

**THE RELATIONSHIP BETWEEN CODE-SWITCHING BELIEFS
OF UNIVERSITY PREPARATORY CLASS STUDENTS AND
THEIR FOREIGN LANGUAGE CLASSROOM ANXIETY**

Banu Sönmez

181113110

MASTER'S THESIS

Department of Foreign Language

Education English Language Teaching Programme

Advisor: Prof. Dr. Aysu Aryel Erden

İstanbul

T.C. Maltepe University

Graduate School

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JÜRİ VE ENSTİTÜ ONAYI



ETİK İLKE VE KURALLARA UYUM BEYANI



LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ ETİK İLKE VE KURALLARA UYUM BEYANI

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmamın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığımı beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.


Banu SÖNMEZ

Hazırlayan: Enstitü Sekreterliği

Onaylayan: Kalite Yönetim Koordinatörlüğü

DEDICATION

“All that is gold does not glitter,
Not all those who wander are lost;
The old that is strong does not wither,
Deep roots are not reached by the frost”

J.R.R. Tolkien, The Riddle of Strider, The Lord of the Rings: The Fellowship of the Ring

To my advisor Prof. Aysu Aryel Erden for her invaluable support and understanding,

To my first and eternal teacher, and the wind beneath my wings, my mother Prof. Dr. Necmiye Sabuncu for her everlasting patience and brilliant guidance,

To my guardian angel, my father Doğan Sabuncu for watching me from above,

To my soulmate, my better half, my husband, Ahmet Barış Sönmez for his incredible tolerance, support and help,

and

To my precious one, my son Bora for his treasured hugs,

everyone in my life who has been around and will be around

Thank you....

Banu Sönmez

September, 2020

ÖZ

ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN KOD DEĞİŞTİRME İNANÇLARI İLE YABANCI DİL DERSİ SINIF İÇİ KAYGILARI ARASINDAKİ İLİŞKİ

Banu Sönmez

Yüksek Lisans Tezi

Yabancı Diller Eğitimi Anabilim Dalı

İngiliz Dili Eğitimi Yüksek Lisans Programı

Danışman: Prof. Dr. Aysu Aryel Erden

Maltepe Üniversitesi, Lisansüstü Eğitim Enstitüsü, 2020

Bu çalışma üniversite hazırlık öğrencilerinin kod değiştirme inançları (kanıları) ile yabancı dil sınıflarındaki kaygıları arasındaki ilişkiyi incelemek amacıyla tanımlayıcı olarak planlanmıştır. Bu doğrultuda kod değiştirme inançları ölçeği, yabancı dil sınıf içi kaygı ölçeği ile araştırmacı tarafından katılımcıların tanımlayıcı özellikleri için tasarlanmış form kullanılarak nicel bir veri analizi yapılmıştır. Çalışma, 2019-2020 akademik yılının bahar döneminde İstanbul'da bulunan iki farklı özel üniversitede gerçekleştirilmiştir. Araştırmanın örneklem grubunu anadili Türkçe olan, İngilizce hazırlık orta öncesi, orta seviye ve orta üstü seviye sınıflarının öğrencileri oluşturmuştur. Tanımlayıcı istatistiksel yöntemler olarak sayı, ortalama ve standart sapma, normal dağılım testi, t-testi, tek yönlü Anova testi, Scheffe testi, Pearson korelasyonu ve regresyon analizi yapılmıştır. Veriler, kod değiştirme inançları ve yabancı dil sınıf içi kaygısı arasındaki ve her iki ölçeğin alt kategorileri arasındaki ilişki ve korelasyon, katılımcıların cinsiyeti, düzeyi, önceki hazırlık deneyimi, mezun oldukları lise türü ve öğretmenlerinin kod değiştirme sıklığı hakkındaki görüşleri açısından analiz edilmiştir. Kod değiştirme inançları (kanıları) ile yabancı dil sınıf içi kaygısı arasında pozitif bir korelasyon olduğu saptanmıştır. Bu korelasyonun ise düşük pozitif bir korelasyon olduğu bulunmuştur $r=0.294$ ($p=0,000<0.05$). Kod değiştirmenin temel amacının kod değiştirmenin alt kategorisi olan açıklık ($r=0.971$) olduğu saptanmış, öğrencileri en fazla yabancı dil sınıfındaki kaygının alt kategorisi olan konuşma kaygısının etkilediği saptanmıştır. Cinsiyet ve hazırlık deneyimleri değişkenlerinin istatistiksel olarak anlamlı olmadığı saptanmış; ancak, düzeyleri, mezun oldukları lise türü ve öğretmenlerinin kod değiştirme sıklığına ilişkin görüşleri ve her iki ölçek arasında istatistiksel anlamlılık olduğu saptanmıştır. Bu çalışmada korelasyonun düşük olmasına rağmen, öğrencilerin kod değiştirme inançları (kanıları) ile kaygı düzeyleri arasında istatistiksel olarak anlamlı bir ilişki olduğu belirlenmiştir ($p=0,000<0.05$).

Anahtar kelimeler: kod değiştirme inançları, yabancı dil sınıfı kaygısı, korelasyon, anadil, yabancı dil, İngilizce.

ABSTRACT

THE RELATIONSHIP BETWEEN CODE-SWITCHING BELIEFS OF UNIVERSITY PREPARATORY CLASS STUDENTS AND THEIR FOREIGN LANGUAGE CLASSROOM ANXIETY

Banu Sönmez

Master's Thesis

Department of Foreign Language Education

English Language Teaching Programme

Advisor: Prof. Dr. Aysu Aryel Erden

Maltepe University, Graduate School, 2020

The exploratory study aimed to investigate the relationship between the code-switching (CS) beliefs of university preparatory students and their foreign language classroom anxiety (FLCA). A quantitative data analysis was carried out using the CS beliefs and FLCA scales along with the form designed for their descriptive features. The study was conducted in two different private universities, both located in İstanbul in the spring semester of 2019-2020 academic year. 458 preparatory students from pre-intermediate, intermediate, and upper-intermediate levels sharing the same native tongue (Turkish) formed the sample group. The correlation between the CS beliefs and FLCA, and between their sub-categories, each scale in terms of the participants' gender, level, previous preparatory experience, high-school type, and opinion on the frequency of their teacher's code-switching were analyzed. As descriptive statistical methods number, average and standard deviation, normal distribution test, t-test, One-way Anova test, Scheffe test, Pearson correlation and regression analysis were performed. Findings revealed that there was a positive correlation between foreign language classroom anxiety and code-switching beliefs of the students $r=0.294$ ($p=0,000<0.05$), even though it was low. In terms of the subcategories- major aim to employ code-switching was found to be clarification ($r=0.971$) whereas FLCA subcategory speaking anxiety in language class was the one from which students suffered most. It was revealed that gender and their preparatory experience had no statistical significance. However, there was a statistical significance between their level, high-school and opinion on the frequency of their teacher's code-switching and their code-switching beliefs and foreign language classroom anxiety. Despite the low correlation, the study confirms that there is a relationship between code-switching beliefs of students and their anxiety level ($p=0,000<0.05$).

Keywords: code-switching beliefs, foreign language classroom anxiety, correlation, L1, foreign language / L2, English

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ABBREVIATIONS

CS	: Code-switching
CS beliefs	: Code-switching beliefs
FLCAS	: Foreign Language Classroom Anxiety Scale
FLA	: Foreign Language Anxiety
L1	: Mother tongue
L2	: Second Language
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ELT	: English Language Teaching
TL	: Target Language

CURRICULUM VITAE

Banu Sönmez

Department of Foreign Language Education

Education

MA 2005 Maltepe University, Post-graduate School of Social Sciences, Department of Psychology, Humanities and Philosophy

BA 1998 Istanbul University Faculty of Science and Letters
Department of English Language Education

High School 1994 İSTEK Uluğbey High School

Work/Employment

2015 - Instructor at Undergraduate and English Preparatory Programs, Foreign Languages Department, Acibadem University
2011- 2015 Instructor at English Preparatory School, TC. Piri Reis University
1999- 2011 Coordinator of ESP programs for Vocational Schools of Tourism and Hotel Management and Radio and TV Programming
Testing Officer, undergraduate programs,
Instructor at undergraduate, English Preparatory Programs, Maltepe University

Personal Information

Date&Place of Birth : Istanbul, 1976 Sex: F
Foreign Languages : English (proficiency), German(pre-intermediate), Spanish (elementary)
e-mail : banusabuncu@yahoo.com

CHAPTER 1. INTRODUCTION

In this chapter, to introduce this study, statement of the problem in 1.1., purpose and scope of the study in 1.2., assumptions in 1.3. and limitations in 1.4. will be presented.

1.1. Statement of the Problem

Starting when we were student teachers, we were taught that the English is best taught monolingually and that we should avoid using our mother tongue in the classrooms. Without any discussions, reflections or critical thinking on this, we at least I accepted it the right way. When we started teaching, we avoided using the mother tongue although we shared it with the students. As we aged and became more experienced teachers, we individually and intuitively started employing mother tongue in our lessons. Yet, depending on the policy of the institutions we worked at, we were reinforced sometimes kindly sometimes very harshly not to use the mother tongue in the lessons.

We as teachers even became hesitant to admit employing the mother tongue when asked as we were taught and advised strongly the opposite. The studies in language education over the years started to investigate this issue under the umbrella term code-switching. That is in this context, using the mother tongue while teaching a foreign language. Regarding code-switching whether it was used or not, who used or initiated it and how it was used it, when it was used or not, why it was used or why it was not used have been studied in the field of English Language Teaching, also.

The research done on code-switching revealed the motives as to why teachers code-switched. Depending on the perspective and the scope of the studies reasons for code-switching was found to be various. Among those reasons, anxiety was stated by the teachers even when the study was not about it. They stated that they code-switched to alleviate the anxiety of the students. When they were the participants of a study on code-switching, they stated that whether it be by themselves, the students, or the

teachers when they code-switched, or not it made them feel less stressed and anxious in the classroom.

This affective domain, anxiety, has also been investigated in the field of foreign language education. Research was done to investigate the relationship between anxiety and foreign language learning yielding to inconsistent findings until foreign language anxiety was conceptualized as a separate, unique concept. Anxiety in terms of learning a foreign language was conceptualized by Horwitz, Horwitz, and Cope in 1986. Horwitz et al. describes foreign language anxiety as “a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986).

The aim of this study is neither to promote the use of native tongue in the EFL classrooms nor to condemn it. It is just a humble effort to investigate whether there is really a statistical relationship between code-switching beliefs of the students and their foreign language classroom anxiety instead of taking it for granted.

1.2. Purpose and Scope of the Study

In the field of language education, the use of mother tongue has long been a topic of inquiry and discussion (Grosjean, 1982; Auer, 1982; Myers-Scotton, 1988; Poplack et al., 1995; Cook, 2001). The efficacy in employing the mother tongue while learning a foreign language remains an ongoing tautological debate. Some teachers consider it a handicap, while others insist upon its merits to learning (Cook, 2001; Ahmad and Jusoff, 2019). Code-switching, the intermittent use of mother tongue in the language learning process, is arguably, very natural, and plays a significant role in new language acquisition. In fact, it is considered necessary for the student’s psychological well-being. Over the past few decades, classroom dynamics have shifted from teacher-centered classrooms towards student-centered classrooms. As a result, researchers and teachers have expressed newfound interest in learner psychology; examining the beliefs, attitudes, interest, self- esteem, personality traits, anxiety, and stress levels that impact teaching and learning in the field of second and foreign language education. Amongst these, anxiety in broader terms is described as the subjective feelings of tension, nervousness and worry associated with an arousal of the autonomic nervous system

(Spielberger,1983) and a state of apprehension that is indirectly associated with an object (Scovel, 1991). In the field of foreign language education the concept of anxiety specific to language learning process is called foreign language classroom anxiety. It has been a topic of interest in learner psychology.

Foreign language learning anxiety has repeatedly proven to interfere with learning, leading to low performance levels (Krashen, 1982). Horwitz et al. (1986) conceptualized foreign language anxiety as “a distinct complex set of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986). Horwitz et. al. (1986) developed a widely used scale that examined foreign language anxiety in relation to three performance activities. The scale has advanced teacher sensitivity to the nuances of learner anxiety and ways to manage its impact on learning. Code-switching research suggests that students are relieved by the use of their native language in the classroom. The teachers reported employing code-switching for meta-linguistic purposes, clarification, efficiency and pedagogy.

Quantitative studies conducted on foreign language classroom anxiety and code-switching beliefs, remains limited. The following study is both quantitative and exploratory in scope. This study aims to investigate the relationship between learners’ code-switching beliefs and their anxiety levels when learning English. This study aimed to shed a light to whether learners’ beliefs towards the use of native tongue were affected by their anxiety level. In effort to determine the presence of these correlations, the following questions have been addressed:

1. Is there a relationship between code-switching beliefs of university preparatory students and their foreign language classroom anxiety?

Questions about students’ descriptive variables

2. Is there a relationship between the foreign language classroom anxiety and the code-switching beliefs of university preparatory students based on their gender?
3. Is there a relationship between the foreign language classroom anxiety and the code-switching beliefs of the university preparatory students based on their linguistic level?

4. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on their previous preparatory experience?
5. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on the types of high-school they graduated from?
6. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on their opinions on the frequency of their teacher's code-switching to Turkish?

1.3. Assumptions

This study aimed to shed a light to whether learners' beliefs towards the use of native tongue were affected by their anxiety levels. In this study it is assumed that:

1. There is a relationship between code-switching beliefs of university preparatory students and their foreign language classroom anxiety.

Hypothesis 0: There is no relationship between code-switching beliefs of university preparatory students and their foreign language classroom anxiety.

Hypothesis 1: There is a positive relationship between code-switching beliefs of university preparatory students and their foreign language classroom anxiety.

First assumption suggests that there will be a positive relationship between code-switching beliefs of university preparatory students and their foreign language anxiety. The studies offer insights of the teachers that the code-switching results in a more positive and less anxious classroom atmosphere. The students with high anxiety, may/will favor code-switching more.

Based on the students' descriptive variables it is assumed that:

2. There is a relationship between the foreign language classroom anxiety and the code-switching beliefs of university preparatory students based on their gender.
3. There is a relationship between the foreign language classroom anxiety and the code-switching beliefs of the university preparatory students based on their linguistic level.

4. There is a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on their previous preparatory experience.
5. There is a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on the types of high-school they graduated from.
6. There is a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students based on their opinions on the frequency of their teacher's code-switching to Turkish.

Hypothesis 0: There is no relationship between the foreign language classroom anxiety and the code-switching beliefs of university preparatory students based on their descriptive variables.

Hypothesis 1: There is a positive relationship between the foreign language classroom anxiety and the code-switching beliefs of university preparatory students based on their descriptive variables.

Various student traits will provide the background information about them. These variables can be evaluated in terms of both code-switching beliefs and foreign language classroom anxiety. The questions regarding their gender, level, the high-school experience will offer findings as well.

It is hypothesized that these variables may affect the student's beliefs and emotions. Code-switching is suggested especially with linguistically lower level students. It is suggested in the lower levels in the beginning and is advised to be given up as the students get more proficient in the target language. It may be possible that foreign language classroom anxiety is low when/if the students had a foreign language class previously. The sixth one is about the perception of the student as it is seeking the student's opinion whether the frequency s/he perceives about the teacher's use of L1 correlates with his/her anxiety level. It is hypothesized that if the student perceives teacher's code-switching to Turkish as infrequent then s/he may/will feel anxious. If the student perceives teacher's code-switching to Turkish frequent, s/he will not feel anxious.

1.4. Limitations

There are some limitations of this study. First of all, the study was conducted in two universities' preparatory departments. Secondly, international students (students from other countries) had to be excluded from the sample group. The reason for this was the scales were all in Turkish and the study aimed to investigate the use of a shared mother tongue of the students and the teachers. Also, it was supposed that the students completed the scales and the form truly and sincerely.



CHAPTER 2. REVIEW OF LITERATURE

In this chapter, review of literature will be presented in two parts as review of literature of code-switching 2.1 and review of literature of foreign language classroom anxiety in 2.2. In 2.1.1. a very brief definition of code, in 2.1.2. code-switching will be presented, in 2.1.3. code-switching types, in 2.1.4 code-switching in EFL context will be presented. In 2.1.5. research on code-switching in EFL will be presented. Regarding code-switching research, research in the world in 2.1.6. and research in Turkey in 2.1.7 will be presented. The second component of the study, foreign language classroom anxiety, will be presented starting with the definition of anxiety in 2.2.1., followed by physiological and cognitive components of it in 2.2.1.1, types of it in 2.2.1.2. In 2.2.2. the concept of foreign language anxiety will be presented with the theoretical background of foreign language anxiety in 2.2.2.1. and the causes of it in 2.2.2.2., factors affecting it in 2.2.2.3 followed by the research on FLA in the world in 2.2.2.4. and in Turkey in 2.2.2.5.

2.1. Review of Literature of Code-Switching

2.1.1. Code

Code in the simplest form, is a term to define language or any variations of a language such as a dialect, form, styles and registers. The term code is used to refer to any type of system that two or more people employ for communication.

According to Wardhaugh (2010), code refers to the specific dialect or language that a person chooses for any situation. Similarly, Gardner and Chloros (2009) defined code as an umbrella term that includes the sub-dimensions of language.

In the same context, the definition made by Ayeomoni (2006) explains the code as a combination of verbal structures that are as small as an annex or as a language in itself.

In the Webster New Word dictionary, the code is defined as "a set of rules or communication systems consisting of randomly assigned numbers and letters". In the Longman Language Teaching and Applied Linguistics Dictionary (2002), code is defined as a term that is directly used in place of the words 'language, term and dialect'.

2.1.2. Code-switching

Code-switching, once thought to be confined to the field of bilingualism in the 1950s and 1960s (Auer, 1998), is simply alternating between two or more languages in the course of communication.

Following 1970s to this day publications of Blom et al. (as cited in Auer, 1998) with its syntactic and sociolinguistics aspects of it focused it in the interest of a great number of researchers of other fields as well as English as Foreign Language settings.

