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This is dedicated to
my gracious family
for all the patience and unruffled support
they disclosed to me writing up this book

Foreword

I'd like to extend the utmost reverence of me to each and every one of my book committee members having ushered me steadfastly into the safe path of priming myself not only as a student but also as an educator. In the absence of their ample support at various phases of my studies, it would be a serious challenge for me to appreciate the ins and outs of my professional goals beyond mainly the ongoing book. At the very outset, I would like to give my special thanks to Prof. Dr. Birsen Tütüniş who ignited the spark of enthusiasm and curiosity for cultural issues and metacognitive aspect of language learning and teaching in addition to her enlightening me with the initiatives needed in order to deal with the bottlenecks and entanglements I confronted while writing the current book.

The second piece of my sincere thanks channels to the head of the faculty of language and literature, Prof.Dr. Türkay Bulut, whose constructively sagacious advice in the interim report presentation of me has been of a groundbreaking help to complete the work. Without her effectual guidelines, the immaculate completion of the book would not be satisfactorily possible.

In fact, their corrective suggestions and notes fostered the feel of autonomy and self-confidence in me gearing me towards the forthcoming academic life as a lecturer or potential mentor for the would-be students.

I would also like to extend my sincere gratitude to Assoc.Prof.Dr. Ömer Uysal for his teaching and corrective guidance in conducting the statistical analysis (SPSS) of the current book.

Finally yet importantly, I sincerely thank my family for their unwavering support of me in every segment of endeavoring to write up the book. In the absence of the abovmentioned incentivizing team, completing this book would be far from the sight or hope.

TANER HOSSEINI, 2024

Contents

Abbreviations

AGs : Anxiety Groups

C. : Component

CITC : Item -Total Statistics

EFL : English as a foreign language

ELT : English Language Teaching

F. : Factor

FA : Factor Analysis

FB : Feedback

FLA : Foreign Language Anxiety

FL : Factor Loading

FLCAS : Foreign Language Classroom Anxiety

L1 : The student's native language

L2 : The language being learned or studied

SPSS : Statistical Package for Social Sciences

PI : Peer Interaction

PS : Private Speech

RCM : Rotated Component Matrix.

RT : Reliability Test

Sc : Scaffolding

SCFs : Sociocultural Factors

SCT : Sociocultural Theory

S.D. : Standard Deviation

SLA : Second Language Acquisition

TA : Total Anxiety

WTC : Willingness to Communicate

CHAPTER 1

1. Introduction

The investigation of a foreign language has always had a singular and principal status or gamut in the educational system of all civilized nations. The main reasons for learning a foreign language (FL) are firstly because FL learning is as a mental and linguistic discipline. In fact, learning an FL, students learn how to do a discriminative and objective decompartmentalization of linguistic problems. Secondly, FL learning can be looked upon as a cultural value. The value of studying an FL lies in its humanizing effect, where FL students have to learn how to sympathize and appreciate fundamental aspects of foreign peoples. Thirdly, learning an FL can be construed as a practical study. As we are in the world of utilitarianism, for the researchers and scholars to further advance in their fields, they need to be proficient in at least one of the basic languages of today world (Purin, 1920).

With this said, we've realized how vital learning a foreign language would be, but there are some affective impediments foreign language learners confront while learning it as ESL and EFL learners. Anxiety is one of those affective mechanisms emitted as a reaction to a threat potentially imposed from either external or internal world. What's more, oral communication is the most anxiety-provoking skill FL learners experience trying to mouth even a basic sentence, which is mainly called as debilitating anxiety. The significance of this effect becomes more evidential when Horwitz and Young (1991)get appalled at the result of a study done on a group of FL students' oral communication. In fact, they noticed that a drastically remarkable number of FL students experienced anxiety and distress in their language classes. By the same token, Campell and Ortiz (1991) realized

that an alarming number of students wrestled with a similar type of anxiety impacting their communication negatively.

1.1. Background of the Study

In the era of globalization, we are accommodated, it has, if anything, unquestionably become incumbent upon us to leave no stone unturned in order to prop up or annex a common door of appreciation with the peoples. It is this indispensable aim which has necessitated learning English globally; therefore, going against this essential means to be left backward in all aspects. Thus, dedicating your time and energy to learning it effectually in a practical sense should be positioned at the very promontory of our life. It is unfortunate that you confront some out-of-hand factors which impede you, as enthusiastic foreign language (FL) learners to achieve the ideal stage of proficiency needed to survive in this era of utilitarianism. As a matter of fact, the FL learners entangled with the preventive or anxiety-inducing variables or impediments get overwhelmed due to being subject to an anxiety reaction that worsens their achieving the optimum goal when striving to learn a foreign language. This precautionary factor, the anxiety, besets them by giving mental block (Horwitz and Cope, 1986).

Having mentioned that, it becomes apparent that anxiety, as one of the affective factors, makes FL learning difficult by distracting the FL learners cognitively and metacognitively. Technically put, anxiety as mentioned by Spielberger is "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." (1983, cited in Rezvani Kalajahi, 2018). Elsewhere in the FLCAS study, regarding FLA (foreign language anxiety, Horwitz et al. (1986) is quoted as postulating, "FLA is a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process". Similarly, elsewhere Horwitz holds that " Perfectionism is one of the main sources of language anxiety." Furthermore, as Krashen states anxiety activates an affective filter obstructing learners' acquisition and performance that engenders teacher's faulty appraisal of the sufferer. Speaking of the performance anxiety, we come up with three types such as communication apprehension; test anxiety and fear of negative evaluation considered by Horwitz and Cope when preparing the anxiety questionnaires of FLCAS, TFLAS, and BALLI. These three variables constitute the FLCAS items.

In addition to what mentioned by the ELT experts earlier, psychologists take the anxiety as being connected to language acquisition as a specific

anxiety reaction, which hampers the communication in a foreign language. Guiora holds that language learning is a strenuous psychological toil threatening learners'self-concept [self-regulation, considering Vygotsky's SCT].

A study which was conducted on 11 students in order to identify the potential sources of language learner's anxiety (Bailey, 1983, cited in Cao, 2011) attested to the existence of a link between competitiveness and self-esteem (self-concept or self-efficacy, referring to SCT). Once learner's self-esteem is damaged by tough competitiveness, this escalates the learner's anxiety.

1.2. Statement of the Problem

As Horwitz within the innatists' school of thought signifies the language anxiety occasioned by the variables can be caused by SCFs if we consider Vygotsky's sociocultural theory (SCT) which has been of interest to ELT experts since the works of Lantolf, Thorne, and Frawley (1985) spanned the SCT axioms of Vygotsky to SLA. In pursuit of the SCT, Antoine Meillet (1921) and John Dewey (1897) hold that "language is a social entity or phenomenon, not separable from the social aspect". These factors can successively bring about language anxiety, which might affect their achievements.

SCT by Vygotsky argues, "Human mental functioning is a mediated process organized by symbolic and cultural artifacts, activities and concepts" (Ratner, 2002, cited in Coiro, 2009). One of the primary means of mediation is *language* by which children can *regulate* their biological and behavioral activity. Any external or internal factors that disrupt children language reception and acquisition process would trigger distortion in children lines of communication.

Culture and psychology (cultural psychology) as external and internal factors are interdependent like two sides of the coin with psychology taken as the subjectivity of the culture acting as an operating mechanism that encapsulates features of cultures alternately driven by the politics. It requires appreciating social conditions and variables plus politics. To this standpoint, culture forms psychology as a tangible system of interpenetrating features, mainly sociocultural artifacts and concepts. Actually, our thoughts, perceptions, and sensations are structured by socially formed collective representations of things (Pilaro, 2005:112). In fact, social philosophy of the individual was developed by Marx and Engel reckoning that humans are soical indeed (Marx and Engels 1970, cited in Sayer, 2011:15). In Vygotsky's

sense, exposing the individual to social scrutiny and correction develops and enhances the person from the zone of proximal development (ZPD) to the zone of free movement (ZFM) (Ratner, 2011). As reiterated by Lantolf and Thorne (2006) the most important forms of human cognitive activity take place through interaction within these social and material environments. Given Tobia's three-dimensional model (Input-Process-Output), any interactional and transactional factors that cause anxiety impacts the process stage resulting in defective output (Figure 2.2).

The studies conducted by Horwitz et al. on language anxiety in 1980s together with much earlier scholars such as Vygotsky and Piaget in early 20th century - as constructivists having faith in Gestalt Psychology or intellectual history - galvanized me to pan for logical responses to the possible cause, SCFs, as independent factors and the effect or dependent variable, language anxiety in addition to orientating whether or not the SCFs such as self-regulation(SL), scaffolding (Sc), peer interaction (PI), private speech (PS) and feedback (FB) have any anxiety-evoking impact on EFL learners. To cite an example, FB, one of the four SCFs, important in in EFL, when given as assistance to the learners in order to help them shift from other-regulation to self-regulation, it should be dialogically graduated as put by Lantolf and Aljaafreh. Overassistance nosedives students' predisposition to become truly self-regulated via deterring their gain of self-confidence away from anxiety. Another tangible example of the SCFs to mention could be PI that would be letting learners have a go in a culturally organized activity, pairwork. This acts as a catalyser for the learning to come into being according to the SCT of Vygotsky. In addition to the former example, monitoring the linguistic behavior of others with emulating them through private speech is essential for the effective learning to actualize (Lantolf and Thorne, 2006:214). In a survey carried out by Brooks and Donato (1994) to inquire into the regulatory function of the language, it became clear that students were capable of concentrating on language resources preserving and kicking off their further talks through collaborative activities. Additionally, having a perusal of Horwitz' FLCAS article which dealt with detecting and measuring the affective factors such as communication apprehension, along with the threatened self-esteem detrimental to foreign language proficiency inspired me to scrutinize this fact within the framework of the current book.

1.3. Significance of the Study

Studies conducted by language experts such as Eysenck, Krashen, Brown, Lantolf, Schumann and many others have evidenced sociocultural and affective factors affecting learners' language learning efficiency while

having not considered Vygotsky's SCFs based on SCT as the potential source of FLA. In a simialr fashion, Horwitz et al. did a wealth of studies on foreign language learning by evidencing three anxiety-provoking factors of communication apprehension, fear of feedback by peers and fear of being tested when thinking up Foreign Language Classroom Anxiety Scale (FLCAS).What's significant, Horwitz et al. did not consider SCFs as the major cause underlying FLA that might culminate in underachievement in foreign language learning (FLL).

With that mentioned, this study enriches the scope by investigating how the SCFs based on SCT of Vygotsky would affect EFL learners'anxiety in a Turkish setting. On that account, anxiety, an effect, caused by SCFs having taken the SCT of Vygotsky into account makes the study be unique per se compared to the ones conducted earlier since they did not have any referral to the SCFs.

As you are aware, Brown, Acton and Schumann formerly introduced SCFs as belief, attitude and social status, irrespective of the SCT of Vygotsky. Later, Lantolf et al. developed four SCFs including private speech, peer interaction, scaffolding and feedback hinging on Vygotsky's SCT's. To extend this knowledge to EFL learner's anxiety caused by those four factors principally based on Vygotsky's SCT in a Turkish environment, the autor of the current book contemplated, investigated and managed to evidence the contingent impact of the SCFs on EFL learners' anxiety perhcnace affecting achievement.

1.4. Limitations of the Study

Due to the quantitative nature of the current study, a series of limitations came to light as regards the subjects of the study, the scantiness of the sources available to probe into and other administrative issues upon petitioning for an official consent or authorizing verdict in order to administer the questionnaires.

The main limitation pertains some of the subjects' refusal to fill out the demographic data part of the questionnaires needed for the data analysis, lack of which would not reflect the reality as accurate as anticipated. Some of the obtained findings in the course of performing the factor analysis (FA) in the SPSS might not be relied on as a precise depiction of the questionnaire items notwithstanding the fact that we had executed the reliability test (RT) in it. This issue obstructed extracting the output as I had in mind.

To be on the right path while performing the data analysis, I referred to the original studies of the questionnaire by Horwitz et al. The other

problem was with teachers' rebuff to fill out the questionnaire of the Teachers' Anxiety Scale in Speaking English fully. This refusal coerced us to exclude the teachers' anxiety data from our study scope despite the fact that the original aim of the current study was to see how teachers' anxiety as one of the other sources of FLA could affect EFL learners' anxiety.

The abovementioned cooperation problem with both subjects (teachers and students) made us lower the 370 students together with 75 teachers to 273 students only, completely filled out the questionnaire with the specifics they all had been asked to provide. No studies have been conducted on SCFs'impacting EFL learners' anxiety in a Turkish setting using FLCAS. Hence, extracting the information I needed in order to evidence and defend my book was not that easy because there were not adequate number of studies or works on this issue.

1.5. Research Questions

So far, an introductory snapshot of the current study, which is elaborated finely in the literature review chapter, has been presented. For the purpose of the study to be satisfied in terms of the number of the participants, 370 English preparatory students from three different universities of medicine were given a questionnaire called FLCAS (foreign language classroom anxiety scale) with the demographic part at the very top of it to complete. In addition to this, the students sat an end-of-the- track final exam. The data collected were typed into the SPSS, version 25, followed by having performed data analyses and then we obtained some findings to be discussed further. Indeed, in this study, painstaking efforts are expended in order to find answers for the research questions and hypotheses below:

- Is there a statistically significant connection between sociocultural factors, and EFL learners'anxiety in a Turkish setting?
- Is there any significant difference between the rate of SCFs' impact on the female EFL learners' anxiety and the male ones?
- Does EFL learners' attitude on their knowledge of L2 lead them to experience anxiety affecting their language learning?
- Is there any relationship between sociocultural factors, and students' achievement?

In an effort to obtain answers for the questions above, we adiminstered the FLCAS which a host of ELT experts has been utilizing as of 1986 till now to tally, and attest how three factors of being laughed at, fear of feedback and communication apprehension could cause FLA. Horwitz et al.

have benefitted from the original FLCAS merely to investigate the affective variables'influence on foreign language learning and achievement detached from eyeing the sociocultural facet. Having scrutinized and dug out Vygotsky's SCFs of scaffolding (Sc), private speech (PS), feedback (FB) and peer interaction (PI) assures that, in fact, those three factors in the original FLCAS determined and designated by Horwitz et al. could be taken as aspects of SCFs, but they are not pointed out to as such by the devisor of the FLCAS. In order to define and designate the new sociocultural dimension to the FLCAS, we needed to administer factor analyses (FA) alongside with the pertinent reliability test in order to decide on whether or not the SCFs are tested by FLCAS items.

CHAPTER 2

2. Literature Review

2.1. Introduction

In order to have intelligible discernment of the concept of foreign language anxiety (FLA), delivering a clear-cut definition of FLA with identifiable causes, and psycholinguistic with sociocultural factors are of utmost eminence. You have probably glanced through various definitions given for FLA so far. In this chapter, this concept has been delved into by referring to the relevant works of different linguistics scholars including Horwitz, Scovel, Spielberger, Atikson and others. To have a collectively condensed conceptualization of the issue will yield the following comprehensive definition derived from the named scholars: "Anxiety is a mentally apprehensive state associated with the autonomic nervous system and fear-provoking object". In a follow up to the definition given above, different types of FLA - trait, state, and situation-specific - are introduced by psychologists and psycholinguists such as Brown, Spielberger; MacIntyre and Gardner, as well as Ellis, considered to be as a personality feature (congenital), situational relevant and garbled one. Additionally, an identifying source of FLA is necessary in order to work out foreign language learning difficulties better. As Daly (1991:5) states, FLA can be either inborn (in nature) or a by-product of the surrounding that FL learners are hemmed in. Being afraid of the feedback or evaluation (direct or indirect) given or perceived by both teachers and other students is one of the anxiety-inducing factors as posed by Shams (2005). Moreover, learners' perception of self and language learning efficiency is another cause behind FLA.Self-concept threatens language study and can be depreciated by performative tasks leading to anxiety and embarrassment (Horwitz et al., 1986).

The result of another study conducted by Daly and Miller's Apprehension Test together with FLCAS questionnaire evidenced that holding low self-confidence or perception of your second language speaking and writing competence results in second language classroom anxiety and second language writing impacting speaking and writing achievements of the foreign language learners negatively (Cheng, Horwitz and Schallert, 1999). Kitano (2001, cited in Conway, 2007) argues, "…speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers". Therefore, learners' low self-perception of speaking ability would the cause or source of anxiety in second language learning.

In a similar vein, learners high in fear of evaluative situations (low perception of self) given by either teachers or peers were more anxious and nervous (Watson and Friend, 1969). This evaluative situation is considered under the category of self-esteem or self-concept, used interchangeably, which is construed as a person's attitude or faith in his or her capabilities as advanced by Laine (1988:9). In other words, the higher the levels of self-esteem of an individual, the less anxious the individual (Horwitz et al., 1986). Classroom procedure or setting, one of the myriad factors touched on earlier, causes FLA as stated by Young (1991). Therefore, rectifying and maintaining either collaborative or individualistic ambiance while learning English plays an integral role in learning productivity. With that mentioned, sociocultural issues such as the way linguistic slips or errors are dealt with in different social setting can facilitate or debilitate a foreign or second language acquisition by causing either facilitative or debilitative anxiety. As an illustration, in a classroom environment where either teachers or students constantly interrupt in order to give corrective or remedial feedbacks. The interruptive feedback provider and feedback receivers would expose students to such an enervating embarrassment and anxiety that can predispose them to get mental stoppage psychosomatically as posited by Horwitz et al. . This aspect of anxiety-evoking setting is scrutinized in this chapter.

A prior study on a group of learners to ascertain the efficiency of wrong/right feedback evidenced that giving wrong/right feedback did not help the learners under study (Pashler, Cepeda, Wixed, and Rohrer, 2005). However, three experiments carried out later in order to test the generality of the earlier conclusion state that giving direct feedbacks on correctness or incorrectness of one's response only facilitates retention. Having said that, either giving the correct answer to the learners or letting them review the to-be-learned materials is much more helpful (Fazio, Huelser, Johnson and Marsh, 2010). To have a clear appreciation of the issue just mentioned, you can have a look at figure 2.1. As you see in figure 2.1, giving or letting the students

review the mistaken part(s) heigntens their confidence in learning up to level 4 indicating full confidence, whereas providing students with no feedback weakens their confidence in the knowledge they're learning, indicating level 2 in this figure. But giving right/wrong feedback gives them fluctuating levels of confidence varying between level 1 and 4 depending on how and when the tutor is providing the feedback.

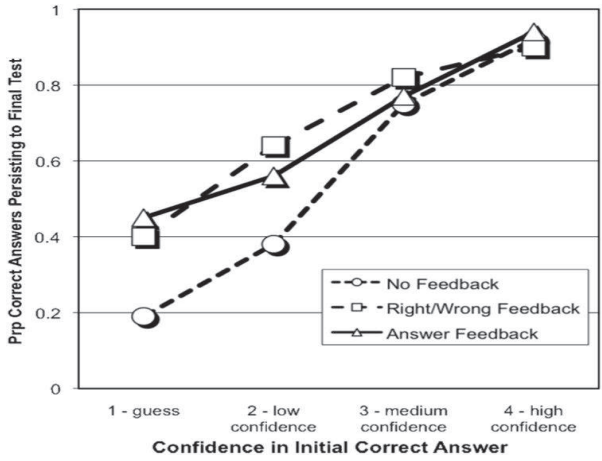

Figure 2.1: Feedback. This figure illustrates the efficiency of right/wrong feedback

Source: (Fazio, Huesler and Marsh, 2010).

2.2. Definition of Anxiety

Anxiety is a distressing and disruptive impression and feeling which imbalances people psychosomatically letting the efficiency of whatever they are performing plummet. The discrepancy existing herein is the fact that some research postulates a positive rapport between anxiety at one end of the continuum and experience paired with proficiency on the other side, although other research conducted earlier points out to a negative relationship between the mentioned factors. In addition, Frantzen and Magnan hold that FLA at earlier stages of language learning is more drastic than the more advanced level (Tóth, 2011).

Another definition of anxiety would be taking it as an element of the personality domain playing a fundamental role in SLA intertwined with self-esteem and inhibition (Brown, 2000). Further, it is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry (Scovel,

1978). You might also experience anxiety in different fronts such as trait or ingrained one, state or situational-specific with either debilitative or facilitative impacts.

From a psychoanalytic perspective, given Freud, anxiety is a signal from the ego about existing or potential danger or threat as a way of getting the person out of either danger or threat. Once this mental apparatus is flooded and overwhelmed, the victim is helpless, passive and the emotional experiences of anxiety follow automatically (1977, cited in Strongman, 1995).

To have an expository touch on the factor, it is expressed that anxiety is the state in the course of which our cognitive and emotional defenses break down. Further, anxiety can be looked upon as an important ordeal or experience since it would be the barometer of core issues such as fear of intimacy, fear of betrayal, fear of abandonment, low self-esteem, insecure or unstable sense of self and Oedipal complex or fixation, which are closely related with defenses or defensive variables such as selective perception, selective memory, denial, avoidance, displacement and projection. Ostensibly, the development of anxiety is the reaction of the ego to danger and the signal preparatory to flight; it is then not a great step to imagine that in neurotic anxiety also the ego is attempting a flight from the demands of its libido, and is treating this internal danger as if it were an external one. Then our expectation that where anxiety is present there must be something of which one is afraid, would be fulfilled. Just as the tension prompting the attempt to flee from external danger is resolved into holding one'ground and taking appropriate definitive measures, the development of neurotic anxiety yields to a symptom-formation, which enables the anxiety to be "bound" (Tyson, 2006).

Considering the quotes mentioned above, anxiety could be considered as an unconscious defensive mechanism disclosed by the body against a danger. It is through this defensive mechanism that we seem to be protecting our ego. Commenting on these two variables, Brown (2000) opines that having some anxiety or apprehension over a task to be accomplished acts as an alert to get the job done; otherwise, the learner might be willing to be indecisive. Further, Roger's humanistic theory of learning promotes low anxiety among learners as one of the keys to success.

To cite an example, fear of abandonment in an EFL English class which emanates from your feeling of low esteem leads you not to be actively involved in the class thanks to being inundated with the debilitative fear in the sense that being more active and cooperative aims at performing more

productive skills but with more mistakes. The more the mistakes, the more I will be laughed at and abandoned by my classmates. As an illustration, I used to feel frightened at my English lesson in junior high school and now that I am at an EFL prep school in a Turkish setting, I am engulfed with a similar entanglement but with a further heightened fright, but this time I am competent enough to repress it. In this way, fright always entails recurrence of the repressed. Our abovementioned defenses help us be cognizant of our unconscious experience of fright or anxiety, technically put. It is at this point that psychoanalysis rushes to help us so that we might know how to break down our defenses in order to affect essential constructive and innocent changes in the structures of our personality specifically the disruptive unconscious.

Juxtaposing Freud's view of anxiety with a theological one, stated by Tillich as saying, it is "the state in which a being aware of its possible nonbeing… anxiety is the existential awareness of nonbeing." (Morris, 2011). Here Tillich is taking anxiety as possible nonbeing not objectified as fear. It is like generation and annihilation with an effort to keep equilibrium in between.

All things being considered equally, anxiety is a combination of different elements such as cognition, emotion, biology, behavior, and environment. In other words, anxiety is a defensive reactionary disclosure of gesture to an external threat stressing out the equilibrium of the governing biology, mood and thoughts, interwoven within the existing environment laden with sociocultural covariances (Sanders, Hallam, and Wills, 2003).

Suffice to mention that anxiety must not always be construed as a negative factor rather it can be taken as a positive constituent too as stipulated by *Horwitz*. Therefore, our understanding of anxiety lies in the distinction between debilitative and facilitative *anxiety (*Alpert and Haber, 1960; Scovel, 1978). Further, the behavioral effect of anxiety embodies itself in the modality of inhibited actions and dodging the situation as held by Levitt (1980). What is more important, worrisome and emotionality once being tested are the surfaced side effect of cognitive veneer of anxiety. This status quo is seldom beneficial for the performance of a self-preoccupied person (Sarson, 1982).

In line with this, Wine (1980) also postulates that hightened distraction of self-pivoted cognition and failed expectations can make the cognitive processing ability plunge into the state of declivity.

By contrast, Linguistic Coding Deficit Hypothesis (LCDH) that was preliminarily put forth by Sparks and Ganschows targeted the points made by Horwitz et al. concerning the foreign language anxiety (FLA). A decent cogitation reveals that LCDH (1995) overlooks the affective variables' singular role in foreign language learning by appropriating a secondary phenomenal platform or status to them, affective variables, in general and foreign language anxiety in particular as it regards inefficiency or deficits in syntactic and phonological codes of native language as a cause underpinning success or failure in foreign language learning (Lee, 1996).

According to Sanders and Wills (2003:3), anxiety is "a complex, multifaceted experience, a feeling which comes flooding into our whole selves, and affecting many different aspects of our being". By the same token, Rachman (2004:3) defines anxiety as "the tense, unsettling anticipation of a threatening but vague event, a feeling of uneasy suspense.

Further to what mentioned earlier, anxiety is composed of an amalgamation of different elements such as cognition, emotion, biology, behavior, and environment. In other words, as Sanders and Wills (2003:3) posits, anxiety is a defensive reaction to an external threat distressing the composure running in biology, mood, thoughts, temper knitted closely inside the current setting gorged with sociocultural apparatuses. Additionally, Mandler (1984) implies that anxiety is not a unified or one faceted problem. Instead, it has been considered as a multifaceted and notable status of the human entity, as both corporal symptoms and as a theoretical construct summoned to clarify a defending demeanor, evading the deleterious calamities, and distraught shreds of evidence or symptoms (Wolman and Stricker, 1994:220).

2.3. Different Types of Anxiety

A distinction has regularly been made between state anxiety, situational anxiety, and trait anxiety: Trait anxiety (A-Trait) is taken as a perpetual predisposition to be anxious reflecting individual differences in propensity (Brown, 2000; Rachman, 2004; Scovel, 1978; Spielberger, 1966; Tovilovic et al.). State anxiety (A-State) on the other hand is defined as an impermanent sentimental state resonating your perception or translation of a specific strained locality at a special length of time (Vitasari et al., 2010). Therefore, A-State is a transient state of affairs emitted as a result of being pressured out of the zone of comfort. In this way, the body is endeavoring to rebounce to the original composure. In addition, SSA (Situation-specific Anxiety) resulting in apprehension is due to knowledge insufficiency or inadequacy (MacIntyre & Gardner, 1991). In particular, linguistic insecurity may cause

situational language anxiety because of worry and negative emotional reaction emerging from incommensurate utilization of L2 in an EFL setting like Turkey, albeit study abroad program can obliterate the linguistic insecurity by exposing them to more authentic communication chances (MacIntyre, cited in Allen & Herron, 2003; Effiong, 2013). Similarly, Eysenck (1957) holds that anxiety is partly inherited and partly learned at the mercy of social learning, depending primarily on conditioned fear and secondly on the state of the nervous system. Besides, Fischer (1970) classifies anxiety into some categories as follows:

- Identity-related anxiety. Once identity milestones are cornered, anxiety crops up. This means that anxiety pops up when our ingrained identity is cornered.
- Insurmountable world – pertinent anxiety. Once anything in the worldview of the person becomes insurmountable, the world becomes threatened and anxiety is yielded. This anxiety emerges when the victim exaggerates everything in the world is too slippery either to rely on or leave behind.
- Individual's identity-perpetuation motivation. Once this perpetuation is threatened, anxiety again makes an appearance. Taking yourself as a mortal being demolishes you or the victim as far as the feel of eternity is concerned.

