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ANALYZING SECONDARY SCHOOL ENGLISH AS A FOREIGN LANGUAGE STUDENTS' AFFECTIVE FEATURES IN TERMS OF DIFFERENT VARIABLES

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İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ORTAOKUL ÖĞRENCİLERİNİN DUYUŞSAL ÖZELLİKLERİNİN FARKLI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

Abstract

This study aims to reveal the affective features of secondary school English as a Foreign Language (EFL) students and to investigate whether their affective features differ in terms of the variables of gender and the frequency of parental help with their children's English class. Also, the relationship among the dimensions of affective features was explored. In the 5th, 6th, 7th and 8th grades of four different state secondary schools in Bolu, Turkey, 1019 students took part in this quantitative study. The data was collected by means of a Likert-type questionnaire, and the data was analyzed using the Statistical Package for the Social Sciences (SPSS) 23. The results indicate that students' motivation to learn the language is high in the context of this research study while their foreign language anxiety level is low. It was also found that their affective features show variation depending on the variables of gender and the frequency of parental help with their children's English class. Moreover, a negative correlation was revealed between motivation and foreign language anxiety. Therefore, it is suggested that activities which increase young learners' foreign language learning motivation as well as decrease their anxiety should be implemented.

Keywords: Affective Features, Motivation, Anxiety, EFL.

Öz

Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğrenen ortaokul öğrencilerinin duyusal özelliklerini açığa çıkarmak ve bu özellikleri cinsiyet ve ebeveynlerinin İngilizce derslerine yardım sıklığı değişkenleri açısından incelemektir. Ayrıca, duyusal özelliklerin boyutları arasındaki ilişki incelenmiştir. Bu nicel çalışmaya Bolu'daki dört farklı devlet ortaokulundan 5., 6., 7. ve 8. sınıfa giden 1019 öğrenci katılmıştır. Veriler Likert-tipi bir anketle

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toplanmış ve SPSS 23'de analiz edilmiştir. Sonuçlar, araştırmanın yapıldığı bağlamda ortaokul öğrencilerinin dil öğrenme motivasyonlarının yüksek ve yabancı dil kaygılarının düşük olduğunu göstermiştir. Ayrıca, katılımcıların duyuşsal özelliklerinin cinsiyet ve ebeveynlerinin İngilizce derslerine yardım sıklığı deęişkenlerine göre farklılık gösterdiği bulunmuştur. Bunun yanı sıra, motivasyon ve yabancı dil kaygısı arasında olumsuz bir ilişki saptanmıştır. Dolayısıyla, çocukların yabancı dil öğrenme motivasyonlarını artırıcı ve kaygılarını azaltıcı etkinliklerin uygulanması önerilmektedir.

Anahtar Kelimeler: Duyuşsal Özellikler, Motivasyon, Kaygı, Yabancı Dil Olarak İngilizce.

1. Introduction

It is commonly acknowledged that English has become an international language, and having a good English proficiency level can be likened to having Aladdin's lamp, which has the power to give its holders countless privileges (Kachru, 1990). Therefore, many research studies have dealt with the effective ways of learning/teaching English. In most of these studies, in addition to factors such as age, gender, intelligence and personality (Ellis, 1994), it is claimed that learning English is closely associated with the affective domain referring to the "the emotional side of human behavior" (Brown, 1994, p.135). Comparing cognitive factors with affective factors, Stern (1983) argues that the affective domain contributes more to language learning. Other researchers also hold the idea that affective variables significantly influence the language learning process (Skehan, 1989; Spolsky, 1989).

Motivation and anxiety are known to be important affective factors (Macintyre & Gardner, 1991; Ellis, 1994; Liu, 2006; Ushioda, 2008). In terms of motivation, it is argued that the learners' motivation is a significant indication of how successful they will be in learning another language (Gardner & Lambert, 1972; Gardner, 1985; Burden, 2004; De Bot, Lowie, & Verspoor, 2005; Fakeye, 2010). Motivation is defined by Gardner (1985, p.10) as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". According to Oxford and Shearin (1994), motivation is also directly linked to how frequently learners use foreign language learning strategies and how high their general proficiency level can reach. From the perspective of Pan, Zang and Wu (2010), effective language learners are individuals with higher levels of motivation to learn the target language.