Seemingly easy to define, however, it is not unwarranted to use “terminological jungle” when it comes to defining code-switching in linguistics (Yletyinen, 2004) as there are countless definitions to code-switching. Even the spelling of it in literature offers variety as it is spelled differently by different researchers such as code switching, code-switching and codeswitching.

Apart from the context that will be studied here, code-switching has also been used to employ different styles within the same language between the individuals sharing the same language such as switching from formal talk to informal talk (Romaine 1995 as cited by Yletyinen, 2004).

As mentioned above the terminology of code-switching is quite challenging for the fact that there are many terms along with it. Code mixing is one of these terms. The alternation between two languages within one sentence is called code mixing whereas code-switching is the alternation of languages between the sentences.

Yet, there are some cases where they are used as complementary terms or cover terms, meaning that they can be used for any type of alternation. Auer (1998) uses the term code-alternation to refer to it.

Borrowing, on the other hand is another term which is differentiated as introducing a single word items or idiomatic phrases and integrating them into grammatical system of the language. Although this distinction is made in the literature (Gumperz 1982; as cited in Yletyinen, 2004) not every researcher or linguist agree such as Myers-Scotton (1988) who does not see the two concepts that distinct as to credit.

For the purpose of this study, whether it be mixing, borrowing, intra- or inter-sentential the term code-switching will be used as an umbrella term for any type of switch in EFL classroom settings.

Code-switching is defined as the process of shifting from one linguistic code to another, depending on the social context or conversational setting. A phenomenon of switching from one language to another in the same discourse is Numan and Carter's definition for code-switching (2001). Grosjean (1982) defines code-switching as the alternate use of two or more languages in the same utterance or conversation. Myers-Scotton (1988) describes it as using two or more languages in the same conversation without a phonological assimilation from one variety to the other. Muysken (2000), indicates code-switching as the mixture of words from varied languages in one clause. The juxtaposition of elements of two codes by Winford (2003), the juxtaposition of sentences or sentence fragments from two languages internally consistent with morphological and syntactic rules of its lexifier language by Poplack and Meechan (1995) are the definitions for code-switching.

Code-switching is a concept handled in bilingual or multilingual settings. Foreign language classrooms are among these settings (Altun, 2019).

2.1.3. Code-switching types

Ataş (2012) stated in his study, the types of code-switching vary as classifications made according to the functional features and linguistic features. In Ataş (2012) study, the functional classification varies such as situational code-switching and metaphorical code-switching in Blom and Gumperz (1972), and discourse-oriented, participant-oriented and preference-oriented in Auer (1984, 1998). Among the linguistic classifications, Muysken's (2000) classification includes addition, modification and conjugation, and Poplack's (1980) classification as inter-sentence switching, intra-sentence switching, and suffix and exclamation –switching.

Although the concept of code switching has very different contexts and uses within the classroom, it can generally be examined through three categories: inter-sentence switching, intra-sentence switching, and suffix and exclamation switching. The categories in question and the explanations related to these categories are given below.

Poplack (1980) made a code-switching classification in his study. The researcher examined the speeches of twenty participants who speak Spanish and English, and as a result of his study, he stated that there are three different code-switching types based on linguistic features. He named these three code changes as "switching between sentences, switching in sentence and suffix and exclamation switching".

Inter-sentential switching:

Code-switching between sentences takes place between sentences. While a sentence or sentences are in one language, the other sentence or sentences are in the other language. For example; 'I took up tennis last year. Micheal sana söylemedi mi?' ("I took up tennis last year. Didn't Michael tell you? ") The first sentence was spoken in English, the second sentence in Turkish for certain reasons.

Intra-sentential switching:

In intra-sentence-switching, change occurs by using two languages in a sentence.

The sentence "I bought karpuz from the market." ("I bought watermelon from the market.") is an example of this type of -switching.

In-sentence code-switching is the change made in the middle of a sentence. This kind of change is called 'code-mixing'. As an example of in-sentence code-switching, "My youngest sister Biology works." The word "to work" is used for the word "Study" in English.

Addition and exclamation-switching (Tag-switching):

In the last type change, an additional or exclamation from the other language is added to the sentence.

For example, Michael's bag is so nice. (Micheal's bag is lovely.)

The explanations above reveal that code-switching can be classified under three categories. The main aspect in these different kinds of code changes, which are explained through examples, is at what stage of the process the person using the language needs this switching. Which classification will be chosen for -switching the code depends on where the other language is missing in the context of the sentence.

Jingxia's (2010) research on code-switching can be given as an example. In the study, which type of code-switching is mostly used in foreign language classes was studied. The researcher examined the views of 261 students and 60 teachers studying at three different universities in China, and the courses were recorded for four weeks, 33 teachers (55%) exchanged code between sentences, 17 were in sentence code-switching (28.3%) and 10 teachers were (16.7%) stated that the additional-exclamation-switching is used frequently in the classroom. In the audio recording examinations, a result that confirms the opinions of the teachers was obtained and it was determined that the change found at the highest level was the code-switching between sentences.

Similar findings were obtained in the research of Horasan (2014) indicating that code-switching type which is used the most is inter-sentence-switching.

2.1.4. Code-switching in EFL

There is an abundance of research related to code-switching in the field of language education. Code-switching has been a significantly controversial issue among many researchers, linguists, teachers for decades.

Some consider it a taboo which should be avoided at all times, as language is best learnt monolingually. This monolingual principle or English only policy is supported by researchers and teachers are advised to set aside L1 in the classrooms (Willis, 1981; Krashen, 1982; as cited in Üstünel, 2016; Cook, 2001).

This strict target language only policy rooted back to the 1880s with Direct Method, followed by the Total Physical Response basically excluding the use of L1 in language class to expose the learners to the maximum amount of comprehensible input until the language input of Krashen's Communicative approach started to take over. Communicative approach, starting its domination in language teaching until today, included five tenets of English Language education by the 1970s. The "five tenets" of English language teaching methodology emerged from the Makerere assemblies in 1961. The tenets later on would be called "fallacies" by Phillipson (1992) in Linguistic Imperialism were:

- 1) English should be taught in a monolingual classroom;
- 2) The ideal teacher should be a native speaker;

- 3) The earlier English is taught, the better;
- 4) The more English is used in the classroom during the lessons, the better;
- 5) If other languages are used, English standards will drop.

Although still believed to be true and practice of these tenets still has a commercial gain in the field of EFL, the affective domain started to gain importance and these tenets started to be criticized.

The Post-Methods era, however, the view that every method is useful for a specific area has gained popularity and allowed supporting the positive role of learners' L1 in their foreign, target or second language learning. Today there is a significant amount of research supporting the use of L1 and code-switching as an effective tool which can be used in L2 classes.

2.1.5. Research on Code-switching in EFL

There has been a significant amount of research on code-switching in EFL settings. The researchers investigated the following:

Amount of code-switching of teachers' and/or students

Functions of code-switching teachers' and/or students',

Students' and/or teachers' beliefs about code-switching,

Use of code-switching in different levels,

Students' and/or teachers' attitudes about code-switching,

Forms of code-switching, students' and/or teachers'

Perceptions about code-switching.

Cook noted the genuine input as one claim that proposes the maximum target language use in the classroom. Teacher's language use in the classroom is a spoken language model for the student. The genuine input (Cook, 2001) is one major claim which supports the maximum target language (TL) use in the classroom. Turnbull and Arnett investigated the teachers' uses of the target and first languages in second and foreign language classrooms. The findings revealed that there is a direct correlation between foreign language achievement and the teachers' use of the target language

(Turnbull and Arnett, 2002). Turnbull (2001) explains that the teachers are the students' main source of linguistic input in the target language. When students leave the classroom, they would neither be exposed to the target language, nor be using it as a means for communication. Thus, it is the teacher's responsibility to use the class hours to present a model to the students using the maximum amount of target language.

2.1.6. Research on Code-switching in EFL in the world

Razak and Shah (2020) investigated the students' beliefs on using code-switching in ESL classrooms with the participation of 91 pre-university students. The findings revealed that the students had positively viewed the use of code-switching while learning English. They believed that during the English lessons code-switching can be employed as a beneficial tool by the teachers. Based on the data it was revealed that the majority of the participants viewed it as more gratifying and enjoyable when their teachers used L1 during the English lessons. It was also revealed that L1 use of the teacher made the students feel more motivated and confident. The results also suggested that the students paid more attention, felt more focused and felt less anxious when the teachers code-switched, especially with the unfamiliar words.

50 Turkish students and 9 Turkish instructors from English Language Teaching Department of a private university were the participants in Othman's master's thesis (Othman, 2015). Othman, observing the use of L1 in the ELT classes, wanted to learn if the reasons for using L1 served the same purposes in his study. He investigated the functions and reasons behind code-switching for both the students and the instructors. The study revealed that instructors employed code-switching for six main functions while students did it for four. Majority of the reasons overlapped and the six functions were the referential, expressive, metalinguistic, directive, phatic and poetic. The overlapping functions were referential, expressive, directive, and poetic.

Selamat (2014) explored the perceptions and beliefs of 10 teachers and 60 students on code-switching in Malaysian ESL classrooms through questionnaires, semi-structured interviews and classroom observations. The study findings revealed that both the teachers and the students held a positive attitude towards the practice of code-switching. They perceived its pedagogical use and considered it as an effective teaching and learning resource which can be benefitted from.

The teachers also mentioned that using code-switching helped to mitigate the students' learning anxieties. However, they also expressed their concerns about the negative implications of code-switching as to undermine the language learning process.

The study of Yao (2011) contributed to the field by inquiring the attitudes of the teachers and the students in China. The results displayed similarities in most of the question items and showed the positive attitude towards code-switching in EFL classrooms. However, the discrepancies showed that the use of code-switching in EFL classrooms should be adapted to the practical teaching.

Lee (2010) investigated the reasons of teachers' use of code-switching. Lee's findings revealed that teachers employed code-switching to reduce the affective barriers of second language learning. Lee mentioned that code-switching made the students feel comfortable and confident while learning. Moreover, the Lee study revealed that a large majority of the teachers believed when they code-switched, the students would be able to feel more comfortable and secure in learning a language. When it is used, students were soon free to explore and experiment in the absence of fear of perfection.

De La Campa (2009) examined the amount, the purposes, and the reasons of using L1 in L2 classrooms with a sample of one experienced, and one novice instructor. Data gathered was by visual and audio recordings of the instructors during a 12-week semester, instructor interviews, and stimulated recall sessions. In the study of De la Campa (2009) it was revealed that both the experienced and the novice teacher code-switched for pedagogical and social reasons. The low proficiency level of students was one of the many reasons revealed in the study among others. However, their reasons were not only for making the learners understand the L2 instruction, but they used L1 for creating a more supportive and enjoyable atmosphere. This new learning environment, maintained students' motivation and morale for the learning to take place.

In their research, Ahmad and Jusoff (2009) examined the opinions of 299 students regarding the teacher's code-switching during English Communication I Proficiency Course. Most of the participants showed a positive attitude towards the use of code-switching. They agreed that it was employed by the teacher to perform various classroom functions from checking for understanding to managing classroom activities. The students also maintained that code-switching was used for emotional support. They

explained that they felt more comfortable and less anxious during the lessons as they were able to comprehend the L2 input.

Miles (2004) in his study, conducted two experiments on the role of L1 use in English language classrooms. The results indicate that the use of L1 does not hinder the learning of the target language, and in fact seems to facilitate it in some situations. The experiment revealed that the L1 use maintained a relaxed atmosphere and fostered confidence in students. Consequently, students did not worry about making mistakes as much and considered expressing themselves as the primary objective of speaking.

In his study, Levine (2003) employed an internet based questionnaire to investigate the relationships between target language use and student learning anxiety. The study was conducted with the participation of 600 foreign language students and 163 foreign language instructors. Frequency of target language use would vary according to the constellation of interlocutors. Communicative contexts were the first hypothesis. The amount of target language use overall would correlate positively with student anxiety was the second. The results of the study supported the first hypothesis. However, the second was not supported. Analysis of the data revealed that there was a negative relationship between reported amounts of target language use and reported target language use anxiety. Tenets are offered for maximizing target language use while at the same time granting to L1 pedagogically sound functions.

2.1.7. Research on code-switching in EFL in Turkey

Önem (2017) investigated the ideas of the instructors on the use of code-switching in EFL classes in his study. He focused on the teachers' views and conducted the research to find out how the teachers ranked the functions of code-switching during language teaching. The findings revealed that the teachers prioritized helping the students have a clearer understanding of the subject matter and assisting them to better learn while establishing more friendly bonds during class.

In 2017 Coşkun and Yıldız studied the relationship between the university preparatory school students' code-switching beliefs in English classes and attitudes towards English. A total of 587 students participated in the study. Findings suggested that students' code-switching beliefs in English classes were positive while their

attitudes towards English were at moderate levels. It was also found that there was a significant negative relationship between the students' code-switching beliefs in terms of clarity, efficiency, and the use of language skills and their attitudes. However, there was a positive significant relationship between the students' code-switching beliefs regarding psychological factors and their attitudes.

Balabakgil (2016) in her study, interviewed 15 native and nonnative in total 30 EFL instructors and investigated the perceptions of native and non-native teachers of English regarding the use of L1 as a teaching strategy in their classrooms. She explored how often and for which different teaching purposes they use learners' L1. She found out their reflections about L1 use in their classroom practices through a questionnaire, classroom observations and think aloud protocols. It was revealed in the study that both native and non-native instructors had a highly positive attitude towards the use of L1 as a teaching strategy and they believed that it has a supportive role both for learning and teaching effectively in elementary level monolingual classes.

Horasan (2014), investigated the amount of code-switching, initiation patterns, discourse functions of code-switching and the perceptions of the students and teachers. The analysis of discourse functions showed that both the teachers and the students used code-switching for meta- language. Their perception overlapped in their beliefs that code-switching is a tool which fosters learning in beginner levels and it could be employed to attract attention. It can also be used for jokes as serving an emotional function but it should not be used in classes with higher proficiency level.

Bilgin (2013) in her study, investigated EFL teachers' attitudes toward code-switching. Twenty teachers from two universities were interviewed and nearly all the instructors stated that the inclusion of L1, in an informed manner during the teaching process provides the students with a more comfortable atmosphere and reduces the affective filter by removing anxiety which hinders interaction in language learning.

In their study, Bensen and Çavuşoğlu (2013) investigated how and for what purposes teachers used code-switching in their EFL classrooms. The results suggested that regardless of the teachers' linguistic backgrounds, all of the participants in their study code-switch in their classrooms despite the general principles of the English Preparatory School banning this act. In fact, the findings revealed that the teachers made

use of code-switching for clarification of the meaning, saving time in their teaching as the aim of the students was to pass a specific proficiency exam, and motivating the students. However, all the participants also expressed that if the students had been integratively motivated rather than an exam-oriented-motivated, code-switching might prevent them from developing communicative competence.

Kayaoğlu (2012) studied the use of mother tongue in language teaching. His study revealed that when kept at an acceptable level, the use of mother tongue during English language lessons is helpful in many aspects. In his study he compared the theory and practice about this issue. Findings of the study revealed that students' proficiency level is the indicator for the teachers when the case is using the native tongue. The data obtained from the study showed that the teachers emphasized the importance of L1 use in EFL classrooms, stating that it should not be excessive and the teachers themselves were the ones responsible for balancing the L1 use. The data also provided further evidence for the fact that a substantial number of teachers were observed to employ mother tongue to reduce students' anxiety levels.

Kahraman (2009) studied the role of L1 use in improving affective and cognitive factors in English Language classrooms. She studied students' attitudes towards L1 use in writing courses and their anxiety levels. Results revealed that although there was not a significant correlation between the participants' attitude and anxiety level, it was found that the participants in general have a high attitude towards L1 use in L2 classrooms. Since the study also included a twofold procedure, the experimental data shed a light on the role of L1 use and the participants' anxiety level. It was statistically evident that the acceptance, valuing active, systematic and judicious use of the students' other tongue reduces anxiety, increases task involvement and class participation. It also enhances the emotional environment for learning a foreign language.

Çelik (2008) explored the use of mother tongue in foreign language classrooms. In his study in addition to a thorough historical perspective from which the strict L1 use originated, why and when to use L1 when not to use L1, he underlined two categories as physical/mechanical factors and social/emotional (affective) factors. In social/affective factors, he highlighted the use of L1 would hinder not learning L2 but evoke negative

feelings toward the language. “Starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves” and only then will the learner be “willing to experiment and take risks with English”. In addition, the teaching of complex structures and concepts to students with low proficiency levels, the time-saving aspect of testing understanding and preventing confusion, and the effective use of time, especially in beginner-level students, will normally slow down the meaning of a concept or expression in the target language, while the rapid and practical translation will save time. The benefits serve physical reasons such as explaining the objectives of the course, explaining the classroom rules and requirements, and drawing attention to the differences between the two languages. He also added how useful his native language is for brainstorming skills like speaking and writing (Auerbach,1993: p. 19 cited by Çelik).

2.2. Review of Literature of Foreign Language Classroom Anxiety

2.2.1. Anxiety

The term anxiety seems to have derived from the Indo-Germanic root *angh* which also appears in Greek (Tyrer, 1999). Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure in general. As Garip cited in her study in 2019, May (1977) defines anxiety as a threat to our identity or to the values that we associate with our identity. Scovel (1991) defines anxiety as a state of apprehension that is indirectly associated with an object. The concept of anxiety is rather a complex term to study as there are many different aspects of it.

Spielberger’s trait-state anxiety talks about two different types of anxiety.

1. Facilitating anxiety (from the evolutionary perspective; flight or flee) which helped human beings to survive as this type of anxiety is considered as an attention getter for warning of a danger (Beck et al., 1985).
2. Debilitating anxiety which is perceived as a negative emotion which is perceived as a threat even if the reality may not be so. Scovel’s (1978) review urged greater scientific and methodological rigor upon SLA researchers investigating affective variables (as cited in Aida, 1994; Horwitz et al.,1986).

