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**Dear WJEIS Readers,**

WJEIS appears on your screen now as Volume 8, Number 3. In this issue it publishes 3 articles.

Colleagues that are in editorial board worked hard to determine the articles of this issue. Articles are evaluated by the referees that are either in editorial board or outside the board.

Although WJEIS is a new journal, it has been welcomed with interest. A lot of journals from various universities are in the evaluation process. We would like to thank cordially our colleagues who work hard in editorial board to evaluate the articles, writers who contribute to our journal and all readers.

1<sup>st</sup> August, 2018

Best regards

Prof. Dr. Zeki Kaya  
Assoc. Prof. Dr. Murat Hismanoglu



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## **STATE OF MATERNAL AND CHILD HEALTHCARE IN BULGARIA ACCORDING TO PATIENTS AND HEALTHCARE PROFESSIONALS**

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### **Abstract**

All studied and analyzed strategic documents - report to public health, the updated demographic strategy of Bulgaria National Health Strategy argue about problems in maternal and child health. The purpose of this study is to examine and analyze the views of patients and health professionals about the status of maternal and child health care in Bulgaria and the problems in health activities. Through a survey conducted over a period of one year, from October 2016 to October 2017 is analyzed the respondents opinion on: the coverage of the necessary consultations examinations of the package of services that is provided to pregnant women by the National Health Insurance Fund (NHIF), as well as knowledge of the package of activities (examinations, studies and immunizations) included in the program "Children's Health" developed by the NHIF. The necessity of providing comprehensive medical care for pregnant women and children with chronic illnesses are established.

**Keywords:** maternal and child health care, package of services, complex services.

### **INTRODUCTION**

The current demographic situation of the Bulgarian population is a result of the prolonged action of many factors and influences. Some of them are related to general tendencies in the demographic development of the European countries, others to the specific features of the historical, economic and cultural development of the Republic of Bulgaria.

The purpose of this study is to study and analyze the opinion of patients and healthcare professionals on the state of maternal and child healthcare in Bulgaria.

In order to achieve this purpose, we set out the following main tasks:

1. Investigating the opinion of patients and healthcare professionals on ensuring unimpeded access to quality and effective health services.
2. Exploring respondents' awareness of the National Program for the Improvement of Maternal and Child Health 2014-2020
3. Establishing the opinion of the respondents regarding the coverage of the necessary consultations, examinations and studies from the service package that is provided to pregnant women from the National Health Insurance Fund.

4. Exploring the respondents' knowledge of the package of activities (examinations, studies and immunizations) included in the program "Children's Health", developed by the NHIF.
5. Formulation of conclusions and recommendations for improvement of maternal and child healthcare in Bulgaria.

## MATERIAL AND METHODS

A questionnaire method is used to objectify the observed results. The respondents' surveys were conducted over a period of one year, from October 2016 to October 2017, among all those responding to the web-based questionnaires published on the websites of the Union of Transplants, the Association of Parents of Children with Down syndrome, Zachatie Association, I want baby, Alliance of Bulgarian Midwives, as well as the DCCs, APOMCs and hospitals in the cities of Stara Zagora, Radnevo; Haskovo, Dimitrovgrad, Svilengrad; Yambol; Burgas; Pazardzhik, Velingrad, Panagurishte; Pernik, Breznik; Blagoevgrad; Karlovo; Sopot; Silistra; Sofia. The study covered 3015 patients and 725 healthcare professionals.

The quantitative analyzes were made with a statistical suite of application programs - SPSS 17.0. Microsoft Office products were used for the table and graphic processing and presentation.

## RESULTS AND DISCUSSION

The two groups of respondents (patients and health professionals) differ significantly by age - the average age of mothers is 29.6 years, and of health professionals - 41.2 years. There is also a difference in residence between the inhabitants of the villages (a much larger share among mothers) and in the cities (a higher share among health professionals), while the share of the inhabitants of the capital is roughly the same.

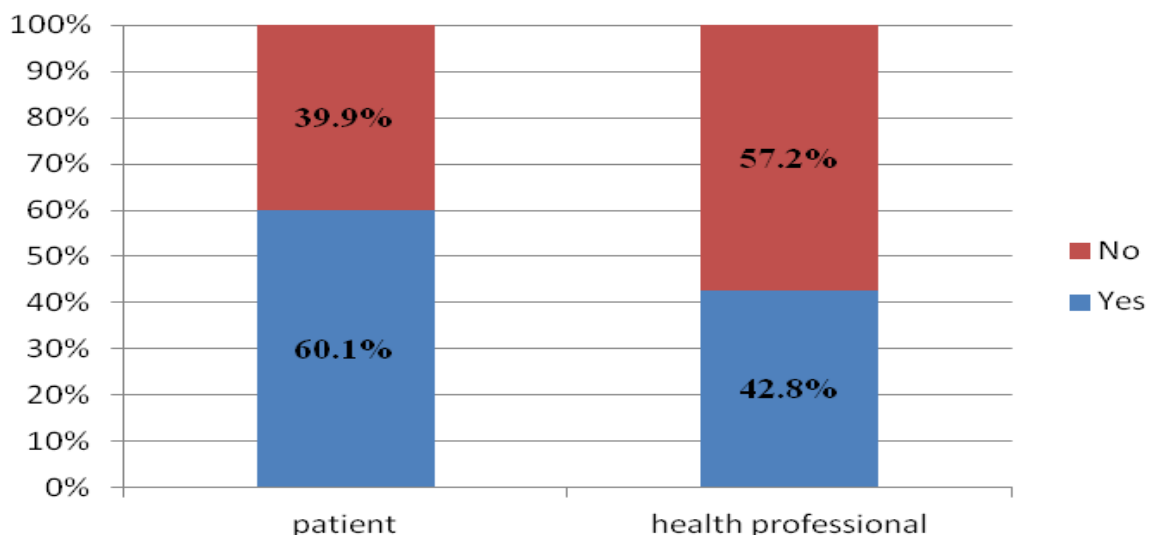


Fig. 1: Frequency of distribution of patients and health professionals regarding their opinion on ensuring unimpeded access to quality and effective health services

Health professionals (57.2%) express their opinion in a more categorical way that unimpeded access to quality and effective health services is not provided, while mothers (39.9%) are more moderate in their opinions (Figure 1).

To the question "Are you aware of the existence of the National Program for the Improvement of Maternal and Child Health 2014-2020?" Health professionals (53.1%) show much more awareness than mothers and pregnant women (31%), which is understandable given the fact that this is part of their profession (Figure 2).