As already mentioned, MacIntyre and Gardner considered the role of anxiety from three perspectives of trait, state, and situation-specific. In addition to that, Spielberger (1983) and Eysenck (1979) are reported as believing in the strong relationship between anxiety and cognitive functioning possibly to culminate in cognitive impairment, avoidance behaviors and other effects. Some critics such as Mischel and Peake (1982), Endler (1980) hold that the trait anxiety ceases to possess its meaning unless it is turned over in our mind within a context (co-text, Yule, 2000) or situation it is in interaction making the relevant rate differ from individual to individual. In fact, the consequence of anxiety for two individuals will differ in novel and dangerous situations. State anxiety - a blend of the trait and situational approaches - is a momentarily particular and timely apprehension skirting the source of it. A situation-specific anxiety – an alternative to the state anxiety – is a more diversely delineating situation of interest construct in which respondents are required to attribute anxiety to particular sources (MacIntyre and Gardner, 1994).

Another study conducted by MacIntyre and Gardner (1991) to investigate the factor structure underlying language anxiety assessing scales revealed three factors of social evaluation anxiety, state anxiety, and language anxiety, whereby correlations were detected between these three factors and measures of short-term memory (Digit Span Test) together with vocabulary production (a Thing Category Test). A significant rapport was evidenced between language anxiety and the two tests of DST and TCT in L2 mainly not in L1. Given the study, deficits were created by anxiety during the cognitive processing of L2 stimuli.

2.4. Foreign Language Anxiety (FLA, Xenoglossophobia)

Intervolved with self-esteem and inhibition, anxiety is another constituent of the personality scope playing a crucial part in SLA (Brown, 2000). Actually, it is associated with feelings of restlessness, annoyance, vacillation, foreboding or distress (Scovel, 1978).

To top it all off, there is a unique type of anxiety exuded while learning a foreign language, a belief projected by Gardner. He deems that a complex concept of anxiety should not be considered as a general issue. Instead, it is a phenomenon specifically connected to the language acquisition context conducive to second language achievement (Gardner, 1985:34). Considering Gardner's belief, it becomes clear that a situation - specific anxiety is experienced in a second language setting created out of the challenging experience of endeavouring to learn and use the second language in order to communicate. In line with this belief, the term xenoglosophobia is introduced to mean as a kind of chronic or pathological fright of a foreign language (Busto, Malolos, Ramos & Orosa, 1999:237). Etymologically, the term xenoglossophobia can be broken down into xeno means stranger or foreigner; gloss means language or tongue, and phob means fear as explained in Collin's dictionary.

Xenoglosophobia or Foreign Language anxiety (FLA) is not a phenomenon that language learners experience only; rather it is something, which even non-native English teachers can experience in a sense that it can make them avoid conversational activities, the most anxiety-producing skill. Granting students a 4-5 second thinking time for answering your question can ease the tense and suppressive atmosphere. In fact, teachers and students are under duress or strain due to not giving enough student thinking time and teacher preparation time (Judith Shrum, cited in Horwitz, 2008:98). Having unrealistic expectations from students in listening comprehension makes it more complicated since this skill is one of the two most anxiety-

causing factors especially when the listening activity in the class is run within the framework of the bottom-up processing in which they are supposed to recognize and comprehend every single word. Once not, they go through xenoglossophobia interfering with their recognition and comprehension knack. They find understanding in a new culture more overwhelming. Therefore, the Attention Theories note that top-down processing approach in teaching listening is a great aid to comprehend listening better (Horwitz, 2008:72). The background knowledge or context while teaching listening comprehension would be of great efficacy and value.

MacIntyre and Gardner state that FLA and other forms of anxiety ought to be looked upon differently as this language specific anxiety can have a negative impact on language learning efficiency, specific to language only (1991c). The Input Hypothesis by Krashen relates individual differences in language learning success to the student's volume of language acquisition influenced by FLA because of the affective filter's status if it is low or high. To further evidence this, a study on foreign language learners was conducted revealed that successful learners have received more comprehensible input and were more receptive to the available input due to their low affective filter (because of low xenoglossophobia), considering the experience theories. In supporting this result, it is stated that children receive more input thanks to lower affective filters as they are not matured socioculturally and psychosomatically (Horwitz, 2003:41).

In addition, many people while acquiring or learning a foreign language get a cognitive hurdle or burden because of being subject to an anxiety backlash, which in turn distance them from attaining the topnotch goal (Horwitz, and Cope, 1986). In fact, anxiety is one of the triangular affective variables of anxiety-attitudes-motivation, which affects language achievement as mentioned by Gardner et al. (1985). There is also evidence of a correlation between FLA and achievement indices (Clement, Gardner, Smythe & Lalonde, 1984; Horwitz, 1986; Philips, 1992; Trylong, 1987). It is also asserted that anxiety instigates mental interference aroused by distracting, self-related cognition such as excessive self-evaluation, worrying over the opinions of others and potential failure that impose perlexed attention (Eysenck, 1979, cited in MacIntyre and Gardner, 1994).

Furthermore, it is believed that FLA in the classroom emerges or intensifies as soon as language learners are exposed to an externally demanding element construed as straining intimidation that exceeds the students' current competence and resources. This impression of the learner caused by micro-social constituents such as atmosphere, teacher, student, educational setting

rules in effect makes them feel anxious having flustered their full attention (Dewaele, 2002).

A lot of people when picking up or learning another language could be highly disorientated mentally on account of being exposed to an anxiety-fomenting apparatus or factor that can disassociate them from the laudatory objective (Horwitz, and Cope, 1986). In other words, anxiety is, in fact, nothing other than an unconscious impulse or urge of strain or anxiety, which derives from triggering the auto-functioning of the nervous system. Distortion of the communication fluency and accuracy in a foreign language emerges because of being in the grave peril of the specific anxiety backfire, speaking of anxiety and language dexterity as uttered by psychologists. Guiora specifies that language learning is a strenuous psychological toil cornering learners'self-image. Steinberg and Horwitz particularized that students experiencing the adverse feel of heightened anxiety did zero in on more concrete messages in practice. Similarly, elsewhere researchers found that students with a higher level of writing anxiety were able to have concise compositions when compared with less anxious peers. Cultivating and championing the insight that you will be badged as a loser if you are not perfect in production when having a conversation oozes anxiety.

In order to help communication enhancement actualize, Savington stresses the extemporaneous interactions, whereas the input hypothesis (IH) coiner places more stock in extracting content meaning as a means to master a second language. As the IH coiner posits anxiety stimulates an affective filter curbing the learners' acquisition and performance resulting in the teacher's improper interpretation of the shut-in. Having an enunciation of the performance, we are reminded of three types such as communication nervousness; test worriment and fright of negative appraisal. These three variables make up the FLCAS items, the building block. Some techniques to resort to for lowering the classroom language' anxiety are systematic desensitization, creating an informal setting and establishing a student support system.

The linguistic coding deficit hypothesis by Sparks and Ganschow (1991; 1993a; 1993b) makes a significant omission by assigning a mere epiphenomenal status to affective variables in general and language anxiety in particular. This theory postulates that language learners' problem in leaning the foreign language is due to not affective variables but native language problems, inefficiency or faults in syntactic and phonological codes (Lee, 1996).

We should scrutinize anxiety in a broader perspective such as social anxiety, cognitive perspective, and relationship between the following factors of anxiety, cognition, and behavior. Socially put, language anxiety originates from the social communicative aspects (Macıntyre & Gardner, 1989; 1991b). Therefore, you can define social anxiety as the feelings of tension, negative self-evaluations, and flinching predisposition in front of others (Schwarzer, 1986:1). Further, Wine (1980) postulates that hightened distraction of self-related cognition and failure expectations can truncate the cognitive processing capability. On top of that, behavioral effect of anxiety embodies itself in the modality of inhibited actions and dodging the situation as held by Levitt (1980). What is more important is that worrisome and emotionality are the surfaced side effect of cognitive aspect of anxiety, seldom beneficial for task performance (Sarson, 1986, cited in Sparks &Ganschow). As Eysenck (1979) holds, the debilitative effect of anxiety can be diminished or obliterated through the enhanced efforts of high anxious subjects. For example, simple tasks have relatively little effect on learners' performative improvement via increased effort, whereas as the task demands too much, extra effort does not work against cognitive interference.

2.5. Foreign Language Speaking Anxiety

When language learners are placed in a susceptible position where there is a possibility of losing face and feeling embarrassed, they cannot help opting for reticence overwhelmed with pressuring anxiety (Howritz et al., 1986). In fact, being housed in a novel atmosphere and culture - a classroom or new country with new roles and social expectations - puts individuals in anxious and stressful confinement threatening their belief of themselves in terms of competence and ailing their willingness to perform what they already have (DeCapua & Wintergerst, 2016).

As the research has revealed taciturn individuals cannot make adequate headways in second language communicatively tending to have a short and less comprehensible speech due to disclosing more negative perception and reaction such as expressiveness (Jackson, 2002a, 2003a; Liu, 2006b; Phillips, 1997; Tsui, 1996).

To have an evidential illustration of the uncommunicativeness out of FLA due to the type of perception or attitude prevalent, let's cite a case study, this survey was done on 24 undergrads and their course teacher in China. The study revealed that most of the students' uncommunicativeness and anxiety happened partly due to cultural factor and unfamiliarity with the topic, lack of confidence, fear of making mistakes, lack of interest, lack of practice,

and personality during the ESP class. Most ESL/EFL learners, particularly Asian learners' reticence and anxiety, are due to fear of making mistakes, incomprehensible input, lack of confidence, lack of experience with oral communication, introversion, cultural tradition, educational experience, and so on (Liu M., Lu W., and Lu Z., 2011).

In the same vein, another study was conducted on 56 language students in Sistan-Baluchestan in order to dig out any potential relationship between students' reticence, and vocabulary knowledge as well as foreign language classroom anxiety (FLCA). The finding corroborated that there was a positive rapport between students' reticence and FLCA. In addition, the finding showed a significantly negative connection between vocabulary knowledge and their reticence. The advice was for the teachers to assist their reticent learners by developing the vocabulary knowledge and promoting their confidence (Mousapour Negari and Nabavizadeh, 2012).

The phenomenon of communication anxiety experienced by native and non-native speakers differs from each other. While comparing the type of communication anxiety, students' perception of their communication abilities and performances must be taken into account by using the relational model of communication competence, which Spitzberg and Cupach (1984) developed (Foss & Reitzel, 1988). To speech and SLA theorists, communication anxiety often impedes the enhancement of communication. As Bostrom defines communication competence is the ability of the SL learner to communicate effectually using communication patterns, but communication anxiety thwarts the enhancement by causing a debilitating level of anxiety, manifesting itself as a reluctance to speak irrespective of the context (McCroskey, 1977).

This type of unique anxiety, as Horwitz et al. (1986) states, results from the distinct complex of self-perceptions, beliefs, feelings, and behaviors. As it is perceived from what discussed so far, EFL or ESL learners are mainly concerned about performance.

Different approaches and methods mainly skills approach, as put by Foss (1982), has been applied by speech therapists or SLA experts to either appease or eradicate the debilitating effect of communication anxiety such as biofeedback, cognitive restructuring and systematic desensitization in which the skills approach can deteriorate language learners anxiety due to making them get a negative evaluation of themselves or self-perception. Instead, an alternative approach considering the students' self-perception requires funding within the classroom constraints. Those having low self-esteem and looking down on their communication ability suffer from communication

apprehensive. Nevertheless, students' learning to go through some introspection - a student journal as a case in point - can help them get more tuned with their idea of second language competence (Foss and Reitzel, 1988).

To that end, students must learn how to analyze and deal with their belittling self-perceptions. For Spitzberg and Cupach (1984), rational emotive therapy approach is an effectual way, which helps anxious second language learners approach their linguistic competence more realistically than foster negative perceptions irrationally. One of those irrational beliefs is that you have to produce a perfect language if you are after being liked by those you converse with; otherwise, keeping quiet is much more pleasing with less anxiety. Three activities by W.W. Brownell and R.A. Katula (1984) are suggested for us as foreign language learners to use in communication classrooms in order to enhance communication devoid of anxiety. The activities are role-playing, drama, and oral interpretation.

2.6. Reticence, Passivity and FLA

As expressed, "In order to learn to speak, you need to feel you will be heard and that what you are saying is worth hearing (Chiasson, 2002) ". Therefore, not having confidence in your potentials leads you to passivity bereft of interaction.

Another study was carried out on 56 language students in a bid to find out any potential relationship between students' uncommunicativeness, and vocabulary knowledge plus foreign language classroom anxiety. The study output stated that teachers ought to assist their reserved learners in both developing the vocabulary knowledge and promoting their confidence and belief in themselves [self-efficacy & peer interaction] (Mousapour Negari and Nabavizadeh, 2012). When learners are pushed to interact with their teachers, they are placed in a vulnerable position where they are made edgy. This status quo makes them be taciturn due to their losing face and feeling embarrassed, whereas they are communicatively more active and cooperative when pair worked (Liu and Jackson, 2009).

2.7. Measuring Foreign Language Anxiety (FLA)

FLACS is one of the rare and exquisite scales utilized in the arena of ELT to assess FLA rate as of 1986 until now. In fact, this scale was devised in order to have a reliable psychometric tool to measure the rate of FLA in male and female language learners. As a matter of fact, one of the thousands of the studies, which has employed a modified version of FLCAS for the

mentioned reason above as of 1986, was conducted in Iran where the scale was administered to two groups of male and female students. Having tallied the mean anxiety scale, it was revealed that there were 38 female students attended the survey out of which 22 experienced anxiety and 14 were high anxious students. The main reason for the anxiety turned out to be factors such as *female learners' social status, their senses of identity and self-perceptions* deducted from six teachers who had been interviewed in this regard. The study introduced some suggestions to this problem. The most important one of them was for the teachers to care about the mentioned social factors gently and expediently (Sadeghi, Mohammadi & Sedaghatgofta, 2013).

According to this study conducted in Iran, instructor's beliefs about language teaching and learning as the subjects mentioned had the major influence on their anxiety as regards the manner student's errors were corrected, which respectively created either a secure or anxiety-inducing environment considering Brandl, and Horwitz et al.'s earlier axioms in 1986. Looking into the result of the study by Sadeghi, Mohammadi and Sedaghatgofta from a socio-cultural perspective, we realize that the reason for girls' being more anxious compared to boys has to do with the way girls are treated in that country. Females are generally made so afraid and fearful that they cannot talk, as it is their parents who rule them astonishingly prior to their marriage with their husbands after their marriage. By contrast, boys are after their own whims and impulses as though they were the only grand power if the boys are yelled at many times with your words not carrying any value indeed. In fact, for you to be courageous enough to converse, you should be provided with the assurance that your interlocutors will disclose an interest in listening to you or in other words what you're expressing will be worth hearing (Chiasson, 2002).

2.8. Tobia's Anxiety Model, Learner's Language Anxiety and Linguistic Production

Tobia's model hereunder illustrates how anxiety from instructions can be expected to impact learning by dividing the instructional process into three components of input, processing and output. Ostensibly, input refers to the stage during which instructions are given to students, and processing stage designates the encoding-organizing- storing phase with output denoting the performance stage of students after instructions. The experiment, which was conducted from 1982 through 1986 by Tobia and reported in 1990 evidenced that there were three points at which anxiety from instructions affected learning: in pre-processing, during processing, and after processing, but just before output (Tobia, 1986).

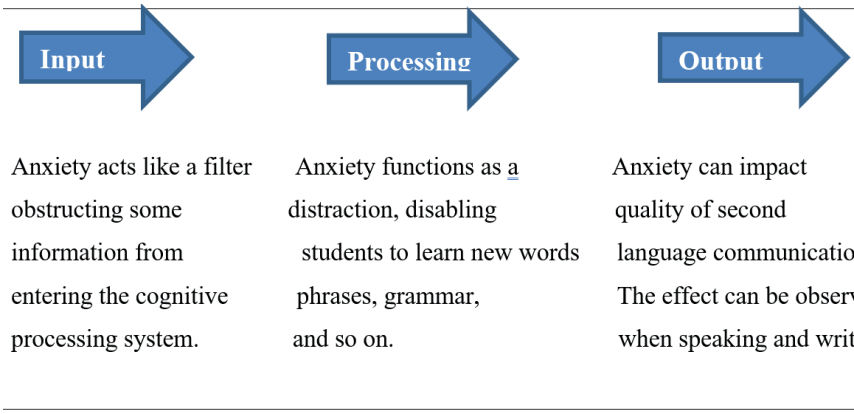

Figure 2.2: Tobia's model of learning. It illustrates how anxiety impacts learning

Source: (Tobia, 1986)

In other words, anxiety influences learner's production or output by impairing the processing stage of the linguistic input. Input is construed as the learner's first experience with a given stimulus or the initial representation of items in memory, where attention, concentration and encoding occur. Processing or latency stage is the place where organisation, storage, and assimilation of the materials, internal manipulations and items take place. The output in this model is the reliance on the previous stage and involves the production of previously subsumed material (Tobia, cited in Schwarzer, 1986). In the processing stage, as you see, students are given a sort of mental burden being exposed to anxiety diminishing the transfer of the data from the short-term memory to the long-term memory for longer storage. Disruptive speaking and writing are the side effects of the traumatic impact of anxiety on the processing section acting as a liaison between stage 2 in the sensory area and stage 3 in the motor area.

2.9. Sources of Foreign Language Anxiety

In order to learn about the ways to nosedive the language anxiety for the benefit of language learners, we need to identify its sources in addition to learners' expressions of stress. The pioneers to have been dealing with the foreign language anxiety (FLA) as a distinct phenomenon special to language learning are Horwitz, Horwitz, and Cope. Later studies have validated their theory. Given Leary, linguistically performance related anxieties are called social anxiety. In fact, a socially anxious person is characterized as unassertive, lacking social skills inflicting a negative impact on the behaviors

of the sufferers (Creed and Funder, 1988). As Leary stretches the concept further, social anxiety results from performing before others. According to Horwitz, Leary, Gynan, Koch, and Terrell, anxiety crops up when beliefs of the interactants and reality clash. Therefore, the social context set up by the instructors can have gigantic ramifications for the learners. In order to learn how to deal with this anxiety-evoking gesture, behavior or setting, Foss, Reitzel, Crookal, and Oxford have introduced some detours in order to alleviate the anxiety learners are suffering from. A couple of those ways are letting the learners have the chance to verbalize their fears. This modus operandi helps them approach rather than avoid the anxiety-evoking settings. Another way to mention is have them write personal journals in which they get agony counseling, though. The other way is have them get into the habit of having a self-talk, whereby they make positive statements about themselves (Young, 1991).

Tsui (1996) reported that teachers attributed students' uncommunicativeness out of the FLA to their low English proficiency, lack of confidence, and fear of making mistakes. The last point above, fear of making mistakes, is one of the main sources of FLA as Horwitz asserted together with being laughed at. A study to dig out the two sources of the speaking anxiety such as fear of negative evaluation and learner's self-perceived speaking ability was carried out on 55 first year ELT students through administering a 55-item multiple-choice survey.

The survey consisted of five parts incorporating fear of negative evaluation, foreign language classroom anxiety scale, self-rating can-do scale, self-rating for the current level of study, self-rating perception by the English on the main sources of Turkish EFL students' speaking anxiety in Anadolu University in 2010. The study results showed a positive correlation between an individual's fear of negative evaluation and his/her anxiety level. By extension, the more negative the attitude you get about your language ability, the more anxiety you suffer from. Further, the survey indicated a significant negative link between anxiety and the three of the self-ratings mentioned above. Finally, the analysis of the interview data garnered from 15 students indicated that the main sources of anxiety are personal causes, teachers' manners, teaching procedures, and previous experience (Subasi, 2010).

In fact, three main sources of foreign language anxiety, which Turkish students experience, are the procedures identified by Aydin. What's more, personal reasons involve having negative self-assessment of ability, illogical individual expectations, and irrational beliefs about language learning (Aydin, cited in Gonen, 2007).

MacIntyre and Gardner (1994) introduce a three-stage model of learning involved in language acquisiton, the more specific cognitive processes of input, processing and output which can be disarrayed as a result of the pervasive and subtle language anxiety. Actually, anxiety forms one corner of the triangular pyramid for the affective factors of anxiety-attitudes-motivation. Any fluctuation taken place at one corner affects language achievement as mentioned by Gardner et al. (1985). As you can see, attitude and motivation make up the two separate corners or angles of the pyramid interdepended to one another. What is more, a wealth of studies done on the possibility of any connection between anyone of these two factors and the anxiety have indicated that there is a negative correlation between each and everyone of the two corners and the foreign language anxiety. Once the motivation of an EFL/ESL learner is high for some external and internal causes, the FLA plummets or appeases, for instance. There is also evidence of a correlation between the language anxiety and the achievement indices (Clement, Gardner, Smythe & Lalonde, 1984; Horwitz, 1986; Philips, 1992; Trylong, 1987, cited by MacIntyre and Gardner). Eysenck asserted that anxiety causes cognitive interference aroused by distracting, self-related cognition such as excessive self-evaluation, worrying over the opinions of others and potential failure, which gives dispersed attention. Then students compensate by intensifying their effort. To analyze the fragile impact of anxiety, we'd better sift through specific task performance and cognitive activity (MacIntyre and Gardner, 1994).

A case study on evidencing the potential correlation between language anxiety and performance was conducted by MacIntyre and Gardner (1991b). To corroborate or refute this, they carried it out by using a video camera, which lowered the Output having caused anxiety. Some studies classified the causes of anxiety as the one induced by learner itself through personal factors, classroom constituents, skill-specific and culture-entangled considering different contexts and teacher diversity (Zhang, 2000:31). Further, Young defined six sources of anxiety as follows:

- Individual and collective or inerpersonal anxieties.
- Learner beliefs or attitudes about language learning.
- Instructor beliefs or attitudes about language teaching.
- Instructor-learner interactions.
- Classroom procedures.
- Language testing (Young, 1991, cited in Sadeghi, 2013:117).

2.9.1 Sources of FLA from Horwitz et al. perspective

One of the main pioneers in introducing foreign language anxiety (FLA), a specific syndrome related, is noone but Elaine Horwitz. She has done a host of studies on the effects FLA could have on EFL/ESL learners' language learning efficiency. Horwitz has dedicated herself a lot to investigating and measuring FLA. For this purpose, Horwitz, Horwitz, and Cope (1986) defined three constructs as modes of FLA:

- Communication Apprehension. This is, in fact, a kind of FLA comes out because of the fact that EFL/ESL learners do not possess the essential proficiency required to communicate. Insufficiency in communicative competence deprives them of the positive self-confidence needed to be expressive as she states.
- Fear of Negative Evaluation. This mode of FLA is the one emerges out of the learners' fright of failure as failure is considered as a threat to the self-esteem of the learners. They keep evading the settings where they are assessed. They are generally apprehensive about being evaluated by others negatively (Robinson, Lawrence & Wrightsman, 1991, p.163). This form of anxiety was originally dealt with by Watson and Friend in 1969. They created a scale called FNE or fear of negative evaluation. Horwitz extended and embedded this into her FLCAS as one of the constituents of the scale.
- Test Anxiety. This modality of the anxiety has to do with the distress or fear aura inundating the learners because of the fact that they are afraid of being tested frequently and given failing marks or evaluation.

Having administered the FLCAS in order to measure the anxiety level and its potential relevance with the students' achievement indicated a consistently moderate and negative relationship. The higher the anxiety the students feel as a result of the FNE making up some of the items in the FLCAS, the poorer their language learning achievement. Studies conducted by Chastain, 1975 and Kleinmann, 1977, claimed no relationship and positive correlation between the named constructs and EFL/ESL learners' performance (Horwitz, 2001).

2.9.1.1 Challenges to Horwitz, Horwitz and Cope's theory of foreign language anxiety

Some studies have challenged Horwitz et al.'s theory of foreign language anxiety (FLA) in four aspects: is FLA a cause or an effect? Does FLA play a principal role in foreign language learning? What are the components of FLA

and how valid is the FLCAS of Horwitz? While Horwitz et al. postulated the FLA had detrimental effects on language learning, some other researchers considered it a consequence rather than a cause (Argaman & Abu-Rabia, 2002; Ganschow et al., 1994; Sparks & Ganschow, 1991, 1995).

It is also posited that as long as anxiety is taken as a doer, there is nothing wrong with it, but taking it as an effect is out of the question (Sparks and Ganschow, 1995: 236). Therefore, we cannot help taking FLA as a cause. As they opined anxiety is to be elucidated as an effect in the utmost probability despite their agreeing to the anxiety'spotential hindering impact on learning. At the sametime, it is not the cause underpinning a poor foreign language achievement. Argaman and Abu-Rabia (2002) investigated the effect of language anxiety on learners' achievement in English writing and reading comprehension tasks, whereby they evidenced there existed a significant relationship between language anxiety and both reading and writing skills. Still, the cause of disagreement is in favor of FLA consequently (Thi Thu Trang, 2011).

Another study concluded that test anxiety, one of the three components, composing FLCAS (Foreign Language Classroom Anxiety Scale) would be the reason for the learners' poor outcomes on the test or exams principally if the anxiety score is above four considering the anxiety ranges defined for the FLCAS.

In fact, through administering FLCAS test anxiety is taken as a general issue or problem instead of the one specified for foreign language classroom due to being loaded on general anxiety factor (MacInctyre and Gadrdner, 1989, cited in Toth, 2010).

Of significance is to mention the fact that Horwitz et al. (1986) with their FLCAS are criticized in the way they approached the cause of anxiety as they overlooked native-language deficits as the possible anxiety-causing factor. Therefore, native language shortcomings can cause the social anxiety, which successively impedes coding the genuine communication through giving distracted attention.

