



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

PARENTAL EFFECT ON YLs' MOTIVATION AND ATTITUDE
TOWARDS ENGLISH LANGUAGE LEARNING

Pınar KESKİN

Master's Thesis

Ankara, (2019)

With leadership, research, innovation, high quality education and change,

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KÜÇÜK ÇOCUKLARIN İNGİLİZCE ÖĞRENMEYE KARŞI
MOTİVASYON VE TUTUMLARINDA
ANNE-BABA ETKİSİ

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Acceptance and Approval

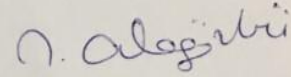
Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Pınar KESKİN** entitled "Parental Effect on YLs' Motivation and Attitude towards English Language Learning" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

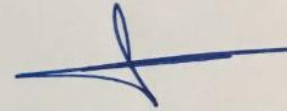
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Prof. Dr. Ali Ekber ŞAHİN
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Abstract

The aim of this study is to find out the effect of parents on YLs' motivation and attitude towards English language learning. The researcher conducted this study in İnegöl, Bursa. The school the study was conducted in was a private primary school. The participants of this study were seventy-four 4th grade students. These students participated voluntarily. For data collection, seventy-four participants responded to the questionnaire items about motivation and attitude and parental effect on learning English. Further data were collected by using semi-structured interviews. For this data collection, the researcher chose twenty students randomly and also the participants again responded to the questions voluntarily. The data collected from the questionnaire were analysed by using the SPSS programme. Thematic content analysis was used to analyse the data collected from the interviews. The results indicated that YLs have positive attitudes and are positively motivated. In addition to this, statistical results show medium, positive correlation. That means that there is a relationship between motivation and attitude towards English language learning and parental effect ($r = .357$). The results of the qualitative data are supporting these statistical results. Most of the students found English-knowing parents advantageous for their own English language learning process.

Keywords: motivation and attitude, young learners, parental effect, English language teaching, early language acquisition.

Öz

Bu çalışmanın amacı küçük çocukların İngilizce öğrenmeye karşı motivasyon ve tutumlarında anne-baba etkisini bulmaktır. Çalışma İnegöl, Bursa'da özel bir ilkokulda yapılmıştır. Yetmiş iki 4.sınıf öğrencisi gönüllü olarak bu çalışmaya katılmıştır. Veri toplamak için, tüm katılımcılardan İngilizce öğrenmeye karşı motivasyon ve tutumları ve aile etkisi ile ilgili anketi cevaplamaları istenmiştir. Anketin yanı sıra, rast gele seçilen yirmi öğrenci ile, daha fazla veri toplamak için yarı yapılandırılmış görüşmeler yapılmıştır. Nicel verilerin analizi için kullanılan program SPSS'dir. Tematik analiz ise röportajlardan toplanan verileri analiz etmek için kullanılmıştır. Sonuçlar, küçük çocukların İngilizce'ye karşı olumlu tutum sergiledikleri ve olumlu motive olduklarını gösteriyor. Bunun yanı sıra, istatistik sonuçlar İngilizce öğrenmeye karşı motivasyon ve tutum ile İngilizce öğrenmede aile etkisinin arasında orta derecede olumlu bir korelasyon olduğunu gösteriyor ($r = .357$). Görüşmelerden toplanan verilerde bu istatistiksel sonuçları destekler niteliktedir. Çoğu öğrenci İngilizce bilen ebeveynleri kendi İngilizce öğrenme süreçleri açısından avantajlı buldular.

Anahtar sözcükler: motivasyon ve tutum, küçük çocuklar, aile etkisi, İngilizce öğrenimi, erken dil edinimi.

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Symbols and Abbreviations

AMTB: Attitude/motivation test battery

ELT: English Language Teaching

EU: European Union

FL: Foreign Language

FLL: Foreign Language Learning

L1: First language

L2: Second/Foreign language

MONE: Ministry of National Education

NATO: North Atlantic Treaty Organization

YLS: Young Learners

Chapter 1

Introduction

In this chapter, the globalization of English language teaching in Turkey is summarized. Also, the curriculum changes in Turkey in terms of English language teaching are presented briefly. The purpose, significance, research questions, assumptions and limitations of the previous study are provided in this part.

Statement of the Problem

One of the most spoken languages all around the world is English. As a result of this, being able to understand and speak English is inevitable. Rukh (2014) states that the majority of the world is bilingual and the number of native English speakers are around 330 million people. Considering the number of native English speakers around the world, the significance of knowing English for people living in countries where English is not the first language can be understood clearly. English is not only a means of communication; it is also a bridge that combines the national and the global context (Penjak, 2012).

In this connection, the term 'globalization' comes to light. Globalization has an important impact on sharing knowledge for economic cooperation among nations without considering any limitations in terms of national borders. Therefore, it can be stated that globalization has an important impact on the spread of the usage of English. So, a nation needs English not only to raise its international trade, but also to raise its business and economics (Kachru and Smith, 2009) and therefore, knowing English gains more and more importance. The need to learn English rose up with the rise of political, social and technological connection (Graddol, D., Leith, D., Swann, J., Rhys, M., & Gillen, J., 2007). Furthermore, the dependence around the world related to economics and cultures also resulted in the raise of the need of knowing English (Graddol, D., Leith, D., Swann, J., Rhys, M., & Gillen, J., 2007).

Another effect of globalization is the spread of information technology. English is the main lingua franca of the Internet. Therefore, the usage of English is promoted by information technology. There is a connection between information

technology and English language. A mutual effect on its spread can be claimed around the world.

English is the most used language for studies in scientific technological areas and therefore, to conduct a research, researchers need at least a basic knowledge of English (Kachru and Smith, 2009). The need of knowing English also affected language teaching throughout the world. Bartu (2002) states that many countries give equal importance to teach both, their native languages and English.

A language to be accepted as global language it needs to have a special role among other countries (Crystal, 2003, p.3). English is a language that gained this recognition; priority to learn English as a FL is given to English in most countries. The reason for this recognition is its global status. The global status that English gained throughout the countries affected the language policies of the countries. Most countries give special space and importance to teach English. Therefore, most countries give significance to teach English in their school curricula.

One of the countries affected by the space and importance that English gained is Turkey. Not only the effect of the globalization trends of the world, but also the fact that Turkey is a candidate for becoming a member of the EU lead Turkey to make reforms in their policies for English language teaching (Kirkgöz, 2009; MONE, 1997b).

The compulsory education changed and rose up to 8 years in 1997. A reform in the English language curricula at primary schools was made. In 1997, the age English language was introduced to students as a foreign language changed; it was lowered to grade four in public schools (MONE, 1997, a). The suggested teaching approach for the new curricula was the Communicative Language Teaching Approach. However, the 1997 English language curriculum had to be reformed due to changing language policies in the 21st century. MONE redesigned the curriculum related to English language teaching. In 2005, the implementation was done in primary schools for the fourth grade; in 2008 for the sixth, seventh and eighth grades (MONE, 2006). Learner-centeredness,

Multiple Intelligences Theory and Constructivist Approach were the theoretical basis of the changed curriculum.

In foreign language learning, there is a widely accepted idea by researcher. This idea indicates that the younger a person is, the better s/he will acquire a language (Wang and Chang, 2011; Birdsong and Molis, 2001). Considering the changes MONE made in the curriculum related to English language teaching, it is clear that Turkey also accepted that the younger a person is, the better s/he will acquire a language. Many educators and researchers accepted this idea not only theoretical but also from the empirical rationale. However, considering “the younger, the better” idea, there is one important factor that comes to light; parental effect on young learners’ language learning process. The younger the age is of the learner; the more parental effect plays role on students’ learning. In the Turkish context, mastering English has gained popularity and therefore, especially at private schools, the curriculum includes extensive English language programs. Parents can be considered as an environmental factor that affects learners socially, academically and emotionally. Therefore, there is a possibility that YLs’ development and education might be affected by their parents’ involvement. However, before determining the effect of parents on young learners’ language learning, finding out how parents effect young learners’ motivation and attitude towards English language learning and to what extent they affect is necessary.

Aim and Significance of the Study

Considering both, the age that students start learning English in Turkey and changes in Turkey in terms of English language teaching throughout the years, conducting studies concerning the effect parents have on YLs’ motivation in terms of English language learning is crucial. Also, conducting studies related to the effect parents have on YLs’ attitude towards English language learning is crucial. Taking into consideration the above-mentioned discussion, the purpose of this study is to reveal the perception of YLs related to their parents’ effect on their motivation and on their attitudes towards English language learning.

There are several aspects related to the significance of this study. This study contributes to understanding YLs’ perspectives related to parental effects’ on their motivation and attitudes towards English language learning. This study also

enables the researcher to think deeper into the area of parental effects on YLs' English language learning process in respect to YLs' perspectives. Furthermore, it gives the chance to understand the YLs' needs and in that respect, to guide the parents correctly for a better learning process. In the end, the findings provide valuable information about YLs' perspectives related to their parents' effect on their language learning and this raises awareness for teachers to guide their learners' parents in the learning process of their students.

As teaching English to young learners gained importance, knowing the YLs' perspectives in terms of their parents' effect on their motivation and attitude will give valuable information for increasing better language acquisition. The more teachers know how to increase motivation of their students towards English language learning and the more teachers know how to increase students' attitude towards English language learning, the better language acquisition will be provided. Because of the importance of parents' role in their children's education process, YLs' perspectives related to their parents' effect on their language learning process will provide rich information for teachers.

Research Questions

Taking the aim and significance of the study into consideration, the following research questions were designed to attain the study's purpose, to guide through the data collection and analysis process.

R.Q. 1: What are YLs' motivation and attitude towards learning English?

R.Q. 2: Is parental effect on young learners' motivation and attitude towards English language learning positive or negative from YLs' point of view?

R.Q. 3: Is English-knowing parent advantageous in terms of motivation and attitude in language learning from the young learners' perspective?

Assumptions

The following assumptions are related to the study. Primarily, the participants are assumed to have understood clearly all the questions, both in the questionnaire and the interview, and responded accordingly. To have reliable results at the end of the study, this is very important and therefore, it is given high

importance to explain all questions in both, the questionnaire and interview, clearly.

Secondly, the participants are assumed to have responded to the questions truly, honestly and without any concerns about taking part in the study. The participants are assumed to answer the questions in an atmosphere where they feel comfortable.

Thirdly, as the context is primary school context, it is assumed that parental involvement has an influence on YLs motivation and attitude related to English language learning.

Lastly, taking the possible outcomes of the current study into consideration, it is assumed that English-knowing parents are accepted by YLs as more advantageous throughout their learning process. Nonetheless, parents who don't know English and who can't be helpful for their children during their learning process are accepted disadvantageous by YLs.

Limitations

The participants of this study were limited to seventy-two 4th grade students living in İnegöl. The low number of the students participating in this study is a limitation in terms of external validity. Because of limited number of participants, the findings can't be generalized to larger groups of students. In addition to this, the students participated voluntarily to this study and because of this; we can say that the study has a voluntary nature, only those students who wanted to participate participated.

Another limitation was related to the context of school. The school context of this study is private school. Therefore, the results might not be generalizable to public school context. In private schools, students are more familiar with language learning while in public schools this is less.

Another limitation was related to language achievement. In this study, the main focus was on finding YLs' thought related to their parents' effect on their language learning process. The language proficiency and also whether parental effect was affecting the language achievement was not taken into consideration.

In addition to this, in this study the only focus was on YLs' perceptions. Parents' perceptions, how they feel their role in their children's language development was not considered. Therefore, the results might need further in-depth information.

Definitions

Attitude: Attitude can be defined as an organization involving beliefs related to things around a person or a specific situation (Smith, 1971). An attitude can be learned or unlearned. During this study, the focus is on children's attitude towards English language learning.

English language teaching: English language teaching refers to teaching English to non-native speakers. During this study, the focus is on English language teaching in the Turkish context.

Motivation: Motivation can be defined as a determination of human behaviour. Motivation can trigger and give direction to human behaviour. During the study, it will be considered on motivation and language.

Parental effect: Parental effect refers to the effect parents have on children's overall development. During the study, parental effect and parental involvement are used interchangeably.

Young learners: Young learners are referred to children whose ages are between three and fifteen years of age. During this study, the focus is on 4th grade students whose age is around nine and ten years.

Chapter 2

Literature Review

The changes of English language education in Turkish context; issues related to parental effect on YLs' education process, especially language education; issues related to motivation and issues related to attitude in terms of English language learning are presented in this chapter.

English Language Education in Turkish Context

In Turkey, foreign language education is a very important issue (König, 2009). From kindergarten to university level, a lot of methods regarding different language policies were provided. Also different funds and investments were provided. Still, unfortunately, the fluent usage of foreign language could not be reached (Erdem, 1997; Erdem, 1998; Çelebi, 2007; Işık, 2008; Kirkgöz, 2009). Why could the expected fluent usage of foreign language not be reached? To have an understanding of the reasons, foreign language policies and implementations and also their functions and roles in Turkey needs to be considered.

When considering the years before the foundation of the Turkish Republic, the language policies before and after Tanzimat Reform are very important. In public elementary schools and religious schools before the Tanzimat reform in 1839; Arabic was a leading language as medium of instruction. It was a leading language as a second language. Moreover, French was only taught in "Enderun" which was the palace school during this time.

With the Tanzimat Reform, there was a westernization process in Turkey related to the foreign language policy and education system. During the 18th century, France was a leading country in Europe. As a result, French became an international language used as a communication tool for both commercial and diplomatic relations (Doğançay-Aktuna, 1998). The Ottoman Empire's relations with France resulted in the establishment of military schools based on the French model. In these schools, French was the medium of instruction. After 1914, German influence appeared and this resulted in the decrease of French influence in school curriculum. Until the World War II, there was a continuing of the German influence. English replaced French, which used to be the leading language

(Doğançay-Aktuna, 1998). However, English gained importance only after the 1908 Reform in the Ottoman Turkey. This reform resulted as a change in the programs of some high schools. Also, this reform resulted in a change in religious schools in terms of English education (Demircan, 1988).

After the foundation of the Republic, we can't talk about a single dominant foreign language. During the years from 1924-1960, different language played a role in the curriculum. Languages like German, French, English and Italian were involved (Demircan, 1988).

English gained importance with several influences. One of these was the United States' influence in industry, trade and economy. This resulted as a widespread of English throughout the world and also Turkey (Kirkgöz, 2009). Turkey's becoming a member of the North Atlantic Treaty Organization (NATO) is another aspect that affected the importance of teaching English in Turkey. In addition to this, Turkey's cooperation with the Council of Europe in 1968 also raised the importance of teaching English in Turkey.

English can have different functions in countries where English is not the mother language (Kachru, 1992). In Turkey's case, we can talk about instrumental function of the language. In Turkey, people learn English to get a better job or qualified education (Sebütekin, 1981; Kızıltepe, 2000). König (1990) states that people see a basic level of English knowledge that enables a person to communicate with other people as a significant need. For a successful life in terms of having high social status and good jobs, knowing English is seen as a must (König, 1990).

English's becoming the "lingua franca" is a result of fast expansion of information technologies, international commerce and corporations (Crystal, 2003; Dövring, 1997; Markee, 1997). Nunan (2003) states that English gained importance in these fields. This importance resulted in the need to learn English in countries where the native language is not English. Countries like China, Hong Kong, Japan, Korea, Malaysia, Taiwan and Vietnam made some changes in their language teaching policies to raise English language competency of their community (Hahn and Jeon, 2006; Kachru and Smith, 2009; Nunan, 2003; Zhu, 2003). English language teaching became a compulsory subject at primary level in

these countries (Kachru and Smith, 2009; Nunan, 2003; Zhu, 2003; Jeon and Hahn, 2006). According to British Council's survey conducted in 1999, most countries decreased the age of English language learning introduction to primary school level (Gillen, J. & Rhys, M., Graddol, D., Leith, D., Swann, J., 2007; Mitchell, 2002).