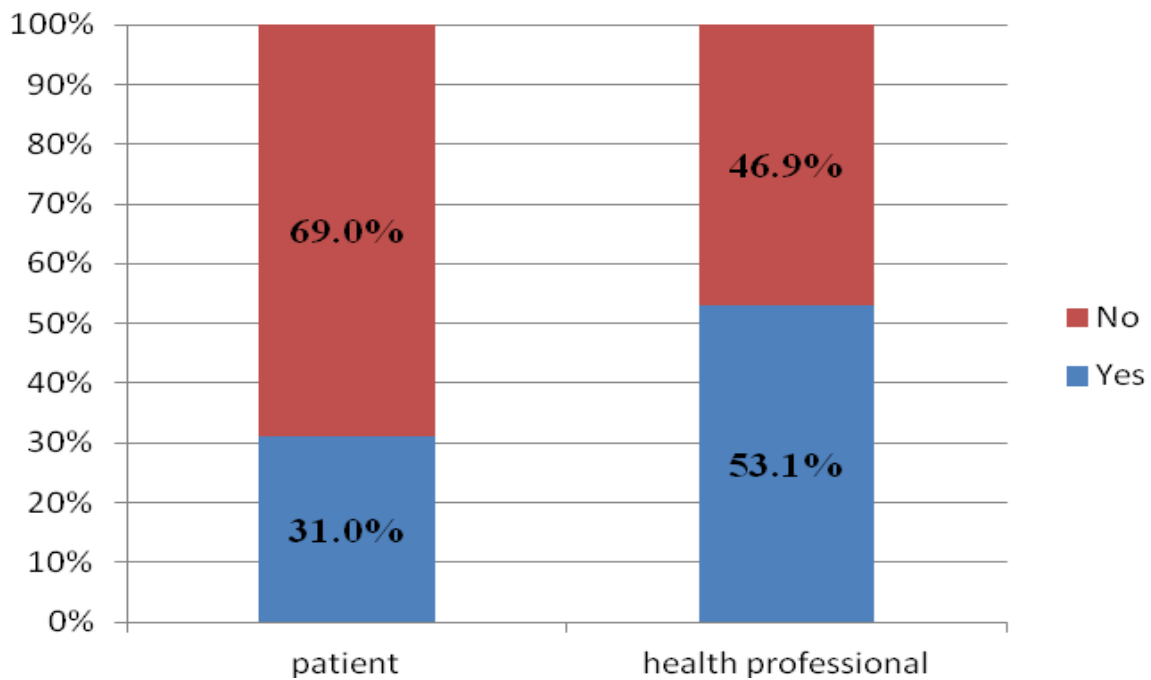


Fig. 2: Distribution of respondents on their awareness of the existence of the National Program for the Improvement of Maternal and Child Health 2014-2020?

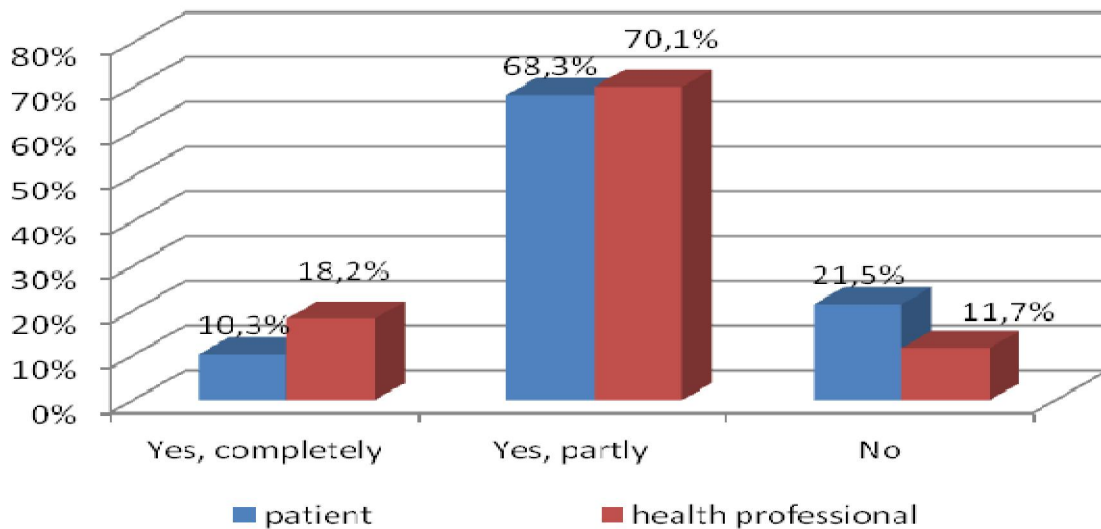


Fig. 3: Frequency of distribution of responses on the knowledge of the activities provided by the Maternal and Child Health Centers

Understandably, among those who responded with "Yes", when asked if they are aware of the activities provided by the program, health professionals again demonstrate higher levels of knowledge on the subject - 88.3% are familiar with the program's activities to varying degrees. (Figure 3)

Healthcare professionals (52.4%) are more explicit that the package of services provided to pregnant women by the NHIF does not cover the necessary consultations, examinations and studies compared to the opinions expressed by the mothers (43.7%) ( Figure 4).



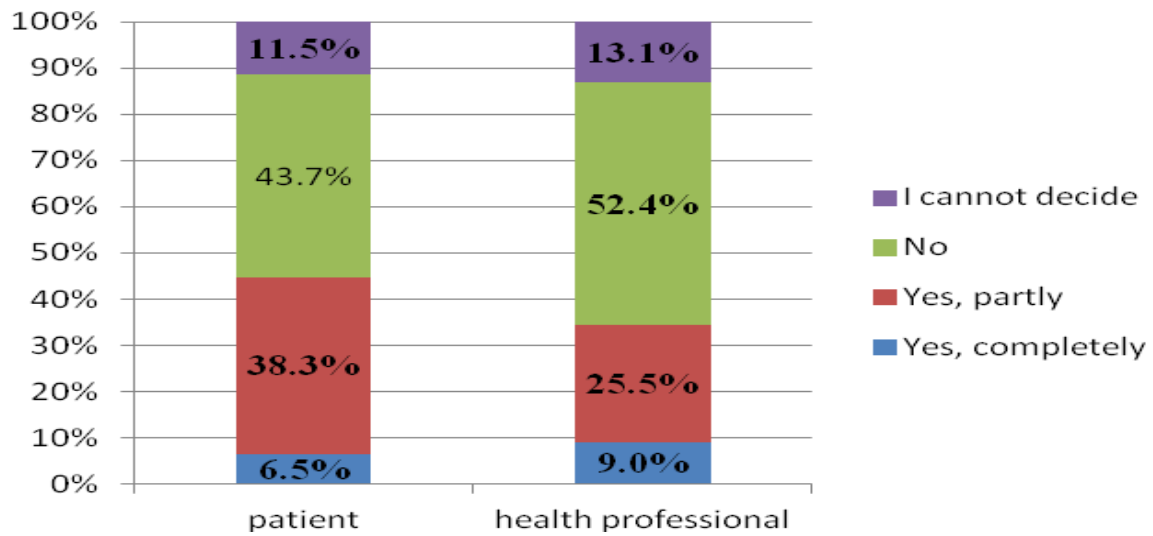


Fig. 4: Frequency of distribution of respondents regarding the coverage of the necessary consultations, examinations and studies from the service package provided to pregnant women by the NHIF

Mothers report a higher level of knowledge (71.9% are aware of to varying degrees) regarding the package of activities (examinations, studies and immunizations) included in the program "Child health" developed by the NHIF compared to the assessment of the healthcare professionals' knowledge (37.2%) (Figure 5).

