfect model for speaking English and analyze his or her performance from every perspective, like the usage of body language, tone of voice, speed of talk, gestures, and facial expressions. Then, they were guided to replace their heads with the models’ heads and watch it for a while and see that they can do the same. After that, they were asked to replace the model’s bodies with theirs and match their heads with their bodies and imagine themselves as successful speakers in English. Lastly, while talking with that confidence, they were guided to go to their speaking classrooms where they experienced speaking anxiety and challenge the factors causing anxiety in them. In addition, participants were guided to give a positive message to the whole classroom, which shows a message that they could speak English with confidence. Just after this, they were asked to report whom they chose as a model, how they felt when they changed their body parts with the model, and when they visited their speaking classroom with confidence. The activity took about 45 minutes, and 17 language learners participated in the activity.

The activity aims to help participants visualize themselves as successful speakers in English. In addition, it aims to help them discover the importance of having a good model for speaking English. After that, the teaching session finished.

In *Handing Over* (Revell & Norman, 1999), the original activity is named “Acting Like a Native Speaker,” which is about watching a video of a native speaker and making language learners copy the native speaker in it. On the other hand, in the adapted version of the activity, participants can choose whomever they want to take as a model for speaking English: this does not have to be a native speaker. Instead of making participants watch a video, participants are guided to imagine a model. Besides, rather than copying a model by imitating the action or gestures directly as in the original activity, participants replace their body parts with the model they chose. Lastly, they are guided to visit their speaking classes as confident speakers in English.

The activity plan is as follows: in the first 20 minutes, participants are guided to imagine a good English speaker as a model for themselves and to observe that person’s body language, gestures, and facial expressions. Then, they are asked to replace the model’s heads with their own while the body still belongs to the model. After some time, they are asked to replace their bodies with the model’s bodies in their imaginary world. Next, they are guided to

imagine themselves as self-confident speakers of English. Lastly, with that confidence, they are guided to visit their speaking classrooms and say something to show their confidence while speaking English in the classroom. Finally, in the following 20 minutes, participants are guided to report how they felt during the activity. The session is completed with a note: it is good to have a model in life. In addition, it is possible to be like that person.

When the teaching session was completed, the course was wrapped up with an emphasis on the possibility of the positive changes in negative emotions. Then, the scale was administered both as a pre-test and a post-test. The results of the tests were compared to see if NLP-based activities affected participants positively.

3.3.3. The Reflections of Participants on NLP-based Activities

Reflection has been used as a means of learning about the ideas, beliefs, and attitudes of participants on a specific topic. In language learning, there are three types of reflection to be used in the educational setting. These are reflection in action, reflection on action, and reflection for action. The first one is about reflections of participant during the application of something, while reflection on action refers to the experience and feelings after the completion of the application (Yanow & Tsoukas, 2009). Reflection for action is about thinking about an action in the future to improve and change it (Olteanu, 2017). In this study, reflection on action, which was purposefully taken from participant to learn about how they interpret the activities and their speaking anxiety, was used to collect the qualitative data. In addition, the reflections help learn the belief and value system of participants about the activities and their speaking anxiety (Coulson & Harvey, 2013). With these aims, the reflections were collected from participants and sorted out to be analyzed later. Then, the collected data were transferred on the word document through Microsoft program and saved as the reflections on the activities (see Appendices 5-11).

3.4. Data Analysis

As mentioned earlier, this study used both qualitative and quantitative data, thus using a mixed methodology research design. As a result, in the study, the mixed data collection tools were used within the framework of the mixed methodology to determine the speaking anxiety level of participants and how participants interpreted their speaking anxiety. The mixed-method research design can be made up of a combination of methods, techniques, and tools to collect data, analyze it, or interpret it (Leech & Onwuegbuzie, 2009).

The first data collection tool, which was the foreign language speaking anxiety scale, was used to collect the quantitative data of the study. The scale was distributed to participants before the implementation of the activities. Then, the data were collected from them. Next, the collected data were written on a word document on a laptop. The statistical analysis of the transferred data was done through SPSS 24.0 and AMOS 24.0. SPSS 24.00 was used to test the normality of values, validity, and reliability of data, frequency, and difference analysis of the data and to check the correlation between factors. On the other hand, AMOS 24.0 was used to make a confirmatory factor analysis.

As for the qualitative data of the study, the teaching procedure was carried out with NLP-based activities. At the end of each activity, participants were asked to write a reflection on the activities. The written reflection papers were collected and sorted out to be analyzed later for content analysis (Altheide & Schneider, 2013; Neuendorf, 2017; Vaismoradi, Turunen, & Bondas, 2013). Then, the reflections were transferred to the software program, NVIVO 11.0. The program coded the themes to create concept maps about the factors that affected language learners' speaking anxiety and their mindsets types (Neuendorf, 2019). In addition, NVIVO 11.0 was used to check any correlation among the factors.

3.4.1. Validity and Reliability of the Quantitative Data Collected in the Study

The validity and reliability of the data collected are essential to be ensured for any research design. As the present study used the mixed-method research design, the validity was ensured by explaining the rationale behind mixing the research design (Dörnyei, 2007) for qualitative part of the research as well as reflecting the Cronbach's alpha value, the normality test, and confirmatory factor analysis for the quantitative part of the research (Cohen, Manion, & Morrison, 2007).

For the validity and reliability of the quantitative data, which is the scale developed by Horwitz et al., in 1986 and adapted and translated by Saltan in 2003, the Cronbach's alpha coefficient value was calculated to be 0.89 in Saltan's study (2003). The Cronbach's alpha value provides "an internal consistency among the items" (Cohen, Manion, & Morrison, 2007), and if the value is above 0.67, then the data is valid and reliable (Bryman & Cramer, 1990). Thus, it can be said that the adapted scale to collect data provided valid and reliable data. The Cronbach's alpha value for the present study was calculated to be 0.87. This value means that the data collected in this study were valid and reliable as it is above 0.67. In addition to the Cronbach's alpha value, the validity and reliability of the questionnaire were

tested using fit indexes, which shows the confirmatory factor analysis of the scale items. The fit index values and the normality test of the scale items were calculated by using SPSS and AMOS as follows:

The normality test was done to test whether the scale items had a normal distribution both for pre-test and post-test because if the scale items reflect a normal distribution, this means that the data collected is statistically valid and reliable. The normality is inferred from the sigma value. If the sigma value is below 0.5, then the data shows at least %95 reliable and valid information (Kalaycı, 2008). The normal distribution of the scale items can be observed as in the table below:

Table 3

Tests of Normality

Items	Pre-tests of Normality				Post-tests of Normality			
	Kolmogorov-Smirnov ^a		Shapiro-Wilk		Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.	Statistic	Sig.	Statistic	Sig.
s1	0,265	0,000	0,830	0,000	0,317	0,000	0,836	0,000
s2	0,357	0,000	0,798	0,000	0,285	0,000	0,840	0,000
s3	0,334	0,000	0,820	0,000	0,271	0,000	0,845	0,000
s4	0,277	0,000	0,845	0,000	0,294	0,000	0,839	0,000
s5	0,326	0,000	0,784	0,000	0,275	0,000	0,870	0,000
s6	0,292	0,000	0,847	0,000	0,220	0,000	0,874	0,000
s7	0,337	0,000	0,791	0,000	0,248	0,000	0,879	0,000
s8	0,351	0,000	0,781	0,000	0,288	0,000	0,848	0,000
s9	0,399	0,000	0,742	0,000	0,272	0,000	0,862	0,000
s10	0,276	0,000	0,844	0,000	0,305	0,000	0,831	0,000
s11	0,316	0,000	0,823	0,000	0,239	0,000	0,868	0,000
s12	0,318	0,000	0,832	0,000	0,228	0,000	0,884	0,000
s13	0,256	0,000	0,861	0,000	0,225	0,000	0,886	0,000
s14	0,394	0,000	0,754	0,000	0,287	0,000	0,857	0,000
s15	0,254	0,000	0,841	0,000	0,250	0,000	0,860	0,000
s16	0,323	0,000	0,800	0,000	0,259	0,000	0,848	0,000
s17	0,327	0,000	0,817	0,000	0,342	0,000	0,777	0,000
s18	0,363	0,000	0,739	0,000	0,306	0,000	0,847	0,000

The table above reflects that all the significance values (Sig.) are significant at the 0.000 level. If the sigma value is 0.000, as reflected above, this means that the data collected for the present study were statistically valid and reliable.

In addition to Cronbach's alpha value and the normality test results, the validity and reliability of the scale, the quantitative data of the study, were tested using fit indexes for

confirmatory factor analysis via SPSS and AMOS. The fit indexes which are the most commonly used in scientific and academic studies were searched for the present study by the researcher. These are as follows: “Chi-square statistics (χ^2), RMSEA (mean error square root approach – root-mean-square-error-approach), GFI (goodness of fit index), AGFI (adapted goodness of fit index – adjusted goodness index), RMR (residual-based error square root approach -root mean square residual) and SRMR (standardized residual root – square error-standardized root mean square) location” (Bentler, 2006). Then, using a software program, AMOSS 24.0, the confirmatory factor analysis was done, and the results of the scale are as follows:

Table 4

The Results of Fit Indexes

Indexes	Perfect Fit	Acceptable Fit	Scale
AGFI	,950≤IFI≤1,000	,900≤GFI≤,950	,988
CFI	,970≤CFI≤1,000	,950≤CFI≤,970	,999
GFI	,950≤IFI≤1,000	,900≤GFI≤,950	,971
IFI	,950≤IFI≤1,000	,900≤IFI≤,950	,971
NFI	,950≤NFI≤1,000	,900≤NFI≤,950	,959
PCLOSE	≥0,05		,990
RFI	,900<RFI≤1,000	,850<RFI≤,900	,857
RMR	,000≤RMSEA≤,050	,050≤RMSEA≤,080	,012
RMSEA	,000≤RMSEA≤,050	,050≤RMSEA≤,080	,000
TLI	,95≤TLI≤1,000	,900≤TLI≤,950	,999
χ^2/df	,000 ≤ χ^2/df ≤ 2,000	2 ≤ χ^2/df ≤ 5	,807

(Hair, J. F. J., Black, W. C., Babib, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*. New Jersey: Pearson Prentice; Hooper, D., Coughlan, J., & Mullen, M. (2008). Structural equation modeling: guidelines for determining model fit. *Electronic Journal of Business Research Methods*, 6(1), 53-60; Wang, J., & Wang, X. (2012). *Structural equation modeling: Applications using plus: Methods and applications*. West Sussex: John Wiley & Sons)

The table above shows that the data collected through the scale reflect statistically valid and reliable; the questionnaire items meet the conditions of the perfect fit indexes and have the necessary confirmatory factor structure.

3.4.2. Validity and Reliability of the Qualitative Data Collected in the Study

In qualitative research design, the emphasis is on the process, not on the result. The process is inductive, and it should be explained and described in detail (Merriam, 2013). Besides, the primary determinant in qualitative method research designs is the researcher himself or herself. Thus, the aim is not to show quantitative values, but to show how an interpretation of a case is possible because the data collected through qualitative data collection techniques do not provide specific results but subjective perspectives (İlgar & İlgar, 2014). The

philosophy of the qualitative data depends on the interpretation of the case which is investigated and the understanding the conditions that create it as well as the detailed description of the case, coding and formulating themes, and comments on the interpretation of the data (Heppner, Wampold, & Kivlighan, 2013)

To increase the validity and reliability of the qualitative data, the case which is being investigated in detail could be described so that the description of the procedure could provide a road map for the other researchers who may want to follow the same procedure (Shenton, 2004). In other words, the validity and reliability of the qualitative research data depend on the way how the researcher manages to persuade the reader (Altheide & Johnson, 2011). Thus, in the present study, the research procedure of the present study was explained in detail, such as the procedure of data collection and data analysis to persuade the reader. Besides, the software program, which is NVIVO 11, was used to find the themes and do the coding as computer programs make the coding process easy, valid, and reliable (Creswell, 2007).



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the results of the study, referring to the research questions. The present study aims to find answers to the following research questions:

- 1- If and to what extent do language learners at a university context have speaking anxiety?
- 2- Can NLP-based activities have any effect on language learners' speaking anxiety at a university context?

The findings and results are shown with tables and figures to provide readers with a visual representation of the data obtained from participants through the scale applied as pre-test and post-test and written reflection papers collected at the end of each activity session. The findings, results, and any statistical analysis are given with interpretation.

4.1. Speaking Anxiety of Language Learners

To answer the first research question which addresses if and to what extent language learners at a university context have speaking anxiety, the foreign language speaking anxiety scale was administered (Saltan, 2003) to 55 participants who joined the study on a voluntary basis as the pre-test. The findings showed that participants had a moderate level of speaking anxiety before the implementation.

According to the pre-test results, the following results were found: mean score: 3, 392 (mean anxiety), $p = 0,000$, Std. Deviation = 0.582, and Std. Error Mean = 0.077082. The following table shows the mean score of each item as statistical data to understand the level of language learners:

Table 5

Pretests of Normality and The Mean and Standard Deviation of Each Scale Items

Item	Kolmogorov-Smirnov ^a		Shapiro-Wilk		Scale Mean= 3,392 and SD= 0,582	
	Statistic	Sig.	Statistic	Sig.	Mean	Std. Deviation
s1	0,265	0,000	0,83	0,000	3,300	1,309
s2	0,357	0,000	0,798	0,000	3,420	1,164
s3	0,334	0,000	0,820	0,000	3,400	1,237
s4	0,277	0,000	0,845	0,000	3,000	1,363
s5	0,326	0,000	0,784	0,000	3,890	1,145
s6	0,292	0,000	0,847	0,000	3,230	1,376
s7	0,337	0,000	0,791	0,000	3,740	1,261
s8	0,351	0,000	0,781	0,000	3,750	1,229
s9	0,399	0,000	0,742	0,000	3,700	1,068
s10	0,276	0,000	0,844	0,000	3,040	1,322
s11	0,316	0,000	0,823	0,000	3,400	1,387
s12	0,318	0,000	0,832	0,000	3,300	1,309
s13	0,256	0,000	0,861	0,000	3,020	1,261
s14	0,394	0,000	0,754	0,000	3,630	1,029
s15	0,254	0,000	0,841	0,000	2,960	1,463
s16	0,323	0,000	0,800	0,000	3,910	1,057
s17	0,327	0,000	0,817	0,000	2,40*	1,266
s18	0,363	0,000	0,739	0,000	3,95**	1,007

The table above reflects that the sigma (p) value of 0.000 in the normality tests performed in both pre-test and post-test data sets shows that the data set used in the present study analysis has a normal distribution. In addition, the table above shows the minimum value of the mean as 2.40, shown with "*" in the pre-test. However, the maximum value was 3.95, as shown with "**". These values were used to calculate the arithmetic mean of the values to describe participants as language learners with low, moderate, and high levels of speaking anxiety.

Referring to Carpita and Manisera (2011), to classify the speaking level of language learners, the arithmetic mean of the maximum and minimum mean values of the items was calculated

by adding the maximum and minimum mean values of the scale items. Then, the score was divided by two to find a value to define the levels of speaking anxiety of participants, and the value was found as 2.8975.

The arithmetic mean value, which was calculated as 2.8975, shows the determining value for the levels of speaking anxiety of participants. With this value, the following calculation procedure was followed, and the formula for the value ranges are as follows:

Low anxiety = arithmetic mean + one standard deviation = higher scores than this

High anxiety = arithmetic mean - one standard deviation = lower scores than this

Moderate = scores between mean + one standard deviation and the arithmetic mean—one standard deviation

High anxiety $> (2,898+0,582) = 3,480$

Moderate level anxiety $>2,898$

Low anxiety $< (2,898-1,00) = 1,898$

By looking at the formula and value ranges above, the levels of participants' speaking anxiety can be interpreted as follows: the mean value range for low speaking anxiety should be below 1,898. If it is above 3,480, it is accepted as a high level of speaking anxiety. If the mean value of the scale item is above 2,89, then it is accepted as a moderate level of speaking anxiety.

When the value ranges reflected above are compared with the pre-test results (see table 5), the mean values of the scale items in the pre-test show that language learners who participated in the study had a moderate level of speaking anxiety before the implementation of the activities. Therefore, the answer to the first research question of the study, which is “If and to what extent do the language learners at a university context have speaking anxiety?” was provided: participants have a moderate level of speaking anxiety before the implementation of the activities.

4.2. The Effects of NLP-based Activities on Language Learners' Speaking Anxiety

To answer the second research question, the pre and post-test results were compared by the researcher. The comparison showed a significant difference between the test. It can thus be argued that NLP-based activities have a positive effect on decreasing the speaking anxiety

of language learners. Before the comparison between the results of pre and post-test, the procedure was followed as below:

The process was started by checking the sub-categorization of the scale items in the pre-test. Then, the NLP-based activities were implemented, and at the end of each activity, written reflections on the activities were collected from participants. After that, the concept maps were created for the activities by using a software program, NVIVO 11. Next, the scale was administered as a post-test after all the activities were completed. Finally, the results of pre-test and post-test findings were compared to see the effect of NLP-based activities on the speaking anxiety of participants.

After seeing the sub-categorization of the scale items in the pre-test was checked, it was assumed that such a similar categorization from the collected written reflection papers could be found. The subcategorization of the scale items of the pre-test is as follows:

Table 6

The Correlation of the Sub-categorization of the Scale Items in the Pre-test

Sub-dimensions	Personal Causes	Teachers' Behaviour
Teachers' Behaviour	,633**	1
Teaching Procedures	,455**	,430**

The table above shows three main sub-categorization in the scale items of the pre-test: personal reasons, teachers' behavior, and teaching procedure. After the sub-categorization of the items, NLP-based activities developed by the researcher for the present study were implemented. At the end of each activity, participants were asked to write their reflections on a paper. While collecting the reflections from participants so as not to cause any anxiety among participants to reflect their names and reveal any clues about identities, participants were given numbers, and participants were coded with numbers. This numbering was shown as P1 and P28 in the present study.

After the implementation of some of the activities and entering the data to the software program, NVIVO 11, it was observed that the findings of the present study showed a similar categorization of the scale items in the pre-test, which are teachers' behavior, teachers' behavior ve teaching procedures. This may show that the activities which were implemented during the present study are valid and reliable because of the similar categorization in the

scale items and reflections. The detailed procedure of the categorization in the written reflection papers is as follows:

Activity I was “**Discover Your Mindset Type,**” in which participants responded to two different possible cases as if they experienced them. The reflections on Activity I are in Appendix 5, and the concept map for it is as follows:

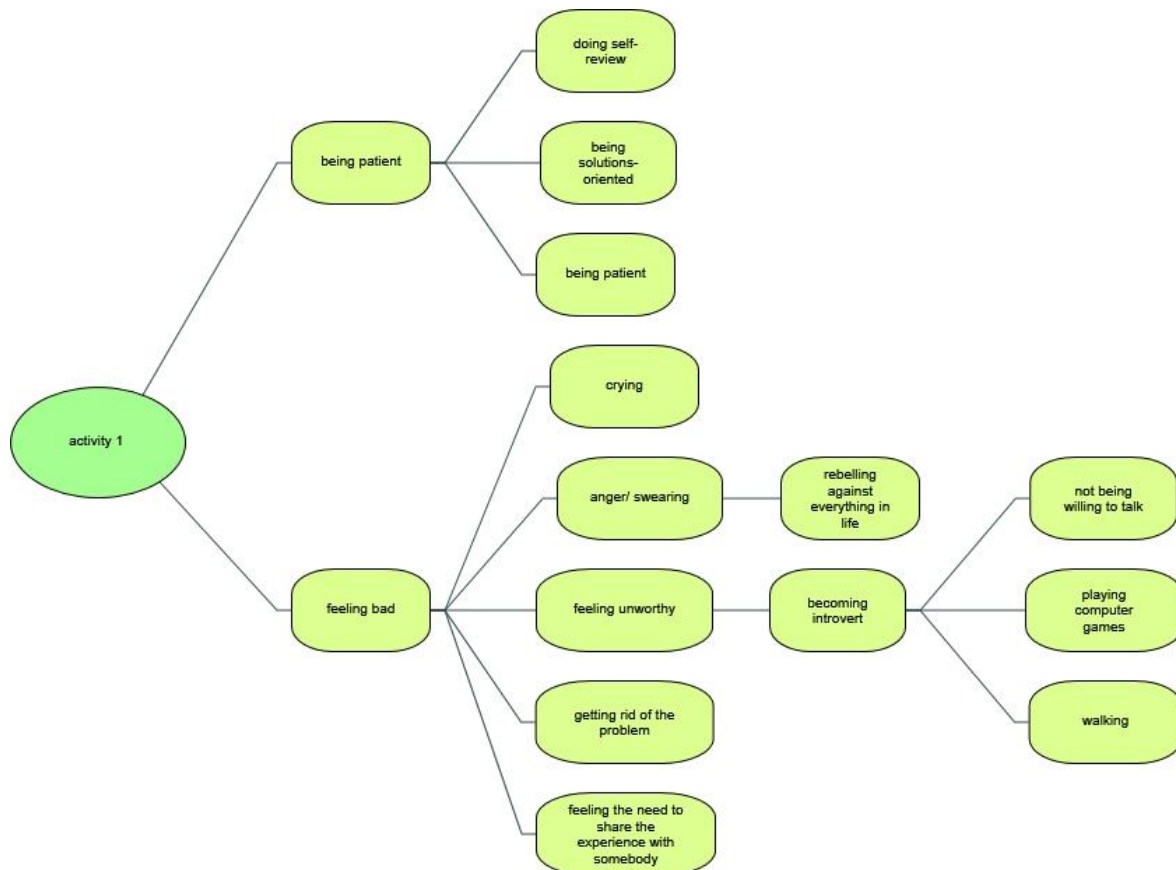


Figure 4. Concept map of activity I

When the reflections for the cases and the concept map of the activity were analyzed, two main categorizations caught attention: being patient and feeling bad. Most of participants expressed that they felt terrible. As alternative answers to feeling bad, some participants used some other expressions to express their feelings like having a bad mode or feeling unworthy. As an opposite group to the totally negative one, there were some more participants, who felt bad but showed their reactions more positively. The second group, the one with positive reactions, showed more patience rather than referring to the negative expressions. In the second group, most of participants said that they did self-review as well as showing specific characteristics such as being patient and being solution-oriented.

Among the reflections on activity I, “feeling bad” and “being patient” appeared as two main categories that caught attention, but negative expressions were more dominant than the positive ones in the reflections. Most participants expressed their negative reactions as crying and being angry. For example, participant 2 (P2) said that “I’d wait until I get home. When I arrive home, I’d go to bed and cry. Once I release all my negativity out, I’d try to think rationally. I’d do all the things I could do and get others for what they’ve done. I’d remain in a nervous state throughout the process”. Similarly, and participant 6 (P6) said, “I’d feel very angry. I’d question how I got such a low grade in the first place. I’d probably try to explain myself, but I’d still feel hot in my face, and I’d cry, and when I see the parking fine on the car, I’d ask if it was a joke. I’d think why everything bad was overlapping. If I call my friend and he casts me away under false pretexts, I’d get very angry at him, and then I’d tell him how offended I was. I’d go home sad and quiet. I wouldn’t recover my morale easily”. From these expressions, it is possible to say that the first reactions of participants were mainly related to negative ideologies like feeling bad, and they tended to show their anger with their behavior or to cry. Besides, some participants expressed that they tended to become introvert. For example, participant 5 (P5) said that “I’d feel the meaninglessness and sorrows of life. I’d be in pain. As usual, I would look for something to hold on to. I’m afraid I’d react. I’d leave myself to myself. I’ll become introvert. I’d go home and look at the mirror and laugh at myself. Why me, why everything comes one after another. I’d look around and fancy other people’s lives, and when I look at mine, I’d see how painful it is”. Likewise, participant 11 (P11) expressed that “I’d feel myself so bad. I’d try not to go outside, and I’d shot myself home. I’d never feel like doing anything. I’d never want to talk to anyone regarding those issues. I’d become introvert”. These expressions can be interpreted that some participants tended to become introvert.