2.9.2 Sources of anxiety from Young standpoint, 1991

Young has anxiety resulting from attitudes, interactions and classroom procedures. For example, an American, individualistic in nature when doing a task, is pushed into a collective setting or mode of figuring out a task socioculturally put, this is the point where the sociocultural factors clash resulting in the individual or learners' distress and embarrassment. Another example would be a teacher's belief in teacher dominance in the

classroom, which disempowers student's perception of self in language knowledge culminating in strengthening students' lack of self-confidence and anxiety when being asked to have interlocution with the interactants in the same setting. The other illustration could be the teacher's indoctrinating a distancing approach in power and status in the class. In this way, s/he keeps instilling an inferiority complex in learners in all aspects, this approach where students are suppressed - othered- (Said and Bhaba, 1978) places the suppressed (here students) under too much of anxiety damaging his or her self-perception, fostering ill-perception of self in him or her. Below see six sources of anxiety manifested in learners that can be detected and reduced (Young, cited in Cheng, 2001:77):

- Individual and collective or inerpersonal anxieties,
- Learner beliefs or attitudes about language learning,
- Instructor beliefs or attitudes about language teaching,
- Instructor-learner interactions,
- Classroom procedures and,
- Language testing.

2.9.3 Personal factors as possible sources of FLA

Self-esteem is a personal perception of worthiness by an individual towards himself or herself (Coopersmith, 1967, cited in Matthews and Odom, 1989). The effects of three levels of self-esteem, global, situational and task, on French language students' oral performance studied by Adelaide Heyde supports that there is a positive rapport between the self-esteem and second language learning performance with the task having the strongest impact on students' self-esteem. This trait of the learner was strengthened by their French course teachers detached from inhibition-causing anxiety (Heyden, cited in Cline, 1986).

In fact, through paying attention to language learners in diversified learning contexts a well-functioning learning atmosphere is established facilitating learners' learning and communication efficiency (Arnold, 2011). This situation helps fortify learners' self-esteem free from anxiety. Suggestopedia is the pertinent case in point based on humanistic and holistic principles as mentioned by Hooper-Hanson (1999, cited in Arnold, 2011).

What's more, Brown (2000) states that inhibition (personal factor), defined as building sets of defenses to protect ego or language ego as referred to by Guiora (1972) and Ehrman (1996), together with values and beliefs

on which appraisals of self-esteem have been found is another personal factors affecting the success in a foreign language learning (Senior, 2007).

Additionally, an experiment was conducted on a group of EFL learners giving a small dosage of alcohol to each one of the subjects aimed at inducing as much low temporary states of inhibition as possible. After giving the subjects a small dose of alcohol, the association and abstract thinking of the group got significantly better than the control group in addition to the significant enhancement appeared in the subjects'pronounciation of the foreign language because of the impact the alcoholic drink had on lowering the walls of inhibition and anxiety (Guiora et al., 1972). It was concluded that the lower the threatening inhibition of the self-esteem, the better the students' language learning.

Those having low self-esteem and looking down on their communication ability [self-efficacy] suffer from communication apprehensive. However, students' learning to go through some introspection - a student journal as a case in point - can help them get more tuned with their idea of second language competence. This correlational model conceptualizes how anxiety interferes with the attainment of competence in second language classrooms and for developing ways to reduce that anxiety (Foss and Reitzel, 1988).

W.W. Brownell and R.A. Katula (1984) suggested three activities to be used in communication classrooms in order to enhance communication devoid of anxiety. The acitivities are as follows: role-playing, drama, and oral interpretation.

2.9.4 Sources of FLA in Turkish students

Three main sources of foreign language anxiety, which Turkish students experience, are personal reasons, teachers' manner, and the teaching procedures identified by Aydin. As Aydin holds, personal reasons entail having a negative self-assessment of ability, illogical individual expectations, and irrational beliefs about language learning (Gonen, 2007).

In addition to the anxiety-causing sources mentioned earlier, a study was conducted in Anadolu University in 2010 in order to investigate the two sources of the speaking anxiety such as fear of negative evaluation and learner's self-perceived speaking ability. Actually, the study was carried out on 55 first year ELT students via administering a 55-item multiple-choice survey. The questionnaire fell into five parts as follows:

- Fear of Negative Evaluation
- Foreign Language Classroom Anxiety Scale

- Self-Rating Can-Do Scale
- Self-Rating for the Current Level of Study
- Self-Rating Perception by the English (SR-EPE)

The abovementioned study showed a positive correlation between an individual's fear of negative evaluation and his/her anxiety level. Further, the survey indicated a significant negative link between anxiety and the three of self-ratings mentioned above.

Another study done on detecting the EFL learners' sources of FLA. The analysis of the interview data collected from 15 students indicated that the main sources of anxiety are personal reasons, teachers' manners, teaching procedures, and previous experience (Subasi, 2010).

Additionally, another study done on sources of FLA on Turkish children revealed that the older the Turkish children get, the higher their level of FLA. What's more, their culture of trusting in teachers and parents does not help them with overcoming their level of FLA (Er, 2015:68).

A study conducted on 124 English preparatory students at Ufuk university in Ankara laid bare that age casts a remarkable impact on foreign language anxiety of Turkish students learning English at the English preparatory school. In addition to age, gender was found to leave no influence on FLA (Karabıyık & Ozkan, 2017:667).

Other survey performed on the sources of Turkish EFL learners' foreign language reading anxiety identified ten sources of foreign language reading anxiety which are as follows:

- Wrong strategy application,
- Lack of self-confidence,
- High expectations;
- Figurative language,
- Text length,
- Compulsory reading and exam (Isler & Yıldırım, 2017).

2.10 Vygotsky's Socio-Cultural Theory(SCT) and Learning Development

According to Vygotsky (1978), thinking is the reflection of language. With language acting as a mediator between thought and society, interpersonal/ intrapersonal contacts with the milieu become possible. In fact, learning

occurs through mediation tools or signs, language, for example, bridging interpersonal and intrapersonal planes. Development, according to Vygotsky, should be evaluated from four perspectives:

- Micro (short),
- Onto (lifetime),
- Phylogenetics (evolutionary),
- Sociohistorical (changes in cultural values).

Elementary mental functions are eventually transformed into higher mental functions. As the mediation becomes actualized via developing the use and control of psychological tools such as language, resources, and technologies relying on interaction and shared process, learning can be considered as a socially mediated process (Mitchell and Myles, 2004, cited in Kao, 2010:118). This conceptualization of Vygotsky can be generalized to second language learning (SLL) by taking students as active learners who are learning how to use tools such as language interacting (Arecls, 2010). Of importance is to mention that Vygotsky dealt with the higher-level cultural tools (reasoning and problem-solving). Context tools mediate the rapport between humans and the physical world. What's more, children regulate their behaviors subordinated to the adults' speech or they pick up the language of the adults to regulate their own behavior. In fact, three stages of regulation are necessitated for development in learning, given Vygotsky's SCT. The three stages are as follows: Object regulation, other regulation, and self- regulation (Lantolf and Thorne, 2006). As regards object-regulation, the first stage, children are controlled by their environment through the directives given by More Knowledgeable Others (MKO) to fetch something, for example. As far as the second stage called "other-regulation" is concerned, children are assisted via implicit and explicit mediation (MKO) in varying degrees which is referred to as scaffolding aimed at ZPD to happen. As for self-regulation (internalization), the very last stage, which refers to the ability of the children to accomplish tasks, availed with minimal or no external support (external assistance becomes internally available). The psychological function taken on cultural artifacts such as language is called internalization or negotiated process remodeling the rapport of the person with his social environment in order to be carried into futurity as put by Winegar (1997, cited in Lantolf and Thorne, 2006).

As articulated by Vygotsky, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside

the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals (Vygotsky et al., 1978). Vygotsky also contended that the social part of consciousness is very important in terms of time and factuality. The individual section of consciousness is unoriginal and insignificant (Vygotsky, cited in Cocking & Renninger, 1993). Given this view of Vygotsky, it is noticed that the specific structures and processes divulged by individuals can be tracked to their interactions with others, and is not merely steming from social interaction.

Wertsch (1991) proposed three major themes in Vygotsky's writings that elucidate the nature of this interdependence between individual and social processes in learning and development. The first is that individual development, including higher mental functioning, has its origins in social sources. The second resides in semiotics through mediation materialized by language. The third to mention is called genetically developmental analysis. This theme is best represented in Vygotsky's "genetic law of development" (Vygotsky, cited in O'Donnell & King, 1999:154). "Any function of the child's cultural development appears on the stage twice, or on two planes, first the social, then the psychological, first between people as an intermental category, then within the child as an intramental category." (Vygotsky, 1931/1997:105-106). For the same reason, some other scholars such as Antoine Meillet (1921) and John Dewey (1897) hold similar axiom regarding the language definition that goes, " language is a social entity or phenomenon, not separable from the social aspect". Further, Nostrad (1953) states that language depends on culture; therefore, understanding linguistic concepts without appreciating the culture of that society is impossible. Likewise, Robert Lado (1964) in his book called " Language Teaching" holds that language is not only part of a culture, but it is also the principal constituent of it. If culture is taken as a web, language is taken note of as the integral part of it by which other parts of the web is either described or expressed.

2.10.1 Sociocultural theory, constructivists and interactionists

Sociocultural theory or SCT is in many aspects agreeable with Bakhtin's view (1981) that holds, one can perceive linguistic resources once it is placed in its context of use to capture the meaning-process called dialogic. This helps the history and present come together happening within "intense and essential axiological interaction." (Hall, Vitanova and Marchenkova, 2005; Lantolf and Beckett, 2009). Similarly, SCT refers to the theory of mental development and functioning formulated by Vygotsky and his

colleagues in 1930s (Lantolf, 2006). He believes that a child's cognitive development takes place via social interaction in the culture where s/he is born and brought up. Therefore, cognitive development is never detached from the sociocultural variables. In addition, when two distinct processes of biological roots and sociocultural origins interact, mental developments arise. These two developmental lines converge during the ontogenesis of children (Lantolf, 1994). Of eminence is mentioning the fact that for children thinking to transform and develop, we'd better off benefit from three indispensable tools, considering Vygotsky's early assumption, of language system, number system and writing system. Utilizing these tools can facilitate dynamic assessment. Among these tools, language is voiced as the principal psychological tool.

When there is a mention of social constructivism and development in learning, you can't help recollecting Vygotsky and Piaget too.

What makes Vygotsky different from Piaget is the way they perceive complex thinking. Vygotsky predicates complex thinking on social interaction, whereas Piaget relates it to the result of self-talk or private explorations. The second belief distinguishing Vygotsky from Piaget is that Vygotsky believes in having more skilled or knowledgeable guidance to craft a child's learning process while Piaget believes in interactions with peers. As a matter of fact, social constructivism (SC) places more emphasis on culture and context in order to have a better appreciation of the developments in society constructing knowledge based on this understanding (Kim, 2006). This vantage point has a bonafide rapport with many contemporaries, most of all, the developmental theories of Vygotsky with Bruner, and Bandura's social cognitive theory (Shunk, 2000).

According to social cognitive theory, self-influence or self-regulation is the regulatory incentive motivating and extensively regulating human behavior. This self-regulative mechanism entails three subfunctions such as self-monitoring; individualized judgment of one's behavior in relation to environmental circumstances; and affective self-reaction. As for interactionist's view of the social cognitive theory, social factors trigger the self-regulative system (Bandura, 1991).

As SCT is an offshoot sprawled out of the marriage of constructivisits and interactionists operationalized by Vygotsky, it would be on the safe side to have a rough comparison and contrast of them by having juxtaposed them as hereunder:

The interaction hypothesis (IH) was first introduced by Long and further investigated by Pica. It is based on two premises:

The first premise states that comprehensible input is necessary for L2 acquisition (SLA or L2A). In addition to the first, seocnd premise underscores that modification of the interactional structure of conversations makes the input comprehensible to the L2 learners. What's singular herein, rervised version of IH presents a theoretical account of the input modification through interaction that should be comprehensible (Ellis, 1991).

Further, the interaction hypothesis holds second language acquisition occurs when learners interact in conversation with native speakers and/or each other. Also, learner-learner dyads use interactional levers of scaffolding, completion and self-correction, further relevant to their input, feedback, and output needs (Pica and Mayo, 2000). This provides learners with opportunities to negotiate meaning and to obtain negative feedback.

Additionally, it is proposed by Long (1996) that the environmental contributions to acquisitions are mediated by selective attention and learner's developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively during negotiation for meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development […] and essential for learning certain specifiable L1-L2 contrasts (Doughty and Williams, 2006). Actually, inputs encapsulate mediated, selective attention, processing capacity, negotiation for meaning and negative feedback.

Pica et al. create a cognitive perspective (in the head of the learner) by evidencing that conversational interaction is essential for SLA (Pica, 1994, Gass, 1997); a modified interaction simplifies the linguistic input via providing opportunity for the learners to interact with others in order to make sense of the input (Long, 1983).

Let it not remain unsaid that Vygotsky's sociocultural theory of development is triadic with all dimensions interrelated. Ostensibly, in the triadic model, culture composes one dimension, social interaction shapes another, and language forms the third dimension intertwining and impacting one another. For actualization of learning in children - as Vygotsky propounds - social interaction acts as a trigger. In other words, cultural side influences attitudes, skills, and information to be acquired. The tools mentioned earlier facilitate development and learning. To put it in a plain term, language called as the most significant of the three tools helps children make sense of the concepts by enabling social interaction, providing cognitive tools and

helping children regulate and reflect on things (Vygotsky, cited in Korb, 2016). The development of logic in a child is the direct function of his socialized speech using performative language. Child's intellectual growth hinges on his gaining command in the social means of thought, that is, language (Vygotsky, 1986:94).

2.10.2 Concepts of sociocultural theory (SCT)

Sociocultural theory or SCT falls into five conceptual constituents, which are presented in depth as follows:

1. **Mediation** is the vital factor that links all constructs of SCT originated in the observed fact that we people do not implement any direct actions on the world - instead, our cognitive and material actions are performed through the mediatory mechanisms of symbolic tools as well as physical tools (Weinstein, 1987). In addition, as stated, humans employ language as the most penetrating omnipresent and symptomatic mechanism in order to establish and bolster up their association with the world, one another and themselves (Thorne and Lantolf, 2006). Another relevant issue extended from what discussed above is "activity theory", created by Vygotsky and later developed into an independent theory system by one of his students, Leontev. This theory deals with the unified nature of human behavior, which is considered to be the result of the integration of social and cultural mediations (Mitsi and Papaspyrou, 2017).

2. **Regulation** is a controlling mechanism disclosed by human beings, children, in order to be able to monitor the process of an activity following through with some governing rules. In SCT, regulation is one mode of mediation that points out to children's ability to regulate their own tasks employing linguistic means through partaking in activities. Their task or activity here is initially subordinated or regulated by others [ending up in self-regulation] (Aimin, 2013).

2.1 **Self-regulation** itself from three perspectives (Schunk, 2016).

2.1.1 *Behavioral theories* ruly expound upon the more articulate modality of learning with associations which magnifies the development of associations between stimuli and responses by selectively reinforcing the correct responding.

2.1.2 *Cognitive theories which* seem to be conducive to *elucidate* complexities of learning, delve into variables such as information processing, memory networks, student understanding with the related interpretations of classroom parameters (teachers, peers, materials, organization) by self-regulated motive.

2.1.3 *Commonalities* sometimes surface among different modes of learning as mentioned by Bruner (1985). As an illustration, learning how to read and play the guitar is literally different, but both of them require paying attention, expending effort and displaying persistence in addition to self-monitoring of progress, as well as providing corrective feedback and integrated motivation.

3. **Internalization** refers to the stage in the course of which external assistance, once used as a resource of confabulation, transforms into an internal reservoir of learning to turn to as Donato mentions (1994). As elsewhere reiterated, higher modes of thinking and performing complex skills emanate from social interactions. In addition, social interactions are dialogically internalized and the external dialogic becomes the internal dialogic consummating a socially constructed dialogic mind (Hyland and Hyland, 2006).

4. **Zone of Proximal Development** (ZPD), as opined by Vygotsky (1978), is the distance between the actual development level as determined by an independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration of more capable peers (Christmas, Kudzai and Josiah, 2013). In other words, possible progress means what you as a child can fulfill if availed to sufficient assistance. Being under the auspices of an adult is interpreted as a potentially more knowledgeable other (MKO) who leads you forward to learn and develop accordingly. This help or assistance is called "scaffolding" according to Vygotsky.

5. **Scaffolding** (designed-in and contingent)

As Vygotsky (1978) states scaffolding in all settings is an ad hoc type of backup working for the students within their zones of proximal (ZPD). This backup enables those students to reach far beyond their individual accomplishment with struggle. Hammond and Gibbons (2005) introduced two facets of scaffolding, "designed-in" and "contingent". "Designed-in" scaffolding requires meticulously sequenced and structured sub-tasks which result in completing the main task, whereas"contingent" scaffolding takes place in the moment-to-moment interplay between teacher and student (Wilson,2014).

A survey conducted by Finn et al. (2013) indicates that wrong neural scaffolding during the sensitive period for language learning - adulthood for instance - can lead to failure in tests principally due to the adults' neural commitments to recruit the Superior Temporal Gyrus (STG) instead of the Inferior Frontal Gyrus (IFG).

In fact, once this happens to adult learners of distinct-sound language, tuning them to an earlier-learned aspect of language impacts the neural representation of a later-learned aspect.

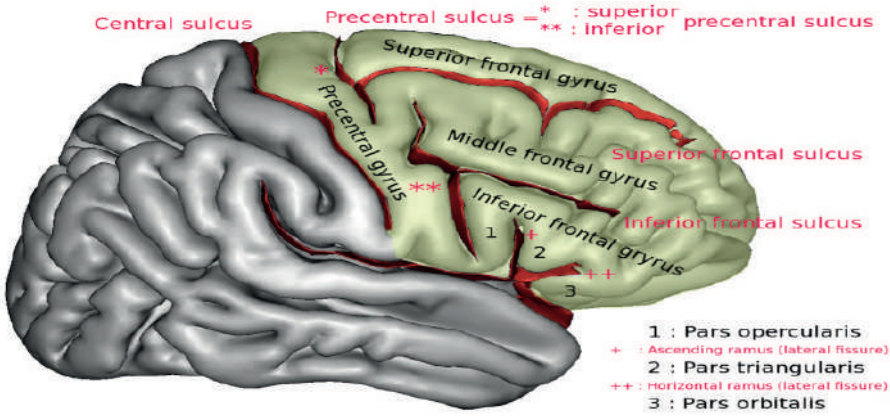

Figure 2.3: Scaffolding. This picture illustrates how wrong scaffolding impacts the wrong part of the learning in the brain

Source: (Image, Wikipedia)

2.11 Second Language Acquisition (SLA) Theories with SCT and FLA

Larsen-Freeman and Long (1991) have classified SLA into three groups of nativist, environmentalist, and interactionist. Broadly put, the nativists believe that '…language acquisition is largely the result of children's innate, biological endowment' (Stormswold, 2006:341), whereas envirınmentalists, neobehaviorists, underline stimulus-response strategies. This latter view is in line with connectionists' standpoint requiring the input of the stimuli for the neural networks of brain functioning (Nakagama and Tanaka, 2004). Regarding interactionists' view, Larsen-Freeman and Long (1991) have stated that they '…invoke both innate and environmental factors' (Menezes, 2013).

Interactionists are of two categories:

- Social interactionists
- Functional interactionists

The former ones are for the children in need of interactions with parents or caregivers in order to learn a language in a practical sense and the latter

ones are about the pragmatic function of the language for communication (Cavanagh and Waugh, 2011).

Lantolf is, as mentioned earlier, the main linguist who connected SCT to SLA by generalizing the concepts mentioned by Vygotsky. Through private speech linguistically, we can regulate our mental functioning [regulation in SCT] via language, which helps us to mediate our mental activity when it comes to communicating socially (Lantolf &Thorne, 2002). Correspondingly, Frawley (1997) avows that private speech serves to focus speakers' attention on what derived from social or peer interaction to be fulfilled.

Second Language Acquisition (SLA) has literally to do with the way learning a language is distinct from the native language and this is affected by Socio-Cultural Theory (SCT). Resorting to SCT, the entanglements of SLA can be cogitated and worked out with remarkable facile. Lantolf, Thorne, and Frawley were the pioneers who put forth the trailblazing idea of bridging SCT and SLA (Cook, 2008:54).

SLA teaches us the manner or method by which learners create a novel language system, despite having limited exposure to a second language (Grass and Selinker). It is the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language.

Looking into SCT and SLA from cognitivism perspective, it is conceived that cognitivism provides us with a coherently transparent appreciation of the learning as far as the individual's mind is involved while maintaining theoretical support for teaching practices together with efficient learning without considering social processes. By extension, sociocultural perspective endeavors to have a cogently cognitive and social portrayal in a second language acquistion. As it is known, sociocultural perspective derives from SCT propounded by Vygotsky under the title of Crisis in Psychology, which was later renamed as Sociocultural Theory by Werstch, but it has been introduced into SLA by researchers such as Lantolf, Frawley, Thorn, and Swain. As creating both cognitive and emotional imprints of reality paramountly necessitates social interaction and cooperative learning eyeing human learning as a continuous bilateral interplay of cognitive, behavioral and environmental variables, SCT helps and requires learners as regards SLA to think and converse in the target language.

In other words, language and thought are liaised with one another (Aimin, 2013).

As for regulation in SCT and SLA, a study conducted by Anton and DiCamilla (1998:314-342) documents that L1 is utilized by the learners to regulate thinking activity and interactions in cooperative tasks learning L2.

A study carried out by Nassaji and Swain (2000) on the ZPD of Aljaafreh and Lantolf in SLA indicates that a learner who has received a graduated and contingent feedback took account of the ZPD and became a more effective learner of English articles.

Therefore, learners mediate learning L2 by relying on L1. Social speech in the L1 and L2 also influences L2 learning. In addition, another study conducted by Merrill Swain and his colleagues has evidenced this fact (Swain, 2000; Swain and Lapkin, 2002).

As regards target language use with its potential anxiety effect, a survey was conducted on 600 foreign language students and 163 instructors in order to explore the relationship between target language use and students' target language anxiety. The result of the survey supports that the amounts of the target language use would vary according to the constellation of the interlocutory of the communicative contexts. It also revealed a negative relationship between reported amounts of the target language use and reported amounts of the target language anxiety.

The suggestion propounded for the target language use and the target language anxiety was to increase it and at the same time, mother tongue or L1 should be given sound functions, not leaving it out totally the way it happened in both direct and audiolingual methods.

Regarding the target language use and the target language anxiety, Krashen and Terrell (1983, cited in Living, 2015:345) prescribe Natural Approach where L1 use is looked upon with stigma, given Cook's term (2001). In other words, code-switching is to be evaded at all cost (e.g. Brooks, 1990; Ellis, 1999; Johnson, 1995).

There is an opposing side to the above, which is in favor of the learner's L1 use while teaching the target language (Anton and Dicamilla, 1999; Atkinson, 1987, 1983; Auerbach, 1993, 1995; Castellon, 2001; Cook, 1999, 2001; Franklin, 1990; Nation, 1997; Nizegorodcew, 1996, cited in Levine, 2003). In addition, Macaro (2001) realizes a place for code-switching in an EFL classroom in order for the students to tender the target language anxiety (p. 545).

Gutherie (1984) conducted a similar study in six different universities where the communicative approach was used. Then it was noticed that teachers talking time (TTT) took up 83% to 98% of each class, but student-

talking time (STT) was 9% to 24%. In addition, Duff and Polio (1990) carried out another survey in 13 different university level language classes on the target language and L1 use effect on students'anxiety. Four years later in 1994 returning to the same data records, Duff and Polio detected that most of the students' lack of success in the target language was due to not being engaged in meaningful interaction aside from intrasentential communication despite teachers'using communicative approach to teach them. It also became clear that it was the teachers who talked during the lessons and not the students. Part of the reason for the students' insufficient talking time was because of their incompetence in the target language. Studies by Nzwanga (2000); Macaro (2001); Anton and Dicamilla (1999) considering the Vygotskian interactionist approach uncovered that L1 use has three functions:

- Construction of scaffolded help,
- Establishment of intersubjectivity,
- Use of private speech (Levine, 2003).

Therefore, L1 use creates a cognitive and social space for the learners to appease the anxiety derived from the target language use and classroom context. On the other hand, Krashen (1982) states that students' use of L1 helps them lower their affective filters. Young (1990) holds students' anxiety of the target language use balloons when they have to use it. The research carried out on this issue indicates that 63% of the subjects agreed to the idea of using the target language in the class, as it is good for their foreign language acquisition despite getting more anxious. Given the tenets such as optimal target language use, marked L1 and elaborate language use are introduced by Levine in order to lower the anxiety level or manage the target language use and L1 use in the classroom not denying the role for L1 as advanced by Blyth (1995, cited in Blackman, 2004:13).

Eavesdropping in an English class (a form of imitation in SCT) on dialogues between peers, as Saville-Troike documented, children imitated the speech of their classmates (deterred imitation). Paying attention to this while teaching helps teachers to decide on right interventions timely so that we could promote students' learning without causing any anxiety (Lantolf and Thorne, 2006). Eavesdropping, a form of private speech is indicative of how learners should use it in the classroom as a means to internalize linguistic chunks they are availed or exposed to in the environment as attested by Ohato (2001), Centeno-Cortees (2003) and Lantolf as well as Yanez (2003).

Given another piece of research on error correction and feedback within the ZPD in SCT by Aljaafreh and Lantolf (1994) in an ESL context, it is claimed that both explicit and implicit feedbacks impact learning development, provided that there be some sort of relevance between the index of development and the actual linguistic forms produced by the learners.

Apart from what mentioned above, Western Academia envisages Asians through a remote stereotyped lens such as their being obedient to the authority, lacking critical thinking skills, lethargic in joining classroom interaction. All things being considered, this is not portraying what happens in actual Asian classrooms. In Chinese culture, contrary to the Western stereotype, Confucius downplayed the blind obedience to the teacher as reported by Cheng saying, it isn't that students are always less knowledgeable than teachers (Kumaravadivelu, 2015:2).

Tsui's (1996) action research on 38 ESL teachers in Hong Kong predicated students' silence on fear of making blunders and being taken as the laughing stock of the class rather than being afraid of the teachers as common stereotypes. Both Asians and North American students learning another language experience unresponsiveness or no reciprocal action in the classroom with crippling or attenuating anxiety (Young, 1990; Loughrin-Sarco, 1990, cited in Kumaravadivelu, 2003). The data gleaned from 256 randomly opted Iranian students by Nader Asadi and analyzed using cultural information questionnaire plus culture-bound achievement tests disclosed remarkable upturn in EFL learners' success at learning it.

Therefore, all things being considered equal, students' familiarization with the sociocultural close-ups of the L2 acts as a catalyzer facilitating and motivating the EFL learners, whereby they learn how to coexist with L2 largely disjoined from the inimical and deterring anxiety. In addition, given a study conducted by European Year of Languages in 2001, it was proclaimed that twenty percent of EU population could not learn languages well due to the negative belief that they were not good at it.

Analogous belief is held by Cotteral (1995:195) who underlines that student' beliefs and attitudes can have a permeating effect on their demeanor.

