
IMPACT OF PERFECTIONISM AND SELF-COMPASSION FEELINGS OF UNDERGRADUATE STUDENTS ON THEIR FOREIGN LANGUAGE SPEAKING ANXIETY

Abstract: Foreign language anxiety is an important research topic in the field of foreign language education and speaking is accepted as the most anxiety-provoking language skill. Therefore, present study aims at investigating the extent that perceived feelings of perfectionism and self-compassion of undergraduate students affect their speaking anxiety. For this purpose 200 undergraduate students participated in the study. A mixed method design was adopted with the administration of both quantitative and qualitative instruments. Quantitative data were gathered through three scales (Self-compassion scale, Multidimensional perfectionism scale and Second language speaking anxiety scale). With the aim of strengthening quantitative data with more in-depth questions, eight voluntary participants were administered open-ended questions. The findings of the study indicated that perfectionism and self-compassion do not correlate both with each other and with foreign language speaking anxiety. However, findings of qualitative data revealed divergent results. The impact of the feelings of perfectionism and self-compassion on foreign language speaking anxiety were discussed together with the implications for a variety of parties.

Keywords: Foreign language; speaking anxiety; self-compassion; perfectionism

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INTRODUCTION

Teaching English as a foreign language has gained significance especially as a result of some socio-political issues such as European Union integration process, the significance attributed to 21st Century skills and international student mobility. This situation led the communicative and productive skills to be valued more compared to previous periods in Turkey. Despite the necessity of improvement in productive skills especially in speaking, it is also a well-known fact that it is the most difficult and latest language skill to develop. As Richards (1990) states success in language learning is evaluated based on how well learners have improved their spoken language ability. Despite this importance attributed to speaking as a skill in language learning, it has been overlooked in schools and universities due to different reasons like unnecessary overemphasis on grammar (Leong & Ahmadi, 2017).

In the field, the factors affecting the improvement of speaking as a language skill have been researched widely. According to Tuan and Mai (2015), performance conditions, listening skill, and feedback during speaking tasks, and affective factors are among the factors impeding the success in speaking. Regarding the performance conditions, time pressure, planning skill, the quality of speaking performance and the support provided are listed to be effective (Nation & Newton, 2009). The second factor is about listening skill which is believed to be an indispensable factor. As Doff (1998) says learners' ability to improve their speaking ability depends mostly on their listening ability. Comprehension of what is being told represents students' ability to process the message conveyed to speak (Shumin, 1997). Moreover, feedback received from language teachers is also listed among the factors affecting the improvement of speaking skill. Most language learners expect effective feedback from their instructors.

Another factor and may be the most effective one is the impact of affective factors. As Brown (1994) claims, elements of the affective domain are as important as the elements of the cognitive domain on language learning. The affective domain involving the emotions and feelings of people is about certain personality traits such as self-esteem, empathy, introversion, anxiety, self-compassion (Brown, 1994). Lightbown and Spada (2006) say that these features can facilitate or debilitate the language learning process. Similarly, according to Krashen (1982), motivation, self-confidence and anxiety are the three major qualities which have been researched mostly and having great impact on learners' speaking performance (Bachman & Palmer, 1996).

Anxiety as an important facet of the affective dimension is in strong connection with foreign language learning. Since language learners have difficulty in communication in foreign languages, foreign language anxiety is mostly related with speaking (Horwitz, Horwitz & Cope, 1991). The factors that are stated to cause speaking anxiety can be categorized under four subtitles; (1) personal reasons, (2) the teacher's manner in the classroom, (3) learners' beliefs, and (4) testing and teaching procedures (Aydın, 2001).

Personal reasons are explained with self-assessment of speaking ability and self-comparison to others. It can be either positive or negative. Especially negative self-evaluations have the potential to increase the feeling of anxiety (MacIntyre, Gardner & Clement, 1997; Price, 1991). The teacher's negative attitude and manners towards the language learners are also among the factors causing high anxiety (Bekleyen, 2004; Cheng, 2005). Learners' beliefs, especially unrealistic ideas about language learning can also result in anxiety while speaking. As a final factor, teaching procedures such as group work, oral presentation and oral assessment are the most common anxiety-provoking factors (Aydın, 2001; Huang, 2004).