In contrast, some participants reflected a solution-oriented identity. For example, participant 1 (P1) expressed his opinions as such “Once I’ve calmed down, I’d reflect about the future and look for a way out.” Similarly, participant 2 (P2) said that “Once I release all my negativity out, I’d try to think rationally. I’d do all the things I could do and get others for what they’ve done”. These expressions can be interpreted that some participants tend to focus on the solutions rather than the problem itself.

From the findings of the activity I, it is possible to say that most participants felt bad due to the anxiety they experienced while speaking English. In other words, participants are mainly negative about what they experience in life and tend to behave accordingly. Feeling bad can

be overcome by showing participants some ways to deal with the challenges in life, and it may be essential to make participants realize the possibility of handling with difficulties of life. Finally, their reactions can be explained from a positive perspective. For example, feeling angry, crying, and becoming introvert are natural responses when language learners experience speaking anxiety, and these can be turned into positive reactions.

Activity II was “Weak Anxious Self,” in which participants described their anxious selves while speaking English with possible causes. The reflections on activity II are in Appendix 6, and the concept map for it is as follows:



Figure 5. Concept map of activity II

When the reflections on activity II were analyzed, the causes of the speaking anxiety of participants were categorized under three main titles: personal reasons which were named as “self-inflicted” for the first time in this study, teacher-related causes, which refer to teacher-centered causes, and others.

Most participants focused on the self-inflicted causes to show the factors affecting their speaking anxiety, while some other participants expressed teacher-centered reasons and other causes. However, other reasons, like lack of vocabulary and lack of grammar knowledge, were more emphasized than teacher-centered causes. Some participants explained all the reasons in their reflections together. For example, participant 4 (P4) said that “I know English, I know grammar, but I mix words while speaking. I feel nervous. I need to think for a while to talk, I have to be slow. I feel that people would get bored listening to me, thinking that I am incompetent. Because I don't have any vocabulary, I often stop talking to my teacher when I speak English, and I have to ask what the word means in English, and it upsets me, annoys me. My friends speak English very comfortably, and it seems as if they know English very well. I want to be like them, but I can't. I feel like I can't speak and often run out of words in the speaking exam. I usually get excited in front of my teacher and I mix everything up. There is no grammar. I'm afraid I won't be able to pronounce the word. I don't know what to do when I don't understand the teacher, and try to talk to me. I feel nervous about not being friends with foreign students”. These expressions can be an example of all causes in one participant: the lack of self-confidence as a self-inflicted cause, lack of vocabulary among the other causes, and anxiety felt at the presence of a teacher as a teacher-centered cause. This participant can be an example of anxious language learners whose speaking anxiety causes are various.

Some participants pointed out the teacher-centered causes. For instance, participant 5 (P5) said that “I want my teacher to correct my mistakes, but I want him/her to do it after the end of my speech. But when the teacher interrupts me, this reduces my interest and will”. Similarly, participant 37 (P37) expressed one of her speaking anxiety causes as “When the teacher listens to me, I feel like I'm going to make a mistake.” These expressions show that teachers can be anxiety-provoking causes for language learners.

Participants commonly expressed a lack of grammar knowledge, lack of vocabulary, and tendency to forget the necessary words. Thus, they were grouped as other causes. For example, participant 38 (P38) said that “I think my vocabulary knowledge is poor” to reflect his lack of vocabulary while participant 34 (P34) expressed that “My grammar is bad” to

show that she lacked grammar knowledge. On the other hand, participant 55 (P55) said that “I don’t have enough words to tell you what I want to say, and this frightens me or can not find the word when I’m stuck in panic” to reveal the tendency to forget the necessary words. These expressions may suggest that grammar, vocabulary, and the need to remember words are important while speaking English among participants.

When the codes were analyzed for the activity, the self-inflicted causes and teacher-centered causes caught attention. If these two factors are taken into account, the possible solutions may be provided: in the classroom, a more positive atmosphere for the language learners can be created by teachers to increase the learners’ self-confidence and overcome their shyness. In addition, teachers can be more careful about their attitudes not to cause any anxiety in language learners.

Activity III was “Meditating on Speaking Anxiety,” in which participants described their emotions and bodily reactions when they experience anxiety. The reflections on Activity III are in Appendix 7. The concept map for activity III is as follows:

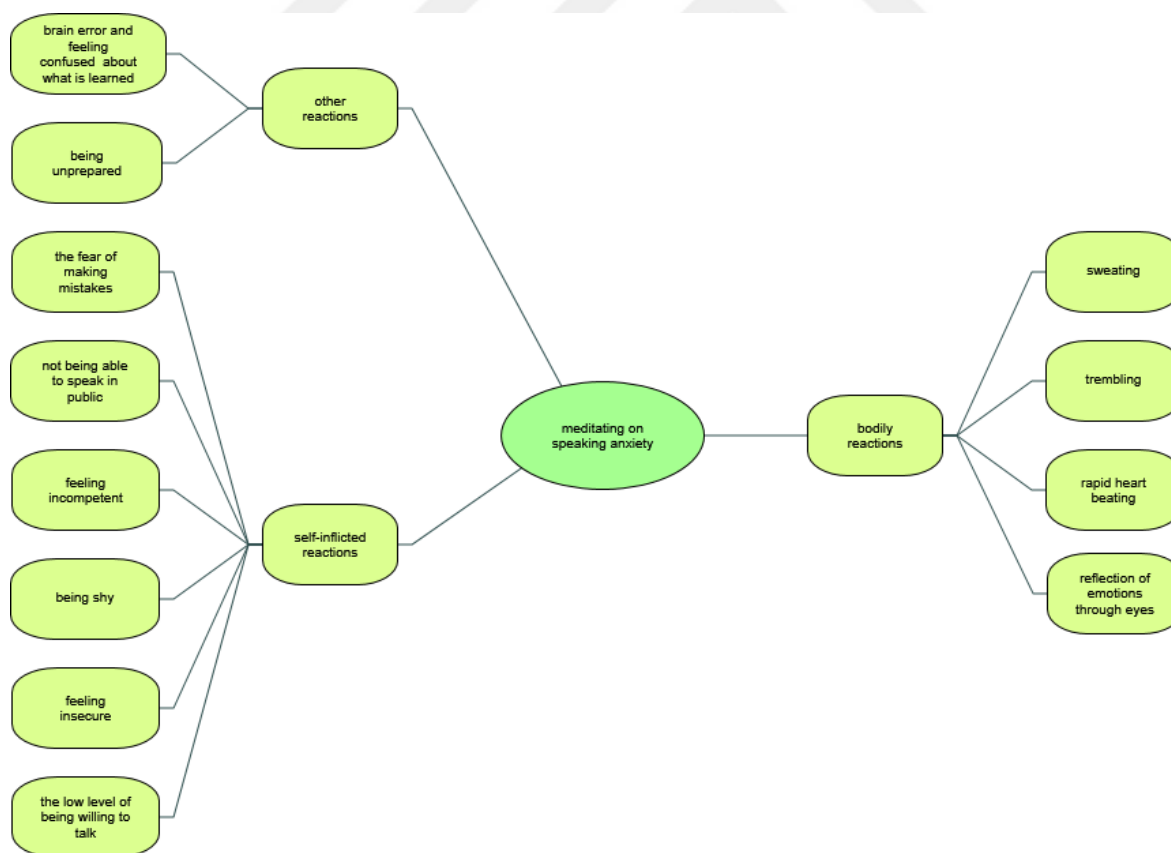


Figure 6. Concept map of activity III

When the reflections on Activity III were analyzed, bodily reactions and self-inflicted reactions were commonly expressed by participants when they were asked to think about a time when they experienced speaking anxiety. Most participants shared some bodily reactions such as sweating, trembling, and rapid heartbeat. For example, participant 1 (P1) said that “I become anxious, excited, my hand starts to shake. I say to myself, “If you make a mistake, everyone will laugh at you, don't make a mistake. I'd say, “How do I answer the question without knowing the answer. I become anxious. What happens if I'm misunderstood? I'm worried, I start sweating.’uufff, I forgot that word again”. Similarly, participant 5 (P5) said that “My hand is shaking, I feel the presence of my heart. My inner voice: you make a mistake again, you make a mess. I'm looking frivolously, frightening, frostbite, dipping. My inner voice: understand something, and you can't do it again. I am getting tired. Exhaustion began. My inner voice: your salvation from this problem is destined to lose”. These expressions may indicate that certain bodily reactions are commonly shared by anxious language learners. Among the self-inflicted reactions, most participants said that they feel incompetent. For example, participant 6 (P6) said that “I feel uneasy because I'm going to make a mistake; I don't think that word will come to my mind. I'll even forget what I know”. Likewise, participant 10 (P10) said that “I'm sure I'll make so many mistakes (inner voice).” These expressions can imply that anxious language learners feel incompetent, and they tend to be afraid of making mistakes. It is possible to say that if anxious speakers realize their bodily reactions, it may be possible to play with them and to deal with them.

Activity IV was “Transforming the Negative Inner Voice into the Positive,” in which participants try to hear what their negative inner voices tell them to do when they experience anxiety. Then, they were asked to challenge that negativity with positive messages. The reflections on activity IV are in Appendix 8. The concept map for activity IV is as follows:

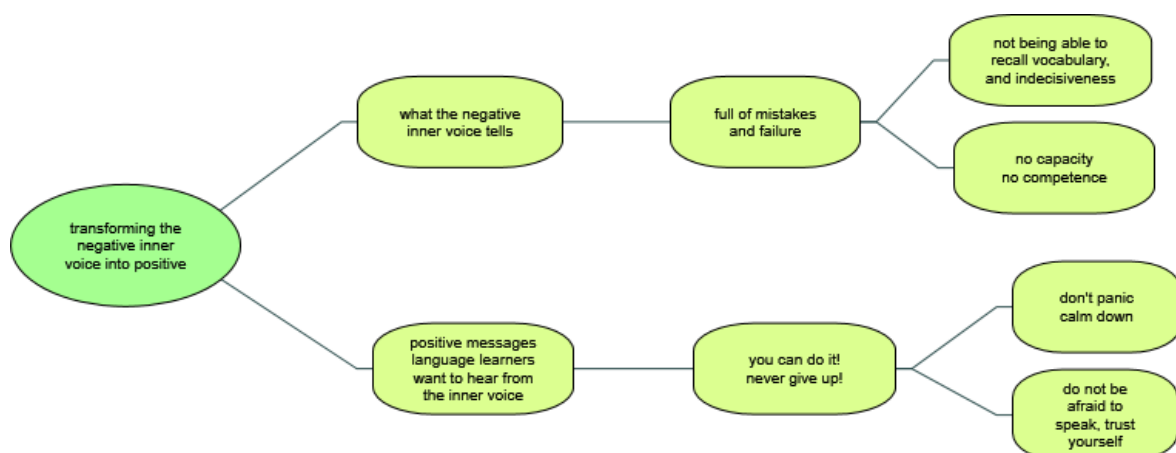


Figure 7. Concept map of activity IV

When the reflections on the activity were analyzed, the negative messages of inner voice were categorized on the following topics: full of mistakes and failure, no capacity, no competence, and not being able to recall vocabulary and indecisiveness. Most participants emphasized the mistakes and failures in negative messages. Mistakes and failure include feeling no capacity and no competence, not being able to recall vocabulary and indecisiveness. For example, participant 7 (P7) said: “When I close my eyes and dream, I hear my inner voice says, you can’t speak English.” Similarly, participant 10 (P10) said that “You can not survive in the system of this university, and you will fail forever and never speak English.” These expressions may suggest that anxious participants tended to think negatively and to focus on failure and negativity.

In contrast to the negative messages coming from their negative inner voices, the most critical message that participants would like to hear from the negative inner voice is the possibility of reaching goals, the importance of never giving up, and never fearing of failures. All participants stated that they wanted to hear these messages and to be reminded that the negative messages could be converted into the positive. Some examples for these are as follows: “Use something else to try to remember what you have forgotten. Not until you say it's over. Do not give up. These are not enough to make you fail. Do not be afraid (P1)”. Similarly, participant 9 (P9) said that “You can go on learning English after learning from this mistake. You can do it. No one is perfect”. These expressions may indicate that participants start to think more positively, and they can discover the ways to turn negative ideas into the positive. In addition, it can be concluded that language learners need encouragement when they are anxious or when they experience challenges. Moreover, it is possible to say that participants realize their strengths and start to adopt more positive perspectives in life. Finally, it can be said that participants start to welcome making mistakes with NLP-based activities.

Activity V was “Seeing Speaking Anxiety Causes from a Positive Perspective,” in which participants try to understand the possible positive intentions of negative causes of speaking anxiety. The reflections on activity V are in Appendix 9. The concept map for activity V is as follows:

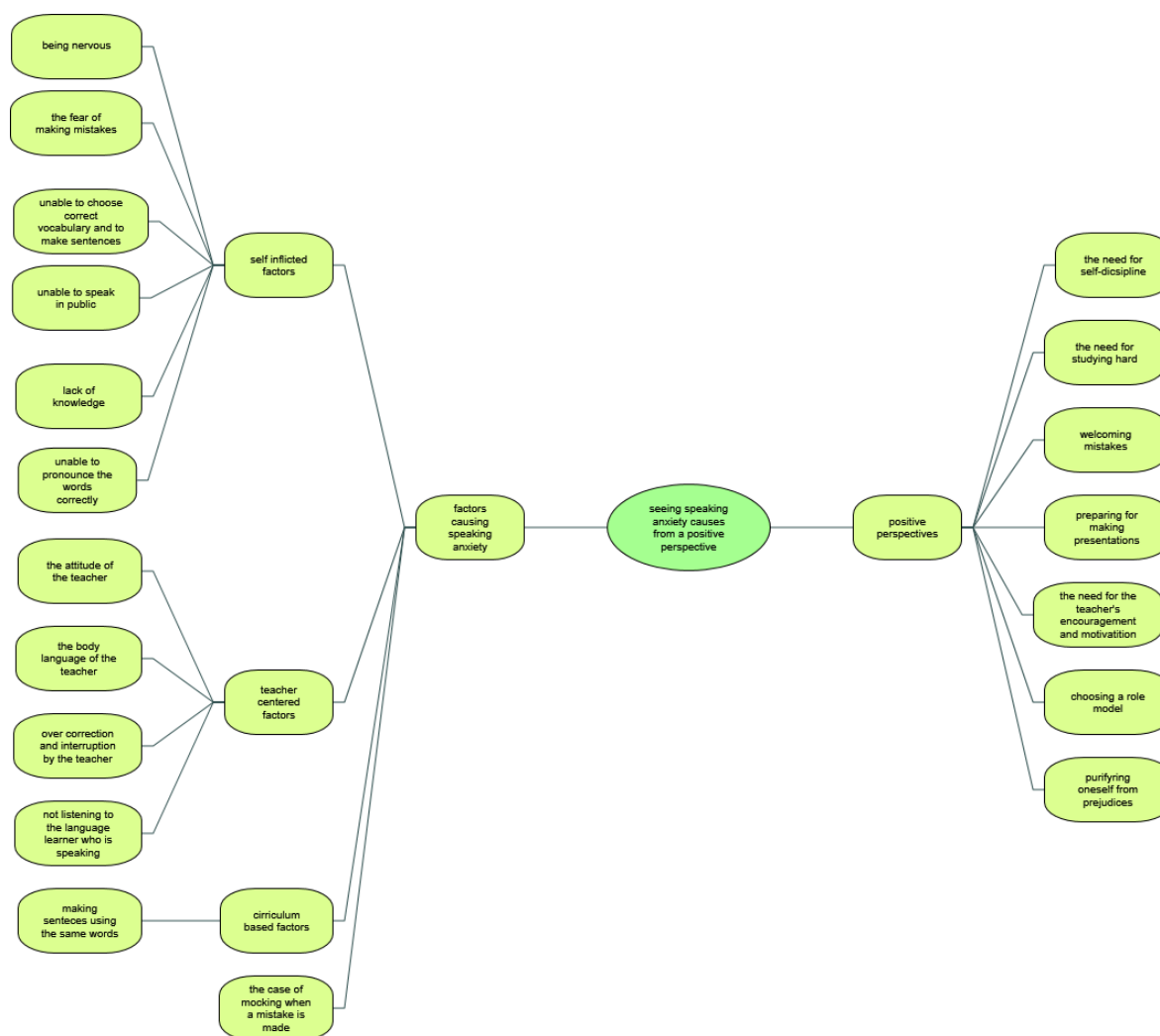


Figure 8. Concept map of activity V

When the reflections on the activity were analyzed, three main categorizations of speaking anxiety causes were generated: self-inflicted, teacher-centered, and curriculum-based factors, as previously explained. However, the case of mocking when a mistake is made in the classroom could not be placed under any categorization. For self-inflicted reasons, participant 4 (P4) said that “I am shy. I tend to forget words. My inner voice affects me negatively. I have prejudices for a certain topic, so I don’t want to speak”. This may show that participants start to realize their weaknesses while speaking English in detail. For teacher-centered reasons, participant 5 (P5) said that “while speaking English, I am always interrupted by the teacher several times. This is annoying.”. Similarly, participant 10 (P10) said that “how the teacher behaves while I am speaking is very vital. I want respect and positive energy”. These expressions may indicate the importance of teachers in the classroom environment, which can sometimes increase the speaking anxiety of language

learners. In addition, these expressions may suggest that teachers' attitudes can affect language learners negatively. For curriculum-based reasons, participant 16 (P16) said that "Time limitation makes me uneasy." Likewise, participant 22 (P22) said that "Lack of knowledge on the subject makes me unwilling to talk." These expressions may indicate the missing points in the curriculum, like the time limitations to be allocated to speak and the unfamiliar topics to be discussed in the curriculum. Finally, this activity shows a similar categorization of causes for the speaking anxiety of language learners to Horwitz et al.'s scale (1986). This may mean that there may be a correlation between the scale items and the activities.

Unlike the previous activities, it is possible to say that the language learners could describe the causes of their speaking anxiety much more explicitly when participants completed several different activities.

For the positive intentions behind these possible speaking anxiety causes, most participants focused on self-improvement and teachers' positive intentions. Some participants expressed both of the topics in their reflections. For example, participant 2 (P2) said that "You should trust yourself. Actually, you can do this. Just relax. Immediate questions are for helping you ready for life, which is unexpected. The teacher expects you to be much better". These expressions may suggest that participants start to see the positive intentions behind the negative reasons. In addition, these expressions may indicate that language learners have possibly started to become more aware of their competences.

Activity VI was "Defeating Weaknesses with Strengths," in which participants were made to discover their strengths to overcome their weaknesses while speaking English. The reflections on activity VI are in Appendix 10. The concept map for activity VI is as follows:

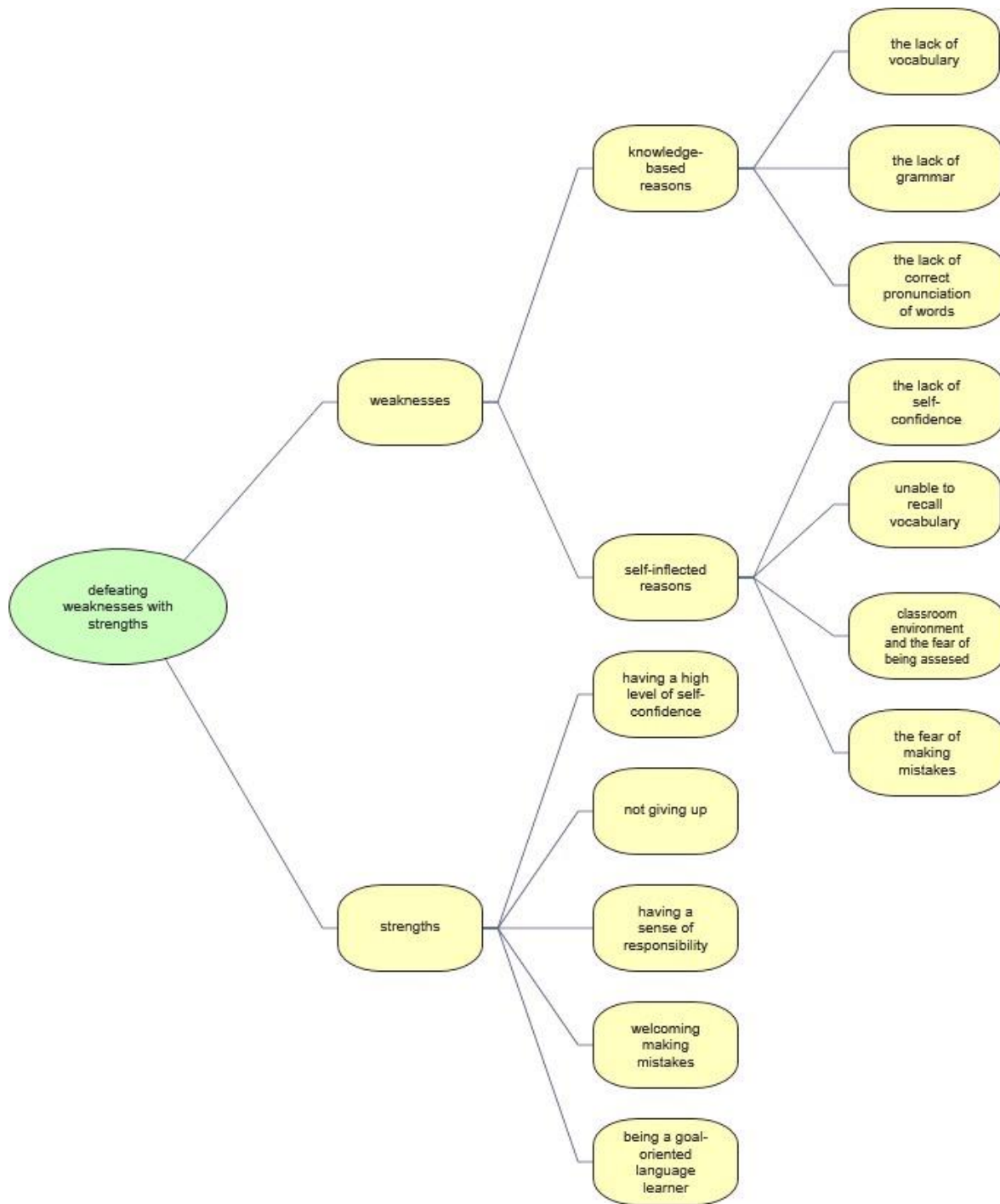


Figure 9. Concept map of activity VI

When the reflections on the activity were analyzed, weaknesses were categorized under two main sub-categories depending on knowledge and self-inflicted reasons. For example, participant 10 (P10) said that “My pronunciation mistakes when talking. My insufficient vocabulary knowledge. I make grammar mistakes. I tremble and feel uneasy. I seldom read books. My forgetfulness, feeling of stress”. Similarly, participant 2 (P2) said that she lacks vocabulary and self-confidence as well as having anxiety for good grades (P2). These

expressions may mean that a lack of vocabulary may be accepted as a weakness by participants, and making mistakes may be another. In addition, a lack of trust in oneself may be accepted as a self-inflicted weakness. On the other hand, the dimensions for strengths include not giving up, having an increased level of self-confidence, having a sense of responsibility, welcoming mistakes, and being goal-oriented. For example, participant 5 (P5) said that “I can make fun of myself. I am ready to take responsibility for my actions. I like taking risks. I am hopeful. I know that I must learn to improve myself. I know that those moments won’t last forever. And I have the power in me so I can do it”. Similarly, participant 12 (P12) said that “I have the capacity to make simple sentences quickly. I am not afraid of making mistakes. I am hopeful.” These expressions may show that participants may start to think more positively after the implementation of NLP-based activities. In addition, these expressions may show that participants can realize their own potentials. Moreover, participants started to welcome mistakes, which may be interpreted as the positive effect of NLP-based activities. With this activity, students can be guided to use their strengths to overcome their weaknesses. Unlike the previous activities, there is a significant decrease in fear of making mistakes as a weakness. In fact, "welcoming making mistakes" has been mentioned among the strengths. This finding may indicate that participants can start to convert the negative messages the positive ones.

