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How distinctive is the Foreign Language Enjoyment and Foreign Language Classroom Anxiety of Kazakh learners of Turkish?[1]

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Abstract: The present study focuses on foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) of 592 learners of Turkish as a foreign language (FL) in Kazakhstan. Mean levels of FLE and FLCA were found to be similar to previous studies in different settings with different target languages. In contrast with previous literature, a weak positive correlation was found between FLE and FLCA and the gender effect went in the opposite direction, with male participants reporting more FLCA than female participants. Multiple regression analyses revealed that FLE and FLCA were more strongly predicted by learners' attitude toward Turkish and teacher-related variables than by learner-internal variables, confirming previous research outside Kazakhstan. Attitude toward the FL, teacher's friendliness, strictness and frequency of use of the FL, attitude toward the teacher, participant's age and FL exam result explained a total of 25% of variance in FLE. Differing slightly from previous studies, FLCA was found to be only weakly predicted (6% of variance) by some learner-internal variables (FL exam result, attitude toward the FL) as well as teacher-centred variables (friendliness, strictness). The findings suggest that variation in FLE and FLCA among Kazakh learners of Turkish is quite similar to that established in other contexts.

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1 Introduction

Interest in the role of emotion in language learning (and teaching) has boomed in recent years (Bigelow 2019). Prior's (2019) position paper in the *Modern Language Journal* illustrates how the investigation into emotion has both broadened and deepened. Where emotion once used to be considered the elephant in the room "poorly studied, poorly understood, seen as inferior to rational thought" (Swain 2013: 11), it is now gaining center stage as Second Language Acquisition (SLA) research is undergoing an "affective turn, which has dramatically transformed and expanded the scope of research on the role of affect in SLA" (Pavlenko 2013: 5). Prior (2019: 525) does point out that emotion has never been completely ignored, but encourages researchers to reacquaint themselves with it "creatively and critically". Indeed, the "confined and crowded room" needs fresh air and expansion (2019: 525). Dewaele (2019a), in his commentary on Prior (2019), argues that the elephant has ceased to be invisible from the turn of the XXIst century and that it is taking off now.

One area of emotion that has seen a particularly strong growth in interest is that of learner emotions and the crucial role they play in SLA (Dewaele 2015; MacIntyre and Vincze 2017). Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) have been found to have complex dynamic relationships with both learner-internal and contextual variables (Dewaele and Dewaele 2017; Dewaele and MacIntyre 2014, 2016, 2019; Karci, Özdemir and Balta 2018) and play an important part in learners' Willingness to Communicate in the Foreign Language (FL) and in their performance in the FL (Dewaele and Dewaele 2018). Relationships have been found to be broadly similar in FL classes in different parts of the world, including Belgium (De Smet et al. 2018), China (Jin and Zhang 2018, Li 2018, 2019; Li, Jiang and Dewaele 2018; Li, Dewaele and Jiang, 2019); Iran (Shirvan and Taherian 2018; Shirvan and Talebzadeh 2018); Japan (Saito et al. 2018); Poland (Piechurska-Kuciel 2017), Saudi Arabia (Dewaele and Alfawzan 2018), Spain (Dewaele, Magdalena Franco and Saito 2019) and the United Kingdom (Dewaele and Dewaele 2017; Dewaele, Witney, Saito and Dewaele 2018). Most of these studies focused on English as a FL. Studies where the target language was not English, namely French or Spanish, showed a different effect of attitude towards the FL on FLE and FLCA.

The current study further explores this new avenue of research, looking at variation in Kazakh learners' FLE and FLCA in their Turkish FL classes.

