



An Ex-Post Facto Study on the Affective Domain of the 5th Grade
English Language Teaching Curriculum*

**Beşinci Sınıf İngilizce Öğretim Programının Duyuşsal Boyutu Üzerine
Bir Nedensel Karşılaştırma Çalışması**

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ABSTRACT: The primary purpose of this study was to analyze the affective domain of the fifth-grade intensive English curriculum. The study sample was 366 fifthgrade students from seven schools selected through convenience sampling from 1803 students in 47 secondary schools in Iğdır. We used “The Scale of Affective Objectives of Teaching English to Young Learners” developed by Şad (2011) to assess 5th grade English language teaching curriculum in terms of the affective domain by comparing pilot schools and regular schools. Besides, “Foreign Language Teaching Activities Scale” by Şad (2011) was the other data collection tool used to explore what sorts of teaching activities, teacher or learner-centered, are used in schools to provide a deeper understanding of the affective domain of the curriculum. The study results showed no significant difference between the students regarding four dimensions of affective domain in terms of certain variables. Students in both pilot and regular schools had a high level of positive attitude towards English language learning. Teacher-centered activities as teaching activities were commonly used in schools. To conclude, the number of class hours did not seem to be a principal factor in changing affective components of attitudes towards English language learning.

Keywords: Teaching English to young learners, affective domain, 5th-grade intensive English curriculum, ex-post facto.

ÖZ: Araştırmanın temel amacı, yabancı dil ağırlıklı beşinci sınıf İngilizce öğretim programının duyuşsal alan boyutunu, uygulama sonrasında uygulamaya tabi olan okullar ile tabi olmayan okulların karşılaştırılarak incelemektir. Araştırmanın örneklemini, Iğdır ili Merkez ilçe sınırları içerisinde yer alan 47 ortaokulda eğitim gören 1803 öğrenci arasından uygun örnekleme metodu ile 7 okul arasından seçilmiş olan 366 ortaokul 5. sınıf öğrencisi oluşturmaktadır. Programın duyuşsal alan boyutunun incelenmesi için Şad (2011) tarafından geliştirilen “Çocuklara Yabancı Dil Öğretiminin Duyuşsal Hedefleri Ölçeği” kullanılmıştır. Yabancı dil derslerindeki öğretim etkinliklerinin ne sıklıkla yapıldığını ölçmek için ise yine Şad (2011) tarafından geliştirilen “Yabancı Dil Öğretim Etkinlikleri” ölçeği kullanılmıştır. Araştırmanın bulguları, duyuşsal alan boyutunda, Yabancı Dil Ağırlıklı 5. Sınıf programının uygulandığı okullar ile uygulanmayan okullar arasında anlamlı bir farklılık olmadığını göstermektedir; öğrenciler yabancı dil derslerine ve yabancı dil öğrenmeye yönelik yüksek düzeyde olumlu tutuma sahiptir. Yabancı dil derslerinde yapılan etkinlikler incelendiğinde ise, daha çok öğretmen merkezli etkinliklerin yapıldığı sonucuna varılmıştır. Bulgulardan hareketle, İngilizce dersine yönelik duyuşsal yönde öğrencilerin tutumunda ders saat sayısındaki farklılığın belirleyici bir etken olmadığı sonucuna varılabilir.

Anahtar kelimeler: Çocuklara yabancı dil öğretimi, duyuşsal boyut, yabancı dil ağırlıklı 5. sınıf İngilizce ders öğretim programı, nedensel karşılaştırma.

* This study was produced from the master's thesis of the first author under the supervision of the second author at Ataturk University

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Today, the welcoming position of English results in the spread of a common belief that English competency is the first and foremost expected qualification for many, including those whose native languages are different. Thus, the number of people learning English increases as they aim to be part of international communication. In this regard, it is widely stated that English proficiency can empower students, and especially teaching English at early ages can contribute more to this situation because young learners are more curious and active in learning process (Nikolov, 2016). Besides the effect of globalization, the other end widely emphasized concerning learning a foreign language during childhood is affective factors. In planning foreign language education, policymakers have started to care for affective domain, that is, moods, feelings, and attitudes of learners based on social constructivist and humanistic paradigms. Şad (2011) pointed out the importance of creating a positive learning environment in the change of feelings and attitudes of young learners towards foreign language learning. Thus, based on these facts, governments are to shape their policies of English language teaching.

Since the beginning of attempts for the European Union membership, policymakers in Turkey have been trying to adapt its curriculum in English language teaching to European language education (Kirkgoz, 2007a). Thus, as a result of 4+4+4 system reform, the English language teaching curriculum of 2013 was designed to include second and third graders. The curriculum of the following grades was reconstructed based on the demands of the new policies (Ministry of National Education [MoNE], 2013). With an early start of English language education from 6 years of age (Güngör, 2017; Kirkgoz et al., 2016), this reform has oriented the curriculum toward such an embracing system that, on the contrary to the curriculum of 2006 – in which there was no emphasis on objectives related to the affective domain – the activities and materials guiding teachers to make students become motivated and develop positive attitudes toward English classes have been suggested (MoNE, 2006, pp. 37-39). Besides, this curriculum reform also seems to be the first step for shifting from teacher-centered teaching to student-centered communicative language teaching (Kirkgoz, 2007b). Followingly, in 2017, another policy change regarding the education of English via communicative models through English Language Teaching Curriculum for 2nd-8th grades was done. For 5th grades of secondary schools, an intensive English language study program was designed, which aimed to enable students to use at least a foreign language fluently with improved methods and design for active learning in public schools (MoNE, 2017). During 2017-2018 academic years, the curriculum was implemented in 5th grades chosen as pilot schools.