Activity VII was "Imitating and Modelling a Perfect Speaker," in which participants were asked to imagine a perfect speaker as their models and observe that person and try to imitate the model. The reflections on activity VII are in Appendix 11, and the concept map for it is as follows:

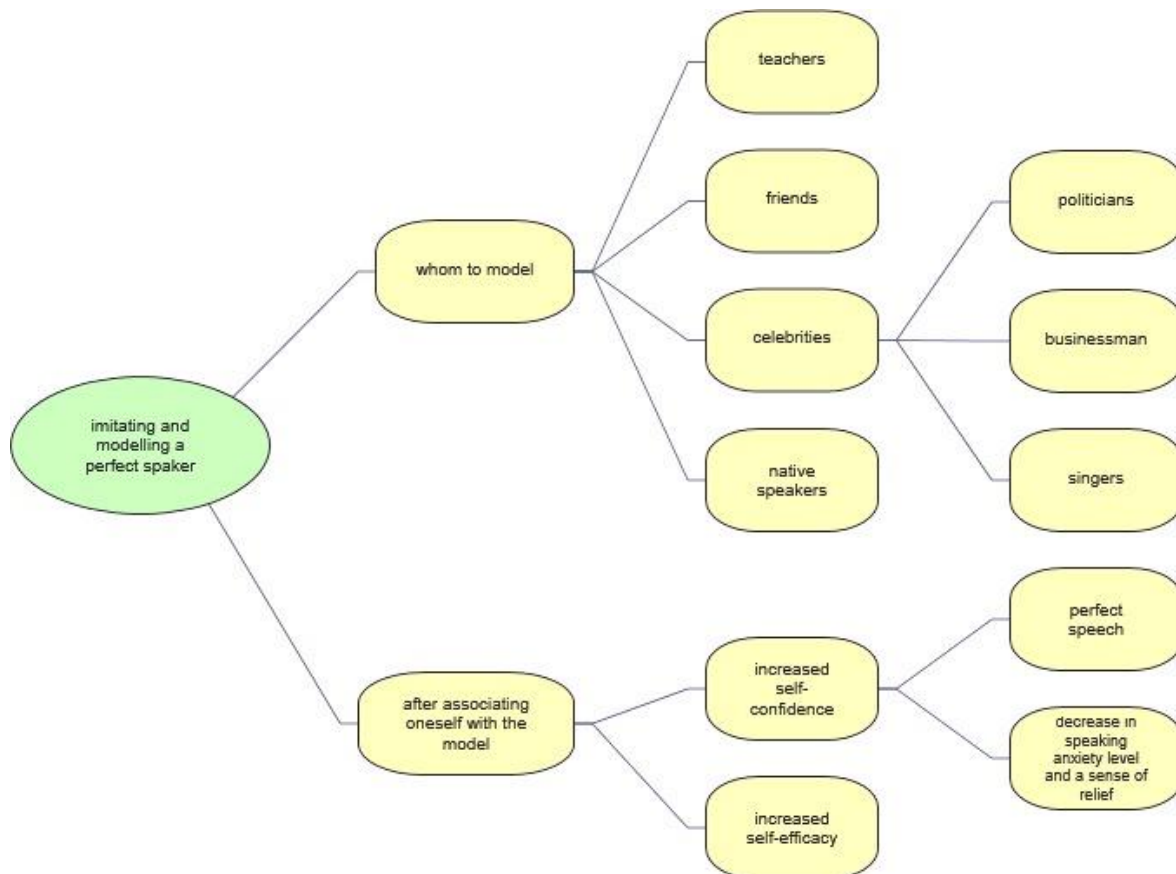


Figure 10. Concept map of activity VII

When the reflections on the activity were analyzed, participants tended to take their teachers, friends, celebrities such as politicians, singers, and businessmen, and some native speakers as their role models for speaking English. This may show that participants may have a different range of preferences to take as a model. Maybe, the most important thing to talk about modeling, participants did not choose only natives but sometimes their friends. This may show that participants start to accept even their peers as a better model. For example, participant 3 (P3) said that “I have chosen my roommate as a model because we are peers and he can speak English fluently and well.” Similarly, participant 23 (P23) said that “As a model, I have chosen my friend, Hatice Zehra, because she is self-confident and whenever she makes a mistake, she mocks herself, and with more confidence, she goes on speaking.” These expressions may show that if the language learners have successful friend circles, this may be useful to motivate themselves to speak English better. In addition, it is possible to say self-confidence is a characteristic that anxious language learners want to have.

While choosing a model, participants took their models' self-confidence and competencies into consideration. In their preference for teachers as role models, participants were more likely to select the teachers who were teaching them at that term or the ones with whom they have an acquaintance. For example, participant 4 (P4) said that "I chose one teacher at school because she spoke English so fluently that when I saw her in my first lesson, I thought that I could understand her and I knew English". Similarly, participant 14 (P14) said that "I chose Tuba Hoca because while she is speaking English, she used her body language in such a perfect way that she looks as if she were a native. She is my ideal because she also learned English later like me". These expressions can be interpreted that teachers were chosen because of their good performances from their students' perspectives.

At the end of the activity, all participants reflected that they felt more confident and more competent. When students were asked to explain how they felt after they associated themselves with the model, they explained the increase in their self-confidence and self-efficacy as the most frequently emphasized concepts. Participants expressed the concept of self-confidence along with perfect speech and a decrease in their speaking anxiety with a sense of relief. For example, participant 6 (P6) "Now I can speak English with self-confidence." Similarly, participant 1 (P1) said that "I can do whatever I want as long as I want to do it." These expressions may show that participants gained more confidence after the application of the activities. As a result, this may be accepted as a sign of the success of the activities, and it may be better to have a role model to speak better English.

To conclude, the reflections of participants from Activity I to VII show that participants started to feel more comfortable while speaking English with a decrease in their speaking anxiety level at the end of the implementation. Secondly, the negative self-talk was identified as a speaking anxiety-provoking factor, which was turned into strengths at the end of the implementation of NLP activities. Thirdly, participants could identify their problems with speaking more explicitly, and they possibly became aware of their strengths to overcome these problems. Finally, NLP-based activities could be used to decrease the speaking anxiety of the language learners in this study as NLP points out the relationship between mind and body, the power of positive thinking, and challenging negative experiences by converting them into the positive. All of these may suggest that NLP-based activities can be useful to decrease the speaking anxiety of language learners, so it may be better to integrate the activities into the curriculum or open a course on it to help language learners to improve themselves to speak English better.

Finally, the pre-test and post-test findings that constitute the last quantitative part of the research were compared, as shown in the following table as follows:

Table 7

Cronbach Alpha Values of The Pretest And Post Test

Item	Pretest Cronbach Alpha=0,790				Posttest Cronbach Alpha=0,872			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
s1	57,75	94,510	0,531	0,769	50,76	148,200	0,603	0,861
s2	57,63	98,094	0,446	0,776	50,53	149,349	0,566	0,863
s3	57,65	94,839	0,554	0,768	50,69	149,454	0,551	0,863
s4	58,05	97,372	0,390	0,779	50,94	149,032	0,534	0,864
s5	57,16	96,135	0,547	0,770	50,11	148,361	0,614	0,861
s6	57,82	97,790	0,369	0,781	50,71	149,057	0,529	0,864
s7	57,32	100,577	0,299	0,786	50,27	151,173	0,479	0,866
s8	57,30	97,677	0,434	0,776	50,29	148,491	0,540	0,864
s9	57,35	98,375	0,482	0,774	50,46	147,011	0,661	0,859
s10	58,02	103,232	0,177	0,794	51,07	154,101	0,384	0,870
s11	57,65	97,089	0,392	0,779	50,65	148,336	0,538	0,864
s12	57,75	96,581	0,444	0,775	50,60	151,110	0,500	0,865
s13	58,04	114,320	-0,229	0,819	50,56	170,337	-0,110	0,887
s14	57,42	102,391	0,302	0,785	50,39	150,595	0,548	0,864
s15	58,09	94,760	0,450	0,775	50,70	155,008	0,326	0,873
s16	57,14	103,944	0,217	0,790	49,93	151,588	0,467	0,867
s17	58,65	95,696	0,502	0,772	51,41	153,324	0,491	0,866
s18	57,11	100,096	0,428	0,778	50,03	148,557	0,619	0,861

The table above indicates that the Cronbach alpha value has increased to a more reliable level in the post-test when compared to the pre-test results. These findings can be interpreted that the questions asked before the implementation were found to be much clear by participants because of NLP-based activities as there is an increase in the Cronbach alpha value.

In order to perform a statistically correct analysis, it is necessary to test whether the data set shows a normal distribution because if the data shows that the scale items have a normal distribution, this can be interpreted that the results show more reliable and valid information.

The table below reflects the values for the normal distribution of the data set as follows:

Table 8

Comparison of Pretests and Posttest Normality

Items	Pretests of Normality				Posttests of Normality			
	Kolmogorov-Smirnov ^a		Shapiro-Wilk		Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.	Statistic	Sig.	Statistic	Sig.
s1	0,265	0,000	0,830	0,000	0,317	0,000	0,836	0,000
s2	0,357	0,000	0,798	0,000	0,285	0,000	0,840	0,000
s3	0,334	0,000	0,820	0,000	0,271	0,000	0,845	0,000
s4	0,277	0,000	0,845	0,000	0,294	0,000	0,839	0,000
s5	0,326	0,000	0,784	0,000	0,275	0,000	0,870	0,000
s6	0,292	0,000	0,847	0,000	0,220	0,000	0,874	0,000
s7	0,337	0,000	0,791	0,000	0,248	0,000	0,879	0,000
s8	0,351	0,000	0,781	0,000	0,288	0,000	0,848	0,000
s9	0,399	0,000	0,742	0,000	0,272	0,000	0,862	0,000
s10	0,276	0,000	0,844	0,000	0,305	0,000	0,831	0,000
s11	0,316	0,000	0,823	0,000	0,239	0,000	0,868	0,000
s12	0,318	0,000	0,832	0,000	0,228	0,000	0,884	0,000
s13	0,256	0,000	0,861	0,000	0,225	0,000	0,886	0,000
s14	0,394	0,000	0,754	0,000	0,287	0,000	0,857	0,000
s15	0,254	0,000	0,841	0,000	0,250	0,000	0,860	0,000
s16	0,323	0,000	0,800	0,000	0,259	0,000	0,848	0,000
s17	0,327	0,000	0,817	0,000	0,342	0,000	0,777	0,000
s18	0,363	0,000	0,739	0,000	0,306	0,000	0,847	0,000

The table above reflects that the sigma (p) value of 0.000 in the normality tests performed in both pre-test and post-test data sets. The result showed that the data set used in the analysis had a normal distribution. This means that the validity and reliability criteria were met in the data set. This can be interpreted that both the pre-test and post-test scores reflect valid and reliable information.

In addition, the mean scores of each scale item were calculated to show the mean and standard deviation of each item on the scale. When the mean and the standard deviation of each scale item was analyzed, the results were as follows in the following table:

Table 9

The Mean and Standard Deviation of Each Scale Items

	Pretest			Posttest	
	Mean	Std. Deviation		Mean	Std. Deviation
s1	3,30	1,309	s1	2,77	1,262
s2	3,42	1,164	s2	3,01	1,259
s3	3,40	1,237	s3	2,84	1,280
s4	3,00	1,363	s4	2,60	1,342
s5	3,89	1,145	s5	3,43	1,234
s6	3,23	1,376	s6	2,82	1,352
s7	3,74	1,261	s7	3,26	1,311
s8	3,75	1,229	s8	3,25	1,367
s9	3,70	1,068	s9	3,08	1,235
s10	3,04	1,322	s10	2,46	1,311
s11	3,40	1,387	s11	2,89	1,381
s12	3,30	1,309	s12	2,94	1,271
s13	3,02	1,261	s13	2,97	1,201
s14	3,63	1,029	s14	3,14	1,211
s15	2,96	1,463	s15	2,83	1,401
s16	3,91	1,057	s16	3,61**	1,308
s17	2,40*	1,266	s17	2,12*	1,130
s18	3,95**	1,007	s18	3,51	1,214
Mean= 3,392 and SD= 0,582			Mean= 2,557 and SD= 0,596		

The table above shows that in the pre-test, the minimum value of the mean was 2.40, as shown with "*." However, the maximum value was 3.95, as shown with "**." On the other hand, in the post-test, the minimum value of the mean was 2.12, while the maximum value was 3.61. This table shows that there is a decrease from pre-test to the post-test, which can be interpreted as the positive effect of NLP-based activities.

In the following paragraphs, the comparison of the pre and post-test results was made. The data set was tested to see significant differences by comparing the results of the scale conducted before and after the implementation. The table below shows the independent t-test results as follows:

Table 10

Comparison of the Pretest and Posttest

Test	N	Mean	Std. Deviation	Std. Error Mean	Sig	t	F	Mean Difference	Std. Error Difference
pretest	55	3,392	0,582	0,077	0,000	7,574	0,003	0,835	0,110
posttest	55	2,557	0,596	0,077					

According to the findings above, it can be argued that speaking anxiety, which was initially at a moderate level, decreased to a low-level because of NLP-based activities. Therefore, the answer to the second research question was provided: it may be assumed that NLP-based activities can lead to a decrease in their speaking anxiety level.

Finally, when the sub-categorization of the scale items (Saltan, 2003) was made, three main sub-categorizations took attention as in the table below:

Table 11

The Correlation Table of Present Study's Pre and Posttest Mean Values for Saltan's Categorization (2003)

Categorization	Personal Causes		Teachers' Behaviour	
	pretest	posttest	pretest	posttest
Teachers' Behaviour	,633**	,767**	1	
Teaching Procedures	,455**	,650**	,430**	,658**

The table above shows the correlation between the categorization of the scale items: the correlation between personal causes and teachers' behavior was initially positive and two-tailed at 0,633** level, while this value increased to 0,767** in the post-test. On the other hand, the correlation between personal causes and teaching procedures was 0,455** in the pretest as positive and two-tailed while this value increased to 0,650** in the post-test. Finally, the correlation between teachers' behavior and teaching procedures was initially positive and two-tailed; this value increased to 0,658** after the implementation of the activities. The increase between the subcategorization of the scale items showed that the relationship between the sub-categories increased. This can be interpreted that NLP both decreased the speaking anxiety of language learners from a moderate level to a low level, and NLP strengthened the ties between the sub-categories.

In conclusion, after all these analyses, to answer the second research question, which is to check the effect of NLP-based activities on language learners in a university context, the comparison of pre and post-test results was made. The results showed that there is a significant difference between pre and post-test. This may mean that NLP-based activities can have a positive effect on reducing the speaking anxiety of participants.

4.3. Discussion

The present study was conducted to answer two research questions. The first research question aimed to shed light on if and to what extent the language learners at a university context have speaking anxiety. The findings showed that the language learners in this context had a moderate level of speaking anxiety before the implementation.

The studies on speaking anxiety in the literature show that the topic caught the attention of many researchers both in Turkey (e.g., Ataş, 2014; Aydoğan, 2016; Balemir, 2009; Bozok, 2014; Güzel, 2016; Kılıç, 2014; Öz, 2017; Tanrıöver, 2012; Vural, 2017; Zambak 2016; Zerey, 2008) and abroad (e.g., Ahmed, Pathan & Khan, 2017; Drakulic, 2015; Gkonou, 2014; Hashemi, 2011; Horwitz et al., 1986; Liu & Huang, 2011; MacIntyre & Gardner, 1989; Marvan 2007; Tobias, 1990; Woodrow, 2006). A considerable amount of studies in the literature, as mentioned in this section and earlier throughout the present study, shows that speaking anxiety in foreign language learning and teaching procedures is a critical problem.

The findings of the present study showed that language learners at a university context experienced a moderate level of speaking anxiety, and this finding correlates with the findings of previous studies (e.g., Balemir, 2009; Bozok, 2014; Oksal, 2014; Öztürk, 2012; Takan, 2014; Zambak 2016). In contrast to this finding of the present study, Drakulic (2015), Hashemi (2010), Tanrıöver (2012) defined their participants with a high level of speaking anxiety while Öztürk (2012) found participants' level of speaking anxiety as low.

With the second research question, the present study tried to find an answer to whether NLP-based activities have an effect on the language learners' speaking anxiety in the context of the study. As mentioned earlier, the literature provides some solutions for the speaking anxiety of language learners from different perspectives, such as checking the effect of collaborative activities (Kılıç, 2014), the effect of the virtual learning environment (Güzel 2016), cooperative learning (2014), and the mindfulness training (Öz, 2017). However, in this study, for the first time, NLP-based activities were tailored and adapted to decrease the

speaking anxiety of language learners. Participants of this study could reduce their speaking anxiety from a moderate level to a low level.

As foreign language speaking anxiety was studied from different perspectives before, it is very natural that some causes of speaking anxiety were categorized in the previous studies: personal reasons (Kılıç, 2014; Balemir, 2014; Subaşı, 2010; Ahmed et al., 2017), teacher-related reasons (Subaşı 2010; Horwitz et al., 1986) and classroom environment (Kılıç, 2014; Oksal, 2014; Tobias, 1990). In this study, the categorization of speaking anxiety causes of language learners was made in three ways: self-inflicted causes, teacher-centered causes, and others. The self-inflicted causes are used as a concept in this study to refer to personal reasons for the first time. This study emphasized that it is mainly self-inflicted causes that affect language learners' speaking anxiety. Activity V and activity II in this study suggested that participants' speaking anxiety stemmed mainly from self-inflicted causes. In addition, with activity IV, a new cause of speaking anxiety of language learners was found: negative self-talk, which can be put under the title of the self-inflicted causes. Thus, it is recommended that NLP can offer possible ways of dealing with speaking anxiety causes to reduce participants' speaking anxiety or their perceptions of the severity of their speaking anxiety. As a result, integrating NLP-based activities into the national education system can provide some benefits for the education system, and NLP-based activities can inspire further research in the field.

Although the investigation of the implementation of NLP or NLP activities in education is still a controversial topic, its psychological efficacy has been limitedly proven under certain clinical conditions (Gray & Bourke, 2015; Gray, Budden-Potts & Bourke, 2017; Gray & Teall, 2016; Tylee et al., 2017; Wake et al., 2013). In addition, NLP has been applied in many research areas like training (Knight, 2006), business and communication (Tomlinson, 2004), and health (Revell & Norman, 1997). In recent years, the usage of NLP in education has become popular with its different aspects. According to Linder-Pelz and Hall (2007), NLP emphasizes that the experience is about the internalization of reality and how individuals perceive it. In other words, NLP focuses on the subjective experiences of individuals and how they reflect what they experienced to the outside world (Tosey, Mathison, & Michelli, 2005). The scope of NLP includes information and value systems-methods and processes of the application of epistemology, and the tools necessary to internalize the information (Alder, 2005). In addition, NLP emphasizes the importance of

having a harmonious communication with oneself and others (O'Connor & McDermott, 2003).

Similarly, Linder-Pelz and Hall (2007) describe NLP as a communication model. They acknowledge that the experience is about the internal representation of reality, how people communicate with themselves and with others. In addition, it focuses on people's subjective experiences and how they communicate their experiences to the outside world with their behavior (Tosey, Mathison, & Michelli, 2005).

In the present study, the activities that emphasize the subjective experience of individuals were used to develop NLP-based activities. For example, in the activity I "Discover Your Mindset Type," participants were asked to reflect their subjective understanding of the cases provided to them and to report their reactions to the cases. Similarly, in the activity II "Weak Anxious Self" and activity III "Meditating on Speaking Anxiety," participants were asked to share their understanding of what speaking anxiety for them, what the possible reasons for it, and how their bodies react when they experience speaking anxiety. In the activities mentioned above, all participants reflected their self-perceived perceptions from different angles.

In addition, this study argued that with NLP-based activities, language learners could become aware of what anxiety is by discovering the nature of their speaking anxiety, its effects on them and its causes, and the ways how they can change their negative perception of speaking anxiety in their minds into the positive. In this study, as in the activity I "Discover Your Mindset Type" and the activity II "Weak Anxious Self," possible ways for language learners to discover themselves can be created with NLP-based activities. In addition to activity I and II, activity VI, "Defeating Weaknesses with Strengths," is another example to make participants discover their weaknesses and strengths.

Besides, one of the main arguments of the present study is that it may be possible to create an opportunity for language learners to challenge their negative self-perceptions and negative evaluations of others with NLP and NLP-based activities. This argument stemmed from the idea that the power of positive thinking and positive wording are two essential components of NLP to reach a goal (Revell & Norman, 1997). As Craft (2001) states, NLP focuses on how-to guide and motivate the brain using positivity so that it can concentrate on the assigned tasks or the set goals (Craft, 2001). In this study, for instance, in the activity IV "Transforming the Negative Inner Voice into Positive" and in the activity, V "Seeing Speaking Anxiety Causes from a Positive Perspective," participants were guided to motivate

themselves with positive intentions and to challenge the negative factors that affect their speaking anxieties, such as their negative inner voice and teachers' negative attitudes, with positivity.

Moreover, NLP observes successful people and try to analyze their behavior and attitudes to take them as a model, so NLP focuses on what works and how it works rather than focusing on what went wrong and what were the possible reasons for failure (Churches & Terry, 2007). In addition, NLP concentrates on success rather than failure, and turning failures into steps for success is vital for NLP. Thus, modeling is an essential strategy of NLP. Thus, in this study, activity VII "Imitating and Modelling a Perfect Speaker," participants were asked to imagine a perfect speaker and to observe and imitate that person.

As Muijs and Reynolds (2011) point out, increasing knowledge in the field of education and new knowledge from cognitive neuro-science will pose new challenges in the future. Teacher training and professional development are unlikely to be sufficient to respond to these challenges through the use of traditional methods (Muijs & Reynolds, 2011). In the present study, with the results of activity II "Weak Anxious Self" and activity V "Seeing Speaking Anxiety Sources from a Positive Perspective," the emphasis on teachers' attitude and behavior by language learners took the attention. Thus, the implementation of NLP and NLP-based activities into the learning and teaching environment will possibly become necessary to improve both teachers and language learners in the future. As a result, the present study may possibly shed light on the language learning process in terms of speaking anxiety.

