



# Navigating Psychological Dimensions in Foreign Language Education

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## Abstract

This research aims to investigate the relations among learned helplessness in learning English, foreign language anxiety, and academic achievement levels of preparatory students at a foundation university in Ankara during the 2022-2024 academic year. It also aimed to shed light on the psychological aspects of success, language anxiety and learned helplessness, addressing the challenges in providing more effective foreign language learning in Turkey higher education level. In this study, the quantitative approach to research was adopted within a correlational model in a descriptive survey framework. A total of 142 students from different high school backgrounds participated in the current study. The instruments for data collection were the learned helplessness in English scale, the Foreign Language Anxiety Scale and the cumulative English proficiency scores of the students reflecting their performance in all four language skills. Descriptive statistics, independent samples t-tests, Kruskal-Wallis tests, and Pearson correlation analysis were among the analytical methods used in the research. Normality tests and removal of data outliers were performed to analyze the dataset. According to the research findings, a moderate level of foreign language anxiety and learned helplessness were revealed among the students. Students' achievement scores also differed significantly according to their gender: female students outperformed their male peers significantly; however, no significant gender-based differences were present on anxiety and learned helplessness. Moreover, achievement differed according to school types—the state Anatolian High School students outperformed those from private schools. The correlation analysis revealed a statistically significant positive relation between foreign language anxiety and learned helplessness, thus pointing out how much psychological barriers increase the burden in a geometric progression and contribute negatively to learning outcomes. To sum up, certain interventions that could be made, some teacher training programs, and curriculum reforms that could reduce anxiety and learned helplessness to serve the purpose of creating a supportive learning environment. In this way, the Turkish educational institutions will be capable of improving the learning results of foreign languages and setting up students for the demands of a more global world.

**Keywords:** Foreign language anxiety, learned helplessness, achievement, university students

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## **1. Introduction**

Language is an essential medium through which the complexities of life are expressed. Different language landscapes around the world signify different viewpoints, intentions, and existential meanings. Learning a foreign language (FL) is an important undertaking that provides people with the chance to gain a different perspective on the world, different groups, and their own traditions. Even though learning a foreign language (FLL) is extremely important for people's lives, there is still a continuous obstacle, especially in the context of Turkey. The prevalent belief implies that learning foreign languages is a communal endeavor in our nation. Many academic, educational, and governmental efforts have attempted to tackle this issue, but a final answer is still elusive. For example, in the Education First (EF) English Proficiency Index statistics, Turkey ranks 66 out of 113 countries in the world and 33 out of 34 European countries, highlighting the severity of the FLL problem in Turkey and the need to investigate the underlying causes.

Part of the reason FLL in Turkey is so long and hard is that human psychology is a complicated field. This aspect, which is distinguished by its innate complexity and personal variability, has a significant impact on the learning process. Three key constructs need to be explored in order to do a thorough analysis of how human psychology affects FLL in the Turkish context: achievement, foreign language anxiety, and learned helplessness. Awareness of the significance of foreign language education has been increasing in our country, accompanied by a growing mobility towards foreign countries. Consequently, foreign language instruction has gained even more importance. The demand for a workforce proficient in foreign languages is no longer confined to specific sectors; it is increasing across various industries, making foreign language proficiency a priority in our country. While English language instruction and learning generally hold widely recognized importance, criticisms of foreign language education have persisted for a long time, and comprehensive solutions are yet to be found. Despite efforts, success in implementation remains elusive (Demirel, 2004; Üstünoğlu, 2008; Tosun, 2012). The results obtained in terms of time and effort invested are not satisfactory. The majority of students attending foreign language courses from primary to higher education levels fail to achieve a sufficient level of proficiency. This situation indicates inadequacies in foreign language education or improper implementation (Gökdemir, 2005).

When the failure of foreign language education is examined from different perspectives, various reasons can be attributed. Factors such as insufficient time allocated for practical exercises in classes, teacher-centered approaches, students' lack of effort, and the absence of suitable classroom and environmental conditions are associated with failure (Can & Can, 2014). According to Conteh-Morgan (2002), student disinterest, an incomplete

understanding of the importance of foreign languages, and a lack of emphasis on note-taking and passing grades can also negatively impact success. Aydın (2006) stated that students' personal, social, and psychological characteristics influence their success in foreign language learning. Students who initially exhibit enthusiasm and participation may perceive foreign language learning as a tedious and mechanical process over time, leading to a decrease in interest and a sense of helplessness in the learning process. Students may experience failure because they feel they cannot control the learning process and believe they cannot use their logical thinking and cognitive skills adequately (Paker, 2012, p. 90).