Also, being cognizant of the opacity of learner beliefs helps us appreciate the realities of the early stages of self-instruction through self-discovery in language (White, 1999, cited in Hurd, 2016:444). It is perceived that cultural ties and issues are less actively and adequately dealt with in most of the systems of language education especially in Turkey as mentioned by D.

Atay (2009). Even if cultural ties and issues did, the learners would not be convinced both cognitively and metacognitively.

As examined above, SCFs center on the affective domain having commonalities with the communicative process experienced by the language learners through the interaction of culture and affect. Culture, an inseparable part of this concept is, in fact, the context or co-text within which we are born, think and relate to others being our collective identity acting as a blueprint (Larson and Smalley, 1972). The belief is that culture is a system of integrated patterns dominating human behavior (Gunderson, D'Silva and Odo, 2014). Thus, the mental constructs enabling us to survive are a way of life we call "culture". Culture establishes a template for personal and social existence (Brown, 2000).

As it is postulated, culture is the meaningful universe that is given importance to by the people who are born and raised into officially and historically (Condon, 1973, cited in Brown, 2007).

Culture is important in second language learning. Language is part of a culture, and culture is part of a language. The acquisition of a second language is also the acquisition of a second culture (Robinson-Stuart & Nocon, 1996; Scollon & Scollon, 1995; Brown, 2000; Mallik, 2014).

Early childhood is the stage during which concept formation commences, but intellectual-wise conceptualization or concept ripening happens only at puberty right prior to which we come up with certain intellectual formations performing functions akin to those of the would-be genuine or real concepts. Genuine concepts materialize through words or expressiveness with the principal moment in concept formation, and its generative cause, which is the main use of words as functional tools. Unlike our instincts, the social milieu is the only trigger prompting adolescents' thinking and action. What's more, no tasks or demands are presented or made to the adolescent, not stimulating his intellect without the existence of the milieu factors. The researcher has to perceive the intrinsic rapports between the *external accountabilities* and *the developmental dynamics*, viewing concept shaping as the by-product of the adolescent's social and cultural growth. The integral part of the concept formation is learning how to gear one's own mental processes by means of words or signs. Just as the familial bonds vary in myriad fashions, the word gets the collective name for a group of familial objects derived from the external world. Thinking of the complex type pertains the unifying objects or the concrete impressions they leave on the child classified into groups remarkably similar to collections. Child via experience learns some clear-cut forms of functional classification such as saucer, cup, and spoon.

To recap, the clustered image resulting in the development of "heaps" is put in ambiguous *subjective* bindings mistakenly taken for real ties between objects: the *associative* complex, touching on similarities or other clear-sightedly demanding bonds between things; further, the *collection* complex, dealing with rapports between objects observed and tangible experience. Therefore, it could be stated that the *collection* complex is the unification of objects hinging on their partake in the same practical operation of their functional co-functioning.

As the experimental studies indicate the child's language and conceptualization are not isolated from the guiding impact of the linguistic milieu created by adults' speech, which helps child form the linguisitc generalizations covertly. Thus, adults can predetermine the generalization and conceptualisation path of the child by means of verbal communication; whereas they are not capable of transmitting their mode of thinking to the child.They merely provide the kid with literal meannings of the words around which the child builds the complexes called pseudoconcepts. Thought is nothing, but the reflection of the language with interpersonal/intrapersonal contacts with the milieu. Of intrapersonal or interpersonal example to mention here is private speech, which becomes inner speech, used when confronting entanglements or problems. Mediational tools or signs such as language are means to help bridge interpersonal and intrapersonal planes.

As Vygotsky implied in his book called "Thought and Language development", development in learning should be appraised considering four issues discussed earlier.

Lantolf and Thorne (2006) indicate that second language and foreign language research studies require the necessity to use PS by adult learners in collaborative tasks to develop well in learning.

2.11.1 Private speech, ZPD & peer interaction

There is a likelihood of action to happen in both the advanced group on the manageable task preceded by self-regulatory private speech and private speech (Antón and DiCamilla 1998; DiCamilla and Antón 2004). In addition, self-regulation is also defined as the manifestations of control learners have over their behavior, motivation and cognition as far as the learning process is concerned (Zimmerman & Schunk, 2011). Vygotsky (1978) and Lantolf (2000) define ZPD at this stage as the prospective learning taken place through interaction or interplay between learners in specific chores or tasks in the process of internalization. Collaborative

Dialogue is an interaction support happening between learners when doing a task, mediated by language.

Through collaborative dilaogue, meanings are co-constructed, appropriated and reused. As studies show, the speech flowing when students are collaborating in figuring out the linguistic complexities or problems in communicative task indicates that second language learning is progressing. In these collaborative dialogues - language learning assisted through social interaction of learners and interlocutors - noticing, hypothesis shaping and hypothesis evaluation emerge (Bygate, Swain and Skehan, 2013).

As stated in Vygotsky and Second Language Acquisition, Vygotsky's studies have had a far-reaching impact on second language acquisition (SLA) mainly by his emphasis on the integral role played by the semiotic mediation of the SLA in social interaction socioculturally and historically, thereby providing a foundation for appreciating the interrelationship between thinking processes and language processes. This in turn included communicating meaning in an SLA. Furthermore, he acknowledged a mediated social interaction creates the internal system of meaning through repudiating those who held faith in the principles of meaning constancy instead of meaning development (Chapelle & Mahn, 2013). He is reported as stating that meaning is not made up of all mental performances underlying the word. Meaning, something more specific, composes the internal building block of the semiotic performance perched between the thought and the word. In other words, meaning does not equate to either the word or the thought (Vygotsky, 1997).

Investigating the term"znachenie slova" (meaning word, literally put), Vygotsky endeavors to instill the social origins of the ability to communicate what you mean by medium of the language (Lantolf, Poehner and Swain, 2018). In the article "The Question of Multilingual Children", Vygotsky believes in a bilingual child's journeying from the surface, considering the external milieu traits, to digging into the internal constituents (private speech & zpd) or platforms involved in their developing speech (Vygotsky, Rieber and Carton, 1997).

Social Theories of SLA view language learning within larger sociological, political and economic contexts by asking questions like why learners are not motivated due to the societal forces such as cultural patterns, ethnic prejudices, and access to schooling in addition to how global economy affects the outcome of language learning (Horwitz, 2003:35).The most well-known social theory of SLA is John Schumann's social distance hypothesis also known as the acculturation theory which believes good

learners are motivated, empathic to native speakers, flexible, and experience little culture shock. In terms of Input Hypothesis, they have a low affective filter. The social distance hypothesis calls this openness to language learning as low psychological distance. An essential component of this theory is the willingness of the target group to accept language learners to have interaction with their peers.

Any negative perceptions on the part of either language learners' group or the target language group would discourage language learning and interaction among peers. Social distance is, in fact, the relationship between the learning group and the target group in Shumann's term. Social distance determines the learner's opportunity for acculturation (Horwitz, 2003:36).

Bialystok focus on the attention and automatic control of the language, called Information Processing. Ernest Hilgard believes that cognitive theories of learning will be driven back if a function is not assigned to affectivity (Arnold, 2005). If affectivity is not assigned any role, there will not be any interactants. Self-esteem, one of the affective variables, is a personal judgement of worthiness by an individual towards himself or herself (Coopersmith, 1976:4). The three levels of self-esteem are like global, situational and task as studied by Adelaide Heyde. Heyde (1979) found that students with all three levels of self-esteem were strengthened by their French course teachers to the level where they had a better oral production (Brown, 2000:146).

Andres having concurred with the result introduced by Heyde predicated the success of language learners on favorable attention granted to both linguistic goals and to the personhood of the students.

Inhibition with values and beliefs on which appraisals of self-esteem have been found is another personal factors affecting the success in a foreign language learning and is defined as building sets of defenses to protect ego or language ego as referred to by Guiora and Ehrman (1972a & 1996). Guiora, Beit-Hallami, Dull, and Scovel also conducted an experiment giving small quantities of alcohol to the subjects under study to induce as much low temporary states of inhibition as possible. Interestingly, the pronunciation of the group was significantly better than the control group (1972a). It was then concluded that the lower the threatening inhibition of the self-esteem, the better students' language learning efficiency and their performative function for peer interactions. The lower the inhibition, the faster learners' passage from the ZPD to the ZFM.

Early Stevick (1976b) postulates that language learning involves forms of alienation between native culture and target culture, between student and teacher resulting from the defenses erected around them inhibiting learning efficiency in terms of competence and performance.

2.11.2 Willingness To Communicate (WTC), SCFs, affective variables and FLA

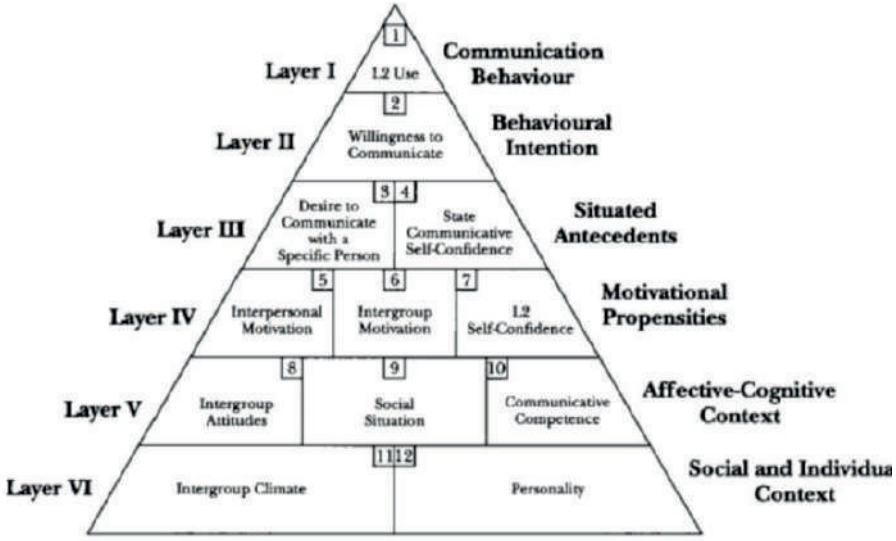

Figure 2.4: Pyramid model of willingness to communicate (WTC). This figure depicts how affective variables can affect WTC

Source: (MacIntyre, Clement, Dornyei & Noels, 1998).

Originally, the concept of WTC is taken as a personality construct within the gamut of the first language communication study records moving from levels of verbal and nonverbal uncertainty of both interactants to the higher levels of certainty which abounds with intimacy and liking of both interactants. The origin of the WTC construct is in the first language (L1) communication literature (McCroskey and Baer, 1985). In fact, the more a person is assertive verbally and nonverbally, the more the person discloses tendency to have interlocution. WTC is a quadratic construct comparting psychological, linguistic, educational, and communicative approaches to L2 research typically that is dealt with independently. WTC can be looked upon as both an individual difference factor facilitating L2 acquisition,

especially in the pedagogical system that emphasizes communication, and as a nonlinguistic outcome of the language learning. The crux of wisdom elaborated preliminarily including the rate of conceptualization, inside group communication procedures, and the time issue have been embedded into the pyramid model of WTC (MacIntyre, Clement, Dornyei & Noels, 1998). The heusritic pyramid model illustrates how social factors impact L2 learners' WTC by causing anxiety. Ostensibly, the constitutents providently utilized in the L2 literature are stratified considering a proximal-distal lever (see Figure 4) encapsulating the dimensions of time and concept particulars, with a distinctly inside group flavour. Principal elements of the most distal factors in the model (Layer VI), inside group aura and personality, exist even prior to the individual's birth because they snap persistently inside group and genetic impacts handed down from one generation to one another with nadir a individual influence over these factors, and as a rule of thumb he or she plays a somewhat indirect role in terms of the linguistic behavior. The next stratum (V) of the pyramid entails the individual's common affective and cognitive context.

Preparing the grounds for escalating L2 learners' motivation to be able to learn the L2 is a barometer of the tug of war between a desire to get knitted with the target language group grasping a feel of two-mindedness fearing the implications of doing so. The very last layers of lasting effects (Layer IV) envelopes the unique motives and self-related cognition. Inside group motive is the result of joining in a particular social group with the social roles one plays within the group. Thus, issues of affiliation and control (generally put) are the galvanizing factors for the potential motives, exerting their effects throughout the system. In fact, this layer signifies that roles and motives togethered with the L2 self-confidence are representatives of perceptions for the communicative competence away from anxiety (MacIntyre et al., 1998).

2.11.3 Gardner's model, sociocultural factors, FLA and language learning achievement

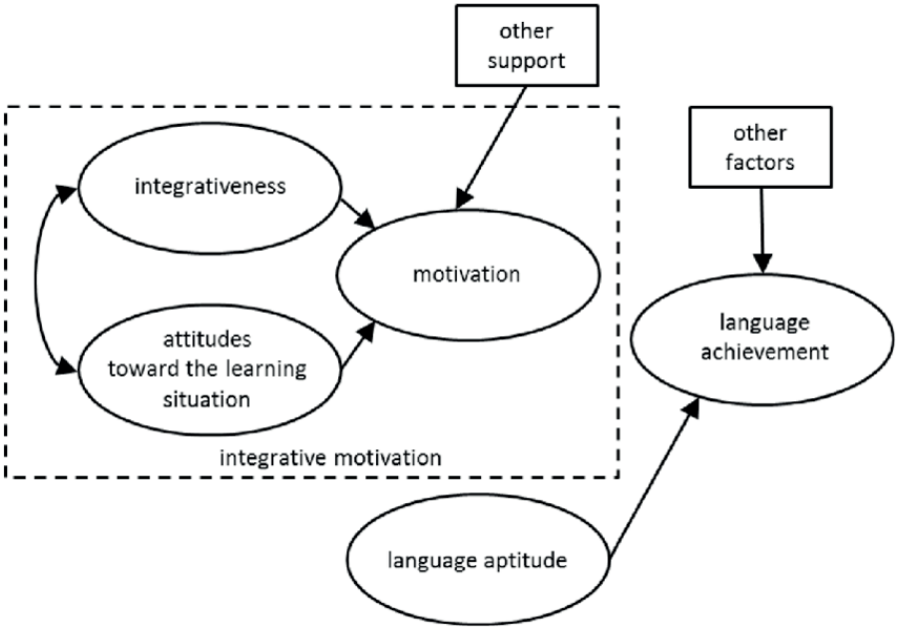

Figure 2.5: Gardner's socio-psychological model. This figure portrays how socio-affective factors affect language learning achievement

Source: (Gardner, 2000)

Given the model above, Gardner (2001) believes that the attitudes taken toward the learning situation and any aspect of the situation for the language learned are interwoven. What we can derive from this belief is that there is a straight association between motivation and attitude. Of outside motivators or demotivators, we can mention teachers who guarantee the establishment of a stress-free class ambiance in order for the students not to suffer from anxiety via providing them with chances to partake in the class activities utilizing the positive feedbacks. Actually, they reflect the mistakes committed as an opportunity for learning, whereby an integrated motivation setting is fostered, apart from the students' language aptitude and achievement.

With this said, the outcome of a research conducted through administering FLCAS of Horwitz states that anxiety is strongly correlated to self-confidence which can be negatively influenced when the L2 learner thinks he or she is bad at English because his performance is low compared to his/her classmates' (Taie and Afshari, 2015). A project-based learning can lower the related anxiety drastically; otherwise, the anxiety sufferers will be reticent upon being interacted by the instructors (Gaona M., 2017).

The underlying rationale in Gardner's model is that learning a second (or foreign) language involves motivation cognitively and emotionally, appraised in terms of the following three components (2010a):

- Learners' enthusiasm to learn the language. There is a positive link between learner'passion to learn and efficiency of learning.
- Learners' attitudes toward acquiring the language. The type of attitude you take when exposed to a new language affects the quantity and quality of your language learning.
- The motivational willingness to learn the language. The higher the motivation of the learner, the higher the learning productivity with little or no recess in it.

The tripartite components for motivation avails a rather reliable appreciation of this variable. Gardner referred to the three components as "affective variables". Sternberg supports Gardner vantage point in the sense that he could clarify these variables from the cognitive factors such as intelligence, aptitude and related variables.

With this mentioned, motivational aspect is in turn affected by individuals' integrativeness, how much individual is willing to welcome the other culture (Gardner & Lalonde, 1985, August).

The sociocultural factors affecting individuals'individual differences cognitively and affectively are referred to as the sociocultutral milieu. The cognitive aspect includes parameters like intelligence, language aptitude, and language learning strategies while affective variables entail attitude, motivation, language anxiety, and self-confidence. The third factor in the affective aspect is about the learning context whether it is formal or informal, but the last factor deals with the outcome of learning which, given Ellis view (2008), can be either linguistic (L2 proficiency), or non-linguistic (attitudes, self-concept, cultural values, and beliefs) (Gardner and MacIntyre, 1992, cited in Robinson, 2002).

What's more, our worldview is shaped through our cultural milieu or pattern. If people recognize differing worldviews, they will take both positive and open-minded attitude toward cross-cultural differences. A stereotype or biased mind looks at different culture from his own clutural close-ups. Stereotypes devalue other people culture. We should evade stereotyping or overgeneralizing other people. By stereotyping we are in fact othering or belittling other cultures, the way the East has been looked down on by the West as elaborated in the book called "Orientalism" by Edward Said. Therefore, stereotyping or othering makes the victim lack self-confidence

and self-esteem socially, psychosomatically and linguistically. With this stated, stereotyping is considered as a type of attitude fostered toward the culture or language in question. This kind of viewpoint is based on insufficient knowledge. These attitudes, which develop early in childhood, mushroom out of the parents' and peers' attitudes through interacting the affective factors in the human social experience. In this way, they shape our perception of self, of others and of the culture we dwell in (Brown, 2000).

John Oller and his colleagues (1977) carried out several studies to reveal the rapport between attitudes, one of the sociocultural factors and language success. They found that Chinese, Japanese and Mexican students for the most part had positive attitudes toward self, source language and the target language, which led to the enhancement of their proficiency result (Oller, Hudson & Liu, 1977; Chihara & Oller, 1978; Oller, Baca & Vigil, 1978; Brown, 2000; Al-Buainain and Al-Emadi).

In addition to what mentioned above, Robinson- Stuart and Nacon (1996) supported that culture learning takes place as a "process, that is, as a way of perceiving, interpreting, feeling, being in the world, and relating to one, and who one meets." (p. 432). Thus, culture learning means fostering or strengthening a shared meaning which necessitates the acquisition of the second identity, acculturation. Therefore, the most important constituent of every culture is the language aimed at communicating that culture. In fact, learning another language, you go through an unconscious process called acculturation whether you want it or not. Actually, you can not reach the proficient level unless the acculturation cycle completes. This cycle encompasses four stages embarking on with excitement, followed by culture shock, gradually tentative and vacilating recovery typified by "culture stress" culminated in full recovery or assimilation (Arnold, 2005). Culture shock, an ordeal experienced in acculturation, is, in fact, cultivating the symbiosis of estrangement, frustration, sadness, homesickness and even physical illness. Social distance or SD, as another parameter of sociocultural issue, is taken as an affective construct, which refers to the cognitive and affective proximity of two cultures. Distance in the term SD depicts how far dissimilar the two cultures are. Actually, it was William Acton (1979) who devised a measurement to gauge the actual social distance, called perceived social distance with the professed difference in attitude questionnaire due to the vagueness in Schumann's conceptualisation of the social distance (Block, 2010).

The percieved social distance of Acton is in line with Lambert's belief that mastery in the foreign language is determined by the rate of anomie

or homelessness [or Bhabhi's third space] where complete assimilation, the commencement of the third stage in acculturation, takes place. As Brown (1978) postulates, given optimal distance model, an adult's failure to master a second language is the effect of his failure to synchronize linguistic and cultural development (p. 188). In fact, the individual procedures of well-integrated and well-adjusted method favor one another. It is believed that providing students with the intensive cross-cultural dialogues and role-play, helps them overcome cultural fatigue (Donahue and Parsons, 1982).

Schumann describes two situations of bad and good language learners employing factors such as dominance, integration, cohesiveness, congruence and permanence. Bad language learning is indeed the by-product of holding negative attitudes toward one another remaining in the target language for a short time. In a good example, both groups of target and source hold positive attitudes towards one another helping the groups' desire assimilation. Schumann further supports this belief by citing an example of American Jewish immigrants living in Israel (Valdes, 2001).

To shed light on the importance of cultural aspect of foreign language learning, a brief mention of a survey is needed here.

Other factor relevant to the culture of the L2 is called cultural distance or difference and the way it is dealt with by the teachers and students. One type of the cultural distance, which is called optimal stage or distance of the second language acquistion as emphasized by H.D.Brown, is independent of age depending on the sociocultural factors. Thus, teachers and students, being familiar with the L2 optimal cultural distance or difference and affinity, can accelerate the pace of L2 acquisition lowering the anxiety rate; otherwise, students get bottlenecked in one of the four stages of the acculturation filter and social network because of getting too demotivated and discouraged to continue learning it as a result of the overwhelming anxiety.

An ELT expert called Karen Lybeck (2002) evidenced how cultural cohesion of the target culture, American, and L1,Norwegian, in the context of American sojourners, could help L2 learners, Norwegians, nurture their acculturation and L2 acquisition process. Besides, this cohesion takes place through the learners' integration into social networks. In Schumann's term language learners who are involved in exchange social networks with native speakers will experience less distance and less anxiety, thereby helping them integrate into the L2 with less effort and hurdles. Let it not remain unsaid that Milroy first introduced social network theory and classified the theory into exchange, interactive and passive networks. This meant to be having ties with family, acquaintances and foreigners. In fact, being involved in

the social network theory helps EFL learners foster their ties with the right culture as mentioned above. Being familiarized with the ties balloons the L2 acquisition. As an illustration, Gullestad states that Norwegians are inclined to cater favorable treatment … to the people, cultures and languages akin to them because of not having forms of dissimilar social conceptualization. Hence, for the Norwegian, as an example, trying to learn English language in an American setting, it would be on the safe side for the teacher or school to scaffold the learner - as Vygotsky reiterates – by instructing him or her on how to deal with cultural differences and similarities through codifying the coursebooks acclimatized to their needs. This can be done in a practical sense via including the culturally informed exercises and texts in the coursebooks. In addition to the book factor, teachers can play an integral role by not exaggerating or focusing too much on the stereotypes being said about the ins and outs of the learner's L1.

Disseminating the structures of the stereotypes - the cultural displays made about the colonized countries (Said, 1978) - has led us to appreciate what Homi Bhabha trumpeted as cultural fixity, the paradoxical mode of representation that connotes the cultural rigidity and unchanging order (Kumaravadivelu, 2008). Further, it is perceived that cultural ties and issues are less actively and adequately dealt with in most of the systems of language education especially in Turkey where they are not aware of their target language culture(s) as required (Atay, 2009).

Above all, we find out that there are some problematizing stereotypes, which make EFL learners evade acquiring the language in real sense when swerving to delve into the sociocultural perspective. Even if they do, they are able to have a shallow perception and induction of the langauge as far as the communicative aspect is concerned. As a case in point, as it is stated westerners have created three baseless stereotypes about Asians which are as follows (Kumaravadivelu, 2003):

- Being obedient to authority,
- Lack of critical thinking skills,
- Lethargic participants in classrooms.

Spreading these stereotypes in literature and media has made Asians be engulfed into the false and eccentric belief. An Asian just settled in the US and attended a language school can't benefit from the teacher as well as Europeans thanks to the way they look at the teaching authority, considered as an only embodiment of knowledge according to some researchers' assertions.

Atkinson posits that certain values underlying the notion of critical thinking in English language books are incompatible with their cultural beliefs. Young's (1990) study reported that classroom characteristics are not particular to Asians rather it can be evidenced in Americans too. Speaking was the most anxiety – provoking skill with which Americans learning French experienced, therefore, they preferred to be reticent (Kumaravadivelu, 2003).

To the best of my knowledge and given the reports above, I believe that socio-cultural variables and stereotypes elaborated so far are with EFL and ESL learners throughout their lives. Thus, these factors must not be overlooked, instead, they should be considered with caution and vigilance when it comes to writing EFL books and teaching. If they are heeded by the teachers and the EFL books' authors, we will be capable of ameliorating rate of L2 learning and teaching on account of not being exposed to overwhelming anxiety.

2.11.4 Sociocultural factors, and foreign language learning anxiety

What's more, the context created by sociocultural factors - macro context in another term- shapes our beliefs of internal and external being in addition to identity. As Norton-Pierce (1997:420) states sociocultural factors mold two identities in us, social and cultural; therefore, we must make a distinction between social and cultural identity because the former "refers to the relationship between the individual and the larger social world…" and the latter refers "to the relationship between individuals and members of a group who share a common history, a common language, and similar ways of understanding the world." Somehow, she finds these notions interwoven in a dynamic process (Arias-Sais, 2014). Cultural identity is also held by Kramsch (2000) in his book 'Language and Culture' as an indicator of a person's membership in a social group with its commonly defined identity, thereof they get personal vigor and pride. When the mentioned identity is diffused by the dominant groups in either classroom or society, the repressed is othered by the suppressor putting them in a drastically anxious status.

In addition, as stated in a body of research, beliefs, and attitudes adopted while learning a foreign language might be socioculturally determined, so the specific cultural context makes learners modify their beliefs of learning another language. As a matter of fact, learners' beliefs influence their choice of strategies and their affective states such as confidence and anxiety [for instance, what makes Mexicans learning English susceptible to anxiety and fear] (Tanaka and Ellis, 2003). Therefore, "learning and using a language is at its core a broad interactive process founded on complex relationships with

others and with another culture (Arnold & Brown, 1999, cited in Logan, 2005)".

Many writers have discussed that language and culture under the blueprint of acculturation or language socialization are inseparable (Duff, 1995; Jupp, Roberts & Cook-Gumperz, 1982; Pool, 1992). Further, following the concurrent globalization teaching culture of the target language itself while teaching the language using CLT has become indispensable and unavoidable. In this regard, Kramsch (1993b:5) is also quoted as stating, "the teaching of culture as a component of language teaching has traditionally been caught between the striving for universality and the desire to maintain cultural particularity… in practice, teachers teach language and culture, or culture in language, but not language as culture" (Duff and Uchida, 1997). In fact, teachers are like cultural workers (Giroux, 1992:475) assisting students with making new intercultural, cognitive, social, and affective rapports.

Cheng (2000) observed that most of the Chinese students are more blindly reserved and obedient than very active and assertive. Asian learners are considered more reticent and their passive attitude in the language classroom stems from growing up in such a cultural and educational environment that discourages independent thinking and places greater premium on the teacher, not as the facilitator of learning, but as a person in authority (Littlewood, 2000; Tsui, 1996; Woodrow, 2006).

However, Cheng (2000) challenges the cultural stereotype that portrays Asian students as reticent. He sums it up that Asian L2 learners have a positive attitude towards classroom oral activities, and that reticence was situation-specific and can be accounted for by low L2 proficiency or pedagogical approaches. This is pertinent because distinct instructional patterns peculiar to particular may bring about different degrees of anxiety in the learners (Aida, 1994; Kunt, 1997 in Kunt & Tüm, 2010; Truitt, 1995 in Kim, 2009).

