Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education) 33(4): 1020-1037 [2018]
doi: 10.16986/HUJE.2018037844

Effectiveness of Psychoeducational Group Training on Turkish EFL Learners' English Speaking Anxiety

İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin İngilizce Konuşma Kaygısına Yönelik Psikoeğitim Grup Çalışması

Nurseven KILIÇ*, Ali ERYILMAZ**, Safiya YILMAZ DİNÇ***

• ***Received:*** *03.07.2017* • ***Accepted:*** *02.02.2018* • ***Published:*** *31.10.2018*

Kaynakça Bilgisi: Kılıç, N., Eryılmaz,, A., & Yılmaz Dinç, S. (2018). İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin İngilizce konuşma kaygısına yönelik psikoeğitim grup çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 33*(4), 1020-1037. doi: 10.16986/HUJE.2018037844

Citation Information: Kılıç, N., Eryılmaz,, A., & Yılmaz Dinç, S. (2018). Effectiveness of psychoeducational group training on Turkish EFL learners' English speaking anxiety. *Hacettepe University Journal of Education, 33*(4), 1020-1037. doi: 10.16986/HUJE.2018037844

ABSTRACT: Feelings of anxiety, apprehension, and nervousness, which are widely reported by foreign language (FL) learners, may cause learners to fail in achieving their desired goals, and they can lose motivation due to the detrimental effects of these feelings. Therefore, the purpose of this study was twofold: (1) to investigate the effectiveness of psychoeducational group training based on cognitive behavioural techniques (CBTs) to reduce the English as a foreign language (EFL) learners' English speaking anxiety and (2) to increase the learners' subjective wellbeing through subjective wellbeing-increasing activities (SWIAs). This study examined an experimental group and a control group consisting of eight English preparatory school students in each group. The Positive and Negative Affect Schedule (PANAS), the State-Trait Anxiety Inventory (STAI), and the Satisfaction with Life Scale (SWLS) were used as pre- and post-tests to identify any improvements over ten sessions. Then, the participants came together for a follow-up session after one year. The data were analysed with the Mann-Whitney U Test, the Wilcoxon signed ranks test, and the Friedman test. The findings revealed that the sessions were effective on all variables, with significant increases in the post-test scores of the experimental group regarding positive affect, negative affect, life satisfaction, and state anxiety; however, there were no statistically significant changes in the post-test scores of the control group for any variables. In sum, the findings were significantly different in terms of the post-test scores of the experimental group.
Keywords: Speaking anxiety, subjective well-being, cognitive-behavioral techniques, life satisfaction

ÖZ: Yabancı dil öğrencilerinin sıklıkla dile getirdikleri kaygı, gerginlik ve endişe gibi duygular barındırdıkları negatif etkilerden ötürü hedeflere ulaşamama ve motivasyon kaybına neden olabilmektedir. Bu nedenle, bu çalışmanın iki amacı vardır: (1) Bilişsel Davranışçı Tekniklere dayalı psikoeğitim grup çalışmasının Yabancı Dil olarak İngilizce öğrenen Türk öğrencilerinin İngilizce konuşma kaygısını azaltmadaki etkililiğini incelemek; (2) öznel iyi oluşu artırmaya yönelik aktivitelerle öğrencilerin öznel iyi oluşlarını artırmaktır. Çalışmada, her iki grupta sekiz hazırlık sınıfı öğrencisi olmak üzere bir deneysel ve bir kontrol grubu yer almaktadır. On oturum boyunca her bir oturumda ilerlemenin olup olmadığını test etmek amacıyla Pozitif ve Negatif Duygulanım Ölçeği, Durum-Süreklilik Kaygı Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Katılımcılar, oturumların tamamlanmasından bir yıl sonra bir izleme oturumuna katılmışlardır. Veriler Mann-Whitney U Testi, Wilcoxon İşaretli Sıralar Testi ve Friedman Testi ile analize alınmıştır. Bulgular; deney grubundaki katılımcıların yer aldığı oturumların pozitif duygulanım, negatif duygulanım, yaşam doyumu ve durumluk kaygı puanlarının dâhil olduğu tüm son-testlerde değişkenler üzerinde etkili olduğunu ortaya koymuştur. Ancak, kontrol grubunda yer alan katılımcıların son-test

* PhD Candidate, Eskişehir Osmangazi University, Faculty of Education, Eskişehir-TURKEY. e-mail: nursevenkilic71@hotmail.com (ORCID: 0000-0001-8724-7564)
** Assoc. Prof. Dr., Yıldız Technical University, Faculty of Education, İstanbul-TURKEY. e-mail: erali76@hotmail.com (ORCID: 0000-0001-9301-5946)
*** PhD Candidate, Eskişehir Osmangazi University, Faculty of Education, Eskişehir-TURKEY. e-mail: safiyepdr@hotmail.com (ORCID: 0000-0002-2857-6373)

puanlarında herhangi bir değişken açısından istatistiksel bir farklılığa rastlanmamıştır. Özetle, deney grubunun son puanlarında anlamlı bir farklılık olduğu saptanmıştır.
Anahtar Sözcükler: Konuşma kaygısı, öznel iyi-oluş, bilişsel-davranışçı teknikler, yaşam doyumu

1. INTRODUCTION

As the concept of anxiety is itself a multi-faceted and broad area of study, the role of human psychology cannot be neglected in learning environments (Horwitz, 2010). Foreign language (FL) learning, in particular, is affected by psychological factors. In the literature, several studies (e.g., Gardner & MacIntyre, 1993; Horwitz et al., 1986; Young, 1990) have focused on the role of psychological factors in language learning. Specifically, FL anxiety is considered a distinct and complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning that arise from the uniqueness of the language learning process (Horwitz et al., 1986). Language anxiety appears to be an exclusive phenomenon that needs to be examined within a particular framework in order to determine the sources of anxiety and comprehend the specific nature of this type of anxiety (Kılıç, 2014).

Wellbeing, on the other hand, has been of interest in the field of psychology for several decades. Wellbeing is mostly associated with subjective wellbeing, which focuses on what people think and feel about their lives (Lucas & Diener, 2008). Since the concept of wellbeing covers both thoughts and feelings, subjective wellbeing is divided into two categories, namely its cognitive and affective components. The cognitive component characterizes individuals' reflective judgments on life, and it is often assessed with measures of life satisfaction (Butkovic et al., 2012). In terms of the affective component, subjective wellbeing is defined in terms of life satisfaction and positive/negative affect (Diener, 1984). Considering the importance of these, it is worth focusing more on subjective wellbeing to examine individual happiness.

To guide and support learners in speaking English, facilitate their learning, enhance their learning experience, and increase their satisfaction and happiness, interventions must be structured in a way that goes beyond mere advising. Previous studies, despite reflecting widespread psychological issues in educational settings in general and in language teaching more specifically, point to a gap in the related literature; this gap indicates a lack of focus on appropriate interventions to diminish anxiety, encourage intrinsic motivation, and increase the subjective wellbeing and life satisfaction of learners. We aim to fill this gap in the literature by conducting psychoeducational group training for learners in need of psychological assistance.

1.1. FL Anxiety

Even though Scovel (1978) is credited for investigating language learning and anxiety in his innovative work, it was Horwitz et al. (1986) who brought this subject into the foreground when they created the FLCAS to measure this type of anxiety. Scovel (1978) used the term "affective variables," which he described as a wide range of disparate constructs and behaviors. Horwitz found Scovel's proposal useful to apply as a measure for the particular type of anxiety that arises in language learning. Horwitz (2013) states that "language learners differ with respect to emotions, language aptitude, learning styles, approaches to language learning and their age" (p. 3). Additionally, students' previous adverse experiences in language learning may cause anxiety (Aydın, 1999; MacIntyre & Gardner, 1989) as many learners may feel threatened due to previous beliefs that make them unable to learn a language (Horwitz, 1988). Williams and Andrade (2008) also claim that anxiety is a type of inhibitor for learners that prevents them from being active and successful in learning environments.