Turkey, like other countries, felt the need to make foreign language reforms. Dogancay-Aktuna (1998) state that modernization and westernization concerns and also increasing role English gained in the world are reasons for foreign language reforms in the Turkish context.

English language policies, implementations and curriculum reforms in Turkey. The usage of English has an important value. In the Turkish education curriculum English become the compulsory FL because of its increasing usage throughout the world (Kirkgöz, 2009). In 1983 and 1984, the Turkish government introduced the Foreign Language Policy Act (Çelebi, 2007). This Foreign Language Policy Act involved regulations in increasing the foreign language teaching in both education contexts; secondary and higher education (Çelebi, 2007). Foreign language teaching programs were tried to be developed by MONE. In this regard, preparation classes of Anatolian High Schools were established and these schools offered English medium instruction (Demirel, 2003). These Anatolian High Schools were advantageous for those students who could not afford private schools but were successful ones in terms of English language learning (Demircan, 1988; 2005; Erdem, 2006). However, because of unqualified English language teachers in terms of teaching subjects in English, these Anatolian High Schools were abolished in 1997 (Bartu, 2002).

The most important political aim of Turkey is becoming a full member of EU and therefore, Turkish education curriculum is aimed to make educational adaptations in terms of educational practices according to EU standards. In this respect, educational reform in 1997 and curriculum reform I 2004 was made (Kirkgöz, 2007; Kirkgöz, 2009; Tekeli, 2003).

The period of primary education was extended in 1997 reform (Başaran, 2008). The former 5-year compulsory education was extended to 8 years. The five-year primary education was combined with the three-year middle school

education. Moreover, English was introduced in the fourth and fifth grade. Introducing ELT at a lower grade was a common foreign language policy throughout the world (Mitchell, 2002; Nunan, 2003) and this policy was adopted by the Turkish educational system. MONE (1997b) states Turkey's political and economic passion as well as its willing to keep up with countries using English is a motivating issue for introducing English at a lower age to children.

Similar to the 1997 ELT reform, conforming EU standards was the aim of the 2005 curriculum innovation (Akınoğlu, 2008; Kirkgöz 2009). With the curriculum innovation, a new English language curriculum was developed. In 2006, the implementation was started in fourth grade; then, in 2008, the implementation continued in the sixth, seventh and eighth grades all around Turkey (MONE, 2006). The English language curriculum was revised. The new curriculum was more student-centred. Also a more consistent and comprehensive curriculum was designed (Kirkgöz, 2007). Individual needs and differences of students were taken into consideration and according to these, grammar structure, topic and functions were specified (MONE, 2006; Kirkgöz, 2007). New task-based and communicative activities took place in the new curriculum. Activities like dramatization, games, pair and group work were added to the new curriculum (see MONE, 2006 for detail). Moreover, the new innovated English language curriculum introduced alternative assessment techniques (Kirkgöz, 2007; Kutlu, 2005; MONE, 2006).

In 2012, the last change was made. The change was called "4+4+4+ education reform", offering changes in the language education system. Students' age for starting school and learning English was lowered (MONE, 2013). In this new curriculum, especially communicative competence in English has been emphasized. The reason for this emphasis on communicative competence is that students graduating from schools in Turkey are not capable of interacting successfully in English (MONE, 2013). Introducing English language has been lowered to the 2nd grade. Not only speaking, but also listening skills are emphasized in 2nd grade. 2nd grade students are not expected to read and write in English. In 3rd grade, students are introduced with reading and writing however only at word level. Furthermore, the integration of cultural aspects into the units is emphasised in this new curriculum. As Gürsoy (2010) says, value judgments,

attitude and beliefs are developed in early childhood and therefore, this integration of cultural aspects will help children to have a positive attitude towards other cultures.

Considering the aforementioned curriculum changes in English Language Teaching in Turkish educational context, there was a need for a change in universities' curriculum of ELT department of education faculties. This need rose because of the need to respond prospective teachers' need for training. To provide prospective teachers with beneficial knowledge about teaching English to YLs, a new course was placed into the curriculum of ELT departments. This new course is "Teaching English to Young Learners" and it gives prospective teachers the chance to develop appropriate skills and knowledge to teach English to YLs.

Second Language Acquisition

In this part, issues related to second language acquisition is presented. Issues related to multilingualism-monolingualism, first language acquisition, comparison of L1 and L2 learning and are summarized to generate an understanding of second language acquisition.

The focus of SLA is the learner and her/his learning process. In other words, SLA is the study not of a first language of a child. Its focus is on the acquired second language. It is the study to find out the way learners are creating their new learning system. It aims to find out what learners learn, and why there is a difference between the first and second language achievement by the learners. We can talk about three different contexts (Saville-Troike, M., & Barto, K., 2016) in which second languages can be learned; the first one is informal learning of a second language which happens in a naturalistic context. In this context, we talk about not specialized language instructions, here, second language learning happens naturally through interaction. The second context is formal learning of a second language which happens in a classroom. In this context, we talk about specialized language instruction like a student in Turkey takes a class in English. The third context is the mixture of both contexts. An example for this mixed context would be a student from Turkey takes English classes in England and has opportunity to interact with English people outside the class.

Multilingualism-Monolingualism. When considering second language acquisition, it is also important to examine the importance of the world of second languages. The phrase “the world of second languages” brings to terms into minds; Bilingualism and Multilingualism. Bilingualism can simply be defined as using two different languages and Multilingualism can simply be defined as using more than two different languages. Saville-Troike, M. and Barto, K. (2016) prefer only to use the term Multilingualism instead of using Bilingualism and Multilingualism separately. According to Saville-Troike, M. and Barto, K. (2016), there is monolingualism, which refers to using only one language and there is multilingualism, which refers to using more than two languages. Considering the world’s population and the fact that almost half of the world’s people are multilingual; it is clear that multilingualism is a common issue. G. Richard Tucker (1999) claims that when comparing the people on the world, the comparison results with more multilingual individuals.

First language acquisition. Another important issue is to understand the nature of language learning. Considering L1 acquisition, it is clear that L1 acquisition happens with unconscious efforts. A full understanding of distinctive sounds of L1 happens before a child is three years old. Children get aware of some language patterns. Around five and six years, most of the grammar of their first language is acquired; however, the complex ones are further developed through their education life. The developments within linguistics and psychology changed the ways of understanding L1 acquisition process. The first believe was that children acquired their L1 because of their parents’ desire. However, language acquisition happens for all children, even with those whose parents are careless. Another belief was that children mastered their L1 to express their needs and wants. However, considering children, gestures, and non-speech sound were sufficient to express their needs. So, this explanation was not satisfying. The most popular believe was that language acquisition was happening through imitation. Imitation is acceptable in term of language acquisition; however, it is not sufficient to explain the whole acquisition process. Not all utterances of the children are imitations, they also utter unique utterances. Every child is learning a first language. This learning happens naturally and it might be different from any other learning tasks (Selinker, L., & Gass, S. M., 2008). A child grows up by being exposed to a lot of sounds and language; therefore, a child has a lot to determine

about sound and language. This process ends up by the child's developing of a linguistic system. As a result, a child becomes able to interact with people around him/her and make people understand his/her needs.

There are some theories related to the nature of first language acquisition. The first crucial theory attempting to explain the nature of first language acquisition was Behaviourism. All learning was accepted as habit formation from the point of Behaviourists' view. Habit formation was accepted for the language learning process as well. Young children's first language develops through imitating of everything they hear and as a result, children develop linguistic habits. Skinner published his theory in 1959. In his book "Verbal Behaviour", he claimed that imitation and habit formation are the two ways a child acquires the first language. Noam Chomsky pointed out several problems related to the behaviourist theory. He takes attention to the language production of children. Some utterances produced by the children could not have been learned through imitation. Children use some imitated formulae for expressing themselves. However, it is clear that children use some utterances which are unique, which are not imitated formulae. Considering these unique utterances, there is a problem in terms of the behaviourist habit formation believes. In addition to this, another argument related to the behaviourist theory about language acquisition was about some language structures that could not be learned through imitation. To understand this better, a good example would be the usage of the past tense. Children start using the past tense forms of the verbs. However, the usage of irregular verbs shows some mistakes. Children start using regular past tense forms with irregular words such as *goed* instead of *went*. This usage is not an act of imitation; on the contrary, it is an act of creativity (Nunan, 2010).

Different from behaviourism, Chomsky's theory claimed that children learn their first language easily because they are born with an innate ability to learn a language. A language can be acquired thanks to the innate ability, without this innate ability, according to Chomsky; nobody could ever acquire a grammatical correct language system. Chomsky's theory was stressing out specially the mental process throughout the language acquisition process. However, there were some problems about this theory, too. Acquiring the first language is not automatic, easy and without any problems. Throughout the acquiring process, children struggle some problems in acquiring the linguistic system. Furthermore, the language

parents use to communicate with their babies is actually chosen with care and parents talk much more slowly and carefully with their babies. In addition to this, Chomsky and his followers focused on the language acquisition happening in the brain. However, it is important that the social process should not be ignored as well. Children learn a language first of all, because of getting their needs met.

Children are born with an innate capacity to acquire a language. However, it is not correct to say that there is no type of “habit formation” within language learning. Besides, only habit formation is not sufficient to explain the amazing language learning process.

Selinker, L. & Gass, S. M. (2008) summarize the first language acquiring process with the following words:

“Considering the developmental stages children go throughout their language learning process, it can be concluded that there is a similarity however there could be a difference in terms of the acquiring rate. For guiding their language knowledge and usage, children create systematicity and develop rules. However, these rules do not show a correspondence with the rules of the adult language. Grammatical morphemes are overgeneralized. In addition to this, correcting children’s mistakes does not always work. Finally, intelligence does not have a determining role in language acquisition (Selinker, L., & Gass, S. M., 2008).”

Comparison of L1 and L2 learning. The comparison should be considered within three states; the initial state, the intermediate state and the final state. These states are presented here briefly.

The first state, the initial state includes issues related to the innate capacity. Some researchers believe that children are born with a capacity to acquire a language. This capacity is believed to be genetic and therefore, they claim that any difference between L1 and L2 are related to other factors. Others believe that the innate capacity to acquire the first language does disappear with time. According to these researchers, acquiring a second language indicates the same steps as older learners acquire other knowledge, like mathematics. Researchers agree on the fact that L2 acquisition comes after L1 acquisition. There is not a unique believe related to the innate capacity; however, a general agreement is that L2 acquisition comes after L1 acquisition. This agreement indicates that researchers agree on the fact that the previous knowledge of L1 forms the initial

state of L2 acquiring process. In addition to this, transfer from L1 to L2 is a result of the effect L1 has on the initial state on L2 acquisition. Briefly, it can be said that the initial state of L1 might be present in L2 acquisition process, most probably limited. However, L2 learning includes some aspects of L1 competence. In addition to this, some L1 world knowledge and skills established for interaction are present in L2 learning. However, these aspects of L1 can have both, positive and negative effects on L2 learning.

For the second state, the intermediate state, the following aspects should be considered. There are some similarities in terms of L1 and L2 development. Both language development processes are systematic. In addition to this, language learners for both, L1 and L2, show some creativity in their language development which means that they are not just imitating what they learn, they also create unique utterances. The processes of language development, however, show difference. L1 acquisition process is spontaneous and not conscious while L2 acquisition process occurs when a learner has already reached cognitive maturity. Another issue is related to conditions that are necessary for acquiring a language. Considering both, L1 and L2 learning require a lot language input. L1 learning happens naturally, without any instruction, while this is not the fact for L2 acquisition. Therefore, L2 development can be promoted by facilitating conditions like feedback and motivation.

For the third state, the final state, the outcomes of both learning processes are compared. The final state of L1 acquisition indicates a native linguistic competence while the final state of L2 acquisition cannot indicate a completed native linguistic competence. However, some learners might get a near-native like linguistic competence.

As a result, it can be concluded that L1 knowledge somehow affects L2 learning. However, it is not correct to conclude a total similarity between the two learning processes.

Young Learners and Second Language Learning

When considering the YLs' context, the age span is around three and fifteen years. Some researchers tried to divide children into specific age groups; however, Pinter (2017) puts attention on every child's unique features and claims that two

children with the same age might show different features in terms of character. Instead of dividing YLs into age groups, Pinter chooses the terms “younger learners” and older learners”. Pinter (2017) defines these two learners with the following characteristic:

“The students of the first period of schooling are younger learners, while those used to school routines are the older ones. Younger learners are not able to analyse the language, they just understand meaningful contexts. Older learners, on the other hand, older learners are able to analyse the language. Young learners are not much aware of their learning process, while older ones are more aware of their learning process. Reading and writing skills are not much developed by younger learners, for the older ones, these skills are developed well. Younger learners are more imaginative and don't care much about real-life issues, however, for the older ones that's the opposite way (Pinter, 2017)”.

When talking about language learning, the age is an important factor that affects the attitude and motivation of learners and the language achievement. There is a general belief that the younger a learner is, the better s/he will learn. The critical hypothesis also shows a negative relation between learners' age and learners' success of L2 acquisition. However, Nunan (2010) claims that the general acceptance of the belief on “the younger the better” might be caused by the link to the way other skills are learned. Age is not the only factor that affects L2 acquisition. Environmental factors, the way teachers are teaching English, motivation and attitude towards English learning are other factors that play also an importance on L2 acquisition.

The literature in terms of YLs' motivation and attitude towards L2 learning is limited. One study of Nikolov (1999) found out some several factors affecting YLs' motivation and attitude. These factors included classroom experience, factors related to the teacher and the environment. According to Nikolov's research, YLs gave importance to rewards, grades and approvals which were all extrinsic motives. Also, games were found enjoyable by the YLs and they were on the top of activities done in English classes.

One research from the Turkish Context was done by Maviş and Bedir (2014). The study's focus was on teachers and 2nd grade students' perceptions related to the 2012-2013 applied English curriculum. The study shows that 2nd grade students had positive attitudes towards learning English. Students

developed positive attitude towards English learning because they loved their English teachers, and the opportunity to learn new things. In addition to this, the positive atmosphere in English classes was expressed as reasons for positive attitude towards English learning.

Parental Effect on YLs' English Language Learning

It is clear that parents' influence plays an important role on their children's overall development (Phillips & Filmer-Sankey, 1993; Barton, 1997; Chambers, 1999). It is clear that parents have an important role in shaping their children's understanding of foreign languages. Oskamp (1977, p. 126) states there are a lot of areas where a child doesn't have direct experience and at these areas, their parents' influence shape children's attitudes towards foreigners or other countries.

We can talk about many ways in which children are affected by their parents' attitudes. Young (1994, p.85) claims that parents influence their children 'through discussions, by encouraging participation in foreign language exchange programs and excursions, helping the child with homework, encouraging the child to read material written in the foreign language and by making the target language country the destination for family holiday'.

For example, Young (1994) claims that parents can influence their children through encouraging them to take part in language exchange programs. Also, Young (1994) claims that parents can help their children with homework or they could encourage them to read things written in the foreign language. Further, choosing holiday destinations according to the target language could also be an influence on children's attitude towards a foreign language.