To raise sociocultural awareness of both teachers of language and language learners with its confluent impact on language learning efficacy and practicality, Hymes (1974) introduced a mnemonic framework called Speaking with each letter standing for a concept such as Setting, Participants, Ends, Act sequence, Key (the general tone of conversation), Instrumentalities (the style of speech), Norms (rules for interaction), and Genre (McConachy, 2008). As it is perceived, the context within which the language chunks are learned and taught facilitates both processes of learning and teaching away from anxiety mainly caused by situational ambiguities and adjustments.

2.11.5 Cultural beliefs and language learning achievement

Language is a means for communication, a manifestation of social interaction. For the interaction to be coherent and meaningful, a sound competence of the second language pragmatics is vitally required (Thomas, 1995; Hofstede, 1991; Long, 2010; Hill et al., 1986; Mizutani, 1981:65). Otherwise, interlocutors will experience confusion and communication breakdown due to the inherently ambiguous nature of language, which in turn takes place on account of not perceiving the illocutionary meaning (Searle, 1997; Thomas, 1995, cited in Long, p. 67). For the interlocutors to be able to interpret the utterances soundly, s/he is required to be cognizant of the cultural beliefs of the target language, the context intrinsically tied to it. Therefore, a good input of cultural values is necessary. Take a Japanese learning English language. Japanese value collectivisim while Americans value individualism (Long, 2010). As Gholami mentions, language learning is indirectly triggered through social context affecting or shaping students' attitude and motivation. The so-called context of significance is often underestimated in many countries. A study corroborating Gholami's view was conducted in Cukurova University where a group of ELT students were given some culture lessons with relevant beliefs to increase their cultural awareness. This survey concluded that the culture lessons with related beliefs changed the students' negative attitudes towards English language and culture to positive one, which could contribute to the teaching profession (Genc and Bada, 2005).

Another study to identify the effect of cultural backgrounds of 140 foreign students from four different cultural backgrounds learning English in Australia on their motivation and language learning revealed that there was a positive correlation between these two variables plus their motivation and the culture of the educational environment (Matsumoto, 2012).

The other sociocultural factor that has a direct effect on EFL learners' achievement is the socioeconomic status. The more cultural goods and social networks of friends and institutions, the more successful the students would be due to the way they believe in the socioeconomic status of the peers or each other (Pishghadam, Noghani and Zabihi, 2011). Therefore, social capital, technically put, is an important barometer of academic success (Israel & Beaurdieu, 2004; Israel, Beaudieu & Hartless, 2001).

Teacher identity, shaped out of the teacher's attitudes and beliefs that is crafted under the impact of intrapersonal factors and interpersonal variables having to do with affective and social paradigms, plays an integral role at second language learners' success. As Alharbi (2015) states learning and

teaching a foreign language resembles a triangle embedded into a circle. The teaching-learning continuum is made up of such constituents as teachers, students and curriculum which interpaly confluently and coefficiently in an educational context or system. This educational context can be considered as a micro sociocultural ambiance affecting the intertwined triangle. A good example of this triangle within the circle can be the central and dominant role played by the teachers giving the main classroom talks with students who are mere listeners. Therefore, teachers' attitude or negative discourse regarding students' performance can impact students' motivation and enthusiasm to communicate (Brown, 2007), which can, in turn, heighten or decline students'anxiety by creating a favorable or opposite classroom atmosphere.

Battery and Horwitz et al., confirmed her assumption that there exised a negative correlation between proficiency level and anxiety level in learning English. This is very true hinging on Corder's argument (1967:164) which relates the success of a learner in second language learning to keeping up his or her motivation. Gardener's new 2001 motivational model, which encompasses three elements with the likelihood to affect the success in second language learning, is as follows:

- Effort expansion to learn a second language
- Striving to achieve a goal
- Enjoying the task of learning (Gardner, 2001:9)

In the same way, another survey was conducted on 305 participants (237 females & 68 males) to examine the structural relationships among six scales of foreign language speaking anxiety, perceived English competence, English learning motivation, willingness to communicate (WTC), English learning engagement and Motivational intensity. The survey revealed that there was a negative relationship between English learning motivation (integrative and instrumental) and foreign language speaking acting as a mediator between learning motivation and WTC. It also evidenced that perceived English competence, an important mediator between English learning motivation and WTC, is positively correlated with English learning motivation. This study helps educators appreciate the effects of culturally motivational factors on facilitating English learning through changing students' affective traits (Levine, 2016:148).

A study conducted on 314 students learning Turkish as a foreign language indicated that the majority of students passed due to not having high anxiety with only a few students who had low anxiety (Göçer, 2014:882). According to Aydin and Zengin, students suffering from high levels of anxiety due to

culturally improper beliefs have low rates of achievement (2008:87, cited in Göçer, 2014).

Regarding teachers' beliefs on learners' autonomy and its effect on their language learning success free from anxiety, a study was done on 61 English teachers in Oman University in a joint cooperation with Leeds University. The findings are as follows: the teachers defined it as freedom, control, responsibility, choice and independence in opting to learn. It means, "learning to learn". Applying those beliefs promoted learning efficiency. As Borg states "teachers' strident belief in learner autonomy helps learners succeed. In this study, 79.6% believed in this idea, but 10.2% did not think so. Also, it was mentioned in the research that lack of teacher's autonomy resulting from their beliefs leads to lack of learner's autonomy. Furthermore, lasting change in what teachers do cannot occur without attention to the beliefs teachers have in relation to the changes desired (Borg and Al-Busaidi, 2011). Another study conducted at 10 schools in Ontario, Canada in 2001, aimed at exploring the dynamic interplay among teacher's identity, agency and context as these affect those teachers reporting their experiencing professional vulnerability to achieve their primary purpose of teaching students. The data collected from the interviews revealed that the political and social context together with early developments in teacher's academic and personal life shaped teacher's sense of identity and goal as a teacher. Ironically, there was a disjuncture between teacher identity and expectations of the new reform mandates having constrained teacher's agency. This caused distrusting environment among teachers, students, and managerial profession.

As Wertsch, Tulviste, and Hagsterom state a sociocultural theoretical agency is needed to understand the interplay among structure, identity and agency, which shape teacher's experiences of professional vulnerability. In fact, human development happens on two planes, first on social plane, and then on the psychological plane (Lasky, 2005). Hence, our attitude and belief are shaped by cultural, historical and social structures reflected on the mediational tools such as literature, art, language and... In fact, Vyogtsky's genetic law of cultural development implies that different modes of intermental functioning rest on pertinent different forms of intramental functioning (Forman, Minick and Stone, 1996).

A study conducted on 376 Malaysian students whose second compulsory language of education in public schools was English in order to investigate the amount of anxiety experienced by them revealed that the majority of students experienced a moderate level of anxiety due to not being

autonomous language learners. Lack of autonomy in the students results from the beliefs that they are to be kept dependent to the teachers in all forms of learning. This finding binds the necessity for the students' being equipped with skills of learning on their own, otherwise, they will suffer from a host of anxiety because of being stranded (Sidhu; Lim; Chan; Lee; Nadzri & Azkah, 2016).

2.11.6 Motivation, proficiency and EFL anxiety

Underestimation and unassertiveness of the students in language classroom can be nothing but their suffering from the anxiety emanating from their fear of making mistakes, lack of self-confidence and competitive motive (MacIntyre and Gardner, 1994; Tunaboylu 1993; Nunan, 1999). In addition, attitudes and motivation students pick up or foster with learning and teaching as well as school in addition to the target language affect their achievement level in foreign language learning (McDonough and Shaw, 1998).

Motivation also plays a vital role in language learners 'success with language learning; the higher the motivation, the higher the success (Gardner & Lambert, 1972; Naiman et al., 1978; Oxford & Shearin 1994; Ushioda 1996; Dörnyei 2001). This factor acts as an incentive helping learners retain and achieve the proficiency they expect or are expected. Self-learning and lack of enough chance to practise the language can nosedive the motivation level by overwhelming the learners accompanied with anxiety.

The general anxiety caused out of the mentioned situation is described as pervasive linked to the deficit in listenning comprehension, inadequate vocabulary learning, low word expression and low scores (Gardner and MacIntyre, 1993:5; MacIntyre and Gardner, 1994:283; Gardner, Tremblay & Masgoret, 1997:345). Further, some independent learners can maintain their motivation not impacted by the anxiety due to the fact that they can work privately pacing themselves (Hurd, 2016).

Nevertheless, a number of studies went against the above research supporting the existence of positive connection between proficiency and FLA by concluding that the higher the level of the learners, the higher the level of their anxiety having scored higher on anxiety scale (Aida, 1994; Gardner, 1985; Kim, 1998; Onwuegbuzie, Bailey & Daley, 2000b; Rodríguez, 1995; Saito & Samimy, 1996).

CHAPTER 3

3. Methodology

3.1. Introduction

Most of the studies done on EFL or ESL learners' anxiety so far have taken a quantitative approach in order to be more objective. To name only some focused specifically on FLCAS (Arnold, 2007; Bailey et al, 1999; Cheng et al., 1999; Ganschow & Sparks, 1996; Goshi, 2005; Gregersen, 2005, 2007; Kawashima, 2009; Kitano, 2001; Luele, 2010).

It is believed that questionnaires are written tools or apparatuses aimed at presenting respondents with a group of questions and answers. The respondents or participants are expected to provide their intended answers in either descriptive or multiple choice formats (Brown, 2001:6).

Further, questionnaires, as mentioned by Dornyei (2003), are the most reliable cost beneficial and time-saving means compared to interviews intended to acquire three types of data from the respondents: factual, behavioral, and attitudinal.

Given what mentioned earlier, it can be claimed that the administration of the questionnaire to the subjects in the current book is the right instrument to help us with arriving at the right results for the book topic. In order to be in line with the research questions and the content of the literature review, the aforementioned questionnaire is the standard anxiety questionnaire originally designed and developed by (Horwitz, Horwitz & Cope, 1986).

Considering the literature investigated and garnered so far, Foreign Language Anxiety (FLA) can be caused by either sociocultural factors or

affective factors. Not sufficient studies to focus on FLA resorting to SCT with a glimpse into four sociocultural factors at the same time has been conducted in Turkey yet; therefore, this book aims to shed elaborate lights on this issue benefitting from FLCAS, Foreign Language Classroom Anxiety Scale by Horwitz, in an EFL context of Turkey endeavoring to evidence the existence of a new offshoot for the scale called sociocultural factors not defined or considered by its author herself.

When it comes to speaking on L2 learning, the first thing which springs to our mind is FLA (Foreign Language Anxiety) as put forth by Horwitz, MacIntyre and Garndner which impedes learning in a number of ways.This descriptive research endeavors to gauge the effect of sociocultural factors on EFL learners' anxiety. In this section, the main study, the data collection instrument, ethical approval, procedure and data analysis of the study are presented.

As an already validated questionnaire was used for the research purpose, there was no need to assess or ascertain whether or not the questionnaire was either reliable or valid.

A set of questionnaire entitled FLCAS was administered to 370 prep students, aged 17 through 19 in three universities of medicine in Istanbul, Turkey having obtained the IAU Ethics Committee Permission Letter No.88083623 – 044-8089 in the spring, 2017. The results – the anxiety rate - acquired from the FLCAS questionnaire will be generalized to four sociocultural factors in order to determine if there exists symmetrical or asymmetrical link between the two sides, dependent anxiety and independent sociocultural factors.

3.2. The Main Study

3.2.1. Demographic information of the subjects in the main study

370 students aged between 18 through 19 placed at three different levels of elementary, preintemediate and intermediate, studying in the prep program of three different universities in Istanbul, Turkey in the academic year 2016-2017.

After studying in the prep program for a year having passed end-of-the-academic year Proficiency Exam, they will start their departmental program if they have scored 60 out of 100 on the university proficiency exam. Their prep program is held in four tracks with each track lasting for 8 weeks. Every week they are immersed in an English program for about 22 to 25 hours. Their program curriculum encompasses all four skills. These students checked

their response into the box right under their intended number 1 through 5 on the scale of likert indicating that they 1. Strongly Agree (SA), 2.Agree (A), 3.Not agree or disagree (NA), 4. Disgree (D), 5. Strongly Disagree (SD) aimed at portraying their level of anxiety, which is also matched by sociocultural factors of Private Speech, Scaffolding, Peer Interaction and Feedback in order to find out the rapport between the named sociocultural factors, and the anxiety students have been through while learning English in the prep. In total, (n=273) prep students' demographic information was examined and given as below.

Table 3.1: Gender Population in the Study

	F	**%**	**M**	**%**	**n**
Prep School	180	65.9	93	34.1	273

Note. F stands for female and M is for male. n indicates the population.

[a] Out of 370 participants, 97 students were not included into the analysis for not filling out the questionnaire completely.

As the table illustrates this questionnaire has been administered to prep students at three universities of health sciences in Istanbul where 180 (65.9%) of the 273 subjects participated in the research were females and 93 (34.1%) of the population were males.

3.2.2 Grade levels of the subjects (preparatory school)

Almost all of the participants were students of preparatory school from three different universities in Istanbul, who were to be in the prep for a year followed by passing an end-of-the-prep proficiency exam in order to be authorized to embark on their relevant field of study they have gained admission to.

3.2.3 Data collection instruments

As mentioned by Dornyei (2003) questionnaires are the most reliably cost beneficial and time-saving means compared to interviews to acquire three types of data from the respondents: factual, behavioral, and attitudinal.

In the study, a survey was opted in order to find out the anxiety rate of the subjects alongside with their English language end-of-the-semester exam results.

"Foreign Language Classroom Anxiety Scale(FLCAS)" was used as a data collection instrument in order to discover the anxiety caused by a new dimension, defined via FA for the FLCAS to tally how the new dimension impacts students' achievements.

3.2.3.1 Questionnaire for FLCAS specifics

Foreign language anxiety (FLA) has been defined by Horwitz, Horwitz, and Cope (1986) as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arises from the uniqueness of the language learning process" (cited in Walker, 2013:128).

FLCAS paper was written in an attempt to adequately define FLA (foreign language anxiety) with its effects on FL learning not defined and described so beforehand (Horwitz, 1986:125). 225 students were asked to take part in a "Support Group for Foreign Language Learning" in beginning language classes at the University of Texas. Seventy eight students from this group expressed their willingness to join the research due to being worried about their foreign language class. Following this, participation limited to two groups of fifteen students each. The data collected through consulting with the support group helped craft the Foreign Language Classroom Anxiety Scale with display of internal reliability having obtained an alpha coefficiency of .93 evidencing significant correlations. The test-retest reliability gained over 8 weeks yielded an $r = 0.83$ ($p < 0.001$).

Steinberg and Horwitz elaborated that students suffering from debilitating level of anxiety tried messages that are more concrete rather than interpretive ones. As Horwitz underscores through the current study of FLCAS, it becomes clear that the problem of anxiety and the erroneous beliefs seriously impedes development of second language fluency and performance. Elsewhere in the paper, she refers to the heightening of the affective filter introduced by Krashen believed to make individuals unreceptive to language input resulting in teacher's inaccurate assessment of the students.

FLCAS concerns performance evaluation which requires us to craft a parallel between the anxiety and three performance related anxieties such as communication apprehension (CA) with items 1,4,9,14,15,18,24,27,29,30 and 32 in the FLCAS aimed at assessing this anxiety; fear of feedback by peers and teachers (FFP) measured by answers to items 2,7,13,19,23,31 and 33 in ddition fear of language tests (FLT) measured by responses of the students to items 3,5,6,8,10,11,12,16, 17,20,21,22,25,26 and 28.

In fact, the questionnaire has 33 questions scored on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Moreover, some

of the questions express anxiety and some reflect lack of anxiety with 5 signifying high rate of anxiety and 1 indicating low rate of anxiety.

Questions 1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,25,26,27, 29,30,31 and 33 should be scored considering ranges 1 through 5 while questions 2, 5,8,11,14,18,22, 28 and 32 are called reverse-scored items because checking 5 on the questionnaire indicates having a low level of anxiety. Reverse-scored means checked 5s to be reverse-scored to 1s, 4 to 2s, 3 to 3, 2s to 4s and 1s to 5s. When determining the student's level of anxiety, first, calculate the reverse scoring followed by dividing the total by 33. Students with averages around 3 are considered as slightly anxious, whereas students with averages below 3 are considered as not very anxious. The average near 4 and above means fairly anxious. FLCAS worked example Scoring Students who score 33 to 75 show a low level of anxiety in the language classroom, those with 76 to 119 displays a medium and above 120 points reflects a high intensity anxiety.

3.2.3.2 End of the quarter final exam

Students of all three universities were given end of the quarterfinal exam testing all four skills. Later, the exam papers of them were corrected and marked. Following that, the scores of them were typed into the excel program.

After that, the scores in the excel were transferred into the SPSS program.

The exams were in two stages. The first stage was the multiple choices and the second stage was the speaking where they were interviewed based on what they had learned.

3.3. Defining a New Dimension, Sociocultural Factors (SCFs) for the FLCAS

As Horwitz and Cope stipulated while designing the FLCAS, this questionnaire is to appraise three performance relevant main factors such as communication apprehension (CA); fear of feedback by peers and teachers and fear of language test. Contemplating and scrutinizing both the three factors FLCAS has been devised to assess, and the current study having conducted on SCFs and EFL learners'anxiety has helped divulge that FLCAS has the underlying feature to pinpoint and assess the sociocultural aspect too. To cite an example, fear of feedback in which feedback is of the SCFs is one of the three factors validated and defined by Horwitz and her colleagues in FLCAS to test while not relating it to SCFs of Vygotsky. To find out whether or not these three are of SCFs, the current study author

managed to prove that FLCAS is able to both attest the potentiality of the FLCAS to measure four sociocultural factors of Vygotsky through applying factor analysis in SPSS 25.00 and relate three factors of FLCAS to SCFs through referring to Vygotsky and Lantolf works. What's more, administering FA corroborated that interestingly eight factors turned out to be tested by FLCAS. For two major reasons FA with four components was opted and administered in this study. Primarily, our study is to work out the impact of only four factors on learners' anxiety not eight components or factors. Second of all, administering Eigenvalues on the data gave hand erratically low loadings not geared towards study our objective, that is, the effect of four sociocultural factors on EFL learners' anxiety at a Turkish setting.

Contempolating the underpinning conceptualization of every thirty-three items in FLCAS, the author managed to discover that FLCAS could be administered to test Vygotsky's sociocultural variables such as private speech, peer interaction, scaffolding and feedback.

Firstly, let us point out to the studies considered as benchmarks to confirm the juxtaposition of the four factors and the 33-items of FLCAS yielded by SPSS.The four factors' juxtaposition and 33-items with relevant studies are as follows:

- Private Speech (PS)

As Pavlenko and Lantolf hold based on Vygotsky's implicature, Private Speech addressed as PS from now on, self-oriented or covert speech is a means helping learners move from other or object regulation to self-regulation constituting a major link between social and intra-personal phenomena (2001:35). Lantolf (2000, cited in Demir, 2016) indicates more on the concept by stating that via private speech "we ask ourselves questions, answer these questions, tell ourselves to interrupt a particular activity, tell ourselves we are wrong or that we cannot do something, and that we have completed a task" (p. 15).

As asserted by Clemente, Dörnyei and Noels (1994, cited in Ozfidan et al., 2014), self-efficacy which is a building block of private speech refers to how an individual judges her or his skill in order to achieve a specific goal or action. Insufficiency or lack of Self-efficiency as put by Oxford and Shearin can result in getting lost in their language class due to disbelief in their self-efficacy. Self-efficacy refers to subjective judgments of one's capabilities to organize and execute courses of action to attain designated goals (Bandura, 1977).

Given the context the learner perches in, its impact changes through several perspectives such as level, generality, and strength. As regards level, self-efficacy has to do with its hinging on the difficultly stage of a particular task. The strength of efficacy judgments rests on the certainty with which one can put a specific task into effect (Zimmerman, 1995). In fact, self-efficacy is mainly dependent on a dexterity yardstick of performance instead of normative or other cornerstones (Pajares, 2006). Such individuals suffering low self-esteem due to low sense of self-efficacy, harbor pessimistic thoughts about their accomplishments (Schwarzer, 2015). Albert Bandura outlines the role of self-efficacy as part of his Social Cognitive Theory.

Based on the above studies for the PS, the FLCAS question items extracted by SPSS are as 20,24,16,19,3,27,31,12,7,21,29,25,23,26,2,9 and 2 labelled as private speech.

- Peer Interaction (PI)

Currently peer interaction, which includes cooperative and collaborative learning, peer tutoring, and other modes of assistance from peers is defined as any communicative activity conducted between learners, with minimal or no participation of the teacher. As a matter of fact, peer talk is expressed by Blum-Kulka and Snow (2009) as having a "collaborative" medium in the sense that participants work together driving at the same goal; "multiparty", which involves minimum two or more participants, "symmetrical" participation structure in which student is vested with a certain authority, embodiment of greater knowledge and experience (Philp, Adams & Iwashita, 2014:3). As there are two types of interactions (a. peer interaction, between L2 learners, and b. interaction between L2 learners & native speakers/teacher-student interaction), peer interaction, susceptible to learning settings is defined by Philip Adams as a unique vehicle sparing learners 'a context for experimenting with the language'.

As stated by Sato and Ballinger (2012) the main emphasis ought to be placed on constructing a collaborative modality in the classroom before assigning pair or group activities. Teacher's gaucherie or lack of sufficient skill to set up such an environment can lead the peer interaction activities to wasting classroom time lowering efficiency. Actually, the absence of an authority like teacher in running some of the peer interactions will galvanize students to take risks and experiment with some newly learned linguistic forms without overriding the principal advantage of the interaction. For the students to benefit from the peer interaction adequately, it would be on the safeside for the teachers to inform students on the pros and cons of the pair or group activities which alternately beef up their students' autonomy and

augment the efficacy of peer interaction in the classrooms (2016:2-21). In other words, peer interaction (PI) or peer support as Ohato holds in one of his studies the collaboration between the interlocutor and the listener is vital in order to produce a productive learning environment. Additionally, PI as mentioned by Philip and Rebecca plays three key roles as follows:

- Providing a context for learners to veer from declarative knowledge or formulaic language to more productive with fluent use of language.
- Enabling learners to test our new language forms with the struggles they face increases their awareness of language forms.
- Heightening the affective benefits of interaction fortifies the motivation to learn (2014:202).

Example 1 (Rebecca et al.):

- A: I don't know what do you meaning?
- B: M-A-L?
- Comment 1: This example is similar to some of the test items in FLCAS.

Example 2

- 'They always try to do tha-it's just the way that they work' (A person talking to a peer about the administration of a large uni). (Hornberger and McKay, 2010)
- Comment 2: With 'that' in which't' is not pronounced, the speaker is getting two relevant tasks done in a single turn-at-talk. Given the studies for PI, the FLCAS question items loaded for PI are as 32, 14, 4, 8, 15 and 22 labelled as PI.
- Scaffolding (Sc)

The term 'scaffolding' to be used as SC henceforth is defined by Wood et al. (1976) as the verbal and nonverbal communications (VNVC) which empowers learners to thoroughly do the assignments they could not manage singlehandedly. The interaction (VNVC) helps children and adults intenalize the learning in order to become more independently competent in the future. Moreover, utilizing the concept of scaffolding, Ross Forman (2008) identifies three techniques for encouraging or scaffolding interaction - derived from a study entitled 'Using notions of scaffolding and intertextuality - to understand the bilingual teaching of English in Thailand'.The techniques are priming (most directive and narrow kind of scaffold), prompting (IRF: initiation, response and

feedback), and dialoguing (genuine exchange of information between teacher and student). In other words, within the ZPD through collaborative interaction More Knowledgeable Other (MKO) or interlocutor becomes capable of providing assistance to the Less Knowledgeable one in order to help him reach a level of linguistic competence beyond the current one as stated by Donato (1994). This educated assistance is called scaffolding. As Ohato et al. stated scaffolding is an assisted performance which increases certainty, but lack of it leads to uncertainty and disappointment. Actually it gives students clear directions clarifying the purpose of the task that helps keep students on task. In a plain term, it creates momentum. Wertsch (1979a) stipulates that scaffolded performance is a dialogically established psychosomatical mechanism that enhances learner's internalisation of knowledge co-garnered through shared tasks (Mckenzie, 1999, cited in Turuk, 2008). Collective or collaborative scaffolding in ZPD is appropriate as long as it results in independent L2 learners emancipated from pressure or anxiety as mentioned by Donato (Lantolf and Appel, 1994:51). As van Lier states cooperatively established classroom learning takes place only when the scaffolding that learners are exposed to helps them in the ZPD move from rudimentary response-feedback status to real conversational interction (Lier, 2013). Considering the studies above having to do with scaffolding and the literature review, the question items loaded via FA for scaffolding are 1,5,13,11 and 18.

- Feedback (FB)

Feedback which is also referred to as negative input given Sato and Lyster (2012) is in fact a kind of input given by MKOs or sometimes peers to the learners having made a mistake or mistakes . The corrective feedback which is provided considering the leaners' ZPD is more effective than the otherwise (Spolsky and Hult, 2010). Besides, input hypothesis (IH) evidences that the constructive influence of a type of implicit feedback called corrective recast, defined as "a reformulation of all or part of a learner's immediately preceding utterance …where the interlocutors' focus is on meaning, not language" (Long, 2007:77, cited in Robinson, 2013). Robinson (2013) further states quoting from Mackey (2007) and Sheen (2008) that the recent studies proved the efficacy of feedback are affected by psycho-cognitive factors such as communication anxiety or apprehension, working-memory capacity and … .

Example (Loewen, 2007:168, cited in Robinson, 2013:675)

- S: otherwise only one part go bust

- T: goes bust, okay, so you're thinking about some…protection [Recast plus topic advancement]
- S: yes

The example above illustrates how a student suffering from communication anxiety can not take up the feedback to repair their response as s/he is not given enough chance to reformulate its answer.

Considering the aforementioned studies and the relevant literature in the current study for feedback, the question items labeled as feedback are 6, 17, 30 and 10.

The table below illustrates all the data for the FLCAS with three factors and the juxtaposition of SCFs and FLCAS 33-items.