Since the 1970s, research on foreign language learning and anxiety has been studied by many researchers. Chastian examined three different language classes and course grades. Kleinmann studied facilitating and debilitating anxiety and Young (1962) conducted a research if the students' oral proficiency was negatively affected by anxiety. Although, providing some insight, the results were considered inconclusive (Chastian, 1975; Kleinmann, 1977; Young, 1962 as cited in Aida, 1994). This emotion ranking "second to motivation" (Scovel, 2001) was investigated with the common anxiety scales. Gardner et al. (1979) developed a five-item scale to assess French class anxiety to conduct their research on attitudes and motivation. With this scale, only French class anxiety could be measured then (Gardner et al., 1979 as cited in Horwitz et al., 1986). In 1986 Horwitz, Horwitz and Cope formed Foreign Language Anxiety Scale with the type of anxiety unique to learning a foreign language can be measured.

2.2.1.1. Physiological and cognitive components of anxiety

Anxious-Disturbing Thoughts and Feelings: Anxious-disturbing thoughts and feelings are subjective. Therefore, it is the most easily defined anxiety component. In this component of anxiety, there is a sense of panic that occurs due to an external cause and memory and attention deficits caused by catastrophic images and thoughts. They cause deterioration in performance due to inadequate problem solving (France and Robson, 1997).

Cognitive component of anxiety; These are distorted cognitions, negative attributional components, negative information processes, negative self-evaluations, irrational beliefs, dysfunctional information interpretations, overestimation of risky situations, and increased environmental attention (Craig and Dobson, 1995).

Bodily Reactions: This component of anxiety is associated with all physical symptoms that occur with anxiety. Overwork of the sympathetic nervous system; It causes abnormally long and deep breathing and an increase in heart rate. Other physical symptoms caused by anxiety are tension headache, fatigue and insomnia (France and Robson, 1997).

Behavioral Changes: Anxiety leads to avoiding disturbing situations and learning to avoid them. Both flight and avoidance make it more difficult to face a

similar situation and cause loss of trust. Avoiding involves cognitive avoidance of disturbing thoughts and avoidance of tasks. It causes a decrease in activities and performance (France and Robson, 1997).

Components of anxiety interact with each other. Physical symptoms of anxiety feed anxious thoughts. Anxious thoughts also cause an increase in anxious feelings (France and Robson, 1997). In a study examining the relationship between components of anxiety; more interactions between the components of anxiety were found in participants with high state anxiety than participants with low state anxiety. This association was explained by stronger physiological responsiveness to signals in high situational anxiety (Calvo and Tobal, 1998).

2.2.1.2 Types of anxiety

When the literature on anxiety is examined, it can be seen that the researchers suggest different classifications regarding the types of anxiety. MacIntyre and Gardner (1991) focus on anxiety studies that categorize anxiety types as continuous, state, and situational anxiety (MacIntyre and Gardner, 1991).

Morris, David, and Hutchings (Wilson, 2006) argued that general anxiety consists of two components such as "Anxiety and sensuality".

Anxiety, or "cognitive anxiety" means "negative expectations and cognitive anxieties about the situation at hand and possible outcomes about oneself" and emotionality or "somatic anxiety" concerns "autonomic arousal and pleasant concerns such as irritability, stomach upset, heartbeat, sweating, and tension" perceptions about the physiological-emotional elements of the anxiety experience, which are indications of non-emotional states"(Morris et al., 1981). Different researchers have formulated their classifications as facilitating and debilitating in terms of their effects such as fear, distress, anger and shame reactions to the negative side and interest and excitement on the positive side.

Trait Anxiety:

For Scovel (1978) anxiety is also a personality trait. According to Bekleyen (2009), "trait anxiety is a stable emotional state that a person feels more or more frequently than most individuals and is a part of the individual's personality". In

addition, Philips (1991) defines trait anxiety as "a relatively stable tendency to display anxiety in a wide variety of conditions".

In addition, Philips (1991) defines trait anxiety as "a relatively stable tendency to display anxiety in a wide variety of conditions". As the above-mentioned definitions suggest, trait anxiety, which is a relatively stable orientation, is defined as a personality trait that affects individuals negatively. MacIntyre and Gardner (1991a) also state that "trait anxiety negatively affects people's memory and cognitive features" (Bekleyen, 2009).

Fisher (1997) asserts that an individual experiencing this major condition may also imagine situations which makes them feel anxious, they do not have to be a real. This type of anxiety represents an ongoing trend over time and across situations. It reflects a person's disposition to anxiety (Spielberger, 1983).

State Anxiety:

According to MacIntyre (1999), state anxiety refers to "the experience of memory anxiety; It is an emotional state that can change over time and vary in intensity, and feeling tense is not permanent" (MacIntyre, 1999). State anxiety was expressed by Spielberger (1983) as anxiety felt for a while before the exam (MacIntyre and Gardner, 1991).

In addition, Young (1990) emphasized that "it refers to an unpleasant emotional state or transient state" (Young, 1990), and this is a reaction created by a particular situation. Therefore, it can be determined that state anxiety is a temporary reaction and can change according to the characteristics and personality of the person. It shows a person's instant experience and reflects his mood. Various occurrences in life can influence one's anxiety and the effect of these influence may vary from person to person. One can experience anxiety and react to it differently at different times. Some anxiety provoking challenges that life offer can be exemplified as failure in career, loss of a loved one, divorce, inability to meet the expectations, these and many more events can make one feel anxious.

In the anxiety literature, there is a frequent distinction between trait and state anxiety. While trait anxiety indicates a general tendency to experience anxiety

symptoms in non-threatening situations, state anxiety is a response to expected uncertain threat stimuli (Creamer et al., 1995).

Situation-specific anxiety:

This kind of anxiety is the one that is experienced at times. It is neither temporary nor permanent. The accent can be set as situation-specific anxiety is a constant anxiety but it is experienced in only one context or situation. Young (1999) stated that situation-specific anxiety is like constant anxiety, except that it is applied to only one context or situation (as cited in Tallon, 2006).

Therefore, situation-specific anxiety is stable over time but not consistent across situations. Also, according to MacIntyre and Gardner (1991b), it is the type of anxiety experienced in a well-defined situation. Zheng (2008) suggests that three categories of anxiety can be defined in a continuum from determination to transient, at one end constant anxiety about anxious situations for a generally stable disposition, state anxiety about a temporary unpleasant emotional state at the other end, and the possibility of being anxious in certain situations in the middle of the continuum. There is specific anxiety about the situation. According to MacIntyre and Gardner (1991), situation-specific anxiety can be considered as a constant anxiety limited to a certain context.

The effects of anxiety can be either negative or positive based on the view of the individual. The situation-specific approach assumes that some situations are more likely to cause anxiety than others, and these differ individually among people. For example, one person may experience anxiety in some type of situation and not in others, while a second person may not be concerned in the situation that caused the anxiety for that person. This perspective examines anxiety reactions in public speaking, during exams, when solving math problems, or in a "well-defined situation" in a foreign language classroom (MacIntyre and Gardner, 1991). As can be understood from these definitions, "features, situations and specific concerns are similar to Russian Matryoshka dolls intertwined" (Kahraman-Gürman, 2013).

Cognitive Anxiety:

Cognitive anxiety is a state of conscious awareness about the negative thoughts, fears and anxieties of the individual and is defined as the cognitive component of state anxiety (Martens et al., 1990; Weinberg & Gould; 2003).

It is stated that cognitive anxiety includes the fear, anxiety or negative expectations of the person about some upcoming situation or performance, and thoughts irrelevant to the task (Moran, 2004).

Vurgun (2010) emphasized that cognitive anxiety arises from visual imaginations disturbed by the individual's anxieties and unpleasant feelings that are thought to be related to them. It is stated that this situation can be explained by the negative performance expectations of the handball player in sports in general and handball in particular (Vurgun, 2010).

Somatic anxiety:

Somatic (physiological) anxiety is related to the physiological changes caused by anxiety resulting from arousal in the individual and is defined as the physiological and sensory aspect of anxiety. Examples of physical symptoms are muscle tension, increased heart rate, stomach pain, and sweaty palms (Martens et al., 1990; Weinberg and Gould; 2003; Maynard, 2006; Jarvis, 2006).

In a study examining the frequency and intensity of cognitive and physical anxiety, it was stated that both cognitive and physical anxiety increased before the race and the biggest change was in the cognitive anxiety frequency before the competition. It was stated that when the competition started, cognitive anxiety changed according to the course of the competition and physical anxiety decreased suddenly. It was stated that some researchers suggested a negative relationship between cognitive anxiety and performance (Jarvis; 2006).

Debilitating and facilitating anxiety:

Weakening anxiety creates negative feelings towards the individual and prevents him from accomplishing a task. Keable (1997) states that this is most likely due to fear of failing and anxiety about the difficulty of the task.

Some experts in the field of psychology believe that anxiety can sometimes have a beneficial effect on performance, this is called easing anxiety. The positive effect reflects how enthusiastic, active, or alert a person feels with high positive impact characterized by moods associated with complete concentration, enthusiasm, and pleasurable engagement. Eysenck and Byrne (1979) defined the phenomenon of facilitating anxiety as making more effort to learn while individuals learn, and this leads to success.

The symptom comments of the performers can be predicted with positive and negative effects (Jones et al., 1994). In particular, individuals with a high negative impact tend to perceive symptoms consistently as debilitating, while high performers tend to interpret the positive effect as more facilitating. Thus, the negative impact reflects a relatively stable propensity to experience negative emotional situations or a 'vulnerability factor', while the high positive effect can be viewed as a 'resilience factor' characterized by high levels of self-esteem.

Therefore, it can be stated that anxiety has a facilitating effect to a certain level. However, if people's anxiety exceeds the level, effort will not help, and thus performance will begin to decline.

Scovel (1991) shows difference between the functions of two types of anxiety as follows: facilitating anxiety motivates the learner to fight, not to give up and accomplish a task, new learning can take place; debilitating anxiety avoids the accomplishment of the task, new learning cannot take place(Scovel, 1991).

2.2.2. Foreign language anxiety

The literal meaning of anxiety is the feeling of powerlessness in the face of perceived danger. Emotional anxiety a complex negative physical disorder that includes fear, strain and anxiety (Sarason, 1975).

During the course of communication the worry, anxiety experienced by the individual is Daly's (1991) definition to language anxiety.

Anxiety about learning a foreign language is the discomfort or anxiety experienced in the language learning process, which usually includes various difficulties for learning (Aydin et al., 2017). According to Sedova (2010), anxiety is a physical and

mental state of arousal seen in a person in the face of a subjective danger. Many people do not know what to do in new and different environments and may be anxious. These worries and concerns experienced can cause communication problems (Linh Chi, 2016). Teachers' attitudes towards eliminating students' anxiety affect students' attitudes to learning foreign languages (Scovel, 1978). MacIntyre (1995) stated that when the instructional work is simple, foreign language anxiety will decrease. According to him, performance will be affected when the instructional task gets difficult. In addition to these, teachers' attitudes and evaluations, teacher-student interaction in the classroom, and parents' expectations are some of the variables that affect students' foreign language anxiety. Foreign language anxiety is closely related with the attitudes, beliefs and perceptions developed by the student in the process of learning a foreign language. This anxiety is defined as the fear of individuals who do not have full command of a foreign language while using the language. Foreign language anxiety is divided into three. These are exam anxiety, fear of negative evaluation, and communication anxiety (Aydın et al., 2017).

Communication anxiety is experienced by students who have well-established views and opinions but still have communication skills not established in the target language. Exam anxiety that arises during the academic evaluation process is the fear of failing the exams. The fear of being evaluated negatively is a fear arising from the evaluations made by others of foreign language students who fail to make a good social impression (Aydın and Zengin, 2008).

Daly discussed the cause of communication anxiety under several headings. The first of these is the genetic predisposition to communication anxiety. It is possible that individuals who are prone to anxiety experience communication anxiety and this anxiety affects foreign language learning. The second possible reason is reinforcement and punishment in the communication process. It is well-known that if the person learning a foreign language has received appropriate reinforcements in his / her communication in a foreign language or if he / she has not been subjected to punishment in cases of communication disruption, he / she will have less anxiety. The third item Daly suggested is "the adequacy of people's early skill acquisition". Individuals who can quickly develop skills in foreign language learning experience less communication anxiety in this process. The fourth reason is "learned helplessness", which will create an

obstacle for individuals who learn foreign languages. The fear of failing in communication starts to create a feeling of inadequacy for the individual that he cannot overcome. This feeling of inadequacy causes more communication problems in the individual.

The last item is that individuals do not develop appropriate communication models. If there are no people around the individual who will contribute in terms of communication and will be good role models, the possibility of the individual to experience communication anxiety increases. Daly presents a wide model about the sources of anxiety in foreign language learning with these items (Kılıç, 2005).

Students worry about misunderstanding and interpreting the rules of the language. The reason why students with language anxiety have difficulty in writing in a foreign language is that they feel obliged to strictly adhere to the rules in order to write well. Students' anxiety increases because foreign language learning is carried out in the classroom environment. Students may be anxious when there is a lack of knowledge about the pronunciation and language structures of the language they have just learned in society (Aydın and Zengin, 2008). According to the researchers, different opinions arise about the causes of foreign language anxiety. It has been observed that the younger the children are, the less anxious they are, and the older the children are, the more anxious they are (Aydın and Zengin, 2008). According to Horwitz (1988), the student's thoughts, feelings and beliefs about the foreign language are affected by the activities in the classroom and may cause them to be worried. Especially when they make mistakes in speaking lessons, the thought of how their teachers will evaluate this affects the emotional states of students (Aydın, 2016).

Foreign language anxiety has various symptoms. These symptoms include the student freezing when called, preferring not to speak, forgetting recently learned words and sentences and complaining about foreign language sentence structures, avoiding eye contact, giving short answers, avoiding participation in class activities, being unprepared for the class, being indifferent to the lesson, and not being interested in the lesson. some of them (Horwitz et al., 1986).

Students who learn foreign languages face various difficulties. These difficulties can be overcome with the right methods and approaches. Teaching methods play an

important role when it comes to teaching foreign languages. Foreign language teaching method of the teacher is determined by considering the needs, abilities, personal, cultural characteristics, age and psychological characteristics of the students (Sahid et al., 2008; Ortiz, 1997).

2.2.2.1. Theoretical background of foreign language anxiety

Stating that foreign language lessons cause more anxiety than other lessons, Horwitz et al. (1986) and MacIntyre and Gardner (1991c) state that there is a negative relationship between anxiety and foreign language achievement. The effect of anxiety on foreign language learning process has attracted the attention of researchers for a long time, and various models and hypotheses have been put forward to explain the relationship between anxiety and learning process in the literature.

Tobias anxiety model

Stating that anxiety has an indirect effect on learning because it affects the cognitive processes in which learning occurs, Tobias (1979) divided the learning process into three different stages: input, process and output. The input phase is the introductory phase of the teaching materials to the students. Anxious students cannot fully focus on the tasks they have to accomplish in class because they are distracted by the anxiety they have. Students fill their opinions with fear of failure rather than the task itself. Therefore, information in the input phase cannot be received effectively and efficiently by anxious students. At this stage, anxiety is the most evident obstacle to students' learning path. Information that cannot be obtained efficiently at this stage causes difficulties for students in the process step. Process phase refers to the operations students take to encode, organize and store inputs. At this stage, students with anxiety exhibit lower performance than those who are more comfortable than them. Since difficult course contents cause anxious students to decrease their performance, making the course material easier for anxious students contributes to a more effective and productive process. In addition, a well-organized material allows anxious students to perform more successfully at this stage. Output stage is the process that students put into performance to be evaluated. In the output phase where their performances are evaluated, the students' trying to remember the previous information created anxiety in these people.

The fact that they forget everything they know in the exam despite their hard work is an indicator of the anxiety experienced in the output phase. Students express the anxiety at this stage in terms of being frozen (Tobias, 1979).

MacIntyre and Gardner's anxiety model

MacIntyre and Gardner (1994) discussed the input, process and process stages in more detail in order to better understand how anxiety occurs and how it affects the language learning process. With the study they conducted, they aimed to reveal the effects of anxiety in these three processes separately. To achieve this, a process-oriented anxiety scale was developed to measure the anxiety in each process. Emphasizing the importance of anxiety's effect not only on output but on all processes, MacIntyre and Gardner (1994) stated that “existing scales focus on language anxiety at the output stage” and took Tobias’s (1979) theory one step further.

MacIntyre and Gardner (1994) state that input, process and output stages do not act independently from each other, on the contrary, they are interdependent processes.

The successful completion of each phase depends on how successfully the previous process was completed. For example, a student who fails to receive the information presented in the input phase may appear as a person who fails in the output phase. MacIntyre (1995) stated that this situation negatively affects the performance of anxious students as they can obtain less information in the process. The result of this anxiety is that students feel empty during exams and freeze during exams. As the number of situations in which students experience failure increases, their anxiety levels increase.

According to MacIntyre and Gardner (1994), language anxiety can be difficult to notice in all processes. For this reason, it is important to examine the effects of input, transaction and output processes. Focusing only on performance in the output process causes other processes and the link between them being ignored. As a result of the research, it emphasizes the importance of studying the effect of anxiety not only in the output phase but in all phases.

Horwitz, Horwitz and Cope's foreign language anxiety model

Stating that foreign language anxiety is a different type of anxiety towards foreign language classes, Horwitz et al. (1986) stated that in their model of foreign language anxiety, anxiety is related to communication anxiety, test anxiety and fear of negative evaluation.

1. *Communication anxiety*: It is a state of fear or anxiety that occurs when communicating with other individuals and has a great effect on foreign language anxiety (Horwitz et al., 1986). Communication anxiety is a type of anxiety that occurs in the process of learning a foreign language. It is not possible for a listener or speaker to fully understand the message sent in a foreign language. Therefore, it is common for communication to be interrupted or fail (Noormohamadi, 2009).

2. *Exam anxiety*: Exam anxiety is a serious problem that affects performance, expressed as a situation-specific personality trait, consists of two psychological components expressed as anxiety and emotional arousal (Sarason and Sarason, 1990). Exam anxiety is a type of anxiety caused by the fear of failure. Individuals with test anxiety set unrealistic goals about themselves and perceive anything that lags behind a perfect test performance as failure (Horwitz et al., 1986). Individuals with high test anxiety experience an equally high fear of failure in exams, and these individuals have low self-efficacy beliefs. While many students have the ability to perform well in exams, they show an inadequate performance due to exam anxiety (Zeidner, 1998).