Gardner (1985) categorizes parental effect on language attitudes into two. The first one is active role; the second one is passive role. A parent with an active role is a person who monitors his/her child's progress in language learning, shows interest and encourages his/her child's success. Monitoring the language progress of his/her child, being interested and encouraging the success of his/her child are characteristics of a parent having an active role. Gardner (1985) describes the active role as a role in which the parent is interacting with the learning process of his/her child. Otherwise, negative role is described as showing discouraging behaviours, showing no importance to language learning. Gardner (1985) gives an

example of a parent's positive role towards France/French speakers. A parent's positive attitude towards France/French speakers would develop a positive attitude for a child's learning French; however, a negative attitude would not develop any good attitude towards French and this would result in discouragement in terms of learning French.

Gardner (1968) also states that parents' attitude in terms of FLL affects a child's language proficiency. Further, Gardner (1968) claims that the atmosphere at home is very important in shaping the degree a child will get in a second language.

Parents' attitudes towards language learning or to specific languages definitely affect the way children perceive the importance of language learning. Considering young children, the involvement by parents is especially important (Keith and Keith, 1993). When it comes to understanding the world, parents can help their children a lot. Therefore, it is inevitable to conclude that a child will get higher success in any field with positive encouragement of his/her parents.

The effect of parents' background English knowledge. In addition to parental effect, the issue about parents' own background knowledge about foreign language learning might also affect YLs' motivation and attitude. Jones (1950) made a study about attitudes to Welsh in Wales. He concluded that students with parents knowing some Welsh had more positive attitude towards learning Welsh than those students whose parents had no Welsh knowledge. Another researcher, Chambers (1999, p.89), claims that German students felt more encouraged if their parents' English competence is high in one of his studies. However, Chambers did not mention about a direct relation between parental knowledge and students' positive attitudes towards language learning. Furthermore, Young (1994) also claims that when parents support and encourage their children to value FLL, this might lead to have a higher esteem in FLL by the children.

Motivation

In language learning, motivation plays an initiating role. It is also crucial for sustaining the learning process. Motivation is a construct that is defined differently in literature. Considering the behaviouristic framework, motivation for reaching individuals' goals was triggered by the reward system. Studies conducted on

animals were generalized to understand humans' motivation. The aim in this framework was to understand how motivation triggered resting organism into a dynamic one. Later, motivation got influence from the cognitive shift developed by Piaget. Piaget defines motivation as an unconscious striving from the easy to the more complex. It is claimed that an individual's mental structure shows differential development. With the influence of cognitive theories, the focus changed from "what" to "why".

Gardner (1985) is another researcher who defined motivation. He relates motivation with effort, want, desire, reason of behaviours and its affective association with language learning (Gardner, 1985). Gardner (1985) claims that motivation is closely linked with language learning and he defines two types of motivation. The first type is instrumental motivation and the second type is integrative motivation. The reasons why students with instrumental motivation acquire a language are having a better job opportunity, working abroad where the language is spoken, having better living conditions etc. Different from students with instrumental motivation, those with integrative motivation have their own desire to acquire the foreign language. Students with integrative motivation might want to be a part of the country where the language is spoken or they might get involved in cultural exchange with the people of the foreign language community (Brown, 2000).

Spolsky (2000) sees motivation as very crucial for language learning. The importance motivation has on language learning increases researchers' interest for developing ways to enhance second language teaching and learning. Yashima (2002) claims that the correlation between second language learning achievement and positive attitude motivates students positively and as a result these students are more self-confident in terms of using the foreign language.

Considering the two types of motivation, one general belief is that both are triggering successful proficiency achievement in language learning (Brown, 2000). In conclusion, it is obvious that positive attitudes result in the increase of language proficiency; and students' negative attitudes might affect learners' motivation negatively, therefore, this negative motivation might result in the decrease of interest and successful achievement in language learning.

Attitude towards language learning

Attitudes are affected by thoughts, feelings and emotions (Brown, 2000). Smith (1971) defines an attitude as an organization involving beliefs related to things around a person or a specific situation. An attitude can be learned and also unlearned. So, when something can be learned, it means that it can be taught. In this light, someone can learn to like or dislike a foreign language. Every student is born with neutral attitude towards learning a foreign language. Considering a situation in which a student entering a class is open and willing to acquire a language, his/her attitude will be positive towards. However, negative attitudes can also be developed. Considering the school context; language, teacher, class, book and homework have an effect on developing attitudes towards foreign language learning.

Attitudes shape the way a person approaches learning. When considering the language learning, people are exposed to different cultures and they learn a new language. Attitudes are affected by many things and a person starts developing attitude at a very early age. Parents, peers and also people with different cultural believes are some things that have an influence on shaping a person's attitude. As Brown (2000) states a person's perception of both himself/herself and others as well as of other the cultures are shaped by attitudes. Considering language learning context of YLs, when a student doesn't like going to school, this can in turn result in developing negative attitudes towards learning English. The students don't like going to school, English is learned at school. As a result, the student might develop negative attitudes towards learning English as well. On the other hand, positive attitudes will enhance success. As attitudes can be learned and unlearned, attitude can change as well. Teachers and parents can encourage students to change negative attitudes towards positive ones.

To sum up, the aforementioned review of literature draw an understanding of the role English language teaching has in Turkish context. This was important because the context of the previous study was a Turkish context and the study aimed to find out related findings for the Turkish primary school context. Also, second language acquisition and especially YLs' second language learning process was researched. In addition to this, parental effect, motivation and attitude towards language learning were researched. Although studies mentioned had

different focus and research questions, results reveal similar results related to motivation, attitude and parental effect on YLs' English language learning process. Furthermore, nearly all studies' focus about parental effect was on parents' view, and a study focusing only on YLs' perceptions related to parental effect on their motivation and attitude towards English language learning was not conducted in Turkey considering the primary private school context.

Chapter 3

Methodology

The methodology part first presents detailed information about the participants who participated in the study as well as detailed information about the setting in which the study was conducted. In addition to this, the data collection process, instruments and the data analysis of the study was described in detail by mentioning each important point that the researcher focused on. This part also includes a short summary of the methodology part shown within a table for clear understanding of the study.

Setting and Participants

As the study aimed to find out parental effect on YLs' motivation and attitude towards English language learning, the selection criterion for the participants was the age and the grade level. Therefore, primary school students were perfect choice as participants for this study.

72 primary school students participated in this study. 25 participants were girl and 47 participants were boy. All participants started learning English in 1st grade and their proficiency level differed from A1 to A2. They were fourth grade students.

The setting of this study was a private primary school. The school was in İnegöl, Bursa. English was seen as a very important course in that school. At the primary department, all grades had 14 hours of English lesson per week. Besides Turkish English teachers, there was also a native teacher at this school. Throughout the year, special importance was given to create environments in which students could use English for communicative purposes. Students were encouraged to prepare presentations in English, to participate in games and competitions, to do role plays do projects in English.

Data Collection

First, necessary permission from the Research Center for Applied Ethics in Hacettepe University were taken. Next, because of the age of the participants, the researcher got the necessary permission from the parents and the school

management. The 4th grade students were determined on voluntary basis. There were a total of 82 students at the primary school; however, 10 students did not volunteer to take part in the study. During the data collection process, the questionnaire was explained item by item in detail to the students. All students had enough time to complete the questionnaire. The students were free to ask further questions while answering the questionnaire. For the interview, 20 students were chosen randomly by the researcher. Then, the researcher made appointments with 20 randomly chosen students in two weeks' time. The interviews were conducted in the English Department Room at school. The researcher asked for permission to record the interviews. Because of the fact that the researcher was the teacher of the participants, the participants felt comfortable while answering the questions. Also, the interviews were conducted in Turkish. The reason for this was that the students would feel more comfortable while answering questions when they use their own native language. Within four weeks, all data was gathered.

Data collection was started with conducting the questionnaire. The researcher herself conducted the questionnaire within a 40-minute lesson. The questionnaire items were translated into the participants' native language so that participants would understand the questions clearly. Also, the researcher was ready to provide the participants with further explanations while the questionnaire was conducted.

Then, after the questionnaire, qualitative data was conducted through interviews. The researcher chose 20 participants randomly for the interviews. The interviews were conducted in the participants' native language so that they would be able to understand the questions clearly. Also, conducting the interviews in the participants' native language created a more comfortable atmosphere for the participants. The interviews were conducted individually with each participant. The researcher took the permission of the participants to record the interviews for analysing it.

In conclusion, both quantitative and qualitative data was aimed to be collected in an atmosphere where the participants felt comfortable and free to express their ideas. Special importance was given to not to affect any participants'

responses. It was clearly stated that there was no wrong answer and the participants could express their ideas freely.

Instruments

It is very important to choose the correct instruments when conducting the study. Considering the aim of the study, two different instruments were chosen to gather data. These two types of instruments are questionnaire and interviews.

Questionnaire. Any written instruments to which participants are giving either written answers or select answers among options are called questionnaires (Brown, 2001, p. 6). Considering a researcher's time, effort or financial resources, questionnaires are very beneficial. It provides a rich data for the researcher in short time span.

The questionnaire related to parental effect on YLs' motivation and attitude towards English language learning (see Appendix) consisted of 24 items. The questionnaire items are an adaptation from Gardner R. C. (2004)'s "*Attitude/motivation test battery: International AMTB research Project.*" Considering the first research question, appropriate items were chosen from AMTB for the research. Because of the fact that the aim of this study was to find out parental effect on YLs' motivation and attitude towards English language learning, only related items were chosen. The first sixteen questions are related to motivation and attitude. The other eight questions are related to parental effect. The aim in grouping the questionnaire items were to compare parental effect with YLs' motivation and attitude.

The researcher translated the questionnaire items into Turkish. The aim of the researcher was to ensure that all students would understand each question clearly. A 3-point Likert-scale was given in the questionnaire and the participants were asked to choose one answer.

Interview. Interviews provide rich qualitative data. Interviews enable the researcher to find answers more in detail, when compared to the data collected with questionnaires.

Semi-structured interview type was utilized. Nine structured questions were used to collect qualitative data. The questions were open-ended and had some

sub questions. The questions were used to identify the interviewees' thoughts about their parents' effect on their language learning process. While conducting the interviews, the questions were in the participants' native language. Considering the participants age and language proficiency, to get more reliable results, conducting the interviews in the participants' native language was seen appropriate. The interviews were conducted individually and it was given special importance on creating a comfortable atmosphere where the participants felt free to express their ideas. Also, the researcher clearly explained that there were no wrong responses and that the participants were free to express any idea they have to the related questions.

In conclusion, 2 types of instruments were used for the data collection process. Questionnaires provided quantitative data while instruments provided qualitative data. Considering the two types of instruments used in this study, a mixed method was used to collect data.

Data Analysis

The data analysis process consists of two parts; quantitative data analysis and qualitative analysis.

Quantitative data collected through the questionnaire were typed into the computer and data was analysed using SPSS. The questionnaire items were first analysed whether the statements within the questionnaire were all positive or negative. The questionnaire included 6 negative statements and 18 positive statements. The negative statements were scored the other way out, so that all statements could be measured the same way. Cronbach's Alpha reliability test was used to test the questionnaire's reliability. Descriptive statistics was used to find out the participants' motivation and attitude towards English language learning. In addition to this, the relation between YLs motivation and attitude towards English language learning and parental effect on YLs English language learning was found by using Pearson product-moment correlation coefficient statistics. Also, frequency statistics for each item was used to show the mean of each statement to find out further in-depth results.

Qualitative data was collected through interviews. The interviews were conducted individually with the participants and each interview lasted between 3-5

minutes. Considering the age of the participants and to get more reliable results, the interviews were conducted in the participants' native language. The interviews were translated into English by the researcher and the data was transcribed by taking important notes of the responses given by the participants. The researcher analysed the responses to each interview question given by the participants by comparing all participants' responses that specific interview question. Because of this, the researcher translated the responses into English. The data were analysed through thematic content analysis to identify patterns or themes for each question.

After analysing the qualitative and quantitative data, both data were also compared to find further in-depth results related to the research questions. The summary of the methodology of this study is shown in Table 1.

Table 1

Summary of the Methodology

| Research Question Number | Research Question | Data Collection Instrument | Data Analysis | Number of Participants | Participants |
|--------------------------|---|----------------------------|--|------------------------|---|
| 1 | What are YLs' motivation and attitude towards learning English? | Questionnaire | -Reliability -Descriptive Statistics | 72 | 4 th grade students (private school) |
| 2 | Is parental effect on young learners' motivation and attitude towards English language learning positive or negative from YLs' point of view? | Questionnaire | -Reliability -Pearson Correlation(2-tailed) | 72 | 4 th grade students (private school) |
| 3 | Is English-knowing parent advantageous in terms of motivation and attitude in language learning from the young learners' perspective? | Interview | Thematic content analysis | 20 | 4 th grade students (private school) |

To sum up, in this study, seventy-two 4th grade private school students participated. To find out answers to the research questions, both quantitative and qualitative data were collected through a questionnaire and interviews. All participants participated in the questionnaire while only 20 participants participated in the interviews. Quantitative data was analysed by using reliability statistics,

descriptive statistics and Pearson Correlation (2-tailed). Qualitative data was analysed by using thematic content analysis.

Chapter 4 Findings

In this chapter, the results collected from the qualitative and quantitative data will be presented in detail. First, the results from the questionnaire will be presented statistically. Secondly, the responses to the interview questions will be presented detailed thematically.

Findings related to the questionnaire

For analysing the quantitative data collected from the questionnaire, SPSS program was used. Cronbach's Alpha, descriptive statistics and Pearson correlation were used to find answers to the 1st and 2nd research questions. The findings are presented below.

a. Reliability of the questionnaire items

The reliability for the questionnaire items were tested by using Cronbach's Alpha. The reliability results for the questions related to YLs motivation and attitude towards English language learning are presented in Table 2.

Table 2

Reliability of the Questionnaire Items related to YLs' Motivation and Attitude towards English Language Learning

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,831 | ,842 | 16 |

The reliability results for the questions related to parental effect on YLs' English language learning are presented in Table 3.

Table 3

Reliability of the Questionnaire Items related to YLs' Motivation and Attitude towards English Language Learning

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,767 | ,794 | 8 |

The reliability of the quantitative instruments in this study was tested with the Cronbach's Alpha. For the first part of the questionnaire, the reliability is ,831 and

for the second part of the questionnaire, the reliability is ,767. These two reliability tests showed acceptable results.

b. Descriptive Analysis for finding students’ motivation and attitude towards English language learning

To find out the mean score for students’ motivation and attitude towards English language learning, descriptive statistics was used. The aim by using descriptive statistics was to find out whether students had positive attitude or negative attitude towards English learning as well as to find out whether students were motivated to learn English or not.

In the first part of the questionnaire, the students responded to a three-point scale; 2 = agree, 1 = not sure, 0= disagree. They were asked to express their perceptions on how important each reason was for them related to learning English as a foreign language. There were 16 statements in the questionnaire. 10 statements of the questionnaire were positive statements related to attitude and motivation towards English language learning, while 6 statements were negative. For analysing the data, the negative statements were scored the other way out, so that all statements could be measured the same way. Students’ responses to the questionnaire were analysed in terms of descriptive statistics to find results for the first research question “What are the YLs’ motivation and attitude towards English language learning?”. The mean scores of students’ motivation and attitude towards English language learning are illustrated in Figure 1.