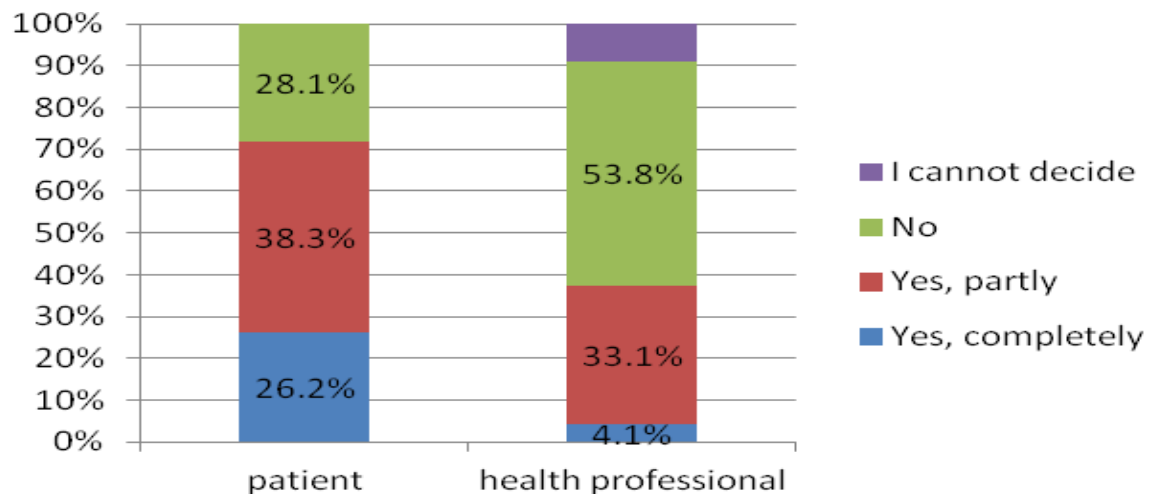


Fig. 5: Distribution of the answers to the question "Are you aware of/ Do you think that the patients are aware of the package of activities (examinations, studies and immunizations) included in the program "Child health" developed by the NHIF?", separately for mothers and health professionals

A large proportion of the surveyed patients (80.5%) and the majority of the health professionals included in the survey (86.2%) believe that the availability of comprehensive medical care for pregnant women and children with chronic illnesses would give them peace of mind during pregnancy and confidence in childcare. The difference in the two groups is in the respondents with "I cannot decide" - significantly fewer among the midwives and other specialists (6.9%) compared to the patients (15.8%) (Figure 6)

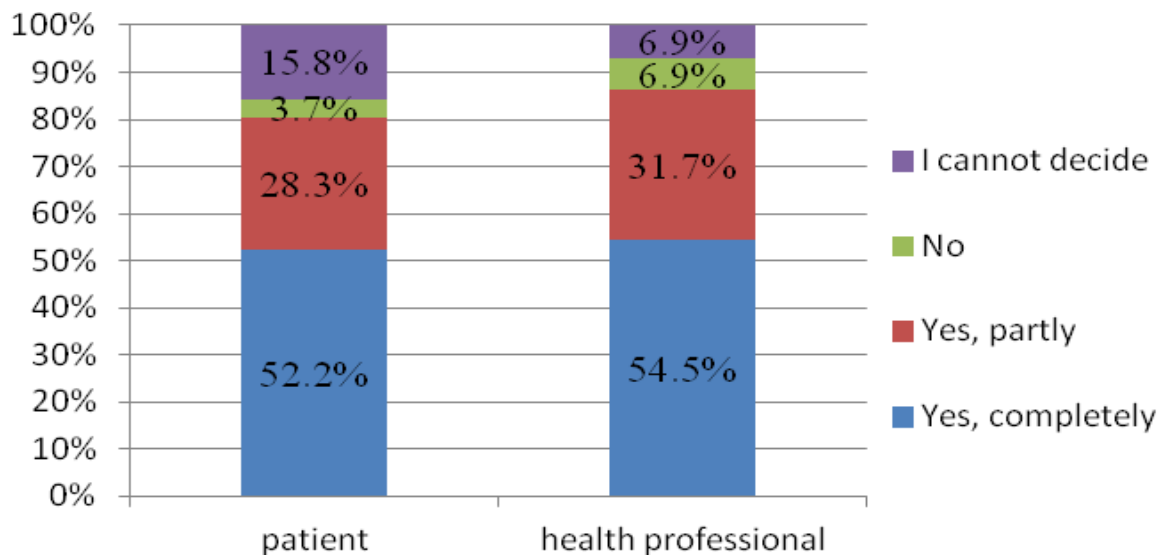


Fig. 6: Distribution of responses to the question "Do you think that the availability of comprehensive medical care for pregnant women and children with chronic illnesses will give you peace of mind during pregnancy and confidence in childcare" separately for mothers and health professionals

## CONCLUSIONS

On the basis of the results obtained in our study among healthcare professionals and patients about the state of maternal and child health in Bulgaria, the following conclusions can be drawn:

1. According to 60.1% of the respondents, there is an unimpeded access to quality and effective health services provided, with the lowest share in the villages (54.4%) and among the lowest earners (54.4%), while according to 57.2% of healthcare professionals the provided access is not unimpeded.
2. Less than one third (31%) of the surveyed pregnant women and mothers with children and slightly more than half of health professionals (53.1%) are aware of the existence of a National Program for the Improvement of Maternal and Child Health 2014-2020, while every tenth woman of which (10,3%) and 18.2% of health professionals are fully aware of the activities included in the program.
3. The relative share of both healthcare professionals (52.4%) and of pregnant women and mothers with children (43.7%) who consider that the package of services provided to pregnant women by the NHIF does not cover the necessary consultations, examinations and studies is very high.
4. Only 26.2% of mothers are fully aware of the package of activities included in the Children's Health Program developed by the NHIF, 45.7% are only partially aware, and 28.1% are not aware of it. Every second healthcare professional (53.8%) shares the view that patients are unaware of this package of activities and one in three (33.1%) thinks they are partially aware.
5. A very large proportion of the women surveyed (80.5%) and 86.2% of the health professionals are convinced that the availability of comprehensive medical care for pregnant women and children with chronic illnesses would give them peace of mind during pregnancy and confidence in childcare.

## RECOMMENDATIONS

As a result of the study, the following recommendations could be made to the Ministry of Health:

1. Implementation of legislative changes to ensure the creation of "Integrated In-Institutional Medical and Social Units for Maternal and Child Health", which will ensure unimpeded access to quality and effective health services.