In addition to the definition and sources of FL anxiety, several types of anxiety have been reported in the literature. Two types are debilitating and facilitating anxiety (Scovel, 1978). Facilitating anxiety comprises positive feelings that lead to an increase in learners' motivations while debilitating anxiety discomforts learners by inducing negative thoughts, which creates

communication apprehension, fear of negative social evaluation, and test anxiety (Horwitz, et al., 1986; MacIntyre & Gardner, 1989). The other anxiety types are trait, state, and situation-specific anxiety (McDowell, 2006; Spielberger, 1983). Trait anxiety is defined as a general tendency to perceive situations as threatening while state anxiety is a temporary condition experienced in specific situations. Situation-specific anxiety is described as anxiety-provoking situations that make learners more or less anxious about communication (Bekleyen, 2004; Horwitz et al., 1986; Scovel, 1978). To be more specific, communication apprehension refers to "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986, p.127). People who have difficulty in speaking in groups possibly experience much more difficulty speaking in an EFL class in which they have limited control over the communicative situation, and their performance is continuously monitored (Liu & Jackson, 2008). Fear of negative evaluation, on the other hand, is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, as cited in Horwitz et al., 1986, p.128). Lastly, test anxiety refers to "a type of performance anxiety stemming from a fear of failure (Horwitz et al., 1986, p.127). Students with test anxiety frequently have higher expectations than their capability and worry about their performance (Liu & Jackson, 2008). Therefore, learners suffering from language anxiety in general terms, perceive speaking in a FL as an uncomfortable experience and are afraid to make mistakes because of perceived social pressure (Goh & Burns, 2012). These students need to be familiar with their classmates in order to feel less worried about speaking in the target language (Young, 1990). Additionally, older students experience more anxiety in FL classes (Onwuegbuzie et al., 2000a), and they perform more poorly than younger learners (Onwuegbuzie et al., 2000b). Significantly, numerous studies report that, in general, a negative correlation exists between language learning achievement and anxiety (Aida, 1994; Cheng et al., 1999; Young, 1986).

1.2. FL Speaking Anxiety

Speaking requires using productive skills (speaking and writing), as opposed to receptive skills (reading and listening). As it is a challenging task, speaking can sometimes affect learners negatively and result in a high level of anxiety. To illustrate:

"I always feel nervous when speaking English."

"I feel bad in my mind because I wonder why I can't speak English very well."

"My English appear is not good enough; I can't express very well."

"I need to use English perfectly; I can't make mistakes in front of my students."

"Sometimes I feel stupid, some people look at me, a strange man, cannot speak good."(Tanveer, 2007, p.1)

In FL classrooms, students tend to articulate that speaking in the target language is the most anxiety-producing experience (Öztürk & Gürbüz, 2014), and most students experience a high level of speaking anxiety (Dalkılıç, 2001; Huang, 2004; Koch & Terrell, 1991; Liu & Jackson, 2008; Tsiplakides & Keramida, 2009). Anxiety may affect not only the learning process but also communicative performance (MacIntyre & Gardner, 1991). Several studies have defined the reasons underlying speaking anxiety from several perspectives. For instance, when students are required to be in front of the class during speaking activities, it becomes the most anxiety-provoking activity from the learners' viewpoint, and they feel more anxious about speaking than they do about other language skills (Young, 1990). In addition, speaking in front of others causes anxiety arousal as the students worry about making pronunciation mistakes and being laughed at (Price, 1991). A significant relationship exists between the students' anxiety levels and their achievement in speaking classes (Dalkılıç, 2001). Furthermore, anxiety is a

significant predictor of unwillingness to communicate in FL classes (Liu & Jackson, 2008); anxiety arises due to the fear of negative evaluation from their peers and the feeling of being less competent than their peers (Tsiplakides & Keramida, 2009).

1.3. Subjective Wellbeing

In the field of psychology, subjective wellbeing is used as a conceptualized term to refer to happiness. This term involves individuals' assessments of their lives. For most people, the basic goal of life is to be happy (Diener, 1984). Today's globalized world encourages individuals to seek happiness-oriented lives (Tkach & Lyubomirsky, 2006). If an individual has the opportunity to experience more pleasure and satisfaction and experiences less displeasure, the individual is seen as having a high level of subjective wellbeing (Eryılmaz, 2012; Diener, 1984; Myers & Diener, 1995; Seligman & Csikszentmihalyi, 2000). Subjective wellbeing is not a single dimensional structure but instead is a common frame that encompasses three components: positive affect, negative affect, and life satisfaction (Andrews & Withey, 1976; Diener, 1984). Positive affect involves positive feelings such as confidence, interest, hope, pride, and joy. Conversely, negative affect involves negative feelings such as rage, hate, guilt, and sadness. Life satisfaction refers to the cognitive component of subjective wellbeing (Myers & Deiner, 1995).

Individuals' subjective wellbeing may be increased through subjective wellbeing strategies (Buss, 2000; Eryılmaz, 2012; Fordyce, 1983; Tkach & Lyubomirsky, 2006). Developing close relationships with friends and relatives, decreasing stress, adapting to the requirements of modern life by filling the gaps between modern and old-fashioned life, enhancing cooperation, and providing satisfaction to others may be considered necessary as strategies to increase subjective wellbeing (Buss, 2000). Eryılmaz's (2012) study tested a model examining the link between the subjective wellbeing of adolescents in high school in terms of having their needs satisfied and the strategies needed to increase their subjective wellbeing. The findings of this study indicate that the effects of subjective wellbeing-increasing strategies as well as the direct, indirect, and total effects of the satisfaction of their needs on subjective wellbeing are significant. Fordyce (1983) also notes that thinking positively, taking part in social activities, having an active life, developing an extrovert personality, and having and reducing negative thoughts might be included as some of the most effective subjective wellbeing-increasing strategies and activities. Similarly, Tkach and Lyubomirsky (2006) found that using certain strategies positively relate to subjective wellbeing. These researchers suggest that subjective wellbeing can be increased by having social relations, actively or passively joining activities, determining and reaching goals, and exhibiting behavior related to subjective wellbeing. With all of these strategies in mind, the goals of this study were determined, and the intervention phases were carefully designed to increase the subjective wellbeing of the participants in this study.

1.4. Overview of the Study

In order to eliminate any adverse components in educational settings that can keep learners from grasping newly learned items as well as lower their motivation and prevent them from actively participating in lessons, a psychoeducational group training based on cognitive behavioral techniques (CBTs) and subjective wellbeing-increasing activities (SWIAs) may be considered an effective solution. In the context of the study, CBTs were employed to achieve a deeper conceptual coverage of anxiety sources and eliminate the adverse effects of anxiety while speaking English, and the SWIAs were mainly devoted to fostering learners' positive emotions. Therefore, the present study aimed to examine the effectiveness of this psychoeducational group training in decreasing the degree of the learners' FL speaking anxiety. At the end of the interventions, we predicted that the factors that negatively influence educational settings and cause academic failures would be decreased, learners' negative

attitudes would be replaced by positive ones, and the students would generally have more positive views about speaking English. Furthermore, we aimed to increase the learners' subjective wellbeing in order to transform negative feelings into positive ones. As a more general outcome, we also aim to draw educators' focus to learner anxiety issues and highlight the significance of finding strategies to be able to make learners happy. Thus, in this study on a group of English language learners at the School of Foreign Languages at an English-medium state university, we addressed the gap in the current literature because of the need to assist learners based on needs analyses as well as to initiate changes in the emotional aspects of educational contexts. Accordingly, the research questions investigated in this study were:

1. Is this psychoeducational group training based on CBTs effective in reducing EFL learners' English speaking anxiety?
2. Do SWIAs help students enhance subjective wellbeing levels?