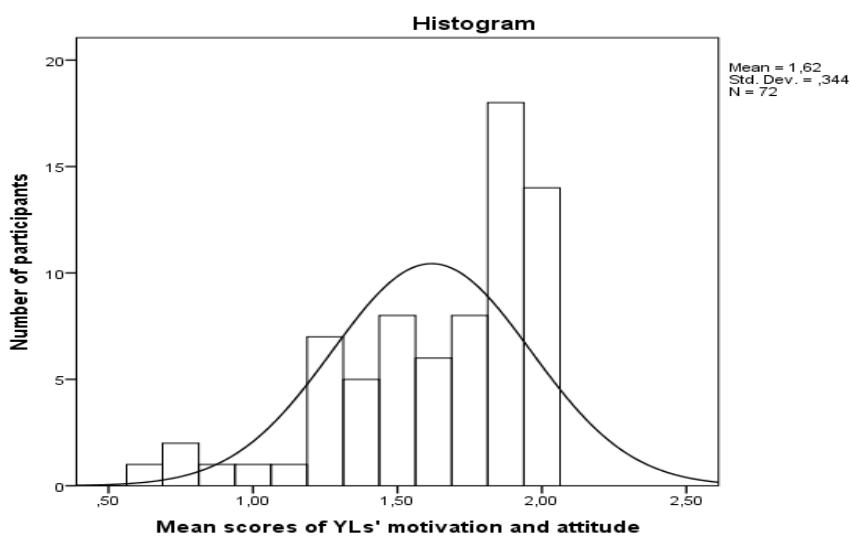


Figure 1. Mean score of students’ motivation and attitude towards English language learning

As shown in Figure 1, a great amount of the students participating in this study show positive attitude and motivation towards English language learning with a mean score of 1.62. Looking at Figure 1, responses are distributed between 1.25 and 2.00, mostly accumulated between 1.5 and 2.0.

To find out whether students have instrumental motivation or integrative motivation towards English language learning, each questionnaire item was analysed individually. Looking at Table 4, all questionnaire items' means are near to 2.00 which indicate that all items show positive attitude and high motivation towards English language learning. Just the mean score of statement 15 "*I would rather spend more time in my English class and less in other classes.*" showed a lower mean compared to the other questionnaire items. The mean score of statement 15 is 1.3333 which actually also indicates positive attitude, however, compared to the other items, it shows a lower mean.

The 1st statement in the questionnaire "Studying English is important because it will be useful in getting a good job." is related to instrumental motivation. The mean score for this statement is 1.6250 which indicated that students are instrumentally motivated to learn English.

The 2nd, 3rd, 7th and 12th statements in the questionnaire are related to integrative motivation. The mean scores for these statements are respectively 1.9722, 1.6389, 1.6528 and 1.6806, so it can be stated that students' integrative motivation towards English language learning is high.

The 4th, 5th, 6th, 8th, 9th, 11th, 13th, 14th, 15th and 16th statements in the questionnaire are related to attitude towards English language learning. When looking at Table 3, it is clear that all statements' mean scores are high. The mean scores of the statements are respectively 1.5417, 1.5556, 1.4583, 1.7778, 1.8333, 1.6250, 1.7361, 1.6389, 1.3333 and 1.6389, so it can be stated that students' attitude towards English language learning is positive.

Table 4

Descriptive Statistics of Students' Motivation and Attitude towards English Language Learning

| Questionnaire items | Mean | Std. Deviation |
|----------------------------------|--------|----------------|
| 1. Studying English is important | 1,6250 | ,59191 |

| | | |
|---|--------|--------|
| because it will be useful in getting a good job. | | |
| 2. Studying English is important because it will allow me to be more at ease with people who speak English. | 1,9722 | ,16549 |
| 3. I make a point of trying to understand all the English I see and hear. | 1,6389 | ,65661 |
| 4. I feel confident when asked to speak in my English class. | 1,5417 | ,74941 |
| 5. To be honest, I really have little interest in my English class (RECODED) | 1,5556 | ,74850 |
| 6. I never feel quite sure of myself when I am speaking in our English class. (RECODED) | 1,4583 | ,83813 |
| 7. I want to learn English so well that it will become natural to me. | 1,6528 | ,65348 |
| 8. I really enjoy learning English. | 1,7778 | ,53661 |
| 9. Learning English is really great. | 1,8333 | ,41111 |
| 10. I enjoy the activities of our English class much more than those of my other classes. | 1,1806 | ,71850 |
| 11. I think my English class is boring. (RECODED) | 1,6250 | ,68046 |
| 12. When I leave school, I will give up the study of English because I am not interested in it. (RECODED) | 1,6806 | ,64625 |
| 13. Knowing English isn't really an important goal in my life. (RECODED) | 1,7361 | ,64988 |
| 14. I like my English class so much, I look forward to studying more English in the future. | 1,6389 | ,67773 |
| 15. I would rather spend more time in my English class and less in other classes. | 1,3333 | ,67135 |
| 16. My English class is really a waste of time. (RECODED) | 1,6389 | ,67773 |

To sum up, the statistical results for motivation and attitude showed that YLs had positive attitude and were positively motivated in terms of English language learning.

c. Correlation between YLs' motivation and attitude and parental effect

To find out the degree of parental effect on YLs' motivation and attitude towards English language learning, Pearson product-moment correlation coefficient was used. The aim to use the correlation coefficient test was to find out whether parental involvement raised YLs' motivation and attitude or not.

In the second part of the questionnaire, the students responded to a three-point scale; 2 = agree, 1 = not sure, 0 = disagree. They were asked to express their perceptions on how important each reason was for them related to their parents' involvement in their foreign language learning. There were 8 statements in the questionnaire. First, the students' responses to the questionnaire were analysed in terms of descriptive statistics to find the total mean score to the questionnaire items. The mean scores of the students are shown in Figure 2.

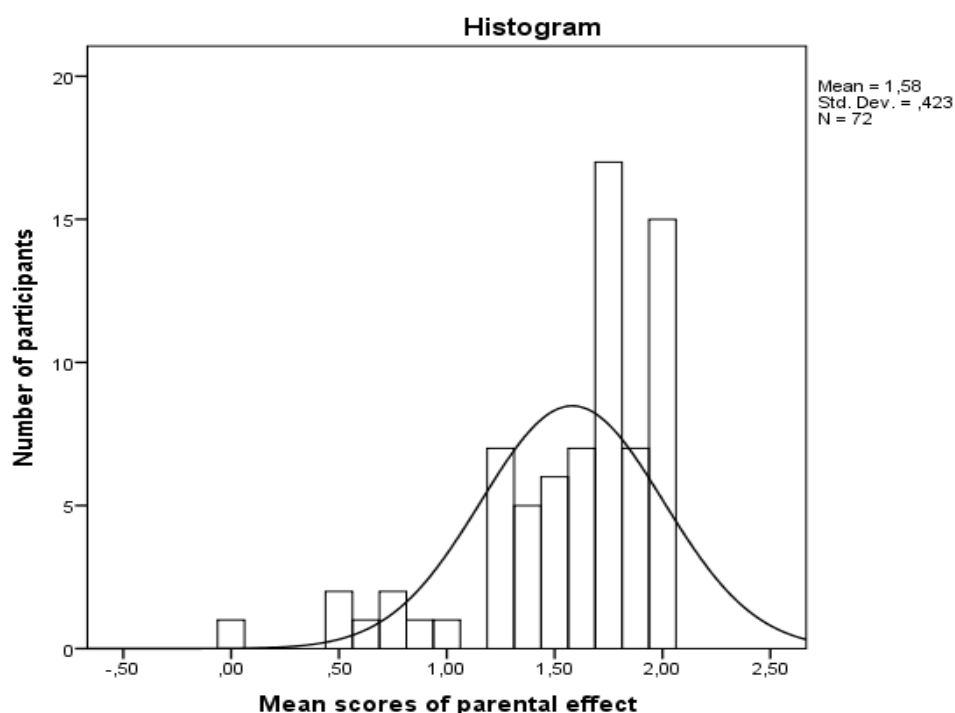


Figure 2. Mean scores of students related to parental effect

As shown in Figure 2, a great amount of the students participating in this study found parental involvement important for their English learning process. The mean score is 1.58 which indicates a general agreement among the participants on the importance on parental involvement in terms of their English learning process.

Looking at Figure 2, responses are distributed between 1.25 and 2.0, mostly accumulated between 1.75 and 2.0.

Looking at the statements about parental involvement one by one, it can be seen clearly that all participants perceive their parents' involvement as important. The mean scores for each statement are presented in Table 5. As 2.00 showed agreement on the importance of parental involvement in the questionnaire, each statement show high importance from the YLs' point of view.

Table 5

Descriptive Statistics of Parental Effect

| Questionnaire items | Mean | Std. Deviation |
|---|--------|----------------|
| 1. My parents try to help me to learn English. | 1,7083 | ,68046 |
| 2. My parents feel that it is very important for me to learn English. | 1,8472 | ,52164 |
| 3. My parents feel that I should continue studying English all through school. | 1,6667 | ,60514 |
| 4. My parents have stressed the importance English will have for me when I leave school. | 1,7361 | ,60498 |
| 5. My parents urge me to seek help from my teacher if I am having problems with my English. | ,9167 | ,89992 |
| 6. My parents are very interested in everything I do in my English class. | 1,5694 | ,74732 |
| 7. My parents encourage me to practise my English as much as possible. | 1,6250 | ,65944 |
| 8. My parents encourage me to learn English. | 1,5833 | ,70711 |

To find answer to the 2nd research question “*What is the degree of parental effect on young learners' motivation and attitude towards English language learning from YLs' point of view?*”, the students responses to the statements related to motivation and attitude and their responses to the statements related to parental involvement were compare. After finding the total mean score of YLs' motivation and attitude towards English language learning and the total mean

score of parental effect on YLs' English language learning, the results were compared using Pearson product-moment correlation coefficient. The correlation coefficient results are illustrated in Table 6.

Table 6

The Results of Pearson Correlation (2-tailed) for Parental Effect on YLs' Motivation and Attitude towards English Language Learning

| Correlation | | mean_mot | mean_par.ef |
|-------------|---------------------|----------|-------------|
| mean_mot | Pearson Correlation | 1 | ,250* |
| | Sig. (2-tailed) | | ,034 |
| | N | 72 | 72 |
| mean_par.ef | Pearson Correlation | ,250* | 1 |
| | Sig. (2-tailed) | ,034 | |
| | N | 72 | 72 |

** . Correlation is significant at the 0.05 level (2-tailed)

The Pearson correlation analysis results demonstrated that there is a moderate positive correlation between parental effect and YLs' motivation and attitude towards English language learning, $r = ,250$. In conclusion, the findings showed linear relation between parental effect and YLs' motivation and attitude

Findings related to the interview

For analysing the qualitative data collected through interviews, thematic content analysis was used. Thematic content analysis was used to find out patterns and themes for each question. The findings are below.

Question 1 Feelings related to English language learning

For the 1st interview question "How do you feel about your English learning?" the responses of the students were divided into categories around the theme "Feelings related to English learning". The categorization of the responses of the participants is presented in Figure 3.

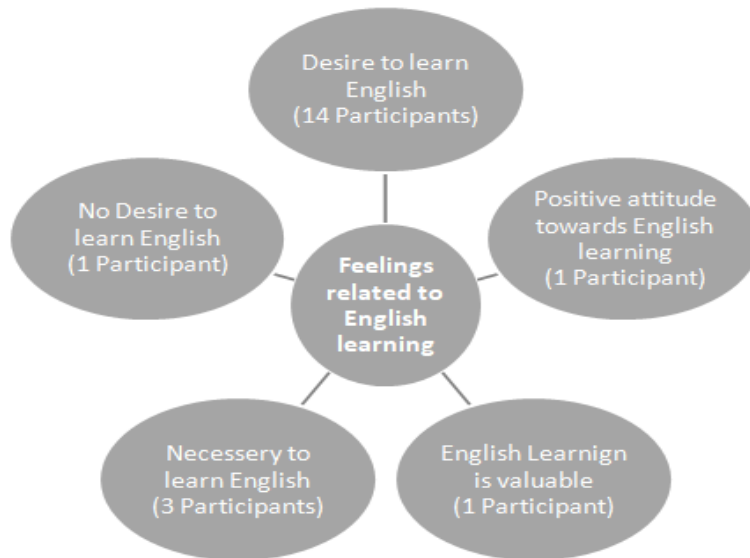


Figure 3. YLs' feelings related to English learning

All except one participant expressed positive feelings related to English learning. According to 14 participants' responses, they had a desire to learn English. Some participants expressed that learning English is necessary for their future life. Some example responses are presented here. For all participants' responses, see APPENDIX-I.

P2: I feel myself like an English person.

The response of P2 shows her integrative motivation. She feels herself as part of the community when she learns English.

P3: I feel English will be an advantage for me when I will go abroad to university in the future

P13: I feel that it is necessary.

The responses of P3 and P13 show that they feel learning English necessary for their future life. They consider having English knowledge as important.

P14: I feel well about this. When I learn, I feel like I'm improving myself.

The response of P14 shows that learning English gives the feeling of self-improvement. This shows that P14 is integratively motivated and has the desire to improve his English knowledge.

Only one of the participants had negative feelings about learning English. The participant had no desire to learn English and he related it to the fact that he didn't understand anything while learning English. His response is presented here:

P20: Sometimes it feels ridiculous because I don't understand anything.

Not being able to understand anything while learning shows that P20 is not motivated to learn. He has no goal and he does not express any necessity of English knowledge for his future life.

A different perspective of one of the participants was related to learning opportunities. P19 told that not every child had similar opportunities in terms of learning English and therefore she thought that learning English is very valuable. Her response is presented here:

P19: It is very precious because other children don't have the opportunity. We have the opportunity; we should know its value.

In conclusion, YLs expressed positive attitudes towards English language learning. Mostly, their attitudes were formed as a result of their future goals.

Question 2 Reason why YLs want to learn English

For the 2nd interview question “Why do you want to learn English?” the responses of the students were divided into categories around the theme “Reasons why YLs want to learn English.”. The categorization of the responses of the participants is presented in Figure 4.



Figure 4. Reasons why YLs want to learn English

For the 2nd interview question, almost half of the participants' reason for learning English is to get the ability to communicate with foreigners, either in a foreign country or in their own country. The reasons why the participants wanted to

learn English was mostly related to communicative purposes and future dreams. Some example responses are presented here. For all participants' responses, see APPENDIX-I.

P1: To have a better job opportunity in the future. To go abroad.

The response of P1 shows that her aim for learning English is affected by her future plans. She feels necessary to learn English because she wants a good job and she wants to go abroad.

P4: I want to be a more sophisticated girl.

The response of P4 shows that she makes a relation between knowing English and being a sophisticated person. This response indicates the value English has for her. Knowing English represents a knowledgeable person image for her.

P5: I'm curious about other countries. I want to go to other countries

P11: In the future, maybe I can go abroad. I can use my English knowledge there.

P5 and P11's responses also show that the participants wanted to learn English mainly because of their future plans. English language is seen as a necessity for future life.

P20, however, didn't want to learn English. He found learning English difficult.

P20: I don't like to learn English. It is useless and it is also difficult.

In conclusion, looking at the responses, two types of motivation are seen; integrative and instrumental motivation. However, it is clear that almost all students are motivated integratively.

Question 3 Perceptions of YLs related to why their parents want them to learn English

For the 3rd interview question "Why do your parents want you to learn English?" the responses of the students were divided into categories around the theme "Perceptions of YLs related to why their parents want them to learn English". The categorization of the responses of the participants is presented in Figure 5.



Figure 5. Perceptions of YLs related to why their parents want them to learn English

The responses to the 3rd interview question differed. Some responses are related to having better job or living conditions. Others are related to communication, going abroad or being a guide for their parents abroad. Some example responses are presented here. For all participants' responses, see APPENDIX-I.