Similarly, Reece and Walker (1997) suggest that a less intelligent student who is highly motivated to learn the language can be more successful than a cleverer student who is not as motivated as the other. Because of the importance attached to motivation as one of the factors associated with success in foreign language learning, many studies have focused on how language learning motivation is related to age (Nikolov, 2000), gender differences (Carr & Pauwels, 2006), socio-educational contexts (Warden & Lin, 2000), and the level of language achievement (İnal, Evin, & Saracaloğlu, 2005).

On the contrary, foreign language anxiety is a factor which has a negative impact on students' foreign language acquisition process (Liu, 2006; MacIntyre & Gardner, 1991). Foreign language anxiety is a term referring to the foreign language learners' feelings, beliefs and self-perceptions about the language learning process (Horwitz, Horwitz, & Cope, 1986). It was theorized by Krashen (1981) that anxious students have difficulty processing meaningful input and responding to language output. Many other researchers have also shown the negative effects of anxiety on the foreign language learning process. It is argued that the lack of motivation to learn the foreign language might cause anxious behaviors, and language learners have the tendency to be less motivated when their anxiety levels are high (Aida, 1994; Noels, Clément, & Pelletier, 1999; MacIntyre & Gardner, 1991).

It is suggested that revealing students' affective features can lead to more effective language programs as the programs can be improved in such a way to reduce their anxiety levels or to increase their motivation (Ramage, 1990; Arnold, 2000). Moreover, it is believed that discovering students' affective features helps teachers to understand the learners' profile in their classrooms (İnal, Evin, & Saraçaloğlu, 2005). Especially regarding the Turkish EFL context, Akçay, Bütüner and Arıkan (2015) assert that young learners' attitudes towards learning English have not been explored sufficiently although the popularity of the English language has increased in the country. Therefore, this study has the main objective to investigate the affective domain of young learners by analyzing the affective features of secondary school students in a small city in Turkey in terms of the gender and parental involvement (i.e., the frequency of parental help with their children's English class) variables which are considered to be important factors affecting the learners' foreign language learning process (Csizér & Dörnyei, 2005; Andreou, Vlachos, & Andreou, 2005; Gao, 2006). Also, the study aims to reveal the correlation among four different sub-dimensions of the affective domain (i.e., attitudes towards learning a foreign language and English classes, attitudes towards foreign people and

cultures, desire to learn a foreign language, foreign language anxiety). The following research questions were formulated in line with the aims of the study:

1. What are the levels of secondary school EFL students' affective features?
2. Do the affective features of secondary school EFL students differ significantly depending on the gender variable?
3. Do the affective features of secondary school EFL students differ depending on the parental involvement variable?
4. Is there a relationship among the sub-dimensions of affective features of secondary school EFL students?

1.1. Context of Study

The school system in Turkey, which is known as the 4+4+4 system, was initiated by the National Ministry of Education in 2012. With this change, mandatory schooling was extended from 8 years to 12 years. In the current system, the first 4 refers to the primary school while the second 4 represents the secondary school. Finally, the last 4 refers to the high school.

Changes were also made in the English curriculum and the revised curriculum was first implemented at the start of the 2012-2013 academic year. Students started learning English earlier, beginning in the second grade rather than the fourth grade. In designing the new English language teaching program, the National Ministry of Education (2013) closely followed the principles and descriptors of the Common European Framework of Reference for Languages (CEFR).

In the 5th and 6th grades, as students develop their language skills, they are exposed to short texts, and in the 7th and 8th grades, more emphasis is placed on reading and writing skills. The secondary school program aims to increase students' proficiency levels from A1 to A2. During the 8th grade, each student is obliged to take two multiple-choice exams called "Transition from primary to secondary education" (TEOG). In the exam, they are asked questions related to different subjects, such as mathematics, science and English. Students can choose the high schools they would like to attend depending on their scores on this exam as well as their cumulative success grades.

2. Literature Review

As variables such as gender and parental involvement are dealt with in this study, a concise literature review regarding these variables is presented below. Following the discussion of these variables, the methodology of the study is presented.

2.1. Gender

Gender is an important factor influencing the foreign language learning process (Andreou, Vlachos, & Andreou, 2005). Many researchers illustrate supportive evidence for the superiority of female learners in learning languages (Burstall, 1975; Boyle, 1987; Csizér & Dörnyei, 2005; Xiong, 2010; Ghazvini & Khajehpour, 2011). As Mori and Gobel (2006) state, studies indicate that female foreign language learners are more motivated than their male counterparts. This is a possible reason why female learners have superiority over male learners in terms of foreign language development (Aslan, 2009).