As the policy change and implementation have been relatively new cases, it would be of interest to investigate the relevant issues and explore, if there, further points regarding the effectiveness of the process in terms of learning a foreign language. In this regard, from a specific and significant point, the current study will focus on the affective domain issue moving on the fact that studies put the importance of affective factors in predicting the attitude of learners towards language learning (Cameron, 2001; Demirezen, 2003; Fırat, 2009; Moon, 2000; Sümen, 2008; Şad, 2011). By the way, especially in terms of tangible embodiment of affective domain, it would result in the wonder of whether the curriculum implemented has resulted in any change in affective components of learners' attitudes towards English language learning. Thus the current

study will evaluate how affective domain has been dealt within the curriculum. Although some studies focus on affective domain issues in foreign language learning within the Turkish context, their number is low (e.g., Kardeşler, 2010; Şad, 2011; Ulusoy, 2003). Moreover, no previous study of the new curriculum has been reported. Thus, the main aim of this study is to determine whether 5th-grade students who have got 5th grade English Language Teaching Curriculum score differently than the 5th-grade students who have not regarding four dimensions -attitudes towards learning a foreign language and English course; attitudes towards foreign people and cultures; desire and effort to learn a foreign language; foreign language anxiety- of affective domain in terms of certain variables.

Considering that foreign language learning is a life-long journey, we can emphasize that children's first experiences should focus on affective gains such as motivation, attitude, and self-confidence before basic communication skills (European Council, 2009, p. 5). When these desired affective goals cannot be achieved, the negative emotions make it difficult for foreign language learners to communicate in the target language (Gordon, 2007, p. 75). Moreover, suppose the child's initial experiences and impressions at the primary school level, which the child has met with foreign language, is negative. In that case, the child may develop strong negative feelings towards the foreign language in the next grade (Schindler, 2006, p. 8).

In general, developing positive attitudes towards learning foreign languages, foreign people, and their cultures, particularly developing positive attitudes towards foreign language lessons, is one of the affective goals of foreign language teaching curricula (European Council, 2009). Encouraging students to learn a foreign language and eliminating negative feelings such as foreign language anxiety, and enabling the student to feel safe and comfortable with learning a foreign language or communicating in a foreign language can also be shown as affective objectives (Komorowska, 1997). Besides positive attitudes, student-centered learning tends to provide more opportunities for increasing productivity and success and communicating compared to teacher-centered learning. It is clear that the aim of foreign language teaching is not only to teach students some grammar rules and vocabulary, but also how to use the knowledge in practice to express or explain ideas. For teachers and academics, it would be helpful to introduce this student-centered cooperative language learning method to the language learning class (Zhang, 2010). In addition, parents also play a critical role in students' foreign language learning by providing cognitive and emotional support to their children at home (He et al., 2015). Families can positively influence their attitude and motivation by encouraging their children to learn a foreign language (Nikolov, 2009). Parents involved in their children's education will better understand how their children are more academically successful (Partin, 2017).

Chinese learners aged 7-12 years in primary school are very eager to learn English in the study of their motivation to learn English as a foreign language (Liao, 2004). Corpus et al. (2009) have examined the change in the motivation of their 3rd-8th grade students to learn a foreign language. There is a positive correlation between motivation and academic achievement in the study. Mostafavi and Vahdany (2016) found that the learners, who have education on affective strategies, have a lower level of anxiety in English classes. They also found that positive statements encourage the learners. Highly successful students have stronger internal learning motivations, and

they use more effective language learning strategies and experience more positive feelings. Still, the students with low success have stronger external learning motivation, use more effective language learning strategies, and get more negative feelings (Tan, 2016). MacIntyre and Vincze (2017) examined the effect of positive and negative emotions on learning a second language in their study. The results show that positive emotions are strongly associated with consistent and motivational variables. Atlı (2008) aimed to determine students' attitudes towards English and English lessons in primary schools in Turkey. As a result of the study, most students have positive attitudes towards English language skills, teaching materials, and activities, English language and language skills have been developed and internally motivated. Şad (2011) conducted a study to examine the level of primary education first grade English curriculum to realize the affective objectives of teaching a foreign language to children in terms of some variables. In his doctoral dissertation, he found that male students participating in the study had more positive attitudes towards foreign language learning and English lessons than their female students, and their foreign language concerns and foreign language concerns were lower. In her master thesis, Kalipci (2015) found that affective variables affected students' success in foreign language learning. Results suggest that there is an inverse relationship between the affective filter and academic achievement. Therefore, teachers should minimize the situations that students may be anxious about in the classroom environment. This study's results might address this information gap by looking into if there would be a question raised resulting from any disconnection between theory and practice because of probable intervening variables such as teachers, materials, etc.

On this basis, precisely, the following questions will guide the current study:

Research Question 1: What is the difference between 5th grade students who have and have not got 5th grade English Language Teaching Curriculum to the four dimensions of affective domain (attitudes towards learning a foreign language and English course; attitude towards foreign people and cultures; desire and effort to learn a foreign language; foreign language anxiety)?

Research Question 2: Is there a difference between 5th grade students who have and have not 5th grade English Language Teaching curriculum in terms of gender to the four dimensions of affective domain?

Research Question 3: Is there a difference between 5th grade students who have and have not 5th grade English Language Teaching curriculum regarding parental support to the four dimensions of affective domain?

Research Question 4: Is there a difference between 5th grade students who have and have not 5th grade English Language Teaching curriculum in terms of teacher-centered and student-centered activities?