Mostly influenced by research studies conducted by Scovel's (1978) and Horwitz et al. (1986), language anxiety research has received great interest recently. Especially the identification of anxiety levels of language learners has been the common purpose. The role of anxiety in speaking as the sub field has also been investigated frequently (e.g. Woodrow, 2006; Liu, 2007; Inthakanok, 2009-2011; Subaşı, 2010; Heng, Abdullah, & Yusof, 2012; Öztürk & Gürbüz, 2013; Zhiping & Paramasivam, 2013; Öztürk & Gürbüz, 2014). Research studies have commonly revealed that different levels of oral anxiety (from low to high) have been experienced by a number of language learners in varying foreign language contexts.

In addition to the impact of anxiety as an affective factor on speaking, the relation between language speaking anxiety and many other affective factors has also been the focus of investigation in the field. To exemplify, Akkakoson (2016) conducted a study to explore the relationship between language learners'

speaking anxiety and their attitudes to speaking in English. Results showed that despite the students' positive attitudes towards speaking English in the classroom a negative rating for their spoken English ability was reported. Many other studies have addressed the relationship between language anxiety and motivation. Specifically speaking, Gardner, Day and MacIntyre, (1992) found that integratively motivated students "are less anxious in second language contexts". In addition, Liu and Jackson (2008) found that language anxiety was positively correlated with unwillingness to communicate, but negatively with language class risk-taking, and being social in the language class. Another strand of research also supports the idea that belief is related to anxiety. For instance, Kitano (2001) concluded that students' anxiety levels were positively correlated with a perception of low ability in the language they were learning.

Perfectionism and self-compassion, two affective constructs have also been accepted as effective on language learning and achievement. Perfectionism, defined as "the perceived or real requirement for perfection for the self or for others" (Hewitt & Flett, 2004, p. 7) is believed to be a normal part of human development (Adler, 1956). However, it can result in problematic situations when people target high standards of superiority in achieving their equally unrealistic goals (Rice, Ashby, & Preusser, 1996; Rice, Ashby, & Slaney, 1998).

Kuypers et al. (2014) explain the three different dimensions of perfectionism briefly as follows;

"...self-oriented perfectionism, socially prescribed perfectionism, and other-oriented perfectionism. Self-oriented perfectionism (SOP) consists of the setting of very high standards for oneself and the critical evaluation of one's own behavior to avoid failures. Socially prescribed perfectionism (SPP) includes the need to satisfy high standards, which are perceived to be prescribed by significant others. This need originates from the conviction that acceptance by others depends on the fulfilment of their standards. Finally, other-oriented perfectionism (OOP) refers to the expectation that significant others constantly achieve unrealistic outcomes; it is accompanied by the permanent evaluation of their performance (p. 182)."

Self-oriented perfectionism as the personal facet (Hewitt & Flett, 1990, 1991) result from unrealistic standards of people with high motivation who struggle to reach them. They are generally for the idea of all-or-none, so they accept either total failure or success (Flett, Hewitt and Martin, 1995). Perfectionists show unsatisfactory performance because they are excessively concerned about avoiding mistakes (Brophy, 1996). In this sense, considering the link between perfectionism and anxiety, it would not be wrong to hypothesize that perfectionism could also have an effect on oral language skill and cause speaking anxiety in learning a second language. Indeed GhorbanDordinejad and Nasab (2013) found a significant positive correlation between perfectionism and foreign language anxiety. Specifically, maladaptive perfectionists were found to be more anxious than adaptive and non-perfectionists. Similarly, Pishghadam and Akhondpoor (2011) indicated that there is a significant negative relationship between perfectionism and listening, reading, speaking skills and also total academic success. Gregersen and Horwitz (2002) explain the reason of why perfectionists have lower performance compared to non-perfectionists. They claim that perfectionists aim highly assertive performance and they are very self-critical to themselves leading to high language anxiety in their oral skills. Likewise, Baran-Lucarz (2013) points out that fear of failure is the reason behind perfectionism and this also could cause to speaking anxiety.