When considered in the context of academic achievement, students with high levels of learned helplessness tend to have weaker academic performance compared to their peers. Numerous studies confirm direct relationships between learned helplessness and low academic achievement, as well as the prediction of English academic success by learned helplessness in language acquisition (Graham & Weiner, 1996; Brown, 2000; Gernigon et al, 2000; Gan et al, 2004; Hsu, 2011; Yaman et al, 2011).

Learned helplessness is the mental condition described by the tendency to consider failure as a stable, internal, and generalized attribute. It is characterized by a pessimistic view of success and doubts about one's abilities and intelligence. According to Seligman, this condition reduces the motivation to learn a foreign language, fosters depressive psychological states, and is a factor in lower academic achievement among students who view positive outcomes as unreachable (Heyder & Brunner, 2018). Learned helplessness and poor performance are also found to be interrelated (Krejtz & Nezelek, 2016; Valås, 2001), and the trait is associated with conditions such as low self-efficacy and a negative self-concept (Niepel et al., 2014). Such conditions give rise to other problems such as psychological disorders (Sutherland & Singh, 2004), low engagement in academics (Valås, 2001), depression (Peterson, 2010), and stress (Akca, 2011). Moreover, the students who fail academically become less motivated to learn any language and attribute their failures to fixed, uncontrollable causes such as innate ability (Weiner, 2010).

Learners who experience learned helplessness may also be troubled by a lack of psychological regulation, which teachers can try to prevent with psychological support (Raufelder et al., 2017).

In this respect, psychological well-being is to be strongly entangled with teacher practices alone, as Soares (2012) suggests, thus positive teachers' intervention facilitates the lowering of learned helplessness perceptions by students. With regard to strategies against learned helplessness, they have been recognized also due to encouraging and motivating means for students because the loss in motivation concerning learning a foreign language makes them invest considerably less in language acquisition (Maier & Watkins, 2000).

The second key variable in language learning relates to foreign language anxiety. According to Krashen (1982), the affective filter of which anxiety forms part plays a significant role in the process of language acquisition. More recent work has used the concept of language-specific anxiety and defines it as "tension and apprehension associated with the foreign language context, such as speaking, listening and learning" (MacIntyre & Gardner, 1993, p. 284). According to the studies of Gardner and MacIntyre (1999), Horwitz et al. (1986 & 2010), Hewitt and Stephenson (2012), generally, foreign language anxiety arises as an outcome of continuous negative experiences in language learning settings. High levels of anxiety make the learner feel hopeless, doubt one's abilities, avoid attending in class, or give up foreign language learning altogether. It has been found that highly anxious learners usually perform poorly compared to less anxious ones (Cui, 2011).

Horwitz et al. (1986) divided foreign language anxiety into three components: communication apprehension, fear of negative evaluation, and test anxiety. When learners experience challenges both in speaking and in catching on to the others' speeches communication apprehension occurs (Horwitz et al., 1986). This means that students may struggle with not only expressing themselves but also interpreting others. Fear of negative evaluation is related to communication apprehension or "students who fear negative evaluation are more likely to experience anxiety in foreign language classes" (Kitano, 2001, p.537). MacIntyre and Gardner (1991) regarded communication apprehension and the fear of negative evaluation as substantial variables resulting in anxiety related to a foreign language. Although test anxiety is also crucial, it is a general situation that is not special only to foreign language learning.

While some students think they don't have the skill or aptitude that are necessary to learn a new language (Price, 1991), others think they can learn a foreign language and become proficient in two years or less (Horwitz, 1988). Therefore, students may already feel anxious before the start of the language acquisition process. It's also possible for students to have some misinformation about the necessities of the foreign language they're learning. When learners are exposed to native speakers' language through instructors, movies, and songs, they "set their standards as high as those of native speakers," which causes anxiety in terms of these high expectations (Zhang & Zhong, 2012). Furthermore, anxiety can also be brought on by high expectations, such as the need to speak and communicate in public.

Rajanthran et al., (2013) claimed that if the students are afraid of not meeting these expectations, this can slow down the learning process. Anxious students may experience anxiety, especially if they perceive their speaking skills as weaker than others (Young, 1991). Additionally, Kitano (2001) noted that "speaking ability is often the first thing learners, teachers, and native speakers compare."