NLP has been used in some research before both in Turkey and abroad. However, these studies were about a general approach like NLP techniques or strategies for learners (e.g., Güleç, 2012; Gülten, 2012; Şaman, 2006; Tepiroğlu, 2007); NLP techniques or strategies for teachers (e.g., Ökçün, 2010; Sürmeli, 2004); NLP techniques or strategies for practitioners (e.g., Targutay, 2010), and positive psychological effect of NLP in clinical studies (e.g., Gray & Bourke, 2015; Gray, Budden-Potts, & Bourke, 2017; Gray & Teall, 2016; Pishghadam & Saboori, 2014; Tylee, Gray, Glatt, & Bourke, 2017; Wake, Gray, & Bourke, 2013). In addition, the present study focused on NLP-based activities but from a new perspective: whether NLP activities can reduce speaking anxiety of language learners. With this aim, in this study, activities, which were specifically tailored to point out the speaking anxiety of language learners, were developed. The statistical data shows that NLP-

based activities helped language learners decrease their moderate level speaking anxiety to the low.

Within the scope of the literature research, no study on the relationship between NLP and speaking anxiety and specifically tailored NLP activities for speaking anxiety was found. Thus, this study may open new horizons for language learners, teachers, academicians, and researchers. However, in terms of the positive effects of NLP in the language learning and teaching environments, the findings of the present study correlate with the findings of some other studies in a Turkish context (Güleç, 2012; Gülten, 2012; Ökçün, 2010; Sürmeli, 2004; Şaman, 2006; Targutay, 2010; Tepiroğlu, 2007).

According to the scale items whose validity and reliability was tested and determined to have a normal distribution, as mentioned earlier, what type of NLP-based activities can reduce speaking anxiety of language learners were determined in the present study. As NLP-based activities are interactive and they are accepted as a communication model (Linder-Pelz & Hall, 2007), NLP-based activities can easily be adapted into the education, coaching, and training activities (Linder-Pelz, 2014). In this scope, Linder-Pelz and Hall (2014) researched the effect of NLP and found that modifying the cases, reminding the strengths of individuals to themselves, taking and giving feedback, meta-questioning, and questioning is essential to change a case. The findings were taken into account while adapting the activities with an emphasis on NLP pre-suppositions, pillars, and action model. In addition, the findings are indicators to change and challenge with the traditional teaching methodologies, which are no longer practical for teachers or satisfying for language learners (Muijs & Reynolds, 2011). That is to say, new ways of teaching and teacher education, which are dependent on neuro-science, can be a must in the following years (Muijs & Reynolds, 2011), so it is believed that NLP plays a vital role in changing the education system according to the present study.

Finally, it is the hope of this study to open new horizons among researchers as it is believed that the activities developed for this study need to be tested at a larger universe and with different age groups. In addition, the scope of the study can be broadened with new variables such as age, gender, education level, motivation level, and motivation type.

CHAPTER V

CONCLUSION

This chapter starts with a summary of the study, followed by implications and suggestions, which proposes how this study could contribute to the English Language Teaching Department to reduce the level of language learners' speaking anxiety. Finally, the chapter reflects some possible suggestions to investigate language learners' speaking anxiety with different variables.

5.1. Summary of the Study

Language learners' speaking anxiety is an inevitable part of language learning and teaching process. No matter how successful a teacher is or no matter how well the curriculum is, if language learners are anxious about speaking in the target language, they can not learn and perform well while speaking the target language. Therefore, the presence of speaking anxiety during the language learning process can not be disregarded. This study reflects the lack of research into the understanding of the self-inflicted causes of speaking anxiety among language learners in detail and the lack of concrete actions that can be taken to decrease the speaking anxiety, especially in terms of language learners' self-perception. This study has emphasized that NLP activities could be used both to help language learners discover the presence and causes of their speaking anxiety and help them find ways to deal with it within its framework.

In this study, NLP-based activities were first identified from the literature and then adapted in order to analyze any changes in participants' speaking anxiety after implementing NLP-based activities. Through the activities, the language learners who participated in the study gained an awareness of the presence and causes of their speaking anxiety so that they could identify what happens when they experience speaking anxiety.

Within the scope of the study, the NLP-based activities were collected from five different sources: *NLP for Teachers* by Churches and Terry (2007), *Mindset* by Dweck (2006), *In Your Hands* by Revell and Norman (1997), *Handing Over* by Revell and Norman (1999), and *Unlimited Power* by Robins (1986). These books were prestigious in ELT, language learning, or career in the business world. The main criteria to change the activities were to make them related to speaking anxiety, focusing on the principles of NLP pre-suppositions, NLP pillars, and NLP's basic action model as well as the research questions of the study. Before the implementation of NLP-based activities, a pre-test, which is Saltan's adaptation (2003) of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), was administered to participants. After the implementation of NLP-based activities, the same scale was administered to the same participants as a post-test. The findings are as follows:

First, the findings showed that participants experienced speaking anxiety at a moderate level before the implementation of NLP activities, and they volunteered to participate in the study. Their willingness and determination to deal with speaking anxiety can be a sign, which shows that speaking anxiety was a problem among the Language School learners at a university context, and participants were willing and determined to deal with this problem.

Secondly, the findings revealed that many factors are influencing language learners' speaking anxiety. These factors were uncovered through the written reflection papers. Besides, the findings of the present study indicated that a new way of classification of speaking anxiety causes is possible: self-inflicted causes. This categorization of the causes of speaking anxiety reveals a lack of investigation of speaking anxiety, especially from the self-inflicted perspective in the field of foreign language learning. This lack can be filled with the implementation of NLP activities and the development of new scales to isolate the causes of speaking anxiety further and find ways to address them.

Finally, the data obtained from the activities and the scale demonstrated that NLP-based activities helped participants decrease their speaking anxiety or at least reduce the severity of their speaking anxiety. As a result, this study suggests that learners and teachers can gain awareness of their speaking anxiety causes and the ways of how to deal with their speaking anxiety by using NLP-based activities because this study shows that NLP-based activities reduced participants' speaking anxiety or their perceptions of the severity of their speaking anxiety. As a result, the integration of NLP-based activities into the curriculum or opening

courses on it can be helpful for language learners, and NLP-based activities can inspire further research in the field.

5.2. Implications and Suggestions

The present study attempts to shed light on the effect of NLP-based activities on the speaking anxiety of language learners in the context of a state university. The findings have shown that the scales used to measure the speaking anxiety of the language learners are insufficient to decide on the self-inflicted causes of the language learners' speaking anxiety. Self-inflicted causes were first used in this study by the researcher. In addition, the study uncovered a new classification of speaking anxiety cause through NLP-based activities: negative self-talk, which can be associated with self-inflicted reasons. In light of these findings, the following implications and suggestions can be possible for language learners, teachers, curriculum developers, and researchers.

It may be better for language learners who experience speaking anxiety to discover the factors that affect their speaking anxiety so that they could find some ways to deal with them. Being aware of their speaking anxiety and its causes can help language learners overcome it more effectively because if language learners can identify their speaking anxiety and its causes, then they can provide some possible solutions for dealing with it. The possible solution can be drawn from NLP-based activities developed for this research. Thus, language learners can look for some courses, seminars, or conferences on NLP and speaking anxiety to improve themselves. In other words, language learners with speaking anxiety can be open to improve themselves with courses like the one developed in this study.

The thesis shows the importance of the role of the teacher in the learning environment. In other words, teachers need to recognize their roles in the manifestation of the speaking anxiety of language learners. In addition, teachers need to find ways to minimize and explicitly address the speaking anxiety of language learners. Thus, teachers could become aware of their behavior, such as overcorrection and attitudes, like mockery and impatience, which all increase the speaking anxiety of language learners. As a result, teachers may be recommended to be open to classroom observation and training so that they could improve themselves and discover their own mistakes in the classroom. Moreover, teachers can go to some seminars, conferences, or courses which are related to neuro-science like NLP-based activities. They even can use the activities in this study so that they could check the effectiveness of them on language learners.

This study can be helpful for curriculum development. The integration of NLP-based activities into the curriculum of the National Education System could have a meaningful effect on reducing the speaking anxiety of language learners. In this study, NLP-based activities were chosen from five different books and adapted to identify and address speaking anxiety, focusing on the main principles of NLP, such as its pillars, pre-suppositions, basic action model idea as well as research questions of the study. Developing or adapting more NLP-based activities from several different sources may improve and extend the scope of the activities provided for the present study. The most crucial point may be that the activities need to be specifically tailored to deal with speaking anxiety among language learners. Furthermore, writing a book on the adapted activities can be helpful to guide both teachers and language learners effectively. As such, NLP-based activities can reach many educators and language learners.

Finally, developing a more comprehensive scale depending on the new classification of speaking anxiety causes, which is self-inflicted, can be a new area for researchers so that researchers could make a detailed study on the self-inflicted causes of the language learners' speaking anxiety. A second area to research is the effectiveness of NLP-based activities on language learners' speaking anxiety in a much bigger universe like a different type of schools, cities, and countries. Implementation of the activities in a bigger universe can increase the possibility of the generalizability of the findings, or changing the universe may create new findings to understand the practicality of the activities. In addition, the effectiveness of the activities could be investigated among different age groups and in different nationalities. It is believed that age may play a significant role in checking the applicability of the activities. Moreover, the effectiveness of the activities can be tested internationally, which can create new areas for researchers to do comparative studies. Moreover, enriching the scope of the present study with new variables like teachers and language learners' achievement level, motivation and burnout levels, self-attitude and self-efficacy, cognitive and affective diversity, multicultural or national study habits, addictions, school culture, interaction with peers or colleagues. Adding some variables to the present study can possibly contribute to the literature a lot.

Moreover, applying a mixed methodology can broaden the understanding of the studies on the relationship between NLP and language learning. In order to have a much deeper meaning, it may be better to have a qualitative dominant mixed-method research design in such studies. Finally, two main questions can be answered in the following researches: how

can a multidisciplinary education system be turned into something that can be specified when necessary with general rules? Furthermore, when the differences of language learners are taken into account, how can language learners reach the knowledge at an equal level? Action research or applied research methods can be used to answer these questions.





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APPENDICES



Appendix 1. Permission Taken from Abdullah Gül University



T.C.
ABDULLAH GÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurul Komisyonu

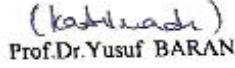
Karar No: 2017/1

03/03/2017

03.03.2017 tarihinde Etik Kurul Komisyonu tarafından yapılan toplantı sonucunda aşağıdaki kararlar alınmıştır:

Üniversitemiz Yabancı Diller Yüksekokulunda görev yapan Okutman Tuha DEMİR'in hazırlayacağı yüksek lisans tezi için Yabancı Diller Yüksekokulu öğrencilerine anket çalışması uygulamak istediğine ilişkin dilekçesi incelenmiş olup, anket çalışmasının yapılması Komisyonumuzca uygun görülmüştür.


Prof. Dr. Dilek CİNDÖĞLU
Komisyon Başkanı

(Kاتبی) 
Prof. Dr. Yusuf BARAN

Üye


Prof. Dr. Erk HACIHASANOĞLU

Üye


Doç. Dr. Çalakan USTA

Üye


Dilek SEMER NAR

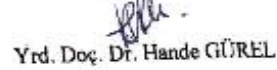
Üye


Prof. Dr. İrfan ALAN

Üye


Doç. Dr. Alper UĞRAŞ

Üye


Yrd. Doç. Dr. Hande GÜREL

Üye


Ayşe GÜNGÖRDÜ

Üye

ASLININ AYNISIDIR


İbrahim ATICI
Sekreteri

Appendix 2. Permission E-mail for the Scale Used in the Study

Horwitz, Elaine K

March 22, 2017 at 7:29 PM

EH

Re: asking for permission for the anxiety scale in a research

To: Tuba Demir

It's nice to meet you, and I appreciate your interest in our work. Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings.

(Sadly, the other two authors are deceased.)

Sincerely,
Elaine Horwitz

[See More from Tuba Demir](#)

Found in Inbox - agu.edu.tr Mailbox



Tuba Demir



March 19, 2017 at 1:13 AM

[Details](#)

TD

asking for permission for the anxiety scale in a research

To: horwitz@austin.utexas.edu, Cc: Tuba Demir

Dear Ms. Horwitz,

My name is Tuba Demir. I am an instructor at Abdullah Gül University as well as being a master student at Gazi University in Turkey. I am planning to make research on language anxiety. In this research, I would like to

use the scale You, Horwitz and Cope created in 1986.

I would be very happy if you let me use the scale in the study.

By the way, I would like to reach Michael and Joam. However, I couldn't reach their email addresses.

Very kind regards,

Tuba DEMİR

Appendix 3. Consent Form to Participate the Study

BİLİMSEL ARAŞTIRMAYA KATILIMCI OLARAK GÖNÜLLÜ OLMA FORMU LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Sizi Tuba Demir Gençer tarafından yürütülen “NLP Aktivitelerinin Öğrencilerin Konuşma Kaygıları Üzerine Etkisi Üzerine Bir Araştırma: Durum Çalışması” başlıklı araştırmaya davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz size bu formda ön bilgi olarak sunulacaktır. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlaşılmayan veya sizin için açık olmayan her hangi bir şey varsa, ya da araştırma hakkında daha fazla bilgi almak isterseniz lütfen formu doldurmadan ya da doldururken rahatça sorunuz.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra araştırmanın herhangi bir aşamasında çalışmadan çıkma hakkına sahipsiniz. Bu formu doldurup imzalamanız, yapılacak olan bu bilimsel araştırmaya gönüllü olarak katılmak istediğiniz biçiminde yorumlanacaktır. Size verilen form, anket ya da mülakatlardaki soruları yanıtlarken, kimsenin baskısı veya yönlendirmesi olmadan rahatça kendi fikirlerinizi beyan ediniz. Bu yapılacak uygulamalardan elde edilecek bilgiler tamamen araştırma amacı ile bilimsel çalışmalarda kullanılacaktır.

1. Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: Öğrencilerin konuşma kaygı nedenlerini araştırıp NLP ile giderilip giderilemeyeceğini test etmek.
- Araştırmanın Konusu: Konuşma kaygısı ve NLP teknikleri
- Araştırmanın Nedeni: Hem tez çalışması hem de bilimsel araştırma
- Araştırmanın Öngörülen Süresi: Bir dönem boyunca haftada 2 saat
- Araştırmanın Yapılacağı Yer/ler: Araştırmanın uygulanacağı kampüs ve derslikler.
- Araştırmadaki uygulamalar: NLP aktiviteleri, anket, formlar, (ihtiyaç halinde görüşme)

Çalışmaya Katılım Onayı:

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Abdullah Gül Üniversitesi Dil Okulu hocalarından Tuba Demir Gençer’e (mail/tel) yöneltebilirsiniz.

Araştırmacı Adı: Tuba Demir Gençer
Adres: Abdullah Gül Üniversitesi Dil Okulu
Cep Tel : 0 505 715 72 00
E-mail: tuba.demir@agu.edu.tr

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında yazılı ve sözlü açıklama yukarıda adı belirtilen araştırmacı tarafından yapıldı. Bu çalışmaya tamamen kendi rızamla istediğim takdirde çalışmadan ayrılabilirim, ayrıldığım takdirde hiçbir olumsuzluk yaşamayacağımı bilerek, gönüllü olarak katılıyorum ve verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

Adı-Soyadı:.....

İmza:

Tarih:

Araştırmacının

Adı-Soyadı:.....

İmzası:

Tarih:

Appendix 4. Foreign Language Speaking Anxiety Scale

Foreign Language Speaking Anxiety Scale – English Version

There is no correct answer for the questions below. Please read the statements below and put a tick to the column that reflects your idea.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.					
2. I am afraid of making mistakes in English classes.					
3. I tremble when I know that I am going to be called on in English classes.					
4. I get frightened when I don't understand what the teacher is saying in English.					
5. I start to panic when I have to speak without preparation in English classes.					
6. I get embarrassed to volunteer answers in English classes.					
7. I feel nervous while speaking English with native speakers.					
8. I get upset when I don't understand what the teacher is correcting.					
9. I don't feel confident when I speak English in classes.					
10. I am afraid that my English teacher is ready to correct every mistake I make.					
11. I can feel my heart pounding when I am going to be called on in English classes.					
12. I always feel that the other students speak English better than I do.					
13. I feel very self-conscious about speaking English in front of other students.					
14. I get nervous and confused when I am speaking in English classes.					
15. I get nervous when I don't understand every word my English teacher says.					
16. I feel overwhelmed by the number of rules I have to learn to speak English.					
17. I am afraid that the other students will laugh at me when I speak English.					
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.					

Appendix 5. The Reflections on Activity I: Discover Your Mind-set Type

Participant Id	Reactions for Case (Activity) I	Reactions for Case (Activity) II
1	At that moment, I'd release all the anger laden within me. I wouldn't be able to imagine what I'd do with that car. Once I've calmed down, I'd reflect about the future and look for a way out.	I would shatter the computer or phone on which I checked the results at that moment. I'd break everything around me. I'd only start behaving normally once I calmed down.
2	I'd wait until I get home. When I arrive home, I'd go to bed and cry. Once I release all my negativity out, I'd try to think rationally. I'd do all the things I could do and get others for what they've done. I'd remain in a nervous state throughout the process.	I'd think all my efforts were wasted. I would regret that I made only one choice. I'd think I should have written at least one or two more schools. I'd think I had nothing to do, and I had to gather all my strength and prepare again. But I wouldn't know if I could collect all my will-power again.
3	I'd feel bad about the class, but I wouldn't really care about other things, I'd just regret it a bit.	I'd feel like frozen. I'd become angry at myself, but I'd say there's good in everything.
4	I'd probably gonna pout all day. Something would go wrong all day, and I'd finally get more positive. Never! I wouldn't think that that's what happens all the time. I'd throw myself into my room and lie on the bed and pull the sheet up to my head. I'd damn such a day. I'd wonder who did a curse on me.	I'd cry for days in shock. I'd feel insecure. I'd swear at OSYM. I'd think how dishonest and unjust they were. I'd pray the God to have their families experience the same situation. I wouldn't want to talk to my family. In fact, I would like to cut my connection with the whole world, not just my family. I'd lose all my faith in this. I'd cry until my eyes swell.
5	I'd feel the meaninglessness and sorrows of life. I'd be in pain. As usual, I would look for something to hold on to. I'm afraid I'd react. I'd leave myself to myself. I'll become introvert. I'd go home and look at the mirror and laugh at myself. Why me, why everything comes one after another. I'd look around and fancy other people's lives and when I look at mine I'd see how painful it is...	I'd become devastated. I'd cry. I'd swear to myself. I'd look at myself in the mirror and laugh. Everyone believed in me including my mother, father and family. They believed so much that my father said his son would start doing that profession. I have seen family happiness so many times. They expected something from me and I couldn't do it. Why is it that I'm full of life and suffering, and problems? Why couldn't that happen? Why my Lord, who created opportunities from impossibilities, left me the impossible from my possibilities. So painful.
6	I'd feel very angry. I'd question how I got such a low grade in the first place. I'd probably try to explain myself, but I'd still feel hot in my face and I'd cry, and when I see the parking fine on the car, I'd ask if it was a joke. I'd think why everything bad was overlapping. If I call my friend and he casts me away under false pretexs, I'd get very angry at him, and then I'd tell him how offended I was. I'd go home sad and quiet. I wouldn't recover my morale easily.	I'd feel very disappointed. I'd cry in my room for a while not wanting to talk to anyone. I'd sit and think, and I'd know that it was my mistake. I'd admit it myself, but if others react, I'd feel heartbroken, but I wouldn't say that to them. I'd understand that anything could happen now. That'd be my lesson. My motivation may be a bit low when preparing for the exam again.
7	I'd damn everything and continue as if nothing happened. I would swear on the inside but wouldn't develop rebellious thoughts. I'd throw myself out and walk around hysterically.	If someone is with me, the situation changes, but if I am alone, I would swear around and cry. I'd regret having made that choice. I'd beat myself asking why would anyone make that choice and depending on what. I would go crazy. Note: I am not normally someone who swears. The situation here is extraordinary.
8	I'd lose my sincere feelings for my teacher. I'd not get angry at the cop as he did what he was supposed to. I'd give it to my friend's lack of ration. And I'd pray for patience from the God.	As someone who graduated two years ago and still trying to win a university, I would laugh at my situation, which deserves crying rather than laughing, and I'd start praying for the better preparation for my next exam. I could say to people who ask why, "I didn't lose, they lost."
9	I'd think that everything bad came in a row and I'd sit and cry.	Because I believed in myself a lot, I'd feel dissappointed and I wouldn't know what to do. I'd want my mother and my father to comfort me. I'd cry trying to figure out why.
10	I'd sit and cry wherever I was. Once I gained my consciousness (if yes), I'd get onto my vehicle and try to go home. I'd sit like a couch potato.	I would cry I wouldn't talk to anyone. Because I'd think nobody understood me.
11	I'd feel myself so bad. I'd try not to go outside and I'd shot myself home. I'd never feel like doing anything. I'd never want to talk to anyone regarding those issues. I'd become introvert.	At first, I would feel very angry. Then, I'd question why I made only one choice. I'd think why I wasn't accepted. I'd think about my future. From then on, I'd question what to do.
12	I'd swear to the teacher, damning the system which made this person a teacher. I wouldn't feel angry at the cop as he is just doing his job. I'd quit talking to my friend. I'd go home and listen to Arabesque songs at home. I'd try not to feel depressed, as life is not a matter of a single day.	I'd quit my perfectionism. I'd swear at OSYM. I'd think that no good would come from a system that gets their questions stolen every year. And I'd think that there's something good in everything. After that, I would never share my trusted issues with anyone and continue to work. I'd dedicate my life to laughing and living.
13	I'd go to my room and throw myself on the bed and cry. I think I'd release negative feelings around me and I might scold people around me. When I experience such	First of all, I wouldn't do that, but if I were in such a situation, I would definitely resent everything in life and go into depression. I'd have no expectations from life. I