Low achievement in language production, therefore, can be attributed to the feeling of perfectionism to some extent. This situation cause another factor to be considered as effective on speaking anxiety in recent years. Self-compassion which is defined as "being open to and moved by one's own suffering, experiencing feelings of caring and kindness toward oneself, taking an understanding, nonjudgmental attitude toward one's inadequacies and failures, and recognizing that one's own experience is part of the common human experience (p.224)" (Neff, 2003). Self-compassion also involves the recognition of a person's own weaknesses and negative aspects, and accepting them as they are, being sensitive, tolerant and understanding to oneself (Arbiyik et al., 2019). Generally speaking, studies show that high self-compassionate people are aware of their own problems, weaknesses, and they approach themselves with compassion and understanding instead of a critical and strict attitude. The construct of self-compassion demonstrates positive associations with self-acceptance, life satisfaction, social connectedness, self-esteem, mindfulness, autonomy, and environmental mastery, purpose in life, personal growth, reflective and affective wisdom, curiosity and exploration in life, happiness, and optimism. However, it demonstrates

negative correlations with anxiety, depression, self-criticism, neuroticism, rumination, thought suppression, and neurotic perfectionism (Deniz & Sümer, 2010; Kirkpatrick, 2005, Neff, 2003, Neff et al., 2005). Therefore, it would not be wrong to state that self-compassion enables the individual to develop positive feelings for herself when bad experiences are experienced as previously claimed by Leary et al. (2007).

In the light of the above discussion, it is considered that the association between perfectionism and speaking anxiety, self-compassion and perfectionism, self-compassion and speaking anxiety also be valid for the relation of perfectionism and self-compassion with second language speaking anxiety which is uninvestigated in the field.

Therefore, present study aims to fill this gap in the literature with the purpose of investigating the impact of perfectionism and self-compassion feelings of undergraduate students on their foreign language speaking anxiety.

METHOD

Mixed method design in which both qualitative and quantitative data collection instruments were used for the purpose of investigating the impact of feelings of perfectionism and self-compassion on the undergraduate level students' (N=200) speaking anxiety was adopted. In order to investigate this major purpose, following research questions were addressed:

1. Is there a relation between the undergraduate level students' feelings of perfectionism and speaking anxiety? If so, to what extent?
2. Is there a relation between the undergraduate level students' feelings of self-compassion and speaking anxiety? If so, to what extent?
3. Is there a relation between the undergraduate level students' feelings of perfectionism and self-compassion with respect to speaking anxiety?

SETTINGS AND PARTICIPANTS

200 (65 male, 135 female) undergraduate level students all of whom received English as a foreign language instruction starting from second year of their primary school education took part in the study. They also continued their English language instruction in the university with general English courses in the first year. In spite of the fact that participants are from different departments the medium of instruction in the departments was 100% English which makes participants to use English actively in class. 120 of the participants were majoring in education, whereas 80 of them were in psychology.

DATA COLLECTION

Data were gathered through both quantitative and qualitative data collection instruments. As for the qualitative part, three different questionnaires were administered. The first instrument is the Turkish version of the self-compassion scale (SCS) which was originally developed by Neff (2003) and adapted to Turkish by Deniz, Kesici and Sümer (2008). The scale investigates the characteristics of the self-compassion on a 5-point scale ranging from 1 = almost never to 5 = almost always (1-5) to find out the frequency of participants' acting in the manner stated in the items. It is a 24-item scale composed of six subscales: self-kindness, self-judgment, common humanity, isolation, mindfulness and over-identification. The second instrument is Multidimensional Perfectionism Scale (MPS) with 45 items. It was developed to investigate individual differences in perfectionism through three dimensions as Self-Oriented Perfectionism, Other-Oriented Perfectionism and Socially-Prescribed Perfectionism (Hewitt, & Flett, 1991). Self-Oriented Perfectionism Subscale measures the perfectionistic tendencies for the self, Other-Oriented Perfectionism Subscale measures the unrealistic high standards set for others and Socially-Prescribed Perfectionism Subscale measures the belief that others hold high standards for oneself (Hewitt, & Flett, 1991). MPS is a 7-point Likert scale. Responses range from 1 (strongly disagree) to 7 (strongly agree). Each dimension in MPS is measured on a subscale and each subscale consists of 15 items. The higher the scores on each subscale the greater perfectionism it demonstrates. In the study Turkish version of MPS which was adapted by Oral (1999) was used. The last questionnaire aimed at investigating the English speaking anxiety of the

students. The Second Language Speaking Anxiety Scale (Woodrow, 2006) consists of twelve items on a five-point Likert type scale. The items demonstrate the situations in which the participants were likely to engage according to the communicative setting, interlocutor (speaker/listener) variables and the nature of the communication. The communicative setting items investigate the in-class/out-of-class distinction. The Turkish version of this scale was adapted by Alkan, Bümen and Uslu (2019).