According to numerous academic studies (Horwitz et al., 1991; MacIntyre & Gardner, 1991; MacIntyre et al., 1997; Aydın & Zengin, 2008; Yan & Horwitz, 2008), students' performance is limited and their language learning is negatively impacted by foreign language anxiety. Apart from examining the adverse correlation between language anxiety and language acquisition, other scholars have looked at potential causes of anxiety related to learning a foreign language (Horwitz et al., 1986; Price, 1991; Young, 1991; Aida, 1994; MacIntyre & Gardner, 1994). Young (1992) asserts that rather than being a natural trait, some pupils' high levels of anxiety are a product of their surroundings and bad experiences.

### *1.1. Problem Statement*

According to the literature on the subject, it is clear that learned helplessness and prior experiences have a significant impact on language development. Therefore, it can be said that pupils' academic success declines as their amount of learned helplessness rises. The analysis of FLL in relation to achievement, anxiety related to foreign language, and learned helplessness has lagged in the literature. With a focus on Turkey, the main focus of the study is to investigate the levels of achievement, anxiety, and learned helplessness in students and to examine any significant differences in these levels based on factors such as gender and the types of schools they attend. The study also aims to explore the correlations between these factors and the students' scores in achievement, anxiety, and learned helplessness.

The following research questions are addressed by the study:

1. What are the levels of achievement, anxiety, and learned helplessness in students?
2. Is there a significant difference in the levels of achievement, anxiety, and learned helplessness among students based on their genders?
3. Do the levels of achievement, anxiety, and learned helplessness in students show significant differences based on the types of schools they attend?
4. Do students' scores in achievement, anxiety, and learned helplessness demonstrate significant correlations?

### *2. Method*

This quantitative research study employed a descriptive survey research design, specifically utilizing the correlational research model as the primary objective of this particular study is to investigate the levels of achievement, anxiety, and learned helplessness among college students. Unlike experimental designs, where independent variables are manipulated to influence outcomes, the focus here is on defining

relationships between variables without manipulating them. Creswell (2008) defines correlation research as a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. This type of study falls under the umbrella of quantitative research methods and serves the purpose of either explaining significant human behaviors or phenomena (explanatory) or predicting potential outcomes. Correlational studies are categorized into bivariate correlation studies, prediction studies, and multi-correlation studies, as outlined by McMillan and Schumacher (2014).

### 2.1. Study Group

The study included a total of 142 students, consisting of both male and female students. The students were attending summer school at a foundation university in Ankara and the survey implemented all the intermediate (A level) and upper intermediate (Prefac) level students. Students were from diverse high school backgrounds, including Anatolian High Schools (state and private) and Science High Schools (state and private). The selection criteria included students from a specific age range, and participation was voluntary. The distributions of students based on some demographic characteristics are presented in Table 1.

Table 1. Distributions of students based on some demographic characteristics.

Demographic Characteristics		n	%
Gender	Female	58	41.7
	Male	81	58.3
Level at the Prep Class	A	110	79.1
	Prefac	29	20.9
Type of High School	Anatolian High School(State)	33	23.7
	Anatolian High School(Private)	82	59.0
	Science High School(State)	7	5.0
	Science High School(Private)	17	12.2

When Table 1 is examined, it is observed that male students (58.3%) outnumber female students (41.7%). The majority of students (79.1%) are in grade A, while the others (20.9%) are in grade Prefac. More than half of the students graduated from a private Anatolian high school (59%), followed by state Anatolian high school (23.7%). The least

(5%) of the students graduated from a public science high school, followed by (12.2%) private science high schools.

## 2.2. Data Collection Instruments

1. **Learned Helplessness in English Scale:** The scale was developed by Sucu (2018) for measuring learned helplessness in English learning. Reliability and validity studies were conducted, yielding a reliability coefficient of 0.919 and a KR20 value of 0.93. Therefore, the scores are concluded to be highly reliable with a normal distribution.

2. **Foreign Language Anxiety Scale:** It was developed by Horwitz et al. (1986) for measuring anxiety in foreign language classrooms. The validity study in Turkey carried out by Aydın (1999) involved translation and back-translation and reliability study conducted by Batumlu (2006) found Cronbach's Alpha coefficient to be 0.90. Total item correlations and Cronbach's alpha analysis show high reliability (Cronbach's alpha: 0.90).