P9: They want me to be able communicate with foreigners and make friends when we go abroad.

P11: Sometimes we go abroad; my parents don't know English very well. They want me to guide them around there.

P16: We went to many places in Turkey and there I tried to talk to foreign people. My parents want me to be able to communicate in English.

One participant claimed that their parents wanted him to teach them English. Besides that, two participants had no idea why their parents wanted them to learn English.

The responses indicated that the students were aware of why their parents wanted them to learn English. According to the responses of the students, it can be concluded that parents shape the way children are motivated towards learning English.

Question 4 YLs' perceptions related to their parents' expectations in terms of English language learning

For the 4th interview question "What do your parents expect from you in terms of English language learning?" the responses of the students were divided into categories around the theme "YLs' perceptions related to their parents' expectations in terms of English language learning". The responses of the participants are presented in Figure 6.

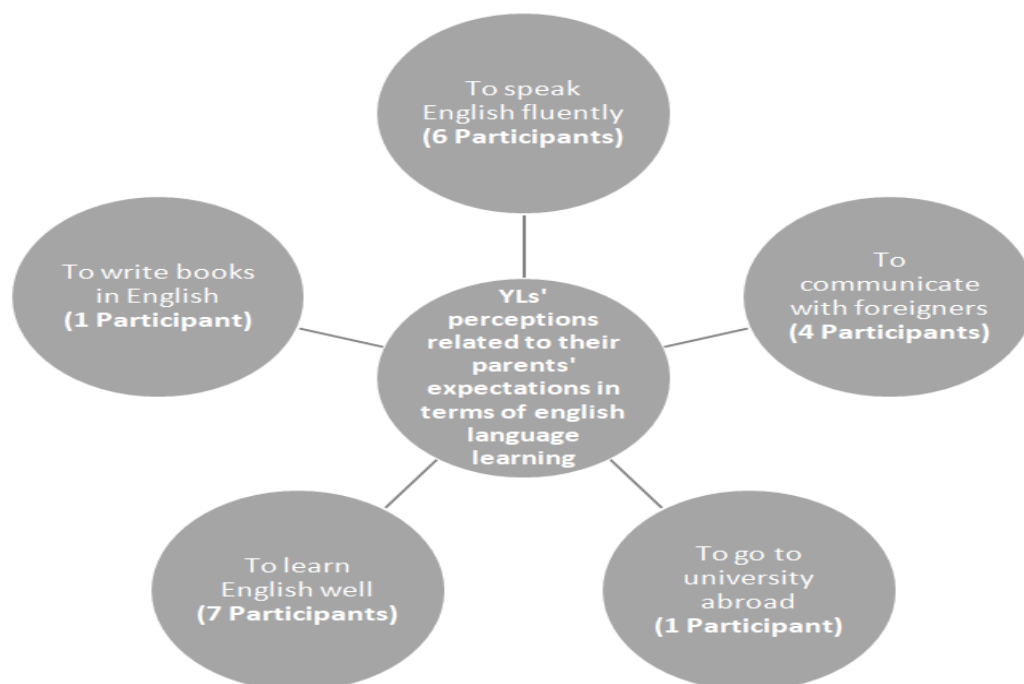


Figure 6. YLs' perceptions related to their parents' expectations in terms of English language learning

The 4th interview question was related to the expectations of the parents. Almost all participants' responses were related to knowing, speaking fluently, and communicating in English. Some example responses are presented here. For all participants' responses, see APPENDIX-I.

P1: to have a native-like accent, to talk fluently.

P4: My parents want me to talk English fluently and well.

P8: They expect me to be speak English

P13: They expect me to learn English and go abroad.

The responses indicate the importance parents give to fluent speech. The participants' answers were mostly related to speaking. This indicates that being able to speak fluently English is the main expectation of parents and YLs focus on being able to speak English fluently.

In conclusion, the responses showed that the students perceived their parents' expectations as having a good knowledge of English and being able to talk fluently English.

Question 5 English knowledge of parents. Perceptions to whether English knowing parent is advantageous or not.

For the 5th interview question “Do your parents know English? If yes, do you think this is an advantage for you? If no, do you think this is a disadvantage for you?” the responses of the students were divided into categories around the two different themes. The first theme was “parents' English knowledge. The responses of the participants are presented in Figure 7.

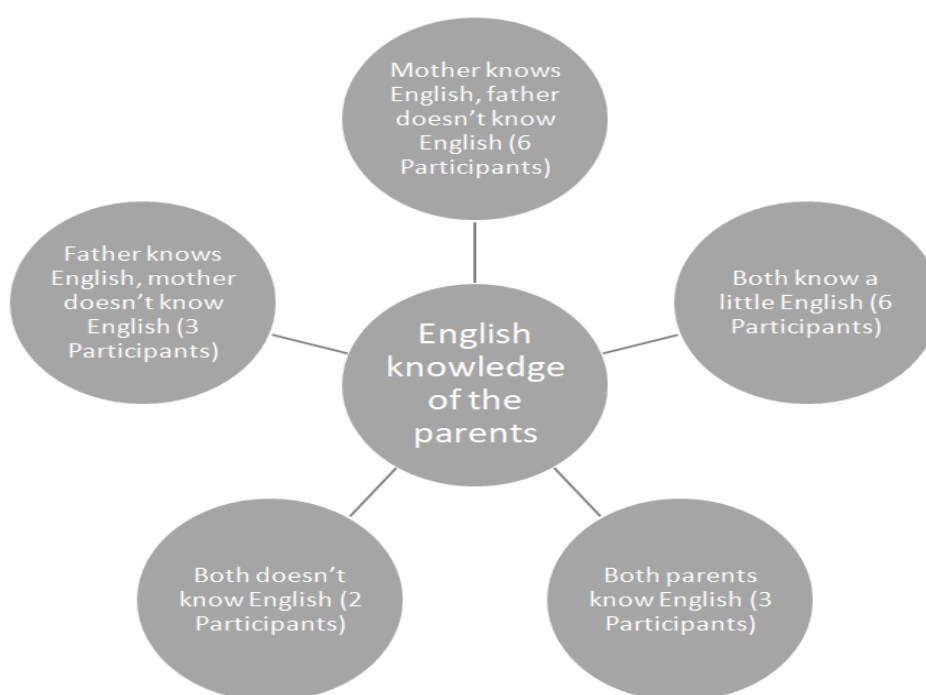


Figure 7. English knowledge of the parents

Figure 7 shows that almost all participants claimed that at least one of their parents knew English.

The second theme was “Parents with English Knowledge, Parents without English Knowledge”. The responses of the participants are presented in Figure 8.

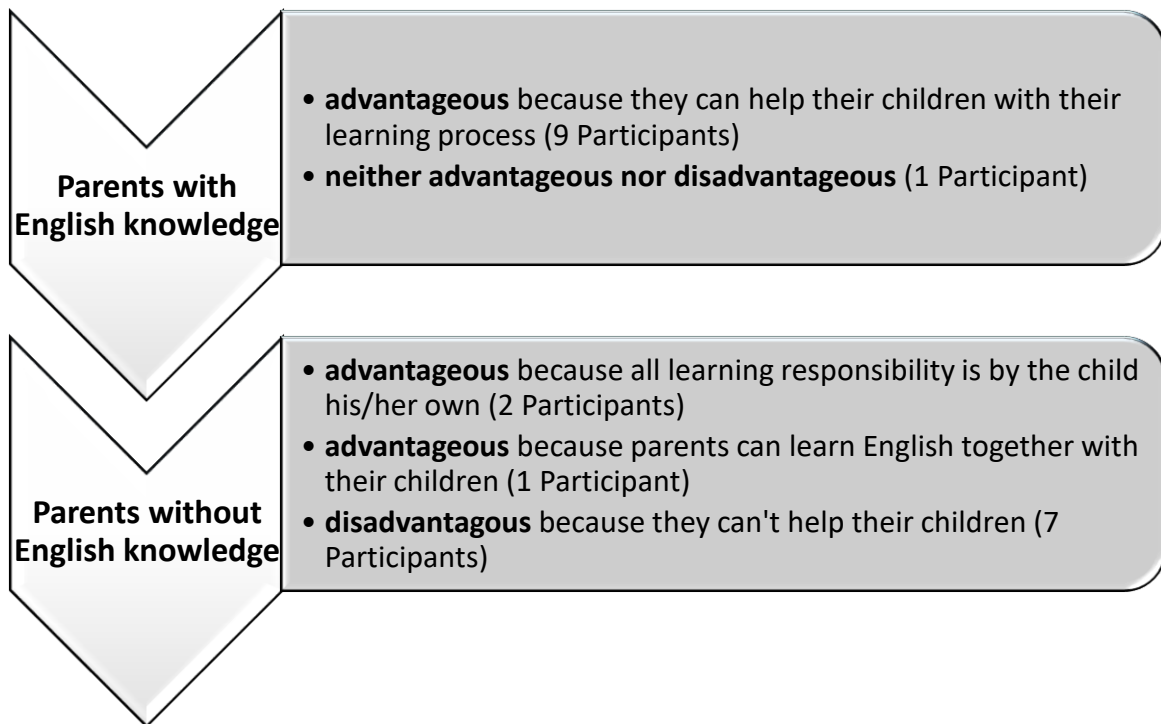


Figure 8. Parents with English knowledge, parents without English knowledge

The 5th interview question aimed to find out whether the participants found parents with English knowledge advantageous for their own language learning process or not. Responses showed that almost all participants (18 participants out of 20) have at least one parent with English knowledge. 9 participants told that English knowing parents were advantageous for their English learning process because of the fact that they could help with their English homework, when they didn't know a word's meaning, etc. Some responses of the participants are presented here. For all participants' responses, see APPENDIX-I.

P1: My mom knows English. This is an advantage for me because she helps me with my homework and explains me the things I could not understand.

P2: My mom knows English. This is an advantage for me because she helps me with my homework.

P7: It is advantageous for me that my father knows English because sometimes when we go to a shopping centre, we can talk in English there. If my mother knew English, this would be an advantage as well.

P8: Both parents know English. That's an advantage for me; we can talk in English together.

P10: Both know little English. It is an advantage for me that my parents know little English because I can ask them about the questions I haven't understood in my homework. If they knew better English this would be more advantageous because they could help me to say something in English or they could teach me some vocabulary, they could help me about the words' pronunciation.

P12: My mother knows English, that's an advantage for me. She can help me to talk in English when I go abroad in the future. And also, now she helps me with the meaning of the words I don't.

7 participants told that parents (even just 1) without English knowledge were disadvantageous for their English learning process because of the fact that parents couldn't help their children during their learning process. Some responses of the participants are like the following ones (For all participants' responses, see APPENDIX-I):

P2: My dad doesn't know English; however, this is not disadvantageous for me because my mom knows English. If both of my parents wouldn't know English, this would be a disadvantage for me because nobody would help me with my homework.

P6: My mum doesn't need to know English because she doesn't go abroad. If my mother knew English, this would be advantageous for me. This would help me to be able to talk more fluently English.

P9: Both know little English. That's a disadvantage for me. They have difficulty in helping me with my homework.

P11: My mother and father just know some words. If they knew better English, they could decide what to eat in a restaurant or they could ask the way more easily, we could ask for time. It is a disadvantage for me that they don't know English well.

P15: My dad knows a little English. My mum only knows to say hello and similar words. When I don't know something, they can't help me. And they can't understand our English shows.

2 participants told that parents without English knowledge were advantageous because all the responsibility for their language learning process was by them. Their responses are presented here:

P3: They know a little. It is an advantage for me that my parents don't know much English because if they knew English, they would always help me. In that case, I would not learn myself, they would always help me.

P5: My mum has no English knowledge. It's an advantage for me because she doesn't interfere in my learning process.

1 participant found his parents' English knowledge neither advantageous nor disadvantageous.

P20: Both parents know English. It is neither advantageous nor disadvantageous. They don't help me.

In conclusion, the responses showed that almost all students found English-knowing parents advantageous for their learning process. The reason for finding English-knowing parents advantageous was mostly related to helping during the learning process. The students found the help they got from their parents or they could get from their parents very important for their learning process.

Question 6 YLs perception related to their parents' support/help during their English learning process.

For the 6th interview question “Do your parents help/support you during your English learning process? If yes, how do they help/support you? If no, do you think you would develop your English skills better if your parents would help you?” the responses of the students were divided into categories around the theme “YLs perceptions related to their parents' support/help during their English language learning process”. The responses of the participants are presented in Figure 9.

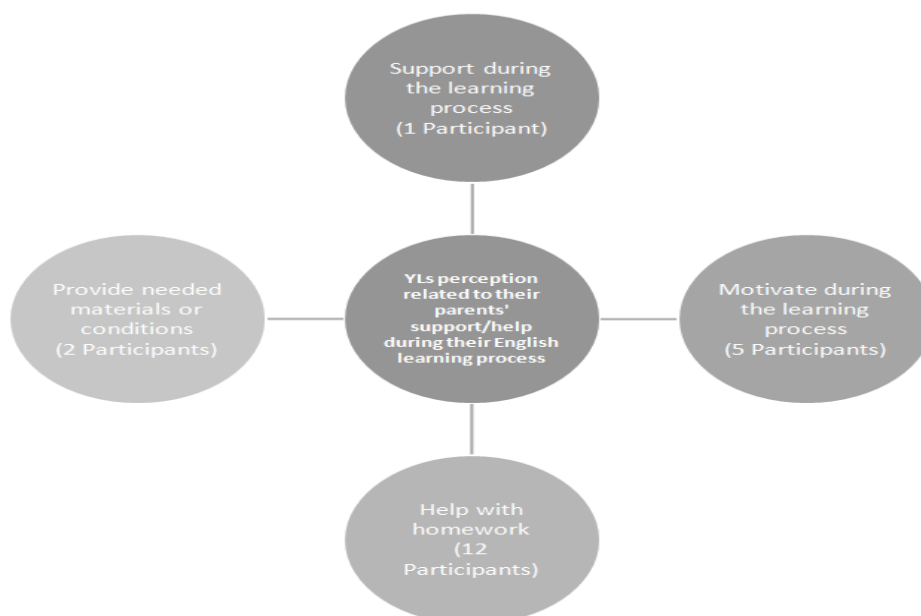


Figure 9. YLs' perceptions related to their parents' support/help during their English learning process

The 6th interview question aimed to find out how YLs perceived their parents' support in their language learning process. 12 participants told that their parents' help with their homework was the support they got from their parents. Some example responses are presented here. For all participants' responses, see APPENDIX-I

P2: My mom supports me with my homework.

P4: They help me when I need help with my homework.

P6: Yes, they help me. They help me sometimes with my homework. When there is an exam, they motivate me to study for tests, for example.

P8: They help me with my homework.

Some participants perceived their parents support as motivating to do something related to their language learning. Some responses are presented here. For all participants' responses, see APPENDIX-I.

P5: They remind me to do my English homework. They motivate me to do homework.

P20: They don't help me but they motivate me to learn English. They tell me the importance about learning English.

Providing the needed materials or conditions was another support told by the participants. Related responses are presented here.

P13: They buy me a dictionary. They buy me the things I need.

P16: They arranged me private lessons. They even bought me books.

To sum up, students were asked about how their parents were supporting/helping them during their learning process. Most of the participants described their parents' support/help as helping with homework. Some students, however, saw their parents' motivating during their learning process as a support/help as well.