3. *Fear of being evaluated negatively*: Fear of being evaluated negatively is expressed as “worrying about the evaluations of others, avoiding evaluation situations and the expectation that others will evaluate them negatively” (Horwitz et al., 1968). The assessment mentioned refers to the academic and personal evaluation of students' performance and competencies in the target language (Noormohamadi, 2009). Fear of negative evaluation is similar to test anxiety but has a broader framework. Fear of negative evaluation is not limited to exam situations, it can also occur in social evaluation situations such as having a job interview (Horwitz et al., 1986).

Sparks and Ganschow hypothesis

Sparks and Ganschow introduced a hypothesis to the foreign language literature in 1991. This hypothesis is based on the idea that students who are unsuccessful in foreign language courses may have language problems in their native language and may

have difficulties in learning the target language due to this problem (Ganschow and Sparks, 1996; Sparks and Ganschow, 1991, 1993).

According to Sparks and Ganschow (1991, 1993), if a student has difficulties in the semantic and structural areas of his mother tongue, this may affect his/her performance in the target language, and deficiencies in these areas rather than affective variables such as motivation, attitude and anxiety cause individual differences in foreign language classes. The affective factors mentioned are not foreign language, but native language origin. In other words, the problems experienced in a foreign language are based on linguistic problems in the mother tongue rather than affective variables such as anxiety and motivation. Anxiety is not a cause but a result of students' poor performance in a foreign language. Students' ability to learn their own language affects their anxiety levels in foreign languages.

Ganschow and Sparks (1996) state that anxiety has an indirect effect. If students have strong language skills, learning a foreign language often turns into a more positive experience for them and they can be successful in a foreign language. Educators should focus on other variables that can cause failure, such as affective factors, because linguistic variables affect foreign language performance well or badly, and the high, moderate, and low anxiety levels students have in foreign language lessons may be due to differences in linguistic skills.

This theory has faced various criticisms. Stating that it is quite inconvenient to deny the role of affective factors, Horwitz (2000) states that some people worry about learning a foreign language and this anxiety negatively affects the language learning process. This anxiety about foreign language causes students to perform poorly because anxiety affects language performance negatively (Horwitz et al., 1986).

According to MacIntyre (1995), Sparks and Ganschow ignore anxiety and other affective factors, which are possible causes of individual differences in language success. Foreign language is a cognitive process that includes coding, storage, and recall processes, and anxiety can affect each of these processes. For example, while students are answering a question in the lesson, they both try to focus on their answer and focus on the anxiety they feel at that moment, and this causes their attention to be divided into two. This situation negatively affects the performance of the student

(MacIntyre, 1995). To sum up, contrary to this view, which states that anxiety is not a cause but a negative emotion resulting from poor performance, it is stated that anxiety is the cause of failure.

2.2.2.2. Causes of foreign language anxiety

Many studies have been conducted on anxiety and its causes. Young (1991), who examined the studies on language anxiety in the literature, identified the factors that cause anxiety.

- personal and interpersonal concerns
- student's beliefs about foreign language learning
- teachers' beliefs about language teaching
- interaction between teacher and student
- in-class applications
- expressed in six items including language exams.

Lack of self-confidence and a sense of competition are two important sources of concern in the first category. When one compares oneself with others or with their ideal sense of self, it is seen that the feeling of competition causes anxiety because these people care about what others think of them. When a person compares himself to others and thinks he is at a lower level in foreign language skills, this causes him to worry about his foreign language proficiency. Students' beliefs about language learning are also potential causes of concern. Unrealistic beliefs are a cause for one's anxiety. For example, it is inevitable that some students will be anxious when they believe they will be able to speak the target language fluently within two years, or when students who are more beginners think that pronunciation is very important and that they will speak the language they learn with the correct pronunciation as well as native speakers. Young (1991) summarizes this state of anxiety with the statement "when facts and beliefs conflict, anxiety occurs".

According to Young (1991), teachers who constantly think that their duty is to correct the mistakes of the students, who think that students should not do group work in order not to lose control of the classroom, who believe that they should be more active in the lesson cause students to worry.

In addition to the continuous error correction, the teacher's attitude while correcting the errors also affects the student's level of anxiety. If the teacher corrects every mistake and makes this correction in an attitude that will humiliate the student, it is inevitable for the students to worry (Riasati, 2011). Students who are afraid of making mistakes for these or other reasons feel anxious in their language lessons. Within the scope of a study, it was observed that the students who were asked to translate a paragraph in a foreign language were not able to translate the text. Due to the type of text to be translated, the meanings of some words should be predicted by the student and translation should be made, but it was stated that anxious students did not make use of this method too much and may have avoided guessing in order not to make a wrong translation (MacIntyre & Gardner, 1994). Because many students think that it is not correct to guess a word they do not know (Horwitz et al., 1986). The fear of making mistakes also stems from the presence of students' classmates. Young (1991) points out that students have to speak in front of their classmates as a cause of anxiety within the scope of classroom practices. If he makes a mistake in the lesson, the thought that his classmates will make negative evaluations about him and make fun of him worries the person (Riasati, 2011).

Finally, language tests are a potential source of concern. Concerns about language exams arise when the learned and what is asked in the exam do not match.

Students worry when they are faced with a situation other than the course and content of an exam in which they study for long hours. For example, if a teacher who teaches his lesson with a communicative approach prepares an exam that measures grammar in the exam, it causes students to worry (Young, 1991). As well as the content of the exam, the exam environment itself causes students to worry because students freeze because of this negative emotion they experience (Tobias, 1979), and their opinions feel empty (Horwitz et al., 1986).

Riasati (2011), as a result of his interviews with students, states that students come unprepared to the lesson, the types of activities used in language classes, and the physical condition of the classroom as other causes of anxiety that cause students to feel uncomfortable in language classes. According to the result of Price (1991)'s study with students with high levels of anxiety, the difficulty of the language lesson, stressful

experiences in the classroom, situations arising from the beliefs and personalities of the students are stated as possible causes of anxiety.

Zhang and Zhong (2012), who conducted a study on the possible causes of language anxiety, stated that anxiety stems from four different categories. These categories are;

- student-based anxiety,
- class-based anxiety
- language skill-based anxiety
- community-based anxiety

Students' false beliefs, high standards that do not reflect the truth, lack of language skills, feeling inadequate, competitive natures and fear of negative evaluation are potential causes of anxiety in the student-based anxiety category. Teachers, classmates and classroom practices are presented within the framework of another category, class-based anxiety. In addition, speaking, listening, writing and reading, which are the four skills of the foreign language, are among the reasons for students' anxiety. Although speaking is expressed as the skill that causes the most anxiety, some studies reveal that reading, writing and listening, which are other language skills, also cause anxiety. When we come to the category of social anxiety, it is seen that identity formation, cultural differences and parents' expectations are related to anxiety. Identity formation is associated with the fear of losing ethnic identity. Members of a minority group fear losing their ethnic identity and mother tongue when they learn a second language. This situation causes the students to worry during the foreign language learning process because they see the language learning process as a threat to their ethnic identity and mother tongue.

In addition, anxiety negatively affects the language learning process, as some students carry their own cultural values or habits to the language class. Although some students do not respond voluntarily to a question in the classroom as a requirement of their own culture, sitting quietly in the classroom seems to be a sign of lack of self-confidence, this attitude may also be a requirement of those students' culture. Finally, the parents' high expectations cause their children's language learning process to be anxious (Zhang and Zhong, 2012).

2.2.2.3. Factors affecting foreign language learning anxiety

Anxiety is among the most common factors that negatively affect foreign language learning. Students with high levels of anxiety experience acute, traumatic anxiety, fear, and rapid heartbeat (Ashcraft, 2006). The anxiety experienced during the conversation negatively affects the communication process as a psychological barrier. This communication problem can become an instructively serious obstacle during education (Vemuri et al., 2013).

According to Wörde (1998), nearly half of foreign language learners experience anxiety. Horwitz et al. (1986) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning in the classroom, resulting from the uniqueness of the language learning process". In such a teaching, anxiety dominates and affects the student's foreign language study negatively.

The anxiety that occurs in subsequent exams can also be caused by negative experiences. Exam anxiety also stems from other reasons such as insufficient study for the lesson, preparation at the last minute, inability to prepare for the lesson, insufficient planning of the lesson, lack of self-organizing skills, complexity of the subject studied, high amount of homework are among these reasons. Fear of insufficient grades, fear of condemnation, expectation of negative criticism from other students and teachers, avoiding exam situations due to the danger of failure are among these problems (Shepelenko, 2017).

Based on the literature on this subject, we can list the factors affecting foreign language learning as follows:

1) Anxiety of making mistakes has a negative effect on development. Students may be reluctant to speak a foreign language because they feel that other students will mock them and be subject to negative criticism by their teachers. To minimize this element, the teacher should create an atmosphere of trust and goodwill in the classroom. Preventing students from harsh criticism of each other, trying to control the psychological microclimate in the classroom, they should support their collaborative work, aiming to make students feel valued individually. For this purpose, teachers can also use project activities where every success that emerges depends on the success of the whole group (Shepelenko, 2017).

2) The student may not be willing to express his opinion due to the lack of knowledge about the topic under discussion. As a result, the student's interest in participating in the speech interaction and learning foreign languages as a whole decreases. Teachers should therefore consider the age and interests of the students when selecting and preparing assignments, and allow them to choose topics that are relevant to them. If a subject is of interest to the student, it is likely to present an opinion on this subject and show interest in the process of completing the task (Shepelenko, 2017).

According to the Yuvienco (2008), the most important psychological factor in learning a foreign language is interest to need a natural conversation environment and interesting materials for learning. The importance of interest in the study of any topic is not underestimated for learning. Interest concentrates the attention, sharpens the impression, provides repetition and generates a lot of positive effects. Interest is the desire to learn the subject being studied. According to Rubinstein (2009); every action proceeds by activating the experience of something meaningful, and this movement gives a meaning to learning for the individual.

Self-confidence is important in reducing student anxiety. Organizing classrooms in a positive, lively, harmonious atmosphere, encouraging students to continue speaking despite grammatical, lexical and phonetic errors that do not interfere with communication, ignoring mistakes will help students overcome psychological barriers and reduce anxiety. The teacher should not only encourage students to work on joint projects and discussions, they should replace those jobs with other work, allowing the shy students to work with a group where they can always feel more comfortable. The task of the teacher is to find the ideal variable for a foreign language learner to achieve the specified goals and do it in the most appropriate environment.

3) It is observed that students experience a high level of anxiety due to the lack of language and speaking skills. In order to solve this difficulty, the teacher should work on improving the language and speaking skills of the students.

Students can be helped with pictures, videos, listening exercises and communicating with their native language. For this purpose, the teacher should complete the missing aspects of the previously formed vocabulary and grammar skills related to the subject studied before the lessons in which he aims to improve his

speaking skills, and repeat the grammar, vocabulary and phonetic tasks that may be needed by the students just before the homework (Shepelenko, 2017).

4) Uncertainty during the student's verbal expression complicates the communication process before starting to speak. In such a situation, the student may experience hesitation. This hesitation may result from anxiety and fear of making mistakes, being restrained, and unwilling to attract the attention of the class. This type of interaction increases the speaking share of each student in a certain period of time, reduces the anxiety level of students who do not want to respond to the whole class, and creates a psychological atmosphere suitable for study (Shepelenko, 2017).

Protasova and Rodina (2010) state that some situations affect students' level of anxiety while learning a foreign language and list these situations as follows:

- Students speak in front of a group; compare their progress with the results of others,
- Fear of students not being understood due to grammatical and word mistakes,
- Beliefs that the time and energy they need to learn the language is too high,
- Do not like their teachers or do not believe that their group mates have good intentions,
- Not processing what they learned are some of these situations.

2.2.2.4. Research on foreign language anxiety in the world

Zheng and Cheng (2018) examined the relationship between foreign language classroom anxiety of students and their performance in College English Test Band 4 (CET -4). 921 Chinese university students participated in the study and they were distributed a questionnaire to investigate the nature and the degree of the examined relationships. Follow-up interviews with 12 students were used for further insight to uncover the mechanisms of relationships that were found in the survey. Findings confirmed that there was a negative correlation between the cognitive test anxiety and the language achievement. The interview results on the other hand, did not fully support the relationships found in the survey. Most students did not find themselves to be very

anxious in their university settings, in their classrooms or in testing situations. However, they mentioned their anxiety towards English speaking skills in their classrooms.

Foreign language classroom anxiety in terms of gender was investigated by Mesri (2012). A sample group consisted of 52 students from the university of Islamic Azad University who were studying English at Salmas Branch. In order to investigate the relationship between EFL learners' Foreign Language Classroom Anxiety with regard to gender, the Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986) was used to gather data. The findings revealed a statistically significant relationship between FLCA and female students. It was concluded that female students were significantly more anxious than the male students.

Aragao (2011) studied the beliefs and emotions in foreign language learning. Out of 24 students who enrolled in UFMG (a four-year-long- Language Teacher Education Course) seven students, aging between 21 and 23, volunteered to take part in the research. Multiple procedures were used to gather qualitative data. These included the learners' language learning journals, written language learning narrative at the beginning of the study, three semi-structured interviews and notes from informal conversations with the research participants notes from the participant observation in the classroom. Based on the findings of the study, it was concluded that speaking English in the class was the most repeated challenge for the participants. One of the participants when asked to depict her feelings about the issue drew a picture of herself with her mouth stitched and explained that that was how she felt when asked a question during the lessons. The participants reported that their classmates, they were not acquainted with, spoke better English and that made them embarrassed. The findings reveal that students' beliefs influenced their behaviors. This interplay, in turn, modulated the way they behaved in the class.

Von Wörde (2003) examined the factors, perceived by the students, which may contribute to anxiety, and reduce anxiety to understand more fully the role that anxiety may have in learning a foreign or second language. He utilized qualitative research, the phenomenological interview with the inclusion of quantitative components using foreign language classroom anxiety scale developed by Horwitz (1986). The qualitative part of the research was through the interviews, which were recorded and then

transcribed by the researcher, focused on the participants' beliefs, experiences and feelings of foreign language anxiety. Students from French, German, and Spanish classrooms a total of 15 students participated in the study. The findings revealed that 73% of the sample were anxious and 34% of the sample were highly anxious learners. The most anxiety provoking factors were found to be related to speaking and listening activities. Teacher generated anxiety was also documented. For reducing anxiety, a relaxed classroom atmosphere, how the teacher conducted the class, the atmosphere of cordiality, communality and friendship among the students were indicated. The last part, the students' grades and their foreign language classroom anxiety revealed a significant negative correlation.

Wang (2005), probed foreign language anxiety and beliefs about language learning of the university students. The sample group consisted of 175 first and second year university students in university in mainland China. Beliefs About Language Learning Inventory (Wang, 2005) and Foreign Language Classroom Anxiety Scale Horwitz (1983 as cited in Wang, 2005) which were translated into Chinese and a background questionnaire were administered to the subjects. The findings revealed that there existed higher levels of foreign language anxiety among the Chinese students when compared with the previous studies. Two factors of Beliefs About Language Learning Inventory were found to significantly correlate with foreign language anxiety. They were "the difficulty about language learning" and "beliefs about foreign language aptitude". Chinese EFL students who believed that English was not difficult to learn and that they had higher language aptitude in language learning were found to have lower levels of language anxiety.

Onwuegbuzie et al. (1999) studied the factors associated with foreign language anxiety. The study was conducted with 210 university students who enrolled in French, Spanish, German, and Japanese classes from different disciplines. The levels of the students were introductory, intermediate, and advanced. The participation was voluntary in the study. A battery of instruments was used in order to examine the correlation between the variables such as academic achievement, prior history of visiting a foreign countries, prior high school experience with foreign languages, expected overall

average for current language course, perceived scholastic competence, and perceived self-worth. The findings revealed that freshmen and sophomores reported the lowest levels of foreign language anxiety, and that anxiety levels increased linearly as a function of year of study. Also, the study suggested that foreign language anxiety correlated with age, prior history of visiting the foreign countries, expected overall average for current language course, perceived intellectual ability, perceived scholastic competence, perceived social acceptance, perceived job competence, perceived appearance, perceived self-worth, cooperativeness, value placed on competitive learning, and individualism.

2.2.2.5. Research on foreign language anxiety in Turkey

In her study, Garip (2019) investigated both the sources of their foreign language anxiety. She investigated if there was a relationship between foreign language anxiety and English medium instruction. For this, the study aimed to investigate foreign language anxiety levels of 190 of first, second, and third year students. FLCAS by Horwitz et al. (1986) along with the semi-structured interview prepared in accordance with the sub-dimensions of the questionnaire, were used to gather data. The findings revealed the existence of a moderate negative relationship between English medium instruction and foreign language anxiety. There was a statistically significant relationship between the undergraduate levels and foreign language anxiety levels of the students. Students had positive opinions about English medium instruction. However, despite being positive about it, they indicated that some modifications in English preparatory programs could be made and also integration of a short summary of the content in Turkish would better provide them for English medium instruction.

Doğan and Tuncer (2016) investigated if the Turkish students' foreign language anxiety levels and their achievement has a correlative relation with their gender, experience abroad, perceived level of income and knowledge of any third language other than Turkish and English. The study also aimed to identify whether the subdimensions of FLCAS differed in terms of the independent variables mentioned. 683 students, from different engineering departments of Firat University, receiving compulsory English preparatory education participated in the study. For data collection,

Gürsu's (2011) Turkish adapted version of Horwitz et al. (1986) was used along with their grades from the school of foreign languages. It was concluded that there was a negative correlation between foreign language classroom anxiety and foreign language achievement.

Çakıcı (2016) studied the correlation between test anxiety, foreign language anxiety and language achievement of university preparatory students. 311 students learning English as a foreign language participated in the study. Test anxiety inventory of Spielberger (1980) and Horwitz's Foreign Language Classroom Anxiety Scale (1986) and the language achievement scores of the students were used to gather data. The study also investigated the effect of gender in terms of each scale. The findings revealed that there was no relation between the students' test anxiety and their achievement scores. However, there was a positive correlation between their test anxiety and foreign language classroom anxiety and there was a reverse correlation between the students' foreign language anxiety and their language achievement. Regarding their gender, the female students exhibited higher mean scores in both test anxiety and foreign language classroom anxiety.