In a study carried out by Graham (1990), Irish female children were found to have significantly more positive attitudes than male children. In another study, Xiong (2010) revealed that the female participants are more interested in English and have more positive attitudes than the boys towards learning English. A study carried out by Csizér and Dörnyei (2005) also yielded the finding that female students are more motivated than male students in terms of learning a second language. Moreover, it was found in the relevant literature that female students' anxiety levels are higher than those of male students (Ezzi, 2012; Park & French, 2013; Gargalianou, Muehlfeld, Urbig, & van Witteloostuijn, 2015). Thus, it would be fair to suggest that examining the relationship between language learning and gender can enable teachers to plan their classes appropriately (Aslan, 2009) and to use more suitable classroom activities (Meece, Glienke, & Burg, 2006).

However, it is believed by Ning (2010) that in some research studies, the differences between genders are generalized; in addition, the social, cultural, and situational forces that shape gender relations and learner outcomes are ignored.

2.2. Parental Involvement

It is generally acknowledged that parents' roles as partners in education should not be overlooked (Sheldon, 2005). Parental involvement is generally regarded as an important factor which influences young learners'

success at school (Christenson & Reschly, 2010). Especially the role of mothers is critical in young learners' educational development (Öncü & Ünlüer, 2010; Şad & Gürbüzürk, 2013). Developing a framework of parental involvement types, Epstein (1995) suggests that parents can communicate and collaborate with school, as well as help their children at home to learn and participate in the decisions at school. Within the scope of the current study, parental involvement refers to helping children with their English coursework at home.

It was found in the literature that parental involvement in young learner's learning process has a positive influence on their academic success and motivation (Roth, 2008; Clark & Hawkins, 2010; Şad, 2012). As far as academic success is concerned, Şad (2012) found in his study that parents' communication with their children along with the support they give to their children's socio-cultural and personality development, are valuable predictors of learners' academic success.

Playing an active role in young learners' learning processes both at home and at school, parents can show their positive attitudes towards foreign language learning (Rosenbusch, 1987). Feuerstein (1990) also states that parents have emotional, social and cognitive roles in children's development, can influence their self-identities and encourage them to learn the target language. Similarly, Gao (2006) claims that the family may affect young learners' foreign language learning process both directly, by training them to be good language learners, and indirectly by acting as language learning facilitators and teachers' collaborators. According to Rosenbusch (1987, p.3), "...parents' attitudes toward language and people play a major role in shaping their children's attitude toward another language and success as a student". It is also argued by Cooper and Maloof (1999) that young learners adopt more positive attitudes towards language learning if their parents ask them questions regarding their foreign language lessons, help them with their assignments, and try to learn the language with them.

Therefore, Şad (2012) suggests that parents ought to support their children's personality and have effective communications with them. It is also recommended that parents should follow the progress of their children in continuous cooperation with the teachers (Erdem & Şimşek, 2009), prepare a physically and emotionally ideal environment to facilitate learning at home, and even begin to set goals about their children's future career (Epstein, 1995).

3. Methodology

3.1. Participants

In this study, 1019 secondary school students (i.e., 5th through 8th grade levels) enrolled at four state secondary schools in the city of Bolu participated in the study. Bolu is a small city in the Black Sea Region of Turkey, and according to the Turkish Statistical Institute (2013), its population is 289.496.

The schools were selected on the basis of convenience sampling due to the close proximity of the researcher to the study participants. Except for the students who were taking an exam and having lessons outside the classroom at the time of data collection, all the students in these four secondary schools took part in the study.

While 515 of the participants (50.5%) were female, 504 students (49.5%) were male. Among the participants, 243 (23.8%) were in the 5th grade, 252 (24.7%) were in the 6th, 316 (31%) were in the 7th and the remaining 208 (20.4%) were in the 8th grade. In terms of the frequency of parental involvement, out of 1019 students, 316 (31%) stated that their parents never help them with their English class. While nearly half of them (50.3%) indicated that their parents sometimes help them, 190 (18.6%) students marked "always".