2 Literature review

A more holistic approach to learners' emotions has led to the inclusion of positive emotions in research designs, complementing earlier SLA research that focused exclusively on negative emotions in SLA (Dewaele and MacIntyre 2014; Gkonou, Daubney and Dewaele 2017; MacIntyre and Mercer 2014). The introduction of

principles of Positive Psychology into SLA research played a crucial part in this context (Dewaele and Li 2018; Dewaele et al. to appear; MacIntyre 2016; MacIntyre et al. 2019). The basic tenets of Positive Psychology are that researchers should not just focus on what goes wrong in life but also on things that go well, hence an interest in happiness and not just depression, for example. Fredrickson (2001: 218) explained that: "The broaden-and-build theory posits that experiences of positive emotions broaden people's momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources". MacIntyre and Gregersen (2012) reflected on what such an approach might mean for SLA. Positive emotions, they argued, could play a vital role in SLA. Indeed, such emotions boost learners' capacity to notice things in the language input which increases the probability of learners absorbing more of the FL. Positive emotions in the classroom also have longer-term consequences as they make students happier, which can lead to increased resilience and hardiness in inevitable moments of struggle (see also Prior 2019).

Boudreau, MacIntyre and Dewaele (2018: 153) define foreign language enjoyment as a relatively complex and stable emotion, distinguishing it from the more superficial experience of pleasure: "If pleasure can occur simply by performing an activity or completing an action, enjoyment takes on additional dimensions such as an intellectual focus, heightened attention, and optimal challenge".

Enjoyment is a powerful motivator in SLA (Dewaele and Alfawzan 2018; Pavelescu and Petrić 2018; Piniel and Albert 2018). It depends on interactions with peers, teachers, classroom activities and is influenced by a more general societal, historical and political context (Dewaele and MacIntyre 2014). Learners have been found to experience more negative emotions and less enjoyment in classes where the FL was associated with a community with which political relations were strained (De Smet al. 2018). Enjoyment is also a strong predictor of willingness to communicate (WTC) in the FL class (Dewaele 2019b; Dewaele and Dewaele 2018; Khajavy et al. 2018).

In order to measure FL learners' enjoyment in the FL classroom, Dewaele and MacIntyre (2014) designed a new 21-item FLE scale, including positive emotions toward peers, teacher and the learning experience. It was complemented with eight items reflecting FLCA extracted from Horwitz et al. (1986). A total of 1746 FL learners from all over the world filled out these scales in an online questionnaire. Mean score for FLE was 3.82 (*SD* = .46), for FLCA it was 2.75 (*SD* = .83) (Dewaele and MacIntyre 2014: 246-247). A modest negative correlation between FLE and FLCA was interpreted as evidence that these are two separate emotion dimensions. FLE was found to increase significantly – and FLCA to decrease significantly – among more advanced students and those who felt that their performance was above the group average. North American participants experienced most FLE and least FLCA while Asian participants reported lower levels of FLE and higher levels of FLCA. Male participants reported both lower levels of FLE and FLCA than the female participants. A detailed qualitative analysis of the themes emerging from the

feedback on the most enjoyable episodes in the FL class revealed that specific classroom activities were most frequently mentioned as sources of FLE. Good teachers who were well-organized, happy, positive, supportive, who used humor judiciously and who were respectful of students boosted their students' FLE. In a follow-up study, Dewaele and MacIntyre (2016) used a Principal Components Analysis of the same dataset, and distinguished two dimensions of FLE, namely social FLE and private FLE. Social FLE was illustrated by good relationships with teachers and peers, shared legends, and inclusive classroom laughter. Private enjoyment is reflected learners' pride at achieving something difficult and having fun in FL learning. The authors compared FLE and FLCA to the feet of a runner and argued that the aim of FL learning was not to eliminate one because it was sore but rather to find a balance "when both feet, enjoyment and anxiety, are brought into equilibrium" (Dewaele and MacIntyre 2016: 234).

A third study on the same material focused on the gender differences in FLE and FLCA at item-level (Dewaele et al. 2016). Female participants were found to report both more enjoyment in the FL class and more (mild) FLCA than male peers. Female participants had more fun and felt prouder of their performance than the male peers. However, they also worried more about making mistakes in the FL and they were not as confident as their male peers in using the FL.