Table 3.2: Defining New SCFs' Dimension to FLCAS

Item No	Factors by original FLCAS	SCFs by SPSS
1	CA	SC 0.472
2	FFP/T	PS 0.383
3	FLT	PS 0.608
4	CA	PI 0.557
5	FLT	SC 0.387
6	FLT	FB 0.671
7	FFP/T	PS 0.568
8	FLT	PI 0.534
9	CA	PS 0.439
10	FLT	FB 0.380
11	FLT	SC 0.465
12	FLT	PS 0.586
13	FFP/T	SC 0.565
14	CA	PI 0.630
15	CA	PI 0.414
16	FLT	PS 0.655
17	FLT	FB 0.667
18	CA	SC 0.568
19	FFP/T	PS 0.609

Table 3.2 (continue): Defining New SCFs' Dimension to FLCAS

Item No	Factors by original FLCAS	SCFs by SPSS
20	FLT	PS 0.684
21	FLT	PS 0.565
22	FLT	PI 0.408
23	FFP/T	PS 0.529
24	CA	PS 0.663
25	FLT	PS 0.542
26	FLT	PS 0.522
27	CA	PS 0.602
28	FLT	PS 0.454
29	CA	PS 0.543
30	CA	FB 0.626
31	FFP/T	PS 0.601
32	CA	PI 0.685
33	FFP/T	PS 0.464

Note. Three abbreviations in column 2 entitled as FLCAS original Factors are FLT for Fear of Language Test; FFP/T for Fear of Feedback by Peers/Teachers; CA for Communication Apprehension (Horwitz, 1986). Four abbreviations in column 3 are SC for Scaffolding; PS for Private Speech; PI for Peer Interaction; FB stands for Feedback. The labeling for the loadings by SPSS are given considering Vygotsky's sociocultural theory (SCT).

As shown in table 3.2, the first column entails the number of 33 questionnaire items making up the entirety of the questionnaire, FLCAS (Foreign Language Classroom Anxiety Scale) devised and introduced by Horwitz, Horwitz and Cope in 1986 in order to evidence and tally the anxiety experienced by foreign language learners in different parts of the world irrespective of what language they're busy learning. The second column entitled as FLCAS original factors depict the three factors intended by the author of the FLCAS, Horwitz, to test and measure the potential anxiety of the students learning a foreign language, whereas the third column consists of the factors called sociocultural factors (SCFs) suggested by the SPSS system itself based on the loading rate ranging between 0 and 1. Considering this range, the highest loading for every question item has been opted and listed in the table.

What's more, the three factors defined by Horwitz et al. are based on the affective factors while the factors listed on the right column are for Vygotsky and Lantolf et al. considering SCFs in sociocultural theory.

Given the fact that the loading below 0.30 is not considered to be significant, the author to an extent has increased the loading rate by manipulating the FA in SPSS taking the relevant literature review into account considering the SPSS FA rules.

3.4. The Ethical Approval and Permission

FLCAS (See Appendix 1) was approved by Istanbul Provincial Directorate for National Education Directorate and Istanbul Aydın University Ethics Committee (See Appendix 2) holding the serial number 88083623-044-8089. After the approval acquisition, the scale was administered to the subjects in three different universities in Istanbul, Turkey having obtained the permission needed to administer the relevant questionnaire to each of the three universities.

3.5. The Procedure

In order to acquire more solid information, the procedure commenced at three different universities in Istanbul in the second half of the 2016-2017 academic year. All these universities of Medicine are under the jurisdiction of Turkey's Foundations' General Directorate. All in all, 370 students responded to the questionnaire renowned as FLCAS.

Preliminarily for conducting the questionnaire in the aforementioned universities, separate petitions were written to the universities in order to obtain official permissions from the heads of the pertinent universities.

In concurrence with this, a correspondence was kept up between Istanbul Aydin University Social Sciences Institute holding the Ethics Committee authorization and the named universities rectrotates to announce the approriateness of administering the relevant questionnaire. Through the coordination arranged by the department secretaries, all students congregated at the auditoriums of the universities with every single class instructor being appointed as a proctor invigilating their class while clarifying content of the questionnaire.

Having seated the students, the proctors distributed a Turkish copy of the questionnaire to them having explained every question item on the column with the five option likert scale in front of each to be checked by the students. Further, they were told of not factoring in any summative score

for the answers they were going to check. The invigilators informed that checking 0,1 through 5 didn't mean to be marked as right or wrong by their teachers. In addition to this, they were asked to fill in the demographic section of the questionnaire assuring them that the demographic data would not be used for any purpose other than the research aim underscoring to keep the data as top-confidential category not to be revealed to a third party. The data collection from the universities happened within a month. Then, the collected data were transferred into the excel in the first step.

3.6. A Snapshot of Data Analysis Procedures

Data analysis was performed using IBM Statistical Package for the Social Sciences (SPSS Version 25) software. To make sure that the data were solidly transparent enough to be deemed appropriate for performing the analyses, which took us to check data appropriacy, data screening was conducted. Data screening involved checking normality of data, inspecting potential outliers and problematic cases, and dealing with missing data.

To analyze the data we obtained from the questionnaire (by Horwitz et al.) handed out among 370 students in three universities of medicine in Istanbul zeroing in on sociocultural factors' impact on EFL learners' anxiety and their achievements in a Turkish setting, preliminarily factor analysis (FA) was administered in order to assess whether or not the independent factors, SCFs, conformed to the FLCAS' items which were originally devised to gauge or measure the foreign language learners' anxiety. In order to heighten the loading rate for the items, Varimax instead of Quartimax was opined and deemed appropriate.

For attesting the factor analysis appropriacy in terms of manipulating loadings and FLCAS items, Cronch's Alpha was conducted and decided on heeding Corrected Item-Total Correlation. Considering this made us have no choice but some items in FLCAS. For comparing sociocultural factors' impact on gender in terms of anxiety rate, T-test was carried out. In addition to the mentioned analysis operation, One-way Analysis of Variance (ANOVA) was administered to compare the means of the exam results, age and four SCFs for the anxiety groups (1,2 & 3) in a bid to see whether they were significant or not. Moreover, post-hoc analysis was conducted for multiple comparisons to evidence which group is significantly different in anxiety.

CHAPTER 4

4. Data and Data Analysis

4.1. Introduction

Scrutinizing the studies by Eynsenk, Krashen, Brown, Lantolf, Schumann and many others which literally dealt with sociocultural and affective factors' influence on EFL/ESL learners helped me wise up to the fact that they alongside with Horwitz et al. – one of the trailblazers in foreign language anxiety - didn't have a mention of SCFs' potential impact on EFL learners' anxiety. Instead, they have had a constructionistic approach. This study endeavours to shed further light on the scope by investigating how the SCFs - based on the sociocultural theory of Vygotsky with Lantolf's standpoint - affect EFL learners' anxiety in a Turkish setting.

In the previous chapter, the author gave a comprehensive elucidation of the methodology for the current book. Totally 370 English preparatory students from three different universities of medicine which were later lowered to 273 for the reasons discussed in previous chapter were given a questionnaire called FLCAS by Horwitz together with an end-of-the-track final exam as well as demographic data form. The collected data were transferred to the SPSS, Version 25. Having performed data analysis, we arrived at some findings to be discussed. As a matter of fact, this chapter deals with the findings conducive to the research questions and hypotheses hereunder:

- Research questions:
- Is there a statistically significant connection between sociocultural factors, and EFL learners 'anxiety in a Turkish setting?

- Is there any significant difference between the rate of SCFs' impact on the female EFL learners' anxiety and the male ones?
- Does EFL learners' attitude on their knowledge of L2 lead them to experience anxiety affecting their language learning?
- Is there any relationship between sociocultural factors, and students' achievement?
- Research hypotheses:
- Hypothesis 1: There is a statistically significant connection between sociocultural factors, and EFL learners'anxiety in a Turkish setting.
- Hypothesis 2: EFL learners' attitude on their knowledge of L2 leads them to experience anxiety affecting their language learning.
- Hypothesis 3: There is a significant link between sociocultural factors, and students' achievement.
- Hypothesis 4: There is a link between students'rate of anxiety and the gender?

In order to find answers for the questions above, we adiminstered the FLCAS used by a lot of ELT experts as of 1986 to test and attest how three built-in factors of being laughed at, fear of feedback and communication apprehension cause foreign language anxiety as originally intended by Horwitz et al. (to name some of the works utilized FLCAS:

https://www.ijpes.com/frontend//articles/pdf/v4i2/v04-i02-05pdf.pdf_2017/

https://www.researchgate.net/publication/242300342_A_foreign_language_anxiety_scale_for_Hungarian_learners_of_English_2008/

https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=8916&context=rtd_1997

https://www.researchgate.net/publication/262525037_Foreign_Language_Classroom_Anxiety_Scale_A_Comparison_of_Three_Models_2012/

In fact, Horwitz, Horwitz and Cope (1986) took the affective variables into account overlooking the sociocultural aspects. Pondering Vygotsky's SCFs of scaffolding (SC), private speech (PS), feedback (FB) and peer interaction (PI) in this study, we learned that those three factors by the FLCAS creator are aspects of SCFs indeed which were ignored by its devisor. In order to find out and embed the new dimension, SCFs, to the FLCAS, we

needed to administer factor analysis (FA) alongside with pertinent reliability analyses. Thus, this chapter presents the findings in two parts: 4.2 Findings extracted from factor analysis (FA) with relevant reliability to define a new dimension of SCFs and 4.3 Findings derived from analyzing the interplay between the defined new dimension of FLCAS with 29 items, SCFs, arrived at via FA.

4.2. Findings Extracted from FA with Relevant Reliability to Define A New Dimension of SCFs

FA is administered in this part to see the number of SCFs to be loaded on the questionnaire, FLCAS which might cause foreign language anxiety in EFL students. Employing reliability test (RT) in order to find out the reliable item(s) of the questionnaire to measure the SCFs depleting the unreliable item(s) helped us leave out unreliable items due to insignificant corrected item total correlations. The procedures to have the original FLCAS partially geared towards the new aim checking the SCFs' impact on EFL learners' anxiety are below:

- FA to verify the factor loading (FL) on FLCAS with 8 components
- FA to verify FL on FLCAS with 4 factors or components
- Validating the administered FA on FLCAS with four SCFs

Each category above is dealt with in depth as follows:

4.2.1 FA to verify the factor loading (FL) on FLCAS with 8 components

As reiterated previously, FA is adiministered to extract initial set of factors composing the mechanics of a scale (Corsuch, 1983). As a matter of fact, FA, a genetic term, mostly utilized in the social and biological sciences in order to analyze the mutual bonding between some measurements [variables] crafted on a number of measurable entities. In a general sense, FA entails a number of statistical models giving hand testable hypotheses to confirm or disconfirm (McDonald, 1985). Therefore, FA is the right tool for us to evidence our independent variables being matches for the dependent variables measured by the scale. As FLCAS has originally been composed of 33 items on a likert scale to gauge the anxiety in terms of three dimensions mentioned earlier in methodology section, the new dimension, entailing SCFs, is typed into the SPSS Version 25.

Figure 4.1: A geometrical illustration of factor analysis. The blue triangles load onto factor 1 and the green triangles load onto factor 2

Source: (Yong and Pearce, 2013:83).

Let it not remain unsaid that factor analysis (FA) helps us simplify interrelated measures in order to find out patterns of variables'set using mathematical procedures as held by Child (2006). In fact, FA yields communalities between variables using variances, equal to the square of the factor loadings (Child, 2006, cited in Yong and Pearce). The percentage variance extraced signifies how far each and every single factor contributed to the total variance. Additionally, variables holding low communality (less than 20%, common variance: hj= aj1+aj2…; 80%, unique variance: u=1-hj; Vtotal= Vcommon+Vspecific + Verror) are left out from the FA.

Of significance is to mention the fact that the loading rates - taken as standards for deciding on regarding or disregarding the workability of the new dimension in FLCAS - are scrutinized in its original fashion with 33 items, later downsized to a questionnaire of 29 items due to the treacherous loading rates and our book objective zeroing in on four factors.

To envision the illustration of the aforementioned, your persual of tables 4.1, 4.2 and figure 4.1 would be quite helpful.

Table 4.1: Initial Eigenvalues. Factor Analysis Loadings of FLCAS

Items	F.1	F.2	F.3	F.4	F.5	F.6	F.7	F.8
20	0.726	0.156	0.013	0.010	-0.185	0.118	-0.058	-0.008
12	0.703	0.135	0.007	-0.024	0.097	0.034	-0.031	-0.017
27	0.697	0.235	0.242	0.122	0.025	0.009	0.096	0.118
24	0.693	0.273	0.159	-0.014	0.001	0.113	0.068	0.103
9	0.691	00.153	0.070	0.097	0.072	-0.155	-0.004	0.231
18	0.658	-0.002	0.186	0.237	0.302	0.039	0.179	-0.183
16	0.650	0.030	-0.034	0.164	-0.048	0.271	0.063	-0.179
3	0.620	0.313	-0.049	0.097	-0.024	0.054	-0.018	-0.122
2	0.567	0.009	-0.187	0.209	0.036	0.016	-0.072	0.026
28	0.565	0.163	-0.100	0.180	0.274	0.078	0.272	-0.073
13	0.557	0.067	0.270	0.018	0.143	-0.229	0.311	-0.151
1	0.541	0.018	0.323	0.080	0.316	-0.012	-0.042	0.074
26	0.525	0.260	0.067	0.055	0.342	0.216	0.110	0.065
7	0.524	0.176	0.305	0.088	0.218	0.214	-0.295	0.050
31	0.518	0.215	0.058	0.205	0.005	0.156	0.062	-0.328
8	0.494	0.208	-0.329	0.373	0.096	0.091	0.048	0.210
33	0.491	0.450	0.019	-0.157	0.097	-0.021	0.257	0.128
19	0.422	0.057	0.196	0.256	-0.315	0.328	0.028	-0.272
4	0.228	0.735	-0.037	0.108	0.036	-0.041	-0.010	0.024
29	0.322	0.695	0.039	-0.045	-0.012	0.115	0.129	-0.099
25	0.268	0.521	0.204	0.178	0.059	0.323	0.090	-0.073
15	-0.036	0.418	0.254	0.388	-0.118	0.207	-0.068	0.142
6	0.046	0.074	0.718	0.025	-0.087	-0.026	0.236	0.249
23	0.449	0.088	0.501	0.009	0.245	0.162	-0.145	-0.111
22	0.147	-0.060	-0.077	0.684	-0.015	0.131	0.231	0.087
32	0.241	0.299	0.130	0.575	0.227	-0.276	-0.103	0.030
14	0.356	0.357	0.132	0.431	0.307	-0.284	-0.171	-0.113
11	0.095	-0.015	-0.026	0.051	0.762	0.064	0.129	-0.020
21	0.221	0.139	0.025	0.008	0.121	0.769	-0.045	-0.026
5	0.092	0.077	-0.003	0.148	0.145	-0.087	0.713	-0.063
17	-0.043	0.077	0.394	-0.065	-0.005	0.171	0.601	0.238
10	0.073	-0.081	0.094	0.128	-0.096	-0.096	0.016	0.751
30	-0.050	0.198	0.250	0.021	0.338	0.288	0.070	0.522

Note. Initial Eigenvalues without limiting component or factor loading. F. Stands for factor. Item No indicates the number of items measuring the possible anxiety.

Table 4.2: Initial Eigenvalues and Percents of Variance for Eight Factor Principal Component Analysis of FLCAS items.

F	Total	%of Variance
1	9,229	27,967
2	2,227	6,748
3	1,891	5,731
4	1,446	4,383
5	1,324	4,012
6	1,152	3,492
7	1,078	3,267
8	1,044	3,164

Note. F stands for factor. FLCAS stands for foreign language classroom anxiety scale.

According to table 4.1, factor 1, which accounts for almost 27.967% of the variance looking at table 4.2, got acceptable loadings (0.4 − 0.7) on eighteen items. In addition, three items are negatively loaded on the factor (items number15, 17 and 30). The only item with the highest positive loading is on factor 2 with a variance of 6.748 reflective of PI (item no.4) later labeled as such considering the studies in section 4.2.2 . Apart from item 4 for factor 2 indicating PI, there are three more items with acceptable loadings. The other items with appreciably high loadings of >0.3 are mostly on factor 1(items no.24.9.18.16.3.2.28.13.1.26.7.31.8.33 and 19) all sounding to be relevant to PS - later labeled as such considering the studies in section 4.2.2 - happening in a classroom setting. All these 33 items have one commonality that is to measure anxiety indirectly. The percent of the variance which has been illustrated by these factors is remarkably low, with factor 5 accounting for 4.012 %, factor 6 for 3.492 % of the variance, together with factors 7, and 8 just a little above three percent, that is, 3.267 % and 3.164 %, respectively. Additionally, factors 5 through 8 are not labeled as they did not sound to indicate major dimensions of the scale due to not having reliable loadings.

To wrap up, the first four out of the eight components extracted by the FA appear to represent meaningful patterns underscoring the obtained data for FLCAS. Factor loadings, initial Eigenvalues and percentages of the variance for this solution are tabulated in table 4.1 and 4.2. Therefore, the first four factors are opted for the following reasons:

They are indicating more meaningful loadings, first of all. In addition, our book has evidenced only four SCFs to be existing in a reference to Vygotsky's SCT.

4.2.2 FA to verify FL on FLCAS with 4 factors or components

While FA was administered for FLCAS with 33 items, different types of extractions were yielded, but for the purpose of our book only Rotated Component Matrix was considered as in table 4. Component here means factor to be tested by the Questionnaire. By applying varimax technique to FLCAS items using SPSS operations (Version 25), the questionnaire is defined with four components, meaning that this questionnaire is capable of testing 4 components or factors. To be able to label each and every item out of 33 items on the questionnaire properly, we scrutinized the works done on 4 sociocultural factors by Donato et al., Bandura, Spolsky, Ohato, Clemente and Dörneyei, Lantolf and Pavlenko with the factors' relevant sepcifications.

In addition to the specifics for the 4 SCFs defined by Vygotsky et al. with Lantolf et al. as well as other scholars, all 4 components are labeled as private speech (PS) for the component number 1, peerinteraction (PI) for the component number 2, scaffolding (Sc) for the component number 3, and feedback (FB) for the component number 4. The studies considered to label the four factors are briefly presented in chapter 3, part 3.3 of the study.

4.2.2.1 Private speech (PS) in FLCAS

As you might recollect, considering the studies on SCFs, the first factor is titled as private speech or PS. What's more, to have an appreciable rate of loading on each factor in order to maximize the validity of the analysis for each item out of the questionnaire, it was encumbent upon us to use RotatedComponent Matrix (RCM to be used from now on), principally performed for better interpretation as mentioned by Rummel, 1970). Performing the RCM on FLCAS with 33 items yields appreciable loadings for 18 out of the 33 items under the component or factor 1. Considering the literature for the private speech in SCT and SLA world, all the loaded components in the first column are labeled as private speech (PS) having applied SPSS FA. The other items in the first column are not added due to very low factor loadings. The loadings for the PS items are as below:

Table 4.3: FA Rotated Component Matrix for FLCAS with PS

PS	1	2	3	4
Item 20	0.684			
Item 24	0.663			
Item 16	0.655			
Item 19	0.609			
Item 3	0.608			
Item 27	0.602			
Item 31	0.601			
Item 12	0.586			
Item 7	0.568			
Item 21	0.565			
Item 29	0.543			
Item 25	0.542			
Item 23	0.529			
Item 26	0.522			
Item 33	0.464			

Table 4.3 (continue): FA Rotated Component Matrix for FLCAS with PS

PS	1	2	3	4
Item 28	0.454			
Item 9	0.439			
Item 2	0.383			

Note. PS stands for private speech. FA stands for factor analysis. RCM stands for rotated component matrix.

As table 4.3 illustrates, the FA applied to FLCAS with 33 items has extracted in a sense more reliably significant rate of loadings for the first component or factor labeled as private speech considering the features mentioned in the methodology chapter, which constitutes18 out of 33 items. The eighteen items are sorted by size as it is tabulated with the highest loading of 0.684 for the question item number 20 which states "I can feel my heart pounding when I am going to be called on in language class", whereas right at the bottom of the table you can sight the lowest loading of 0. 383, defined for the item number 2 stating as "I don't worry about making mistakes in language class."As the acceptable loading once FA is

applied is >0.3, all the factor loadings are taken for granted without making them redundant.

Further, because of low and insignificant loadings for other components or factors, the relevant loadings are not included in the table.

4.2.2.2 Peer interaction (PI) in FLCAS

Table 4.4: RCM of EA for FLCAS with PI

PI	1	2	3	4
Item 32		0.685		
Item 14		0.630		
Item 4		0.557		
Item 8		0.534		
Item 15		0.414		
Item 22		0.408		

Note. PI substitutes peer interaction. EA for factor analysis and RCM for rotated component matrix.

Given table 4.4 for the new FLCAS with the newly appended dimension, SCFs, items 32,14,4,8,15 and 22 designated as component or factor 2 by the SPSS are labeled as peerinteraction (PI) considering the relevant studies. In fact the loadings range between 0.685 for FLCAS item number 32." I would probably feel comfortable around native speakers of the foreign language." and 0.408 for FLCAS item number 22. "I don't feel pressure to prepare very well for language class."This shows that item 32 is a much stronger measure to assess PI in comparison with item number 8 lodged in the midpoint and item 22 perched at the very bottom loaded as amounting to 0.408. When looked closely, it is noticed that items 32 and 14 are almost similar in loading ranges as 0.685 and 0.630 indicating above 600 and item 4 as well as item 8 having obtained above 0.500 can be taken alike in terms of the rate of impact. Incidentally, the loadings for other components or factors are not included in the table due to unreliably low loadings. In order to check with the reliability for each item in every component or factor in order to make sure about the strength and significance of the items for FLCAS after FA administration, it would be advisable to administer reliability statistics (item vs. total statisitcs). The extractions mainly in CITC (Corrected Item Total Correlation) yielded can give us an idea of whether the statistics extracted

and displayed in CITC is reliable or not. If the mentioned operation performed and indicates near unreliable statistics in the column, the rates below reliable range can be omitted, whereby the reliability of those items with near unreliable rates would increase to optimum ranges as illustrated in the following tables 4.5 through 4.12 for each factor. This is performed in two stages labeled as 'a' and 'b' for every factor in separate tables.

4.2.2.3 Administering item vs. total statistics to calculate and omit PI items with unreliable loadings

Table 4.5: PI items'FL reliability extraction

Item No	CITC	Cronbach's Alpha
32. I would probably feel comfortable around native speakers of the foreign language.	0.498	0.588
14. I would not be nervous speaking the foreign language with native speakers.	0.499	0.590
3. It frightens me when I don't understand what the teacher is saying in the foreign language.	0.408	0.622
8. I am usually at ease during tests in my language class.	0.437	0.610
15. I don't feel pressure to prepare very well for language class.	0.282	0.663
22. I get upset when I don't understand what the teacher is correcting.	0.271	0.669

Note. PI stands for peer interaction as one of the four sociocultural factors (SCFs). FL is abbreviated for factor loading. CITC is for corrected item total correlation.

In order to detect and strengthen our factor loading on each item in the scale, we are bound to attend to the column labeled as Corrected Item Total Correlation (or CITC to be used from now on). With this mentioned, items with the values above 0.3 are kept, whereas the ones below 0.3 are omitted due to being unreiable and treacherous. Disposing of the treacherous and unreliable items escalates the CITC values of all items way above the acceptable rates.

This set rule for the SPSS leads us to leave out items 15. I don't feel pressure to prepare very well for language class with the CITC value of 0.282 and 22. I get up set when I don't understand what the teacher is correcting holding the CITC value of 0.271. Having done the omission

necessitated, the reliability bolsters up adequately in order for us to be able to recognize the item testing the intended factor, PI. Moreover, in table 4.5, as displayed, the Cronbach's Alpha value is indicating different measures with 0.669 for item 22 as the highest and 0.588 for item 32 as the lowest, not a big disparity indeed. Therefore, there remains no need to take this difference into consideration for our aim that seriously. What matters in terms of the Cronbach's Alpha is the value rate which is significant. To top it all, what we are statistically advised to look into for the FL strength and reliability is mainly the column entitled as CITC helping us decide on whether or not the FA for each item is appropriate being significant. Scrutinizing the CITC provided us with the insight to obviate such items as mentioned above, 15 and 22, for instance.

Administering the above statistical operation gives hand table 4.6, following, with the reliable items for PI.

4.2.2.4 PI with reliable items

Table 4.6: PI with reliable items after unreliable items' deletion

Item No	CITC	Cronbach's Alpha
32. I would probably feel comfortable around native speakers of the foreign language.	0.517	0.583
14. I would not be nervous speaking the foreign language with native speakers.	0.556	0.561
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	0.380	0.669
7. I am usually at ease during tests in my language class.	0.419	0.651

Note. PI replaces peer interaction. CICT stands for corrected item total deletion.

[a] Two items are deleted for a loading below 0.3.

Table 4.6 is the straightened output yielded after having deleted the weak items with both Cronbach's Alpha p-value of 0.663 for item 15, and 0.669 obtained for item 22 in table 4.5. Juxtaposing table 4.5 and 4.6 clarifies that there is a remarkable increase in the table 4.6 just looking into the column labled as CITC, the vital benchmark for deciding on whether or not to keep an ite mor dispose of it. As table 4.6 indicates the obtained values for four items of 32, 14, 4 and 7 as sorted by size – ascend from 0.517 for item 32

at the very top of the table column to 0.419 for item 7 retaining the CITC value of 0.419, way above 0.3, meaning to be a strong item in terms of factor effect. The acceptable value range in terms of being reliable for this section must be 0.3 and any rate beyond the earlier mentioned bottomline for CITC is more preferrable as regards SPSS statistic perspective. As a matter of fact, any value stated below this range is taken as a weak or unreliable item better to be deleted in order for the factor analysis (FA) conducted to be recognized as acceptable or significant, in effect.

For letting factor 3, Sc items, go through the same procedures as already done for PI as in tables 4.5 and 4.6 entitled as 'a' and 'b', reliability statistics is performed as hereunder in tables 4.7 and 4.8:

4.2.2.5 Scaffolding (Sc) in FLCAS

Table 4.7: RCM of EA for FLCAS with Sc

Sc	1	2	3	4
Item18			0.568	
Item13			0.565	
Item 1			0.472	
Item11			0.465	
Item 5			0.387	

Note. Sc substitutes scaffolding. EA for factor analysis and RCM for rotated component matrix.

As it is illustrated in table 4.7, the high loadings for the items are extracted for factor 3 entitled as scaffolding compared to the other items in the same column, which are obviated from the column due to very low loading rates. This factor group, Sc, encapsulates five of 33 FLCAS items, that is, 18, 13, 1, 11 and 5 as sorted and listed by size, descendingly. Given the table, the loading rate of 0.568 is for item 18. "I feel confident when I speak in foreign language class." This item implies that the learner has a positive sense of his or her communication competence, together with 0.387 for item 5 on FLCAS, "It wouldn't bother me at all to take more foreign language classes." Pondering the named items' wording, it can be learned that this person also has a positive sense of his or her English learning competence willing to take more lessons. In terms of loading ranges for the items defined for this factor – as one of the four SCFs - items 18 and 5 differ drastically implying

that item 18 is much stronger than the other, item 5. Furthermore, having a look at other items in between items 18 and 5, it depicts the loadings of 0.565; 0.475 and 0.465 for items 13, 1 and 11 respectively with items 1 and 11 having got sort of close loadings which indicate their having impacts of alikeness as far as SCFs are concerned.