2. Active role of the state in securing adequate financing of the new structures.
3. Creation of incentives for specialists / obstetricians and pediatricians / and healthcare professionals to work in the new units.
4. Development and adoption of a midwifery standard regulating midwifery prenatal and postnatal patronage care and complying with European legislation.
5. Attracting other specialists - social worker, psychologist, speech therapist, in order to provide complex services to the needy.
6. Creation of a national register covering children with chronic diseases, which will receive information from the established structures.

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## **AN EXAMINATION OF SELF- ESTEEM IN WOMEN IN TERMS OF DOING SPORTS**

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### **Abstract**

The aim of this study is to determine the self esteem of the women according to status of sports. For this purpose, a self-esteem scale developed by Çuhadaroğlu (1986) was applied to a total of 118 voluntary women in the age range of 20-45 years who did sports and volunteered to participate in sports with women in sports clubs in different sports clubs. When the data are analyzed in SPSS 21.00 package program; there were no significant results the scores of self-esteem according to the sporting status of women. while there were no significant results in terms of education level and marital status, in terms of age, working status and level of income it was determined there were significant results. Although there are studies in the literature that shows that physical activities have positive effects on self-esteem, in this study there was no contribution to the self-esteem of doing sports.

**Keywords:** women, sports, self esteem.

### **INTRODUCTION**

The common part of the definitions that were made for self-concept is that it contains information about who we are and what kind of personal traits we have. In other words, it is a concept about how the person perceives himself. According to Freud, who made many contextual contributions to the science of Psychology, self-concept is the one of the three layers of the identity and it works in accordance with the reality principle. It works as a filter between the primitive motivators coming from the Id and the environmental situations. It is defined as a part of the identity that provides a kind of balance between primitive motivators and social values by making realistic evaluations. Self-Esteem, however, is defined as a situation which means the individual's being approved by others, being praised and being accepted as valuable due to what he does. Self-esteem is also explained as acceptance not only the positive actions but also being disapproved or not being appreciated, that is, it is the situation whether the individual finds himself valuable or not (Baumeister, Campbell, Krueger & Vohs, 2003). In short, identity is defined as a system of thoughts which the individual believes to be true about him (Yıldız, 2006). It was explained that self-esteem is something that is supported by identity schemas and those schemas has an important place in forming self-esteem. Those schemas, which every individual has, play an important role in defining and evaluating himself. It was stated that the individual can direct his attitudes without facing any negative situations with the help of these identity schemas (Oktan and Şahin, 2010). When all these sayings are taken into consideration, it can be said that self-esteem emerges when the individual considers the things he did as important and



valuable while he is evaluating himself. It can also be said that people with a high level of self-esteem are the people who also have a high level of social intelligence and they have the ability to think analytically and people whose auto-control mechanism is quite developed (Karademir, Döşyılmaz, Çoban & Kafkas 2010). It was mentioned that while people are evaluating themselves, their self-esteem level rises if they make positive evaluations and if they find themselves valuable. Similarly, self-esteem decreases if they make negative evaluations and consider the things they do as unimportant (Karahan et al., 2004).

Research done in this area has shown that sports have an important place in increasing the self-esteem level as well as cognitive approaches and skills trainings (Karagün, Yıldız & Başaran, 2008; Karakaya, Coşkun & Ağaoğlu, 2008). These research shows that recreational activities applied as groups are effective because they support the feeling ' *I can do*'. These sportive and recreational activities are proved to improve self-esteem in a positive way and doing exercise has a positive effect on the self-esteem level especially when these activities are chosen according to the person's field of interests (Karagün et al., 2008). It was stated that activities that are applied for long periods and at a lower force are effective in a short time as they are applied without tiring people. In addition, it was stated that the individual develops a positive idea of his self sufficiency and this increases his sense of self together with self-esteem because this kind of activities are uncompetitive and they support the individual's belief in his self-sufficiency as result, the individual develops a feeling of well-being (Bond, Lyle, Tappe, Seehafer & D'Zurilla 2002; Goselin and Taylor, 2002; Plante, Coscarelli, Caputo & Oppezzo, 2000; Steptoe, Edwards, Moses & Mathews, 1989).

When all this information was taken into consideration; it was wondered what self-esteem level is between women who participate in uncompetitive group sports in their leisure times and women who have never participated in any kind of sports. It was tried to determine what self-esteem level the women aged between 20 and 40 have, either doing or not doing any sports. It was also aimed to find out whether these women's self-esteem level differ according to their age, marital status, work life, financial status and educational background or not.

## METHOD

### The Sample

In accordance with the aim of this study, after the necessary permission had been taken from a private sports management which is in the province of Kocaeli, the sporting group was formed with voluntarily participating women in the research who do sports at least twice a week with a recreational aim.

The non sporting group was formed by women who bring their children to the same sports club but not join any sports. When they were told what the aim of this research was, they said that they would participate voluntarily saying that they had never done any sports. The research was carried out with 118 women between the ages of 20 and 40 with different socio-demographic features, doing and not doing sports. The women were made necessary explanations about the scales in accordance with the aim of the research, later they were given the scales. The scales were collected by the researcher at the end of the research.

### Data Collecting Tools

**Information Survey:** A 6-question information survey, prepared by researchers with the help of the information in the literature, was applied to find out socio-demographic features of the women.

**Rosenberg Self-Esteem Scale:** It was developed by Morris Rosenberg in 1963 and It was adapted into Turkish by Çuhadaroğlu (1986). Rosenberg Self-Esteem Scale consists of multiple choice questions and twelve sub-categories and its cronbach alpha value was calculated as 0,74 at the end of reliability analysis.

The first sub-category, self-esteem, was used in this study. It consists of 10 items which were organised according to Guttman evaluation style. It is a kind of a scale which considers 0-1 points as *high self-esteem* level; 2-4 points as *medium* and 5-6 points as *low self-esteem*. 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> items query the positive self-worth and 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> items are for the negative self-worth evaluation.

### The Analysis of the Data

The findings that were collected were evaluated with SPSS 21,00 package programme. As the data show a normal distribution to the normality test; t test, one of the parametric methods, was applied for the binary group comparisons and variance analysis (ANOVA) was used for the group comparisons more than two.

### FINDINGS

When table 1 is examined, it is observed that the average score for self-esteem of the women who do sports is 0,8426; the average score of those who occasionally do sports is 0,9344; and the average for those who never do sports is 0,9344. Yet, these results show no significant difference in terms of self-esteem. ( $p=0,06$ ,  $p>0,05$ ).

When the self-esteem scores of the women who took part in our research are examined according to their employment; it is observed that the highest self-esteem score of the women who have regular jobs was calculated as 0,7201, and for those who do not work, this score was found to be 0,9407; and the score for those who have part-time jobs was 1,5162. The difference between these results was observed to be statistically highly significant. ( $p=0,000$ ;  $p<0,05$ ).