	situations, I'd generally go for a walk and listen to sad songs and cry.	also have the remorse of having disappointed people who believed in me. I think it would take me weeks to recover.
14	When our grades are announced: I wouldn't believe that in the first place. It would be a shame to the teacher, as well. I really studied. Anyway, calm down, Esra you will pass. TAKE A DEEP BREATH! That's it. Let's take a walk. I'd take the car: oh, this parking ticket has been the last drop. Am I really going to pay that much money for a little paper, oh no. Anyway, my dad pays. I'd call my friend and say: you've done a great job, Belen. Get out of my life. I have no one to thank to from now on. At least, I have a car.	Emptiness. Great emptiness. In my head, I am listening to the song "Is this a game of my destiny". I'm not going to school anymore, fuck school, bro. Don't look at me, mom, Dad. I wish I could get old and die in a room. I don't want to talk to anyone or even listen to music. I don't feel like crying, I can never comfort myself. My body is numb. I want to go out and walk alone.
15	Such a situation actually makes me understand my weakness and my poverty. It reminds me that nothing is in my hands and that everything is held in the hands of God, who owns everything, and that he alone has the way of salvation. I'd go back to the corner and pray and start doing my religious duties. I'd throw myself into a mosque or a prayer place, which gives my soul an expanse. I'd reflect on what I sinned, and why I had such a slap. And I'd try not to make that mistake again.	If I go into such a state, I'd think: If I have so much confidence in myself, as I have taken these beautiful qualities in myself, then I have no right to ask for help from God almighty nor weep and whine or anything else. I regret ... I was going to write more, but I ran out of time.
16	First of all, my appetite to study would diminish in that class. I wouldn't be as productive as before. I'd feel upset that bad things come in a row and I'd go home and start questioning things. Then, I'd sit in front of the computer and play games. I'd feel relaxed when I play.	First, I'd cry. I'd swear to the education system as I cry. I'd question the honor of the one who made/established this education system. I would most likely not prepare for the next time, and that'd be the breaking point of my life.
17	I'd like to quit all my work and go home. I'd think that was the best thing I could do.	I would cry for days. All my dreams would disappear and my belief in life would collapse. But I'm sure that I would collect myself after some time and I'd continue my life from where I stopped.
18	I'd feel very bad in the first place, my motivation would be very poor, but I'd be more ambitious after a short time because I have dreams, and the beginning of these dreams is to learn English. That's why I'd try to get through this ambition. As a result, I'd be focused on my dreams. I'd feel very depressed, but life goes on. I'd pray and I'd be on my way.	As the people around my family see that it's certain that I will win and congratulated us before the results, then I have done my best. My family and my environment also make that decision because they also believe that there is a certainty. In this case, I'd say there is always something good in everything and I'd continue my way.
19	I think that I'd experience this every day, maybe not events, but I experience feelings and close friends every day. That's why I'd experience every day as a pessimist, unhappy and bored life-hating person. If my teacher did such a thing, I would never be on good terms with the teacher and I would stay away from my classmates. I'd have a negative view on life. Unhappy life, unhappy people, no future, no life.	I'd cry day and night. My family and those around me would immediately start to judge. Saying, why did you make only one choice, why were you so self-confident. After much discussion and fighting, I would expect some additional choices to recover. After all, I think I would prepare for the biggest, hardest, most unbearable end. But does that psychology, that frustration, loneliness, happen to those who passed.
20	I would cry when I learned that my grade was low, and no parking ticket would not upset me like a bad grade from an exam for which I studied for weeks, and this parking ticket wouldn't shake me, but in such a case, my friend's indifference about me would hurt me a lot and I would go home and cry loudly.	My life would have been such a shock to me that I couldn't even cry and I would just look at the empty wall and not talk to anyone. All my efforts would flash before my eyes, and I would feel the pain in my heart.
21	I have had a lot worse experiences, so I would light another cigarette and laugh at it.	I would think that God is again starting to punish me. I would swear at Ösym. I would have a row with myself out of regret.
22	As for my exam grade: showing it to the class is not a problem. I'd check my paper. There's nothing I can do for this time, and I'd try not to make the same mistakes again. As for the car: if I parked there deliberately, I would regret it, I would not get angry. But if I didn't have any warnings, I'd get very angry. I'd call my friend or mom right away. As for my friend: if he hung up the phone for some ridiculous reason, I'd be very angry. I'd have a row with him/her. I'd ask him/her why. It could be for an important reason. Then I'd call my mom. I wouldn't give up.	I was going to write one school. I had a ranking of 34,000. People around me just said I shouldn't do like that, it would be a mistake. Even if I were 100% sure that it would happen, I would somehow take action. Or I'd regret it. I'd keep on going.
23	This last incidence would upset me. My negativitive experiences would mean that life cares about me. But as my friend starts making excuses, this would hurt me, but I wouldn't say anything bad.	I would regret having made only one choice for a long time, but I'd start looking for a remedy. If I did my best, that would satisfy me to the end. I'd repeat to myself that it was not in my faith for that year and that life would bring another beautiful chain for me. It's a big wave, and if I don't break down, I would never again.
24	Even though I can't stop feeling unlucky at first, I'd think calmly and try to overcome the negativities.	I would feel like that my world would fall on me. I'd just cry. Even though I wouldn't get rid of my frustration for

		a long time, when I finally come over all the emotions, I'd come to my senses and gather strength to achieve it again.
25	I'd cry. As I got angry, upset, disappointed, I'd cry unfortunately. When I get angry, I try to stop myself, but I feel more upset. I feel anxious. I'd leave the car there and walk all the way home, with loud music in my ears. God forbid, why, why it all happens to me! And then I'd repent.	I'd be shocked. I wouldn't believe it. I'd go into a long-term depression. I'd be miserable. I believe the saying that there is something good in everything but I don't want to hear it.
26	Such things would end, and it is not my first car. I would say to myself it's not a Porsche, and I'd hang around and get rid of my stress. Regrets wouldn't do anything. Perhaps I used the wrong method while studying. I'd think that something bad might have happened to my friend. At worst, he might be the wrong friend. But this is a small incident. A bad temper harms its possessor most. It wouldn't be right to just say this and wait for the problem to be solved, but still inaction would lead to unhappiness. I'd focus on getting out.	It's a good thing to focus on a single option when there are multiple options, and I'd feel a bitter frustration because the way I'm going is clear. If I want to have additional preferences, I will make use of them. I'd apply for study abroad. I'd look for alternatives. But what I did at first was a bit wrong because it would have been nice to add them as there were good alternatives in other universities.
27	When I first see the parking fine on the car after the things that happened in the course, I'd feel myself as a useless and low-achieving person. Did everything have to overlap today? I'm an idiot who can't do anything. Then, I'd feel confident that my friend would listen to me and understand me, however when I call him/her, she/he would try to neglect me, I'd feel like I was the most insignificant person in the world. Damn, nobody cares about me. Why do I exist? If I were him, I'd listen.	At that moment, the world would fall over to me. How did I make such a mistake? How did I make only one choice? How come I can't win that school when everything was so certain. What am I going to do now? How did I make such an idiot mistake. It was so stupid of me. Mom, Dad's gonna feel gief-stricken. How will I tell them? What about the friends of my family? How couldn't I get accepted when everyone was thinking that I accomplished. How do I tell people? What will they think? My family was going to be proud of me. Damn it.
28	If I had to face this kind of situation, I would really be in the mood for the first time. And then I would call my friend, who would make me feel better (he was my friend from elementary 3 to high school). Or I could wear headphones, listen to music and walk. However, when I was in such a situation, I would not be affected immediately because I entered the exam (university) 4 times to win that department. And look where I am now, the department I won has nothing to do with the department that I wanted. Then, I'd think that there was still something good in everything.	I've been in a situation like this. The only difference is that I made a choice according to the ranking I received and I listened to my family's advice, but I couldn't win the department I was hoping. And I was very sorry to learn that I was left with nothing in my hands. And this caused both psychological and physiological side effects because I was automatically in my 4 th year. So I had to prepare for the fourth time notwithstanding the fact that I was among the top ten graduates of the second best high school in the city. As time goes by, sometimes we come to realize that there is always a divine plan arranged for us.
29	I'd get angry with my teacher in the first place. I'd say "Are you doing it on purpose, you son of a bitch". When I see the parking fine on my car, I'd get angry and swear. Likewise, I'd swear about closest relatives of that police. I'd say fuck my friend's character before he hangs up.	I'd scorn myself because I didn't make a guaranteed choice. Then, I would think that other students were more successful than me. I'd try to console myself. I'd think I shouldn't have spent a week or so. I would try to use my high score by applying for additional placements at a university that is at least equal to that department I wanted, even if it is not.
30	I'd feel a reaction on the inside and get even more angry thinking that everything is going to get worse. But I wouldn't feel bad about my friend. If my best friend isn't willing to talk to me at the moment, I'd think he up to something.	I would definitely react and I would feel as if I was smashed onto the wall and I would feel angry at the people around me. I'd most probably swear around. In fact, as I had already gone through a similar incidence, it's not how you feel at the moment, but how it affects your future life. Similarly, you can't feel anything at that moment. Your future life flashes before your eyes. However, the actual thing that happens as a result of not being able to win that year, you're going through more trouble for the next year. I have been taking the university exam for the last three years to enter a medicinal faculty and look I am here after 3 years. Then, I'd ask why I was there every time I went to school.
31	I couldn't pass the preparation class, but I won't take the second year here as I will change my department next year. So I can wander around in İzmir. Oh, I was broke and I received a parking fine. Fuck you, silly friend, but perhaps he had something else to do, then he would come and take my heart later on. I should leave the car, take my earphones and listen to music and walk a little. I should calm down a little and think rationally.	Shit, how come I couldn't win the exam. If I was the only one at home, I'd hit here and there to get out of my nerves and I'll cry at the end (p.s.: I would never had made only one choice, it was too great a risk to take, I think no one should take it.)
32	When I get a low grade, I'd feel bad at first and my mood changes badly. How could something like this happen? When I see the parking fine, I'd say "huh it was just you what was missing. And now I have to deal with it. I'm	Oh, what the hell is that, why is this happening now. Oh no how come such a thing can happen to me? I guess all people can't have chosen this department. So what will I do now?

	finally gonna fall. God damn you, or how can you do such a thing. Oh, why does that always happen to me? Offfff, I am gonna faint. Well, what should I do, or should I throw myself out of the window?	
33	At first, I'd feel so bad, useless and insignificant. I'd feel depressed and I wouldn't want to do anything. This would even affect the people around me and I'm one of them. Then, I'd try to comfort myself as much as I could. I'd overcome it in that evening or the following day. I have no habit of swearing.	I would regret it and I'd be ashamed towards my family, relatives and friends. I'd know how stupid and arrogant of me it was to rely on myself that much. I'd become so upset and regret that I will be preparing for the test again for another year. I'd tell myself that I couldn't make use of my good score from the exam. I hope I'll start working better thinking that it was my faith.
34	I'd swear to my friend. I'd swear to the police. I'd throw myself to the streets. I'd walk around hastily and smoke in the quietest places. And lastly, I'd throw myself into the bed.	I'd swear to my friend. I'd swear to the police. I'd throw myself to the streets. I'd walk around hastily and smoke in the quietest places. And lastly, I'd throw myself into the bed.
35	I would certainly not be able to get over it for a long time after all those bad things happened. When I experience something like this, I would indulge my mind. I'd think why it was like that. I'd be as angry as I was down. I'd have an involuntary urge for revenge. I wouldn't forgive my teacher and my friend for quite some time. But I don't think the issue of parking fine would affect me that much.	Although I tried to comfort myself, I couldn't do it. Because this thought always kept my mind busy. I couldn't enjoy anything I've done for a long time. My family and friends would be able to comfort me. But after a while, my hopelessness diminishes and I start working again.
36	He has become a professor, but he could not become a man. As for the parking fine, I'd find that parking cop and I'd get him for that parking ticket, by beating him. As for my friend, I'd think "a friend in need is a friend indeed" and I'd call him that day and cut my ties with him. I'd chat with my family who are actually my closest values.	At first, I'd say fuck the system, fuck you job. I'd say fuck you to those getting there out of someones's support. Once I calm down, I'd close my ears to outer sounds and make plans for next year.
37	I'd feel worthless. I'd get cross with the teacher, but the next day I'd think it was just a test. Then, I'd get angry with myself and I'd think I shouldn't care.	I'd look in my dad's eyes and I'd feel stupid. I'd feel too desperate to look around. I'd be unhappy and react.
38	If I like his/her lesson, the teacher should realize this in the first place. It is wrong for the teacher to be aware of this situation and express it out loud. As for the parking fine, it is my own fault. I'd try to learn from this. Thirdly, I usually become introvert in such cases. The things I will tell my friend are usually good events. So life is short and it's going on. ENJOY ...	Making only one choice when you have the intelligence to get such a high score is nothing but idiotism. If I just chose only one department to which I wouldn't be accepted, I'd acknowledge that it was my destiny. Then, I will study another year and realize my dream.
39	I'd get really sorry, I'd even cry. I'd call my mom and I'd talk to her. I'd feel demoralized throughout the day. My whole day would go unhappy. I'd get particularly frustrated with my friend because I listen to his troubles and try to help him find a solution as much as I can.	I'd get really disappointed. I would cry for a couple of days (I have had such an experience before). I'd become so upset that I couldn't fulfill the hopes of my family on me and spoiled their efforts. Moreover, I'd become sad as they would lots of people commenting on my failure in the university exam.
40	I'd feel very sorry that the teacher showed my exam papers in class. I'll be disappointed. I don't think I'm too important for the teacher. And then I get angry when I see that I get punished. I'll call my mom to tell me what happened. If I've called my friend and he's not interested in me, I'm very sorry there might be a little coldness between us.	I'd feel so sorry and I'd be ashamed for my family. I'd look for solutions. Maybe there's a feeling of giving up. I'd apply to Bahçeşehir University's non-exam interviews. I'd talk to the authorities there. I'd talk about my exam result. I hope that if I win it, I'd settle in Bahcesehir University. I can study again when I am having my education, but that makes me very sad.
41	Of course I'd feel bad. If I have a chance to look at my exam paper, I'd try to find my mistakes. I'd tell my mother or father about my grade. After these negative thoughts, I'd sit and rest that evening and try not to think about anything. The next day, I can move on from where I left off. I wouldn't mind too much.	I'd feel sorry I made the wrong choice. I'd be angry with myself for having studied for that exam for days, months, maybe years and all my efforts went in vain. Maybe I could lose hope and even dream.
42	I'd go crazy. For hours. I'd try to calm myself. I'd go and buy tons of unhealthy food and watch my favorite movie. I'd ignore things. Then, I'd pack up and try to fix things with a calm head.	I'd feel disgusted. I'd swear to my brain, I'd get nervous. I'd cry. I wouldn't wake myself for a month, then I'd start studying.
43	I'd feel very disappointed in class. I'd usually cry when I'm very upset. I'd try not to show this in class. I'd like to go home straight after class. When I see the parking ticket on the car, I'd throw my head around and need to talk to someone. When my friend doesn't get interested in my problems, I'd sit aside. I think a little. I'd wait until I calm down. Then I'd call one of my family members and ask for help.	First, I'd feel shocked, I wouldn't be able to react. Then, I'd start crying. All those efforts have been wasted! My dreams have come to naught. I was waiting for that moment for a long time and this bad result has upset me profoundly. I wouldn't gather myself for a long time. If I were to prepare for the exam again, my motivation would be very low.
44	When something bad happens, it always comes on top of each other because it always has to be bad because it happens to me and I feel like I've spoiled all my chances. I'd react and go home and eat and cry like an animal. I'd always hate teacher.	I wouldn't be able to feel anything because it's all disappointing. I wouldn't want to look at anyone's face because I have disappointed my family and the people I love. I would never dream again and try so hard for nothing. Because it doesn't make sense.

45	I can't feel anything because it's all disappointing. I don't want to look at anyone's face because I have upset my family and the people I love. I will never dream again and try so hard for nothing. Because it doesn't make sense.	I'd cry and scream until morning. At that moment, I'd do all swears in my mind. I'd hang up all the phones and don't let anybody contact me. This would continue for weeks.
46	I'd go home, listen to music, sleep. Every day is not the same, I wake up happy, I wake up hopeful to myself.	I'd feel sorry for disappointing my loved ones. I wouldn't care about recovering my own feelings.
47	What I feel at that moment is that I'd want my friend to experience this. I wouldn't get angry with the parking ticket. As for the teacher, when he did this to me, I'd get out of class angrily without saying anything. I wouldn't resent my friend, I'd just do the same when the time comes.	I'd feel like I'm an idiot. I'd start to cry like crazy. I'd feel surprised how I can't win the university exam. I'd shut myself to my room and wouldn't come out for a couple of days. I'd feel like I'm under the ground. I'd react for not having obtained the outcomes of my efforts.
48	Even if I own a car, I would choose the motorcycle, anyway. Hey you, why do you show my paper as a bad example to others. Hey you sick headed. As for the parking ticket, the police issued a ticket for me for wrong parking, but there is no way to park correctly. As for my friend, this would really ruin my feelings. When I call you this means that I give you a value, son of a bitch. My motto is damn all the bastards. Fuck you all.	I must have been a total idiot to make only one choice. Ok, I am a perfectionist, but this is far beyond limits. Anyway, my first reaction in such a situation would be swearing like "fuck you all. Then, I would sit and cry. Then, I'd start how I would explain it to my family. Then, go on living my life.
49	I'd get really angry, but I would live my anger inside myself. I'd contemplate on the reasons behind the incidences.	I'd feel depressed in such a situation
50	Oh, my teacher, my day goes by like this. The one high above us (God in your words) sends me whatever is already there. And when he sends it, he sends all of them. I'm used to it. It's like I'm covering everything when I laugh. Then everyone asks if I was crazy. Yeah, I'm crazy ...	I've been through this situation ... let the One high above us sent up all the trouble to everyone. Let all those who trust you back then let you down. Let them all die, none of them alive. I want them to suffer too, just to forget something if I sleep for 20 hours a day for 5 months. Let them crawl. I've already got my revenge, but I'm still not getting cold. I hope they all die.
51	I'd feel so bad. I'd cry, shout, go home, lock myself in the room and try to sleep. I don't even eat that day. But I'm starting to try to pull myself together.	I yell, throw things and start crying. I wish I had died. That day, I will never shut up, get angry with myself and keep crying.
52	I'd be in a lot of sadness. As bad things go on, I swear and curse me. I keep thinking about it. I'd think that everything finds me and then I accept that I am unlucky.	In my current way of thinking, I'd feel sadness and wait for the reaction of my environment. I'd fall into emptiness. Maybe my sense of insecurity gets more and more.
53	I'd get so angry and that's why I cry. Because when I get angry, I can't talk and express myself. My respect for that teacher diminishes because he could speak to me in a more attentive and polite manner. I wouldn't talk to my friend for a long time. I wouldn't even look at you until he makes it up to you. I'd better prepare for that class.	I would be very disappointed. I'd start thinking about how to look at the faces of my family and the people around me. I'd think I'd upset my mother. That'd make me sad. But then I would calm down when I talked to my mom. And I would try to gather myself again.
54	I'd cry, but when I'm alone, because tears are helpless. I'd get upset and think about what happened to me again and again and I sleep at last. As soon as I get up in the morning, I'd try to fix these setbacks. All I can't do is be close with my friend again.	I'd only read the Holy Quran. The reason is that I have experienced this impotence (not sure of this word) before. That day, neither the people I love nor the food I liked would relieve my sorrows, and finally I'd go to the farm in the village for a month and not meet with anyone. Silence can be better than sound.
55	I'd feel terrible. I'd travel everywhere with a serious and upset face. The first time I'm alone, I'd cry. When I see the first punishment of the car, I already shout, damn it. And if I'm at risk from class, I'd probably have five times the desire to cry. Maybe I can hang myself in the toilet and cry myself. When my teacher first reads my grade, people would tell the disappointment on my face, but it wouldn't play a single muscle on my face.	I'd just cry. And I wish I could say a lot. I wish I'd make a second choice and whimper every day, my night, my dream I spend it thinking. I'd cry every time the subject is opened up for 1-2 weeks. But, then I'll start making fun of it. On the inside, I'd be ready to get angry. This process would remain for a long period.

Appendix 6. The Reflections on Activity II: “Anxious Weak Self”

Participant Id	Reasons behind and feelings of anxious self
1	<p>--- If I need to speak without any rehearsals, I'd get nervous and excited. I'd have a hard time thinking what to say.</p> <p>--- I feel uneasy when I'm asked to answer a question I don't know the answer to.</p> <p>--- I hesitate to articulate English sentences when I don't their meanings because I don't want to be misunderstood.</p> <p>--- I fell worried when I don't remember the words I'm going to use in the conversation.</p> <p>--- My hand trembles while speaking in public.</p>
2	<p>--- When the teacher asked an unexpected question (confused and nervous)</p> <p>--- When I need to do something I don't like. (tense and fussy)</p> <p>--- If I'm gonna talk first. (tense and fussy)</p> <p>--- When everyone listens to me. (more tense)</p> <p>--- In the exam (tense)</p>
3	<p>--- I would feel uneasy to express myself to the teacher.</p> <p>--- I think I can talk about everything if I don't forget the words to use.</p> <p>--- Sometimes I can not make sentences because I think in Turkish.</p>
4	<p>--- I know English, I know grammar, but I mix words while speaking. I feel nervous.</p> <p>--- I need to think for a while to talk, I have to be slow. That said, I feel that people would get bored listening to me, thinking that I am incompetent.</p> <p>--- Because I don't have any vocabulary, I often stop talking to my teacher when I speak English, and I have to ask what the word means in English, and it upsets me, annoys me.</p> <p>--- My friends speak English very comfortably and it seems as if they know English very well. I want to be like them, but I can't.</p> <p>--- I feel like I can't speak and often run out of words in the speaking exam.</p> <p>--- I usually get excited in front of my teacher and I mix everything up. There is no grammar.</p> <p>--- I'm afraid I won't be able to say the word.</p> <p>--- I don't know what to do when I don't understand the teacher and try to talk to me.</p> <p>--- I feel nervous for not being friends with foreign students.</p>
5	<p>--- I get scared when I realize that it's time for me to do the ordinal activity.</p> <p>--- I get afraid when I'm asked a question in unfamiliar patterns.</p> <p>--- As my diction is not OK, the teacher doesn't understand when I say something, I repeat it three times in a row, which exhausts me.</p> <p>--- I do not want to speak in a low voice, but the teacher does not understand as I constantly speak in low voice. I'm tired and I don't like the class anymore.</p> <p>--- I want my teacher to correct my mistakes, but I want him/her to do it after the end of my speech. But when he/she interrupts me, this reduces my interest and will.</p> <p>--- When the teacher doesn't care about me, I feel disgusted about the class.</p> <p>--- It is useless for the teacher to rush the things under the pretext of an activity and I don't like the system.</p>
6	<p>--- If the teacher asks questions suddenly, I cannot prepare myself directly and I feel stressed, which decreases my success.</p> <p>--- My vocabulary is not enough and I cannot express what I mean in some cases and I think it is incomplete.</p> <p>--- When we have to do activities one after another, if I don't have enough energy, I get bored, I don't want to do it, and so I can't set a good performance in an activity.</p> <p>--- I think I don't care much about my friends' laughing, but I don't have the courage to raise a finger when the teacher says “who wants to talk”.</p> <p>--- I can be comfortable in matters I know, or if I understand the subject well, if I have good ideas in my mind, I can talk with fun.</p> <p>--- I can't make sentences because of grammar and pronunciation.</p>
7	<p>--- When I can't remember a word to express myself.</p> <p>--- When I don't know how to build up a sentence grammatically.</p> <p>--- I can't do English speaking practice.</p> <p>--- When foreign teachers keep saying some words very fast.</p>
8	<p>--- I feel excited when I go to the board.</p> <p>--- I feel excited when I need to stand up and talk.</p> <p>--- Even if I have enough vocabulary knowledge, I forget and feel excited when I need to speak before the public.</p> <p>--- As I am shy, I feel nervous when I know that all eyes are on me.</p>
9	<p>--- I am not satisfied with my pronunciation, because of that I feel uneasy when it is my turn to talk.</p> <p>--- When the English teacher asks me to do something in English, I don't know what to do.</p> <p>--- I do not have knowledge of words, grammar, so I feel uneasy.</p>
10	<p>--- When I enter the Speaking class, I say to myself as a reflex: “Don't talk anyway, because you can't do it”. However, I know I need to talk about the activities in the classroom. Although I'm sure of my grammar knowledge, I can't use it. And I know I don't know much of vocabulary.</p> <p>--- When the class starts, I wonder how I can talk this time. I think I look like this: I look at the ceiling, I get nervous.</p> <p>--- It's rarely time for me to talk. In my mind, I try to make a beautiful sentence with everything in order. But the sentence that I made wouldn't come out from my tongue (I want to overcome it). I try to talk: I'm shaking, I'm nervous</p> <p>--- I usually do not understand what the teacher says.</p>
11	<p>--- When my vocabulary knowledge is not sufficient.</p> <p>--- When my grammar knowledge is not sufficient.</p> <p>--- When I don't know how to pronounce a word.</p> <p>--- I feel uneasy.</p>