2. METHOD

2.1. Context of the Study and Participants

The present study was carried out at the School of Foreign Languages at an English-medium state university over a period of ten weeks. In the English preparatory programme, students are enrolled in different levels based on their initial placement scores, and they follow the syllabi appropriate to their respective levels. At the end of each academic year, a proficiency exam is administered; if learners cannot obtain the required passing score, they need to continue their studies in the English preparatory programme. Therefore, students may feel under pressure because of the upcoming oral examinations as well as the speaking activities performed in lessons. In response to this need and to decrease anxiety and make the learners feel comfortable, this psychoeducational group training was performed with 16 first year B1 level preparatory school students. The participants were taken from eight classes, with two students from each class. Eight of these students were randomly placed into the experimental group, and the rest were placed into the control group. The participants in the experimental group were three males and five females with an age range of 18–20 years old (M=18.87) while the control group was composed of four males and four females aged 18 to 21 years old (M=19.12). All participants in both groups had similar backgrounds in terms of their English level, and they reflected a specific profile, obtained from a needs analysis, of having a high level of anxiety.

2.2. Data Collection Tools

In the present study, three scales were used as pre- and post-tests. These were the Positive and Negative Affect Schedule (PANAS), the State-Trait Anxiety Inventory (STAI), and the Satisfaction with Life Scale (SWLS). Watson et al. (1988) developed the PANAS to assess mood and emotion. It is composed of 20 items, with ten items measuring positive affect (attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong, and active) and ten items measuring negative affect (distressed, upset, hostile, irritable, scared, afraid, ashamed, guilty, nervous, and jittery). Each item is graded on a five-point Likert Scale, ranging from 1 (very slightly or not at all) to 5 (extremely), to assess the extent to which the affect has been experienced in a specified time. In the present study, the Turkish form of the scale, adapted by Gençöz (2000), was employed because the language used in the psychoeducation sessions was Turkish. In the original form, the PANAS scale's inter-correlations and internal reliabilities (Cronbach's alpha) ranged from .86 to .90 for positive affect and from .84 to .87 for negative affect. In the Turkish version of the scale, the internal consistency of the scale was .83 for positive affect and .86 for negative affect. The internal consistency of the entire scale in our sample was .73.

The next inventory used in the study was the STAI, developed by Spielberger (1983) to measure anxiety. It has 40 items, and it comprises two sub-scales. First, the 20-item state anxiety scale measures the current state of anxiety. State anxiety items include: "I feel at ease, I feel upset" and they are rated on a four-point Likert Scale ranging from 1 (not at all) to 4 (very much so). Second, the 20-item trait anxiety scale measures stable aspects of anxiety. Trait anxiety items include: "I worry too much over something that really doesn't matter", and these items are rated with a range of 1 (almost never) to 4 (almost always). The total score for each subscale ranges from 20 to 80. Higher scores indicate higher levels of anxiety, and lower scores indicate lower levels. In this study, the state anxiety scale was used to evaluate the fluctuating feelings of participants. As with the PANAS, the Turkish form of the STAI, adapted by Öner & LeCompte (1985), was used in our study. For the original form, numerous studies have reported a consistently high alpha for internal consistency. In the Turkish form, the Kuder-Richardson (alpha) reliability of the scale ranges from .83 to .87, the test-retest reliability ranges from .71 to .86, and the item remainder reliability ranges from .34 to .72 (Öner & Le Compte, 1985). In the current study, the alpha reliability coefficient of the STAI was .73.

The last measurement scale was the SWLS. This instrument was developed by Diener et al. (1985) to evaluate individual satisfaction with life as a whole concept. The scale was adapted to Turkish, and reliability and validity analyses were made by Dağlı and Baysal (2016). In this study, the Turkish version of the SWLS adapted by Dağlı and Baysal was used. The SWLS is a measurement tool used to measure overall life satisfaction, and it consists of five items; values are assessed according to seven scores ranging from 1 (strongly disagree) to 7 (strongly agree). In the Turkish version, the Pearson product-moment correlation was .92. This indicates a significant relationship between the Turkish and English versions of the scale. In addition, in a second measure, Cronbach's alpha was .88, and test-retest reliability was .97. In our sample, Cronbach's alpha was .70. In brief, the findings in our sample reveal satisfactory internal consistency for all scales.

2.3. Procedure

Prior to the study, the psychoeducational group training was announced through an announcement form on the pin-boards to give a brief description of the content of the training. The trainer was a psychological counselor working in cooperation with the instructors. The professional background of the trainer, the goals of the psychoeducational group training, the terms of participating in and leaving the training, the expectations for group members, the privacy conditions, and the possible favorable gains for group members were declared in this form. Once the intended number of participants was obtained, the experimental group was invited to a pre-interview to familiarize them with the training and discuss the rules and privacy conditions. Later, the interviewees joined the training voluntarily and signed an informed consent form to ensure that they accepted the terms for participating and agreed to fulfill the requirements of being a group member. The sessions lasted approximately 90 minutes and were performed once a week, and there were ten sessions in total. This experimental study was designed using pre- and post-test control group modeling. Pre-designed weekly plans were implemented during the entire process. On the other part, the participants in the control group were asked to come and have fun activities like watching movies, documentaries and so on, and do the same pre- and post-tests on a weekly basis, but without the interventions.

2.4. Research Design

The psychoeducational group training was designed as an experimental study based on CBTs and SWIAs. Participants were also provided with some efficient ways of reducing the degree of anxiety that they might feel in classroom settings or oral examinations. The goals of sessions were to discuss the sources and degree of anxiety arousal and address appropriate solutions with the help of effective activities, using group dynamics. Moreover, group members

were able to see that other members may also have feelings similar to theirs, and by sharing their ideas, they would be able to draw a common framework for their problem. We tried to make them aware that their positive attitudes and active participation in the sessions would give them the opportunity to increase their wellbeing as well. Since the focus of the activities was to support the learners in reaching increased motivation and academic success, the sessions had several purposes. As the focus of the training was to enhance the participants' self-awareness and assist them in finding the best approaches on their own, the trainer's role was to plan and moderate sessions, create a positive atmosphere, form interactions among the members, and facilitate the process. In order to analyze the long-term effects of the training, a follow-up session was held one year later. The sessions are outlined in Table 1 to illustrate the session-planning.

Table 1. Sample Session Structure

Session Number	Activities	Session Goals & Descriptions
Session 1	Objectives	The aim of the first session was to meet the group members, give general information, and build up a positive atmosphere and trust relationship among the group members.
Session 2	Balance Model & Behavioural Control Techniques	Participants were asked to discuss their feelings before, during, and after classes, and create ideas about the expected/desired feelings for these times, and then they were expected to notice the influence of anxiety on the body as well as on their achievement, future, and relationships.
Session 3	Formation and Continuation of Anxiety & Automatic Negative Thoughts Follow-up	Participants were asked to define the reasons for the problem, make a self-evaluation to take necessary steps, and discuss possible solutions to overcome the problem. Later, their awareness was raised about automatic negative thoughts and their influence on anxiety.
Session 4	Create Distance from Anxiety: Build Realistic Ideas & Conversation between Anxious Me and Victorious Me	Participants were asked to put some distance between themselves and anxiety and turn automatic negative thoughts into positive ones. Throughout the session, participants were expected to build realistic ideas and discover their strengths versus their weaknesses through a conversation activity between "anxious me" and "victorious me."
Session 5	Positive Self-Perception & Adjusting Body Language	Participants were guided to develop positive self-perception and self-esteem with the help of a positive self-perception activity. The importance of using effective eye contact, regulating intonation, starting, continuing, and ending a conversation, and improving active listening skills was emphasized with an activity about adjusting body language.
Session 6	Reasons for Gratitude & People Who Support Me in My Life	The purpose of this session was to make participants aware of the support received from close relationships and to feel gratitude for the gifts given to them. Therefore, participants were asked to write down five people for whom they felt gratitude and the particular reasons. Later, they were asked to pick out one of these people and write a letter to him/her. Similarly, they named people who support them in their lives and discussed their feelings and thoughts.
Session 7	Six Thinking Hats Technique & Appreciation	Increasing empathy was the goal of this session. The Six Thinking Hats technique was employed to enhance group members' empathy skills and lateral thinking. Additionally, an appreciation activity was used to enable participants to feel happy by recognizing the things they have in their lives.
Session 8	Mental Control Activity & Positive and Negative Features Related to Self	To enhance participants' thinking abilities and problem-solving skills, they were asked to think of a problem and find possible solutions. They were also advised to write a letter to read when they face problems. Next, they were asked to imagine a person who knows him/her and write down what this person would say about his/her positive and negative characteristics. Through this activity, they were expected to get an