Acknowledging that wider contextual and societal variables may influence FLE and FLCA, Dewaele et al. (2018) investigated the sources of variation in FLE and FLCA of 189 secondary school pupils in Greater London who were mostly studying French, German, or Spanish as a FL. A striking finding was that teacher and teacher practices predicted much more variance in FLE than in FLCA. Higher levels of FLCA were linked to less positive attitudes towards the FL, lower relative standing among peers and being less advanced in the FL. FLE, on the other hand, was strongly predicted by positive attitudes towards the FL, the teacher, frequent use of the FL by the teacher, more time spent on speaking during class time, a higher place in the group hierarchy and being more advanced in the FL. Mean score for FLE was 3.9 (SD = 0.6) for FLCA it was 2.4 (SD = 0.8) (2018: 683).

Dewaele and Dewaele (2017) used a pseudo-longitudinal design to see whether sources of FLE and FLCA changed over time. FLCA remained constant over time while FLE increased slightly across the three age groups. The weak negative correlation between FLE and FLCA remained constant across groups. The effect of the teacher on FLE increased over time on FLE but it did not affect FLCA. Dewaele and Dewaele (2019) focused on 40 pupils who had one main teacher and a second teacher the same FL. Levels of FLCA were found to be constant with both teachers but FLE was significantly higher with the main teacher which suggests that FLE is a more fleeting classroom emotion than FLCA.

Dewaele and Dewaele (2018) used the same database to investigate how teacher behavior and learner emotions affect WTC in the FL. FLCA turned out to be the strongest negative predictor while teachers' frequent use of the FL, students' positive attitude towards the FL and Social FLE were positive predictors of WTC. The authors

point out that awakening students' interest in the FL language and culture is the key to making them use the FL.

Using the same instrument as in Dewaele et al. (2018), Dewaele and Alfawzan (2018) examined the link between emotions and the test results of the 189 secondary school pupils from Dewaele et al. (2018: 33), and the relationship between FLE, FLCA and the performance of 152 Saudi EFL university students based in Saudi Arabia on an English lexical decision task. Levels of FLE were higher than levels of FLCA in the Saudi sample (*Mean* FLE = 3.4, *SD* = 0.9; *Mean* FLCA = 2.6, *SD* = 0.6). The positive effect of FLE on performance was found to be stronger (12% of shared variance) than the negative effect of FLCA (9% of shared variance) among the Saudi EFL learners. A significant positive relationship emerged between FLE and test results of the British pupils but only a marginal significant relationship was found between FLCA and test results.

Dewaele and MacIntyre (2019) adopted a mixed-methods approach to focus on the effect of learner-internal and learner-external variables on FLE and FLCA. Participants were 750 FL learners from around the world who filled out an on-line survey. Mean score for FLE was 3.94 (*SD* = .60), for FLCA is was 2.81, *SD* = .92). The authors found confirming evidence that FLE and FLCA are negatively correlated but separate dimensions. Male participants scored lower than the females in FLCA only. Multiple regression analyses showed that teacher-centred variables such as attitudes towards the teacher, friendliness of the teacher, and joking by the teacher, strongly predicted FLE. In contrast, FLCA was mostly predicted by the learners' place in the group hierarchy and the personality trait Neuroticism versus Emotional Stability. An analysis of the qualitative data on enjoyable and anxiety-provoking episodes experienced by participants revealed that in descriptions of FLE episodes, self and teacher were mentioned more frequently than in FLCA episodes which were more frequently linked to the self – without mention of the teacher.

Dewaele et al. (2019) focused exclusively on teacher characteristics and their effect on 210 Spanish EFL learners' levels of FLE and FLCA. Mean score for FLE was 3.92 (*SD* = .54), for FLCA is was 2.85, *SD* = 1.01). Participants who had a FL user of English as teacher reported less FLE and more FLCA than participants with a first language user of English. The teacher's gender had no effect on FLE and FLCA. The teacher's friendliness boosted FLE while the teacher's foreign accent had a negative effect on FLE. The last finding was tempered by a separate ANOVA that showed that FLE only dropped when the teacher had a very strong foreign accent. FLCA was stronger with younger, very strict teachers who did not use the FL much in class. In a follow-up study on the same database, Dewaele (2019b) found that FLCA was the strongest (negative) predictor of WTC, explaining 30% of variance. FLE and frequency of use of the FL by the teacher were positive predictors of WTC, explaining a further 15% of the variance.