3. **English Proficiency Level:** The proficiency levels of the students were assessed using students' end of term cumulative scores because this score included assessment scores of all four skills of English, not just the multiple-choice type exam scores. The end of term scores of the students whose permissions were got through student consent forms were obtained from the administration of the university.

## 2.3. Data Analysis

In the research, data was collected from 142 students. Initially missing values and outliers were examined to determine the appropriate statistical techniques for analysis. Negative items (YDK8, YDK11, YDK18, and YDK32) were reverse coded. Missing values in the dataset were identified and addressed using mean imputation. Outlier analysis was then conducted. For univariate outliers, scale scores were transformed into Z-scores, and data from two students with values outside the range of -3 to +3 were excluded. To identify multivariate outliers, Mahalanobis distances were calculated, and data from one individual with a score below 0.01 was removed. These adjustments resulted in a final data set consisting of 139 students.

The normal distribution of data obtained from measurement tools was examined using the Kolmogorov-Smirnov test, skewness and kurtosis values, and histogram graphs, and the analysis results are provided in Table 2.

Table 2. Results of normality tests for variables

	Achievement	Learned Helplessness	Foreign Language Anxiety
n	139	139	139
$\bar{X}$	72.13	10.02	90.48
S	6.02	3.06	16.77
Median	72	10	86
Minimum	59	2	66
Maximum	86	17	129
Kolmogorov-Smirnov	.07	.12	.12
P	.074	.000	.000
Skewness	.28	-.25	.78
Kurtosis	-.29	-.18	-.37

Having examined the Table 2, it is observed that total achievement scores show a normal distribution according to the Kolmogorov-Smirnov test results ( $p > .05$ ), while other means do not show a normal distribution ( $p < .05$ ) based on this test alone. However, it is not decided solely based on this test result. Since all skewness and kurtosis values for all scores are within the range of -2 to +2, it is concluded that there is no significant deviation from normal distribution for all variables, in other words, they are normally distributed.

In order to determine the level of participation of the students in the Foreign Language Anxiety Scale, step calculation was made using the formula [(Last category - First category) / Number of categories]. When values were substituted into the formula, a value of 0.80 was obtained, and it was interpreted as shown in Table 3.

Table 3. Evaluation criteria for the average scores of students on the Foreign Language Anxiety Scale

$\bar{X}$	Level of Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

k: number of items

When Table 3 is examined, it can be seen that the average scores obtained from the Foreign Language Anxiety Scale are ranked between very low and very high. The Learned Helplessness Scale consists of 24 items. If students score 0.33 points for each



item, the total score will be 7.92. Students scoring above this value can be generally considered to have learned helplessness.

Descriptive statistics, including means and standard deviations, were computed for each variable. Inferential statistics, such as independent samples t-tests and Mann-Whitney U tests, were conducted to examine differences in achievement, anxiety, and learned helplessness between groups (e.g., gender, school types). Correlation analyses, such as Pearson correlation coefficients, were also utilized to explore relationships. SPSS 26 software was used for data analysis.

### 3. Findings

#### 3.1. Levels of Achievement, Anxiety, and Learned Helplessness in Students

Descriptive statistics were calculated to evaluate student's achievement anxiety and learned helplessness. The presentation in Table 5, gives the mean score for the Achievement score which has generally described the performance of students in terms of achievement for the mean score that was indicated to be 72.13.

Table 5: Descriptive statistics for students' achievement, learned helplessness, and foreign language anxiety.

	Achievement	Learned Helplessness	Language Anxiety
n	139	139	139
$\bar{X}$	72.13	10.02	90.48
S	6.02	3.06	16.77

In order to determine the levels of anxiety and learned helplessness among students, descriptive statistics were calculated using the criteria in Table 3 for anxiety. The results are presented in Table 6.

Table 6. Levels of Foreign Language Anxiety and Learned Helplessness in Students

Scale/Dimension	n	$\bar{X}$	Median	SD	k	$\bar{X}/k$	Level
LH	139	10.02	10	3.06	24	0.42	Helpless
FLA	139	90.48	86	16.77	30	2.74	Moderate

*k*: Number of items

According to Table 6, the mean of learned helplessness scores of students are 10.02, and foreign language anxiety scores are 90.48. It can be inferred that students feel helpless in

the learned helplessness dimension and experience a moderate level of foreign language anxiety in the foreign language anxiety dimension.