Method

Moving on quantitative paradigm, we followed an ex post facto research design, also called causal-comparative research, to examine the cause and consequences of differences between or among the group of participants after any experiment or instruction in the context (Fraenkel et al., 1993). Although this is not an experimental study, an ex-post facto design would help us understand if the new curriculum creates a difference in affective factors.

Research Setting and Participants

After the official permissions were taken from Iğdır Provincial Directorate of National Education (numbered 19255454-44-E.5800971, dated 20.03.2018) in Turkey, we learned the total number of students in Iğdır Province. The demographic data given by the directorate showed that 920 male and 883 female students were studying in 47 different secondary schools. The study sample was 366 5th grade students from 7 schools selected through convenience sampling from 1803 students in 47 secondary schools in Iğdır.

Table 1

Descriptive Statistics of Female and Male Students

	Schools	Female Students	Male Students	Total Students
Pilot Schools	School 1	39	32	71
	School 2	16	21	37
	School 3	28	34	62
	Total	83	87	170
Regular Schools	School 4	56	34	90
	School 5	4	9	11
	School 6	11	14	25
	School 7	37	31	68
	Total	108	88	196
Total	7 Schools	191	175	366

Six of the questionnaires were excluded from the study as the students did not complete them. We involved all the responses from 366 students from 7 schools (See Table 1).

Data Collection Tools and Process

To collect the quantitative data, we used two instruments developed by (Şad, 2011). “The Scale of Affective Objectives of Teaching English to Young Learners” was used to measure the affective levels of children for the language education, and “Foreign Language Teaching Activities Scale” was designed for measuring the frequency of the instructional activities in classrooms.

The first 35-item scale was formed by Şad (2011) by considering the previous studies and the literature review. In the exploratory factor analysis part, 260 fourth and fifth students answered the scale, and Şad (2011) shortened the item numbers from thirty-five to seventeen in four factors. These factors are as follows: motivation, desire and effort to learn a foreign language, attitude towards learning a foreign language and English course, foreign language anxiety, and attitudes towards foreign people and cultures. To test the four-factor scale, he carried out a confirmatory factor analysis with 366 fourth and fifth-grade students, and this analysis proved the four-factor construct of the scale.

The second scale, “Foreign Language Teaching Activities Scale”, was used to analyze the frequencies of the activities in foreign language classes. For this scale, a 34-item was formed in the item pool, and all items in the pool were taken to the scale by referring to scientific sources, curricula, research articles, and theses. After exploratory factor analysis, the number of the items decreased to 21 items out of 34 items in two factors, namely student-centered activities and teacher-centered activities. To confirm the hypothesis in the exploratory factor analysis, he carried out the confirmatory factor analysis with 391 fourth and fifth grades students. The results confirmed the two-factor construct of the scale.

In the original scales, the responses of the students were designed with three smileys. Three smileys show that students totally/partially or never agree with the statements. However, in this study, the participant group was just fifth graders. The fifth-grade students are supposed to understand the 5-point Likert type scale, and this 5-point Likert type scale might give us more detailed results in terms of the affective levels of students. Therefore, the scale was adapted to a 5-point Likert type scale for more sensitive results.

The reliability coefficients for “The Scale of Affective Objectives of Teaching English to Young Learners”, was determined as .867, and the reliability coefficients were .780, .778, .764 and .614 for the factors of desire and effort to learn a foreign language, attitude towards learning a foreign language and English course, foreign language anxiety, and attitudes towards foreign people and cultures respectively. The reliability coefficients for “Foreign Language Teaching Activities Scale” was determined as .892, and the reliability coefficients were .851 and .769 for the factors of student-centered and teacher-centered foreign language teaching techniques respectively. While Field (2009) takes the value of .80 as reliable, Büyüköztürk (2007) consider .70 as a criterium to accept a scale as a reliable one. Considering these values, both scales can be regarded as reliable. Among 47 schools, the researcher got in contact with 7 secondary schools, in three which 5th grade English language teaching curriculum was implemented, and in the other four schools, 3-hour English language teaching curriculum was still going on. Then, students were asked for their consent to participate in the study; 372 students voluntarily participated.

Data Analysis

Before starting the analysis and interpretation of quantitative data, normality assumptions were analyzed for the variables to decide on whether parametric or non-parametric tests were suitable for the data analysis. Skewness and Kurtosis values were checked for the normality assumption (Field, 2013). Skewness values for the variables ranged from .072 to -.481, and Kurtosis values were ranged between -.444 and -.695. As the acceptable limits of ± 2 were accepted by many researchers (Field, 2000, 2009; George & Mallery, 2010; Gravetter & Wallnau, 2014; Trochim & Donnelly, 2006), some also consider the acceptable range for Skewness and Kurtosis below +1.5 and above -1.5 (Tabachnick & Fidell, 2013) and below +1 and above -1 (Şencan, 2005). Following these researchers, the values for variables were accepted as normal, and parametric tests were conducted for the data.

The second assumption is homogeneity of variances. To check the homogeneity of variances, Levene’s test was used, and the results of the test were nonsignificant

($F=8.642$; $p=.003$) for “The Scale of Affective Objectives of Teaching English to Young Learners” and significant ($F=.732$; $p=.393$) for “Foreign Language Teaching Activities Scale”. To sum up the assumptions, parametric tests were used in this study. A t-test was used to determine the difference between two sample means from two normally distributed populations with unknown variances. In addition to it, we presented descriptive statistics to describe the frequencies, standard deviations, percentages, and means.