Baş (2014) investigated the reasons of foreign language learning levels of high school students through semi- structured interviews and Horwitz's FLCAS. The total number of the participants were 24 students from three different high schools from Niğde province in the 2012-2013 academic year. The anxiety level of the students was considered and the ones with high levels of foreign language anxiety were selected for the sample. The findings of the study revealed that the reasons for the foreign language anxiety of the students consisted of seven themes which are speaking, listening activities, teaching methods and the techniques, fear of making errors, learning environment, teachers' attitudes, and exams.

In 2014 Aydoğdu in her study, investigated the relationship between foreign language anxiety, attitudes towards English courses, utilizing language learning strategy and academic achievement. 100 randomly chosen preparatory class students of Bingöl University participated in the study. 30-item Attitude Toward English Course Scale, 33-item Foreign Language Classroom Anxiety Scale, 52-item Language Learning Strategy Scale and a Key English Test, prepared according to Common European Framework by

Cambridge University were the instruments used for data gathering. The findings revealed that students with high anxiety levels had low academic achievement. Students with high attitude levels have higher academic achievement. There was a meaningful relationship between the students' strategy use and their academic achievement. The students with high academic achievement used metacognitive strategies most while affective strategies least.

Ürkütür (2013), investigated foreign language learning anxiety in preparatory school students and contributing factors. Ürkütür focused on students' views and suggestions in her study with the participation of 80 preparatory program students regardless of their level. She used interview technique so that the students could express themselves better rather than answering a questionnaire. It was found that there were three anxiety-provoking situations among the students which were, speaking in front of the others, reading a text aloud, and answering the teacher's questions. The reasons for the anxiety were test anxiety, fear of negative evaluation, lack of vocabulary and grammar, lack of preparation for the course, teacher's attitudes, and the effects of the course material.

Karabıyık (2012) investigated the effect of age and gender on foreign language anxiety and concluded that girls are more anxious than boys.

Öztürk and Gürbüz (2012), in other studies investigating the effect of gender on foreign language anxiety, observed that female students were more anxious when speaking English in the classroom than male students.

Balemir (2009) concluded in a study conducted at Hacettepe University, School of Foreign Languages, Department of Basic English, that women have higher anxiety levels than men.

Aydın (2008) investigated the correlation between language anxiety and the sources and the levels of fear of negative evaluation among Turkish EFL learners. 112 learners participated in the study in which foreign language anxiety scale (FLCAS developed by Horwitz et al, 1986) is used along with a scale for fear of negative evaluation (FNE developed by Leary, 1983 as cited in Aydın, 2008). The findings revealed that EFL learners suffered from both language anxiety and the fear of negative evaluation and it was found that fear of negative evaluation itself was a strong source of

language anxiety. In order to cope with anxiety learning situations and context should be less stressful, and effective communication should be employed to relieve anxiety.

Batumlu and Erden (2007) studied the relation between foreign language anxiety and students' English achievement with the participation of 150 foreign language learners from A, B and C levels of Yıldız Technical University. The average of the 1st and the 2nd midterm grades determined the achievement level of the students' and Foreign language classroom anxiety as the scale developed by Horwitz (1986) was used to measure the students' foreign language anxiety in the study. The FLCAS was used twice for the study. First it was applied in the first week of the term and the second was two months later following their second midterm. The findings revealed that while there was no significant relation between their levels and their initial foreign language anxiety, however, it differed significantly for B and C level students in their latter foreign language anxiety. Neither the initial nor the latter foreign language anxiety of the students differed in terms of their gender. The findings revealed that there was a significant relationship between students' foreign language anxiety and their achievement at the significance level of 0.45. B and C level students' foreign language anxiety differed in terms of their success, revealing that unsuccessful students' foreign language anxiety was higher than successful students.

Dalkılıç (2001) investigated the correlation between students' foreign language anxiety levels and their achievements in speaking courses. 126 freshman students from the Department of English Language Teaching of Dicle University participated in the study. Foreign language classroom anxiety scale developed by Horwitz (1986) was used along with a demographic information sheet, prepared by the researcher to get background information about the participant and the interview. The FLCAS was translated into Turkish and assessed in terms of reliability. The results indicated that the internal reliability of the instrument was .90. The FLCAS was then administered to the students. After the administration of the FLCAS, the students were grouped in three based on their level of anxiety as high, moderate and low anxiety. Six out of each group participated in the interview part of the study on a voluntary basis. Interviews were recorded and transcribed by the researcher. The findings revealed that there is no statistically significant relationship between the students' anxiety levels and other factors in the demographic information sheet. However, between the anxiety levels of

the students and their gender, there was a statistically significant difference indicating that female students were significantly more anxious than male students. There was also a significant relationship between the students' anxiety levels and their success levels.



CHAPTER 3. METHODOLOGY

In this part, universe and sample group, data gathering instruments, procedure and findings will be presented regarding how this study investigated the relationship between the code-switching beliefs of university English preparatory class students and their foreign language classroom anxiety levels using quantitative data analysis along with their descriptive variables.

3.1. Universe and Sample

The study was conducted in the spring semester of 2019-2020 Academic year at two private universities' preparatory departments (consisting of three different levels) in İstanbul. The students were Turkish citizens sharing the same native language but with different proficiency levels in English. In the spring term the students' levels were pre-intermediate, intermediate and upper- intermediate. There were 152 students in total in English preparatory department in the first university, and 616 students in total in English Preparatory department in the second university. The universe of the study was 768 students. A limitation to the sample was the existence of the international students in both universities. In order to conduct the study with the Turkish students sharing the same native tongue which is Turkish, 3 international students from the first university and 121 international students from the second university were excluded from the study. Sample size was determined via Salant and Dillman's (1994) formula (Figure 1.).

$$n = N t^2 p q / d^2 (N-1) + t^2 p q$$

"N: universe -the number of individuals in the target population

n: Sample size-the number of individuals in the sample

p: The frequency of the occurrence of the incident (the probability of occurrence)

q: The frequency of the non-occurrence of the incident (the probability of non-occurrence)

t: theoric value based on t table

d: sampling error- based on the frequency of the incident"

Figure 1. Salant and Dillman's (1994:55) sample size formula

With 95% confidence interval for this universe, which was not homogeneous, required sample size was determined as $n = 644 (1,96)^2 (0,5) (0,5) / (0,5)^2 (644-1) + (1,96)^2 (0,5) (0,5) = 241$.

It was statistically determined that the minimum number of students for the sample group was 241. However, as it is acknowledged that the more sample size increases, the more valid the data obtained from the sample for the universe gets (İslamoğlu, 2003), for higher validity the study was completed with 458 students who participated in the study on a voluntary basis.

The number of pre-intermediate level students was 273, the number of intermediate level students was 141, and the number of upper-intermediate level students was 44.

3.2. Data Gathering Instruments

3.2.1. Ethical consent and the form

The ethical consent of Maltepe University (see App.4.) was given to each student, participating in the study. With this consent form each student was informed clearly that they had the liberty to quit participating at any point they desire. A form for collecting data on different variables was prepared (see App.5.). In the form, prepared by the researcher, the aim of the study and the researcher was presented briefly and followed by a phrase of gratitude to the participant students. The form consisted of five questions (in the form of multiple choice or checking in the boxes). The first question in the form was about gender, the second was about their levels, the third was about whether they had preparatory experience prior to enrolling to their university, the fourth was the type of high school they graduated from and the last one was the participant's idea about the frequency of his/her teacher's code-switching.

3.2.2. Code-switching beliefs scale

“Code-switching Beliefs Scale” developed by Gülşah Coşkun Yaşar and Sevilay Yıldız (see App. 6.)was used to assess the beliefs of students about code-switching. It is a likert scale with 5 possible answers ranging from “kesinlikle katılıyorum” = 5 (absolutely agree) to “kesinlikle katılmıyorum” =1 (absolutely disagree) with the instruction to choose only one.

In terms of statistical analysis done by Gülşah Coşkun Yaşar and Sevilay Yıldız, the scale with 35 items has been found valid and reliable (Cronbach Alpha=0,94). It has four subcategories:

The first subcategory “clarification” consists of 25 positive items,

The second subcategory “efficiency” consists of two positive (26.,27.), two negative items (28., 29.),

The third subcategory is “linguistic competence” has three negative items (30.,31.,32.),

The fourth subcategory “psychological factors” consists of three negative items (33., 34., 35.).

The total minimum score to be obtained from the scale is 35, the maximum score is 175. The minimum score from the first subcategory is 25, and the maximum score is 125 ; the minimum score from the second subcategory is 4, and the maximum score is 20; the minimum score from the third subcategory is 3, and the maximum score is 15, and the minimum score from the fourth subcategory is 3, and the maximum score is 15.

For the present study, the reliability test of the code-switching beliefs scale was conducted and the Cronbach’s alpha coefficient was calculated as 0,914.

3.2.3. Foreign language classroom anxiety scale

The second scale (see App.7.) used was Gürsu’s (2011) Turkish version of Horwitz and Cope’s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). Horwitz et al. (1986) developed this scale as a standard tool to explore the relationship between anxiety and second language achievement by testing an individual's response to specific stimulus of language learning. The FLCAS with an internal consistency of 0.93 as measured by Cronbach’s alpha, is a 33-item Likert scale ranging between “absolutely agree”=5 to “absolutely not agree”=1.

The total minimum score to be obtained is 33 and the maximum is 165 points. The students who score 33 to 75 points are regarded as having low levels of anxiety in the language

classroom. The students with 76 to 119 points are considered to display a medium anxiety level whereas the students who score 120 and above are regarded as reflecting high intensity of anxiety in the language classrooms.

Gürsu, in her study (2011), adapted the scale and provided a valid and reliable tool for measuring Turkish students' anxiety towards English as a foreign language. As a result of the exploratory and confirmatory factor analyses of the scale, it was determined that the scale had a three-factor structure. The factors are Speaking Anxiety In Language Class with 19 items, Interest towards Language Class with 3 items ,and Anxiety of Talking with Native Speaker with 2 items. It is also a likert scale with 5 possible answers ranging from “kesinlikle katılıyorum”=5 (absolutely agree) to “kesinlikle katılmıyorum”=1 (absolutely not agree) with the instruction to choose one.

For the present study, the reliability test of the FLCAS was conducted and the Cronbach's alpha coefficient was calculated as 0.919.

3.3. Statistical Analysis of Data

The data obtained was analyzed using SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. As descriptive statistical methods number, average and standard deviation were used in the evaluation of data. For the variables normal distribution test was applied.

	Kurtosis	Skewness
Speaking anxiety in language class	-0,172	-0,134
Interest towards language class	0,063	-0,238
Anxiety of talking with native speaker	0,219	-0,288
Overall FLCAS	-0,031	-0,251
Clarification	-0,444	0,383
Efficiency	-0,423	0,261
Linguistic competence	-0,822	-0,136
Psychological factors	-0,407	-0,28
Overall Code-switching beliefs	-0,372	0,374

Figure 2. Normality plot/distribution, kurtosis, skewness test

As can be seen in figure 2., the values of Kurtosis and Skewness tests of variables in literature is considered normal if between +1.5 and -1.5 (Tabachnick and Fidell, 2013), +2.0 and -2.0 (George and Mallery, 2010). Counting the normality, the analysis was sustained. t-test was used for the comparison of quantitative continuous data between two independent groups. One way Anova test was employed for the comparison of quantitative continuous data for more than two independent groups. Following One way Anova test, to spot/ determine the significance Scheffe test was used as post-hoc analysis. Pearson correlation and regression analysis were done for the continuous variables.

3.4. Data Collection Procedure

The study was conducted at two private universities located in İstanbul in the beginning of the spring semester of 2019-2020 academic year. The students who participated in the study were all Turkish students sharing the same native tongue Pre-intermediate, intermediate and the upper-intermediate level.

The scales used were Code-switching Beliefs Scale and Foreign Language Classroom Anxiety Scale (FLCAS) along with the consent form of Maltepe University and the form prepared by the researcher. All the forms and the scales were in Turkish.

The form about the background of the students, the code-switching beliefs scale and the FLCAS with their consent forms were stapled and distributed to the students in their classrooms. It was important that the forms were also collected as they were distributed, meaning that they were stapled so that the descriptive characteristics of each student can be compared with the variables in the scales. In both universities the forms and scales were given to the students in the same class hour. Before the scales and forms were distributed, it was emphasized verbally that, for the reliability and the validity of the study, the students had to score all the items in all scales and they were informed that their names would not be required for confidentiality and sincerity purposes. One class hour- 50 minutes- was given to the students to complete the forms and scales but none of them spent the whole class hour, completing the given forms and scales in 40 minutes maximum. The scales and the form were then used for statistical analysis.

3.5. Ethical Aspects

The ethical board of Maltepe University approved the study (see App.1.).

Gülşah Coşkun Yaşar was informed about the study and approved The Code-switching Scale to be used in the study (see App.2.).

Fatma Gürsu was informed about the study and approved the Foreign Language Classroom Anxiety Scale to be used in the study (see App. 3.).

Each and every participant was distributed the ethical consent form of Maltepe University which required their signature at the beginning of the study during their participation (see App. 4.).

CHAPTER 4. FINDINGS

This study aimed to investigate the relationship between the code-switching beliefs of university English preparatory class students and their foreign language classroom anxiety levels. In this part, the data obtained from the students was analyzed for the investigation of the problem and was explained based on the findings with tables.

The findings which are presented in tables reveal the descriptive features of the participant students, their overall code-switching beliefs, and the subcategories of the code-switching beliefs and their overall foreign language classroom anxiety, and the sub-categories of foreign language classroom anxiety in terms of descriptive features. The findings presented in the tables also reveal the relationship between code-switching beliefs of the students and their foreign language classroom anxiety in terms of sub-categories of both scales and overall.

Table 1.Descriptive Features

Groups	Frequency (n)	Percentage (%)
Gender		
Male	199	43,4
Female	259	56,6
Level		
Pre-Intermediate	273	59,6
Intermediate	141	30,8
Upper-Intermediate	44	9,6
Previous prep. experience		
Yes	25	5,5
No	433	94,5
High-school		
Science high-school	54	11,8
Anatolian high-school	250	54,6
Private high-school	116	25,3
Public high-school	38	8,3
Students' opinion on the frequency of their teacher's code-switching to Turkish		
Little use of L1	278	60,7
Much use of L1	180	39,3

In Table 1, as can be seen, 199 male (43,4%), 259 female (56,6%) students participated in the study. Based on their level 273 (59,6%) pre-intermediate ,141 (30,8%) intermediate, 44 (9,6%) upper-intermediate students participated in the study. 25 (5,5%) of the students mentioned having an experience of preparatory class prior to university preparatory department while 433 (94,5%) students mentioned having no experience of such kind. Of the students who participated in the study, 54 (11,8%) were science high-school, 250 (54,6%) were Anatolian high-school, 116 (25,3%) were private, 38 (8,3%) were public high-school graduates. When asked their opinions about the frequency of their teachers' code switching to Turkish 278 (60,7%) of the students thought it was too low/never whereas 180 (39,3%) students thought it was sometimes/much (Table 1.).

Table 2. FLCAS Score Average

	N	Av.	Sd	Min.	Max.
Speaking Anxiety in Language Class	458	3,087	0,772	1,110	5,000
Interest Towards Language Class	458	3,050	0,792	1,000	5,000
Anxiety Of Talking With Native Speaker	458	3,341	0,807	1,000	5,000
Overall Foreign Language Classroom Anxiety	458	3,133	0,659	1,300	4,880

When Table 2 is examined, the average score of students from the sub-category “speaking anxiety in language class” was $3,087 \pm 0,772$ (Min=1.11; Max=5), the average score of students from the sub-category “interest towards language class” was $3,050 \pm 0,792$ (Min=1; Max=5), the average score of students from the sub-category “anxiety of talking with native speaker” was $3,341 \pm 0,807$ (Min=1; Max=5), the average score of the students from overall “foreign language classroom anxiety “was $3,133 \pm 0,659$ (Min=1.3; Max=4.88). All in three sub-categories and overall FLCAS the score average was determined as moderate (Table 2).

Table 3. Score Average of Code-Switching Beliefs

	N	Avr.	Sd	Min.	Max.
Clarification	458	64,640	21,767	25,000	123,000
Efficiency	458	9,983	3,792	4,000	20,000
Linguistic competence	458	9,561	3,450	3,000	15,000
Psychological factors	458	10,094	3,084	3,000	15,000
Overall Code-switching beliefs	458	94,277	27,214	35,000	173,000

As shown in Table 3., the average score of students from the sub-category “clarification” was $64,640 \pm 21,767$ (Min=25; Max=123), the average score of them from the sub-scale “efficiency” was $9,983 \pm 3,792$ (Min=4; Max=20), the average score of students from the sub-category “linguistic competence” was $9,561 \pm 3,450$ (Min=3; Max=15), the average score of students from the sub-category “psychological factors” was $10,094 \pm 3,084$ (Min=3; Max=15), the average score of the students from overall “code-switching” was $94,277 \pm 27,214$ (Min=35; Max=173) (Table 3.).