On the other hand, data received from questionnaires were strengthened with the responses gathered from eight participants, who volunteered to participate in the qualitative data gathering part, through open ended written questions (see Appendix A). Randomly selected eight participants were administered written open-ended questions regarding the three constructs investigated through questionnaires. After the questions were prepared, they were sent to external scrutiny for construct validity. Necessary changes and revisions were done prior to online administration. The questions were emailed to the participants and the responses were gathered through again email.

DATA ANALYSIS

Before the analysis of the data received through the above mentioned instruments, reliability and validity checks were done. The alpha values for each scale and the trustworthiness of the qualitative data were given in the following section. The statistical analysis of the questionnaire data to answer the research questions were conducted with Spearman’s correlational statistics for the first and the second research questions and regression analysis was run for the third research question on SPSS. On the other hand, the analysis of the written data was done through pattern coding strategy which is a way for summarizing segments of data by grouping into sets, themes and constructs (Miles and Huberman, 1996).

FINDINGS/RESULTS

The statistical reliability values for the three instruments appeared to be reliable enough (Büyüköztürk, 2004) to investigate the research questions addressed for the purposes of the present study.

Table 1. Alpha Values of the Scales

Scale	Cronbach’s Alpha	N of Items
SLSA	,931	12
MPS	,740	45
SCS	,686	24

In addition to the reliability of the numerical data, written data were also checked for reliability and validity concerns. To ensure the credibility of the qualitative data, background qualifications and experience of the researchers and member checks were used as suggested techniques by Guba and Lincoln (1994). The research design, its implementation, the data collection procedures and the analysis were all explained in a very detailed way to accomplish dependability. In order to check the inter-rater reliability, the pattern coding was repeated by another coder and ninety percent agreement was reached. Intra-rater percentage was also found to be ninety-six percent. All these results prove the reliability and validity of the data gathered for the study.

Prior to running any statistical tests, numerical data were checked for normality. Kolmogorov-Smirnov was preferred due to the number of participants. As can be seen in table 2, even though the data received from MPS and SCS distributed normally, SLSA does not show normal distribution. Therefore, instead of Pearson correlation, Spearman Correlation test was used for further analysis of the first and second research questions.

Table 2. Test of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
SLSA	,089	200	.001
MPS	,046	200	.200*
SCS	,054	200	.200*

The first research question of the study aimed at investigating the possible relationship between the undergraduate level students' feelings of perfectionism and second language speaking anxiety. The result of the statistical analysis (see table 3) showed that there wasn't any significant relationship between these two constructs.

Table 3. Relationship between Speaking Anxiety and Perfectionism

			SLSA	MPS
Spearman's rho	SLSA	Correlation Coefficient	1,000	,114
		Sig. (2-tailed)	.	,108
		N	200	200
	MPS	Correlation Coefficient	,114	1,000
		Sig. (2-tailed)	,108	.
		N	200	200

In addition, as for the result of the second research question which is investigating the relationship between the undergraduate students' second language speaking anxiety and self-compassion feelings a Spearman correlation test was run. However, no significant relation was found between the two variables, too.

Table 4. Relationship between Speaking Anxiety and Self-compassion

			SLSA	SCS
Spearman's rho	SLSA	Correlation Coefficient	1,000	-,010
		Sig. (2-tailed)	.	,836
		N	200	200
	SCS	Correlation Coefficient	-,015	1,000
		Sig. (2-tailed)	,836	.
		N	200	200

Final research question seeks answer for the relationship between undergraduate students' feelings of perfectionism and self-compassion with specific respect to second language speaking anxiety. Linear regression analysis results showed that participants' feelings of perfectionism and self-compassion are not significantly related with respect to second language speaking anxiety.

Table 5. Regression Analysis Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,618	2	1,809	1,748	,177
	Residual	203,829	197	1,035		
	Total	207,447	199			

a. Dependent Variable: SLSA; b. Predictors: (Constant), SCS, MPS

Further statistical analyses were also done to investigate any possible relationship between the subscales of SCS and MPS, and SLSA scale. However, none of the subscales correlated with the second language anxiety significantly.

In order to examine and analyze any these statistical results in-depth, qualitative data gathered through open-ended questions were coded and depicted in the following tables (see appendix). The analysis was done with the application of pattern-coding strategy in which the codes were predetermined in line with the constructs of the scales. Later, related quotations were placed under each code.