Ethical Procedures

The researcher applied for the permission to collect data from schools on 14.03.2018, and Iğdır Provincial Directorate of National Education and the Governorship of Iğdır approved the permission (numbered 19255454-44-E.5800971, dated 20.03.2018). This decision was issued to the first author on 21.03.2018 with the number of 19255454-44-E.5855135.

Results and Discussion

Affective Domain Level of the Students

The distribution of the t-test results that the students get from the Affective Objectives Scale of Teaching English to Young Learners scale was given in Table 2. When the data in Table 2 were examined, there was no statistically significant difference between the schools in which the students study in terms of students' attitudes towards learning a foreign language and English course [$t(366)=.977$, $p=.329$]. However, the students in the pilot schools had a higher attitude towards learning a foreign language and English course. As the standard deviation was smaller (4.669), the distributions of the students in the pilot schools were more homogeneous. In general, students in normal schools had a close attitude towards learning a foreign language and English course when compared to those in pilot schools.

When the findings related to the Desire and Effort to Learn a Foreign Language are examined, there was not a statistically significant difference according to the school types [$t(366)=1.062$, $p=.289$]. The average scores of students in pilot schools were slightly higher than those in regular schools. Thus, it cannot be said that studying at the pilot school has a significant influence on desire and effort to learn a foreign language. When the findings related to Foreign Language Anxiety were examined, there was no statistically significant difference according to the school types [$t(366)=-.489$, $p=.625$]. There was very little difference between the averages in favor of regular schools. In light of this finding, the foreign language concerns of pilot and non-pilot school students were similar. When the findings related to Attitude towards Foreign People and Cultures were examined, there was no statistically significant difference according to the types of schools [$t(366)=.994$, $p=.321$]. There was no significant difference between the averages. That is, it can easily be said that their attitudes towards foreign people and cultures were similar. Examining the students' average in all dimensions, we realized no meaningful difference [$t(366)=.857$, $p=.392$]. The average of total score of students in pilot schools was slightly higher than in normal schools.

Table 2

T-Test Results in the Affective Domain Level between the Students of Pilot Schools and Regular Schools

Dimensions	Pilot or Regular	N	Mean	SD	df	t	p
Attitude towards Learning A Foreign Language and English Course	Pilot	170	19.55	4.669	363.240	.977	.329
	Regular	196	19.05	5.144			
Desire and Effort to Learn A Foreign Language	Pilot	170	17.41	4.640	363.898	1.062	.289
	Regular	196	16.85	5.443			
Foreign Language Anxiety	Pilot	170	16.18	4.165	353.300	-.489	.625
	Regular	196	16.39	4.036			
Attitude towards Foreign People and Cultures	Pilot	170	11.62	3.249	352.651	.994	.321
	Regular	196	11.29	3.132			
Total	Pilot	170	64.76	12.965	359.607	.857	.392
	Regular	196	63.58	13.391			

* $p < .05$

The pilot application was being implemented for the first time in 2018, making it difficult to compare with any other study. Although there was no significant difference between the pilot schools and the normal schools in terms of the affective areas of students, the general tendency in Europe was to increase the time to pass for at least one compulsory foreign language teaching, and, thus, to increase the age of commencement of compulsory foreign language teaching (Eurydice, 2005). Foreign language teaching can occupy European countries' educational policies for many years and can be started from an early age in Europe (Şevik, 2008). However, to achieve the desired success, the number of learning outcomes in the preparatory class curriculum should be reduced and students should be reviewed according to their level of preparation. For instance, Dincer and Koc (2020) also confirmed that overloaded curriculum was one of the most significant problems for teachers. In this case, it may be helpful if the content, educational status, and test conditions are re-arranged. (Dilekli, 2018). There is no reason for these results in the literature due to being a new application. Due to the new implementation, the expected objectives for the implementation of the curriculum in pilot schools may not have been achieved. English teachers can also get used to a new curriculum in the progress of time. Failure to provide in-service training for teachers involved in the preparatory practice may have prevented them from creating the desired level of difference in pilot schools.

Gender and Parental Support on the Fours Dimensions of Affective Domain

When the data in Table 3 and 4 were examined, students' *Attitude towards Learning A Foreign Language and English Course* differed statistically significantly according to the gender of the student in pilot schools [$t(170)=3.771, p<.05$]. When arithmetic averages were examined, female students' attitudes towards learning a foreign language and English course ($\bar{X}=20.87$) were more positive than male students'

(\bar{X} =18.29). In regular schools, no difference can be seen with the pilot schools [$t(196)=4.348, p<.05$]. When we look at the previous studies, Japanese female students have superiority over male students in their attitudes towards learning English (Kobayashi, 2002). Karahan (2007) found that the female students had a more positive attitude towards the English language. Şad (2011) also found that girls' attitude scores were higher than males'. On the other hand, Atlı (2008) found no differences in terms of gender in terms of attitudes. Therefore, it can be said that female learners mostly show more positive attitudes towards learning a foreign language and English course. The male and female students had a high positive attitude towards foreign language learning and English lessons. However, female students' attitudes towards learning foreign languages and their English courses were more positive than male students. There was a statistically significant difference between them.

The female students' desire and effort points for learning foreign languages are higher, and the male students were at the intermediate level. According to this, female students were more desirous of learning a foreign language than male students, and they make more efforts, and there was a statistically significant difference between them.

Male and female students participating in the study did not have a high level of foreign language anxiety. Female students' foreign language concerns are higher than male students, but there was no statistically significant difference between them. The students who participated in the study did not have a high level of positive attitude towards foreign people and cultures, but female students had a higher level of positive attitude than male students, and there was a statistically significant difference between them. This confirms the social orientation of females and their positive attitudes and greater motivation towards learning a foreign/second language (Baker & MacIntyre, 2000).