	<p>--- I feel excited.</p> <p>--- I tighten myself up.</p>
12	<p>---When I am going to speak, I forget my words and feel uneasy.</p> <p>---When the teacher behaves indifferent to me.</p> <p>---When the teacher wants me to speak more or when he/she is not satisfied with my speaking.</p> <p>---When the teacher puts us in a competition.</p>
13	<p>---When I have unfamiliar people in the class.</p> <p>---When I don't have enough information about the subject.</p> <p>---When suddenly it's my turn to speak.</p> <p>---When I don't have grammar and vocabulary knowledge.</p> <p>---When I don't understand what the teacher says.</p> <p>--- When I speak before the public.</p>
14	<p>--- I'm worried when I don't have the slightest idea of what to do in class, and I haven't done it again in a student class and I do not want to attend the class.</p> <p>--- I think a lot because I have little knowledge of words, time expands and silence increases when I try to speak, I think people would rather laugh than listen to me.</p> <p>--- In fact, I'm nervous even if I get ready because I don't normally like to talk much. And there's trouble when it is in English.</p> <p>--- But it is very enjoyable to talk using familiar grammar patterns like "can, do" because I'm used to them.</p>
15	<p>--- If I tell you about how I feel when speaking, which is a situation I often encounter, I get excited and embarrassed when I speak in a community. I would rather not say anything thinking about the possibility that there are some people who would oppose my views. Sometimes when I decide to talk, I think, "If the word is silver, silence is gold." I feel comfortable talking to men, but I feel uncomfortable when the opposite sexes are involved. My religion forbids me from non-essential speeches. Besides, I haven't had a conversation with a girl for 8 years. It is my greatest desire to teach people more than a word for the love of God and to employ and maintain this cause.</p>
16	<p>--- In some cases, I prepare before it comes to me, I think I'm speaking correctly. But when it comes to me I can't express my sentences.</p> <p>--- I'm worried about saying the words wrong.</p>
17	<p>-- When I don't do my homework.</p> <p>---I feel uneasy when it is my turn.</p> <p>---I get panicked when I don't know what word to choose while speaking.</p> <p>---As everyone listen to me carefully in silence, I become tenser and more nervous.</p> <p>---As the teacher reacts harshly to my mistakes, I feel uneasy.</p> <p>---I don't feel anything when my friends keep laughing at me when I'm speaking.</p>
18	<p>---I have poor vocabulary knowledge.</p> <p>---My friends laugh at me.</p> <p>---The most important one is lack of self-confidence.</p> <p>---Grammar subject.</p> <p>---I am afraid that I would make a mistake.</p> <p>--- I have no courage for this.</p> <p>--- I feel like I won't be able to understand when the person listening to me provides a feedback.</p> <p>---I get really excited.</p> <p>---I feel that I am too shy.</p>
19	<p>---As I have little vocabulary knowledge.</p> <p>---I think too much when I am picking words to use in my sentence.</p> <p>---I am afraid of being insulted and humiliated by my friends just because they say they are better than me.</p> <p>---I get too excited, and when they listen to me with full attention, I still get excited and the words I actually have in my mind wouldn't come out of my mouth.</p> <p>---They tell me to speak randomly, however I can't speak as I don't want to make grammar, vocabulary, etc. mistakes because I don't know them, and I want to get a high grade.</p>
20	<p>--- I feel nervous when I'm unprepared.</p> <p>--- When my teacher asks me a question when I don't expect it, my heart starts to beat faster.</p> <p>--- I can't say anything when I'm supposed to talk about issues that I don't know.</p> <p>--- I'm afraid of making mistakes when I talk about things I know.</p> <p>--- I'm nervous when I talk about things I don't know how to pronounce.</p>
21	<p>---I have no vocabulary knowledge.</p> <p>---I don't care whether they laugh at me in the class or not when I make a mistake.</p> <p>---I study regularly.</p> <p>---I can't sleep regularly.</p>
23	<p>--- In class I feel bad when I don't speak enough because I'm very enthusiastic about the class and I can understand my English level from here because I'm keen to speak English fluently.</p> <p>--- When others answer a question and I can't enter the dialogue, I feel discouraged.</p> <p>--- I'm sorry to notice that I have misunderstood the question the teacher asked while answering the question.</p> <p>--- When the explanations are in Turkish during the class, I feel myself incompetent.</p> <p>--- I need time to form the sentence, but I'm uneasy when this time is not given to me.</p> <p>--- I can not use my voice like in Turkish and this makes me uneasy.</p> <p>--- I avoid using words that I do not know the pronunciation of.</p>
24	<p>--- I can be worried when there are words that I don't know or pronounce.</p> <p>--- It makes me excited to know that I could do something wrong when I put what's in my mind into words.</p> <p>--- But it usually amuses me to try to speak English, even if I am wrong.</p> <p>--- I feel uneasy when unplanned.</p> <p>--- I make mistakes when I think in Turkish.</p>
25	<p>--- I'm suffering because my grammar knowledge is incomplete and I can't choose the words I want, because I don't know, I can't fully translate the sentence structure I set up in my head into English.</p> <p>--- I didn't think my pronunciation was bad, but I see that I'm really failing right now.</p>

	--- I have concerns for the future. Not constantly, but sometimes I get the idea that I can't have a perfect speech.
26	--- When my knowledge is insufficient to explain the subject, I feel a little uneasy (but very little). --- If my vocabulary is insufficient to understand the teacher and the lesson. --- The time taken to answer the question.
27	--- I'm afraid of making grammatical mistakes while making sentences. --- Repeating the same words many times makes me nervous. --- I'm very afraid of making mistakes, being warned harshly, and I am afraid that I might still go on without fixing it. --- If I have never worked on the subject that the teacher told us to prepare, it is difficult for me to speak improvised at that moment, because I am afraid of making mistakes. --- I think I'm not good at pronouncing words, so I'm afraid to spell a word in a very wrong and very funny way, and this situation becomes a matter of fun in my environment.
29	--- When I'm asleep, I don't want to learn any lessons, and I feel tired and frustrated. --- When I am asked to talk about something to which I didn't study, I get excited and uneasy. --- I'm uneasy when I can't form the sentence in my mind because of words I don't know. --- I can't make sentences when I don't understand what I'm told.
30	--- I'm worried about internalizing the information. I have the correct sentence in Turkish but not in English. --- Since I have no vocabulary knowledge, I forget the words I know and I run out of words while talking. --- When I do not know the structure and organization of the sentence, I will be uneasy.
31	--- I feel uneasy because I am so shy. --- I can't make sentences properly in my mind so I'm always worried to talk. --- I don't know too many words, what I know doesn't occur to me when I talk, I feel like I don't know anything. --- When I talk, I am surprised and forgotten even when I will build up with excitement and anxiety. --- I prefer not to speak because of these.
32	--- If I am short of vocabulary, I am afraid to express myself in an incomplete way. --- When I think of Turkish sentence structure in the classroom, I am afraid of not being able to form the sentence correctly in English. --- I'm nervous when the teacher says my name. If I'm the first person, I'm nervous. I can't say the sentence I would normally talk to. If I have listened to the conversations of my 1-2 friends before, it is easier for me to make sentences.
33	--- I'm nervous because I don't have any vocabulary knowledge. --- I'm worried that I don't have practice. --- I'm afraid to talk because I think it's going to be a hardship for me because of my Rhotacism problem. --- I don't like it when people don't understand me and it makes me shy. --- I don't know how to pronounce words, so I can get nervous talking. --- I believe I am not enough. --- I may not understand the question asked. --- I usually take too long to think. --- I usually think in Turkish. --- I can't do it because I don't have a habit of speaking English. --- I'm sweating in distress (especially my hands).
34	--- I am worried that I will not be able to speak in my later life when I make a mistake. --- I am worried when I can't find the right word when I want to talk. --- I'm worried when I don't have enough information about the subject. --- My grammar is bad.
35	--- Because I'm short of words, sometimes I hesitate to make sentences. --- Normally, I think I speak well according to my level, but when it is my turn to answer, I get excited and have difficulty forming the sentence.
36	--- I don't know what to do when our teacher opens any slide and asks me first, I get worried. --- When I don't understand the question, I feel nervous to answer. --- I'm afraid to say something wrong when I need to say a word that is difficult to pronounce.
37	--- As I don't have some grammar information, I can't express my feelings. --- As my pronunciation information is not complete, my teacher does not fully understand me when I talk about my problem. --- When the teacher listens to me, I feel like I'm going to make a mistake. --- My vocabulary is not enough to tell my problem or what I want. --- When it is my turn, I get excited.
38	--- To tell the truth, I'm having a hard time in speaking classes. I sometimes get a little excited when it's my turn, but I'm not nervous. --- I feel bad when I haven't done my homework. --- I think my vocabulary knowledge is poor. --- Sometimes I don't understand others talking.
39	--- I'm worried that I will make a grammar error when I think whether the order of words I use is correct or not. --- I'm afraid my friends will find the simple mistakes I make strange. --- My vocabulary knowledge is poor.
48	--- When it comes to issues I don't know anything about. --- When my vocabulary is not comprehensive enough. --- When I think everyone is listening to me. --- I don't want to talk when I'm tired. --- I feel worried about the above things.
49	--- I feel uneasy if I have not prepared before. --- If I need to talk about the things I don't know, I get nervous. --- I feel worried when I'm going to talk before the class. --- I feel uneasy when I don't know vocabulary and grammar. --- I can't be sure of myself when talking.
50	--- When the teacher asks me to go to the board right after the class starts.

	<p>--- I get nervous when my friends laugh at me.</p> <p>--- I can't help getting nervous when talking about anything.</p> <p>--- When I get up on the board, I get very nervous.</p> <p>--- In fact, I feel bad in speaking class in general.</p> <p>--- I'm worried about my grammar knowledge.</p> <p>--- I'm afraid to make mistakes.</p>
51	<p>--- I get excited when the teacher calls me to the board because I think I do not have enough vocabulary. I'm also afraid that the classmates will make fun of me if I say something wrong.</p>
52	<p>--- Lack of vocabulary (constantly creating my speech using dictionary.)</p> <p>--- Not knowing the correct form of pronunciation.</p> <p>--- Not practicing and therefore not mastering the structure (Friends have language background, for example, watching the series.)</p> <p>--- When foreign language is fully spoken and I miss some parts, I don't understand the rest and I do not listen.</p> <p>--- I get excited when I know the answer.</p> <p>--- When I will talk in front of the community or when I feel idle to continue my speech and I plan to continue without mistakes and then I remember having made mistakes (but after a while) and I become obsessed.</p> <p>--- Lack of Grammar information.</p> <p>--- Having a shy structure, our community can not share information and remain incomplete. (I speak more easily to my acquaintances.)</p> <p>--- Inability to be a snappy person and not having the cultural competence to speak.</p>
53	<p>--- If I feel myself as inefficient, I become stressed and nervous.</p> <p>--- When I want to make a long sentence, I have to think and I hesitate. I can't talk when I hesitate and I'm nervous.</p> <p>--- I feel like I'm missing when I feel like I don't know some words.</p> <p>--- When I have to speak about something I've never prepared for.</p>
54	<p>--- Grammar, article, = As I try to create sentences quickly, I forget about the words I will articulate after all there is a chance of making mistakes.</p> <p>--- I don't have much in my vocabulary, so I'm anxious and forgetting to try to create sentences with limited words.</p> <p>--- "Modesty originates from faith. But I live it at the peak. I LOOK LIKE A TOMATO.</p> <p>--- I'm trying to apply something that my speaking teacher said, and I realized that it doesn't make me happy again. I'm pulling myself down again.</p> <p>--- If I can't start talking, I can never pick myself up so I have to go beyond my own limitations.</p>
55	<p>--- First of all, I am very afraid not to speak with correct or understandable grammar. Especially, I don't want to be there when people listening to me look into my eyes thinking "What do you mean by this".</p> <p>--- I'm uncomfortable with my pronunciation. Actually, I want to try, I want to talk accurately, but my speech becomes slower as I use more time to talk.</p> <p>--- I'm afraid people will make fun of me when I talk to them.</p> <p>--- I don't have enough words to tell you what I want to say and this frightens me or can not find the word when I'm stuck in panic.</p> <p>--- I can't talk to a specific topic without a plan.</p>

Appendix 7. The Reflections on Activity III: “Meditating on Speaking Anxiety”

Participant Id	Emotional and Body Reactions When Worried
1	<ul style="list-style-type: none"> • I become anxious, excited, my hand starts to shake. I say to myself, "If you make a mistake, everyone will laugh at you, don't make a mistake." • I'd say, "How do I answer the question without knowing the answer." • I become anxious. What happens if I'm misunderstood? • I'm worried, I start sweating. 'uufff, I forgot that word again. '
2	<p>I feel tense, anxious and my hands are shaking. Everyone is looking at you. I think you will not make it. You had no rehearsals. You don't have the vocabulary knowledge to explain this. I think you will fail the exam. You didn't start well, you won't be able to revise them all.</p>
3	<ul style="list-style-type: none"> • I am afraid that they could misunderstand me and my heartbeat gets faster. • I think I won't be able to form the sentence. • I get angry. • Hopeful, excited, happy and eager.
4	<ul style="list-style-type: none"> • I get sick of it when I think too much to make a sentence in English, I feel nervous and I say I don't know. I ask to myself why I was still trying to work it out. • I misuse the words when speaking. I get excited instantly. I start to sweat. • My hands shake and sweat when I am talking to the teacher. I can't look to the teacher in the eyes. I ask to myself why he/she was looking at me, I would rather she/he didn't.
5	<ul style="list-style-type: none"> • My hand is shaking, I feel the presence of my heart. • My inner voice: you make a mistake again, you make a mess ... • I'm looking frivolously, frightening, frostbite, dipping. • My inner voice: understand something and you can't do it again. • I am getting tired. Exhaustion began. • My inner voice: your salvation from this problem is destined to lose. • I am bored and depressed. • My inner voice: he doesn't hear his voice yet. • I am sick of my hope, devastation, anger to the teacher. • My inner voice: double correction, what a nasty teacher. • My inner voice: again I don't care, no idiot teacher, no arrogance. I'm upset, I'm sorry. • I am staring, I'm angry. • My inner voice: we've started that silly thing again. God damn you.
6	<ul style="list-style-type: none"> • I feel uneasy because I'm going to make a mistake, I don't think that word will come to my mind. I'll even forget what I know. • I get stressed because I think I've mis-expressed something. • I feel anxious because I feel I will make a mistake. • I sweat, I get nervous and I think it wouldn't be nice if I say it wrong, I feel a movement on my face.
7	<ul style="list-style-type: none"> • If I don't recall a word when I'm building the sentence, I'm quitting it. This creates pressure and breaks my self-confidence. • When I make a mistake when I go to the board, I feel as if I was stuck. • I'm excited to talk about something I don't know (I don't know too much). • I get different looks when I get stuck.
8	<ul style="list-style-type: none"> • I can't find the words to articulate when I am addressing the community. • I start to sweat • My heart rate accelerates • My inner voice does not speak • All the work is left to my brain.
9	<ul style="list-style-type: none"> • I get flushed, start to sweat, I don't know what to say • I don't want to do anything, I'm afraid and ashamed • Worry, fear, and I say I won't be able to.
10	<ul style="list-style-type: none"> • I'm worried • I'm sure I'll make so many mistakes (inner voice) • I'm shaking (my whole body) • I get nervous • I want to give up (inner voice) • I am ashamed • I'm worried • You should leave AGÜ (inner voice)

11	<ul style="list-style-type: none"> • I can't think of anything, I don't know what to do • How shall I speak, alas • I just look at the word
12	<ul style="list-style-type: none"> • Confusion • Inner voice, it is enough of class and homework. • I am ashamed, I am sweating, my hands shake, why don't you raise up your voice, you idiot. • I get excited, my mouth is open and my inner voice; change it, it's the wrong word. • I get confused • My inner voice; think you silly think.
13	<ul style="list-style-type: none"> • I feel my heart beating. • I get nervous • My inner voice: You are a total idiot. • Sad • Tense • Internal voice: don't ask me, don't ask me, don't ask me, and the teacher asks • Inner voice: Be a little fast, everyone is waiting for you. • Inner voice: at least know something.
14	<ul style="list-style-type: none"> • I feel like an idiot. Everyone thinks I'm going to say something. I should stop without talking nonsense. My heart starts beating. Trying to think words. Have you ever memorized words about this subject? I think and blame myself. • Even if I could come prepared and say something, I'd feel unnecessary. In the future you will memorize and go to work Esra, you cube of intelligence. I blush, I feel fatter than usual, and my head buzzes.
15	<ul style="list-style-type: none"> • I get nervous • I am blushing • I start shaking • My body temperature is increasing • <u>If I could make the beginning, the rest is coming despite these factors.</u>
16	<ul style="list-style-type: none"> • If I get stuck somewhere, I say "we are stuck again". It's hot and my brain's coming to a halt. I can not think anything. • I try to pronounce the word without knowing how to pronounce it. When you pronounce it, the voice in it says you should say it differently. After you feel something like this, your brain stops working, hot flushes...
17	<ul style="list-style-type: none"> • You won't make it • Again the place of the words should be different • My thinking stops out of excite • Who are you to speak English • There's too much tension • I have a headache (tic-tic-tic)
18	<ul style="list-style-type: none"> • My friends will laugh • I'm shaking, I'm ashamed • My brain stops • Lack of Grammer • I'm afraid to mis-sort the words • Tension • Fear that the teacher will take me • I feel upset • I can not talk • <u>Something in my throat prevents me from talking, out of excite.</u>
19	<ul style="list-style-type: none"> • Fear, excitement because my inner voice says there are others a lot better than you, when you start talking everyone will laugh. • My heart beats fast. • My voice is shaking • I can not think • I forget things I know • My iner voice says: you didn't succeed before, your friends think like that, you will fail again.
20	<ul style="list-style-type: none"> • I feel like my heart will come out of my chest. • Now I can talk • Now I'm going to fail to answer the question that the teacher asked. • I can't think, oohhh I feel like I am in space. • Will I make a mistake or say something wrong? • Now, I will certainly mis-pronounce this word.
21	<ul style="list-style-type: none"> • I inadvertently stay out of focus in the course while playing on the phone, and I feel uneasy that I will need to receive some help when it comes to me. • Although I am very bad with words, I can use some other words instead of words I don't know, but the meaning is not understood because it is thought in Turkish.

23	<ul style="list-style-type: none"> • I get more panicked when there are interventions in the class and I am not sure that the person who gave me advice is correct. I'm getting confused. • Since I have often misunderstood the words I have used so far, I am certain that I will pronounce it incorrectly and pronounce its written format literally so it is not understood. • I don't put enough emphasis on gestures and mimics because I aim to form sentences only correctly and this makes me think that I will not be understood. • I feel nervous that my need for time makes me feel inadequate. I ask to myself if people have to wait for me.
24	<ul style="list-style-type: none"> • Even if one does not laugh, making a mistake causes my hands to sweat and flush. • Sometimes it makes me laugh to say it wrong or to know that I will mis-pronounce it. • I believe that I can handle it with a smile☺
25	<ul style="list-style-type: none"> • Sad (when my grammar is insufficient and my effort to improve it is lacking). • Inadequate (thought that I will not reach saturation level). • Depressing (I will never be perfect). • Furious (unable to speak).
26	<ul style="list-style-type: none"> • A little fear • Some excitement • A little fear • Some excitement
27	<ul style="list-style-type: none"> • When I am afraid of making a grammar mistake, I am unable to use even the things I know. I'm not sure I know what's right or what's wrong. • What if this is not true? I'm scared. • I feel like an idiot when I repeat the same things. Well, you idiot, you say other things instead. • You knew how you couldn't use it? • If I make a mistake, I will be embarrassed. I'm blushing. My stomach is contracting, I feel like I can't hear the world at that moment, so I can't perceive it when the teacher corrects my mistake. • I am ashamed of not having studied. I feel nervous if I can't say anything. My muscles are contracting everywhere, my heart rate is accelerating. • I can never use words that I've just learned because people laugh at me but I'm not sure how to pronounce them. At that moment I'm scared and I'm flushing.
29	<ul style="list-style-type: none"> • Fear • Tension • Excitement • Life stops at that moment • My inner voice says you can't.
30	<ul style="list-style-type: none"> • You can't do this • How can you forget that word • How can I not do it while so many others can • I turn red and I forget even things I know. • I rub my hands when I can't talk.
31	<ul style="list-style-type: none"> • I'm shy, I get flushes when I'm ashamed (why are you ashamed, get over it!) • I can't make sentences and I'm sweating cold and blushing in all speaking classes. I feel like I'm going to faint, I'm scared, I vomit (Aaaaaa! I have to talk again, Aaaaaa!)
32	<ul style="list-style-type: none"> • I am afraid of underestimating myself. I'm getting hot, blushing. The fear of being misunderstood by the teacher makes me nervous. Ahh why this word. • I am afraid of not being able to form the sentence correctly, I am anxious, blushing, I want to focus on another direction. Off how we were building this sentence. • It makes me nervous that I'm the first person to speak, I'm too scared, it makes me flush and sweat. What I feared happened to me, I think I felt what I was doing. I think the teachers are happy about this situation.
33	<ul style="list-style-type: none"> • You don't study enough. • You don't study enough. • You don't study enough. • You indulge yourself into trivial things • You think in Turkish • You are useless • They wouldn't understand you • You can't get over rhotacism • Your rhotacism will create a problem
34	<ul style="list-style-type: none"> • You're done, boy !!! I'm sweating. • I wish I had mastered the words, there comes a trembling. • You could easily watch series and study. I want to get the hell out of here.
35	<ul style="list-style-type: none"> • My inner voice tells me I'm going to be ridiculous • I think people will make fun of me, I feel my heart broken and my hand sweating.