Li et al. (2018) developed a Chinese FLE scale to investigate the FLE of 2078 Chinese high school EFL pupils. It revealed a three-factor model (FLE-Private, FLE-Teacher, and FLE-Atmosphere). Pupils were found to score highest on FLE-Teacher, followed by FLE-Private and FLE-Atmosphere. Qualitative data

collected through open questions showed that the FLE is determined by a range of both learner-internal and learner-external variables, much as it is the case elsewhere in the world.

A second study by the same authors focused on the relationship between EFL achievement and emotions of 1307 Chinese EFL students at various achievement levels (Li et al. 2019). FLCA and FLE were found to be significant predictors of self-perceived EFL proficiency. Interestingly, the relationship was stronger in the high achievement group and weaker in the low achievement group, where pupils suffered more from FLCA and experienced less FLE. Weak performance in English tests and fear of teacher criticism were the main sources of FLCA, while good performance in tests, public praise from the teacher, higher social standing in the group were listed as causes for increased FLE.

Finally, Jiang and Dewaele (2019) used the FLE and FLCA scale from Dewaele et al. (2018) in a mixed-method design to investigate the uniqueness of FLE and FLCA of 564 Chinese undergraduate EFL learners. Participants reported similar levels of FLE (*Mean* = 3.94, *SD* = 0.54) compared to the international sample in Dewaele and MacIntyre (2014) but they did experience more FLCA (*Mean* = 3.14, *SD* = 0.54). However, the relationships between FLE and FLCA and the effects of learner-internal and learner-external variables were broadly comparable: teacher-related variables were strong predictors of FLE while learner-internal variables predicted FLCA more strongly. The Chinese participants deviated from the international sample in their dislike of teacher unpredictability, which the authors attribute to the Chinese cultural and educational context. Qualitative analysis revealed that teachers were the main source of FLE while FLCA was less context-dependent.

3 Research questions

The following research questions will be investigated in the present study:
RQ1: How do levels of FLE and FLCA of Kazakh FL learners compare to other FL learner populations around the world?
RQ2: What is the relationship between FLE and FLCA of Kazakh FL learners of Turkish?
RQ3: What is the effect of participants' gender on FLE and FLCA?
RQ4: To what extent do learner-internal variables (i.e. language proficiency level, relative standing among peers, and attitudes towards English) and teacher-related variables (i.e. gender, age, attitudes towards the teacher, teacher's strictness, friendliness, frequency of use of the FL in class, and foreign accent) predict participants' FLE and FLCA in Turkish?

4 Method

4.1 Context: Turkish in Kazakhstan

After the collapse of the USSR, Turkey reached out to Turkish communities across central Asia. Kazakhstan obtained independence in 1991 and established political and

economic ties with Turkey. The appearance of Turkish firms in Kazakhstan increased the interest in the Turkish language. As a consequence, the Turkish government and private initiatives sponsored secondary schools in Kazakhstan and Turkish language centers appeared in Kazakh universities. Al-Farabi Kazakh National University was among the first to introduce Turkish, followed by Hoca Ahmet Yesevi International Turkish-Kazakh University and Yunus Emre Institute in Nur-Sultan. Suleyman Demirel University is one of the Kazakh institutions with a strong Turkish connection. Turkish is taught to first-year and second-year students; the former have 3 hours and the latter have 2 hours of Turkish language per week.

The teaching of Turkish in Kazakhstan by private sponsorship is generally coordinated by Bilim-Innovation (International educational fund) which was founded in 1992. About 15000 students are attending these educational institutions that range from secondary to higher education (Bilim-Innovation 2019). The education language is generally English, and Turkish is taught as a second foreign language. There are 5 hours of Turkish language per week for 7th grades, 4 hours for 8th grades and there are 2 hours for both 9th and 10th graders. There are typically between 20 and 25 students per class and Turkish is usually taught by teachers who have Turkish as their first language. Those who finish the high school generally know Turkish and English at upper-intermediate level while they know Russian almost at upper-advanced level from their elementary education.