3.2. Data Collection Instrument

The quantitative data was collected by means of the scale developed originally in Turkish by Şad (2011). Şad and Gürbüzürk (2015) later described in detail the process of developing the "Affective Objectives of Primary Foreign Language Teaching Scale".

The three-point Likert-type scale (disagree, moderately agree, agree) including 17 items was designed for young EFL students in the form of a smiley questionnaire (i.e., a sad smiley, an indifferent smiley and a happy smiley). Such smiley questionnaires with visual representations are believed to be appropriate for young learners (Szpotowicz, Mihaljević Djigunović, & Enever, 2009).

Starting with personal questions dealing with participants' gender and grade, the scale is comprised of four sub-dimensions. The first sub-dimension of the scale is attitudes towards learning a foreign language and English classes (AFL) and includes five items (e.g., "I love my English classes more than other classes"). The second sub-dimension is attitudes towards foreign people and cultures (AFP) and contains three

items (e.g., "I would like to meet children living in different countries"). The third sub-dimension is motivation to learn a foreign language (MFL) and includes five items (e.g., "I study English during my leisure time").

Finally, the fourth sub-dimension deals with foreign language anxiety (FLA) and is comprised of four items (e.g., "I am afraid of speaking English during English lessons"). The internal consistency coefficients (Cronbach's Alpha) for the factors were calculated by Şad (2011) as follows: AFL=.627, AFP=.659, MFL=.758 and FLA=.637. Also, the test-retest reliability coefficients were between .896 and .922.

3.3. Data Analysis

The data was analyzed by means of the Statistical Package for the Social Sciences (SPSS) 23. Parametric statistical techniques were applied because the data set fulfilled the normality assumption. To find out the affective features of participants in the study, mean values and standard deviation for each sub-dimension of the scale were calculated. To find an answer to whether the affective features show significant differences depending on the gender variable, independent samples t-test was used.

Pertaining to the question as to whether the parental involvement variable causes any significant difference in their affective features, one-way analysis of variance (one-way ANOVA) was applied because the parental involvement variable has three categories: never, sometimes and always. Finally, to investigate whether there is positive or negative correlation among the sub-dimensions of affective features, the Pearson's correlation coefficient was calculated.

3.4. Findings

The findings pertaining to each research question are presented below.

Research Question 1: "What are the levels of secondary school EFL students' affective features?"

Table 1. Results of the Descriptive Statistics

	Min- Max	\bar{x}	Std. Deviation
Attitudes towards learning a foreign language and English classes (AFL)	1-3	2.3527	.51553
Attitudes towards foreign people and cultures (AFP)	1-3	2.4635	.55563
Motivation to learn a foreign language (MFL)	1-3	2.0296	.50703
Foreign Language Anxiety (FLA)	1-3	1.6092	.57774

As can be realized from Table 1, the means of scores obtained in each sub-dimension of the three-point Likert scale (i.e., disagree: 1, moderately agree: 2, agree: 3) are as follows: AFL (\bar{x} =2.35; \pm .51), AFP (\bar{x} =2.4; \pm .55), MFL (\bar{x} =2.02; \pm .50), FLA (\bar{x} =1.60; \pm .57). As can be understood from the mean values for each sub-dimension, students' motivation to learn a foreign language is high, and their attitudes towards English classes are positive. In addition, their level of anxiety is rather low.

Research Question 2: "Do the affective features of secondary school EFL students differ significantly depending on the gender variable?"

Table 2. Results of the Independent Group T-test

Score	Groups	N	\bar{x}	SD	t	df	p
AFL	Female	515	2.4509	.48396	6.259	1017	.000*
	Male	504	2.2524	.52783			
AFP	Female	515	2.5437	.50030	4.704	1017	.000*
	Male	504	2.3816	.59644			
MFL	Female	515	2.1293	.48219	6.470	1017	.000*
	Male	504	1.9278	.51199			
FLA	Female	504	1.6270	.58242	-.973	1017	.331
	Male	515	1.5917	.57316			

* significant at $p < .05$

As a result of the independent samples t-tests applied to reveal whether participants' affective features differ significantly depending on the gender variable, it was found that female and male students' attitudes were significantly different in the sub-dimensions of AFL ($t(1017)=6.259$, $p < .05$), AFP ($t(1017)=4.704$, $p < .05$) and MFL ($t(1017)=6.470$, $p < .05$). It was also found that female students' AFL ($\bar{x}=2.4509$; $SD=.48396$), AFP ($\bar{x}=2.5437$; $SD=.50030$) and MFL ($\bar{x}=2.21293$; $SD=.48219$) scores were significantly higher than those of their male counterparts. On the other hand, no significant difference was found between female and male participants' scores in the FLA sub-dimension.