		outside perspective of themselves.
Session 9	My Future Goals	Participants were requested to make short- and long-term plans related to their career, personal development, health, interpersonal relationships, the benefit to society, and spirituality. Later, they were asked to find images representing their goals, cut them out, and put them on boards. They were also expected to recognize the importance of this planning for their future roles and happiness.
Session 10	General Assessment	In the last session, the aim was to internalize the outcomes of the process, to make a self-assessment, and to give/receive feedback. Based on the statements elicited from the students' answers, a general assessment report was written.

2.5. Data Analysis

In the current study, the PANAS, STAI, and SWLS were used as pre- and post-tests after each session. The level of significance in interpreting the results was accepted to be p=.05. In order to determine whether there was a significant difference between the experimental and control groups, the Mann-Whitney U test was used to reveal the differences/similarities in the pre-test, post-test, and follow-up scores. Next, to illuminate the findings of each session in the experimental group, the Wilcoxon test was used. The Friedman test was also employed to measure the effectiveness of the training. In the experimental group, the differences between pre-/post-test and follow-up test scores were examined with the Dunn-Bonferroni post hoc method (Dunn, 1964), and the Wilcoxon test was performed to compare the pre- and post-test scores in the control group.

Moreover, in order not to limit our study with quantitative findings and to view students' thoughts and feelings about the reflections of the training in their own words, we asked them to write a reflection paper through the open-ended explanation part of an evaluation sheet in the follow-up stage. The question that they answered was: "What are your opinions and feelings about the reflections of the psychoeducational group training in which you took part?". Later, students' answers were compiled and subjected to content analysis. The content analysis on the qualitative data (Creswell, 2012) was performed as follows: (1) organize the data; (2) examine and code the data; (3) compose descriptions and themes; and (4) identify and interpret findings. During the data analysis, the answers were read individually and grouped based on the points students raised. Meanwhile, we analysed and generated questions in order to determine common themes. After that, we compared and discussed the content analysis to put the data into categories based on the similarities and differences in views and finalize the themes. The explanations were aligned with these findings. The findings were shown without comment to demonstrate the actual data, and then the results were interpreted.

3. FINDINGS

3.1. Descriptive Statistics

During the analysis of the findings, the Mann-Whitney U Test was used to compare the two groups' pre-test scores. According to the Mann-Whitney U test results, there was no significant difference between the groups in terms of positive affect ($U=27.000$, $p=0.598$; $p>0.05$), negative affect ($U=29.000$, $p=0.752$; $p>0.05$), state anxiety ($U=24.500$, $p=0.429$; $p>0.05$), and life satisfaction ($U=31.000$, $p= 0.915$; $p>0.05$). The descriptive statistics are illustrated in Table 2.

Table 2. Descriptive statistics of the outcomes

Groups		Positive Affect			Negative Affect			Life Satisfaction			State Anxiety		
		Pre-test	Post-test	Follow-up	Pre-test	Post-test	Follow- up	Pre-Test	Post-test	Follow-up	Pre-test	Post-test	Follow-up
Experimental Group	M	33.88	39.25	43.63	24.38	11.75	11.00	22.63	28.00	27.38	46.75	26.13	25.13
	Mdn	34.50	39.00	45.00	22.50	12.00	11.00	21.00	28.00	26.50	47.50	25.50	26.00
	SD	6.45	2.31	2.83	6.35	1.04	0.93	4.72	1.31	2.72	3.85	3.04	2.36
Control Group	M	33.50	30.38	25.13	22.13	17.25	19.75	21.75	20.38	19.13	42.13	37.00	42.37
	Mdn	33.00	28.00	24.50	22.50	15.50	20.00	21.00	19.00	17.50	44.00	38.00	42.50
	SD	5.07	6.82	3.91	6.06	7.40	1.67	3.20	6.63	3.68	8.71	4.99	8.37

Notes: M: Mean; Mdn: Median; SD: Standard Deviation

3.2. Pre-Test Comparisons between the Two Groups

For the pre-intervention scores, Table 2 indicates that the mean positive affect score was 33.88 for the experimental group and 33.50 for the control group. The mean negative affect score was 24.38 for the experimental group and 22.13 for the control group, and the mean life satisfaction score was 22.63 for the experimental group and 21.75 for the control group. Last, the mean state anxiety score was 46.75 for the experimental group and 42.13 for the control group. In short, there were no significant differences between the experimental and control group's pre-test scores. Therefore, the equality condition between the two groups, a requirement in experimental studies, was warranted in reference to these results.

3.3. Experimental Activities' Effects on State Anxiety, Affect, and Life Satisfaction

The pre- and post-test scores for state anxiety are presented in Table 3. As shown in Table 3 below, the state anxiety post-test scores of the experimental group were significantly lower than their pre-test scores. However, there was not a significant difference between the pre-test and post-test scores of the control group for state anxiety ($z=-1.262$, $p>.05$).

Table 3. Pre- and post-test results for state anxiety

Activities	Test Conditions	N	Mdn	z	Effect Size (r)
1-Meeting & objectives	Pretest	8	47.50	-.17	-
	Post-Test	8	45.00		
2-Balance model & Behavioral control techniques	Pretest	8	47.00	-2.524*	-.63
	Post-Test	8	32.50		
3-Formation and continuation of anxiety & Automatic negative thoughts follow-up	Pretest	8	53.50	-2.521*	-.63
	Post-Test	8	31.50		
4-Put distance against anxiety; Build realistic ideas & Conversation of anxious me and victorious me	Pretest	8	56.00	-2.530*	-.63
	Post-Test	8	36.50		
5-Positive self-perception & Adjust body language	Pretest	8	54.50	-2.524*	-.63
	Post-Test	8	30.00		
6-Reasons for gratitude & People who support me in my life	Pretest	8	56.00	-2.524*	-.63
	Post-Test	8	30.00		
7-Six thinking hats & Appreciation	Pretest	8	52.00	-2.524*	-.63
	Post-Test	8	28.50		
8-Mental Control& Positive-negative features related to self	Pretest	8	41.50	-2.521*	-.63
	Post-Test	8	29.00		
9-My future goals	Pretest	8	37.50	-2.524*	-.63
	Post-Test	8	26.50		
10-General assessment& give-receive feedback	Pretest	8	33.00	-2.316*	-.58
	Post-Test	8	25.50		

*p<.05

As Table 3 above indicates, for participants in the experimental group, there was a significant effect on state anxiety [$\chi 2(2,8)=12$, $p<.01$]. The results also show that there was a significant difference between the participants' pre-test and post-test scores ($z=2.750$, $p<.01$) and between the pre-test and follow-up test scores ($z=3.250$, $p<.01$), but there was not a significant difference between the participants' state anxiety post-test and follow-up test scores in the experimental group ($z=.500$, $p>.05$). Besides, the pre- and post-test results of positive affect can be seen in Table 4.