The responses given to open-ended questions were analyzed on individual participant basis to explore the relation between the constructs after all the responses were coded (see Appendix A). Verbal data analysis did not reveal consistent findings with the statistical analysis. To illustrate, in the following table responses of one participant under each code of each construct can be seen.

Table 6. Quotations of participant 1 under identified codes

Self-Compassion					
<i>Self-kindness</i>	<i>Self-judgement</i>	<i>Common Humanity</i>	<i>Isolation</i>	<i>Mindfulness</i>	<i>Over-identification</i>
When the thing I want did not happen, I am kind to myself.	I am not a confident and resilient person. I tend to suffer from depression easily.	Different people can experience different problems.	I always compare my life with others. I always think I am the only person to experience such problem.		I accept my failure depending on the type. I cry and pray when I face painful situations.

Perfectionism		
<i>Self-Oriented Perfectionism</i>	<i>Others Oriented Perfectionism</i>	<i>Socially-Prescribed Perfectionism</i>
Nothing can be perfect. That's why, I don't try to be perfect in any subject.	If s/he is a person I love, I definitely care his success.	Ideas of people who are familiar to my life are important.
	I try not to disappoint others with my failure.	

Speaking Anxiety			
<i>Anxiety when speaking English</i>	<i>Anxiety in/out of class</i>	<i>Effect of other person's identity on speaking anxiety</i>	<i>Effect of the person's being non/native on speaking anxiety</i>
I don't feel anxiety. Anybody can make mistakes.	I am not anxious, but when speaking in class I am more attentive due to the formal environment.	If s/he is a professor, I am more careful so it may increase my anxiety.	When speaking to a native person I am more comfortable.

In the above table, this participant stated that he is not anxious because he believes that anybody can make mistakes. He similarly believed in the fact that nothing can be perfect and he is kind to himself. Therefore, it is possible to claim that there is a positive relation between his feelings of perfectionism and self-compassion and negative relation with foreign language speaking anxiety. Similarly, he stated that when he is speaking in class to a professor he is more anxious and he says he tries not to disappoint people with failure because ideas of people who are familiar to his life are important which also exemplifies the negative relation between perfectionism and anxiety.

Table 7. Quotations of participant 2 under identified codes

Self-Compassion					
<i>Self-kindness</i>	<i>Self-judgement</i>	<i>Common Humanity</i>	<i>Isolation</i>	<i>Mindfulness</i>	<i>Over-identification</i>
Some time after making a mistake, I forgive myself. I remind myself that it is a process. I think of worse days and try to feel better.	When I make a mistake, I think of it as a big failure	Everybody suffers from different situations in different ways.	I try to hide my real feelings. Then, I cry in front of the mirror a lot. I talk to my best friend but expect him to stay silent. Listening to music all alone helps me recover. Since I am the source of some problems, I think I am the only person to experience it.	If I repeat the same mistake, I get angry but try to be kind to learn from it. I tend to accuse others. But later I calm down.	

Perfectionism			
<i>Self-Oriented Perfectionism</i>	<i>Others Oriented Perfectionism</i>	<i>Socially-Prescribed Perfectionism</i>	
If others think that what I do is perfect, then I also believe that what I am doing is perfect.	I want my close friends to be successful. Considering others' expectations depends on who that person is. If s/he is my professor, I definitely care and try to be successful.	I care people's ideas who I care. If my success is ignored, I am demotivated.	
Speaking Anxiety			
<i>Anxiety when speaking English</i>	<i>Anxiety in/out of class</i>	<i>Effect of other person's identity on speaking anxiety</i>	<i>Effect of the person's being non/native on speaking anxiety</i>
I am not anxious at all. It is not because I speak perfect, but I try to control my stress in order not to be affected negatively.	In class I am more anxious because the instructor and my friends may expect a better performance.	Speaking in front of people who I care makes me more anxious because of the fear of making mistakes.	I am more comfortable while speaking to native people because showing them people from other nationalities can also speak their language makes me happy.