The findings above illustrate that girls are more motivated to learn English, and have more positive attitudes towards English classes and foreign cultures.

Research Question 3: "Do the affective features of secondary school EFL students differ depending on the parental involvement variable?"

Table 3. Results of the One-way ANOVA

Score	Group	N	\bar{x}	SD		Sum of Square	df	Mean Square	F	p
AFL	Always	190	2.4979	.45992	Between Gr.	5.946	2	2.973	11.414	.000*
	Sometimes	513	2.3470	.50031	Inter Gr.	264.614	1016	.260		
	Never	316	2.2747	.55342	Total	270.560	1018			
	Total	1019	2.3527	.51553						
AFP	Always	190	2.5596	.53859	Between Gr.	2.797	2	1.398	4.562	.011*
	Sometimes	513	2.4633	.54606	Inter Gr.	311.486	1016	.307		
	Never	316	2.4061	.57457	Total	314.283	1018			
	Total	1019	2.4635	.55563						
MFL	Always	190	2.2474	.49342	Between Gr.	14.370	2	7.185	29.514	.000*
	Sometimes	513	2.0292	.49149	Inter Gr.	247.335	1016	.243		
	Never	316	1.8994	.49646	Total	261.705	1018			
	Total	1019	2.0296	.50703						
FLA	Always	190	1.5382	.60328	Between Gr.	1.353	2	.677	2.031	.132
	Sometimes	513	1.6140	.55806	Inter Gr.	338.438	1016	.333		
	Never	316	1.6440	.59147	Total	339.792	1018			
	Total	1019	1.6092	.57774						

* p< .05

As a result of the One-way Anova applied to identify whether participants' affective features differ depending on the parental involvement variable (i.e., frequency of parental help with their children's English class), it was found that there are significant differences among categories of this variable (i.e., never, sometimes, always) in terms of the AFL (F=11.414; p<.05), AFP (F=4.562; p<.05) and MFL (F=29.514; p<.05) sub-dimensions. No significant differences were revealed among the categories in terms of the FLA sub-dimension (F=2.031; p >.05).

Table 4. Results of the Tukey Post-hoc

Dependent Variable	(I) Frequency of Parental Involvement	(J) Frequency of Parental Involvement	Mean Difference (I-J)	Std. Error	Sig.
AFL	Never	Sometimes	-.07230	.03650	.117
		Always	-.22321*	.04685	.000
	Sometimes	Never	.07230	.03650	.117
		Always	-.15092*	.04334	.002
	Always	Never	.22321*	.04685	.000
		Sometimes	.15092*	.04334	.002
AFP	Never	Sometimes	-.05717	.03960	.319
		Always	-.15353*	.05083	.007
	Sometimes	Never	.05717	.03960	.319
		Always	-.09636	.04702	.101
	Always	Never	.15353*	.05083	.007
		Sometimes	.09636	.04702	.101
MFL	Never	Sometimes	-1.2987*	.03528	.001
		Always	-.34800*	.04530	.000
	Sometimes	Never	.12987*	.03528	.001
		Always	-.21813*	.04190	.000
	Always	Never	.34800*	.04530	.000
		Sometimes	.21813*	.04190	.000

To determine the differences among groups, Tukey Post-hoc analysis was applied. As illustrated in Table 4, the Tukey Post-hoc analysis indicated that in the AFL sub-dimension, there is a significant difference between the parental involvement frequencies of 'never' and 'always' while there is no difference between 'never' and 'sometimes'. Also, while there is a significant difference between the parental involvement frequencies of 'sometimes' and 'always', no difference was found between 'sometimes' and 'never'. On the other hand, AFL scores of students whose parents 'always' ($\bar{x}=2.49$; $\pm .45$) help with their children's English classes were found to be significantly higher than students whose parents 'never' or 'sometimes' help.