Question 7 YLs' perception of their parents' involvement in their language learning process

For the 7th interview question “*How would you describe your parents' involvement on your English language learning process?*” the responses of the students were divided into categories around the theme “YLs' perception of their parents' involvement in their language learning process”. The responses of the participants are presented in Figure 10

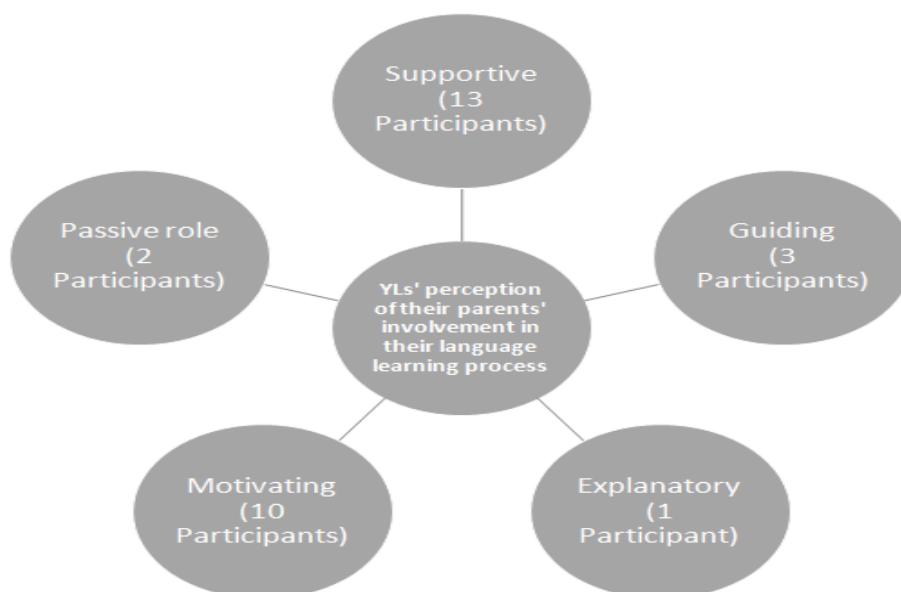


Figure 10. YLS' perception of their parents' Involvement in their language learning process

For the 7th questions, some of the participants gave more than one answer. Most of the participants found their parents' involvement as supporting and motivating. 2 participants, however, told that their parents had a passive role. Their responses are the following:

P5: They have a passive role.

P6: They don't have a role in my English learning.

In conclusion, the responses of the students show that most of the students perceived their parents' role in their learning process as motivating and supporting. Support was mostly mentioned as a help with homework. Also, providing the necessary materials and supporting the participants with private lesson was seen as important.

Question 8 Types of activities done at home with parents

For the 8th interview question "Do you do any English-related activities/practices with your parents at home? If yes, what do you do with your parents? If no, what would you like to do with them?" the responses of the students were divided into categories around the theme "Types of activities done at home with parents". The responses of the participants are presented in Figure 11.

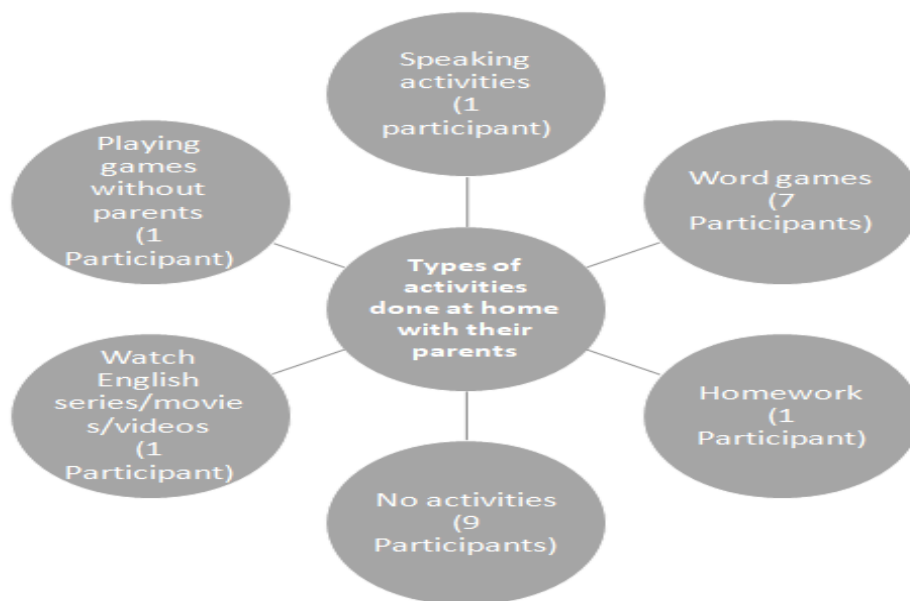


Figure 11. Types of activities done at home with parents

Responses to the 8th interview question indicated that not much English-related activities are done at home with the parents. 7 participants told that they played word games with their parents. Some example responses are like the following ones. For all participants' responses, see APPENDIX-I

P2: Sometimes. Vocabulary studies with card games

P10: We play some games from the internet.

P12: There are some English games, we play them together.

Almost half of the participants told that they were not doing any English-related activities with their parents. These responses also showed that the participants would prefer to do some English-related activities at home with their parents. The some responses are presented here. For all participants' responses, see APPENDIX-I.

P6: We don't do any activities. I would prefer to play games with them to study.

P8: No. I would prefer to do some dialogues and talk; we could study with vocabulary cards together.

P9: No. I would prefer to play games we normally play in Turkish, to play in English with them together.

P11: We just do the activities that you give to us. We could do some activities to learn vocabulary items and I have difficulty in forming sentences.

1 participant told that she was doing some English-related activities at home on her own. Her response is presented here:

P5: I do some activities and play games on the computer on my own. We don't do anything together for English learning.

In conclusion, the responses indicated the not much English-related activities were done at home. The responses also showed the willing of the participants to do English-related activities at home together with their parents. Most preferred activity was playing games together with parents.

Question 9 YLs' perception related to difficulties parents have in supporting their children's learning process

For the 9th interview question “Do your parents have any difficulty in supporting your English language learning process?” the responses of the students were divided into categories around the theme “YLs' perception related to difficulties parents have in supporting their children's learning process”. The responses of the participants are presented in Figure 12.



Figure 12. YLs' perception related to difficulties parents have in supporting their children's learning process

Responses to the 9th interview question show that almost half of the participants claimed that their parents did not have any difficulty in supporting them. However, some participants told that their parents had some difficulty, especially in terms of helping with homework. Some example responses are presented here. For all participants' responses, see APPENDIX-I.

P11: Sometimes they have difficulty in understanding my homework.

P15: Because of the fact that my parents don't know English, they have sometimes difficulty in helping me

P16: My mum has some difficulty because her English knowledge is not enough to help me.

The responses show that some students perceived their parents having difficulty in helping with their homework. Also, the ones who said that their parents had difficulty in helping told that their parents were able to help and support with English homework or things related to English.

Looking at the qualitative data gathered from this study, it is clear that YLs have positive attitudes towards English learning. They expressed mostly positive feelings related to learning English. Also, students were motivated to learn English, both instrumentally and integratively. Parents' expectations and YLs' own willing and own expectation in terms of learning English were similar. In addition to this, YLs perceived English-knowing parents as advantageous in terms of their learning process. English-knowing parents were claimed to help easier with English homework or other things related with English. The support/help from the parents was mostly associated with helping with English homework. Also, the role parents had in their learning process was described as supportive and motivating by the YLs. The responses showed that not much English-related activities are done at home; however, YLs were willing to do more activities by using English. Lastly, students mostly expressed that their parents did not have any difficulty in supporting their learning process. Though, some difficulties related to lack of helping with homework was mentioned.

Chapter 5

Conclusion, Discussion and Suggestions

This study aimed find out to what extent parental involvement affects YLs' motivation and attitude towards English language learning. The priory focus of the study was on YLs' perception of their parents' involvement, whether an English-knowing parent is advantageous or not. The discussion related to the findings and pedagogical suggestions are presented in this chapter.

YLs' Motivation and Attitude in terms of Language Learning

The first focus of this study was on YLs' motivation and attitude towards language learning. Motivation and attitude are two significant aspects in terms of L2 learning. High motivation has positive results for learning; similarly, low motivation has negative results for learning. Likewise, positive attitude result in positive effect on learning, while negative attitude result in negative effect on learning. These two concepts are defined differently by different researchers as mentioned in the literature part. However, the general acceptance is that these two aspects play a significant role. In this study, a questionnaire adapted from Gardner R. C. (2004)'s AMTB was used. Looking at the statistical results, results for the questionnaire items showed a mean of 1.62 (2.00= motivated and positive attitude; .0.00 = not motivated and negative attitude) which showed that the students had a positive attitude and the students' motivation to learn English was also found to be positive. This statistical results show that YLs give importance to learn English. For a good learning of language, motivation and attitude are having special roles and as the results show high motivation and attitude we can conclude that these YLs are ready to learn English and also ready to continue their own language learning process.

In the questionnaire, some statements were related to attitude while some statements were related to motivation. The statements related to attitude show that the participants had a positive attitude towards English language learning. There was an agreement on students' responses related to the statements "I enjoy learning English" and "Learning English is great". This shows that YLs like learning English and that they are ready for developing their own language knowledge. In addition to this, the statements "I enjoy the activities of our English class much

more than those of my other classes.” and “I would rather spend more time in my English class and less in other classes.” showed that English classes at school have a special place for the YLs. These statements also indicated that YLs enjoyed the activities done during English classes and that they would prefer English lessons over other subjects. This preference also indicates that students’ positive attitude towards English triggers their willing to learn English at school; this in turn, indicates that positive attitude triggers integrative motivation as well. Students’ positive attitude towards English language learning leads them to prefer learning English and also this leads them to give importance to English.

Another statement about attitude was “I feel confident when asked to speak in my English class.” This statement shows that YLs are confident while using the foreign language. This indicates that positive attitude also raises the self-confidence of the YLs in English classes. Students are not afraid of using English during class which is very important for the language learning process.

In addition to the statements related to attitude, there were some statements to find out YLs’ motivation towards English learning. According to Gardner (2003) motivational orientations are divided into two. The first of these orientations is integrative orientation and the second of these orientations is instrumental orientation. A person’s own interest related to the learned foreign language, its culture and community is accepted as integrative orientation. In other words, a person wants to learn a second language because of own interest in that language’s culture and community. Instrumental orientation means that a person is learning that language because of its beneficial achievement in L2 proficiency. In other words, a person is learning that language because she/he wants to have better job in the future, have good grades at school, pass an exam etc. Looking at the results of the statements in the questionnaire, we can’t claim exactly whether YLs are motivated instrumentally or integratively. Students’ responses show that YLs want to learn English to have better jobs in the future or to be able to go to a university abroad. However, students’ responses also show that they want to learn English because they want to be able to communicate with other people. Considering the age of the participants, we might expect their motivational orientations to change with time. Nikolov (1999) claims that with the change of the age, YLs’ motivational orientations change from integrative to instrumental. Nikolov (1999) claims that children are motivated integratively until the age of

eleven. In other words, YLs might not be able to consider future plans or future life conditions. With the change of the age, there might be a change of their motivational orientations as well.

In conclusion, YLs show positive attitude towards English language learning and also they are mostly integratively motivated to learn. YLs enjoyed learning English and their positive acceptance of English shows that English gained a special place in their life.

Parental Effect on YLs' Motivation and Attitude

The second focus of the study was on parental involvement in terms of YLs' motivation and attitude. Parents play an important role in shaping children's overall development (Phillips & Filmer-Sankey, 1993; Barton, 1997; Chambers, 1999). Many researchers agree on the fact that parents play an important role in their children's language learning process and that parents are shaping this process (Court, 2001, p.35; Oskamp, 1977, p. 126; Young, 1994, p.85). The aim of this study was to find out whether YLs' motivation and attitude are affected by parental involvement. The statistical results of the findings showed that there is a positive correlation of .250 at 0.05 level between parental involvement and motivation and attitude. This result indicates that parental involvement plays a role in shaping YLs' motivation and attitude towards English language learning. The statements from the questionnaire indicated that YLs are aware of the fact that their parents consider learning English as important.

From the statements in the questionnaire, it can be seen that YLs see their parents as having an active role in their learning process. One of the statements "My parents try to help me to learn English" had a mean score of 1,7083 which indicated that parents were helping their children in terms of learning English. Also, the following statement "My parents are very interested in everything I do in my English class" had a mean score of 1.5694 which indicated that parents are involved in everything that YLs do related to English. In general, all students showed agreement on the importance of their parents' involvement. Also, the statistical results showed that parents were supporting and motivating their children throughout their learning process.

The findings gathered from the interviews are supporting the statistical results. The participants were asked to respond to a question related to their parents' support and help during their language learning process. The participants explained parents' support and help as providing needed materials and conditions, helping with homework and motivating to learn English. The participants were happy to have their parents support in doing homework or in providing needed materials such as extra books or arranging private lessons. These responses indicated that parents are guiding in some way their children's learning process. Parents either provide their children with the necessary knowledge or material. The results of this study are supporting Young (1994)'s study. Young (1994) claimed that parents could help their children with homework or they could encourage them with other things related to learning foreign languages. So, Young (1994) highlighted the importance of parental involvement. The results of this study also showed that parental involvement shaped children's motivation and attitude towards English language learning. This study is also highlighting the importance parents have in their children's language learning process.

Another finding of this study was in terms of parents' role perceived by the YLs. Gardner (1985) categorized parental effect into two as mention in the literature part. These categories were passive role and active role. The responses of the participants related to the interview question "How would you describe your parents' involvement on your English language learning process?" revealed actually two main types of involvement; one passive role, the other active role as categorized by Gardner (1985). The responses of the YLs differentiated in terms of describing the "active role" of a parent. The active role was described as supportive, guiding, motivating and being explanatory. From the findings it is clear that YLs mostly perceived their parents' roles as active ones. In general, YLs are pleased with their parents' active role in their learning process. Considering the age of the participants and the needs YLs have, it is quiet acceptable that YLs are pleased with the active roles of their parents having in their learning process.

To sum up, it was found out that parental involvement and YLs' motivation and attitude toward English language learning were interrelated. Parental involvement affected YLs' motivation and attitude positively. This result indicates that the more parents pay attention on helping their children during their learning process, and the more they take part in their children's learning process, the more

YLS' motivation and attitude will rise. Parents should be aware of the importance YLS give to their parents' involvement. This awareness is expected to have positive outcomes in term of language achievement.

YLS' Thoughts Related to their English Language Learning Process

The overall main purpose of this study was to find out YLS' thoughts related to their English language learning process. The priority importance was to give YLS an opportunity to express their thoughts and eventually it was aimed to find better ways to support YLS' language learning process. In addition to the quantitative data gathered from the questionnaire, for in-depth understanding of YLS' thoughts, qualitative data was gathered through interviews. Firstly, YLS' feelings were very important to consider in terms of English learning. The findings show that almost all participants were having a desire to learn English. Also, YLS found it necessary to learn English. Considering the role positive attitude and willing to learn has in language learning, the positive feelings YLS have towards learning English is satisfying. Brown (2000) claims as a result of several studies that proficiency in a language is positively affected by positive attitudes a person has for himself/herself, the group of the native language and the group of the target language. Experiences are the fact of changes in attitudes towards language learning. Success in language learning will enhance a student's positive attitude towards language learning. On the other hand, failure in language learning will end up with more negative attitudes towards language learning and might cause the student to give up learning. Considering Brown (2000)'s explanations, YLS' positive feelings towards English language learning might enhance further language learning achievement. Of course, attitudes are can learned as well as unlearned. Therefore, it is very important for both, parents and teachers to keep YLS' feelings always positive towards English learning.