4.2 Data collection

The data were collected during the second semester of the academic year 2018/19. Data were gathered via Google form where students were asked to participate in the anonymous survey. The link for the Google Form was sent twice to the email addresses of more than 2000 university students and about 600 pupils. The link was also shared on students' social media groups. The online survey remained open to students for two weeks. A total of 604 participants responded and after data cleaning this was reduced to 592 participants. Participants indicated consent by ticking a box at the start of the questionnaire. Ethical approval was obtained by the second author from his research institution.

4.3 Participants

Participants were 592 secondary school pupils and undergraduate students of Suleyman Demirel University (aged between 12 and 21, *Mean* = 16.2 years, *SD* = 2.8) studying Turkish as a FL (see Table 1 for more biographical details). The pupils came from a private school, located in the city centre of Nur-Sultan (capital city of Kazakhstan) that caters to a population of pupils with a relatively high socioeconomic status and performs well in national league tables. The university is also private, is selective and requires a tuition fee. Many students have governmental scholarships. Students come from all over Kazakhstan. The first language of the 89% of the participants was Kazakh and the remaining 11% had Russian, Uzbek, Kyrgyz, Tajik, and Uygur as L1s. The most popular foreign languages in Kazakhstan are English and Turkish. Chinese and Korean are also becoming increasingly popular.

TABLE 1: Participants' background information.

Variable	Category	Frequency	Percentage
Gender	Male	185	31.3%
	Female	407	68.8%
Institution	Secondary school	275	46.5%
	University	317	53.5%
Nationality	Kazakh	525	88.7%
	Other (Russian, Uzbek, Kyrgyz…)	67	11.3%
Multilingualism	Bilingual	87	14.8%
	Trilingual	91	15.5%
	Quadrilingual	305	51.8%
	Pentalingual	73	12.3%
	Sextalingual	33	5.6%

4.4 Instruments

The term "Foreign language" in the questionnaire developed by Dewaele et al. (2018) was replaced with "Turkish language". The questionnaire was then translated to Turkish and two English language teachers who have Turkish as an L1 checked the translation and suggested minor changes. Since all participants know both Turkish and English, the questionnaire included both Turkish and English versions of the statements. Participants' sociobiographical information was collected as reflected above. They were asked about their latest exam results for Turkish as a FL (*Mean* = 81.2%, *SD* = 14). Using the descriptors of the Common European Framework of Reference for Languages (CEFR) (2018), a majority of participants (62%) indicated they were Basic users (A1-A2) of Turkish, fewer (30%) reported being Independent users (B1-B2) and only 7% felt they were Proficient users (C1-C2) of Turkish.

Participants then reported their attitudes towards Turkish on a 5-point Likert scale, ranging from "very unfavorable" to "very favorable" (*Mean* = 3.92, *SD* = 1.10) and their attitude towards their teacher (*Mean* = 4.15, *SD* = 1.07). Further items inquired about teacher behavior and characteristics, including strictness (*Mean* = 2.39, *SD* = 1.13), friendliness (*Mean* = 4.48, *SD* = 0.78), frequency of use of Turkish in class (*Mean* = 4.46, *SD* = 1.11), strength of a foreign accent in Turkish (Mean = 1.60, *SD* = 1.18), teacher gender (318 female and 274 male teachers) and teacher age (teachers in their twenties: 69, thirties: 333, forties or older: 177).

Participants then completed the *Foreign Language Enjoyment Scale* with the same 10 items used by Dewaele et al. (2018) that were extracted from the original 21-item scale (Dewaele and MacIntyre 2014). All items were positively phrased and reflect private and social enjoyment in the FL class. A scale analysis revealed very high internal consistency (Cronbach alpha = .927, *n* = 10) (cf. Dörnyei and Taguchi 2010: 95).

The same 8 items used by Dewaele et al. (2018) that were extracted from the *Foreign Language Classroom Anxiety Scale* (Horwitz et al. 1986) were used in the

present study. They reflect physical symptoms of anxiety, nervousness and lack of confidence. Two items that contained positive statements were reverse-coded so that high scores reflect high anxiety for all items on this measure. Internal reliability was good (Cronbach alpha = .810, *n* = 8) (cf. Dörnyei and Taguchi 2010).