Table 4. Pre- and post-test results for positive affect

Activities	Test Conditions	N	Mdn	z	Effect Size (r)
1-Meeting & objectives	Pretest	8	34.50	-.21	-
	Post-Test	8	32.00		
2-Balance model & Behavioral control techniques	Pretest	8	28.00	-2.046*	-.51
	Post-Test	8	32.00		
3-Formation and continuation of anxiety& Automatic negative	Pretest	8	25.00	-1.823	-
thoughts follow-up	Post-Test	8	34.50		
4-Put distance against anxiety; Build realistic ideas &	Pretest	8	27.00	-2.533*	-.63
Conversation of anxious me and victorious me	Post-Test	8	38.00		
5-Positive self-perception & Adjust body language	Pretest	8	22.00	-2.527*	-.63
	Post-Test	8	34.50		
6-Reasons for gratitude & People who support me in my life	Pretest	8	22.00	-2.521*	-.63
	Post-Test	8	35.00		
7-Six thinking hats & Appreciation	Pretest	8	26.50	-2.521*	-.63
	Post-Test	8	38.50		
8-Mental Control& Positive-negative features related to self	Pretest	8	32.50	-2.536*	-.63
	Post-Test	8	42.00		
9-My future goals	Pretest	8	33.00	-2.316*	-.58
	Post-Test	8	36.50		
10-General assessment& give-receive feedback	Pretest	8	36.00	-2.371*	-.59
	Post-Test	8	39.00		

*p<.05

As Table 4 illustrates, the training had a significant effect on positive affect for participants in the experimental group [$\chi^2(2,8)=10$, $p<.01$]. The results indicate that between the participants' pre-test and post-test scores ($z=-1.375$, $p>.05$) and between their pre-test and follow-up test scores ($z=-1.750$, $p>.05$), there was no significant difference; however, there was a significant difference between the participants' positive affect pre-test and follow-up test scores in the experimental group ($z=-3.125$, $p<.05$). Additionally, the participants' positive affect post-test scores for each session (except for the first session) were significantly higher than their pre-test scores. No significant difference exists between the pre-test and post-test scores of the control group in terms of positive affect ($z=1.106$, $p>.05$). Moreover, Table 5 below shows the pre- and post-test results of negative affect.

Table 5. Pre- and post-test results for negative affect

Activities	Test Conditions	N	Mdn	Z	Effect Size (r)
1-Meeting & objectives	Pretest	8	22.50	-2.371*	-.59
	Post-Test	8	17.00		
2-Balance model & Behavioral control techniques	Pretest	8	18.50	-2.033*	-.51
	Post-Test	8	14.50		
3-Formation and continuation of anxiety & Automatic negative thoughts follow-up	Pretest	8	21.50	-2.201*	-.55
	Post-Test	8	12.00		
4-Put distance against anxiety; Build realistic ideas & Conversation of anxious me and victorious me	Pretest	8	29.50	-2.527*	-.63
	Post-Test	8	14.00		
5-Positive self-perception & Adjust body language	Pretest	8	26.00	-2.524*	-.63
	Post-Test	8	12.50		
6-Reasons for gratitude & People who support me in my life	Pretest	8	23.00	-2.527*	-.63
	Post-Test	8	13.00		
7-Six thinking hats & Appreciation	Pretest	8	25.50	-2.536*	-.63
	Post-Test	8	12.00		
8-Mental Control& Positive-negative features related to self	Pretest	8	21.50	-2.527*	-.63
	Post-Test	8	12.00		
9-My future goals	Pretest	8	15.00	-1.973*	-.49
	Post-Test	8	12.00		
10-General assessment& give-receive feedback	Pretest	8	13.00	-1.529	-
	Post-Test	8	12.00		

Similarly, for participants in the experimental group, the results indicate a significant effect on negative affect [$\chi 2(2,8)=14$, $p<.01$]. There was a significant difference between the participants' pre-test and post-test scores ($z=2.375$, $p<.05$) and their pre-test and follow-up test scores ($z=3.625$, $p<.05$); However, there was no significant difference between the participants' negative affect post-test and follow-up test scores ($z=1.250$, $p>.05$) in the experimental group. These results indicate that participants' negative affect post-test and follow-up test scores in the experimental group were significantly lower than their pre-test scores. For the control group participants' pre-test and post-test scores, no significant difference was observed in terms of negative affect ($z=-1.260$, $p>.05$).

Lastly, the training was significantly effective for the participants in the experimental group in terms of life satisfaction. A significant difference existed between the pre-test (Mdn=21.00) and post-test (Mdn=28.00) scores in the experimental group ($z=-2.213$, $p=.027$; $p<.05$). The results obtained from the pre-test (Mdn=21.00) and post-test (Mdn=19.00) scores revealed that there was no significant difference in life satisfaction scores in the control group ($z=-.172$, $p=.863$; $p>.05$).

According to the Wilcoxon test results, the training (except for the first session) had a significant effect on state anxiety. Similar to state anxiety, there was no significant effect for positive affect in the first or third sessions, but the other sessions' scores were different in the experimental group. Moreover, the training was effective for not only state anxiety and positive affect but also for negative affect (except for the last session).

3.4. Post-Test and Follow-Up Test: Quantitative and Qualitative Findings

3.4.1. Quantitative findings: The Mann-Whitney U test was performed to compare the post-test and follow-up scores of both groups. As the results demonstrate in Table 2, there were significant differences between the groups in terms of anxiety and subjective wellbeing. To illustrate, the life satisfaction scores of the experimental group (Mdn=26.50) were higher than the scores of the control group (Mdn=17.50). Moreover, their positive affect scores (Mdn=45) were higher than the control group's scores (Mdn=24.50), and their negative affect scores (Mdn=11) were lower than the control group's scores (Mdn=20). Lastly, the experimental group

participants' state anxiety scores (Mdn=26) were observed to be significantly lower than the scores of those in the control group (Mdn=42.50).

3.4.2. Qualitative findings: In the follow-up stage, all participants attended to the session and answered the following question: What are your opinions and feelings about the reflections of the psychoeducational group training in which you took part? The findings are given in Table 6 without comment to show the actual data, and then the results are interpreted.

Table 6. Qualitative assessment of participants in the follow-up stage

	Themes	Sample Sentences
Participants' evaluations on the effects of the psychoeducational group training	Increased awareness	I became highly aware of life and myself I developed different perspectives on life and became more open to the things that I meet.
	Increased happiness	I feel myself happy thanks to the training that I was involved in actively
	Increased self-efficacy	I believe that I can achieve the goals that I want to reach because I have fair enough talent to make it.
	Increased emotional regulation	When I feel difficulty in any situation, I can cope with my feelings and know how to behave at the end.
	Fostered interpersonal relationships	This training helped me a lot to improve my interpersonal relationships.
	Enhanced self-compassion	This training taught me to be kind and tolerated towards myself.
	Increased optimism	I learned how to look at life positively.
	Hope	I learnt not to give up easily since there is always a way to reach the light. I never lose my hope.
	Not feeling lonely	I used to think that only I experience difficulties. However, I saw that the problems were common and to share them was perfect.
	Built positive friendships	Here, I had a chance to build up positive friendships.

As shown in Table 6, participants had positive thoughts and feelings about the psychoeducational group training, which affected their lives in many ways. The results indicate that the training highly contributed to their subjective wellbeing and life satisfaction. However, since they had begun to study in their departmental courses, they stated that they generally had no opportunity to speak English due to the large class sizes. They also stressed that the lesson hours are limited, and lecturers want to teach without spending time on extra activities. Therefore, the participants could not specifically assess any changes in their speaking anxiety. Nevertheless, they said that they learned how to use their abilities to handle problems and to look at things from a positive perspective. Therefore, they seemed happy during the follow-up phase and gave positive feedback on the effects of the training. In this regard, not only quantitative outcomes but also qualitative findings reveal the effectiveness of the training.