YLS were asked to express their thought related to the reasons why they were learning English. The aim was to find out YLS' type of motivation. Were they motivated instrumentally or integratively? Mostly, the responses of the YLS showed that they wanted to be able to communicate with foreign people. There was a common desire to go abroad in the future and to be able to have communicative skills when encountering foreign people. These indicated that YLS

were motivated integratively. In addition to this, there are some examples of instrumental motivation seen in the responses of the YLs. Some YLs wanted to learn English to have a better job in the future and also to have better living conditions. Considering the age factor, mostly, students were found to be motivated integratively in this study. Nikolov (1999) claims that YLs' motivational orientations change when they get older. Therefore, there might be a change in YLs' motivational orientations. However, in this study, it is clear that YLs want to learn English to communicate with foreign people. Considering that YLs have positive feelings towards English language learning, and considering that they are motivated integratively; it can be claimed that YLs will achieve high proficiency in English language learning.

Beside YLs' own reasons to learn English, it was aimed to find out how YLs perceived their parents' reasons and expectations in terms of their language learning process. The responses indicated that some parents' expectations were motivating YLs instrumentally, while some were motivating integratively. Comparing the YLs' reasons and the parents' expectations as mentioned by the YLs, it is clear that there is a similarity between them. This similarity is supporting Court (2001, p. 36)'s explanations in terms of parental effect on YLs. Court (2001, p. 36) claims that children's understanding of foreign languages are shaped by parents. Looking at the similar reasons for learning English expressed by the YLs, it is clear that parents shape their children's understanding of foreign languages. Children's purposes developed for learning foreign languages are similar to those of their parents.

In conclusion, parental involvement is inevitable when considering YLs' language learning process. Findings showed that YLs have similar reasons and thoughts with their parents in terms of English language learning. As the findings showed YLs' positive attitudes towards English language learning, it can be concluded that parents of the participants also have positive attitude towards English language learning. Also, it is clear that parents are motivating YLs for learning English. These results are also highlighting the relation between parental effect and YLs' motivation and attitude.

English-knowing Parents Been Perceived Advantageous by YLs

Another focus of this study was related to the role of parents' English knowledge. As mentioned before, parents play an important role during their children's learning process. To be able to help children with their language learning process, of course, parents need some language knowledge. As an example for this, Chambers (1999)' study can be given. Chambers (1999) claims that German students felt more encouraged if their parents' English competence is high. In this light, YLs were asked to mention their thoughts related to their parents' English language knowledge. The focus was on finding out whether English-knowing parents were found advantageous or not.

Findings showed that at least one of the participants had some knowledge of English. The participants claimed that either mother or father, the one knowing English, helped with everything related to English. YLs whose parents knew English found English-knowing parents advantageous because of the support and help their parents could give them. Mostly, YLs found it advantageous that their parents could help them with their English homework. Others pointed the importance of talking English with parents. The fact that their parents knew English enabled them many opportunities to use the language communicatively not only at school but also at home. Similar to this situation, participants whose parents didn't know English or whose parents knew just a little English, found their parents' lack of English knowledge disadvantageous. YLs believed that if their parents knew better English, they could help them with their English homework. In addition to this, YLs believed that if their parents knew better English, their English would be better and they could speak more fluently.

YLs were also asked to express what kind of difficulties their parents encountered while helping them. The participants whose parents knew English claimed that their parents didn't have any difficulty in helping them. However, the ones whose parents didn't know English complained about the fact that their parents couldn't help them with their English homework. These responses are supporting the fact that English-knowing parents are perceived advantageous by YLs.

Lastly, YLs were asked to whether they were doing any English-related activities at home. Some activities mentioned by the participants were speaking

activities, games, watching English series/movies/videos and homework. Some participants however claimed that they were not doing any English-related activities at home. However, there is a common wish of doing more English-related activities at home expressed by the YLs. When considering the age, the participants love doing anything with games and with having fun. Again, English-knowing parents might be more advantageous in providing their children with opportunities to do English-related activities.

To sum up, it can be concluded that the background knowledge of parents influences YLs' learning process. Parents play an important role, therefore, YLs expect their parents to be able to help them in any circumstances. As a result of this, parents with English knowledge are seen advantageous by the YLs considering their language learning process.

Importance of Parental Effect on YLs' Language Learning Process Considering the Turkish Context

English as a course in primary schools entered the Turkish education system after the 1997s with the extension of the primary education. Political and economic reasons increased the importance it was given to teaching English. Today, English is a compulsory lesson for 2nd grade students at public primary schools. The importance of teaching English resulted in a need for a change in universities' curriculum of ELT department of education faculties. A new course "Teaching English to Young Learners" entered the ELT department of education faculties' curriculum. The aim of the new course is to provide prospective teachers with appropriate skills and knowledge in regard to teaching English to YLs.

Considering the importance English gained throughout the years and considering the low age English starts to be introduced to YLs, it is very important to take attention on issues related to YLs. From this point of view, parental effect is an issue that should be taken into consideration. This study revealed the relation between parental effect and YLs' motivation and attitude towards English language learning. Teachers could take advantage of this relation for increasing YLs' language proficiencies. Despite the importance it is given in Turkey to English language teaching, unfortunately, the expected fluent usage of foreign language could not be reached (Erdem, 1997; Erdem, 1998; Çelebi, 2007; Işık, 2008;

Kirkgöz, 2009). Therefore, using the effect parents have on their children's language might help to fulfil the expected fluent usage of foreign languages. Parents can be guided by the teachers about how to help their children with their homework and what kind of activities they can do at home for developing their language fluency. The more parents are involved in their children's language learning process, as it is revealed in this study, the more students will be motivated and will have positive attitudes towards English language learning. In addition to this, it is clear from the findings of the related study that children take their parents as a model. Therefore, parents should be informed in detail about this issue. Children can develop positive attitudes towards English language learning only when their parents have positive attitudes towards English language learning. The parents should be developing also positive attitudes towards English and they should make their children feel the importance at home, too.

In conclusion, in Turkey a lot of studies are done for increasing the acquisition of foreign languages and considering the effect parents have on children might help to increase and improve the language learning process. A good start for acquiring a language might continue throughout the life.

Pedagogical Implications for English Teachers

Based on the results of the study related to YLs' perceptions on their motivation and attitude towards English language learning, the following suggestions can be stated for English language teachers.

First, it is clear that YLs put a great importance on their parents' involvement for their language learning process. The results of the interview showed that YLs wanted their parents to be involved in their language learning process. YLs need their parents' support and help especially in terms of doing homework and doing some revision at home. YLs expect their parents to be active in their learning process. However, it is clear that most parents are not capable enough to provide their children with their needs or parents don't have sufficient knowledge about how to support and help their children. Therefore, teachers might guide parents detailed about how to support and help children with homework. In addition to this, teachers might assign regular games that parents could play with

their children at home so that YLs feel more supported and motivated at home in terms of language learning.

Another important point found out in this study was related to YLs expectations in terms of their parents' English knowledge. YLs found English-knowing parents advantageous, also YLs whose parents did not know English found this also disadvantageous. The responses of the interview questions showed that YLs want to continue their language learning process at home. YLs expressed that games, speaking activities and other type of activities are the ones that they like doing together at home with parents. These type of activities are desired to be done in English by the YLs. The reason why YLs found parents without English knowledge disadvantageous was the fact that parents could not help them during their learning process. Teachers teaching English to YLs should definitely consider this issue. Parents without English knowledge could also be encouraged to increase their language proficiency. Though, encouraging parents to increase their language proficiency might be very difficult and maybe some parents could misunderstand teachers' aim in that. However, some workshops could be done during planned times throughout the year or during summer holidays. These workshops could provide parents with some English knowledge or at least parents could be provided with some possible ways to support and motivate their children.

The most important implication of this study is the importance of parent-child-teacher cooperation. It is clear that apart from the teacher, parents affect their children in their overall learning. In that sense, planned parental meetings throughout the year should be given a great importance. The cooperation would definitely end up with positive attitude and high motivation towards English language learning for both parents and YLs. Also, some projects or some activities at school in which parents are involved would enhance motivation towards English language learning. Both, parents and children could be encouraged to make English presentations or projects. Teachers could involve parents more into the language learning process. This involvement might provide more contexts in which students could use English more actively.

The recent change in the length of the summer holiday in the Turkish context provides the teachers with an opportunity to get more involved with

parents. The changed timetable of the holidays might enable teachers to plan periods in which they could provide parents with necessary knowledge about what to do at home for their children's language development. Considering YLs' responses related to the type of activities that they want to do at home, this period could be used to organize activities that parents and children could do at home afterwards.

Suggestions for Further Study

This study was based on YLs' perception related to their parents' involvement in their English language learning process. Parents' thoughts and expectations could also be examined for getting a more in-depth understanding. Also, collecting data from parents would also enable the researcher to compare YLs and parents' perceptions and as a result, a more detailed perspective for YLs' motivation and attitude towards English language learning could be created.

Considering the study design, both quantitative and qualitative data were collected. This study had a mixed study design with using interviews and questionnaire for the data collection procedure. The findings can be improved through by involving other data collection instruments such as classroom observations. The behaviours students show within the class could provide additional information in terms of motivation and attitude.

Furthermore, this study focused on only motivation and attitude towards English language learning. YLs' motivation and attitude were not compared with their achievements in language acquisition. Further study could be done by comparing motivation and attitude with YLs' language achievements.

This current study focused on 4th grade students' perceptions. Further study could be done in other grade levels. The results of this study can be compared with the findings.

Furthermore, a longitudinal study can be conducted to get a more in-depth understanding of YLs' motivation and attitude towards English language learning. The effect of parents can be observed throughout a specific time to reveal whether there will be a change or not. Also, a longitudinal study can reveal the effect of age in terms of parental effect. This current study focused only on YLs. A longitudinal

study can reveal the age factor in terms of parental effect on YLs' motivation and attitude.

Lastly, the data was collected in a private school in İnegöl, Bursa. Other studies can be conducted in other cities. Also, the school context was private school in this study; further study can be conducted in public school context. This would provide rich data for comparing public and private school contexts in terms of parental effect on YLs' motivation and attitude towards English language learning.

In conclusion, the previous study revealed the effect parents have on their children's language learning process. It is clear that YLs want their parents to be active in their English language learning process and they clearly stated that parents with English knowledge are advantageous for their English language learning process. YLs in the Turkish context are used to get help from their parents in any circumstances. Therefore, it is clear that YLs need this feeling also for their English language learning process. The involvement of parents motivates YLs and also creates a positive attitude towards English language learning. In addition to this, most of the participants had positive attitudes towards English language learning and they were also positively motivated which indicates that with more parental effect, a high achievement in language acquisition is inevitable. Considering the Turkish context, another context is that parental involvement could be considered as a factor that is affecting the language learning process.

This study has some limitations. Firstly, considering the school context this study was conducted, it is clear that the results do not cooperate with the public school context. It is necessary to do further study related to parental effect within different school context.

Furthermore, the only focus was on YLs' perception. The result cannot be generalized because of the lack of the perceptions of the parents. It is known from the results of the study what YLs want and expect. However, what do parents expect? What kind of difficulties do they have throughout the language learning process? These are important issues which should be considered to find more in-depth understanding.

Moreover, this study focused on YLs' motivation and attitude. However, motivation and attitude are issues that can with time, either positively or negatively. Therefore, further studies focusing on the changes of motivation and attitude towards English language teaching would give more detailed and specific information related to YLs' motivation and attitude. Such longitudinal studies would provide information about the reasons for changes in YLs' motivation and attitude. A longitudinal study could reveal whether there would be changes in terms of the importance YLs give to parental involvement.

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APPENDIX-A: Questionnaire about YLs' Motivation and Attitude in English

Dear Participant,

I'm a student in the Master of Art in the department of English Language Teaching at Hacettepe University. For my master thesis, I'm conducting research about parental effect on YLs' motivation and attitude towards English language learning. With this questionnaire, it is aimed to gather information about your thoughts about this. It is reminded that all responses will be kept strictly confidential and none of the responses will be revealed in any way in the study. Thank you in advance for your cooperation and participation.

Pınar KESKİN

Hacettepe University

Master of Arts in English Language Teaching



A. YOUR DEMOGRAPHIC INFORMATION

1. **Gender:** Female Male

2. **Age:**

3. **English knowledge of your parents:**

(You can tick more than 1 box if necessary)

- a. My mother knows English.
- b. My mother doesn't know English.
- c. My father knows English.
- d. My father doesn't know English.

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| |
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| |
| |

- 4. What is your mother's job and father's job?
- 5. Who helps you with your English homework?

B. QUESTIONNAIRE*

Adapted from "Attitude/motivation test battery: International AMTB research Project. (Gardner, R. C., 2004)

| Questions related to motivation and attitudes towards English language learning | Agree | Disagree | Neither agree nor disagree |
|--|-------|----------|----------------------------|
| 17. Studying English is important because it will be useful in getting a good job. | | | |
| 18. Studying English is important because it will allow me to be more at ease with people who speak English. | | | |
| 19. I make a point of trying to understand all the English I see and hear. | | | |
| 20. I feel confident when asked to speak in my English class | | | |
| 21. To be honest, I really have little interest in my English class | | | |
| 22. I never feel quite sure of myself when I am speaking in our English class. | | | |
| 23. I want to learn English so well that it will become natural to me. | | | |
| 24. I really enjoy learning English. | | | |
| 25. Learning English is really great. | | | |
| 26. I enjoy the activities of our English class much more than those of my other classes. | | | |
| 27. I think my English class is boring. | | | |
| 28. When I leave school, I will give up the study of English because I am not interested in it. | | | |
| 29. Knowing English isn't really an important goal in my life. | | | |
| 30. I like my English class so much, I look forward to studying more English in the | | | |

| | | | |
|---|--|--|--|
| future. | | | |
| 31. I would rather spend more time in my English class and less in other classes. | | | |
| 32. My English class is really a waste of time. | | | |

| Questions related to parental effect | Agree | Disagree | Neither agree nor disagree |
|---|--------------|-----------------|-----------------------------------|
| 1. My parents try to help me to learn English. | | | |
| 2. My parents feel that it is very important for me to learn English. | | | |
| 3. My parents feel that I should continue studying English all through school. | | | |
| 4. My parents have stressed the importance English will have for me when I leave school. | | | |
| 5. My parents urge me to seek help from my teacher if I am having problems with my English. | | | |
| 6. My parents are very interested in everything I do in my English class. | | | |
| 7. My parents encourage me to practise my English as much as possible. | | | |
| 8. My parents encourage me to learn English. | | | |

End of the questionnaire.

APPENDIX-B: Questionnaire about YLs' Motivation and Attitude in Turkish

Sevgili Katılımcı,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Yüksek lisan öğrencisiyim. Yüksek lisans tezim için küçük çocukların İngilizce öğrenmeye karşı motivasyon ve tutumlarında anne-baba etkisi ile ilgili bir araştırma yapıyorum. Bu anket ile bu konudaki fikirleriniz ile ilgili bilgi toplamak amaçlanıyor. Tüm cevaplarınızın gizli tutulacaktır. İşbirliğiniz ve katılımınız için şimdiden teşekkür ederim

Pınar KESKİN

Hacettepe Üniversitesi

İngiliz Dili Eğitimi Yüksek Lisansı



C. DEMOGRAFİK BİLGİ

1. Cinsiyet: Kız Erkek

2. Age:

3. Anne-Baba İngilizce bilgisi:

(1'den fazla kutucuğu işaretleyebilirsiniz)

- a. Annem İngilizce biliyor.
- b. Annem İngilizce bilmiyor.
- c. Babam İngilizce biliyor
- d. Babam İngilizce bilmiyor

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| |

4. Annenin ve babanın mesleği ne?

5. İngilizce ödevlerinde sana kim yardım ediyor?