Table 1: The Variance Analysis Results of Self-esteem Scale Averages of the Sample Group according to the frequency of doing sports

| Variables         |           | N  | Average±Standard deviation | F Point | P Value |
|-------------------|-----------|----|----------------------------|---------|---------|
| Do you do sports? | never     | 47 | ,8645±,65                  | 0,99    | ,906    |
|                   | sometimes | 9  | ,9344±,46                  |         |         |
|                   | regularly | 62 | ,8426±,56                  |         |         |
| Work status       | yes       | 78 | ,7201±,42                  | 12,88   | ,000    |
|                   | Part-time | 13 | 1,5162±,97                 |         |         |
|                   | no        | 27 | ,9407±,58                  |         |         |

When Table 2 was examined, it was observed that the highest self-esteem level belonged to the women who are at the age of between 24 and 28 (0,6845), and the results are respectively as the follows: 39-43 aged women (0,7356), 29-33 aged women (0,7679), and 34-38 aged ones (0,9273). It was also observed that the lowest self-esteem level belonged to the women who are at the age of between 19 and 23. (1,2081). These differences that were traced in the age groups were found to be significant when they were statistically analysed. ( $p=0,007$ ,  $p<0,05$ ).

As for their educational background; it was found that the highest self-esteem level belonged to the women who are high school graduates (0,7131); and respectively the ones who are doing their master's degree, (0,7857), secondary school graduates (0,8333), university graduates (0,8909). It was also found that the lowest self-esteem level belonged to the women who are primary school graduates (0,9500). However, when the difference between these scores was analysed, it was seen to be insignificant. ( $p=0,360$ ;  $p>0,05$ ).

When their income was searched, it was found that the highest self-esteem level scores went to the women whose income was 1.400 Turkish liras and under, (1,5162). When the income was put in the order from low to high, it was determined that the score of the women who earn between 1.401 and 2.000 was (0,7476); the score of those whose income was between 2.001 and 2.500 was (0,7473);

the score of the women whose income was 2.501 and 3.000 was found to be (0, 7500); and finally the score of those who earn more than 3.000 was calculated as the highest self-esteem level (0, 6307). It was determined that the difference between these scores was highly significant ( $p=0,000$ ;  $p<0,05$ ).

Table 2: Variance Analysis Results of the Sample Group's Self-esteem Score Averages according to their socio-demographic features

| Variables                     |                            | N  | Ort±Ss      | F Point | P Value     |
|-------------------------------|----------------------------|----|-------------|---------|-------------|
| <b>Age</b>                    | <b>Aged 19-23</b>          | 26 | 1.2081±,816 | 3,712   | <b>,007</b> |
|                               | <b>Aged 24-28</b>          | 31 | .6845±,045  |         |             |
|                               | <b>Aged 29-33</b>          | 28 | .7679±,44   |         |             |
|                               | <b>Aged 34-38</b>          | 15 | .9273±,58   |         |             |
|                               | <b>Aged 39-43</b>          | 18 | .7356±,43   |         |             |
| <b>Educational Background</b> | <b>Primary school</b>      | 5  | .9500±,41   | ,360    | <b>,875</b> |
|                               | <b>Secondary school</b>    | 3  | .8333±,14   |         |             |
|                               | <b>High school</b>         | 16 | .7131±,38   |         |             |
|                               | <b>University</b>          | 86 | .8909±,64   |         |             |
|                               | Master's degree            | 8  | .7857±,46   |         |             |
| <b>Income</b>                 | <b>1400 TL. and under</b>  | 41 | 1.5162±,97  | 4,877   | <b>,000</b> |
|                               | <b>1401 TL. - 2000 TL.</b> | 29 | .7476±,37   |         |             |
|                               | <b>2001 TL. - 2500 TL.</b> | 33 | .7473±,48   |         |             |
|                               | <b>2501 TL. - 3000 TL.</b> | 1  | .7500±      |         |             |
|                               | <b>3001 TL. and over</b>   | 14 | .6307±,37   |         |             |

When Table 3 was examined, the married women's self-esteem level was detected to be higher (0,7846) than the single women (0,9089). This difference was considered as insignificant when it was statistically analysed ( $p=310$ ;  $p>0,05$ ).

Table 3: T- test Results of the Sample Group's Self-esteem Scores concerning Their Marital Status

| Variables             |                | N  | Average          | T test | P          |
|-----------------------|----------------|----|------------------|--------|------------|
| <b>Marital Status</b> | <b>Married</b> | 48 | <b>,7846±,51</b> | -1,130 | <b>310</b> |
|                       | <b>Single</b>  | 70 | <b>,9089±,63</b> |        |            |

## DISCUSSION AND CONCLUSION

When the data of this research was examined; the women's self-esteem scores were found to be between 0 and 1, which means the self-esteem level is high. These self-esteem scores of the women didn't show any statistically significant difference in terms of their marital status, their frequency of doing sports, and their education level. When the literature was examined, it was observed that participating in sportive activities affected the self-concept and self-esteem in a positive way; it was determined that the individuals who do sports had a higher self-esteem score than those who do not do any sports (Aşçı, Gökmen, Tiryaki & Öner, 1993; Garry and Morrissey, 2000; Gün, 2006; Karakaya et al., 2006; Mekolichick, 2001; Pinar, 2002).

Unlike these findings, any significant difference was not found in our research when the women's self-esteem was examined according to their frequency of doing sports. When other research was examined, it was seen that there were findings, too, that supported our research results (Mollaoğulları and Alptuğ, 2013; Saygılı, Kesecioğlu & Kırıktaş, 2015). Even though there were no significant results in some publications (Erdem and Taşçı, 2003; Yıldırım, Kırımoğlu & Temiz, 2010) and in our research in terms of marital status, it was traced that there were studies in the literature showing that those



who are married have a higher level of self-esteem (Saygılı et al., 2015). In addition, while our study found no significant difference in self-esteem scores in terms of educational status; there are other studies showing significant differences, though (Gürhan, 1986; Saygılı et al., 2015).

When we evaluated the answers by the women to the research question whether they work or not, it was observed that women who have a regular job have a higher level of self-esteem. And those who work part-time were observed to have the lowest self-esteem scores. The fact in this research that full time working women had higher self-esteem and the fact that self-esteem is high of those with a high financial status made us think that it could be because of having their own budget.

However, an interesting result is that the self-esteem scores of women who work part time were found to be lower than those who have no jobs at all. Looking at these results and the explanations by Rosenberg (1978), who said that there was a relation between the job and the design of identity; 'The higher the financial status and the position at work is, the more the design of identity increases.' He explained (Quoted by Gürhan, 1986); it will be advisable to do more detailed research about the work life of women and their self-esteem.

When our findings concerning age variables were examined, it was observed that the highest self-esteem scores belonged to women between the age of 24 and 28; and the lowest score belonged to the ones who are between the age of 19 and 23. Other research results have supported these findings as the lowest self-esteem went to the individuals between the age of 21 and 23 and similarly the ones aged between 24 and 27 held the highest scores of self-esteem (Saygılı et al., 2015). It was found that the second highest score group was the ones aged between 39 and 43. The lowest self-esteem scores belonged to participating women aged between 19 and 23 and this group was followed by the women aged between 34 and 38; these results were statistically significant. As a result, we believe that more detailed studies should be conducted in the area.