Table 4. Correlation Analysis

		SALC	ITLC	ATNS	OFLCA	CF	EF	LC	PF	OCB
SALC	r	1,000								
	p	0,000								
ITLC	r	0,319**	1,000							
	p	0,000	0,000							
ATNS	r	0,435**	0,077	1,000						
	p	0,000	0,100	0,000						
OFLCA	r	0,971**	0,443**	0,503**	1,000					
	p	0,000	0,000	0,000	0,000					
CF	r	0,251**	0,241**	0,075	0,285**	1,000				
	p	0,000	0,000	0,108	0,000	0,000				
EF	r	0,236**	0,218**	0,101*	0,257**	0,637**	1,000			
	p	0,000	0,000	0,031	0,000	0,000	0,000			
LC	r	0,074	0,157**	0,069	0,100*	0,391**	0,593**	1,000		
	p	0,114	0,001	0,139	0,033	0,000	0,000	0,000		
PF	r	0,148**	0,163**	0,109*	0,160**	0,240**	0,405**	0,468**	1,000	
	p	0,002	0,000	0,020	0,001	0,000	0,000	0,000	0,000	
OCB	r	0,260**	0,262**	0,095*	0,294**	0,965**	0,770**	0,575**	0,421**	1,00
	p	0,000	0,000	0,041	0,000	0,000	0,000	0,000	0,000	0,00

*<0,05; **<0,01

Speaking Anxiety in Language Class (SALC); Interest Towards Language Class (ITLC); Anxiety of Talking With Native Speaker (ATNS); Overall Foreign Language Classroom Anxiety (OFLCA); Clarification (CF); Efficiency (EF); Linguistic Competence (LC); Psychological Factors (PF); Overall Code-switching Beliefs (OCB)

When Table 4. is examined, it can be seen that the correlation between “speaking anxiety in language class”, “interest towards language class”, “anxiety of talking with native speaker”, overall FLCA, clarification, efficiency, language competence, psychological factors, overall CS beliefs were analyzed;

- There was a $r=0.319$ positive correlation between “interest towards language class” and “speaking anxiety” ($p=0,000<0.05$), As the student’s interest towards language increases, their speaking anxiety increases by 31,9%.
- There was a $r=0.435$ positive correlation between “anxiety of talking with native speaker” and “speaking anxiety in language class” ($p=0,000<0.05$),
- There was a $r=0.971$ positive correlation between overall “FLCA” and “speaking anxiety in language class” ($p=0,000<0.05$),
- There was a $r=0.443$ positive correlation between overall “FLCA “ and “interest towards language class” ($p=0,000<0.05$),
- There was a $r=0.503$ positive correlation between overall “FLCA” and “anxiety of talking with native speaker” ($p=0,000<0.05$),
- There was a $r=0.241$ positive correlation between “clarification” and “speaking anxiety in language class” ($p=0,000<0.05$),
- There was a positive correlation between “clarification” and “interest towards language class” ($p=0,000<0.05$),
- Between “clarification” and overall “FLCA” there was a $r=0.285$ positive correlation ($p=0,000<0.05$),
- There was a $r=0.236$ positive correlation between “efficiency” and “speaking anxiety in language class” ($p=0,000<0.05$),
- Between “efficiency” and “interest towards language class” there was a $r=0.218$ positive correlation ($p=0,000<0.05$),
- There was a $r=0.101$ positive correlation between “efficiency “and “anxiety of talking with native speaker” ($p=0,031<0.05$),

- Between “efficiency” and overall “FLCA” there was a $r=0.257$ positive correlation ($p=0,000<0.05$),
- There was a $r=0.637$ positive correlation between “efficiency” and “clarification” ($p=0,000<0.05$),
- Between “linguistic competence” and “interest towards language class” there was a positive correlation $r=0.157$ ($p=0,001<0.05$),
- There was a $r=0.1$ positive correlation between “linguistic competence” and overall “FLCA” ($p=0,033<0.05$),
- Between “linguistic competence” and “clarification” the correlation was positive $r=0.391$ ($p=0,000<0.05$),
- There was a $r=0.593$ positive correlation between “linguistic competence” and “efficiency” ($p=0,000<0.05$),
- Between “psychological factors” and “speaking anxiety” in language class there was a $r=0.148$ positive correlation ($p=0,002<0.05$),
- There was a $r=0.163$ positive correlation between “psychological factors” and “interest towards language class” ($p=0,000<0.05$),
- Between “psychological factors” and “anxiety of talking with native speaker” there was a positive correlation $r=0.109$ $p=0,020<0.05$),
- There was a $r=0.16$ positive correlation between “psychological factors” and overall “foreign language anxiety” ($p=0,001<0.05$),
- Between “psychological factors” and “clarification” there was a $r=0.24$ positive correlation ($p=0,000<0.05$),
- There was a positive correlation between “psychological factors” and “efficiency” $r=0.405$ ($p=0,000<0.05$),
- There was a $r=0.468$ positive correlation between “psychological factors” and “linguistic competence” $p=0,000<0.05$),
- Between overall “FLCA” and “speaking anxiety in language class” there was a positive correlation $r=0.26$ ($p=0,000<0.05$),
- Between overall “FLCA” and “interest towards language class” there was a $r=0.262$ positive ($p=0,000<0.05$) correlation,

- Between overall “FLCA” and “anxiety of talking with native speaker” there was a $r=0.095$ positive ($p=0,041<0.05$) correlation,
- There was a positive correlation between overall “FLCA” and overall “code-switching beliefs” $r=0.294$ ($p=0,000<0.05$),
- Between overall “code-switching beliefs” and “clarification” there was a positive correlation $r=0.965$ ($p=0,000<0.05$),
- There was a $r=0.77$ positive correlation between overall “code-switching beliefs” and “efficiency” ($p=0,000<0.05$),
- There was a positive correlation between overall “FLCA” and “linguistic competence” $r=0.575$ ($p=0,000<0.05$),
- Between overall “code-switching beliefs” and “psychological factors” there was a positive correlation $r=0.421$ ($p=0,000<0.05$)
- The relationship between other variables were not statistically significant $p>0.05$) (Table 4.).

Table 5. The Effect of Code-Switching Beliefs on Foreign Language Classroom Anxiety

Dependent Variable	Independent Variable	β	t	p	F	Model (p)	R ²
Overall Foreign Language Classroom Anxiety	Constant	2,461	23,136	0,000	43,303	0,000	0,085
	Overall Code-switching Beliefs	0,007	6,581	0,000			
Overall Foreign Language Classroom	Constant	2,454	20,104	0,000	13,129	0,000	0,096
	Clarification	0,006	3,628	0,000			
	Efficiency	0,027	2,308	0,021			
	Linguistic Competence	0,023	-2,109	0,036			
	Psychological Factors	0,022	2,040	0,042			

As can be seen in Table 5., the regression was analyzed in order to determine the cause and effect relationship between code-switching beliefs and foreign language classroom anxiety and was found to be statistically significant ($F=43,303$; $p=0,000<0.05$). The change in overall Foreign language classroom anxiety is affected by overall code-switching beliefs by 8.5% $R^2=0,085$ despite being low (Cohen, 1988).

As the student's Foreign Language Classroom Anxiety scale score increases, meaning that as their anxiety level gets higher, Code-switching Beliefs score increases, meaning that their beliefs about code-switching is positive. Foreign language classroom anxiety increases students' Code-switching beliefs ($\beta=0,007$). The regression analyzed to determine the cause and effect relation between clarification, linguistic competence, and psychological factors and foreign language classroom anxiety. The findings revealed that the total change in overall foreign language classroom anxiety ($F=13,129$; $p=0,000<0.05$) is affected by the subcategories of code-switching beliefs scale clarification, efficiency, linguistic competence and psychological factors by 9.6%. Clarification increases foreign language classroom anxiety ($\beta=0,006$). Efficiency increases foreign language classroom anxiety ($\beta=0,027$). Linguistic competence increases foreign language classroom anxiety ($\beta=0,023$). Psychological factors increase foreign language classroom anxiety ($\beta=0,022$). In other words, all four sub-categories of code-switching beliefs of students were positive and statistically significant in terms of foreign language classroom anxiety (Table 5.).

Table 6. Foreign Language Classroom Anxiety Scores in terms of Descriptive Features

Descriptive Features	n	Speaking Anxiety in Language Class	Interest Towards Language Class	Anxiety Of Talking With Native Speaker	FLCA overall
Gender		Avr± SD	Avr± SD	Avr± SD	Avr± SD
Male	199	3,291±0,766	3,005±0,763	3,501±0,788	3,281±0,647
Female	259	2,930±0,740	3,085±0,814	3,218±0,802	3,020±0,647
t=		5,103	-1,070	3,777	4,279
p=		0,000	0,285	0,000	0,000
Level		Avr± SD	Avr± SD	Avr ± SD	Avr ± SD
Pre Intermediate	273	2,992±0,788	2,970±0,794	3,348±0,833	3,050±0,676
Intermediate	141	3,196±0,716	3,140±0,764	3,333±0,752	3,224±0,605
Upper Intermediate	44	3,324±0,763	3,265±0,818	3,318±0,835	3,360±0,643
F=		5,678	3,982	0,034	6,278
p=		0,004	0,019	0,967	0,002
PostHoc=		2 > 1, 3 > 1 (p<0.05)	2 > 1, 3 > 1 (p<0.05)		2 > 1, 3 > 1 (p<0.05)
Previous prep.experience		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Yes	25	3,051±0,973	2,947±1,021	3,320±0,945	3,113±0,871
No	433	3,089±0,760	3,056±0,778	3,342±0,800	3,134±0,646
t=		-0,241	-0,672	-0,131	-0,158
p=		0,810	0,502	0,896	0,874
High-school		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Science High-school	54	3,151±0,782	2,994±0,935	3,420±0,881	3,200±0,713
Anatolian High-school	250	3,033±0,759	3,101±0,754	3,364±0,774	3,102±0,639
Private High-school	116	3,240±0,755	2,974±0,798	3,328±0,876	3,233±0,645
Public High-school	38	2,882±0,833	3,026±0,814	3,114±0,677	2,943±0,716
F=		2,984	0,805	1,253	2,334
p=		0,031	0,492	0,290	0,073
PostHoc=		3 > 2, 3 > 4 (p<0.05)			
Student's opinion on the frequency of their teacher's code-switching to Turkish		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Little	278	3,164±0,704	3,162±0,757	3,331±0,785	3,203±0,616
Much	180	2,967±0,855	2,878±0,816	3,356±0,842	3,024±0,710
t=		2,684	3,802	-0,319	2,861
p=		0,010	0,000	0,754	0,006

When Table 6. is examined, the first descriptive feature is gender. It can be seen that the sub-category “speaking in language class” scores of the male students were significantly higher ($x=3,291$) compared to the female students’ ($x=2,930$), ($t=5,103$; $p=0<0.05$). The male students’ “anxiety of talking with native speaker” subcategory scores ($x=3,501$) were significantly higher compared to the female students’ ($x=3,218$), ($t=3,777$; $p=0<0.05$). The overall foreign language classroom anxiety scores of the male students ($x=3,281$) were also significantly higher when compared to the female students’ ($x=3,020$), ($t=4,279$; $p=0<0.05$). As is seen, there was no statistical significance in terms of gender with the sub-category “interest towards language class” ($p>0.05$) (Table 6).

Based on their levels, the students’ scores were examined in Table 6. There was a statistical significance between the students’ “speaking anxiety in language class” subcategory scores and their levels ($F=5,678$; $p=0.004<0.05$). Intermediate level students’ ($p<0.05$) and upper intermediate students’ scores were statistically significantly higher than pre-intermediate level students’ scores. In other words, upper-intermediate and intermediate level students had higher anxiety when compared to pre-intermediate level students ($p<0.05$).

Students’ scores from the sub-category “interest towards language class” revealed statistical significance in terms of their levels ($F=3,982$; $p=0.019<0.05$). Both students in the intermediate level ($p<0.05$) and students in the upper-intermediate level had significantly higher scores from the sub-category of “interest towards language class” ($p<0.05$) when compared to students in the pre-intermediate level. In other words, intermediate and upper-intermediate level students were more interested towards language class compared to pre-intermediate level students (Table 6).

The overall foreign language classroom anxiety scores of the students differed significantly based on their level as is seen in Table 6. ($F=6,278$; $p=0.002<0.05$). Students in the intermediate level ($p<0.05$) and students in the upper-intermediate level had significantly higher scores from overall foreign language classroom anxiety ($p<0.05$) when compared to students in the pre-intermediate level i.e. intermediate level

students and upper-intermediate level students had higher anxiety than pre-intermediate level students (Table 6).

As seen in Table 6. there was no statistical significance between the students' previous preparatory experience and subcategories of "speaking anxiety in language class", "interest towards language class", "anxiety of talking with native speakers", and overall foreign language classroom anxiety ($p>0.05$).

When Table 6 is examined, there was a statistically significant difference between the high-school the students graduated from and the subcategory of "speaking anxiety in language class" ($F=2,984$; $p=0.031<0.05$). Private school graduates had higher scores in the subcategory of "speaking anxiety in language class" than Anatolian high-school graduates ($p<0.05$) and public high-school graduates ($p<0.05$). In other words, students who graduated from private high-schools were more anxious when speaking in the class compared to the students who graduated from Anatolian and public high-school. However, there was no statistical significance between "interest towards language class", "anxiety of talking with native speakers' ", "overall foreign language classroom anxiety" and the high-school the student graduated from ($p>0.05$) (Table 6.).

In Table 6, there was a statistical significance between the student's opinion on the frequency of their teacher's code-switching and their subcategory "speaking anxiety in class" scores. Students' who thought that teacher's code-switching to Turkish was little / never ($x=3,164$) scored higher in FLCA scale from the subcategory "speaking anxiety in language class" compared to students who thought that teacher's code-switching to Turkish was much/sometimes was lower. ($x=2,967$) ($t=2,684$; $p=0.01<0.05$).

There was a statistical significance between the student's opinion on the frequency of their teacher's code-switching and their subcategory "interest towards language class" scores. Students who thought that teacher never/ little code-switched to Turkish had higher scores ($x=3,162$) from the sub-category "interest towards language class" compared to students who thought that teacher sometimes/much code-switched to Turkish ($x=2,878$) ($t=3,802$; $p=0<0.05$) (Table 6.).

When Table 6 is examined, there was a statistical significance between the student's opinion on the frequency of their code-switching and their overall foreign language classroom anxiety scores. Students who thought that teacher never/little code-switched to Turkish had higher scores ($x=3,203$) from the overall foreign language classroom anxiety compared to students who thought that teachers sometimes/much code-switched to Turkish ($x=3,024$) ($t=2,861$; $p=0.006<0.05$).

As seen in Table 6. there was no statistical significance between the subcategory "anxiety of talking with native speakers" score and their opinion on the frequency of his/her teacher's code-switching to Turkish ($p>0.05$).



Table 7. Code-switching Belief Scores in terms of Descriptive Features

Descriptive Features	n	Clarification	Efficiency	Linguistic Competence	Psychological Factors	Overall Foreign Language Classroom Anxiety
Gender		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Male	199	63,648±21,822	9,809±3,737	9,317±3,587	10,141±2,954	92,915±27,146
Female	259	65,402±21,736	10,116±3,83	9,749±3,337	10,058±3,186	95,324±27,273
t=		-0,854	-0,858	-1,331	0,284	-0,939
p=		0,393	0,391	0,188	0,776	0,348
Level		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Pre intermediate	273	59,410±21,179	9,451±4,008	9,242±3,562	10,022±3,235	88,125±26,812
Intermediate	141	69,780±21,051	10,511±3,38	9,809±3,329	10,142±2,845	100,241±25,772
Upper intermediate	44	80,614±15,296	11,591±2,92	10,750±2,80	10,386±2,903	113,341±20,798
F=		26,276	8,266	4,202	0,288	23,215
p=		0,000	0,000	0,016	0,750	0,000
PostHoc=		3>2, 2>1, 3>1 (p<0.05)	2>1, 3>1 (p<0.05)	3>2 (p<0.05)		3>2, 2>1, 3>1 (p<0.05)
Previous experience	prep.	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Yes	25	68,280±24,929	9,760±3,113	8,840±3,880	9,520±2,888	96,400±29,070
No	433	64,430±21,584	9,995±3,830	9,603±3,424	10,127±3,095	94,155±27,134
t=		0,860	-0,301	-1,075	-0,957	0,401
p=		0,390	0,763	0,283	0,339	0,689
Highschool		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
Science High-school	54	72,056±24,023	11,000±3,29	10,259±3,39	9,463±3,172	102,778±30,560
Anatolian High-school	250	64,516±21,344	9,760±3,840	9,336±3,281	10,068±3,195	93,680±26,483
Private Highschool	116	64,147±20,708	10,500±3,87	10,198±3,57	10,698±2,838	95,543±26,325
Public High-school	38	56,421±21,818	8,421±3,310	8,105±3,740	9,316±2,642	82,263±25,981
F=		3,995	4,554	4,781	3,092	4,447
p=		0,008	0,004	0,003	0,027	0,004
PostHoc=		1>2, 1>3, 1>4, 2>4 (p<0.05)	1>2, 2>4, 3>4 (p<0.05)	1>4, 3>2, 2>4, 3>4 (p<0.05)	1>4, 3>1, 3>4 (p<0.05)	3>4 1>2, 1>4, 2>4, 3>4 (p<0.05)
Student's opinion on the frequency of their teacher's code-switching to Turkish		Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD	Avr ± SD
little	278	68,306±21,025	10,522±3,52	9,813±3,187	10,392±2,776	99,032±25,885
much	180	58,978±21,736	9,150±4,037	9,172±3,798	9,633±3,466	86,933±27,652
t=		4,576	3,837	1,947	2,588	4,756
p=		0,000	0,000	0,062	0,014	0,000

As can be seen in Table 7. there was no statistical significance between the students' gender and all the four subcategories and overall code-switching beliefs. ($p>0.05$).

Students' scores from the sub-category "clarification" was found to be statistically significant in terms of level ($F=26,276$; $p=0<0.05$). The scores that upper-intermediate level students got from this sub-category was higher than the scores of intermediate level students ($p<0.05$). Intermediate level students' scores were higher than pre-intermediate level students' ($p<0.05$) and upper-intermediate level students' scores were higher than pre-intermediate level students' ($p<0.05$). That is, in other words, the students in higher levels viewed code-switching more positively for clarification purposes so that they would be able to check whether they understood (Table 7.).

As can be seen in Table 7., students' beliefs in the subcategory "efficiency" was found to be statistically significant in terms of their levels ($F=8,266$; $p=0<0.05$). The students in intermediate level ($p<0.05$) and in upper-intermediate level got higher scores than this subcategory when compared to the students in pre-intermediate level ($p<0.05$) (Table 7).

There was a statistically significant difference between the students' beliefs in the sub-category of "linguistic competence" and their level ($F=4,202$; $p=0.016<0.05$). As students in upper-intermediate level had higher scores in this subcategory compared to pre-intermediate level students ($p<0.05$).