36	<ul style="list-style-type: none"> • When it comes to me, I don't know what to do. I feel fear and say to myself Burak you won't be able to make it • I don't know what to do if I don't understand the question, I feel ashamed and stupid. My inner voice tells me you won't be able to do that. • When I say the word wrong, I blush, I think I will never talk again.
37	<ul style="list-style-type: none"> • My inner voice tells me that I will fail. • My inner voice says I'll do it wrong. • My inner voice says that everyone will do it right and that I will do it wrong. • My inner voice tells me that something will always be missing.
38	<ul style="list-style-type: none"> • Excite • Tense • Insecure • Fear • Hopeless
39	<ul style="list-style-type: none"> • I get excited about the heat rise going on in my body. • Are you building a simple sentence? • Those who can make this sentence look strange.
48	<ul style="list-style-type: none"> • Everyone looks at me. Everybody just looking at me. I'm excited. • Watch out, don't make a pronunciation error. How will I tell the teacher which word it is. • The excitement starts when my name is read. I'm blushing. • My face turns red when I make a mistake. It's like I'm the only one making a mistake. • Ashamed to speak sometimes.
49	<ul style="list-style-type: none"> • I am worried. • My body and hands are sweating. • I also mix things I know. • I feel tense.
50	<ul style="list-style-type: none"> • My heart beats so fast. • My inner voice says I can't do it all the time. • I forget my notification. • I feel confused. • I feel like I'm sunk and can't get out. • I feel like everything is going bad. Finally, I don't want anything.
51	<ul style="list-style-type: none"> • I'm feeling really bad. • My face is red, my hand is shaking. • I am nervous. • I think I'm a jerk. • My heart seems to stop.
52	<ul style="list-style-type: none"> • Sudden excitement (a heartbeat inside me) • Inadequate feeling (why I can't practice any more.) • Feeling insecurity • Tension • Unresponsiveness (reflecting normal emotion towards people socially).
53	<ul style="list-style-type: none"> • The idea that I might not. • I cannot say that sentence. • I hesitated too much. I'm gonna be ridiculous ... • It couldn't happen ... • I will make a mistake once more. • I am afraid to make mistake. • Speaking lesson is not too much trouble. I even love it. But I'm afraid if I don't speak English or fail.
54	<ul style="list-style-type: none"> • I fucked up. • Not again. • I forgot how we said it when asking questions. • Disgrace • Sentences that have been frustrating. • Boy, what was that? • What am I doing here? • All others understand it at once, how many trials did you have? • I'm soaked in my own sweat • Even my teeth leak. • I am non-proficient.
55	<ul style="list-style-type: none"> • My inner voice: people are bored, half an hour for a sentence, I get angry at myself asking if I would ever form sentences like that in the future. • You have killed the unspoken language with this pronunciation. • How do you not even remember this word? • God damn it, I can't speak after this mistake. • The teacher found me again, every lesson he comes to find me. • Emotion: I get nervous, angry at myself, getting excited.

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- I'm afraid to make mistakes, I get red, my knees are broken.
 - Speaking I think you do not know where to put my hand.
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Appendix 8. The Reflections on Activity IV: Transforming the Negative Inner Voice into Positive

Participant Id	Negative Inner Voice and Positive Sentences Expected to be said	Things happening after positive confrontation with negative inner voice
1	When I closed my eyes and imagined the moment I was anxious, my inner voice told me 'again you forgot the words. It's over. You're done.' What I want to hear: • Use something else to try to remember what you have forgotten. • Not until you say it's over. Do not give up. • These are not enough to make you fail. Do not be afraid.	The message I want my inner voice to tell me and I say: • Not until you say it's over. Never give up!
2	My inner voice says you couldn't do it, you didn't, you better stop. • Calm down, you can. • Gather yourself, you have time. • Pause, no problem, try again.	• YOU CAN DO IT!
3	It was a very easy sentence, why couldn't you form it, you should study more. • Keep calm and keep trying. • Do not be afraid, do not be anxious, you will do it. • Be more careful and understand.	• Stay calm and keep on trying.
4	When I close my eyes when I'm nervous, my inner voice says you can't do it on the one hand and you'll succeed on the other. Calm down, Şerife says you'll get through this, but I can't do it, I have an inner voice. I want my negative inner voice to tell me not to give up. • You will do it • Don't procrastinate you will be better. • Don't say I can't, you will do it.	When I quarreled with my inner voice, I said either say good things or go away and my inner voice said to me that I will achieve the best, never say I can't.
5	Gözümü kapatıp bu durumu düşündüğümde iç sesim: 'olmayacak duaya amin denmez, kaç kez denedin olmadı, bırak terket bu okulu, hem bak çaresi de yok düzeltirim desen düzeltmiyorsun bari acı çekme.' diyor. • Try again, God will always help you • Force yourself a little, you should sacrifice something for your dreams to come true. • Don't forget that you're leading your own life not others'.	I don't believe in the positive things I hear when I ask him to say good things to me. You are liar...
6	When I close my eyes and listen to my inner voice, he tells me that I am bored and tired now. I intervene and I say 'you can do it, even if I do it, but I am really tired now. • No boredom. Everybody did it and you're going to do it even more successfully. • Don't think you're tired. These are sweet fatigue. You should be glad you're tired because that's a sign of your development. • Excitement and stress relief. Just think calmly. You're strong enough to do that.	The positive things he said to me were 'don't be excited, don't make stress, you can do it, you can do it.'
7	When I close my eyes and dream, I hear my inner voice says, you can't speak English. • Do not give up • Don't embarrass those who trust you, you must be at the top. • Be a good person to your country, nation, religion, family and work.	My inner voice said he would repeat these things.
8	My inner voice: 'why the hell are you still thinking you can't answer anyway.' 'Dealing in vain' 'Which job did you do properly and do it' • Take a deep breath, something you know, don't give up quickly.	Don't give up, it's so simple, you can do that.
9	When I listen to my inner voice, he says I will pronounce things wrong, say some things wrong and fail. • You can go on learning English after learning from this mistake. • You can do it. • No one is perfect.	When I confronted my inner voice and tried to stop him from saying bad things to me he was stunned because he wasn't waiting. He gave up on me so I could make it, and 'you got everything you wanted. You'll get that too.'
10	When I close my eyes and feel uneasy (when I'm going to speak) my inner voice tells me 'you can't	When I argued with my inner voice and asked him to give me a positive word, he said to me 'give it a try.'

	<p>survive in this system of this university. And you will fail forever and never speak English.</p> <ul style="list-style-type: none"> • You'll do it when you study • When you can't do it when you study? Try again. • Don't be scared! You'll learn by making mistakes 	
11	<p>When I close my eyes and feel that moment, my inner voice says had Come on ders at the beginning, but when I get more excited, I can't do it all.</p> <ul style="list-style-type: none"> • You can do it • Calm down • Think simple • Be careful • You can understand 	<p>When my inner voice sent me a negative message, I silenced her and told her the message I wanted. I repeated it over and over. You can do it, calm down, think simple!</p>
13	<p>When I'm nervous, I hear them in my inner voice.</p> <ul style="list-style-type: none"> • You're an idiot, stupid. • You can't do anything • Everybody does it and you can't. • Study your lessons now. • You're an idiot, but I think you can work it out a bit. 	<ul style="list-style-type: none"> • You can do some more work, you are doing well. • There is nothing to be feel lack of self-confidence. • You will only succeed if you try and make mistakes. • You can do it. • You will do it, just try one more time until you accomplish it. You're doing great.
15	<p>That's when he said to me, what are you waiting for? Just pick up words and make simple sentences. But I went to LA class without saying these things to me and I was looking for words, asking myself where to start and what to do. İç sesim şunları diyor:</p> <ul style="list-style-type: none"> • You worked hard or thought you would sing like a nightingale. He would have said that. Singing like a nightingale is not unique to a nightingale. 	<ul style="list-style-type: none"> • Be yourself and feel the need. • Speaking comes from the nature, you don't have the bone of the language from one place to the other. • Already the state of the language tells everything, support the body with the language. <p>Rose speaks to nightingale, nightingale laughing. O rose, what a kind of conversation, don't you see everyone is laughing at you. Rose says, nightingale, don't say so, nightingale. Whoever makes me talk makes you laugh.</p>
16	<p>When I close my eyes and go back to my uneasy voice, my inner voice says to me, why can't you do it when I can't put the words together?</p>	<p>When my inner voice tried to lead me negatively, I stopped her and told her that I wanted to hear positive things. Then my inner voice:</p> <ul style="list-style-type: none"> • Never give up. You can do it. • Relax, relax • Show what you know or don't know. • Be brave.
20	<p>When I close my eyes and dream, my inner voice says to me, "Come on, you're gonna be disgraceful," and I can't talk at all.</p>	<p>I want her to make me jokes. Hey girl, you can do this while you're sleeping, or what a disgrace you're going to be. I had a fight with my inner voice and decided to say positive things to me, "You can do," he said.</p>
21	<p>My inner voice is like an egoist.</p>	<p>My inner voice supported me by saying you're super. I want to hear:</p> <ul style="list-style-type: none"> • It does not say anything. • Just say what I'm saying right now. • You might say you have a crazy English.
23	<p>When I close my eyes and go to that moment when I feel inadequate. 202 went, 30 min. Hang on, stop a 10 min. Look at the phone. C'mon! Calm down when you go home you'll work on this topic. I'm asleep, though. I wish I could study more English. Okay, we're in the morning."</p>	<ul style="list-style-type: none"> • Your background is enough for now. If you can talk at home, you can do it here. • You can handle it. • Get help if you have difficulty. Find out what you're waiting for her for. • You can't imagine what they can do to those in the bus. Please don't do it hard enough and discouraging outside. Come on, you can make lamb.
24	<p>I have so much voice in my inner voice that I can't fully distinguish their voices. He says that sometimes when I try to talk, or when I try to put it in my head, I sometimes have to shut up. My inner voice is the</p>	<ul style="list-style-type: none"> • You must not give 2 years to pass to the department you need to succeed. • You must believe that you can speak. • Think about those who passed to their departments and why wouldn't you do the same.

	Gemini, and he's not sure what he said.	<ul style="list-style-type: none"> • When there is a great dialogue, you will make great presentations in English. • My dear inner voice "There is no other way to learn this English."
25	When I close my eyes and think about my support "You can't just do it because you don't study, you don't know, do your revisions better now and learn those patterns.	<ul style="list-style-type: none"> • You will be better. • You are not awful. • If you've seen the bottom, your destination is the peak. • My inner voice says to me, "You will come to very good places".
26	He says I'm not where I'm supposed to be. <ul style="list-style-type: none"> • I want her to accept my position and focus on changing it accordingly. • I want him to think for a long time instead of an instant exit (ie think shortly). 	<ul style="list-style-type: none"> • The subconscious says: As much as I stand out, let's apply the decisions in the real management, which is the brain.
29	When I close my eyes and feel uneasy, my inner voice tells me to try again, but when it fails, it says Game over.. I want to hear 3 positive sentences: <ul style="list-style-type: none"> • Come on, lion, you do it. • Everyone makes mistakes. • Not today, but tomorrow. 	<ul style="list-style-type: none"> • It is nothing that you can't accomplish, you will study and do it.
32	When I close my eyes and go to that moment my inner voice tells me; But let me see, Simay. What do you do now? You'll do it. Let me see. Take a deep breath. <ul style="list-style-type: none"> • Heyy Simay, that's what you can handle. Let me see. Try again, remember what sentences you made before. You can do this. 	<ul style="list-style-type: none"> • I had two inner voices. The one who told bad things became silent. There was more support for good things. You can do it, show yourself.
42	You got up, you mixed up ammonium, you weren't gonna use that word there. <ul style="list-style-type: none"> • Keep it right • No boredom comfortable. • We did it, and tell it. 	<ul style="list-style-type: none"> • You can do it and we did it.
43	When I close my eyes and listen to my inner voice, he says to relax first. After you relax, try again, try again, and if you don't, calm down. <ul style="list-style-type: none"> • Be more careful. • Don't give up, try again, try again, then use your time and even if you don't talk. • You will succeed. • Don't be easy. 	<ul style="list-style-type: none"> • I stopped him when I fought with my inner voice. I said talk positive and say you'll do it.
44	He says that I will overcome it as I have accomplished everything I want and sacrifice for it. <ul style="list-style-type: none"> • You can do it at this time. • Say the things you failed. • Remember your childhood. 	<ul style="list-style-type: none"> • Remember your childhood. Didn't you learn to tie your shoelaces yourself!
45	I didn't hear my inner voice. But I know it laughed at me. <ul style="list-style-type: none"> • You know how good you are, just relax and do it. • Failure doesn't mean you're bad. Even success comes from failure. • Even if not always, working efficiently may be enough. You have to take your time. Keep in mind!!! 	<ul style="list-style-type: none"> • I said, "Don't keep quiet, at least say something", and it said to me "You know what you can do, why should I?"

46	<p>When I closed my eyes and imagined that I was speaking in a speaking class, my inner voice said, why can't you, if you don't study, you can't.</p> <ul style="list-style-type: none"> You can do it. Do not give up. Reveal your self-confidence and power. 	<ul style="list-style-type: none"> Believe in yourself
47	<p>When I close my eyes and feel uneasy, my inner voice tells me to quit school and get ready again.</p> <ul style="list-style-type: none"> What you have done so far, you will not be able to handle it. Don't forget that nobody is better than you. You should listen more carefully. 	<ul style="list-style-type: none"> When I close my eyes and face my inner voice, I tell him to give positive messages. And what I want it to say is "you're a man!"
48	<p>When I close my eyes and think that I can't speak when I imagine myself in speaking class, my inner voice says this. You've already lost 3 years and you're 21 years old. You are at a young age to learn the language early, so you can learn later than in those classroom, but on the one hand, you know that everything is accomplished in the brain. . First of all, you are a very strong girl and you graduated from a good high school with a good diploma grade and ranking. You may have lost years, but everyone has a different story in this life. So you can handle it, you're confident.</p>	<ul style="list-style-type: none"> I stopped my inner voice and said that you have no power to affect me negatively because I am a very strong girl and I can accomplish many things, the outer environment does not matter much. Not even at all.
49	<p>When I close my eyes when I don't understand, I say I'll study at home. I say I'd exercise. I can't even learn without practicing in real contexts.</p> <ul style="list-style-type: none"> Graduation Day My family Let me think of what I accomplished before. 	<ul style="list-style-type: none"> While waiting for positive messages from my inner voice, she sasys to me: "You already are."(feminine)
50	<p>When I close my eyes and go to that moment, my inner voice says to me, "Quit this shitty school".</p> <ul style="list-style-type: none"> Relax, you can succeed. Breathe, relax. Read more carefully. 	<ul style="list-style-type: none"> I had a fight with my inner voice and he said to me: "Okay, brother, calm down."
51	<p>When I closed my eyes and thought of speaking, my inner voice couldn't do it again, didn't I tell you not to burn yourself again, you can't do it, but stay calm so that others don't know anything.</p> <ul style="list-style-type: none"> Say something good, bury me a little, save me from this situation. We don't know now, but if you listen carefully, you will understand and speak to the teacher. You do, just force yourself a little, that's easy. 	<ul style="list-style-type: none"> I speak with my inner voice and when I surprised them, we finally spoke, laughing and calmly: ol Calm down, you can do it. "
52	<ul style="list-style-type: none"> You have spoiled everything once again. You couldn't succeed. You're so bad. Give up, now! 	<ul style="list-style-type: none"> Take it easy. You can do it, you can do it when you calm down. Be comfortable, be careful. You can do it. Those who do it are no different than you. Just trust yourself and pack up.
53	<p>When I close my eyes and think about that situation, my inner voice says I may not finish in one year.</p> <ul style="list-style-type: none"> You'll make it. 	<ul style="list-style-type: none"> You will accomplish, there is no need to feel worried.

	<ul style="list-style-type: none"> • You will certainly do it. • Very easy, don't worry. 	
54	<p>When I close my eyes and go when I'm uneasy, you can't understand what you're saying to me anyway.</p> <ul style="list-style-type: none"> • Calm down. There's no death. • Be careful you heard before you know only remember. • Be careful. You can understand. 	<ul style="list-style-type: none"> • Pop the balloon in your head so you can calm down and you can understand.
55	<p>Heyy baby, you can't finish the preparation this year. You never study a bit. You become excited in speaking class. Don't worry, forget the lessons. Go, travel and wander around. These times will never come back. You can't anything anyway. What I want to hear from the monster in me:</p> <ul style="list-style-type: none"> • Everyone has two ears and two legs. Why can not you do? • You will become a very successful and worldwide engineer in the future. • You are a smart and successful person. There's nothing you can't do. 	<ul style="list-style-type: none"> • Study, you will succeed. It doesn't matter how hard the target is. Just lock to the target and close your ears.

Appendix 9. The Reflections on Activity V: “Seeing Speaking Anxiety Causes from a Positive Perspective”

Participant Id	Factors Causing Speech Anxiety	Positive Results
1	<ul style="list-style-type: none"> • Getting excited too much. • Not staying calm. • Fear of making mistakes • Not being able to remember words • Not being able to find the right words when trying to convey what I think in Turkish. • Encountering questions that I cannot answer 	<ul style="list-style-type: none"> • I need to notice and calm down • Errors improve us. • I should study more often. • I should try to think in English what I have to say. • You should get help and make an entry in such questions.
2	<ul style="list-style-type: none"> • Having no-confidence in oneself • Bad attitude of the teacher • Thinking I can't • Facing sudden questions 	<ul style="list-style-type: none"> • You should trust yourself. • Actually you can do this: just relax. • Immediate questions are for helping you ready for life which is unexpected. • The teacher expects you to be much better.
3	<ul style="list-style-type: none"> • Inability to make sentence due to poor vocabulary. • Not knowing the things that I have to know k. 	<ul style="list-style-type: none"> • I have to learn more vocabulary as I want to make sentences, • I need to study more
4	<ul style="list-style-type: none"> • I am shy. • I tend to forget words. • My inner voice affects me negatively. • I have prejudices for certain topic so I don't want to speak • My teacher made me rush. • My friends don't listen to me. • Evaluation of my speech with grades. • When we do the subjects I don't like • The time limitation has trapped me • The feeling of not being able to pronounce correctly when they do not understand me. 	<ul style="list-style-type: none"> • If I trust myself, my shyness may go away. • I don't learn more words, I repeat them often. • If I work harder to talk, maybe I will influence the teacher. He won't rush. • I can oppose my inner voice. I can stop him. • I can attract attention to myself if I can use my tone better. • I think that even if I get low marks, it won't make me worse. • I can love issues if I do not approach each issue with prejudice. • If I don't think that time is short, I may not even notice that time has passed. • If I study more pronunciations, if I listen to videos, songs, I will have ear fullness and I can pronounce better.
5	<ul style="list-style-type: none"> • while speaking English, I am always interrupted by teacher several times. This is annoying. • I am not the first person to talk. • When I am asked a question that I do not know. • I do not know the English version of my answer. • No one listens to me. • The stronger ones in class constantly trying to correct me. • The teacher looks at me and laughs (the reason is that I am constantly laughing and looking at everyone). 	<ul style="list-style-type: none"> • Immerse yourself in an improvised event without stress. The first person is the perfect person. • I articulate the sentence and wait a few seconds and give the teacher time. • Answer the question with a question, by guessing. if it is wrong, the teacher tells the truth. • I do not explain my problem with simple sentences instead of making complex, unfamiliar sentences. • I have to make a sentence so beautiful that everyone's mouth to open. • Failure to give opportunity to errors. • People you love make people happy, peace (I mean the teacher loves me).
6	<ul style="list-style-type: none"> • Insufficient vocabulary. • My grammar is poor. • The teacher listens in sheer attention • I'm excited because lack of self-confidence. • People always correct me. • Time is limited and it's hindering what I want to say. • Hurrying to say and finish as soon as possible. 	<ul style="list-style-type: none"> • If my vocabulary is poor, I am missing because I don't study. That's why I have to memorize words. • My grammar is poor because I couldn't fully understand the grammar. • The teacher listens carefully because he does not want me to continue with the same error. So it's good that he listens to you carefully. • You must be self-confident. Everyone's the same as you. • It means that people correct me, so many people know what I'm wrong about, but I don't. Which means I have to study harder.

		<ul style="list-style-type: none"> • Time limit is not a problem, say as much as you can.
7	<ul style="list-style-type: none"> • Excitement • The desire to speak without errors • Poor vocabulary. • Fear of failing the exam. 	<p>I have to memorize more words. I have to scratch my brain thoroughly that my mistakes will not cause people to make fun of me. If I use body language more effectively, I can communicate better and reduce my excitement.</p>
8	<ul style="list-style-type: none"> • My inner voice • Fear of failure. • Not having done my homework. (To prepare) • To realize that the friend or teacher did not understand me. 	<ul style="list-style-type: none"> • If I believe in myself, I will handle it • No problem if I provide self-discipline and prepare well. • My calm and one-to-one conversation makes me more understandable. • Imagining that the room or the class is empty allows me to calm down.
9	<ul style="list-style-type: none"> • I don't know all the words. • I do not fully understand the Grammar structure. • I feel my friends know more than I do, they see my mistakes. • I don't go up on the blackboard and talk to everyone. • My pronunciation of words. 	<ul style="list-style-type: none"> • I need to learn words. • I can learn the structure of Grammar. • I may also know a lot, as a result we are all in the same class, I can work harder and do it myself. • I can achieve this if I overpower my excitement and trust myself. • This problem will be eliminated if I try to pronounce more.
10	<ul style="list-style-type: none"> • The presence of two children in the classroom who find every mistake. • I don't know that I can't speak as perfectly as a teacher. • I don't get bad criticism from my friend sitting next to me after I talk. • I stutter while speaking and I am inadequate in word pronunciation. • Lack of vocabulary. • I cannot express what I think even if it is a subject I know. • I have not fully understood the Grammar structure. • Body language of the teacher as I speak. • The teacher is not a perfectionist; • how the teacher behaves while I am speaking is very vital. I want respect and positive energy 	<ul style="list-style-type: none"> • I may not see or abstract those two children. • I can put the teacher in front of me as a role model. • I can learn and correct parts of my conversation that my friend does not like. • I can beat on my stuttering and correct it by performing distressing and speaking in word pronunciation. • I can keep a vocabulary book, put it in my mind by reading short stories. • I must rehearse in advance. • I have to practice a lot about the Grammar structure. • I have no idea • I have to trust the teacher but his language scares me because he makes it clear to me when I do it wrong.
11	<ul style="list-style-type: none"> • When I'm excited. • When I panic, although very rare. • I cannot pronounce the word correctly. • When I cannot form the sentence correctly. • When I cannot think of the word in English 	<ul style="list-style-type: none"> • I have to trust myself and believe that I will. • I have to trust myself and believe that I will. • So I can do better if I work on that. • I can make better sentences if I work more grammar. • If I practice words every day, I can improve my vocabulary
12	<ul style="list-style-type: none"> • Making sentences from the study • Whether the teacher gives me the right to speak or not • When I don't think my voice can go to the teacher (classroom is noisy) • Trying to form complex sentences 	<ul style="list-style-type: none"> • Try to build more complex sentences • Improve your vocabulary • I should use the sound tone well
13	<ul style="list-style-type: none"> • Being asked a question when unprepared questioning • On subjects I don't know • People I don't know • The teacher corrects me every time • Classmates' making fun in class • My lack of vocabulary and grammar • Having less thinking time • Going to the board 	<ul style="list-style-type: none"> • I must always be ready • I need to practice more • I need to learn things I don't know • I have to trust myself and increase my self-confidence • The teacher is trying to help me • They are like me after all • I need to work harder • I can practice myself more and increase my thinking speed • I need to increase self-confidence and learn to trust myself
14	<ul style="list-style-type: none"> • Trying to speak and not have enough words (basic words) • When I feel that it's been a long time before I make sentences in my head • Talking to the teacher 	<ul style="list-style-type: none"> • I can do things to improve my vocabulary • If I practice more in everyday life, I will be better at forming simple sentences. • The teacher is there to teach me. It is better if I learn what you teach well in the past and become more active in class.