4.5 Data analysis

A Q-Q plot (quantile-quantile plot) showed that FLE and FLCA follow a normal distribution reasonably well except for the extreme tail for FLE (values below 2.5) (see Figure 1 and 2). We thus opted for the more powerful parametric statistics. We ran Pearson correlation analyses to identify significant relationships between the independent variables and FLE and FLCA. Plonsky and Oswald (2017) made a case for the use of multiple regression analyses in applied linguistics because the data used in the field is almost always multivariate in nature. These analyses can identify and account for relationships between predictor variables in order to calculate their relative contribution to variance in the dependent variables. We thus opted for multiple linear regression analyses (stepwise method) in order to determine the unique variance in FLE and FLCA explained by predictor variables. As an approximate rule-of-thumb, the minimum sample size for multiple regression should be 50, with an additional 8 observations per term. This means the minimum sample size for 10 independent variables is 130, which is well below our sample size of 589 (Green, 1991).

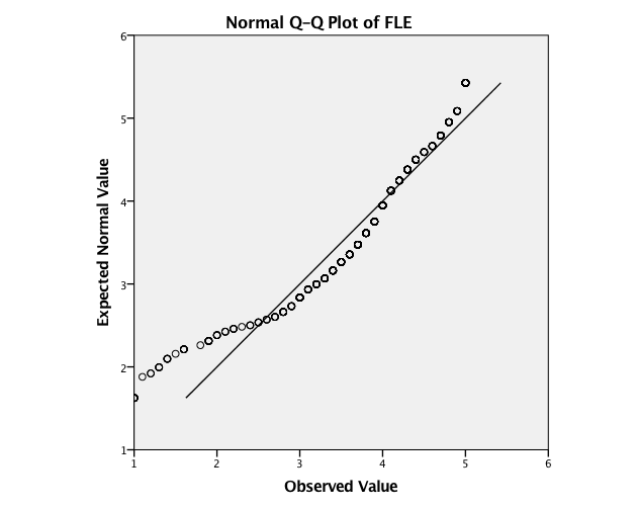


Figure 1: Normal Q-Q Plot of FLE

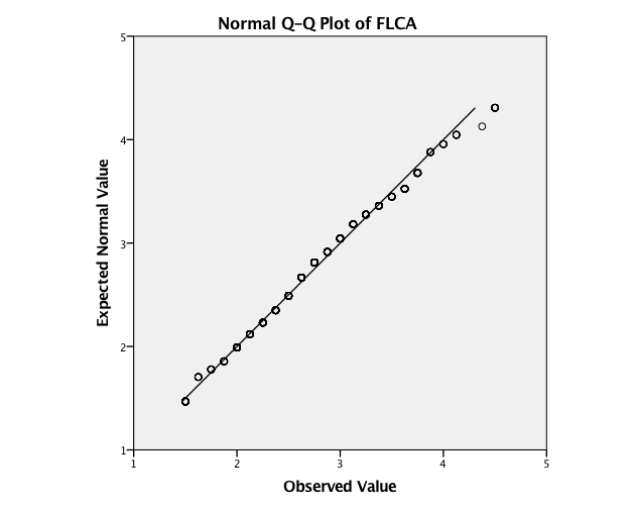


Figure 2: Normal Q-Q Plot of FLCA

5 Results

5.1 Mean levels of FLE and FLCA

Mean levels were 3.68 (*SD* = .89) for FLE and 2.75 (*SD* = .64) for FLCA. These means fall within the range of values for FLE and FLCA in previous studies (see Table 2).