Overall code-switching beliefs of the students was statistically significant in terms of their level ($F=23,215$; $p=0<0.05$). Upper-intermediate students had more scores in overall code-switching beliefs when compared to intermediate students ($p<0.05$). Intermediate students had higher scores in overall code-switching beliefs when compared to pre-intermediate students ($p<0.05$). Upper-intermediate students had more scores in overall code-switching beliefs when compared to pre-intermediate students ($p<0.05$).

There was no statistical significance between subcategory "psychological factors" and their levels ($p>0.05$).

As seen in Table 7. there was no statistical significance between the students' previous preparatory experience and the four subcategories of code-switching beliefs and the overall code-switching beliefs ($p>0.05$).

When Table 7. is examined, it can be seen that there was a statistical significance between the subcategory "clarification" in terms of the high-schools the students graduated from ($F=3,995$; $p=0.008<0.05$). The students who graduated from science high-school had significantly higher scores in the subcategory "clarification" when compared to the students who graduated from Anatolian high-school ($p<0.05$), the students who graduated from public high-school ($p<0.05$), the students who graduated from public high-school ($p<0.05$) and the students who graduated from private high-school ($p<0.05$). In other words, the students who graduated from science high-school believed that they needed code-switching for clarification.

In Table 7. as can be seen, there was a statistically significant relationship between the subcategory "efficiency" and the high-schools students graduated from ($F=4,554$; $p=0.004<0.05$). The science high-school graduates had higher scores in the sub-category "efficiency" when compared to Anatolian school graduates ($p<0.05$) and public high-schools ($p<0.05$). Anatolian high-school graduates had higher scores in the subcategory "efficiency" than public high-school graduates ($p<0.05$). Private high-school graduates had higher scores in the subcategory "efficiency" when compared to public high-school graduates ($p<0.05$).

The subcategory "linguistic competence" was found to be statistically significant in terms of the high-school the students graduated from ($F=4,781$; $p=0.003<0.05$). The scores of the students who graduated from private high-school were higher than the students who graduated from Anatolian high-school ($p<0.05$). Scores of the students who graduated from science high-school and Anatolian high-school were higher ($p<0.05$) when compared to the scores of the students' who graduated from public high-schools in the sub-category "linguistic competence" ($p<0.05$).

The subcategory of "psychological factors" in terms of the high-school the student graduated from was found to be statistically significant ($F=3,092$; $p=0.027<0.05$). From this subcategory, the students who graduated from private high-school got higher scores compared to science high-school ($p<0.05$). The students who

graduated from private schools got higher scores from this subcategory when compared to the students who graduated from public schools ($p<0.05$).

The overall code-switching beliefs in terms of the high-school the student graduated from was found to be statistically significant ($F=4,447$; $p=0.004<0.05$). Science high-school graduates had higher scores when compared to the Anatolian high-school graduates ($p<0.05$). The science high-school graduates and the private high-school graduates ($p<0.05$) got higher scores than the public high-school graduates in overall code-switching ($p<0.05$). The graduates of Anatolian high-school had higher scores in overall code-switching beliefs when compared to graduates of public high-school ($p<0.05$).

In terms of the student's opinion on the frequency of their teacher's code-switching to Turkish, the students who think that their teacher never/ little code-switched to Turkish had higher scores in the subcategory of "clarification" ($x=68,306$), compared to the students who think that their teacher sometimes code-switched ($x=58,978$), ($t=4,576$; $p=0<0.05$).

In terms of the student's opinion on the frequency of their teacher's code-switching to Turkish, the students who think that their teacher never code-switched to Turkish had higher scores in the subcategory of "efficiency" ($x=10,522$), compared to the students who think that their teacher sometimes code-switched ($x=9,150$) ($t=3,837$; $p=0<0.05$).

In terms of the student's opinion on the frequency of their teacher's code-switching to Turkish, the students who think that their teacher never code-switched to Turkish had higher scores in the subcategory of "psychological factors" ($x=10,392$), compared to the students who think that their teacher sometimes code-switched ($x=9,633$), ($t=2,588$; $p=0.014<0.05$).

In terms of the student's opinion on the frequency of their teacher's code-switching to Turkish, the students who think that their teacher never code-switched to Turkish had higher scores in the overall code-switching beliefs ($x=99,032$), compared to the students who think that their teacher sometimes code-switched ($x=86,933$), ($t=4,756$; $p=0<0.05$).

The subcategory of “linguistic competence” in terms of the student’s opinion on the frequency of their teacher’s code-switching to Turkish was found not statistically significant ($p>0.05$).



CHAPTER 5. DISCUSSION

Code-switching has been a controversial issue in the field of ESL and EFL. There is research in literature; to prove that code-switching is a taboo which should be avoided at all times (Gardner & Gardner, 2000; Harmer, 2001 as cited in Korkut and Şener, 2018; Turnbull & Arnett, 2002; Turnbull, 2001) and there is also research to prove that code-switching is a tool to employ during foreign language classes (Miles; 2004; Çelik, 2008; Kahraman, 2009; De La Campa, 2009; Ahmad and Jusoff, 2009; Lee, 2010; Yao, 2011; Bilgin, 2013; Bensen and Çavuşoğlu, 2013 Horasan, 2014; Selamat; 2014; Othman, 2015; Balabakgil, 2016; Önem, 2017; Coşkun and Yıldız, 2017; Razak and Shah, 2020).

Considering learning as mainly problem solving, foreign language learning requires an enormous effort and highly developed skills in problem solving. Regarding this, in the course of learning a foreign language not only the external factors but also the internal factors are considered important such as affective factors one of which is anxiety.

Of the types of anxiety, foreign language anxiety is about the feelings of worry, negative, fear-related emotions inherent in learning, using a language which is not an individual's native tongue. Foreign language anxiety is one of the most frequently investigated affect by the researchers (Horwitz et al., 1986; Aida, 1994; Aydın, 2008; Horwitz, 2010; MacIntyre and Gregersen, 2012; Ürkütür, 2013; Doğan and Tuncer, 2016; Zheng and Cheng, 2018; Garip, 2019).

The study was planned to investigate the relationship between the university preparatory students' code-switching beliefs and their foreign language classroom anxiety. In this part, the findings were interpreted and were discussed in the light of the literature and the findings.

Based on gender, of the students who participated in the study the majority (n=259) 56.6% were female. The students' level in majority (n=273) 59.6% were pre-intermediate, the majority of the students did not have a previous preparatory experience n=433 94.5%, the high school they graduated from (n=250) 54.6% was Anatolian high school in majority, the opinion of the students' about their teachers'

code-switching to Turkish frequency was considered as “never/little” by the majority (n=278) 60.7% (Table 1.).

When evaluated in terms of foreign language classroom anxiety, students who participated in the study were found to have a moderate anxiety. The average score of the students from “overall foreign language classroom anxiety” has been $3,133 \pm 0,659$ (Min=1.3; Max=4.88) (Table 2.). Garip (2019) also found the students to have a moderate level of anxiety in a university where English is a medium of instruction just like the sample group of this study.

When evaluated in terms of code-switching beliefs of the students, the average score of the students from “CS Beliefs Scale” was $94,277 \pm 27,214$ (Min=35; Max=173). It was revealed that the sub-categories “clarification” and “psychological factors” were found to be the two important factors contributing to the higher averages in code-switching beliefs of students (Table 3.). “Clarification” with the highest average was parallel with the literature as most of the students mentioned feeling anxious when the teacher spoke only in the target language and did not code-switch, as they felt the need to know what the teacher said clearly (Gumperz, 1982; Kahraman, 2009; Baş, 2014; Dalkılıç, 2001). Horasan (2014) also in her study found that Code-switching was perceived positively by the students and teachers due to some merits; however, they believed that it also had some disadvantages as well. These findings in literature are parallel to our findings as the students are in favor of code-switching regardless of their levels.

5.1. Discussion for the research questions

1. Is there a relationship between the code-switching beliefs of students and their foreign language classroom anxiety?

When analyzed, the findings revealed that overall Foreign language classroom anxiety correlated positively with overall code-switching beliefs. In other words, the students who were in favor of code-switching in their EFL classes had higher scores in FLCAS. In literature, it was found that a moderate level of anxiety existed in students even where English is the medium of instruction (Garip, 2019). This finding is an answer to our question whether there was a relationship between the students’ code-switching beliefs and their FLCA as aforementioned (Table 4.)

The regression was analyzed in order to determine the cause and effect relationship between overall code-switching beliefs and overall foreign language classroom anxiety and was found to be statistically significant ($F=43,303$; $p=0,000<0.05$). The change in overall Foreign language classroom anxiety was affected by overall code-switching beliefs by 8.5% ($R^2=0,085$). Code-switching beliefs increased as the foreign language classroom anxiety increased ($\beta=0,007$). In other words, the student with higher foreign language classroom anxiety, had positive beliefs about code-switching.

The regression in order to determine the cause and effect relationship between four subcategories of code-switching beliefs and foreign language overall classroom anxiety was also found to be statistically significant. This finding is parallel with the findings in literature (Kahraman, 2009; Mattson & Mattson, as cited in Bilgin & Rahimi, 2013) regarding the L1 use and affective factors. This finding indicates the statistical significance of foreign language classroom anxiety and code-switching beliefs (Table 5.).

2. Is there a relationship between the foreign language classroom anxiety and the code-switching beliefs of university preparatory students based on their gender?

The data analyzed in this study about foreign language classroom anxiety based on gender revealed that, male students had higher scores from overall FLCA and the other two sub-categories compared to female students (Table 6.). Male students' foreign language classroom anxiety scores were determined to be statistically significantly higher ($p=0.000$). The difference was determined to stem from two subcategories. The first subcategory was "speaking anxiety in language class" and the second was "anxiety of talking with a native speaker".

In literature this finding is parallel with Doğan and Tuncer's findings (2016). However, the findings regarding gender differ presumably based on the sample group of the study. In the study of Çakıcı (2016), for example, the female students exhibited higher mean scores in both test anxiety and foreign language classroom anxiety. In the study of Mesri (2012), the foreign language anxiety levels of the female students were significantly higher than the male students. Karabıyık (2012), and Balemir (2009) also

investigated the effect of age and gender on foreign language anxiety and concluded that girls are more anxious than boys.

However, there was no significant difference between female students and male students in some other studies (Aida, 1994; Batumlu and Erden,2007).

There was no statistical significance between the students' gender and all the four subcategories and overall code-switching beliefs ($p>0.05$) (Table 7.)

3. Is there a relationship between the foreign language classroom anxiety and the code-switching beliefs of the university preparatory students based on their linguistic level?

The overall foreign language classroom anxiety scores of the students were found to be statistically significant based on their linguistic level ($p=0.002<0.05$). The statistical significance stemmed from intermediate level students' having higher scores from overall foreign language classroom anxiety, and the two subcategories of "speaking anxiety in language class", and "interest towards language class", when compared to pre-intermediate level students. Also, upper-intermediate level students had higher scores in overall foreign language classroom anxiety and the two subcategories "speaking anxiety in language class", and "interest towards language class" compared to pre-intermediate level students.

Regarding the overall foreign language anxiety, Onwuegbuzie et al. (1999) findings with respect to course level suggested a significant difference between advanced students and each of the other levels which are the beginning and intermediate students. This finding suggests that advanced students may have had the highest levels of foreign language anxiety because they were the highest achievers and thus, they were the most determined ones to protect their grade point average. This finding is consistent with the finding in this study. In literature there are also findings that suggests that the lower level students were more anxious than higher level students, although this study's findings seems to challenge that (Table 6.).

Regarding the sub-category "speaking anxiety", the finding of this study is consistent with the literature. In Dalkılıç's (2001) study the students of English Language Teaching Department reported anxiety when they had to speak in English

classes. It was revealed that even in the low anxiety group there were students who felt nervous when they had to speak English in class. The literature on speaking anxiety is abundant. Researchers found that speaking is the most anxiety-provoking of the second language activities (Dalkılıç, 2001; Batumlu and Erden, 2007; Horwitz et al., 1986; Price, 1991; Sadiq, 2007; Aragao, 2011; MacIntyre and Gardner, 1991, 1991).

Based on their levels, the students show the same pattern in terms of foreign language classroom anxiety overall and all the subcategories except the subcategory “anxiety of talking with a native speaker” which was not statistically significant (Table 6).

Based on their level statistical significance was found to exist in the code-switching beliefs of the students as well (Table 7.). The students in upper intermediate level got higher scores from overall code-switching beliefs compared to students in intermediate, and in pre-intermediate level. Students in intermediate level had higher scores from overall code-switching beliefs compared to pre-intermediate.

The subcategory “clarification” is found to reveal the same pattern with the overall code-switching beliefs. Clarification is statistically significant and the findings in literature supports this finding (Gumperz, 1982; Bilgin, 2013; Bensen and Çavuşoğlu, 2013; Önem, 2017). In other words, the upper level students believe code-switching can be employed for the aim of clarification. This finding is not parallel with the literature as the findings in literature suggest that beginner level students and not the higher level students would need CS. So, literature offers findings suggesting that CS can be employed for students with low level proficiency in the TL (De La Campa, 2009; Horasan, 2014). It is assumed that students would require and benefit from CS in beginner levels but not in higher levels. It is also touched upon that the level of the students should be the indicator whether to employ CS in literature (Kayaoğlu, 2012) In this study, however, the findings suggest that upper-intermediate- the highest level of all-level students believed that CS could be employed during the classes.

4. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students and their previous preparatory experience?

There was no statistical significance between the students' previous preparatory experience in the subcategories, and overall foreign language classroom anxiety ($p>0.05$). This can be attributed to the homogeneity of the student group (Table 6.) There were participants who had a previous preparatory class before university preparatory class and no statistical significance was revealed in this study. However, in the research done by Onwuegbuzie et al. (1999) the findings revealed that students who had not taken any high-school foreign language had higher levels of foreign language anxiety than their language-experienced counterparts.

The students' previous preparatory experience and the four subcategories of code-switching beliefs and the code-switching beliefs overall were not statistically significant ($p>0.05$).

5. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students and the type of high-school they graduated from?

There was a statistical significance in the subcategory "speaking in language class" based on high-schools the students graduated from (Table 6). The students who graduated from private high-schools were found to have higher scores in the subcategory "speaking in language class" compared to the students who graduated from Anatolian high-schools and the students who graduated from public schools. The findings are parallel with the findings in literature (Chao, 2003 as cited in Sadiq, 2007).

There was a statistical significance between the high-schools the students graduated from and code-switching beliefs of the students (Table 7.). The graduates of science high-school got higher scores from the subcategory of code-switching beliefs "clarification" compared to graduates of Anatolian high-school, private high-school and public high-school. For the subcategory of "efficiency", the graduates of science high-school had higher scores compared to graduates of Anatolian high-school and public high-school; the Anatolian high-school graduates got higher scores compared to public high-school; graduates of private high-school got higher scores compared to graduates of public high-school. In terms of overall code-switching beliefs, science high-school graduates got higher scores than Anatolian and public high-school graduates. Anatolian and private high-school graduates got higher scores than graduates of public high-

school. The students from public schools where there is almost no formal foreign language education were assumed to have higher scores in code-switching than other high-school graduates. However, the findings revealed the opposite (Table 7.).

6. Is there a relationship between the foreign language classroom anxiety and code-switching beliefs of the university preparatory students and their opinions on the frequency of their teacher's code-switching to Turkish?

There was a statistical significance between the student's opinion on the frequency of their code-switching and their overall foreign language classroom anxiety scores (Table 6.). Students who thought that teacher never code-switched to Turkish had higher scores ($x=3,203$) from the overall foreign language classroom anxiety compared to students who thought that teachers sometimes code-switched to Turkish ($p=0.006<0.05$). The reason for this can be when the teacher code-switched, they felt more relaxed. This finding is parallel with the literature (Ahmad and Jusoff, 2009; Lee, 2010; Miles, 2014; Bilgin, 2013; Razak and Shah, 2020)

There was a statistical significance between the student's opinion on the frequency of their teacher's code-switching to Turkish and their overall code-switching belief scores. Students who thought that teacher never code-switched to Turkish had higher scores from the overall code-switching beliefs compared to students who thought their teacher sometimes code-switching to Turkish (Table 7.). The codeswitching beliefs of the students who thought that the frequency of their teacher's code-switching to Turkish was found to be parallel to their anxiety level. This was an expected outcome as it can be assumed that the students' anxiety is alleviated by switching to Turkish judiciously. In conclusion to reduce foreign language classroom anxiety levels of the students', code-switching can be employed.

CHAPTER 6. CONCLUSION and SUGGESTIONS

The current study investigated whether there was a relationship between the code-switching beliefs of the university preparatory students and their foreign language classroom anxiety. Data was collected with the scales and demographic data form by the participation of 458 Turkish university preparatory class students of two private universities. 199 male, 259 female students were the participants of the study. They were from three different levels (pre-intermediate, intermediate, upper-intermediate) of preparatory programs. The demographic data based on the students' gender, their level, whether they had a previous preparatory school experience, the type of high school they graduated from, and their perception of the frequency of their teacher's L1 use were also statistically analyzed in terms of their code-switching beliefs and their foreign language classroom anxiety. The demographic data was also statistically analyzed in terms of each subcategory of both aforementioned scales.

The datum obtained revealed that overall Foreign language classroom anxiety correlated positively with overall code-switching beliefs. In other words, the students who were in favor of code-switching in their EFL classes had higher scores in FLCAS. The change in overall Foreign Language classroom anxiety was affected by overall code-switching beliefs.

Based on their gender, male students had higher scores from overall FLCA and the other two sub-categories, "speaking anxiety in language class" and "anxiety of talking with a native speaker" compared to female students. Based on their gender, there was no statistical significance either in overall code-switching beliefs or in the four sub-categories of code-switching.

Regarding their linguistic levels, the overall foreign language classroom anxiety scores of the students were found to be statistically significant. Speaking anxiety in language class", and "interest towards language class" were two subcategories that were significantly meaningful. Higher level students were found to be more anxious when compared to lower level students. Based on their level, statistical significance was found to exist in the code-switching beliefs of the students as well. The students in upper level classes got higher scores from overall code-switching beliefs compared to students in lower level classes. Upper-intermediate level students for instance got higher

scores from overall code-switching beliefs and the subcategory “clarification” compared to students in intermediate, and in pre-intermediate level.