5. CONCLUSIONS and DISCUSSION

The factors causing learners' anxiety arousal in English language classes vary, and most learners need to be provided with psychological guidance to eliminate these negative factors and adopt high motivation and positive attitudes towards language learning. In more specific terms, in language learning contexts, as Horwitz (1990) reports, there is generally no facilitating anxiety to help learners increase motivation, and all anxiety in this setting can be potentially debilitating in terms of achievement because language learning is a diverse and psychologically complicated phenomenon. The goals of this study were aligned with the literature as this study focused on this issue with a psychological view. When we investigated the literature to find studies based on psychological assistance with this important problem, we noticed that past studies have mostly focused on this subject to reveal anxiety sources, types, and influencing factors (e.g., He, 2013; Hewitt & Stephenson, 2012; Öztürk, 2012; Santos et al., 2017; Thompson & Khawaja, 2016). However, some strategies for dealing with anxiety and

approaches to educational psychology have been offered in the literature (Alrabai, 2015; Dörnyei, 2001, Horwitz & Young, 1991; Tsiplakides & Keramida, 2009; Young, 1991, 1999; Zhang, 2010). Some studies report that management of FL anxiety depends on having self-awareness and experience (Tran & Moni, 2015) as well as mindfulness and coping self-efficacy (Fallah, 2017). In this respect, we can see the deficiency in the literature as studies do not often involve psychoeducational programmes, interventions, experimental trials, training, and so on. One of the essential contributions of this study is to deliver to the relevant literature a framework for psychoeducational group training to decrease this specific type of anxiety. Educators teaching FLs may perceive this problem as an educational issue. However, this study indicates that anxiety is not only related to educational issues but instead, it is a type of psychological phenomenon. It is worth mentioning here that the findings of this study also contribute to the literature by highlighting the necessity of conducting such training or programmes according to learners' needs.

In the present study, examining the effectiveness of psychoeducational group training was our focus, and we found that it reduced the participants' level of anxiety. Administering the training in a group rather than conducting it individually may be one of the reasons why this training was effective because group interventions are reported to be more effective for problems such as shyness or anxiety (Zimbardo, 1977). Group members may feel that they are not alone, and they might feel more comfortable when they see the others experience similar difficulties in language learning. Furthermore, thanks to the role-modeling dynamic function of group studies, group members may easily exhibit exemplary behaviors (Demir & Koydemir, 2016). In our qualitative data, participants reported similar phenomena such as building up positive relationships or not feeling lonely. In sum, the advantages of the group sessions designated in the study may be considered as effective factors in reducing EFL learners' English speaking anxiety.

In more specific terms, the findings obtained from the qualitative data present remarkable outcomes. First, self-regulation, emotional regulation, and self-compassion may be regarded as anxiety decreasing concepts. Next, the increase in happiness, self-efficacy, optimism, hope, and positive interpersonal relationships can be considered key concepts to experiencing positive affect. In this manner, the operational benefits of positive affect might be the answer to the question of why experiencing positive feelings contributes to a decrease in anxiety in a group process. Experiencing positive feelings often helps individuals broaden their viewpoints, build up and increase their capabilities, and repair the adverse effects of past experiences (Fredrickson, 2002). In this study, participants' anxiety level decreased, possibly owing to the SWIAs, which allowed them to build up and increase their capabilities and widen their viewpoints. Our findings are also consistent with other studies conducted on groups (e.g., Eryılmaz, 2014, 2017). Furthermore, cognitive behavioral theory, the techniques of which were used in our study, refers to a popular therapeutic approach that has been applied to a variety of problems (Hofmann et al., 2012). It is one of the closest approaches to learning theories; thus, its techniques facilitated our sessions as well as reduced the learners' anxiety by offering practical considerations.

In conclusion, there is extensive research examining the relationship between anxiety and language learning performance, but there is no study that integrates psychological assistance with this problem. In this sense, our study is unique in nature owing to its original approach. The psychoeducational group training activities increased the participants' positive affect and decreased their negative affect and state anxiety, and the life satisfaction scores increased greatly for participants in the experimental group. In addition, the students' self-reports suggest that they felt more comfortable with the flexibility and pleasant atmosphere of the psychoeducational group training throughout the sessions, emphasized by the fact that there was not any statistical difference among the control group for any variables. Most importantly, when

we consider the follow-up process, the positive outcomes of the training lasted into the year following the intervention. In this regard, we can claim that this experimental study was quite effective in eliminating negative feelings, developing positive attitudes towards life, and increasing subjective wellbeing.

Some practical classroom recommendations offered in the scope of the conclusions of this study may contribute to further studies. First, to prevent students from sitting passively in the classroom or withdrawing from activities that are likely to enhance their language skills, teachers and school counsellors can work collaboratively to integrate some useful strategies to foster students' oral presentation skills and encourage them to work in groups/pairs, and to design technology-based lessons to include more interactional elements into the lessons instead of relying on traditional teaching methods. Second, as an integral part of the teaching environment, teachers may also be included into the programs conducted by counselling services to help them recognize hindering factors in classroom settings and use suitable strategies to avoid discomfort in FL classes. Additionally, school administrators may arrange seminars, workshops, or in-service trainings in cooperation with counselling services, educational psychologists, and healthcare professionals to increase and spread the pedagogical knowledge of the school staff.

Building on the current study, future research can explore the effects of such training on FL learning anxiety. Although this study was carried out at a single institution in Turkey, its findings are relevant to a wider audience receiving a variety of language courses and training to become proficient language users. The results of the present study can guide professionals in teaching-learning settings, including instructors, curriculum developers, and course designers as well as the educational psychologists and administrators in such institutions. However, this study presents some limitations worth considering. The training was effective, but having a longer-term effect with a larger group should be the focus of future studies. This training was designed to decrease anxiety, but the second aim was to increase subjective wellbeing. Therefore, the number of participants had to be limited in the study. For future studies, it is advisable to have an extended research period for participants with psychological barriers in educational settings. Thus, suggestions for further study should include research on the same problem with an increased number of participants and a longer tracking process. We believe the results of this study will light the way for other researchers.

5. REFERENCES

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*(2), 155–168.

Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching, 9*(2), 163–190. doi:10.1080/17501229.2014.890203

Andrade, M. & Williams, K. (2009). Foreign language learning anxiety in Japanese EFL university classes: Physical, emotional, expressive, and verbal reactions. *Sophia Junior College Faculty Journal, 29*(1), 1-24.

Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being.* New York: Plenum Press.

Aydın, B. (1999). *A Study of Sources of Foreign Language Classroom Anxiety in Speaking and Writing Classes.* (Unpublished Doctoral Dissertation). Anadolu Üniversitesi, Eskişehir.

Bekleyen, D. N. (2004). Foreign Language Anxiety. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *13*(2), 27–40.

Buss, D. M. (2000). The evolution of happiness. *American Psychologist, 55*(1),15–23. doi:10.1037/0003066X.55.1.15

Butkovic, A., Brkovic, I., & Bratko, D. (2012). Predicting Well-Being From Personality in Adolescents and Older Adults. *Journal of Happiness Studies, 13*(3), 455–467. doi:10.1007/s10902-011-9273-7

Cheng, Y., Horwitz, E. K. & Schallert, D. L., (1999). Language anxiety: Differentiating writing and speaking

components. *Language Learning*, *49*(3), 417–446. doi:10.1111/0023-8333.00095

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Ed*. Upper Saddle River, NJ: Merrill.