In the AFP sub-dimension, while a significant difference was found between the parental involvement frequencies of 'never' and 'always', no significant difference was found between 'never' and 'sometimes'. Also, a significant difference was found between 'always' and 'never', but no difference was found between 'always' and 'sometimes'. For the AFP sub-dimension, the mean score of students whose parents 'always' ($\bar{x}=2.55$;

±.53) help with their children's English classes is higher than the mean score of students whose parents 'never' help.

In the MFL sub-dimension, significant differences were found between the parental involvement frequencies of 'never'-'sometimes', 'never'-'always', 'sometimes'-'always', 'sometimes'-'never'. For the MFL sub-dimension, the mean score of 'always' ($\bar{x}=2.24; \pm.49$) is higher than both 'never' and 'sometimes'.

Research Question 4: "Is there a relationship among the sub-dimensions of affective features of secondary school EFL students?"

Table 5. Pearson's correlation coefficients

		AFL	AFP	MFL	FLA
AFL	Pearson Correlation	1	.446**	.633**	-.353**
	Sig. (2-tailed)		.000	.000	.000
	N	1019	1019	1019	1019
AFP	Pearson Correlation	.446**	1	.407**	-.143**
	Sig. (2-tailed)	.000		.000	.000
	N	1019	1019	1019	1019
MFL	Pearson Correlation	.633**	.407**	1	-.250**
	Sig. (2-tailed)	.000	.000		.000
	N	1019	1019	1019	1019
FLA	Pearson Correlation	-.353**	-.143**	-.250**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	1019	1019	1019	1019

** . Correlation is significant at the 0.01 level (2-tailed).

As can be seen from this table, there is a strongly positive relationship between AFL and MFL ($r=.63$), and a moderately positive relationship was found between AFL and AFP ($r=.44$). Conversely, there is a moderately negative relationship between AFL and FLA ($r=-.35$). On the other hand, there is a moderate relationship between AFP and MFL ($r=.40$) while the relationship between AFP and FLA is negative ($r=-.14$). Similarly, a negative relationship was found between MFL and FLA ($r=-.25$). In brief, it can be stated that foreign language anxiety (FLA) is negatively correlated with all the other sub-dimensions.

4. Discussion and Conclusion

This study is based on the quantitative data collected from 1019 young EFL learners in 5th, 6th, 7th and 8th grades of four different secondary schools in Bolu, Turkey. The analysis of the data revealed that students

generally have positive attitudes towards foreign language learning, English classes, foreign people and cultures. Also, it was uncovered that learners are motivated to learn foreign languages. Conversely, their foreign language anxiety is rather low.

Similar results were found by Şad (2011) who carried out his study with a larger and younger group of students in Malatya Province. In his study, the young learners were found to have high levels of positive attitudes towards foreign cultures and low levels of foreign language anxiety. It is also argued in the relevant literature that young language learners have lower affective filters (Krashen & Terrell 1983, Krashen 1985).

The current study also explored whether the affective features of the participants differ significantly in terms of the gender variable. It was revealed that female learners have significantly higher motivation to learn foreign languages, more positive attitudes towards learning a foreign language, English classes, foreign people and cultures. This finding is consistent with earlier research findings indicating that female learners are more motivated to learn a foreign language (Ghazvini & Khajehpour, 2011; Dörnyei, Csizér, & Németh, 2006; Skolverket, 2006; Mori & Gobel, 2006). However, there have been several studies illustrating supportive evidence for the higher motivation levels of male language learners (Al-Bustan & Al-Bustan, 2009; Polat, 2011).

In contrast, the other sub-dimension of the questionnaire dealing with foreign language anxiety revealed no significant differences among female and male learners in this study. This finding is contradictory to the results of other studies indicating that female students' anxiety levels are higher than the anxiety levels of male students (Ezzi, 2012; Park & French, 2013; Gargalianou et al., 2015).

Pertaining to whether young learners' affective features differ depending on the parental involvement variable, it was found that while parental involvement does not affect learners' foreign language anxiety, learners whose parents always help with their English classes have more positive attitudes towards learning a foreign language, English classes, foreign people and cultures, and are more motivated to learn foreign languages. The effects of parental involvement on positive attitudes towards learning were also discussed by many other researchers (Epstein & Sanders, 2000; Henderson & Mapp, 2002; Weiss, Caspe, & Lopez, 2006; Henrich & Gadaire, 2008; Şad, 2012; Hosseinpour, Sherkatolabbasi, & Yarahmadi, 2015).