Even though these findings in the literature are thought to support our research results, they are not compatible with the comments about self-esteem increasing with age (Aktaş, 2014; Başkara, 2002; Mullis, Mullis & Normandin, 1992; Saygılı et al., 2015). Among the women, who took part in our study, the youngest age group is 19 and 23; self-esteem is the lowest in this group, as well. However, the next group, aged between 24 and 28, have the higher level. The second oldest group, aged between 34 and 38, have lower scores and the next group, aged 39 and 43, have again higher scores. Looking at these findings, it was determined that a more detailed study should be carried out.

When the participants both in this study and in other studies were examined, it was concluded that our study only consisted of women, yet the participants in other studies consisted of both men and women and as a result, this might have an effect. Therefore, it was suggested that there should be more detailed studies in terms of gender to get more accurate results. In contrast to the data saying that self-esteem level changes in terms of age variables, there are some other studies which could not determine any significant difference between self-esteem and age (Özkan, 1994).

When the self-esteem scores in terms of income were examined, it was observed that the more the income increased, the higher the self-esteem level went; and the lower the income decreased, the lower the self-esteem level was at a significant degree. Studies in the literature have found results which supported our findings, too (Gün, 2006; Gürhan, 1986; Özkan, 1994; Twenge and Campbell, 2002; Yıldız and Duy, 2015).

Rosenberg (1978) studied the relation between the identity design and income and employment and he determined significant differences in terms of education, income and profession on behalf of those who are at a higher status (Quoted from. Gürhan, 1986.) There are studies showing that self-esteem changes according to the jobs and professions of the participants' parents as well as the participants themselves (Özkan, 1994).





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## ROLE OF AFFECTIVE FACTORS IN FOREIGN LANGUAGE LEARNING

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### Abstract

Success in learning a second or foreign language depends on many variables. Some of these variables are related to the external factors such as language learning environment, instructors, approaches, methods and techniques, curriculums, materials and time devoted for learning a foreign language. In addition to these external factors, there are some other internal (related to learners themselves) variables that have positive or negative impact on foreign language learning process. The most commonly inter-individual factors are described as Cognitive and Affective factors. As the studies go deeper into the language acquisition and foreign language learning process, affective factors become more and more important for both learners and educators. In this regard, this paper summarizes the literature about the role of affective factors in foreign language learning.

**Keywords:** Language learning, affective factors, affective filter, natural approach.

### INTRODUCTION

Learning a foreign language is a process that involves various elements and it is effected by different factors. Knowing the fact that every individual is unique and learning is a process in which personal differences involve, it is inevitable for foreign language learners to have different experiences in terms of learning a foreign language. This also explains why some students learn a new language more quickly and successfully. However, individual differences and people's uniqueness aren't enough to explain why some learners are more successful than others. Although there have been different classifications that aim to explain the factors affecting foreign language learning, many linguistics and scientists classify these factors into two groups as internal and external factors (Madrid, 1995). External factors can be classified into two groups of environmental and curricular and they involve some variables such as native language, teachers, curriculum, course materials social context, etc. (Mahmoudi & Mahmoudi, 2015). Internal factors, on the other hand, refer to mainly cognitive and affective factors. Cognitive factors, as the name reveals, are about the process occurring inside the learners' minds. Although many people refer to both cognitivist and behaviourist approaches when it comes to learners' mental activities, cognitivist approach has a different point of view which involves memory, attention, sensation and encoding into learning process (Jordan, Carlite & Stack, 2008:36).

Cognitivist approach to language learning process has been explained by some scientists including John Piaget, Lev Vygotsky, Benjamin Bloom, David Ausubel and Jerome Bruner. According to Piaget (1959), language acquisition process and cognitive development are interrelated and cognitive growth is one of the main determiners of the development of language forms. Piaget described cognitivism as learners' constructing meaning by using their own understanding and this process follows a path from simple to complex. This brings us to two cognitive construction processes which are organization and adaptation. Organization refers to learners' constructing meaning of things that make sense to them while adaptation refers to adding new information into learners' thinking system (Wijayanti, 2013). Since these processes are actively involved in first language acquisition, they also play a significant role in learning either a second or a foreign language.

Lev Vygotsky, on the other hand, emphasizes several roles of language. These roles are transferring abstract concepts, logical reasoning and establishing communication by making use of social

interaction. The latter is considered as the most important contributing factor of children's language development process. His theory underlines the importance of between language and thought. Although language and thought are different in origin, in some cases they may intersect with each other and especially during childhood they even integrate with each other (Vygotsky, 1962). Another important point that Vygotsky brought to language acquisition phenomenon was social role of language. The most important role of language is social communication. Therefore, a child's early and primary speech has a social function. When a child reaches a specific age, the speech continues having a social function with two different divisions. One of them is egocentric speech which is a transition process between phonetic speech to inner speech. The second one is communicative speech which is more interaction based and social. Vygotsky underlines the fact that social interaction role has a crucial role in determining language development. Vygotsky, like Piaget, believes that thought comes before language development. Vygotsky believed that the development of thought has a close relationship with the development of language (Dastpak, Behjat & Taghinezhad, 2017).

By taking theoretical background about cognitive process of language development into account, we can move towards to some specific cognitive factors that affect learning a second or foreign language. Ortega and Carter (2000) distinguishes the cognitive factors of second language learning as (1) age, (2) aptitude, (3) intelligence, (4) motivation and (5) learning style and (6) personality. Bond (2002), expands the list by stating the factors that may contribute to one's language learning process and emphasizes: (1) age, (2) exposure to foreign language in infancy, (3) immersion, (4) intelligence, (5) personality, (6) attitude and motivation, (7) relationship between first and target language, (8) sensory style, (9) learning strategies, and (10) other factors (mimicry, musical ability).

Apart from Ortega and Carter and Bond, there are some other researchers who mention different cognitive factors that involve in learning a second or foreign language process. Although there are slight differences in their naming of these factors, they all agree upon the fact that cognitive factors play a crucial role in explaining what is happening in learners' minds while learning a language and how these factors affect the process. As it is mentioned before, only cognitive factors are not enough to explain a complex process of language learning. In this regard, affective factors, which are the main focus of this study will be explained so that their roles in learning a foreign language can be emphasized.

### **AFFECTIVE FACTORS IN SECOND LANGUAGE ACQUISITION**

Recent trends in applied linguistics highlighted the importance of the study of psychology in foreign language learning. Researches and studies in applied linguistics have put the lights on the close relationship between psychology and language learning process. As mentioned before, it is obvious that cognitive factors such as verbal intelligence, phonological processing ability, and long-term memory capacity strongly influence the student's ability to learn a second language (Rubin, 1975). However, there are some other significant factors that serve as a scaffolding for foreign language learning and these factors are far beyond cognition or capacity for conceptual understanding. Thanks to recent developments in applied linguistics and psychology, linguists became more and more enthusiastic to explain the complexity of foreign language learning process and they had enough motives to comprehend the role of affective factors in depth.