In a similar vein, table 7 demonstrates the quotations taken from the responses of another participant regarding the codes identified. It is clear that his feelings of self-compassion and perfectionism relate positively. To illustrate, he states after making a mistake, he thinks that it is a process and he tries to feel better. He also says he cares of superior people's ideas and try to do better. As it was the case in the findings of previous participant's responses, this participant also states not feeling anxious while speaking in foreign language in order to control his stress and not being affected negatively. This finding reveals a negative association of speaking anxiety with perfectionism and self-compassion. As another finding supporting the positive relation between self-compassion and perfectionism feelings of this participant his responses under the quotes of mindfulness and socially-prescribed perfectionism can be checked. He says he gets angry when repeating the same mistake and feels demotivated when his success is not appreciated.

DISCUSSION AND CONCLUSION

Present study aimed at investigating the impact of perfectionism and self-compassion feelings of undergraduate level students on the foreign language speaking anxiety. Under this major purpose, whether there was any relationships between perfectionism and self-compassion feelings of participants, perfectionism and speaking anxiety and self-compassion and speaking anxiety were also aimed to be investigated. For this purpose, data were collected through three scales and open-ended questions within mixed-methods design.

On the contrary to the findings of the previous studies, results of the statistical analysis did not reveal any association between the feeling of perfectionism and speaking anxiety. In the literature, these two constructs were found to be related in a significant and positive manner (Baran-Lucarz, 2013; Brophy, 1996; GhorbanDordinejad & Nasab, 2013; Gregersen & Horwitz, 2002). Gregersen and Horwitz (2002) explained that the tendency to be critical to oneself leads to higher levels of anxiety which is also repeated by Baran-Lucarz (2013).

Additionally, the findings of this study showed no correlation between self-compassion feelings and speaking anxiety of the participants contrary to the studies conducted previously (Deniz & Sümer, 2010; Kirkpatrick, 2005, Neff, 2003, Neff et al., 2005). Common point of all these studies is that their findings demonstrated significant and negative association between these two variables. In other words, people with high self-compassion generally appeared to have low speaking anxiety mostly because of the "feelings of caring and kindness toward oneself, taking an understanding, nonjudgmental attitude toward one's inadequacies and failures (p.124)" as stated by Neff (2003).

The result of the third research question aiming at investigating the relation between the undergraduate level students' feelings of perfectionism and self-compassion with respect to speaking anxiety also did not

show any significant association. This shows that these three variables are not felt to be related to each other.

However, the findings of the qualitative data diverged. When the responses of the participants were analyzed, it is clearly seen that participants who stated having low speaking anxiety have high perfectionism and self-compassion. This result is in line with the findings in the literature to some extent. In other words, as stated previously, general findings show positive relation between perfectionism (Baran-Lucarz, 2013; Brophy, 1996; GhorbanDordinejad & Nasab, 2013; Gregersen & Horwitz, 2002) and anxiety but negative relation between self-compassion and speaking anxiety (Deniz & Sümer, 2010; Kirkpatrick, 2005, Neff, 2003, Neff et al., 2005).

To conclude, present study showed that self-compassion, perfectionism and speaking anxiety do not have any impact on each other with no statistical relation. However, verbal data revealed association among these constructs to some extent. Although self-compassion and perfectionism were not perceived to have a direct impact on their English speaking anxiety, in their verbal responses, it is clear that have an impact. One reason for this divergence between the results of qualitative and quantitative findings can be the acquiescence bias, which is common in likert type scales and is called the tendency of the participant to be in harmony with the expression given regardless of the content of the expression (Johns, 2010). Another reason might be the data gathering method of the scales. Since they were administered as online forms, the participants might lack honesty.

The results of this study provide implications for various groups. To begin with, it is significant for language teachers to understand foreign language learners' wellbeing, their feelings, beliefs and perceptions with regards to foreign language before making judgements on the achievement of the students. Therefore, the role of student psychology during the process of language learning should not be ignored and the language teachers should be knowledgeable about the subject to better understand the underlying reasons of some failures.

Secondly, psychology has to be accepted and offered as an indispensable component of language teacher education departments for better pedagogy and rapport with students in future careers of the prospective teachers. That is to say, language teacher education departments should definitely offer psychology courses and language teacher candidates should be equipped with necessary psychological information about young learners, teenagers and even adult learners to manage psychology related impeding factors such as anxiety. A final implication can be suggested for in-service language teachers. They need to continue their professional development in line with the recent theoretical developments and the characteristics of the new generations in order to better cope with the language learner and learning throughout the foreign language learning/teaching process.

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