Finally, the correlation among the sub-dimensions of the questionnaire was focused on to answer the research question "Is there a relationship

among the sub-dimensions of affective features of secondary school EFL students?" The motivation sub-dimension was found to be related to the sub-dimensions of "attitudes towards learning a foreign language and English classes" and "attitudes towards foreign people and cultures". Therefore, to increase young learners' motivation to learn a foreign language, it can be suggested that they should be exposed to foreign cultures in their lessons. As recommended by Çelik and Erbay (2013), instead of the mere inclusion of native English-speaking culture in the English course books for young learners in Turkey, foreign language learners should be exposed to various cultural aspects in line with the goals of the CEFR and the National Ministry Education in Turkey. They believe that increasing young learners' intercultural communicative competence will also increase their intrinsic motivation to learn the language.

It was also revealed in the present study that the foreign language anxiety sub-dimension is negatively correlated with all the other sub-dimensions. This finding corroborates the arguments and results of many other studies indicating that foreign language anxiety and motivation to learn the language are negatively correlated (Gardner, Day, & MacIntyre, 1992; Noels et al., 1999; Gardner, Lalonde, Moorcroft, & Evers, 1987; Hashimoto, 2002). For instance, Gardner, Day and MacIntyre (1992, p.212) state that motivated learners have less anxiety in foreign language contexts, and describe the correlation between motivation and anxiety by asserting that they are "two separate dimensions". Similarly, Noels et al. (1999) claim that when students are demotivated, they are more likely to spend less effort and feel more anxious about learning a foreign language. In a study exploring the relationship between language learning and anxiety in Turkey, Batumlu and Erden (2007) also found a negative correlation between foreign language anxiety and achievement in English.

Now that the relationship between affective features and foreign language learning is positive (Saracaloğlu, 2000; Şeker, 2000) and there is a negative correlation between motivation and foreign language anxiety, it is suggested that teachers teaching young learners should try to reduce foreign language anxiety and increase motivation in their classes. As Dörnyei (2001) suggests, highly effective teachers are those who can use their skills to motivate their students. From his perspective, learners should be provided with regular experiences of success, and all the students in the class should feel that they make a contribution to the lesson. Ehrman (2003) also advises teachers to create a stress-free environment for students, and Horwitz (2001) states that by offering students sincere support, their anxiety level might be reduced. On the

other hand, Oxford (2001) recommends that certain affective strategies such as deep breathing and laughter can help learners cope with anxiety.

The English teachers teaching young learners should be especially aware of their role as that of motivator, coordinator, organiser, parent and friend (Vale & Feunteun, 1995). Also, Paul (2003) identifies the following factors positively influencing young learners' motivation especially in EFL contexts: considering language learning as a personal adventure, perceiving themselves as successful in their learning process, being aware of the fact that what is learnt in class can be transferred to other meaningful situations, and having family and friends with positive attitudes towards language learning. Paul points out that each of these factors can somehow be positively affected by the teacher.

In addition to teachers, parents' role in increasing the foreign language learning motivation levels of young learners should not be underestimated. Gao (2006) suggests that parents should involve themselves in their children's foreign language learning process by training them to be good language learners, and they should create language learning opportunities for their children outside the class by acting as teachers' collaborators and language learning facilitators. It is also argued by Cooper and Maloof (1999) that parents should help their children with their homework, ask questions related to their language classes and even make an effort to learn the language together with their children.

5. Suggestions for Further Research

In conclusion, it is recommended that the number of such studies aiming to reveal the affective profile of students in different cities in Turkey should increase as the current English curriculum for secondary schools in the country can be revised in line with the students' affective profiles. Indeed, there is a need for a country-wide study dealing with the affective profile of young learners in Turkey. If their foreign language anxiety level was found to be high, for example, more curricular objectives, activities and assessment procedures believed to reduce their anxiety levels could be incorporated into the curriculum.

As the current study is only limited to the quantitative data obtained from students in four schools in a small city, further researchers can collect data from more participants regarding the motivation and anxiety levels of students by means of both qualitative and quantitative data collection instruments. Further research focusing on the affective domain of young EFL learners can also involve the opinions of other relevant stakeholders,

such as parents, teachers and school administrators. Finally, it is recommended that researchers study the correlation between the affective variables and the scores obtained by 8th grade students in the Transition from Primary to Secondary Education (TEOG) English exam.

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