Although there are a lot of prominent linguistics that contribute to understanding of both first and second or foreign language learning process, Stephen Krashen put his stamp on the field of linguistics. He and Tracey D. Terrell published a book in 1983 and explained the details of Natural Approach as well as its implications in the classroom environment. As it is stated in the book, Natural Approach is not the only and the best approach that explains everything perfectly nor is it something new. It has many common features with older traditional approaches. On the other hand, it is a coherent approach and comprehensible to apply for different needs and practices (Krashen & Terrell, 1983). Krashen's second language acquisition theory is based on five main hypotheses.

First hypothesis emphasizes the distinction between **acquisition and learning**. According to Krashen, there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge through the use of communication. This process is clearly seen while people are developing their native language skills. Learning, on the other hand, is a conscious process of acceptance of knowledge about a target language. In order to develop competence in second language, acquisition should be given priority over learning and learners should be exposed to comprehensible input.

Second hypothesis is known as **natural order hypothesis** and according to Krashen (1982), the fact that acquisition of grammatical structures has a predictable order and some structures are preceded by others is one of the most important findings in recent years. In other words, learners tend to learn some language items earlier while they learn some others later. On the other hand, Krashen underlines that although there are significant similarities in terms of natural order of acquiring grammatical structures, individual differences should also be taken into consideration.

**Monitor hypothesis** underlines that acquisition and learning are used in very specific ways. Normally, acquisition ignites our words and sentences in a second language and is responsible for our fluency. On the other hand, learning is responsible for only one function which is monitoring or editing. Monitor hypothesis suggests that consciously learning of formal rules have a limited role in second language performance and learners can apply these conscious rules only when three conditions are met. However, even if all these conditions are met, learners may not be able to successful in consciously grammar learning and using. These conditions are listed as following (Krashen, 1982).

- a) Time: A second language learner needs some time in order to think about rules and use them correctly. Since conversations are in a flow and it is hard to find time to think about what we will say next and which grammar structures will be used, focusing too much on conscious use of grammar structures may cause distracting pauses during oral performance.
- b) Focus on Form: Although time is an important variable in terms of monitoring, it is not enough. Learners of a second language should also pay attention to the forms and their correctness. Sometimes, learners may have enough time to plan their utterances but they may still not focus on how they form their sentences as a result of paying too much attention on content of their utterances.
- c) Know the Rule: This is a very challenging condition for most of the learners. Rules of a specific language are very complex and it is impossible for learners to be exposed to all the rules of a target language. Supposing that they are given all the rules of a language, even the best students will not learn every rule they are taught.

The fourth hypothesis which Krashen gives great importance among the others is **Input hypothesis**. This hypothesis emphasized the quality and comprehensibility of the input received by language learners. Abukhaddala (2013) explains the importance of input with following example. In order to teach a person how to drive, we must first show him or her how to do it (input) and when the driver is ready, he or she can start trying (production). Learning how the carburettor or the gear box works will not help him or her become a good driver. In other words, the more a learner is exposed to input, the more he will find himself or herself ready to produce. When it comes to language learning process, comprehensible input gains great importance. Krashen (1982) states that in order for learners to move from stage "i" to "i+1", they should be provided with comprehensible inputs that are +1 beyond their current level and learners should focus on the meaning instead of the form of the input. While Krashen explains his input hypothesis, he refers to a child's first language acquisition process. While acquiring the first language, children are provided with language inputs given by either their parents or caretakers and these inputs are not focused on teaching a language. It takes us to two different types of inputs which are "roughly-tuned" and "finely-tuned" inputs. Roughly-tuned input is preferred to finely-tuned inputs since they are more consistent with the natural process of language acquisition.

In everyday conversation, we normally use various types of grammar structures and we shape our utterances by taking our communicative needs into consideration. On the other hand, in the classroom environment, teachers use the language not only by simplifying but also by analysing the structures they use at a specific moment. This makes the given input "finely tuned", or in other words, input directed only at the students' level of acquisition. Roughly tuned input, on the other hand, may present some structures over the students' level of acquisition. Some of those structures may be slightly beyond the students' level of acquisition; however, that does not mean they cannot understand them. What makes providing learners with roughly tuned inputs advantageous is the fact that they are more natural and of high quality (Abukhaddala, 2013).

Krashen's fifth hypothesis emphasises the importance of affective factors in language learning and focuses on ***affective filters*** that have great influence on the success of second language acquisition. He has underlined that there are mainly 3 factors that can influence the second language acquisition.

### **Motivation**

Researchers and educators agree on the fact that motivation plays a significant role in processes connected to learning since it requires personal involvement and commitment. Learning a second language is also a process that requires learners to be willing and enthusiastic to learn. Gardner (1985) also emphasizes the relationship between language learning and motivation by defining motivation as the combination of effort and desire to succeed the aim of learning a language. In order to be a successful language learner, each of these components should be involved in language learning process. Effortless desire or desire without effort may end up with failure in language learning. As one of the crucial factors that affect success in language learning process, motivation may derive from different sources for different learners. This leads us to two main sources of motivation: (1) Intrinsic Motivation, (2) Extrinsic Motivation.

Gardner (1985) defines intrinsic motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". As it is understood from its definition, intrinsically motivated learners feel the enjoyment of learning a second language without any external reinforcement or pressure. Although it may seem an advantage for both learners and teachers, it is necessary to design activities that will appeal learners so that they feel the joy of learning leading them to feel motivated intrinsically. Noels, Pelletier and Vallerand (2000) indicated that there are three types of intrinsic motivation. These are knowledge, accomplishment and stimulation. Although these factors contribute a lot to intrinsic motivation, they are independent from each other and individual differences may have influence on these variables. Knowledge is a source of motivation for doing an activity in order to feel the pleasure of exploring new ideas so that one's level of knowledge improves. Accomplishment, on the other hand, is mostly related to a person's feeling of readiness to get deeper information about a task or to succeed a goal. Stimulation, which is the last type of intrinsic motivation, is affected by performing a task since it is a source of aesthetic appreciation, fun and excitement. Stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement (Noels et al., 2000).

Extrinsic motivation, on the other hand, refers to a desire to fulfil a purpose for reasons independent from learners such as rewards, appraisals, success in educational tasks or business life etc. In other words, extrinsic motivation involves engaging in an activity since it leads to some separate results. Behaviours that are performed in order to get some reward or to avoid from a punishment can be given as examples of extrinsically driven ones (Deci & Ryan, 2008). Extrinsic motivation gains importance especially in terms of classroom teaching and teachers should be able to make use of different tools that boost learners' motivation to learn a second language. Although both motivation types are important for a successful language learning process, most of the times, intrinsic motivation is rarely or not enough found in learners which makes extrinsic motivation more important for both learners and teachers.