Table 3

The T-Test Results of the Level of Having Affective Characteristics According to the Gender of the 5th Grade Students in Pilot Schools

Dimensions	Gender	N	Mean	SD	df	t	p																																												
Attitude towards Learning A Foreign Language and English Course	Female	83	20.87	3.540	151.373	3.771	.000																																												
	Male	87	18.29	5.254				Desire and Effort to Learn A Foreign Language	Female	83	18.99	3.875	163.261	4.597	.000	Male	87	15.91	4.829	Foreign Language Anxiety	Female	83	16.51	4.165	167.621	.990	.324	Male	87	15.87	4.165	Attitude towards Foreign People and Cultures	Female	83	12.54	2.539	154.765	3.766	.000	Male	87	10.75	3.606	Total	Female	83	68.90	10.797	162.414	4.291	.000
Desire and Effort to Learn A Foreign Language	Female	83	18.99	3.875	163.261	4.597	.000																																												
	Male	87	15.91	4.829				Foreign Language Anxiety	Female	83	16.51	4.165	167.621	.990	.324	Male	87	15.87	4.165	Attitude towards Foreign People and Cultures	Female	83	12.54	2.539	154.765	3.766	.000	Male	87	10.75	3.606	Total	Female	83	68.90	10.797	162.414	4.291	.000	Male	87	60.82	13.669								
Foreign Language Anxiety	Female	83	16.51	4.165	167.621	.990	.324																																												
	Male	87	15.87	4.165				Attitude towards Foreign People and Cultures	Female	83	12.54	2.539	154.765	3.766	.000	Male	87	10.75	3.606	Total	Female	83	68.90	10.797	162.414	4.291	.000	Male	87	60.82	13.669																				
Attitude towards Foreign People and Cultures	Female	83	12.54	2.539	154.765	3.766	.000																																												
	Male	87	10.75	3.606				Total	Female	83	68.90	10.797	162.414	4.291	.000	Male	87	60.82	13.669																																
Total	Female	83	68.90	10.797	162.414	4.291	.000																																												
	Male	87	60.82	13.669																																															

* $p<.05$

Table 4

The T-Test Results of the Level of Having Affective Characteristics According to the Gender of the 5th Grade Students in Regular Schools

Dimensions	Gender	N	Mean	SD	df	t	p																																												
Attitude towards Learning A Foreign Language and English Course	Female	108	20.45	4.412	165.842	4.348	.000																																												
	Male	88	17.32	5.468				Desire and Effort to Learn A Foreign Language	Female	108	18.03	5.228	183.863	3.432	.001	Male	88	15.41	5.381	Foreign Language Anxiety	Female	108	16.80	3.981	184.368	1.552	.122	Male	88	15.90	4.071	Attitude towards Foreign People and Cultures	Female	108	11.75	2.952	177.362	2.275	.024	Male	88	10.73	3.269	Total	Female	108	67.03	12.076	174.470	4.099	.000
Desire and Effort to Learn A Foreign Language	Female	108	18.03	5.228	183.863	3.432	.001																																												
	Male	88	15.41	5.381				Foreign Language Anxiety	Female	108	16.80	3.981	184.368	1.552	.122	Male	88	15.90	4.071	Attitude towards Foreign People and Cultures	Female	108	11.75	2.952	177.362	2.275	.024	Male	88	10.73	3.269	Total	Female	108	67.03	12.076	174.470	4.099	.000	Male	88	59.35	13.773								
Foreign Language Anxiety	Female	108	16.80	3.981	184.368	1.552	.122																																												
	Male	88	15.90	4.071				Attitude towards Foreign People and Cultures	Female	108	11.75	2.952	177.362	2.275	.024	Male	88	10.73	3.269	Total	Female	108	67.03	12.076	174.470	4.099	.000	Male	88	59.35	13.773																				
Attitude towards Foreign People and Cultures	Female	108	11.75	2.952	177.362	2.275	.024																																												
	Male	88	10.73	3.269				Total	Female	108	67.03	12.076	174.470	4.099	.000	Male	88	59.35	13.773																																
Total	Female	108	67.03	12.076	174.470	4.099	.000																																												
	Male	88	59.35	13.773																																															

* $p < .05$

There was a statistically significant difference according to the gender of the student when the findings related to the *Desire and Effort to Learn A Foreign Language* sub-dimension were examined in pilot schools [$t(170)=4.597, p < .05$]. Similar to the previous sub-dimension, female students showed a higher level of desire and effort to learn a foreign language than male students. The answers of the students in non-preparatory schools gave almost the same results [$t(196)=3.432, p < .05$]. Atlı (2008) and Şad (2011) found that female students were more motivated to learn foreign languages than male students. Ataman (2017), although no significant difference by gender among students' overall level of motivation, stated that the average was higher than female students.

In contrast to the other sub-dimensions, when the Foreign Language Anxiety sub-dimension findings were examined, there was a statistically significant difference according to the gender of the students in pilot schools [$t(170)=.990, p=.324$]. As in the previous sub-dimensions, the same results were observed in both school types. There no statistically significant difference according to the gender of the students in regular schools [$t(196)=1.552, p=.122$]. It can be said that female students were a bit more worried than male students, but it was not a clear difference. It can be said that foreign language concerns exist in both genders. Sertçetin (2006) concluded that, in general, and in the comparison of the two classes of male and female students, the girls tend to be concerned about their friends' thoughts and thus fear being judged more negatively than male students. However, the situation was the opposite in terms of exam anxiety and attitude towards foreign language. Şad (2011) stated that male students' foreign language concerns were greater than female students.