4.2.2.6 Administering item-total statistics to calculate and omit Sc items with unreliable loadings

Table 4.8: Sc items'FL reliability extraction

Item No	CITC	Cronbach's Alpha
1. I never feel quite sure of myself when I am speaking in my foreign language class.	0.437	0.548
5. It wouldn't bother me at all to take more foreign language classes.	0.238	0.659
13. It embarrasses me to volunteer answers in my language class.	0.470	0.531
11. I don't understand why some people get so upset over foreign language classes.	0.265	0.632
18. I feel confident when I speak in foreign language class.	0.570	0.493

Note. Sc stands for scaffolding as one of the four sociocultural factors (SCFs).

FL is abbreviated for factor loading. CITC is for corrected item total correlation.

To find out if the items that are assigned by SPSS to be functioning as Sc are reliably correct, there was a binding need to check the reliability via administering reliability statistics of SPSS. Through having performed the reliability analysis, we managed to extract the data in table 4.8. The table portrays that the values vacillate between 0.235 for item 5, the least value, with Cronbach's Alpha of 0.659 and 0.570 for item 18, the most value with the Cronbach's Alpha of 0.493. As dicussed earlier, any CITC lower than 0.3 is cast off the probe. Given the statstical reasoning and set rule for the CITC as for the items 1, 5, 13,11 and 18, there remains no choice but to obliterate items 5 and 11 holding the CITC values of 0.238 and 0.265 respectively. Once deletion of the items has taken place, the reliability of the scaffolding spikes as in table 4.9.

4.2.2.7 Sc with reliable items

Table 4.9: Sc with reliable items after unreliable items' deletion

Item No	CITC	Cronbach's Alpha
1. I never feel quite sure of myself when I am speaking in my foreign language class.	0.526	0.627
13. It embarrasses me to volunteer answers in my language class.	0.490	0.673
18. I feel confident when I speak in foreign language class.	0.581	0.567

Note. SC replaces scaffolding. CICT stands for corrected item total deletion.

[a] Two items are deleted for having a loading below 0.3.

Viewing table 4.9 dervied from table 4.8 being curtailed to three items leaves us with Cronbach's Alpha value escalated to 0.673 for item 13 as the highest value as regards Cronbach's Alpha value. As it is apparent from the output for the CITC values of items 1, 13 and 18, the values balloon as 0.526 for item 1; 0.490 for item 13 and 0.581 for item 18, thereby evidencing the items to be possessing the potential for being able to test one of the new dimentions discussed and defined previously, Sc (scaffolding). Additionally, peering into the column entitled as Cronbach's Alpha, we come up with values indicating how significant each item is for the intended purpose having yielded 0.627, 0.673 and 0.567 respectively. For our FA purpose, CITC is the column we have to scrutinize not the other column having no principal rapport with our statistical objective. What's more, we see a more homogenous loadings for CITC compared to the previous table ranging between 0.526 and 0.581.

4.2.2.8 Feedback (FB) in FLCAS

Table 4.10: RCM of FA for FLCAS with FB

Item No /FB	1	2	3	4
Item 6				0.671
Item 17				0.667
Item 30				0.626
Item 10				0.380

Note. FB substitutes feedback. FA for factor analysis and RCM for rotated component matrix.

As table 4.10 illustrates, four out of thirty three items of the questionnaire, FLCAS, grouped as being feedback are items 6, 17, 30 and 10 sorted by size. Examining the statistical loadings tabulated as 0.671 for item 6 labled as feedback, "During language class, I find myself thinking about things that have nothing to do with the course." and as 0.380 for item 10. "I worry about the consequences of failing my foreign language class. ", it becomes transparent that this component or factor (defined as one of the four sociocultural factors) can be tested by this item in the questionnaire, FLCAS. But ideally put, the items with low loadings such as 0.380 can be ascended to the optimum level through extracting the Cronbach's Alpha value considering CITC of Item-Total Statistics. Having obliterated the defective items with low or unreliable loading not satisfying the purpose of the current study, we are yielded the effective results, the new FLCAS with twenty nine items.

Investigating and administering FA through the procedures mentioned earlier provide us with the possibility of extracting more reliable factor loadings on the scale. In addition, through employing the reliability test as elaborated beforehand, it can be secured and made more reliable.

To see through this covert fact clearly, we can't help performing reliability test the same way done about the other factors of the new dimension for FLCAS.

4.2.2.9 Administering item-total statistics to calculate and omit FB items with unreliable loadings

Table 4.11: FB items'FL reliability extraction

Item No	CITC	Cronbach's Alpha
10. I worry about the consequences of failing my foreign language class.	0.221	0.580
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0.355	0.460
17. I often feel like not going to my language class.	0.377	0.439
6. During language class, I find myself thinking about things that have nothing to do with the course.	0.406	0.425

Note. FB stands for feedback as one of the four sociocultural factors (SCFs). FL is abbreviated for factor loading. CITC is for corrected item total correlation.

For the factor loading to be ascended adequately as already defined statistically, reliability test is performed. In order to discover if the items for the FB are in place properly in terms of being taken as one of the four SCFs, FB, we are statistically advised to look at the column entitled as CITC. The loading above 0.3 is considered as significant or reliable working for our purpose.

As pictured in table 4.11, the CITC values for items 10, 30, 17 and 6 ascend from the measure of 0.221 to 0.406. With the minimum significance range of 0.3 and above in mind, it would be on the safeside for us to delete item number 10 in order for the other item or items of this component or factor group, FB, to move up enough in CITC so that it or they can be appraised or assessed as the feedback. When the CITC range is met, the FA operation gets meaningful; otherwise, it does not. The reliability test administeration procedure gave us table 4.12 with all the reliable items for FB.

4.2.2.10 FB with reliable items

Table 4.12: FB with reliable items after unreliable items' deletion

Item No	CITC	Cronbach's Alpha
30. I feel overwhelmed by the number of rules you haveto learn to speak a foreign language.	0.347	0.543
17. I often feel like not going to my language class.	0.421	0.429
7. During language class, I find myself thinking about things that have nothing to do with the course.	0.405	0.461

Note. FB replaces feedback. CICT stands for corrected item total deletion.

[a] One item is deleted for the loading, below 0.3.

Moving on to table 4.12 with three items, which was derived from table 4.11 enlisted with four items on account of the fact that the Corrected Item-Total Correlation (CITC) for item 10 was insignificant in reliability value in previous table. Having performed the reliability test, item 17 with a loading of 0.421 was considered as the strongest CITC value. Additionally, we are propounded with justifiably significant values for the items 30 and 6 entailing the CITC values of 0.347 and 0.405 respectively with the Cronbach's Alpha p-value of 0.561 to be the highest and 0.429 to be the

lowest but still significant. As it is portrayed, the values tabulated corroborate the appropriacy of the FA for the three items only rather than four items. Not being below 0,3 in value is the steadfast reasoning to announce that the FA operation performed already is the proper measure for checking the appropriacy of the three items 30, 17, and 7 to test the SCFs, as a new dimension defined for the scale.

The FLCAS item omission which came about having administered the reliability test due to not displaying a reliable range of CITC value, being below 0.3, helped generate a new version of FLCAS with 29 items but this time it is used to measure the four sociocultural factors' impact on EFL learners' anxiety as in following section 4.2.3. For this aim, another FA is performed on the new FLCAS with 29 items to make sure everything is fine in terms of the factor loading.

4.2.3 Validating the administered FA on a 29-item FLCAS with four SCFs

FA for the FLCAS with 29 items is derived from the FLCAS with 33 items considering CITC and the Cronbach's Alpha values having administered reliability test to the relevant employed FA. This operation of SPSS made us downsize the original FLCAS with 33 items to 29 items taking the data in the CITC column into consideration. This new scale with 29 items as evidenced thanks to having applied the procedures aforementioned is the right tool to measure SCFs'impact on causing anxiety in EFL learners in a Turkish setting. For further clarity of FL for 29 items, the loadings for all SCFs are presented in four separate categories as follows: The first FL for the first SCFs is illustrated as in the part labelled as 4.2.3.1 FA of PS in table 4.13. And the second FL for the second SCFs is depicted in the part labelled as 4.2.3.2 FA of PI in table 4.14 as well as the third FL for the third SCFs which is portrayed in the part labelled as 4.2.3.3 FA of Sc in table 4.15 along with the fourth FL for the fourth SCFs which is pictured in the part labelled as 4.2.3.4 FA of FB.

4.2.3.1 EA of PS

As mentioned earlier, PS stands for private speech and FA stands for factor analysis with RT which is used for reliability test. After having pinpointed and consolidated the reliable items via RT administration in FLCAS in terms of entailing the potentiality to measure the SCFs, we managed to extract twenty nine items. Below you can see the factor analysis output of the private speech sorted by size descendingly.

Table 4.13: RCM loading for PS items

PS	**C/F**			
Item No	**1**	**2**	**3**	**4**
Item 18	0.750			
Item 27	0.668			
Item 12	0.659			
Item 13	0.645			
Item 20	0.643			
Item 16	0.640			
Item 9	0.609			
Item 24	0.607			
Item 28	0.600			
Item 1	0.577			
Item 3	0.532			
Item 31	0.531			
Item 26	0.530			

Table 4.13 (continue): RCM loading for PS items

PS	**C/F**			
Item No	**1**	**2**	**3**	**4**
Item 23	0.528			
Item 7	0.523			
Item 2	0.489			
Item 19	0.448			
Item 33	0.397			

Note. PS stands for private speech. C. is for component. F. is factor. RCM substitutes rotated component matrix

As table 4.13 illustrates, eighteen out of twenty nine items for the new FLCAS with the newly defined dimension, SCFs, are labelled as PS. Labeling eighteen items of table 4.13 as PS is done considering the relevant literature in literature and methodology chapters of this study. Given the table, it

becomes clear that 0.750 is the highest PS factor loading for item number 18, then further investigation tells us of factor loading for item number 18 to be the most significant and valuable in terms of the factor impact when compared to other items in this group, whereas item number 33 with a loading range of 0.397 is taken as the lowest loading but significant despite being at the bottom of the table in its group as regards FL and the impact volume it might have on EFL learners' anxiety. The table encapsulating only private speech as one of the four SCFs reveals that the number of items for PS in this table is the same as the FA table with 33 items. The major reason for leaving the number of the items for the private speech intact is due to their acceptable level of Cronbach values. Looking at almost midpoint in the table depicts that item number 1 is displaying a factor loading of 0.577, which is reliably significant.

4.2.3.2 EA of PI

Having administered FA to the new FLCAS with 29 items provided us another component called peer interaction (PI) holding quite a reliable range of loadings illustrated in table 4.14 below.

Table 4.14: RCM loading for PI items

PI	**C/F**			
Item No	**1**	**2**	**3**	**4**
Item 32		0.705		
Item 14		0.681		
Item 4		0.588	.	
Item 8		0.475		

Note. PI stands for peer interaction. C. is for component. F. is for factor. RCM substitutes rotated component matrix.

The Factor Analysis RCM for FLCAS with 29 items entailing PI is pictured as 0.475 for item 8 and 0.705 loading for item 32 indicating both the lowest and highest rates respectively. The highest factor loading on the item is indicative of the highest impact while the lowest is a barometer of the least influence. As the recognized loading by SPSS is 0.3 and above, the loadings in the table are supportive of the fact that the items in this table are able to test the factor impact, PI. The other loadings for factors 1,2 and 3 are not included thanks to not displaying reliable loadings statistically

put. Further, item 14 with a loading range of 0.681 is evidencing the item is capable of being loaded by the component in column 2 labelled as PI. Likewise, item number 4 indicates a reliable loading of 0.588, the range a little lower but still effective.

4.2.3.3 EA of Sc

Employing a factor analysis on a partially revised version of FLCAS originally devised by Horwitz et al. in 1986 yielded a separate loading for the third component or factor entitled as Sc. The loadings extracted are - generally put - reliable. To have a clear image of the data gained, a look at table 4.15 hereunder is required.

Table 4.15: RCM loading for SC items

SC	**C/F**			
Item No	**1**	**2**	**3**	**4**
Item 21			0.676	
Item 25			0.576	
Item 29			0.537	

Note. Sc fills in for scaffolding. C. and F. stand for component and factor respectively. RCM stands for rotated component matrix.

Given the loadings for Sc as the third component or factor in table 4.15, it is apparent that the loadings for items 21, 25 and 29, as sorted by size, are as 0.676, 0.576 and 0.537 in the order descendingly which means these items are reliable in terms of loading to be put in one group named Sc. This can be taken to state that these items can function as a benchmark to measure Sc as one of the four SCFs impacting EFL learners' anxiety discussed so far.

As it is depicted, item 21 has obtained the highest factor loading, which can be construed as having the weightiest Sc impact or loading effect on students' anxiety. In addition, item 29 holding the lowest loading in its group can be taken as still having effective influence on students' anxiety, whereas item 25 is moderately effectual in causing the relevant effect as mentioned above.

4.2.3.4 EA of FB

FA or factor analysis output for feedback or FB as one of the SCFs is illustrated in table 4.16. Having performed the named operation produces a variety of loadings within different ranges.

Table 4.16: RCM loading for FB items

FB			**C/F**	
Item No	**1**	**2**	**3**	**4**
Item 17				0.714
Item 6				0.699
Item 30				0.583
Item 5				0.364

Note. FB fills in for feedback. C. and F. stand for component and factor respectively. RCM stands for rotated component matrix.

Catching a glimpse of table 4.16 appropriated to feedback or FB through FA, as one of the four SCFs, it becomes quite clear that 0.714 for item 17; 0.699 for item 6; 0.583 for item 30 and 0.364 for item 5 are the loadings descended from item 17, the maximum rate, to item 5, the mimimum rate. As mentioned earlier, the loadings are recognized as significant which in turn help us allot these items as the indicators to the feedback in the scale, FLCAS. Furthermore, seeing the big factor loading gap between item 17 with 0.714 and item 5 with 0.364 is pointing out to the impact rate they can have in what the study is driving at.

4.3. Findings Derived from Analyzing The Output Extracted Through Administration of the 29- Item FLCAS with the New Dimension of SCFs

Having administered different operations on the data collected via the new FLCAS with 29 items brings forth some reliable findings which are presented in six parts. Running your eyes over the illustrations given through the related tables assists us to answer research questions and the pertinent hypotheses of the current study. The findings are accounted for as follows:

4.3.1 Sociocultural factors causing anxiety as regards gender using T-test

As you are aware, t-test is used mainly to compare two means or averages in order to see how much they are different from each other. A t-test has got a t-value and p-value (0% - 100%) going together. A t-value holding a p-value of 5%, low good, means that the data is valid.

Table 4.17: SCFs, gender and anxiety

SCFs	Gender	n	Mean	St.D.	t	p
PS	1.F	180	53.9568	14.28	0.351	0.726
	2.M	93	53.2736	16.98		
PI	1.F	180	58.8056	16.78	1.6	0.110
	2.M	93	55.2688	18.18		
Sc	1.F	179	49.4972	16.76	- 0.308	0.758
	2.M	93	50.1792	18.29		
FB	1.F	180	62.9167	16.27	- 0.352	0.725
	2.M	93	63.6559	16.78		
	2.M	93	54.6607	14.22		

Note. SCFs stands for sociocultural factors. PS for private speech. PI for peer interaction. SC for scaffolding. FB for feedback. S.D. for standard deviation. Statistical significance depending on the p-value: significant at the p<0.05 level.

To find out how gender presents itself statistically in the study, t-test was applied. In the table you can see 'n' (number of genders) who participated in the study.

In the second column labelled as mean you can see the mean for the factor as far as gender is concerned.

The table for total scores of factors by 100 systems illustrates the scoring distribution of the four sociocultural factors. As it is envisaged, 273 candidates have attended the survey with roughly similar rates for four factors. The mean rates for the four factors' effect on males and females are tabulated as below:

PS indicates the mean of 53.95 for females and 53.27 for males while PI points out to the mean of 58.80 for females and 55.26 for males. Likewise, Sc states the mean of 49.49 for females and 50.17 for males and FB is indicative of 62.91 for females and 63.65 for males.

What's more, the t and p values for the relevant SCFs' relation are in a sense illustrating the statistics so crucially that help consider the gender anxiety means resulting from the SCFs as both significant as regards t-values and non-significant with regard to p-values respectively.

The t-value for PS is 0.351 while the p-value for PS is 0.726. Further, the t-value for PI is 1.6 with the related p-value for the same factor amounting to 0.110. Moreover, the t and p values for Sc are as – 0.308 and 0.758 in the order which can be construed as both significant and not significant. By the same token, the t- value of - 0.352 and p-value 0.325 are the statistics extracted for the fourth SCFs, that is, FB. Looking at the t-value for the pertinent factor indicates being within the acceptable statistic defined for the t-test while the statistic for the p-value displays how insignificant the difference could be.

To sum up, the p-values displaying around 0.05 in the table 4.17 indicates no difference exists between the genders in terms of the anxiety. The t-values sorted by size between -0.352 for FB and 1.6 for PI are depicting not a statistically significant difference as shorthand for "not big enough to rule out chance variation as an explanation (Jones, n.d.)". From this we ascertain that there is no significant difference between the amount of anxiety experienced by the gender either male or female.

4.3.2 Frequencies of anxiety among anxiety groups

Here in table 4.18 produced out of the administration of one-way ANOVA in order to find out how significantly the groups are different in terms of the anxiety level, the anxiety score for the modified questionnaire of FLCAS with 29 items is based on 5 score per item on the Likert scale amounting to the raw score of 145, which indicate the total anxiety for the 29 items. In the SPSS operation, yielded three groups with three different ranges for the anxiety, the raw scores of anxiety were tallied out of 100%.

Table 4.18: Anxiety Group Distribution

AGs	Fr.	%	V.P.	C.P.
1. 29-65	65	23.8	23.8	23.8
2. 66-104	184	67.4	67.4	91.2
3. 105-145	24	8.8	8.8	100.0
Total	273	100	100.0	

Note. AGs stands for anxiety groups. Fr. Is for frequency. V.P. is for valid percent. C.P. substitutes for cumulative percent. S.D. for standard deviation.

Table 4.18 portrays the total anxiety raw scores for 273 candidates attended the survey in three groups. In the original FLCAS which is with 33 items group 1 anxiety score is < 75 taken as low anxiety, anxiety group 2 ≥ 76 considered as mid anxiety and anxiety group 3 ≥ 120 perceived as high anxiety. Statistically speaking, the reliable p-value ranges and relevant interpretations are listed as follows:

- ≤ 0.1 → highly significant
- ≤ 0.05 → significant
- ≤ 0.10 → marginally significant
- 0.10 → not significant,

where as table 4.18 is based on the new FLCAS with 29 items derived from the original FLCAS with 33 items. The total anxiety scoring for 29 items is 145 with the score of 5 per item. Anxiety group 1 score is < 65 (between 29 and 65) taken as low anxiety; anxiety group 2 score is ≥ 66 (between 66 and 104) considered as mid anxiety and anxiety group 3 score is ≥ 105 (between 105 and 145) looked to as high anxity. Table 4.18 illustrates anxiety group distribution in columns entitled as AGs, frequency, percentage and cumulative percent. As perceived from the outputs for the frequencies of anxiety among anxiety groups, the anxiety group 3 with 24 students' suffering from high anxiety is 8.8 %, the least percent, and 65 students being impacted by low anxiety makes up 23.8 % out of 100 % while 184 students inflicted by moderate anxiety is 67.4%. In turn derived from the original FLCAS with 33 items by Horwitz et al. literally tallied out of 165 as the total anxiety.

4.3.3 Correlations between SCFs & exam scores

Table 4.19: SCFs and chievement

SCFs		Exam Scores
PS	r	- 0.121
	p	0.045
	n	273
PI	r	- 0.072
	p	0.238
	n	273
Sc	r	-0.139
	p	0.021
	n	273
FB	r	-0.131
	p	0.030
	n	273
TA	r	- 0.145
	p	0.017
	n	273

Note. SCFs substitudes Sociocultural Factors. PS is for Private Speech. PI stands for Peer Interaction. Sc replaces Scaffolding. FB is for Feedback. TA is for Total Anxiety. P-value ≤0.05.

Table 4.19 illustrates the correlations in different fashions, correlation between sociocultural factors, and students' exam scores in addition to the correlation between total anxiety of the subjects and exam scores. The minus scores for the correlations (r) between the factors mentioned above and the exam scores point out to the probability of negative or downhill linear relationship between the factors on the leftside of the column in the table and the exam scores on the right column. Mulling over the p-values for the factors which are 0.045 for PS and the exam scores; 0.238 for the peerinteraction and the exam scores; 0.021 for the scaffolding and the exam scores; 0.030 for the feedback and the exm scores plus 0.017 for the total anxiety and the exam scores, we discern that there is a significant rapport between SCFs including PS, Sc, FB, TA and exam scores along with PI betokening no significant p-score of 0.238 while holding a negative correlation (r = -0.072) with the exam score. This high p-value evidences rejection of the belief that there wouldn't be any interplay between the two

factors, whereas the interplay or correlation is negative. In fact, there is a significantly negative correlation between four SCFs and the students' scores.

By tailoring a correlation matrix data file, the correlation between SCFs and students' exam scores in addition to the correlation between total anxiety of the subjects and exam scores is illustrated in the table.

4.3.4 Comparing anxiety groups' mean scores with factors such as exam scores, age and sociocultural factors

Table 4.20: Anxiety Groups and SCFs

Fs./Vs.	AGs	n	Mean	Std.
Exam Scores	1.29-65	65	62.62	16.88
	2.66-104	184	59.79	18.00
	3.105-145	24	50.35	20.56
Age	1.29-65	65	17.97	0.17
	2.66-104	184	18.00	0.00
	3.105-145	24	18.00	0.00
Privatespeech	1.29-65	65	34.75	6.99
	2.66-104	184	568	8.68
	3.105-145	24	82.45	7.68
Peerinteraction	1.29-65	65	42.62	11.32
	2.66-104	184	59.65	14.46
	3.105-145	24	82.50	14.60
Scaffolding	1.29-65	65	35.08	12.15
	2.66-104	184	52.07	14.79
	3.105-145	24	71.39	15.03
Feedback	1.29-65	65	56.69	17.19
	2.66-104	184	63.97	15.28
	3.105-145	24	74.58	15.74

Note. Fs stand for factors. Vs. is for variables. AGs is in for anxiety groups

As shown in table 4.20, the mean scores, computed out of 100 raw scores, of the three anxiety groups with the factors such as exam scores, age and four sociocultural factors comprising private speech, peer interaction, scaffolding and feedback which are tabulated in order to be able to see how significantly they are different. Looking to the mean scores assures that the differences are significant. To further illustrate, the mean scores for the exam scores and

anxiety group 1 is 62.62 while for anxiety groups 2 and 3 are 59.79 and 50.35 respectively. On the other hand, the mean scores for age and anxiety groups are almost the same having scored 17.97 and 18. Considering the sociocultural factors as the subdimensions for the anxiety groups in terms of the mean scores, it becomes clear that the highest mean scores are loaded for the anxiety group 3 in each factor amounting to 82.45 for private speech; 82.50 for peer interaction; 71.39 for scaffolding and 74.58 for feedback, whereas the second highest loading in terms of mean scores in anxiety group 2 is 63.97 for feedback; 59.65 for peerinteraction; 56.68 for private speech and 52.07 for scaffolding. With this said, it is ascertained that all mean scores are significant.

To further confirm the significance and difference, the F and p values for each factor are computed and presented in table 4.21.

4.3.5 Joint effect of the factors & variables, significant or not?

Table 4.21: SCFs and variables' significance and difference

Factors & variables	F	P
Exam Scores	4.109	0.017
Age	3.265	0.040
Privatespeech	331.114	0.000
Peerinteraction	79.506	0.000
Scaffolding	64.754	0.000
Feedback	11.966	0.000

Note. SCFs stands for sociocultural factors

One-way ANOVA as you are aware is to be able to get an F statistic in order to find out if the means between two or three populations, independent groups, are significantly different (Archdeacon, 1994). If the F value be significant, it is probably going to bring forth a p-value nearing or below 0.05.

When the p-value hovers around the mentioned value, it means that the value is significant or the joint effect of all the variables together is significant, which means the null hypothesis can be repudiated giving its place to our alternative hypothesis. Therefore, the research question as the alternative hypothesis is evidently defended and kept. Table 21 is tabulating

the same fact indeed. The F-ratios for sociocultural factors private speech, peerinteraction, scaffolding and feedback are descended as 331.114, 79.506, 64.754 and 11.966 respectively with relevant p-values computed out of the F-ratios which are significant.

Knaub (1987:456) maintains that with a big sample rate and a p-value at a very small significance level like zero, the pertinent null-hypothesis can be repudiated. When this H0 rejection takes place, the small p-value works in favor of the H1. With this mentioned, our research alternative hypotheses are potentially to be supported.

4.3.6 Multiple Comparisons of the anxiety groups and the factors

Table 4.22: SCFs, anxiety groups and multiple comparisons

SCFs	AGs		P
PS	1.29-65	2.66 - 104	0.000
		3.105-145	0.000
	2.66 - 104	3.105-145	0.000
PI	1.29-65	2.66 - 104	0.000
		3.105-145	0.000
	2.66-104	3.105-145	0.000
Sc	1.29-65	2.66 - 104	0.000
		3.105- 145	0.000
	2.66-104	3. 105 - 145	0.000
FB	1.29-65	2.66 - 104	0.004
		3. 105 - 145	0.000
	2.66 - 104	3. 105 - 145	0.006

Note. AGs stand s for Anxiety Groups. PS is for Private Speech. PI is for Peer Interaction. Sc replaces Scaffolding. FB stands for Feedback.

Table 4.22 depicts how significant the differences within the anxiety groups and variables such as exam scores; age as well as four sociocultural factors as subdimensions are. For the multiple comparisons, we couldn't help using post hoc tests - crafted for the situations where the researcher has already obtained a significant omnibus F-test with a factor comprising three or more means and ancillary probe of the discordances among means - are

implemented to amass specific information, thereby assisting us to detect and evidence if the means are significantly different from each other. The difference becomes significant considering the p-value for each factor which must be below 0.05. As delineated, the p-value for all sociocultural factors, and the anxiety groups is significant at zero except for the feedback which generates the anxiety groups scoring the p-value of 0.04 for groups 1 and 2 as well as p-value of 0.06 for the anxiety groups 2 and 3. Considering the p-value for the private speech, we figure out that students' belief in their knowledge of L2 has caused the anxiety to be put in three groups. This reasoning is in aid of our research question postulating that the attitude students foster – if it be negative or belittling – can impinge on them. This will be presented and discussed in next chapter.