	<ul style="list-style-type: none"> • Talking to someone I haven't practiced before • Do not listen to me carefully • When I think my type is a boat • I can't breathe more when I realize I can't breathe • When I need to hurry and when I speak first 	<ul style="list-style-type: none"> • If I feel enough, it doesn't matter who I am • I have to trust myself and tell the other person with my tone and behavior • I have to pay more attention to myself • I have to do what makes me feel good vs sports • If I can control my breath and my body, I can calm myself. • I can complete it with a nice closing sentence. I might think my first conversation wasn't a bad thing.
15	<ul style="list-style-type: none"> • Poor knowledge of English • Growing from small age (conservative and enclosed growing) • Environmental pressure • Not speaking much in the community • Deciding on sudden reactions to immediate events (what should I do) • Lack of experience • My mood in the moment • Keeping my own properties (avoiding exposure) • I think the biggest stage fear. 	<ul style="list-style-type: none"> • The ultimate latitude and abilities of people are graded within each person. • God has not deprived anyone of this lethal if man can throw this core of himself into the soil and hyacinth. So I think about it and leave the core inside me.
16	<ul style="list-style-type: none"> • Thinking about inability to form sentences • Getting unprepared • Being unable to express myself • Avoiding obvious mistakes • After my teacher corrects my mistake, I become anxious • Simultaneous hot flashes while doing these, my relationship with the world is cut off when hot presses • time limitation makes me uneasy • I'm nervous when I can't express words properly 	<ul style="list-style-type: none"> • Being comfortable • Self-confidence • Don't be afraid to make mistakes • You can't learn the truth without making a mistake • Be more careful with pronunciation
17	<ul style="list-style-type: none"> • Having a native teacher in a crowded environment • Everyone is listening to me in pure attention 	<ul style="list-style-type: none"> • I can be more frequent with my friends in more crowded environments • The fact that the teacher is foreign leads me to be more careful in choosing my words.
18	<ul style="list-style-type: none"> • Lack of self-confidence • Poor vocabulary knowledge 	<ul style="list-style-type: none"> • I should believe in myself • I should memorise more words
19	<ul style="list-style-type: none"> • Questions I do not know the answer • When I feel that my friends are better than me • The teacher does not give warnings like correcting my mistakes and you better do this • I do not rest while I talk, I feel ignored, but when pure attention is listened, my voice trembles, blushes and I cannot convey what I think. • When it's my turn • Teacher wants us to talk fast, and I understand when you speak fast. Even if it repeats, it repeats fast and I do not understand, even if it slows down, I cannot think of anything from the excitement at the moment. • Because I am insecure, I think I have experienced them the most and I have a perfectionist production and if it cannot do well I say no. 	<ul style="list-style-type: none"> • I am relieved that there are no people and I am more alone. I think that if I can overcome this and trust myself one day, if I can overcome my self-esteem, I will be able to overcome these 7 situations.
20	<ul style="list-style-type: none"> • The class is crowded and noisy • Requesting me to speak unprepared • My vocabulary is not enough • Unconcerned attitude of the teacher • My friend asks me questions for my own speech as I prepare to speak at the given time • My friends correct my mistakes 	<ul style="list-style-type: none"> • I don't know if I'm wrong. • I'm learning everything doesn't come from where I work, I need to be ready for it, I'll learn like this • Signal that you need more • I would like to invite the teacher to NLP. If I do the same to him, he'll know it's wrong and he'll stop. • Do greed, be good enough to correct them, work more signal

24	<ul style="list-style-type: none"> • It is my turn to come to me before I build the sentences in my head • The idea that the whole class will listen to me • When I think my teacher will make a bad comment about me after I finish the conversation • Lack of self-confidence • When I need to talk about what I know I will have to use words I don't work with • Reduced time and speed when trying to finish • Gestures and facial expressions of the teacher 	<ul style="list-style-type: none"> • Trying to be fast, self-confidence • In the future, perhaps you will speak in front of many people. People laugh, and you laugh at yourself. Don't be afraid to make mistakes. • He wants our conversation to be better. • I can achieve this if I trust myself. • I can do this if I work. • You don't have to finish fast. • Calm yourself and build sentences. • Finish your sentences without looking at the teacher's face.
21	<ul style="list-style-type: none"> • I get stuck when I have questions on subjects I don't know. This makes me uneasy. 	<ul style="list-style-type: none"> • I need to study more
22	<ul style="list-style-type: none"> • I don't know the word • Don't be afraid to pronounce some words • Someone laughing stupid • The teacher is foreign • The other person is perfect (may be my friend) • Lack of knowledge on the subject makes me unwilling to talk 	<ul style="list-style-type: none"> • I can improve my pronunciation by listening to it, be like it, improve my vocabulary. • Pronunciation • I need to improve • I do research
23	<ul style="list-style-type: none"> • I don't have enough words to describe myself • Constantly build sentences with the same word • Having hum in the classroom as I speak • Not being given the opportunity to understand my life • I can not reflect the sentence I want to build out of my head • Staying to the end during the conversation • Difficulty in word pronunciation 	<ul style="list-style-type: none"> • Seeing my deficiency gives me the opportunity to find solutions • As a matter of fact, if I strengthen my vocabulary, I may have done a great part. • I can keep my book strong and see my progress in daily life • If I find my mistake myself, I may have a better opportunity to learn • I can write down my mind more calmly and have the opportunity to improve myself. • I can turn such a situation into an advantage and build up an accumulation of sentences. • I would have no excuse to watch the series to improve myself and to learn word pronunciation.
26	<ul style="list-style-type: none"> • The lecturing system in AGÜ 	<ul style="list-style-type: none"> • The AGÜ aims to provide us an English that will suffice in every environment
27	<ul style="list-style-type: none"> • I have all the focus, people listen to me with pure attention • Lack of self-confidence • Excitement • Fear that the teacher would warn about my mistake • My friends laugh • I do not realize that people in the classroom are bored of me, my speech, and not listening to me • Pure attention in class, silence, and it's only me speaking • The moment I notice that I have made a mistake in pronunciation 	<ul style="list-style-type: none"> • In fact, it's better that people listen to me than they don't. If I can eliminate the stage fright, I can get out of it. • I need to believe in myself and what I can achieve. • The fact that you are excited indicates that you care about your current position. It might be useful if I can adjust the dose. • Teacher should let me see and correct my mistakes. • In this case, I need to correct my pronunciation and be able to select words more carefully. • I need to adjust my tone and make my speech more interesting. • Everybody's only job is listening to me, you're there to talk right now. • The existence of time means that you will not be there forever. You just talk for a while and it's over.
28	<ul style="list-style-type: none"> • Not being able to speak as effective and well as others. • Not being able to pronounce the sentence or word well, and look funny. • The environment in the classroom is dull and non-motivating. • When the lesson is carried out in the classroom in the barn, because the chairs are uncomfortable and it makes me nervous. 	<ul style="list-style-type: none"> • I think that it is not very useful to act when the human brain doesn't believe that everything will be good, and the result is that you don't believe it because the priority will be given for a person who believes in himself and then the class will be motivated, boosted and alive. And I'm happy when I eat and come. I have to study outside the class, as well.
30	<ul style="list-style-type: none"> • Lack of vocabulary • Forgetting everything on the board 	<ul style="list-style-type: none"> • As for positive things; I see that I have little vocabulary and I can go and study words or I

	<ul style="list-style-type: none"> Using some things thinking as Turkish. Panic, stress Fear for grades 	<ul style="list-style-type: none"> understand that I need to go to the board more because I feel that I am panicking. I can't see positive intentions about fear.
32	<ul style="list-style-type: none"> Inability to find the correct word Mis-pronouncing the words Classroom environment 	<ul style="list-style-type: none"> Improving myself by studying the pronunciation of words to make sentences more comfortable by increasing my vocabulary. To ensure that I improve myself by not saying my mistakes.
40	<ul style="list-style-type: none"> When I talk after someone who speaks very well in class. Words don't occur to my mind. Classroom environment My friend explains to me when I can understand what the teacher would say. (Sometimes it's nice for my friends to help me, but I can't think of it when I explain it the way the whole class can hear because I feel bad, I think of other things.) 	<ul style="list-style-type: none"> I can practice at home. I must memorize words. I have to be prepared for the topics we will cover. I have to indicate whether I understand or not. In this way, my teacher can always ask easy questions.
41	<ul style="list-style-type: none"> Limited time. Lack of vocabulary Teacher's attitude and behavior The stress of the classroom environment The fear to say something wrong 	<ul style="list-style-type: none"> Recognizing the lack of vocabulary and studying more words. To understand that I have made a mistake from the teacher's attitudes and try not to make the same mistake more. Getting used to such environments and not having difficulties in business life in the future. Trying not to think.
48	<ul style="list-style-type: none"> Because of the class environment I don't want to talk High expectations of the teacher The teacher is in a hurry because the class size is very high. My being shy Receiving bad comments from the class. They don't understand how I can't do it. 	<ul style="list-style-type: none"> I should speak as if I am the only one around. So there's no one else. Just me and my teacher. I need to increase my vocabulary and speak comfortably in every subject. I have to ignore who says what and just focus on myself.
49	<ul style="list-style-type: none"> Lack of words Lack of Grammar Low self confidence Classroom environment When classmates speak well to other friends If I'm going to talk about something I don't know. 	<ul style="list-style-type: none"> You must complete your deficiencies Believe in yourself, you can You should work harder, and you can succeed, as well.
50	<ul style="list-style-type: none"> I cannot trust myself. I worry about what people say I feel like I can't. Everyone seems to look bad to me. I feel like no one will ever talk to me again. Because of my inner voice When the topic is something I don't know 	<ul style="list-style-type: none"> I can speak very well if I trust myself. I should consider what people say when appropriate. I have accomplished many things so far, I can overcome it. I can because I believe in myself. Everyone is talking to me, just feel comfortable. If I speak positively with my inner voice, he speaks positively to me. I can speak very well if I come by studying the subject.
51	<ul style="list-style-type: none"> Trying to form the sentence in English without knowing the sentence in Turkish. Teacher wants me to be fast I will tell you not to find anything by describing in the picture. My vocabulary is insufficient. I have grammar problems I try to make a perfect sentence. It is my turn to come to me. No time to think The result depends on an exam 	<ul style="list-style-type: none"> I must study Turkish I have to be faster I should study words I should focus more on LA. I must ignore some of the errors. I must feel ready for this situation I didn't think of anything. I must convince myself that everything is not just an exam.
53	<ul style="list-style-type: none"> I have no confidence in what I can do I have poor vocabulary I pause or stutter while talking. 	<ul style="list-style-type: none"> I do not motivate myself quickly. Being able to tell the things I want with the words I know

		<ul style="list-style-type: none"> • I need to be be more calm and minimize pause time.
54	<ul style="list-style-type: none"> • I have no self-confidence. • I believe that I don't know it • I feel ashamed • I feel tense • I mix even things I know • When I feel that everyone is looking at me • I can't handle the things • Poor vocabulary knowledge • You can spoil everything when trying to stick to grammar rules • Toparlayamama durumu. 	<ul style="list-style-type: none"> • I can't see anything!!!!
55	<ul style="list-style-type: none"> • The fact that Daryl makes these classes • I get excited during speaking 	<ul style="list-style-type: none"> • What if I can't talk even if Daryl comes? He is just another person like us. Maybe I am even more ambitious if I don't talk. • I get excited because of fear of grading. I wouldn't be excited if they didn't grade us.



Appendix 10. The Reflections on Activity VI: “Defeating Weaknesses with Strengths”

Participant Id	My weaknesses	My Strengths	Things I learned
1	<ul style="list-style-type: none"> Lack of vocabulary and forgetfulness causes difficulty for me in speaking class. 	<ul style="list-style-type: none"> Perseverance. Learning something easily. I know that my mistakes are not so serious and I am not afraid of making mistakes. I know that I have to learn English. 	I am aware of my weak points and I know that I can deal with them by using my strong points. I am strong and I can do it.
2	<ul style="list-style-type: none"> Lack of vocabulary Lack of self-confidence Anxiety for good grades 	<ul style="list-style-type: none"> Making fun of myself Being instantly encouraged My willingness to learn 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
3	<ul style="list-style-type: none"> In-sufficient vocabulary knowledge. 	<ul style="list-style-type: none"> Making fun of those moments My willingness to learn 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
4	<ul style="list-style-type: none"> My insufficient vocabulary knowledge. My being shy. My in-ability to speak fluently and constant pausing during spech. Lack of grammar My poor pronunciation. My forgetfulness 	<ul style="list-style-type: none"> My making fun of my own mistakes. My willingness to learn. I have the courage for it. Even not-fluent, I try to speak and I never give in. I never forget that I am obliged to learn it. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
5	<ul style="list-style-type: none"> My poor vocabulary knowledge. My shyness. I feel excited no matter it's a small class or a hall. I have pronunciation problems. 	<ul style="list-style-type: none"> I can make fun of myself. I am ready to take responsibility of my actions. I like taking risks. I am hopeful. I know that I must learn to improve myself. I know that those moments won't last forever. And I have the power in me so I can do it. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
6	<ul style="list-style-type: none"> My poor vocabulary knowledge My shyness. My lack of grammar. My poor pronunciation. The existence of the teacher. Forgetfulness. 	<ul style="list-style-type: none"> My perception is fast. I can make fun of those moments. I fulfill my responsibilities and do my homeworks. I can calm down myself I know that I have to learn it. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
7	<ul style="list-style-type: none"> My inability to form a full sentence. This is a great disadvantage for me. Speaking fluency required for that moment Class environment and fear of being evaluated. 	<ul style="list-style-type: none"> My willingness to study. Random talks I do when in comfort. If I started something and if I know that I think it's gonna help me, I always take it to the end. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
8	<ul style="list-style-type: none"> Forgetfulness. I am afraid of making mistakes. I give in quickly. 	<ul style="list-style-type: none"> I like learning. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
9	<ul style="list-style-type: none"> When I can't pronounce words. 	<ul style="list-style-type: none"> I know that it's not the end of everything. 	I am aware of my weaknesses and I know that I can deal with them by

	<ul style="list-style-type: none"> • My poor vocabulary knowledge. • I feel shy in class environment (in public). • Lack of grammar. • Anxiety of evaluation 	<ul style="list-style-type: none"> • I am not afraid of making mistakes. • I am aware of my responsibilities. • I never give in. • I memorise quickly. 	using my strong points. I am strong and I can do it.
10	<ul style="list-style-type: none"> • My pronunciation mistakes when talking. • My insufficient vocabulary knowledge • I make grammar mistakes. • I tremble and feel uneasy. • I seldom read books. • My forgetfulness, feeling of stress. 	<ul style="list-style-type: none"> • I can make fun of myself. • I never give in and continue to study. • Even if I can't, I try to speak. • I can understand teacher's corrections and apply them. • I am aware of my responsibilities. • I never listen to my inner-voice. (It always tells bad things). • I know that I have to learn it. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
11	<ul style="list-style-type: none"> • Lack of Grammar knowledge • Lack of vocabulary • Pronunciation errors. • Speech issues are difficult and I can't think of anything. • I am not forgetful. 	<ul style="list-style-type: none"> • I am patient. • I want to learn. • I am aware of my responsibilities. • I never give up. 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
12	<ul style="list-style-type: none"> • Lack of vocabulary information • My grammar knowledge is poor • My pronunciation is ok 	<ul style="list-style-type: none"> • I have a capacity to make simple sentences quickly • I am not afraid of making mistakes • I am hopeful 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
14	<ul style="list-style-type: none"> • Lack of vocabulary • My inability to control myself • Lack of grammar • I feel like I haven't practiced. It was like I was talking for the first time • You don't get grades 	<ul style="list-style-type: none"> • I can make fun of myself • I am eager to learn • all is well 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
17	<ul style="list-style-type: none"> • lack of vocabulary • lack of grammar knowledge • my pronunciation is not good • tension in classroom environment 	<ul style="list-style-type: none"> • I never stop talking • I never give up • I always believe that something will be good one day 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
20	<ul style="list-style-type: none"> • lack of vocabulary • I am shy • I can't control myself • poor pronunciation • classroom environment • grade anxiety 	<ul style="list-style-type: none"> • little self-confidence originating from regular study • I can make fun of myself • I am eager to learn 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
22	<ul style="list-style-type: none"> • I get more excited as I extend the time I expect to think when the word doesn't occur to me • I sometimes stammer because of the pronunciation of some words 	<ul style="list-style-type: none"> • I learn a word when I see it 2-3 times • Sometimes, I can think of beautiful things • If I say the word to myself 1-2 times I do not make a pronunciation error • I learn when I listen to the class at that moment 	I am aware of my weaknesses and I know that I can deal with them by using my strong points. I am strong and I can do it.
23	<ul style="list-style-type: none"> • My inner voice spoils my self-confidence 	<ul style="list-style-type: none"> • I can make fun of myself 	I am aware of my weaknesses and I know that I can deal with them by

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| <ul style="list-style-type: none">• My lack of vocabulary• I can't control myself• Pronunciation Issues• The presence of the teacher• assessment anxiety• forgetfulness | <ul style="list-style-type: none">• Not listening to my inner voice (which often says negative things)• My eagerness to learn• I am aware of my responsibilities and fulfill them• I think that the moment will pass, making mistakes is normal for people | using my strong points. I am strong and I can do it. |
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Appendix 11. The Reflections on Activity VII: “Imitating and Modelling a Perfect Speaker”

Participant Id	Who did you take as a model? Why?	How did you feel when you put your head on the model's body?	Once I went to speaking class when I was confident of myself and I spoke there, I said “I can do whatever I want as long as I want to do it.
1	I have created a model for speaking English which is perfect in all aspects.	I thought I could be like /her/him and put myself in her/his place. I imagined I could speak English just as perfectly. I saw there was nothing in her/him that I didn't have. I know that I have the power I need to develop myself and become like her/him.	Once I went to speaking class when I was confident of myself and I spoke there, I said “I can do whatever I want as long as I want to do it.
2	I chose my speaking teacher. The reason I chose him/her is because she/he can speak English.	I felt weird when I put my head on her/his body, but it was beautiful. I felt better once I put my body in. I felt I could do it. When I pretended to be her, I was so relaxed and cool.	My inner voice has finally come to terms with me. My inner voice said “yeeeee! Look, you can do it, welldone babay”
3	I have chosen my roommate as a model because we are peers and he can speak English fluently and well.	I was happy to think I could talk like him and I want to learn even more now.	I speak English confidently in class.
4	I chose one teacher at school because she spoke English so fluently that when I saw her in my first lesson, I thought that I could understand her and I knew English	When I put my own head in his head, I felt that everyone could understand me, that I could speak English freely. When I fully took his place, I believed that I would be able to speak English well, and use the words fluently, with gestures and mimics.	I shouted to everyone in the class and my distant friends that learned this damn English and shouted that I could now speak freely.
5	I chose Donald Trump as a model. Because no matter how bad it is, he is determined and speaks very clearly. He knows how to blow when he needs to.	When I put myself in his place, I realized that I could shout and call without fear. I have no reason not to. When I pretended to fully behave like this model, I saw myself and I realized that I could be enough for myself. It's hidden in me.	Silencing the class and the teacher I would shout: When we're in a rainy weather, you're all listening to thunder instead of dealing with the beauty of the rain. I decided not to be rain anymore but to be thunder. You'd be scared, but you'd listen.
6	I chose Olfa as a model because she can express his feelings in a different way without any difficulty. She is skilled at English pronunciation and she can re-express in an easier way for us to understand. She can be funny when she wants to, when she's still serious.	When I put my head on her body, I felt like him, with no difficulty to pronounce, and confident and successful. I once again felt successful and confident as if I was completely her.	Now I can speak English with self-confidence. I told the teacher and myself that I could do it.
7	Chose Ayfer teacher as her pronunciation is good and she uses her voice vey well.	I felt strange when I put myself in his place. Our teacher is comfortable talking, laughing, having fun. I'm a little serious so it was strange for me to do such things.	I'd say to the people around me: “Look, I speak English fluently. I have accomplished!!!”
8	I chose Daryl as a model because she is both successful and self-confident. Most of all, I like her as her attitude towards the students in the classroom is always equal and she never lower the mode.	When I put my head on her body I felt old and extremely bossy. When I was completely in his place, it was quite easy and normal for me to address the class.	I didn't find anyone to get mad, and my only problem is my inner voice.
9	I'd choose anyone whose mother tongue was English.	I thought my native language was English and then I spoke English as if I were speaking Turkish. There was no excitement in the bad sense because I was talking very nicely. Not hanging out, bored, and blushing. Then I was in class and nobody excited me. Now I speak without excitement.	I would say to the teacher: I can do it, I can speak, please choose me to speak and I will speak. To those who laugh: I can do it and I can speak, let's see you talking.
10	The model I chose is Elon Musk, because he sometimes hangs out as he talks, but he continues to be confident in his knowledge. Although his work is subject to	When I replaced my head with his, I saw my speaking teacher, but I kept talking and he never corrected me while I was talking. But a very funny feeling is that it was only my head	Actually, I didn't shout anything, but I gave a presentation by looking at the speaking teacher and the two children I was cross with.

	oppositions, he continues his way by repeatedly explaining what he has done and will do. That's why he's my model.	there. When I completely replaced Elon Musk, I remembered that my fears were over and that I was a human being.	
11	My model is Tuba Demir because I saw English-speaking people for the first time in this school. I didn't get preparatory education; other branch teachers did English classes.	When I had my own head over her body, I was very glad to speak English because my efforts had yielded results. I was completely lightened when I saw myself in this model. Since I came to this school, my effort has been to learn and speak English, and I've become relieved.	I didn't yell at anyone. Because I didn't have trouble proving to speak English with neither the students nor the teacher. When I saw that I could speak English, I just thanked.
12	I take Chris Rock as a model. He can make people laugh by speaking English and his ideas are like mine.	I have had a self-confidence overblast and belief in myself and I could even speak in English for a long time on my own.	I would rather you had a look on the student you lost. Sir, if you are tired, I could go on speaking.
14	I chose Tuba Hoca because while she is speaking English, she used her body language in such a perfect way that she looks as if she were a native. She is my ideal because she also learned English later like me	It was so funny when our heads were ex-changed, and I felt more confident, my body became more comfortable talking. My weight, my breath, etc. I didn't care much. I focused on what I was telling.	When I returned to the class, there was no trace of my inner voice and I said it was good. Now I could learn the jokes of language. I could text my foreign friends I wanted to talk to.
17	Fatih hoca is the person I choose as a model. He is very fluent and his pronunciations are very clear so I can understand him when he talks.	When I took his place, I felt that I spoke very good English and enjoyed it immensely.	When I spoke English confidently, I gave everyone the message that I can speak English now.
20	I took Olfa Hamili as an example and I can listen to him/her for hours. And she/he's comfortable.	I felt weird when I put my head on his/her body, but it was good. The dream of speaking so beautifully excited me.	The transformation was spectacular. I could speak very well now.
22	Ayfer Çölkuşu is very much like my mother. She uses her body language very well. She expresses herself well and without pronunciation.	When I put my head on her body, I still felt like myself. So, not much has changed. The only thing which was different was that it was not Turkish. I felt confident talking Turkish. I felt natural and unconcerned (+) when I imagined myself completely modeled like her.	I would say to Salih and İrem (those sitting next to the wall) that they should laugh at themselves, because they would see what it takes. (I ctually get on well with them, but I feel furious when they laugh)
23	As a model, I have chosen my friend, Hatice Zehra, because she is self-confident and whenever she makes a mistake, she mocks herself and with more confidence, she goes on speaking.	I laughed when I put my own head on her body and saw her gestures and facial expressions on my own face. When I pretended to be completely like her, I was very confident and happy when I saw that people were listening to me when I spoke.	I said to Eren teacher that when he asked me questions and corrected my mistakes I'd not feel worried and I was full of self-confidence. I said to my classmates that they would listen to me because I could talk now.



GAZİLİ OLMAK AYRICALIKTIR..