When the findings related to *Attitude towards Foreign People and Cultures* were examined, in pilot schools, there was a statistically significant difference according to the gender of the student [$t(170)=3.766, p < .05$]. The same results were found in the

other school type [$t(196)=2.275, p<.05$]. By looking at their average, it can be said that female students' attitudes are more optimistic than male students. According to Wright's research, there is a hypothesis that foreign language learning has beneficial effects on students' attitudes towards foreigners. In his study, girls had a more positive attitude towards foreign language and culture than male students against French language and culture (Wright, 1999). Considering the overall scores in pilot schools, we found a statistically significant difference according to the gender of the students [$t(170)=4.291, p<.05$]. In regular schools, there was also a statistically significant difference according to the gender of the students [$t(196)=4.099, p<.05$]. If examined in total, female students were more likely to have affective objectives than male students. The average of female students was considerably higher than that of male students. According to the findings of Bernat and Lloyd (2007), who investigated the effect of gender on language teaching, men and women generally had similar beliefs about language learning. In a study of 149 students in Iran, the findings show a significant gender difference in the use of language learning strategies as a whole. Female students also tend to use general language learning strategies more frequently than men. It uses women's social/emotional strategies more than male students (Zeynali, 2012). According to a study examining students' strategies for learning English in China, gender played an essential role in gender-related strategies, and female students used compensation and affective strategies more frequently than male students (Goh & Foong, 1997).

The findings indicated that the help of the parents of their children in foreign language lessons was not a determining variable in terms of the sub-dimensions. Students whose parents always or sometimes had not helped or helped foreign language courses had a high level of positive attitude towards learning a foreign language and an English course. There is no statistically significant difference between them. From this point of view, it can be said that parental support does not affect students' learning foreign languages and attitudes towards English course. Likewise, students whose parents had always or sometimes not helped or helped foreign language courses had a high level of positive attitude towards desire and effort to learn a foreign language, and there is no statistically significant difference between them. Regardless of parental support, all students experienced a lower level of foreign language anxiety than usual. In other words, it can be said that parental support does not have any effect on foreign language anxiety. Similarly, all students with or without parental support had a negative attitude towards foreign people and cultures. To summarize, parental support had a significant effect on students. The previous studies do not support this finding. Families can positively influence their attitude and motivation by encouraging and encouraging their children to learn a foreign language (Nikolov, 2009). Parents who are involved with the education of their students will better understand the ways in which their children are more academically successful (Partin, 2017). However, English is a specific course that parents cannot help if they are not good at English. Considering the claims that Turkish people cannot use English accurately and fluently due to the long years of instruction, and the family and the media are the primary models in learning a foreign language (Bodur & Arikan, 2017), the lack of statistical differences in the whole scale might be the low English level of parents. The influence of parents on the child can be both passive and active, and active promotion means better language learning. Parents'

attitudes play a significant role for their children. They can actively participate in various ways at home and school, reflecting their positive attitudes towards language learning. Still, they need to be very careful about pushing their children instead of encouraging and praising their efforts (Rosenbusch, 1987). We do not live in an English-speaking environment in Turkey; therefore, only a small number of parents can speak English or help their children improve their English at home. As a result, children do not have the chance to practice English outside the classroom (Tavil, 2009). Because of the lack of English in parents and the inability of their children to provide the necessary support in language learning, the effect of parental support on foreign language teaching may not be as high as expected in this research.

When the data in Table 5 and 6 were analyzed, no statistically significant difference was found between the students' *Attitude towards Learning A Foreign Language and English Course* according to the frequency of helping parents with foreign language lessons in pilot schools [$F(169)=.646, p=.525$]. In Table 6, no statistically significant difference was found in regular schools [$F(195)=1.068, p=.346$]. This result revealed that whether parents help students did not affect students' attitudes towards learning a foreign language and English course.

Table 5

The Level of Affective Characteristics according to the Frequency of the Parents' Help in the Foreign Language Lessons in Regular Schools

Dimensions	Parental Support	N	Mean	SD	df	F	p
Attitude towards Learning A Foreign Language and English Course	Never	94	18.51	5.496			
	Sometimes	68	19.69	4.473	195	1.068	.346
	Always	34	19.24	5.377			
Desire and Effort to Learn A Foreign Language	Never	94	16.31	5.837			
	Sometimes	68	17.13	4.917	195	1.069	.345
	Always	34	17.79	5.296			
Foreign Language Anxiety	Never	94	16.43	4.307			
	Sometimes	68	16.26	3.839	195	.065	.937
	Always	34	16.56	3.743			
Attitude towards Foreign People and Cultures	Never	94	11.29	3.198			
	Sometimes	68	11.21	2.990	195	.080	.923
	Always	34	11.47	3.305			
Total	Never	94	62.53	14.326			
	Sometimes	68	64.29	11.830	195	.589	.556
	Always	34	65.06	13.806			

* $p < .05$

When the findings related to the *Desire and Effort to Learn A Foreign Language* sub-dimension were examined, there was no statistically significant difference between

the parents' frequency of helping the child in foreign language lessons of pilot schools [$F(169)=.958$, $p=.386$]. The same result was found for the other school type [$F(195)=1.069$, $p=.345$]. The children of the parents who always help their children' foreign language classes had higher levels of desire and effort to learn a foreign language than those who sometimes help and never helpers. However, the difference between the variables is not significant enough in terms of the rate of explanation of variance. Therefore, it cannot be interpreted that parental assistance has a clear and significant effect on the desire and effort to learn a foreign language.