CHAPTER 5

5. Results and Discussion

5.1 Introduction

In the era we dwell in, being versed in English in real sense and by all means has been necessitated for us as either lettered or otherwise in order to prop up or annex a joint gate of mutual understanding with the immediate interlocutors inside our motherland and outside world, which would not let us be left backward in all aspects. With this said, getting out of your ways to be dexterous in it is a more hands-on front which should be perched at the very headland of our life. The only out-of-detouring hurdle is we are extremly challenged by being left stranded to confront some out-of-lap parameters which impede our achieving the workable stage of proficiency needed to survive in the age of utilitarianism.

In fact, those foreign language learners entangled with the preventive or anxiety-inducing impediments get overwhelmed drastically due to being subject to an anxiety reaction deteriorating their achievement of the admirably accepted goal. This setback, specific anxiety, crops up while learning a foreign language. Being given mental block happens as soon as FLA raids or threatens [the Wernicke, Broca and motor areas of your brain, the script] (Horwitz and Cope, 1986).

What's more, the studies by Eysenck, Krashen, Brown, Lantolf, Schumann and many others alongside with Horwitz et al. literally dealt with mere social and affective factors' influence on EFL/ESL learners without having a tinge of referral to the sociocultural factors (SCFs)' potential impact on EFL learners' anxiety based on the Vygotsky's SCT. Instead, they have had a constructionistic approach. Moreover, as Schwartz quoting from

Scovel holds there would be a likelihood of foreign language anxiety to be experienced by L2/foreign language learners due to the extrinsic motivators within social contexts or co-text.

Our scrutiny acting as a pioneer has enriched the scope by having investigated and revealed how SCFs, based on the SCT of Vygotsky with Lantolf's standpoint, affect EFL learners'anxiety in a Turkish setting. In addition to this, the current study defined a new dimension for the only renowned language anxiety questionnaire of foreign language classroom anxiety scale (FLCAS) created in 1986 by Horwitz et al. still being utilized widely around the world.

Technically propounded, anxiety, as mentioned by Spielberger(1983), is "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Similarly, elsewhere Horwitz holds that striving to be perfect in performing what you have in your schemata is one of the major sources of foreign language anxiety. Furthermore, as Krashen states anxiety triggers an affective filter preventing the learners from acquiring and performing the would-be knowledge This, if insists, leads to the teacher's false or defective appraisal of the sufferer.

Speaking of the performance anxiety, Horwitz et al. considered three constructs such as communication apprehension; test anxiety and fear of negative evaluation while designing the anxiety questionnaire of FLCAS. What our study has evidentially introduced is having designated a new SCFs-measuring dimension for the FLCAS questionnaire of Horwitz. This dimension with four SCFs as evidenced is the one that has – according to our current study - caused anxiety in the EFL learners in Turkey. The anxiety caused by the four factors were proved to impact the efficiency of the English language learning, whereas the anxiety studies by Horwitz and the other scholars used the original FLCAS have not aimed at relating the SCFs' possible cause of anxiety in an EFL setting to the SCFs based on the sociocultural theory of Vygotsky.

To this end, defined by the study, a questionnaire of xenoglossophobia or foreign language anxiety (FLA) called the modified version of FLCAS along with an end of track exam was given to 370 students from three different universities in Istanbul later downsized to 273 students for the reasons brought in preliminarily in the methodology chapter.

For the analysis aim, the researcher collected the data via the means just called attention to plying SPSS version 25.0. One-way ANOVA, factor analysis (FA), t- testing, multiple comparisons (Turkey HSD) and reliability

(Cronbach value, r) used to tally the means between two or three populations, independent factor loading for the SCFs, two means or averages, in order to see how much they are different from each other, all possible pairwise comparisons and the probability of a significant statistic, were resorted to respectively.

This chapter, in fact, introduces seven findings, four of which are to account for each of the four research questions. The relevant data garnered and analyzed in the previous chapter are to answer the four research questions in this chapter discussing each separately. The seven findings to present and discuss in this chapter are presented as hereunder:

5.2 Questionnaire

- Does the original FLCAS have the potential to measure SCFs'impact on EFL learners' anxiety based on Vygotsky's SCT?
- Does the modified 29-item FLCAS with SCFs' dimension have the potential to measure the anxiety? How far is it valid?
- Does the modified version of the FLCAS have the capacity to have a valid illustration of the anxiety with the frequencies of anxiety among Anxiety groups?
- Is there a statistically significant connection between sociocultural factors, and EFL learners'anxiety in a Turkish setting?
- Is there any significant difference between the rate of SCFs' impact on the female EFL learners' anxiety and the male ones?
- Does EFL learners' attitude on their knowledge of L2 lead them to experience anxiety affecting their language learning?
- Is there any relationship between sociocultural factors, and students' achievement?

The research questions with the related hypotheses are as below:

- Research questions
- Is there a statistically significant connection between sociocultural factors, and EFL learners 'anxiety in a Turkish setting?
- Is there any significant difference between the rate of SCFs' impact on the female EFL learners' anxiety and the male ones?
- Does EFL learners' attitude on their knowledge of L2 lead them to experience anxiety affecting their language learning?

- Is there any relationship between sociocultural factors, and students' achievement?
- Research hypotheses
- Hypothesis 1: There is a statistically significant connection between sociocultural factors, and EFL learners'anxiety in a Turkish setting.
- Hypothesis 2: EFL learners' attitude on their knowledge of L2 leads them to experience anxiety affecting their language learning.
- Hypothesis 3: There is a significant link between sociocultural factors, and students' achievement.
- Hypothesis 4: There is a link between students'rate of anxiety and gender.

5.3 Questionnaire

One questionnaire called FLCAS or foreign language classroom anxiety scale was devised and introduced by Horwitz et al. in 1986 and has been used around the world ever since. It is used to only test the anxiety caused by affective factors while this study anchored in a new function for the questionnaire, the impact of SCFs on EFL learners' anxiety. The questionnaire was given to 370 students from three different universities in Istanbul in 2016. The results are presented in the following steps.

5.3.1 Does the original FLCAS have the potential to measure SCFs'impact on EFL learners' anxiety based on Vygotsky's SCT?

Given the fact that the original FLCAS was to measure three constructs, which affected students' language learning efficiency including fear of feedback; comprehension apprehension or anxiety and fear of being laughed at, and there was no mention that there could be any sociocultural cause behind it. I started off by maintaining the aim to pinpoint and evidence the possibility of the four SCFs to be causing the FLA using FLCAS. In the course of scrutinizing the works by scholars such as *MacIntyre, P. and Gardner, R. (1991); McCroskey, J. and Baer, J. (1985); Oller, J. (1977); Philp, J., Adams, R. and Iwashita, N. (2014); Pica, T. and Mayo, M. (2000); Rodney, R. (1993); Ratner, C. (2011); Said, E. (1978); Sanders, D., Hallam, R. and Wills, F. (2003); Schwarzer, R. (2015); Spolsky, B. and Hult, F. (2010); Thorne, S. and P. Lantolf, J. (2006); Tobia, S. and Schwarzer, S. (1990); Vygotsky, L., Rieber, R. and Carton, A. (1997); Watson, D., & Friend, R. (1969);Young, D. (1991)* and many others, I realized the likelihood of SCFs to be underlying the FLA. To investigate further, I managed to extend the original FLCAS with

three factors to test and measure as mentioned earlier to the sociocultural factors (SCFs) with four factors rather than mere affective variables. It might be interrogated by both public and the experts of the field why the author of the current book kept panning for the sociocultural aspect. A short referral to one of the axioms of the founder of SCT, Vygotsky, would suffice. For example, based on Vygotsky's belief we develop on two planes: one is sociocultural and the other intrapersonal. Horwitz had restrained the three building blocks of her questionnaire to just intrapersonal plane. For this reason, referring to Vygotsky and Lantolf viewpoint of self-regulation, an all-inclusive factor, it becomes quite evidential to us that this FLCAS questionnaire can be exploited in order to take four sociocultural factors as being the anxiety-provoking levers in EFL learners in a Turkish setting. Administering FA in the study revealed four constructs that the author extended from the three constructs of Horwitz for the same questionnaire referring to some of the studies hereunder (for more comprehensive information of the studies below refer to chapter 3):

- Private Speech (PS)

Given Pavlenko, Lantolf Clemente, Dörnyei, Noels et al., PS is your judgment of your competence in a language (self-efficacy, Bandura coinage).

- Peer Interaction (PI)

According to Philp, Adams, Iwashita et al., PI is a unique vehicle given learners a context to experiment the language with a peer interactively.

- Feedback (FB)

Robinson (2013), Mackey (2007), Sheen (2008) et al. state that the efficacy of feedback is affected by psycho-cognitive factors such as communication anxiety or apprehension, working-memory capacity and … Recast (SG) if not done in a proper manner can leave students in a euphoric state of dissatisfaction and uncertainty.

- Scaffolding (Sc)

According to Wood, Ross, Wertsch, Donato et al, Sc empowers learners to thoroughly do the assignments they could not manage singlehandedly when felt they need it. As Ohato et al. stated scaffolding is an assisted performance, which increases certainty. Lack of it leads to uncertainty.

5.3.2 Does the modified version of the FLCAS have the capacity to have a valid illustration of the frequencies of anxiety among anxiety groups?

The author of the current study managed to define a new dimension for the original FLCAS, which was preliminarily intended to test only affective factors. Defining the new dimension was actualized through having performed factor analysis (FA) and reliability test (RT). Four components were diagnosed and evidenced to be functioning in the FLCAS. This became possible through being able to extract both reliable factor loadings by means of FA and significant corrected item-total correlation values (CITC) in RT. I believe the modified version of FLCAS can measure the four SCFs'impact on the EFL learners' xenoglossophobia or foreign language anxiety giving hand valid measures or statistics for the anxiety mentioned.

The anxiety measures were distributed among three groups having extracted the scores of 29 to 65; 66 to 104 and 105 to 145 for groups 1, 2 and 3 respectively.

These anxiety scores derived from the new FLCAS are, in fact, appropriated from the original FLCAS and can be considered quite reliable. The anxiety caused here in the study would be better to be considered as being caused by each one of the four SCFs loaded on every single item of the questionnaire. For instance, getting a glimpse of the eighteen items of the new FLCAS grouped as PS or private speech for factor one indicates that 180 students out of 273 have been under the anxiety-inciting impact of the PS holding the t-value of 0.351 and a p-value of 0.045 with an r-value of – 0.121. The minus value is the barometer of having a negative correlation between PS and the TA (total anxiety) which means once one of the two extremes (PS and TA) spikes the other one nosedive.

I am holding a total faith in this bilateral equation considering that anxiety is one of the triangular affective variables of anxiety-attitudes-motivation. This, in turn, affects language learning efficiency as mentioned by Gardner et al. (1985).

5.4 Is There A Statistically Significant Connection Between Sociocultural Factors, and EFL Learners'Anxiety in a Turkish Setting?

The data portrayed by tables 4.17 and 4.18 shows that there exists a knitting bond between SCFs and EFL learners'anxiety in a Turkish setting. SCFs are the factors – in my opinion - we are born with and raised in because nature and culture as stated by Kramsch (2000) are interwoven in

a sense that nature is birth determining the way or whereabouts we are to be groomed or raised. Therefore, the SCFs creating the ambiance for us to grow are affecting us constructively or destructively through motivating us or demotivating and causing anxiety as put by Vygotsky and Lantolf. To further ratify what this study finding illustrates, let's refer to John Schumann's Social Distance Hypothesis also known as the Acculturation Theory as he believes good learners are motivated, empathic to native speakers, flexible, and experience little culture shock. In terms of the Input Hypothesis, they have a low affective filter.

Our study also revealed that private speech has the highest impact on EFL learners' anxiety by holding the utmost factor loading and looking into the t and p values. This finding is in bona fide rapport with the studies already done by Levine, Krashen, and Young.

To give an example, a survey conducted by Levine on L1 use through PS or self-talk states that resorting to L1 use creates a cognitive and social space for the learners. This space ameliorates the anxiety derived from the TLU and classroom context. Or Krashen (1982) stipulates that students' utilization of L1 helps them decrease their affective filters. As Young (1990) believes students' anxiety of the target language use escalates when they are coerced to use it. The research conducted on this issue indicates that the majority of the subjects are in serious favor of the idea of using TL in the class, as it is good for their foreign language acquisition despite getting more anxious. Actually, the use of L1 strengthens private speech or self-talk in a positive sense, enhancing the performance of the learners by not having high FLA.

By contrast, TLU intensifies EFL learners'FLA if they are cornered to stick to the target language as the only means or source of getting connected to the outside world. Being given the liberty of exploiting TLU and L1 in a balanced fashion can help start up intrapersonal & interpersonal social planes given Vygotsky not engendering anxiety. For example, in a Turkish setting you require your EFL learners to use English as the only medium of learning and communication in the class, this restrictive policy disrupts the EFL learners'self-confidence and self-esteem if they are in the first phase of acculturation, anxiety-prone stage to the point where they prefer to be reticent due to being forced to avoid taking off by their L1 plane especially if they be in the anxiety-prone stage of the acculturation filter. With the output and the relevant reasoning alongside with tangible examples and elucidation given above, we arrive at the conclusion that there is a statistically significant

connection between sociocultural factors, and EFL Learners'anxiety in a Turkish setting.

5.5 Is There Any Significant Difference Between The Rate of SCFs' Impact on The Female EFL Learners' Anxiety and The Male Ones?

The extraction to illustrate the interplay between gender, SCFs, and gender in table 4.17 indicates that there is no significant difference between the volumes of SCFs' influence on EFL learners' anxiety and gender. This perception is obtained by scrutinizing the anxiety mean scores of 53.956 for females and 53.273 for males in addition to the significant ranges of t-values displayed as 0.351. This extraction of the anxiety mean scores can be construed as being indicative of no difference in terms of the FLA rate experienced by the gender in this study. Actually, this output is in line with the study conducted on 155 Yemeni EFL learners in which female learners experienced a higher level of foreign language anxiety, but the difference was not remarkable (Razak, Yassin & Maasum, 2016).

However, another study carried out by Sadeghi, Mohammadi, and Sedaghatgofta (2013) showed that female EFL learners in Iran experienced higher levels of anxiety with a big difference. This difference turned out to be the fact that female learners are socioculturally not in the same social status as male EFL learners and they are not given as much freedom from the clothes to the most serious issues as their male peers. This makes them, given the outcome of the current study, get an ill judgment of their linguistic potentials resulting in their experiencing more of anxiety. Furthermore, by referring to Bhabha's Location of Culture book and the third space he has introduced in, it becomes quite clear why Iranian females experience more of debilitative anxiety when performing English as a foreign language. *When this result from Iran is juxtaposed with the ones attended our study living here in Istanbul, the reason behind not having any difference in the rate of the FLA experienced by gender here in Istanbul is thanks to the unavoidable fact that female and male students here in Turkey enjoy almost even-handed level of social status and freedom compared to their peers or counterparts in Iran.* This -to my frame of mind- empowers the gender of both sides instead of suppressing or disempowering them the way it happened to the Iranian female students.

As also expressed by Chiasson (2002), as long as you feel that there are people or interlocutors within your immediate or far milieu paying homage or attention to what you utter, you can be more expressive detached from the anxiety of both facilitative and debilitative types. Similarly, the result of

another study conducted by Hasan and Fatimah (2014) indicates that males experienced more anxiety while in Indonesia than they did in Australia as in Indonesia males are more limited socioculturally, whereas in Australia that is not the case.

To wrap it up, for the reasons and concise studies discussed above, you cannot sight any smattering tinge of a significant difference between the rate of SCFs' Impact on the female EFL learners' anxiety and the Male Ones

5.6 Does EFL Learners' Attitude on Their Knowledge of L2 Lead Them to Experience Anxiety Affecting Their Language Learning?

The responses of 273 participants to the 29-item questionnaire of the current study were analyzed through ANOVA. The data is depicted in tables 4.19 and 4.21 labeled as a correlation between attitude and EFL learners' language learning achievement with the other labeled as Joint effects of the SCFs & variables. Scrutinizing the values for r as -0.121 with a p-value as 0.045 and F as 331.114 with the p-value of 0.00 indicates that there is a confluent link between participants' attitude (PS) of L2 and their L2 learning efficiency. In other words, considering the correlation values (r) between the private speech and exam results, which is negative, we ascertain that students' belief in their knowledge of L2 has a negative connection with the EFL learners' language learning.

This reasoning is in favor of the research question that the attitude students take about their competence in English can influence their language learning. In plain term, the higher the level of PS impact, the lower their language learning efficiency, whereas the lower the PS, the higher their language learning effectuality.

This finding is congruent with the proved and studied facts that express the existence of a strong click between language anxiety and attitude indices (Clement, Gardner, Smythe & Lalonde, 1984; Horwitz, 1986; Philips, 1992; Trylong, 1987). As a matter of fact, private speech is the reworded cover for the term "attitude" given by Lantolf et al. Elsewhere Eysenck stated that anxiety causes cognitive interference aroused by distracting, self-related cognition such as excessive self- evaluation, worrying over the opinions of others and potential failure which distract you (1979, cited in MacIntyre and Gardner, 1994).

In order to keep up the social lines of communication, linguistically put, mental functioning regulates itself through self-talk (PS) intrinsically inside you. This regulatory function of the language helps ignite an interlocutory path between the internal and external world socially (Lantolf &Thorne,

2002). In the same way, Frawley (1997) maintains that private speech serves to focus speakers' attention on what derived from social or peer interaction to be fulfilled. Therefore, any type of attitude either positive or negative you foster about you in an expressive or reserved manner can affect your performance linguistically.

Speaking of EFL learners's anxiety relationship with the attitude they take in a Turkish setting, a study conducted on a group of state university students in Turkey revealed that the first year students had less FLA than the junior and senior students due to the fact that the first year students possessed more positive attitude with higher productivity in learning development than the other groups This can be mentioned as a tangible example pointing out to the interplay between the EFL learners'attitude and FLA (Coşkun & Taşgın, 2018).

To conclude, EFL learners' attitude on their knowledge of L2 lead them to experience anxiety affecting their Language Learning

5.7 Is There Any Relationship Between Sociocultural Factors, and Students' Achievement?

Referring to table 4.19 and 4.20, we could envision a significant confluent interplay between the factors on the left and exam scores on the right holding recognizable p values of 0.045, 0.238, 0.021, 0.030 and 0.017 except PI with an insignificant p-value. In fact, all four SCFs (PS,PI, Sc & FB) and the students' achievement together with TA(total anxiety) are negatively correlated holding the r-values of -0.121(PS);

- 0.072(PI); -0.139(Sc); -0.131(FB) and -0.145 (TA). The negative correlation means that once one side ascends, the other side plummets. This deduction helps us defend the research question number 4 with the related hypothesis indicating that there could exist the probability of a rapport between SCFs and the students' achievement.

This finding is in favor of the studies already done by Lambert and Gardner (1972) as well as Clement, Gardner, and Smythe (1977b) on a link between the attitude-motivation cluster and language learning achievement. The aforementioned studies support that a positive rapport exists between them; however, having a perusal of other studies by Horwitz (2001) lodge quite opposite outcome, stating the probability of a negative relationship between anxiety caused by factors such as self-presentation or self-talk [private speech considering Vygotsky' SCT] and learners'achievement.

Our study also dug out that the feedback, once given as assistance to the learners in order to help develop them from other-regulation to self-regulation, should be graduated in terms of dialogues as expressed by Lantolf and Aljaafreh. Interestingly, too much assistance decreases students' predisposition to the point where they cannot truly become self-regulated due to enervating their self-confidence and affecting their language performance in formative or summative assessment. A congenial illustration for the peer interaction, as the other SCFs, would be sparing learners a chance in a culturally organized activity, which acts as a facilitator in improving learning according to SCT of Vygotsky. In addition to that, observing the linguistic behavior of others, learners, with imitating them through private speech is essential for effective learning to take place (Lantolf and Thorne, 2006:214). In a study conducted by Brooks and Donato (1994) to explore the regulatory function of the language, it became clear that students managed to concentrate better on language resources commencing and keeping up their talks via cooperative tasks.

Our study result considering the data for the feedback implies that being afraid of the FB or evaluation (direct or indirect) given or perceived by both teachers and other students is one of the anxiety-causing factors as brought forth by Shams (2005). This would in turn influence the performative efficiency of both. Looking at the anxiety scores of our study subjects and their exam scores indicates that the higher one side, the lower the other side.

Given another piece of research on error correction and feedback within the ZPD in SCT by Aljaafreh and Lantolf (1994) in an ESL context, it is claimed that both explicit and implicit feedback impact learning development, provided that there be some sort of relevance between an index of development and the actual linguistic forms produced by the learners.

As a conclusion, it could be assuredly asserted that there is a relationship between sociocultural factors and students'achievement because as mentioned earlier our study students' exam scores plunge when the loadings of the sociocultural factors increase. If the loadings are higher, it means that the SCFs impose a higher impact on the students affecting their achievement.

CHAPTER 6

6. Conclusion

6.1 Introduction

This study aimed to investigate if there were any connection between SCFs and EFL learners' anxiety in a Turkish setting. In addition, it was intended to reveal if there could be any link between the SCFs based on Vygotsky's sociocultural theory and students' achievement in EFL learning. This research was conducted on the data received from having administered Horwitz's FLCAS to 370 students.

In this chapter, you will read the concluding remarks of the author and suggestions for future study.

6.2 Concluding Remarks

This study laid bare that learning English as a foreign language in a Turkish setting is liable to the permeating impacts of sociocultural factors (SCFs) based on Vygotsky's sociocultural theory (SCT). Preliminarily, this theory was introduced in early 20th century in order to investigate how child development takes place. It also aimed at scrutinizing the factors, which could facilitate or debilitate the process of child development. The modus operandi of this study came about after coming across the terms ZPD and ZFM while mulling over the term anxiety with the potential factors causing it. To have a clear-cut conceptualization of the factors, the author thought up the term "sociocultural factors" (SCFs) prior to having looked into any works done on the factors seriously. Later, I was introduced to Vygotsky. Further investigation of the works of Vygotsky first; Lantolf et al. later; Scovel, Tobia and Horwitz et al. after them in this study helped extract four

of the SCFs that we managed to relate them to being the potential source of affecting EFL learners'anxiety, mostly Turkish students learning English in the prep schools.

Exaggeration aside, for the first time in the ELT arena, the study turned out to reveal, and evidence that the abovementioned four sociocultural factors could be accountable for generating the anxiety, FLA. This trailblazing disclosure of the SCFs as being the sole source of evoking anxiety in EFL learners by the author was actualized and corroborated through having administered a partly modified version of the FLCAS originally devised and introduced by Horwitz et al. in 1986.

Validating the partial modification of the original FLCAS to the new one with the newly defined SCFs' dimension to match our study aim - SCFs' impact on EFL learners'anxiety in a Turkish setting - became possible by performing a factor analysis (FA) and reliability test (RT). It also became clear that all four factors have had impacts of their own on FLA and learning, congenial with some relevant studies in the pertinent literature. The output for the four SCFs with the significant t values and insignificant p-values indicates that there is no difference in the anxiety each gender experiences. By contrast, a couple of other studies carried out in the M.E. in 2013 was indicative of the fact that the females of the same study were more strained (anxious) and suppressed than the males. This outcome, in fact, did not support the main evidenced question of the current book that indicated no disparity in terms of the anxiety rate each gender goes through. The exceptional disparity emerged because of the unfortunate fact that the suppressed social status of the females affected their private speech (PS) negatively. In a plain term, the suppressed social status of the subjects of the study in the M.E. affected their attitude and impacted their performative function unfavorably. By extention, the finding of the study mentioned earlier supports the studies by Tanveer (2007), and Tsui (1996) who stated that learner's judgemental idea of its competence or self exposes them to a drastic level of anxiety leading to even their reticence as concluded. Taking the SCFs of Vygotsky strengthens the idea that the judgemental idea of your competence and self is the self-efficacy, a constituent of the private speech, either ascending or descending the EFL learners' anxiety. It is also in favor of the results of the studies by Daly and Miller used their apprehension test together with the FLCAS questionnaire and evidenced that holding low self-confidence or perception of your second language speaking and writing competence results in second language classroom anxiety and second language writing anxiety ending up in impacting speaking and writing

achievements of the FL learners negatively (Cheng, Horwitz and Schallert, 1999).

In addition to this, considering Gardner and MacIntyre'theory of linguistic insecurity as well as the triangular model of Gardner, it becomes apparent that the research question two and hypothesis two are true in nature.

This generalization of the students' anxiety becames viable by the current study designated the new dimension of SCFs for the FLCAS that was not possible beforehand.

Further to this, Tobia's three-dimensional model (Input-Process-Output) states that any interactional and transactional factors would cause anxiety impacting the process stage resulting in defective output. Our study participants' anxiety scores of 29 to 65 (group 1); 66 to 104 (group 2) and 105 to 145 (group 3) indicate that 23.8%; 67.4% and 8.8% of 273 participants experienced low, mid and high anxiety respectively which, in turn, impacted their output given Tobia's model.

To wrap up the study, SCFs could be ensured to be the main sources of EFL learners' anxiety in a Turkish setting. These factors can influence the achievement of the learners once they cause a high rate of anxiety. It can also be assured that the modified version of the FLCAS with 29 items is the only questionnaire available at this juncture in order to be utilized for assessing and checking the impacts of SCFs on EFL leaners' anxiety.

6.3 Recommendations for Future Study

Every single solitary study conducted around the world could have its advantages and disadvantages or strong points and shortcomings, but the studies could be improved in nature in order to reap the best of what cultivated and groomed beforehand. This study has yielded some praiseworthy and trailblazing findings, but they could be ameliorated as follows:

First and foremost, the study questionnaire (FLCAS) that was devised by Horwitz et al. in 1986 to assess the anxiety experienced by the EFL/ESL learners focusing on affective variables. One of the main shortcomings of the FLCAS is that it is not that easy to relate all 33 items to SCFs. What's more, the items are prepared for the European minds, while Turkish students' mindsets are generally of Asian type based on my nine years of teaching in Asian, Middle East countries and here.

Secondly, FLCAS with 33 items can be acclimatized to a Turkish setting by modifying them in a way to suit a Turkish setting. To do so, some of the

items are required to be prepared from the scratch in order for them to suit Turkish students'impulse and urges.

Thirdly, each one of the items could be classified and labeled in the name of the factor decided on by referring to chapter 3 of the book. All four SCFs are labeled as PS, PI, Sc, and FB.

Fourthly, some of the items for the FB as the fourth component or factor need to be modified or replaced in order to suit the concept of the factor in a Turkish setting.

Finally yet importantly, this study was limited to the data collected from three foundation universities of medicine in Istanbul, in the author's viewpoint, it would be on the safe side to administer the modified FLCAS to the students of prep in some other universities in different cities. At least one of the universities needs to be from the eastern part of Turkey as students from the eastern part face challenges partially different from the other parts. Additionally, the other universities to participate in the future studies are to be the state ones.

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