Dağlı, A., & Baysal, N. (2016). Yaşam Doyumu Ölçeğinin Türkçe'ye Uyarlanması: Geçerlik Ve Güvenirlik Çalişmasi. *Elektronik Sosyal Bilimler Dergisi*, *15*(59).

Dalkılıç, N. (2001). *An investigation into the role of anxiety in second language learning* (Unpublished doctoral dissertation). Çukurova University, Turkey.

Demir, A., & Koydemir, S. (2016). Grupla psikolojik danışma. Ankara: Pegem Yayınları.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, *95*(3), 542–575.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, *49*(1), 71-75.

Diener, E., Sapyta, J. J. & Suh, E., (1998). Subjective well-being is essential to well-being, *Psychological Inquiry, 9*(1), 33-37. doi: 10.1207/s15327965pli0901_3

Dunn, O. J. (1964). Multiple comparisons using rank sums. *Technometrics*, *6*(3), 241-252.

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of personality and social psychology*, *84*(2), 377-389. doi: 10.1037/0022-3514.84.2.377

Eryılmaz, A. (2012). A model of subjective well-being for adolescents in high school. *Journal of Happiness Studies*, *13*(2), 275-289. doi:10.1007/s1-0902-011-9263-9

Eryılmaz, A. (2014). Üniversite Öğrencileri İçin Geliştirilen Öznel İyi Oluşu Artırma Programının Etkililiğinin İncelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, *1*(31), 111-128.

Eryılmaz, A. (2015). The effectiveness of a peer-helping psychoeducational group studyme that increases subjective well-being. *British Journal of Guidance & Counselling*,1-13. Advance online publication. doi:10.1080/0306-9885.2015.1057473

Eryılmaz, A. (2015). Positive psychology in the class: The effectiveness of a teaching method based on subjective well-being and engagement increasing activities. *International Journal of Instruction*, *8*(2), 17-32. doi: 10.12973-/iji.2015.822a

Fallah, N. (2017). Mindfulness, coping self-efficacy and foreign language anxiety: A mediation analysis. *Educational Psychology*, *37*(6), 745-756. 1-12. doi:10.1080/01443410.2016.1149549

Fordyce, M. W. (1983). A psychoeducational group study to increase happiness: Further studies. *Journal of Counseling Psychology*, *30*(4), 483–498. doi:10.1037/0022-0167.30.4.483

Fredrickson BL., Joiner T. (2002). Positive emotions trigger upward spirals toward emotional well-being. Psychol Sci, 13:172-175.

Gardner, R.C. & MacIntyre, P. D. (1993). A student's contributions to second language learning. Part II: Affective Variables. *Language Teaching*, *26*(1), 1–11.

Gençöz, T. (2000). "Pozitif ve Negatif Duygulanım Ölçeği: Geçerlik ve güvenirlik çalışması". *Türk Psikoloji Dergisi*, *15*, 19-26.

Goh, C.C.M. & Burns, A. (2012). *Teaching speaking : A Holistic Approach*. New York: Cambridge University Press.

He, D. (2013). What makes learners anxious while speaking English: A comparative study of the perceptions held by university students and teachers in China. *Educational Studies*, *39*(3), 338–350. doi:10.1080/0-3055698.2013.764819

Hewitt, E., & Stephenson, J. (2012). Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ study. *Modern Language Journal*, *96*(2), 170–189. doi:10.1111/j.1540-4781.2011.01174.x

Hofmann, S. G., Asnaani, A., Vonk, I. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive therapy and research*, *36*(5), 427-440.

Horwitz, E. K., Horwitz, M. B., & C. J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125–132.

Horwitz, E. K., & D. J. Young (1991). *Language Anxiety: From Theory and Research to Classroom Implications.* Upper Saddle River, NJ: Prentice-Hall.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal, 72*(3), 283–294.

Horwitz, E. K. (1990). Attending to the affective domain in the foreign language classroom. In S. S. Magnum (Ed.), *Shifting the instructional focus to Elaine Hewitt and Jean Stephenson 187 the learner* (pp. 15–33). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*, 112–126. doi:10.1017/S0267190501000071

Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching, 43*(2), 154–167. doi:10.1017/S026144480999036X

Horwitz, E. K. (2013). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching.* Pearson.

Huang, H. (2004). *The relationship between learning motivation and speaking anxiety among EFL non-English major freshmen in Taiwan* (Unpublished master's thesis). Chaoyang University of Technology, Taiwan.

Jee, M. J. (2014). Affective factors in Korean as a Foreign Language: anxiety and beliefs. *Language, Culture and Curriculum, 27*(2), 182–195.doi:10.1080/07908318.2014.918626

Kılıç, N. (2014). *A case study on collaborative group activities to reduce EFL learners' foreign language speaking anxiety in a university context* (Master's Thesis). Çağ University, Turkey.

Koch, A. S., & Terrell T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching procedures. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety* (pp. 109–125). London: Prentice Hall International.

Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal, 92*(1), 71–86. doi:10.1111/j.15-404781.2008.00687.x

Lucas, R. E., & Diener, E. (2008). Personality and subjective well-being. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd Ed., pp. 795–815). NY: The Guilford Press.

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9*(2), 111-131. doi: 10.1037/1089-2680.9.2.111.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 39*(2), 251–275.

MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal, 75*(3), 296–304. doi: 10.1111/j.15404781.1991.tb05358.x

Maclntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning, 44*(2), 283–306. doi: 10.1111/j.14671770.1994.tb01103.x

McDowell, I. (2006). The State-Trait Anxiety Inventory. *Measuring Health: A Guide to Rating Scales and Questionnaires.* New York: Oxford University Press.

Myers, D. G., & Diener, E. (1995). Who is happy. *American Psychological Society, 6*(1), 1–19.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2000a). Cognitive, affective, personality, and demographic predictors of foreign-language achievement. *The Journal of Educational Research, 94*(1), 3–15. doi:10.1080/00220670009598738

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2000b). The validation of three scales measuring anxiety at different stages of the foreign language learning process: The Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale. *Language Learning, 50*(1), 87–117. doi:10.1111/0023-8333.00112

Öner, N. & Le Compte, A. (1985). Süreksiz Durumluluk / Sürekli Kaygı El Kitabı. İstanbul: Boğaziçi Yayınları.

Öztürk, G. & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies, 10*(1), 1–17.

Öztürk, G. (2012). *Foreign Language Speaking Anxiety and Learner Motivation: A Case Study at a Turkish State University*. (Unpublished master's thesis). Middle East Technical University, Turkey.

Peacock, M. (2003). Motivational strategies in the language classroom. *English for Specific Purposes, 22*(3), 321–323.

Price, M. L. (1991). The Subjective experience of foreign language anxiety: Interviews with highly anxious students.

In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety,* (pp. 101-108). Englewood Cliffs, NJ: Prentice Hall.

Santos, A., Cenoz, J., & Gorter, D. (2017). Communicative anxiety in English as a third language. *International Journal of Bilingual Education and Bilingualism, 20*(7), 833-836.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28*(1), 129–142.

Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*,5-14. doi:10.1037/0003066X.55-.1.5.

Sheldon, K. M., & Lyubomirsky, S. (2006). Achieving sustainable gains in happiness: Change your actions, not your circumstances. *Journal of Happiness Studies, 7*(1), 55-86.

Spielberger, C. D. (1983). Manual for the state-trait anxiety inventory (Form Y). Palo. Retrieved from: http://www.med.uottawa.ca/courses/CMED6203/Index_notes/STAI.pdf

Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL / EFL learners in learning speaking skills and the influence it casts on communication in the target language* (Unpublished master's thesis). University of Glasgow, Scotland.