### **Self-confidence**

Self-confidence is one of the most important characteristics that most of successful people have in various fields. It is also very important for people who are learning a new language since using a language requires having productive skills such as speaking and writing. Learners with lower level of self-confidence tend to hesitate from performing such skills that causes them to refrain from practising the target language both in and outside the classroom. Although there are a few slight differences between self-confidence and self-esteem, some researchers have referred to self-esteem as having the same meaning and effect with self-confidence in language learning process. Rubio (2007) defines self-esteem as "a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances". Self-confidence has both psychological and social dimensions. Learners who have low self-confidence will be faced with some psychological drawbacks such as anxiety, sense of insecurity and fear which will result in some negative effects on learning the target language (Rubio, 2007).

As one of the important factors that affect language learning process, self-confidence has positive or negative influence on other factors such as motivation and anxiety. Learners with high self-confidence level tend to have less anxiety since they feel themselves comfortable in performing a specific language skill. This increases their chance of success and creates a sense of accomplishment which also contributes to their motivation for learning a second language. Therefore, learners should be provided with learning environments in which their self-confidence is promoted. The classroom environments in which students can participate in specific tasks without any hesitation is very important. Learners should be able to show their performances without feeling the pressure of making mistakes and being corrected by their teacher or being humiliated by their classmates. Therefore, teachers should be careful while providing feedbacks, correcting students' mistakes and organizing language tasks that have positive impacts on learners' self-confidence (Tunçel, 2015).

### **Anxiety**

Anxiety is another affective factor that most of the language learners feel while they are performing tasks related to second or foreign language learning. In order to understand the role of anxiety in language learning process, it is important to examine the term "anxiety" from a general point of view. Hilgard, Atkinson and Atkinson (1971) defines the term "anxiety" as a state of apprehension and fear resulting from predicting a threatening situation or event (as cited in Al-Khasawneh, 2016). Anxiety may affect different types of learning but when it is associated with leaning a second or foreign language it is defined as "second/foreign language anxiety". According to Horwitz, Horwitz, and Cope (1986), language anxiety has a close relationship with factors such as learners' behaviours, beliefs, perceptions and feelings especially related to classroom learning. These factors may vary from one learner to another due to individual factors and uniqueness of the language learning process.

It is suggested that foreign language anxiety is independent from general classroom anxiety and should be seen as a situation-specific anxiety deriving from the uniqueness of the formal learning of a foreign language. According to Horwitz et al., the fact foreign language study implicate self-concept and self-expression makes foreign language anxiety different compared to other academic anxieties. On the other hand, it is probable that learners who have a general anxiety in other academic fields tend to experience foreign language anxiety as well while it is less probable for learners whose anxiety level is low in any academic field to experience a high level of anxiety in foreign language learning. This situation leads us to the idea that there are some deeper reasons for some learners that make them feel anxious while they are learning a foreign language (Tran, 2012).

In order to explain this situation, we need to make a distinction between learners who are anxious and learners who are not. This leads us to three approaches to the study of anxiety which are the trait, state and situation specific. However, there is a distinction between trait and state anxiety. MacIntyre (1995, cited in Spielberger, 1983) explains that state anxiety is an instant, short-term



emotional experience with instant cognitive influences. On the other hand, trait anxiety is a steady tendency to become anxious in a wide range of situations. Third type of anxiety is named situation specific anxiety, which is experienced by learners in a specific situation. Since different characteristics of a given situation can be examined, situation-based studies may provide more information to understand anxiety. The main difference is that learners are tested for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math or participating in a language class. Situation specific forms can be seen as trait anxiety measures limited to a given context (Bekleyen, 2004 cited in MacIntyre and Gardner, 1991b).

Foreign language anxiety is mostly related to performance evaluation in an academic or a social context. Therefore, there is a link between learners' performance-based evaluation and three related performance anxieties which are: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation. Communication apprehension is a type of nervousness caused by fear of engaging in a communication with people. People who have communication apprehension tend to experience difficulties in speaking in public and they hesitate to participate in an ongoing conversation. Therefore, it plays a very crucial role in foreign language anxiety. Learners who are introvert in nature and who have greater communication apprehension, regardless of their native language, likely to have problems in foreign language classes where they have less control of the communication and their performance is monitored by either their teachers or by their classmates (Horwitz et al.,1986)

According to Horwitz et al. (1986), test anxiety is an important topic in foreign language anxiety since in most of foreign language classes learners' performances are used as an important criterion as an assessment tool. This situation creates a pressure of making mistakes on learners. Students who feel test anxiety make themselves believe that unless they do well in a given test, they aren't successful learners. Due to various reasons, teachers use tests and quizzes quite often in language classes and this situation create anxiety on even successful students leading them to make mistakes while performing either oral or written tasks. Since some other factors such as shyness, being introvert and being monitored by both teachers and peers, oral performance-based tests tend to create more stress and anxiety on language learners.

Finally, negative evaluation is defined as "apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969). Fear of negative evaluation is different from test anxiety since it may also appear in any social or evaluative situations as well as in testing conditions. Aydın (2008) points out the existence of a significant correlation between language anxiety and fear of negative evaluation in his study. It is found out that there is a correlation between other people's thoughts and being called on in the classroom, communicating with both teachers and other students, fear of making mistakes and failing. Fear of leaving an unpleasant impression causes foreign language anxiety among students.

The sources of fear of negative evaluation include negative judgments by others, leaving unpleasant impressions on teachers or classmates, making verbal, spelling or pronunciation mistakes, and disapproval by others. These factors show us the fact that the fear of negative evaluation is a significant source of foreign language anxiety. In addition to these effects, fear of negative evaluation has potential to trigger the fear of being called on in class; test anxiety; communication apprehension with classmates, native speakers, and teachers; fear of making mistakes while performing speaking tasks; all of which may end up with feeling negative attitudes towards language learning (Aydın, 2008).

## **DISCUSSION AND CONCLUSION**

Learning a language is a process that is effected by different factors and it is necessary for both learners and educators to be aware of these factors so that they can manage the process more





effectively and successfully. While some of these factors such as learning environments, curriculums, teaching approaches and techniques and used materials are independent from learners and decided by educators and policy makers, there are some other factors which are directly related to learners and their cognitive and affective readiness for learning a foreign or second language. Although different scientists and linguistics classified affective factors slightly differently from each other, most of them emphasized some very important factors such as age, intelligence, learning styles and personalities. Although these factors are shown among some of the determiners of the success in learning a foreign or second language, they are not enough to explain why some learners are more successful than others or vice versa. Therefore, it is also necessity for learners and educators to take affective factors into consideration as well.

Teachers, especially, should be aware of the underlying reasons for some learners' failure while learning a second or foreign language. Creating a nonthreatening atmosphere, organizing tasks that are based on learners' performances instead of results or achievements, relying less on formal tests and diminishing all the factors that may cause learners feel anxiety while learning a second or foreign language must be priorities of language teachers. While organizing teaching activities by taking learners' affective factors, teachers should also consider each learners' uniqueness and cognitive capabilities. Therefore, language classes should provide various opportunities for learners so that they can benefit no matter what their cognitive and affective characteristics are.

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