ANKET

“Motivasyon ve Tutum Ölçeği” (Attitude/motivation test battery: International AMTB. Gardner, R. C., 2004)” den adapte edilmiştir.

| İngilizce öğrenmeye karşı tutum ve motivasyon ile ilgili sorular | Katılıyorum | Katılmıyorum | Kararsızım |
|---|-------------|--------------|------------|
| 1. İngilizce öğrenmek önemli çünkü iş bulmamda yaralı olacak. | | | |
| 2. İngilizce öğrenmek önemli çünkü İngilizce konuşan diğer insanlarla anlaşmamı kolaylaştıracak. | | | |
| 3. İngilizce ile alakalı gördüğüm ve duyduğum her şeyi anlamaya çalışıyorum. | | | |
| 4. Sınıfta İngilizce konuşma konusunda kendime güveniyorum. | | | |
| 5. Dürüst olmak gerekirse, İngilizce'ye karşı pek ilgim yok. | | | |
| 6. İngilizce dersinde konuşma konusunda kendime hiç güvenmiyorum. | | | |
| 7. İngilizce'yi anadilim gibi konuşabilmek istiyorum. | | | |
| 8. İngilizce öğrenmeyi gerçekten seviyorum. | | | |
| 9. İngilizce öğrenmek gerçekten güzel. | | | |
| 10. İngilizce dersinde yaptığımız etkinlikleri diğer derslerdeki etkinliklerden daha çok seviyorum. | | | |
| 11. İngilizce dersinin sıkıcı | | | |

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| olduğunu düşünüyorum. | | | |
| 12. Okul bittiğinde, İngilizce öğrenmeyi bırakacağım çünkü İngilizceye karşı ilgim yok. | | | |
| 13. İngilizce bilmek önemli bir hedef değil benim için. | | | |
| 14. İngilizce dersini çok seviyorum, ileride daha çok İngilizce öğrenmeyi düşünüyorum. | | | |
| 15. Diğer derslerime kıyasla İngilizce derslerinde daha çok zaman geçirmek isterim. | | | |
| 16. İngilizce dersinin tamamen zaman kaybı olduğunu düşünüyor | | | |

| Anne-Baba etkisi ile ilgili sorular | Katılıyorum | Katılmıyorum | Kararsızım |
|---|--------------------|---------------------|-------------------|
| 1. Anne ve babam İngilizce öğrenmeme yardımcı olmaya çalışıyor. | | | |
| 2. Anne ve babam İngilizce öğrenmemin benim için çok önemli olduğunu düşünüyor. | | | |
| 3. Annem ve babam tüm okul hayatım boyunca İngilizce öğrenmeye devam etmem gerektiğini düşünüyor. | | | |
| 4. Okulu bitirdikten sonra İngilizce bilmemin benim için ne kadar önemli olduğunu vurguluyor. | | | |
| 5. İngilizcede zorlandığımda öğretmenimden yardım istemem konusunda ısrar ediyor. | | | |
| 6. Anne ve babam İngilizce dersinde öğrendiğim her şeyle ilgileniyorlar. | | | |
| 7. Anne ve babam İngilizce pratik yapmam konusunda beni cesaretlendiriyor. | | | |
| 8. Anne ve babam İngilizce öğrenmem | | | |

| | | | |
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| konusunda beni cesaretlendiriyor. | | | |
|-----------------------------------|--|--|--|

Anketin sonu.

APPENDIX C: Interview Questions related to Parental Effect in English

1. How do you feel about your English learning?
2. Why do you want to learn English?
3. Why do your parents want you to learn English?
4. What do your parents expect from you in terms of English language learning?
5. Do your parents know English?
 - a. If yes, do you think this is an advantage for you?
 - b. If no, do you think this is a disadvantage for you?
6. Do your parents help/support you during your English learning process?
 - a. If yes, how do they help/support you?
 - b. If no, do you think you would develop your English skills better if your parents would help you?
7. How would you describe your parents' involvement on your English language learning process?
8. Do you do any English-related activities/practices with your parents at home?
 - a. If yes, what do you do with your parents?
 - b. If no, what would you like to do with them?
9. Do your parents have any difficulty in supporting your English language learning process?

APPENDIX-D Interview Questions related to Parental Effect in Turkish

Röportaj Soruları

1. İngilizce eğitimin/öğrenmen ile ilgili ne hissediyorsun?
2. Neden İngilizce öğrenmek istiyorsun?
3. Anne-baban neden İngilizce öğrenmeni istiyor?
4. Anne-babanın İngilizce öğrenmen konusundaki beklentileri nedir?
5. Anne-baban İngilizce biliyor mu?
 - a. Eğer biliyorsa, bunun senin için bir avantaj olduğunu düşünüyor musun?
 - b. Eğer bilmiyorsa, bunun senin için dezavantaj olduğunu düşünüyor musun?
6. İngilizce öğrenme sürecinde anne-baban sana yardımcı/destek oluyor mu?
 - a. Eğer oluyorsa, nasıl yardımcı/destek oluyorlar?
 - b. Eğer olmuyorsa, anne-baban yardımcı/destek olsa İngilizce becerilerini daha iyi geliştirebileceğini düşünüyor musun?
7. İngilizce öğrenme sürecinde anne ve babanın katılımını nasıl tarif edersin?
8. Anne-babanla evde İngilizce etkinlikler/çalışmalar yapıyor musunuz?
 - a. Evetse, ne yapıyorsunuz?
 - b. Hayırsa, onlarla ne yapmak isterdin?
9. İngilizce öğrenme sürecini destekleme konusunda anne-babanın yaşadığı zorluklar var mı?

APPENDIX-E TRANSCRIPTION OF INTERVIEWS

| PARTICIPANT | Q. 1 | Q. 2 | Q. 3 | Q. 4 | Q. 5 | Q. 6 | Q. 7 | Q. 8 | Q. 9 |
|-------------|---|---|---|---|---|---|------------------------|---|---|
| P1 | I like learning English. Some subjects are difficult for me. | To have a better job opportunity in the future. To go abroad. | To have a better job opportunity in the future. To go abroad. (Same thoughts as me) | My parents want me to learn English and to have a native-like accent, to talk fluently. | My mom knows English. This is an advantage for me because she helps me with my homework and explains me the things I could not understand. My dad doesn't know English; however, this is not disadvantageous for me because my mom knows English. One parent should know English. | My parents support me with all the things related to my English learning process. | Helping Guiding | Yes. Speaking activities, homework with my mum. | No |
| P2 | I feel myself like an English person. I have a positive attitude towards English. | Knowing English will help me in my job. | Me to have better living conditions | My parents want me to be able to talk fluently in English. | My mom knows English. This is an advantage for me because she helps me with my homework. My dad doesn't know English; however, this is not disadvantageous for me because my mom knows English. If both of my parents wouldn't know English, this would be a disadvantage for me because nobody would help me with my homework. | My mom supports me with my homework. | Explanatory Guiding | Sometimes. Vocabulary studies with card games | No. However, sometimes my mom has difficulty in helping me with my homework because of lack of English knowledge. |
| P3 | I feel that learning | To communicate | My family want me to learn | My parents want me to | They know a little. It is an advantage for me | They support me to do extra | Guiding Motivating | No. I would like them to | No. I want to study and take all |

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| | English will be an advantage for me when I will go abroad to university in the future | with foreign people. | many languages. My dad has a factory; he wants me to work there in the future. So I should learn English. | communicate with foreigner. | that my parents don't know much English because if they knew English, they would always help me. In that case, I would not learn myself, they would always help me. | studies. However, they don't do it much. | Actually, they don't affect me much, I want myself to learn | play games with me to study words | responsibility myself. |
| P4 | I think that English learning is very important because when I go aboard, I can communicate with foreigners easily. | I want to learn a language to be a more sophisticated person. | My family want me to learn English so that I'm a more sophisticated person and so that I can communicate easily with foreigners. | My parents want me to talk English fluently and well. | Both parents know English. I learned English in another country, here, the education is different. So, when I forget something my parents help me. It is advantageous. | They help me when I need help with my homework. | Supportive. Motivating. | We play English board games. We watch English series. | No. |
| P5 | Nice, I like it. | I'm curious about other countries. I want to go to other countries | My uncle always goes abroad. He wants me to go with him. | My mother and my uncle expect from me to university abroad. | My uncle knows English, my mother doesn't know English. It's an advantage for me that my mother doesn't know English because she doesn't interfere in my learning process. My uncle's knowing English is not a disadvantage nor an advantage for me. | They remind me to do my English homework. They motivate me to do homework. | Passive role | I do some activities and play games on the computer on my own. We don't do anything together for English learning. | I have never asked for help. I do everything on my own |

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| P6 | I like it but it is a little difficult. | I want to be able to communicate with foreigners when I go abroad. | My father wants me to learn English very well because he goes abroad a lot. And he says that I can go abroad as well and therefore I need to know English well. | My parents expect from me to listen to my teachers well, and to study hard. They want me to do my responsibilities related to school. | My father knows a little English. My mother doesn't know English. My mother doesn't need to know English because she doesn't go abroad. If my mother knew English, this would be advantageous for me. This would help me to be able to talk more fluently English. | Yes, they help me. They help me sometimes with my homework. When there is an exam, they motivate me to study for tests, for example. | They don't have a role in my English learning. | We don't do any activities. I would prefer to play games with them to study. | They support me and they can help me. |
| P7 | It is nice, exciting. | I want to go to other countries when I get older. | They want me to learn English so that I can earn more money in other countries and so that I get a better job. | They expect me to be able to communicate in English. | My father knows English but my mother doesn't know English. She will go to a language course to learn English. It is advantageous for me that my father knows English because sometimes when we go to a shopping centre, we can talk in English there. If my mother knew English, this would be an advantage as well. | Yes, they help me with my homework. And sometimes we talk English at home. | Supportive | No. I would prefer to play football with them by using English. | No. |
| P8 | This is a nice thing, it is exciting. | I want to be able to talk in English well when I go abroad. I want to go | They want me to be a better person. They want me to have a good job. | They expect me to be able to speak English very well, in all terms. | Both parents know English. That's an advantage for me; we can talk in English together. | They help me with my homework; they help me with the words which I don't | supportive | No. I would prefer to do some dialogues and talk, we could study | No. |

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| P14 | I feel well about this. When I learn, I feel like I'm improving myself. | I want to learn English because if I come across foreigners in turkey, I want to talk with them in English or when I go abroad, I want to communicate in English. | They want me to go to London. | They want me to communicate in English. | My mother knows English. She helps me with my homework; this is an advantage for me. If my dad would know English, this would be more advantageous for me. | When I have difficulty in understanding some vocabulary, they tell me to look it up in the dictionary and write it 5 times. They want me to translate English songs into Turkish. | Motivating | Every time I finish my homework, my mum wants me to open Raz-Plus (reading platform) and read a book. I have some English games, we play them together. We watch English videos a lot, especially from MORPA (online platform). | My mum has some difficulty because her English knowledge is not enough to help me. |
| P15 | I think it's good. Learning another language is interesting. | I want to learn English because maybe one day I might go abroad. | My parents want to learn English so that I can teach English to them, too. | They want me to learn English and go abroad. | My dad knows a little English. My mum only knows to say hello and similar words. It is disadvantageous that my parents don't know English because when I don't know something, they can't help me. And they can't understand our English shows. | | Motivating Helping | Sometimes, after finishing my homework, we study together. I would like to play some games with my brother and my | Because of the fact that my parents don't know English, they have sometimes difficulty in helping me |

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|-----|-------------------------------------|--|---|---|--|--|--------------------------|---|---|
| P16 | It's a good think to learn English. | I want to learn English because when I come across a foreigner, I will be able to talk in English. | My parents want me to learn English. We went to many places in Turkey and there I tried to talk to foreign people. They want me to be able to communicate in English. | They want me to speak English fluently. | Both know a little English. I taught my mom some English. It is disadvantageous because they should learn English. If they knew, they could help me. | They arranged me private lessons. They even bought me books. | Motivating Helping | father for practicing English. Not much. I would like to practice words with my mum, like playing games. | They don't have any difficulty in helping me. |
| P17 | It's good. I want to learn more. | I want to learn English because when I travel around the world, English is the most important language. I want to communicate with foreigners. | I don't know. Maybe they want me to learn more languages. | They want me to speak English fluently. | Both parents know a little English. It is advantageous for me because we can study words together. | They try to tell me some English words. | Supporting Motivating | Sometimes. We prepare some English things. I would like to play some English games with them. | They can help me with everything. |
| P18 | It is very good. | I want to learn English because I | They want me to learn English because they | They have high expectations | Both parents don't know English. It's disadvantageous | They ask me questions and they want me | Supporting Motivating | We study together from my | Because of the fact that they can't speak English, they |

| | | | | | | | | | |
|-----|--|---|--|---|--|---|---------------------------|---|--|
| | | want to talk to foreign people around the world. | want me to be clever. | from me in terms of learning English. | because they don't talk with me in English. But my brother and my sister talk with me in English. | to tell it in English. | | book. We play games with my sister. | can't help me. |
| P19 | It is very precious because other children want to learn English but they don't have the opportunity. We have the opportunity; we should know its value. | I want to learn English because I might need it for the job I want to do in the future. | They want me to be successful. | They want me to write books in English. | My father knows English. This is advantageous because he can help me. If my mum knew English, it would be advantageous for me too. | They help me. | Supporting Motivating | Sometimes. We play with word cards. | They have sometimes difficulty in helping me. They have to deal with my brother and sister, so, they don't have time to help me. |
| P20 | Sometimes it feels ridiculous because I don't understand anything. | I don't want to learn English. It is useless and it is also difficult. | They want me to learn English because it is an important language for communicating. | They want me to learn English quite well. | Both parents know English. It is neither advantageous nor disadvantageous. They don't help me. | They don't help me but they motivate me to learn English. They tell me the importance about learning English. | Just motivating orally | Just once. My mum bought a game, like English Sudoku. We played this. | They can help me, however, they don't help me. |

APPENDIX-F: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

23 Şubat 2018

Sayı : 35853172/ 433-802

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 16.01.2018 tarih ve 107 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **Pınar KESKİN**'in Yrd. Doç. Dr. İsmail Fırat ALTAY danışmanlığında yürüttüğü "**Küçük Çocukların İngilizce Öğrenmeye Karşı Motivasyon ve Tutumlarında Anne-Baba Etkisi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 06 Şubat 2018 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

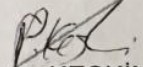
APPENDIX G: Declaration of Ethical Conduct

APPENDIX G: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

21/06/2019


Pınar KESKİN

APPENDIX-H: Thesis Originality Report

19/07/2019

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Parental Effect on YLs' Motivation and Attitude towards English Language Learning

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

| Time Submitted | Page Count | Character Count | Date of Thesis Defence | Similarity Index | Submission ID |
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| 19 / 07 / 2019 | 95 | 115,059 | 21 / 06 / 2019 | 18% | 1118551441 |

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

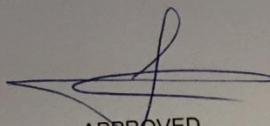
I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Pınar KESKIN
Student No.: N15223297
Department: English
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.


Signature

ADVISOR APPROVAL


APPROVED
Assist. Prof. Dr. Ismail Firat ALTAY

APPENDIX-I: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

APPENDIX-I: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı


Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

21, 06, 19


Pınar KESKİN

Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç, imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolleri çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