### *3.2. Comparison of Students' Levels of Achievement, Foreign Language Anxiety, and Learned Helplessness by Gender*

For the testing of achievement anxiety and learned helplessness across the gender, normality of these variables was tested and then confirmed. An independent sample t-test was performed across genders to test for the presence of any difference between two genders. The result from this test is summarized in Table 7.

Table 7. Comparison of Mean Scores of Achievement, Foreign Language Anxiety, and Learned Helplessness by Gender

Scale/dimension	Group	n	$\bar{X}$	S	SD	T	P
Achievement	Female	58	73.34	6.645	137	2.039	<b>.043</b>
	Male	81	71.26	5.396			
LH	Female	58	10.12	2.91	137	.322	.748
	Male	81	9.95	3.19			
FLA	Female	58	88.95	16.53	137	-.913	.363
	Male	81	91.58	16.96			

According to Table 7 it is observed that there is a significant difference in mean scores of achievement ( $t(102) = -0.52, p > .05$ ) dimension by gender. For achievement, female students' mean scores (= 73.34) are higher than male students' mean scores (=71.26). Other mean scores do not show significant differences by gender ( $p > .05$ ). In other words, the differences in students' learned helplessness and foreign language anxiety scores are due to chance and are not influenced by their gender. This finding of the relation between foreign language anxiety and gender is consistent with other previous studies from the literature. Particularly, plenty of studies have found no significant gender-related differences in terms of foreign language anxiety (Aida, 1994; Yan, 1998; Matsuda & Gobel, 2004; Woodrow, 2006; Dewaele et al., 2008; Dewaele, 2013).

### *3.3. Comparison of Students' Levels of Achievement, Foreign Language Anxiety, and Learned Helplessness by High School School Types*

Table 8 compares the achievement, foreign language anxiety, and learned helplessness levels of students according to the high school types of the students. Due to a limited

number of students in the categories of "Science High School (public)" and "Science High School (private)," the Kruskal-Wallis H test was conducted to compare achievement, foreign language anxiety, and learned helplessness levels by school types. The results of the analysis are provided in Table 8.

Table 8. Comparison of students' success, anxiety, and learned helplessness levels by school types

Scale /Dimension	Type of High School	n	Mean	SD	Chi-square	p	Difference
End of Term Grade	Anatolian High School (state)	33	83.23	3	9.541	<b>.023</b>	1-2
	Anatolian High School(private)	82	61.29				
	Science High School (state)	7	86.14				
	Science High School (private)	17	79.71				
LH	Anatolian High School (state)	33	64.33	3	1.115	.773	-
	Anatolian High School (private)	82	72.65				
	Science High School (state)	7	72				
	Science High School (private)	17	67.38				
FLA	Anatolian High School (state)	33	65.17.	3	5.127	.163	-
	Anatolian High School (private)	82	69.38				
	Science High School (state)	7	102.64				
	Science High School (private)	17	68.94				

When Table 8 is examined, there is a significant difference in the success levels of students according to school types ( $\chi^2 = 9.541$ ,  $p < .05$ ). To understand which groups the difference lies between, pairwise Mann-Whitney U tests were conducted. For achievement, the mean rank of students who attended state Anatolian High School (83.23) is higher than that of students who attended private Anatolian High School (61.29). There is no significant difference in learned helplessness ( $\chi^2 = 1.115$ ,  $p > .05$ ) and foreign language anxiety ( $\chi^2 = 5.127$ ,  $p > .05$ ) levels according to students' school types. In other words, students with different school types seem to have similar perspectives on foreign language anxiety and learned helplessness levels.

### 3.4. Examination of the Relationship between Students' Achievement, Anxiety, and Learned Helplessness Scores

To answer the research question, the Pearson product-moment correlation coefficient was calculated, and the analysis results are presented in Table 9.

Table 9. Relationship between students' achievement, anxiety, and learned helplessness scores

Scale/dimension	Achievement	LH	FLA
Achievement		.056	-.029
LH			.336**
FLA			

\*: Significant at the .05 level, \*\*: Significant at the .01 level

When Table 9 is examined, there is no significant relationship between achievement levels, learned helplessness levels and foreign language anxiety levels ( $p > .05$ ). There is a significant positive relationship between foreign language anxiety levels and learned helplessness levels ( $p < .05$ ), indicating that as foreign language anxiety scores increase, learned helplessness scores also increase and this finding is also supported by the studies of Peterson and Seligman (1984) and Duman (2004).