Regarding their previous preparatory experience, there was no statistical significance either in overall categories of both scales or in their subcategories.

Statistical significance between the high school student graduated from and foreign language classroom anxiety was found. The study revealed that in particular, the subcategory “speaking in language class” was found to be statistically higher in private high school graduate students compared to the graduate students of Anatolian and public high schools. There was also a statistical significance between the high-school the students graduated from and code-switching beliefs of the students. The subcategories of code-switching beliefs “clarification” and “efficiency” were found to be statistically significant based on the high school the student graduated from.

There was a statistical significance between the student’s opinion on the frequency of their code-switching and their overall foreign language classroom anxiety scores. Students who thought that teacher never code-switched to Turkish, had higher scores from the overall foreign language classroom anxiety compared to students who thought that teacher sometimes code-switched to Turkish. The code-switching beliefs of the students who thought that the frequency of their teacher’s code-switching to Turkish was found to be parallel to their anxiety level. The findings revealed that opinions of the students on the frequency of their teacher’s code-switching to Turkish were in line with their anxiety level. The students who believed that their teacher never code-switched to Turkish were more anxious than the students who believed that their teacher sometimes code-switched.

For further research, the study can be conducted with a larger the sample group which will result in even more reliable data. The sample group can also include state universities’ preparatory classes as well as private universities’. Based on the findings, it is evident that further research on the factors that affect foreign language classroom anxiety. Techniques to come over anxiety in particular foreign language anxiety, such as speaking anxiety in the foreign language classroom, can be integrated into the curriculum in the preparatory classes.

APPENDICES

APPENDIX 1: The Approval for the Study from the Ethical Board of Maltepe University

T.C.
MALTEPE ÜNİVERSİTESİ
ETİK KURUL KARARI

Toplantı Tarihi: 20.01.2020
Toplantı Sayısı: 2020/01
Toplantı Saati: 10:00

✓

Karar No: 2020/01-14

Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Banu SÖNMEZ tarafından gönderilen "The Relationship Between Code Switching Beliefs Of University English Preparatory Class Students and Their Foreign Language Classroom Anxiety" başlıklı tez önerisi ve ölçekleri 20.01.2020 tarihinde incelenerek T.C. Maltepe Üniversitesi Etik Kurulu Yönergesinin 6. maddesinde yazılı; **"Bilimsel disipline bağlılık, yaşama saygı, zarar vermeme, olası zarar ve riskler konusunda tüm ilgilileri bilgilendirme, insan ve topluma sorumluluk"** gibi ilkelere uygun olduğuna; yayına temel oluşturan araştırmanın tasarım, planlama ve yürütülme aşamalarında katkıda bulunanlara yer verilmesi, eksiksiz ve doğru kaynak gösterilmesi, gereken biçim ve doğrulukta atıflarda bulunulması kaydıyla yapılmasının etik olarak uygun olduğuna; toplantıya katılan üyelerin oybirliği ile karar verilmiştir.


Prof. Dr. Belma AKŞİT
Etik Kurul Başkanı

Prof. Dr. Nermi CELEN
(Üye)

Prof. Dr. Durmuş GÜNAY
(Üye) Katılmadı

Prof. Dr. Nurgün OKTİK
(Üye)

Prof. Dr. Zafer ÖZTEK
(Üye)

Prof. Dr. Necla ÖZTÜRK
(Üye)

Dr. Öğr. Üyesi Selcen ATAÇ
(Üye) Katılmadı

APPENDIX 2. Consent from Gülşah Coşkun Yaşar to Use Code-switching Beliefs Scale In The Study



● **gülşah coşkun** <gulsahcoskun89@gmail.com>
To: banu sabunku
Cc: Sevilay Yıldız, sevilayyildiz@ibu.edu.tr

Wed, Nov 6, 2019 at 8:12 AM ★

Hocam, ilginiz için teşekkür ederim. Ölçeği çalışmanızda tabiki kullanabilirsiniz. Maddelere ve analizlerine yök tezde bulunan tezimden ulaşabilirsiniz hocam. Erişime açık suan. Yine bir sorunuz olursa iletişime geçebiliriz. İyi çalışmalar dilerim.

*Bebekle ilgili guzel dilekleriniz icin de çok sagolun tesekkür ederim 🙏

Gülşah Coşkun YAŞAR
Yıldırım Beyazıt Üniversitesi Yabancı Diller Yüksekokulu

From: banu sabunku <banusabuncu@yahoo.com>
Sent: Tuesday, November 5, 2019 5:20:37 PM
To: gulsahcoskun89@gmail.com <gulsahcoskun89@gmail.com>
Subject: Fw: Code-switching beliefs scale izin

Sayın Gülşah Coşkun Yaşar,

Universite hazirlik sınıfı öğrencilerinin kod değiştirmeye ilişkin inançları ve yabancı dil sınıf içi kaygıları arasındaki ilişkiyi incelemek üzere planladığım yüksek lisans çalışmamda tarafınızdan geliştirilen kod değiştirmeye ilişkin inançlar ölçeğini (code-switching beliefs scale) kullanmak için izninizi saygılarımla rica ediyorum.

İlginiz ve zamanınız için şimdiden teşekkür ediyorum.

P.S.: Size ulaşmaya çalıştığımda doğum izninde olduğunuz iletildi bu vesile ile sizi tebrik ediyor ve bebeğinize sağlıklı, mutlu ve huzurlu bir ömür diliyorum.

APPENDIX 3. Consent from Fatoş Gürsu to use Foreign Language Classroom Anxiety Scale In The Study



fatop gürsu <fatosgursu@yahoo.com>
To: banu sabunku



Mon, Dec 2, 2019 at 7:44 PM

İyi akşamlar Banu hocam,
Sınıfı Kaygı Ölçeği'ni yüksek lisans çalışmanızda kullanabilirsiniz. İyi çalışmalar.

iPhone'umdan gönderildi

banu sabunku <banusabunku@yahoo.com> şunları yazdı (2 Ara 2019 19:20):

Sayın Fatma Gürsu,

Universite hazırlık sınıfı öğrencilerinin kod değiştirmeye ilişkin inançları ve yabancı dil sınıfı kaygıları arasındaki ilişkiyi incelemek üzere planladığım yüksek lisans çalışmamda tarafınızdan Türkçeye uyarlanan yabancı dil sınıfı kaygı ölçeğini (FLCAS) kullanmak için izninizi saygılarımla rica ediyorum.

İlginiz ve zamanınız için şimdiden teşekkür ediyorum.

Banu Sönmez

APPENDIX 4. Ethical consent form of Maltepe University for The Participants of The Study

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.././20..

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Sizi Banu Sönmez tarafından yürütülen “Üniversite Hazırlık Öğrencilerinin Dil Değiştirme İnançları ve Yabancı Dil Sınıfı Kaygıları Arasındaki İlişki” başlıklı **araştırmaya** davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

1. Araştırmayla İlgili Bilgiler:

a. Araştırmanın Amacı:

Bu çalışma üniversite hazırlık sınıflarında yoğun bir programla İngilizce öğrenen öğrencilerin yabancı dil sınıfı kaygı düzeyleri ile ders esnasında öğretmenlerinin kod değiştirmelerine (Ders esnasında İngilizce-hedef dil- konuşurken Türkçe’ye-anadil-) ilişkin inançları arasındaki ilişkiyi incelemek üzere planlanmıştır.,

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b. Araştırmanın İçeriği:

1. Bilgi formu
2. Kod-değiştirmeye ilişkin İnançlar Ölçeği
3. Yabancı Dil Sınıfı Kaygı Ölçeği

c. Araştırmanın Nedeni: ☐ Bilimsel araştırma ☒ Tez çalışması

2. Çalışmaya Katılım Onayı:

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 aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.** Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin;

Veli veya Vasisinin (kendi el yazısı ile)

İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

Hazırlayan: Öğrenci İşleri Daire Başkanlığı	Onaylayan: Kalite Yönetim Koordinatörlüğü
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APPENDIX 5. Form for The Participant's Descriptive Features

Değerli Öğrencimiz,

Bu çalışmanın amacı yoğun bir programla İngilizce öğrenen hazırlık öğrencilerinin yabancı dil sınıfı içi kaygıları ve ders esnasında öğretmenlerinin İngilizce (hedef dil) konuşurken Türkçeye (ana dil) geçerek dil değiştirmesine ilişkin inançları arasındaki ilişkiyi incelemektir. Bu araştırma için vereceğiniz cevaplar araştırmacı dışında kimse ile paylaşılmayacaktır. Araştırmaya katılımınız ve katkınız için şimdiden teşekkür eder, iyi çalışmalar dilerim.

Çalışmadan daha doğru sonuçlar elde edilmesi amacıyla anketi tamamladıktan sonra tüm sorulara cevap verdiğinizden emin olmanız önem teşkil etmektedir.

Banu Sönmez

Sizin için doğru olan cevabı işaretleyiniz.

Cinsiyet: E / K

Level: PRE-INTERMEDIATE / INTERMEDIATE/ UPPER-INTERMEDIATE

Daha önce hazırlık eğitimi aldım : EVET / HAYIR

Mezun olduğum Lise:

a) Fen Lisesi b) Anadolu Lisesi c) Kolej d) Akademik Lise (Düz Lise)

Üniversite Hazırlık sınıfındaki eğitiminiz sırasında öğretmenlerinizin dersler esnasında Türkçe kullanma sıklığı aşağıdakilerden hangisi olarak değerlendirilebilir?

Asla-az	Bazen- çok
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APPENDIX 6. Kod Değiştirmeye İlişkin İnançlar Ölçeği

Aşağıdaki Kod Değiştirmeye İlişkin İnançlar Ölçeğinin size en uygun gelen seçeneklerden “Kesinlikle Katılıyorum, Katılıyorum, Kısmen Katılıyorum, Katılmıyorum, Kesinlikle Katılmıyorum” size uygun olan kısmı × işareti ile işaretleyiniz.

*Hedef dil: İngilizce

** Ana dil: Türkçe

*** KOD DEĞİŞTİRME: Ders sırasında aynı konuşma bağlamında ana dilden hedef dile ya da hedef dilden ana dile geçme durumu.

İngilizce derslerinde...		Kesinlikle katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
Alt boyut I: Öğrenme-öğretme sürecinin açıklığına ilişkin kod değiştirme						
1.	Öğretmenler önemli noktaları vurgularken Türkçeyi kullanabilirler.					
2.	Öğrenciler dikkat dağınıklığı yaşadıklarında, öğretmenler Türkçe kullanabilirler.					
3.	Öğrenciler derse karşı isteksiz olduklarında, öğretmenler Türkçe kullanabilirler.					
4.	Türkçenin kullanılması bir konunun anlaşılıp anlaşılmadığının açığa kavuşturulması için gereklidir.					
5.	Öğretmenler anlaşılması zor konuları anlatırken Türkçe kullanmalıdırlar.					
6.	Öğretmenler motivasyonu sağlamak için hem İngilizce hem de Türkçe kullanmalıdır.					
7.	Türkçe ve İngilizce arasındaki farklılıkları açıklamak için öğretmenlerin Türkçe kullanması etkili olabilir.					
8.	Öğrenciler, öğretmenlerinin anlattıklarını doğru anladıklarından emin olmak için Türkçe kullanabilirler.					
9.	Hem İngilizce hem de Türkçe kullanılması bir problem çözme stratejisidir.					
10.	Belirli bir alana ait terimi ya da konuyu (üst dil) açıklarken Türkçe kullanılabilir.					
11.	Öğretmenler sınavlarla ilgili açıklamalarda bulunurken Türkçe kullanmalıdır.					
12.	Konu kültür ve tarih ile ilgili konuları kapsıyorsa Türkçe kullanılabilir.					
13.	Öğretmenler yazma derslerinde konu anlatırken Türkçe kullanmalıdırlar.					
14.	Hem İngilizce hem de Türkçe kullanıldığında					

	öğrenciler dersi daha kolay takip eder.					
15.	Öğretmenler, söylediklerinin tamamını değil de; anahtar kelimelerin Türkçe karşılıklarını söylemelidirler.					
16.	Öğretmenler sınıf disiplinini sağlarken Türkçe kullanabilirler.					
17.	Dil bilgisi anlatılırken hem İngilizce hem de Türkçe kullanılması İngilizce öğrenmeyi kolaylaştırır.					
18.	Türkçe kullanımı, öğrencilerin birbirlerine eğitimsel amaçlar için açıklamada bulunmalarını sağlar.					
19.	Öğretmenler derste espri yaparken Türkçe kullanılmalıdır.					
20.	Hem İngilizce hem de Türkçe kullanılması öğrencilerin dersten zevk almasını sağlar.					
21.	Öğretmenler etkinlikler sırasında ne yapıldığını açıklamak için hem İngilizce hem de Türkçe kullanılmalıdır.					
22.	Türkçe ve İngilizce arasındaki benzerlikleri açıklamak için öğretmenlerin Türkçe kullanması etkili olabilir.					
23.	Soyut kelimelerin öğretiminde Türkçe kullanılmalıdır.					
24.	Öğrencilerin dikkatlerini konuya çekebilmek için öğretmenler Türkçe kullanılmalıdır.					
25.	Hem İngilizce hem de Türkçe kullanılması zamandan tasarruf sağlar.					
Alt boyut II: Öğrenme-öğretmenin etkililiğine ilişkin kod değiştirme						
26.	Öğretmenlerin hem İngilizceyi hem de Türkçeyi kullanmaları öğretimin etkililiğini artırır.					
27.	Öğretmenlerin hem İngilizce hem de Türkçe kullanımı İngilizce öğrenme sürecini kolaylaştırır.					
28.	Öğretmenin hem İngilizce hem de Türkçe kullanması öğrencilerin kafasını karıştırır.					
29.	Türkçeye geçişler yabancı dil öğrenimini engeller.					
Alt boyut III: Dil becerileri kullanımına ilişkin kod değiştirme						
30.	Türkçe kullanmak öğrencilerin dinleme becerilerini olumsuz yönde etkiler.					
31.	Türkçe kullanmak öğrencilerin konuşma becerilerini olumsuz yönde etkiler.					
32.	Öğrencilerin Türkçe kullanması zamanla alışkanlığa dönüşebilir.					
Alt boyut IV: Psikolojik faktörlere ilişkin kod değiştirme						
33.	Öğretmenlerin sadece İngilizce kullanması, öğrencilerinin yeteneğine güvendiğini gösterir.					
34.	Sadece İngilizce kullanılarak İngilizcenin önemi öğrencilere gösterilmelidir.					
35.	Sadece İngilizce kullanmak öğrencilere başarı hissi verir.					

APPENDIX 7. Yabancı Dil Sınıfı İç Kaygı Ölçeği

Aşağıda yabancı dil öğreniminde sınıf içi kaygı ile ilgili ifadeler yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyarak, her bir ifadeye ne derecede katıldığınızı "Kesinlikle katılıyorum"dan, "Kesinlikle katılmıyorum" a uzanan ölçek üzerinde belirtiniz

		Kesinlikle katılıyorum	Katılıyorum	Kısmen katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1.	Yabancı dil dersinde konuşurken hiçbir zaman kendimden çok emin olamam.					
2.	Yabancı dil dersinde hata yapmaktan endişe etmem.					
3.	Yabancı dil dersinde bana söz verileceği zaman heyecandan titrerim.					
4.	Öğretmenin yabancı dilde söylediklerini anlayamamak beni korkutur.					
5.	Daha fazla yabancı dil dersi almak beni rahatsız etmez.					
6.	Yabancı dil dersinde kendimi dersle ilgisi olmayan konuları düşünürken bulurum.					
7.	Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünürüm.					
8.	Dil dersi sınavlarında genellikle rahatımdır.					
9.	Dil dersinde hazırlıksız konuşmam gerektiğinde panik olurum.					
10.	Yabancı dil derslerinden kaldığım taktirde oluşacak sonuçlar yüzünden endişelenirim.					
11.	Yabancı dil derslerinin neden bazı insanların keyfini kaçırdığını anlamıyorum.					
12.	Yabancı dil derslerinde o kadar tedirgin olurum ki bildiklerimi de unuturum.					
13.	Yabancı dil dersinde sorulara gönüllü olmak beni utandırır.					
14.	Ana dili yabancı olanlarla konuşurken tedirgin olmam.					
15.	Öğretmenin hangi yanlışı düzelttiğini anlamadığım zaman üzülürüm.					
16.	Dil dersine çok iyi hazırlansam bile derste endişelenirim					
17.	Çoğu zaman içimden dil dersine girmek gelmez.					
18.	Yabancı dil dersinde konuşurken kendime güvenirim.					
19.	Yabancı dil öğretmenimin yaptığım her hatayı düzeltmeye hazır olması beni korkutur.					

20.	Dil dersinde bana bir şey sorulacak diye yüreğim ağzıma gelir.					
21.	Dil sınavında ne kadar çok çalışırsam o kadar çok kafam karışır.					
22.	Dil dersine çok iyi hazırlanmak için üzerimde baskı hissetmem.					
23.	Her zaman diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissederim.					
24.	Diğer öğrencilerin önünde yabancı dille konuşırken utanırım.					
25.	Dil dersi öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26.	Dil dersinde diğer derslere oranla daha gergin ve tedirgin olurum.					
27.	Dil dersinde konuşurken tedirgin olurum ve kafam karışır.					
28.	Dil dersime girerken, kendimden gayet emin olurum ve rahat hissederim.					
29.	Dil öğretmeninin söylediği her sözü anlamadığımda tedirgin olurum.					
30.	Yabancı bir dili konuşmak için öğrenilmesi gereken kuralların sayısı beni bunaltır.					
31.	Yabancı dilde konuştuğumda diğer öğrencilerin bana gülmesinden korkarım.					
32.	Büyük ihtimalle kendimi, yabancı dili ana dil olarak konuşan insanların yanında daha rahat hissederim.					
33.	Dil öğretmeni daha önceden hazırlanmadığım sorular sorduğunda tedirgin olurum.					

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