Thompson, A. S., & Khawaja, A. J. (2016). Foreign language anxiety in Turkey: the role of multilingualism. *Journal of Multilingual and Multicultural Development, 37*(2), 115-130. doi: 10.1080/01434632.2015.1031136

Tkach, C., & Lyubomirsky, S. (2006). How do people pursue happiness? Relating personality, happiness-increasing strategies, and well-being. *Journal of Happiness Studies, 7*(2), 183–225. doi:10.1007/ s10902-005-4754-1.

Tran, T. T. T., & Moni, K. (2015). Management of foreign language anxiety: Insiders' awareness and experiences. *Cogent Education, 2*(1), 1-20. doi:10.1080/2331186X.2014.992593

Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies, 2*(4), 39–44.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: *The PANAS scales. Journal of Personality and Social Psychology, 54*(6), 1063-1070.

Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching, 5*(2), 181–191.

Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals, 19*(5), 439-445.

Young, D. J. (1990). An Investigation of Students' Perspectives of Anxiety and Speaking. *Foreign Language Annals, 23*(6), 539-553.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The Modern Language Journal, 75*(4), 426-437.

Zhang, H. (2010). *An Investigation of Foreign Language Anxiety on EFL Vocational High School Students in China* (Seminar paper). Wisconsin: University of Wisconsin-Platteville.

Uzun Özet

Bu çalışma; Bilişsel Davranışçı Tekniklere ve Öznel İyi Oluşu artırmaya yönelik aktivitelere dayalı bir psikoeğitim grup çalışması ile Yabancı Dil olarak İngilizce öğrenen öğrencilerin yabancı dil konuşma kaygısını azaltmada etkililiğini incelemek ve öznel iyi oluşu artırmaya yönelik aktivitelerle öğrencilerin öznel iyi oluşlarını artırmak amacıyla yapılmış deneysel bir çalışmadır. Çalışmada aşağıdaki sorulara cevap aranmıştır:

Bilişsel Davranışçı tekniklere dayalı bu psikoeğitim grup çalışması Yabancı Dil olarak İngilizce öğrenen öğrencilerin yabancı dil konuşma kaygısını azaltmada etkili midir?

Öznel iyi oluşu artırmaya yönelik aktiviteler öğrencilerin öznel iyi oluş düzeylerini artırmada etkili midir?

Yukarıdaki amaçlar doğrultusunda oluşturulan çalışmada biri deneysel ve diğeri kontrol grubu olmak üzere iki gruba yer verilmiştir. Her iki grupta da sekiz kişiden oluşan hazırlık sınıfı öğrencileri yer almıştır.

Psikoeğitim grup çalışması on oturum sürecek şekilde planlanmış ve katılımcılara çalışmanın içeriği, uygulayıcıları, yeri, süresi, hedefleri ve kuralları hakkında bilgi verilmiştir. Gönüllü olarak çalışmaya katılmak isteyen katılımcılar arasından seçkisiz örneklem yoluyla deney ve kontrol gruplarına rastgele atama yapılmıştır. Ardından, Bilgilendirilmiş Onay Formu aracılığıyla katılımcılardan çalışmaya katılım ve kurallara uygun hareket etmelerini teyit etmelerini sağlayan onayları alınmıştır.

On oturum boyunca her bir oturumda ilerlemenin olup olmadığını test etmek amacıyla Pozitif ve Negatif Duygulanım Ölçeği, Durum-Süreklilik Kaygı Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır. Katılımcılar, oturumların tamamlanmasından bir yıl sonra bir izleme oturumuna katılmışlardır. Veriler Mann-Whitney U Testi, Wilcoxon İşaretli Sıralar Testi ve Friedman Testi ile analize alınmıştır.

Grupların eşleştirilmesinde katılımcıların duygu durumlarını yansıtan pozitif ve negatif duygu ölçeği, durumluk kaygı ölçeği ve yaşam doyumu ölçeği kullanılmıştır. Mann Whitney U testi sonuçları, genel olarak grupların; pozitif duygu, negatif duygu, durumluk kaygı ve yaşam doyumları açısından benzer olduklarını göstermektedir.

Wilcoxon testi sonuçları incelendiğinde psikoeğitim grup çalışmasının durumsal anksiyete için ilk etkinliği dışında diğer etkinliklerinin etkili olduğu, pozitif duygu için ise yine ilk oturum ve üçüncü oturum dışındaki oturumların etkili olduğu ifade edilebilir. Negatif duygu için ise çalışmanın son oturumu haricinde diğer oturumların etkili olduğu belirlenmiştir. Psikoeğitim grup çalışmasının yaşam doyumuna etkisi değerlendirildiğinde deney grubunda yaşam doyumu ön testi ile son testinin anlamlı bir şekilde farklılaştığı ancak kontrol grubunda ön test ile son test arasında anlamlı bir farklılaşma olmadığı belirlenmiştir.

Çalışmanın etkililiğinin test edilmesinde Friedman testi kullanılmıştır. Deney grubunda ön test ile son test ve izleme testleri arasındaki farklılaşmalar ise Dunn-Bonferroni testi ile test edilmiştir. Kontrol grubunda ön test ile son test karşılaştırması Wilcoxon testi ile gerçekleştirilmiştir. Deney grubu için sonuçlar negatif duygu üzerinde etkili olduğunu göstermektedir. Buna göre deney grubunda ön test ile son test ve ön test ile izleme testi arasında anlamlı bir farklılaşma olduğu belirlenirken, son test ile izleme testi arasında anlamlı bir farklılaşma olmadığı belirlenmiştir. Kontrol grubunda ise negatif duygu açısından ön test ile son test arasında farklılaşma olmadığı belirlenmiştir. Bulgular psikoeğitim çalışmanın pozitif duygu üzerinde de etkili olduğunu göstermektedir. Buna göre, deney grubunda ön test ile son test arasında ve son test ile izleme testi arasında anlamlı bir farklılaşma olmadığı belirlenmiştir. Ancak ön test ile izleme testi arasında anlamlı bir farklılaşma olduğu belirlenmiştir. Kontrol grubunda ise pozitif duygu açısından ön test ile son test arasında anlamlı bir farklılaşma olmadığı belirlenmiştir.

Benzer şekilde, bulgular psikoeğitim çalışmasının durumluk kaygı üzerinde de etkili olduğunu göstermektedir. Buna göre deney grubunda ön test ile son test ve ön test ile izleme testi arasında anlamlı bir farklılaşma olduğu belirlenirken, son test ile izleme testi arasında anlamlı bir farklılaşma olmadığı belirlenmiştir. Kontrol grubunda ise durumluk kaygı açısından ön test ile son test arasında farklılaşma olmadığı belirlenmiştir.

Genel olarak sonuçlar yorumlandığında, pozitif duygulanım, negatif duygulanım ve durumluk kaygı puanlarının dâhil olduğu tüm değişkenler üzerinde oturumlar etkili olmuştur. Ayrıca, deney grubunda yer alan katılımcıların yaşam doyumlarında da yüksek düzeyde artış olmuştur. Diğer taraftan, kontrol grubunda yer alan katılımcıların puanlarında herhangi bir değişken açısından istatistiksel bir farklılığa rastlanmamıştır. Yapılan tüm analizlerde, deney grubunun son puanlarında anlamlı bir farklılık olduğu saptanmıştır.

Çalışmadaki oturumların son bulmasının ardından katılımcılar bir yıl sonra izleme oturumuna davet edilmiş ve psikoeğitim grup çalışmasının uzun vadeli etkililiğinin olup olmadığının anlaşılması amaçlanmıştır. İzleme oturumunda ölçek verilerinin yanı sıra çalışmanın değerlendirilmesi amacıyla katılımcılara bu psikoeğitim grup çalışması hakkında ne düşündükleri ve nasıl hissettikleri sorumuş ve bununla ilgili nitel verilere de çalışmada yer verilmiştir. İzleme oturumundan alınan nitel veriler de bu çalışmanın uzun vadeli etkililiğini ortaya koymaktadır.