When the findings related to the *Foreign Language Anxiety* subscale were examined, there was not a statistically significant difference between the parent's frequency of helping the child's foreign language lessons [$F(169)=.648$, $p=.524$]. The difference between the groups is not large enough. Therefore, it can be said that the help of parents does not have a clear effect on foreign language anxiety. Also, there is not a statistically significant difference in regular schools [$F(195)=.065$, $p=.937$].

Table 6

The Level of Affective Characteristics according to the Frequency of the Parents' Help in the Foreign Language Lessons in Pilot Schools

Dimensions	Parental Support	N	Mean	SD	df	F	p
Attitude towards Learning A Foreign Language and English Course	Never	46	18.91	5.210	169	.646	.525
	Sometimes	75	19.91	4.001			
	Always	49	19.59	5.103			
Desire and Effort to Learn A Foreign Language	Never	46	16.61	4.933	169	.958	.386
	Sometimes	75	17.65	3.818			
	Always	49	17.80	5.447			
Foreign Language Anxiety	Never	46	16.76	4.078	169	.648	.524
	Sometimes	75	15.88	4.165			
	Always	49	16.10	4.273			
Attitude towards Foreign People and Cultures	Never	46	11.43	3.436	169	.130	.878
	Sometimes	75	11.75	2.824			
	Always	49	11.61	3.707			
Total	Never	46	63.72	13.849	169	.204	.815
	Sometimes	75	65.19	11.386			
	Always	49	65.10	14.515			

* $p<.05$

When the findings related to the *Attitude towards Foreign People and Cultures* sub-dimension were examined, there was not a statistically significant difference between the parents' frequency of assisting the child in foreign language lessons [$F(169)=.130$, $p=.878$]. The difference is also not big enough to demonstrate a statistically significant difference in regular schools [$F(195)=.080$, $p=.923$].

When Table 5 and 6 were examined as a whole, there was not a statistically significant difference between the parents' frequency of helping the child in foreign language lessons [$F(169)=.204, p=.815$]. The same results can be seen in Table 6 [$F(195)=.589, p=.556$]. These findings indicate that the parents' frequency of helping the child was not a determinant variable in foreign language courses in terms of *Attitude towards Learning A Foreign Language and English Course, Desire and Effort to Learn A Foreign Language, Foreign Language Anxiety and Attitude towards Foreign People and Cultures*.

Teacher- or Student-Centered Activities in Pilot and Regular Schools Domain

When the results were analyzed as a whole, more teacher-centered activities were done in the classes, and student-centered activities were not practiced sufficiently. Based on the quantitative findings, it was observed that the most frequently applied activity of the teachers was asking students to translate English-Turkish words or phrases. Translation helps students understand what the translation reads based on their performance in responding to reading comprehension questions (Tsagari & Floros, 2013). The translation is important not only because it allows us to talk to each other, or because each of us allows us to read what the other writes, sometimes because we find it difficult to talk to each other, and especially provides insight into what we like or understand (Bell, 1991). However, the common belief in language teaching is the use of student-centered activities rather than a teacher-centered translation method. Student-centered learning is the 21st-century concept that applies technology and a new curriculum using the students' abilities to achieve higher standards than traditional learning styles (Zmuda, 2009). Bell (2010) has defined student-centered teaching as the foundation of the curriculum, not an additional activity to support learning. The main reason for more frequent use of teacher-centered activities is that it is easier for teachers than student-centered activities (Nikolov, 2009). Instead of changing the students' behavior with a teacher-centered approach in the education process; With the help of a student-centered approach, the emphasis is placed on developing the student's mental skills and structuring knowledge (MoNE, 2004, p. 13). In the student-centered learning approach, contrary to traditional education, information is not memorized. How to obtain it, where and how it will be used in life, how to learn from information is taught. So, it is essential to produce more than memorizing information (Kuran, 2005). Aslan (2008) defines the class in which student-centered activities are carried out: mutual social relations, independent research and studies, creativity in the forefront, and rich learning experiences in its structure.

Şad (2011) also stated that the 4th and 5th grade elementary school students who participated in the study did not sufficiently conduct student-centered activities in foreign language courses, literature, and the course curriculum. On the other hand, it is stated that teacher-centered activities that are not pedagogically preferred in the literature and the course curriculum is intensively taught. In a study conducted by Bulut (2008) in Diyarbakır, in order to determine the views of teachers about the student-centered practices foreseen in the new primary education curriculums, the current educational environment, the recognition and implementation of the curriculum, and the views of the curriculum were examined in terms of gender, class level, seniority, and

class size variable. According to this, teachers did not find the learning environment where the teaching curriculums are applied sufficient for student-centered applications. Based on such a conclusion, it can be stated that the educational environment of primary schools is not enough to carry out student-centered activities. It is understood that the physical facilities of schools are insufficient for student-centered activities. For example, although there are many listening activities in the curriculum, some schools do not have any materials that allow teachers to do these activities.

The students' answers show that the teachers did not bring the picture cards to the class. Similarly, teachers did not bring puppets to the class as English-speaking activity. Although time was allocated for playing games, solving puzzles, and watching movies, drama and role-playing activities were not carried out enough. The students' answers in the study showed that there was not enough time for any student-centered activities in the courses. According to the students' answers, the most used activity of teachers in English lessons was translation. The other most frequent activities in the classroom were memorization, question-answer teaching method and drills. The results of the study show the dominant use of teacher-centered activities in foreign language courses.