## 4. CONCLUSION

In conclusion, this study aimed to investigate the levels of achievement, anxiety, and learned helplessness in Turkish students and explore potential differences based on factors such as gender and types of schools. The findings shed light on the current state of foreign language learning context in Turkey and provide insights into the underlying causes of the FLL problem.

Results have shown that the current sample of students are in a moderate level of foreign language anxiety and learned helplessness. The results showed no statistically significant relationship existed between foreign language anxiety and academic achievement, consistent with studies by Razak et al.,(2017) and Akpur (2017). There were also significant differences in academic achievement, foreign language anxiety, and learned helplessness based on gender and type of school. These findings verify the results of Fergusson and Horwood (1997), Linver et al. (2002), and Yousefi et al. (2010) regarding the role of gender in academic achievement.

The most significant two strategies by which educators could help anxious students, as Horwitz et al. (1986) suggested, would be helping students to cope with anxiety in present challenging situations or creating a situation that is less threatening to learn. This may be achieved through supportive and empathetic teaching, using techniques which are not particularly anxiety-provoking, through encouragement and lack of negative evaluation but offering positive reinforcement and feedback. These findings have certain implications that show the areas for enhancing the process of foreign language learning in the country.

The study regarding the difference in gender says females outperformed males in a very significant distance of academic success. We came across similar results considering studies into foreign language teacher education by Onwuegbuzie et al. (2000), Andreou et al. (2005), Wei (2009), and Sarıcaoğlu and Arıkan (2009). Additionally, the study found that there was no statistical significance concerning differences regarding the variable of gender; thus, students' foreign language anxiety and learned helplessness levels did not show striking variations. This is corroborated by several studies which pronounced non-significant differences regarding foreign language anxiety in terms of gender variation: Matsuda and Gobel (2004), Woodrow (2006), Dewaele (2007), and Dewaele et al. (2008). Further research needs to be conducted in light of the possible unveiling of some factors that could influence such variables in a foreign language learning perspective.

In terms of school types, Anatolian High School students, both state and private, demonstrated higher levels of achievement compared to Science High School students. This observation may be attributed to the different curricula and teaching approaches employed in these school types. Additionally, no significant differences were found in anxiety levels and learned helplessness based on school types. Future studies could further investigate the specific factors within these school types that may influence FLL outcomes.

These findings underscore the significance of promoting effective foreign language education in Turkey. The increasing awareness of the importance of foreign language education and the growing demand for a proficient workforce in various industries highlight the need for addressing the inadequacies in FLL (European Commission, 2020). This study's findings can provide valuable implementations in the following titles.

1. Education Policy and Curriculum Development: The study highlights the need for comprehensive reforms in foreign language education in Turkey. Policymakers should prioritize the development of student-centered approaches and incorporate practical exercises that promote active learning. Additionally, curriculum developers should ensure that the curriculum and teaching methods are designed to reduce anxiety and prevent learned helplessness among students.

2. **Teacher Training and Professional Development:** To address the identified issues of anxiety and learned helplessness, teacher training programs should focus on equipping educators with strategies to create inclusive and supportive classroom environments. Teachers should be trained in implementing student-centered approaches, providing timely and constructive feedback, and fostering a growth mindset among their students.

3. **Awareness and Advocacy:** Efforts should be made to raise awareness among students, parents, and the broader society about the importance of foreign language learning. Promoting the benefits of language proficiency and fostering a positive attitude towards language learning can motivate students and help combat learned helplessness.

4. **Creating Support Systems:** Schools and universities can establish support systems, such as counseling services, to address the emotional and psychological needs of students struggling with anxiety and learned helplessness. These support systems can provide resources, guidance, and interventions to help students overcome their challenges and develop effective coping strategies.

5. **Research and Evaluation:** Further research is necessary to explore the specific factors contributing to anxiety and learned helplessness in foreign language learning, as well as the effectiveness of interventions aimed at reducing these negative experiences. Continued evaluation of language programs and interventions will contribute to the ongoing improvement of FLL outcomes.

By implementing these suggestions, Turkish higher educational institutions can work towards enhancing foreign language learning outcomes, reducing anxiety levels, and preventing learned helplessness among students. Ultimately, this will contribute to a more proficient and confident workforce capable of meeting the demands of a globalized world.

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