Table 7

T-Test Results According to the School Where the Teaching Activities Are Applied

Dimensions	Pilot or Regular	<i>N</i>	Mean	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Student-centered Activities	Pilot	170	28.44	9.452	364	-2.940	.067
	Regular	196	32.26	11.382			
Teacher-centered activities	Pilot	170	33.21	7.435	364	-1.834	.001
	Regular	196	34.82	9.114			
Total	Pilot	170	61.64	15.278	364	-2.940	.003
	Regular	196	67.08	19.459			

* $p < .05$

When the data in Table 2 were analyzed, there was no statistically significant difference between the points given by the students to the Student-Centered Activities sub-scale [$t(364) = -2.940$, $p = .067$], and there was a statistically significant difference between the points given by the students to the Teacher-centered Activities sub-dimension of the scale [$t(364) = -1.834$, $p < .05$]. This can be interpreted as giving more places to teacher-centered activities in schools. In pilot schools, fewer teacher-centered activities were observed than in regular schools. For this reason, students in pilot schools may have higher attitudes towards learning a foreign language and English course than other students.

Conclusion

Based on the findings from the quantitative results of this study, the students had a high level of positive attitude towards foreign language learning and English lessons.

Therefore, students generally like to learn foreign languages, and they find it enjoyable. Even they want to learn other foreign languages. In this context, English lessons are enjoyable for them, but it is not their favorite course. In contrast to this general positive attitude towards learning a foreign language, both positive and negative attitudes towards the English course were observed. The most important reasons for students' negative attitudes towards the English course were the lack of sufficient student-centered fun activities, which they enjoyed in the lessons. On the contrary, they were exposed to teacher-centered activities, and they did not prefer them because they found those activities boring.

Students were observed not to have a high level of positive attitude towards foreign people and cultures. In other words, students do not want to know different cultures, meet foreign people and talk to them when they meet. As a result of the students' motivation to learn foreign languages, they tried to repeat what they had learned in the lessons at home and showed a high level of desire to go to a private course to learn better English. However, children's desire and efforts remain neutral when they want to study English in their leisure time, to work on English even on holidays, and to speak English with their friends or family.

The foreign language anxiety level of the students was not high. Students feel comfortable in foreign language courses in general. Their level of anxiety about learning and using foreign languages was not high. In other words, students were not worried about speaking or reading in front of the class, not responding to the teacher's questions, taking exams, taking low grades, not understanding the lesson, giving the teacher a minus, and being angry with the teacher.

Both groups had a high level of positive attitude towards foreign language learning and English lessons. The attitudes of students in pilot schools towards foreign language learning and English classes were more positive than the students in regular schools. However, there was no statistically significant difference between them. The scores of students' desire and effort to learn a foreign language were higher than the regular school students. This means that pilot school students are more desirous of learning a foreign language than regular school students, and they make more efforts. However, this difference was not a considerably enough amount. For this reason, it cannot be claimed that the students studying in the pilot school have a greater desire and effort to learn foreign languages. Pilot school students and regular school students who participated in the study did not have high level of foreign language anxiety. In this respect, it cannot be said that studying at a pilot school had any positive effect on reducing foreign language anxiety. The students, who participated in the research, had an approximately negative attitude towards foreign people and cultures.

According to the results of the study, there was no significant difference between the pilot schools and the normal schools in the students' attitude to the course. This might indicate that the instructional strategies, methods, and techniques were not sufficiently reflected in the practice. In order to achieve the desired success, we need to re-evaluate the number of objectives of the preparatory class studies, and check the readiness levels of the students. Arranging content, educational situations, and test cases might be useful (Dilekli, 2018). The reason why the students do not reach enough affective features adequately might be related to the lack of student-centered activities. Another reason might be the anxiety levels of students. This result shows that the

teaching strategies, methods and techniques designed in the curriculum did not reflect on practice. As a solution, foreign language teachers can try to develop themselves in the professional sense by following the related literature, especially the course curriculum because the curriculum of the course was giving explanations about what they should do to avoid negative situations.

It is evident that the cultural, social, and economic patterns of societies are constantly changing and evolving. It is imperative to keep up with these changes. Scientific and technological developments require new skills (Rogers, 2009). Thus, MoNE can organize comprehensive in-service training to support their teachers with these skills and knowledge. Since this is a new curriculum, there may be some problems in the curriculum. To eliminate these problems, the new curriculum can be re-arranged based on the views of students and teachers. Foreign language teachers should try to develop themselves professionally in terms of how they can make the lessons more fun and suitable for the student's level by following the related literature, especially the course curriculum. The fact that foreign language education consists of theories, methods, and materials, the new Turkish curriculum and materials should be considered the most important component of foreign language education to increase its success (Işık, 2008).

In language learning, anxiety plays a debilitating role (Na, 2007). Taking into account the foreign language anxiety of the students in this study, we should focus on to use process-oriented evaluation methods and techniques effectively. The primary objective of English teaching should be to make students love the language, so students' exam anxiety should be minimized.

We cannot disregard the contribution of families. It is clear that families have an essential role in their children's positive attitude towards foreign language, and they can persuade their children of the importance of speaking a second language. Considering the effect of parents on their children's attitudes towards language learning (Bartram, 2006), teachers collaborate with parents in their students' learning adventure.

Certainly, the current research also has some limitations. To ensure consistency of the findings nationally or internationally, the study should be replicated with different participants. In addition, the schools selected in this study do not represent the whole of Turkey.

Conflicts of Interest

There are no conflicts of interest in this study.

Statement of Responsibility

Murat Güngör; methodology, resources, data collection, validation, analysis, writing – original draft, writing – review & editing. Merve Geçikli; methodology, resources, validation, analysis, supervision.

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