TABLE 2: Comparison of values of FLE and FLCA in the present study with those reported in previous studies

Emotion	Present study	DM14	D18	DA18	D19	JD19	DM19
FLE	3.7	3.8	3.9	3.4	3.9	3.9	3.9
FLCA	2.8	2.8	2.4	2.6	2.9	3.1	2.8

DM14: Dewaele and MacIntyre 2014; D18 Dewaele et al. 2018; DA18: Dewaele and Alfawazan 2018; D19: Dewaele et al. 2019; JD19: Jiang and Dewaele 2019; DM19 Dewaele and MacIntyre 2019

5.2 The relationship between FLE and FLCA

A Pearson correlation revealed a significant positive correlation between FLE and FLCA [$r(592) = .082$, $p < .045$, $R^2 = 6.7$]. The effect size is very small (Plonsky and Oswald 2014). It thus seems that participants with higher scores on FLE tended to have higher scores on FLCA.

5.3 The relationship between the independent variables, FLE and FLCA

A preliminary Pearson correlation analysis revealed that 9 out of 11 independent variables were significantly linked to FLE (see Table 3). Only 6 out of 11 independent variables were significantly linked to FLCA (see Table 3). Teacher foreign accent was the only variable to be unrelated to both FLCA and FLE, possibly because most teachers were first language users of Turkish.

TABLE 3: Pearson correlation analyses between independent variables and FLE and FLCA

	FLE	FLCA
Age	.131**	-.071
No of Languages	.090*	.003
Attitude FL	.409**	-.139**
FL Level	.122**	-.086*
FL Exam Result	.194**	-.174**
Attitude FL Teacher	.352**	-.057
Teacher Age	-.030	.084*
Teacher Strictness	-.122**	.126**
Teacher Friendliness	.233**	-.151**
Teacher Frequency TL use	.222**	.019
Teacher Foreign Accent	.054	-.065

*p < .05, **p< .01

The intercorrelations between the independent variables revealed that none were highly correlated (with the exception of attitude toward the teacher and the FL language), which means there is no danger of multicollinearity in the regression analysis (see Table 4).

TABLE 4: Intercorrelations between the independent variables

Correlations	1	2	3	4	5	6	7	8	9
1) Age									
2) No of Languages	-.007								
3) Attitude FL	.107**	.034							
4) FL Level	.183**	.019	.201**						
5) FL Exam Result	-.139**	.096*	.223**	.250**					
6) Attitude FL Teacher	.106*	.032	.656**	.156**	.144**				
7) T's Age	-.179**	.062	-.035	-.012	.132**	-.016			
8) T's Strictness	.001	.029	.004	-.087*	-.047	-.004	-.029		
9) T's Friendliness	.042	.007	.148**	.017	.135**	.204**	-.049	.170**	
10) T's Frequency FL use	.024	.047	.234**	.062	.117**	.244**	-.012	-.024	.055

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

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

Multiple regression analysis (stepwise) revealed a significant regression equation with seven variables predicting 25% of the variance of FLE (Adjusted R^2 = 25.1, $F(7, 559) = 28.1$, $p < .0001$). The strongest predictors were attitude towards the FL, teacher's friendliness, teacher's frequent FL use, teacher's strictness and participant's age (see Table 4). No evidence of strong multicollinearity was observed (VIF < 1.84).

A second multiple regression analysis (stepwise) revealed a significant regression equation with four variables predicting 6% of the variance of FLCA (Adjusted R^2 = 6.2, $F(4, 565) = 10.4$, $p < .0001$). The strongest predictors were FL exam results,

teacher's friendliness, teacher's strictness, and attitude towards the FL (see Table 4). No evidence of strong multicollinearity was observed (VIF < 1.14).

TABLE 4: Multiple linear regression analyses (stepwise) to identify predictors of FLE and FLCA

	R^2	*Beta*	*t*	*p*	Tolerance	VIF
FLE (Adjusted R^2 = 25.1)						
Attitude FL	18	.27	5.4	.0001	.54	1.8
T's Friendliness	3.1	.14	3.6	.0001	.92	1.1
T's frequent FL use	1.8	.13	3.3	.001	.93	1.1
T's strictness	1.0	-.10	2.7	.006	.97	1.0
Attitude teacher	0.8	.11	2.3	.022	.55	1.8
Participant's age	0.7	.10	2.6	.009	.96	1.0
FL exam result	0.8	.09	2.4	.017	.91	1.1
FCLA (Adjusted R^2 = 6.2)						
FL exam result	3.0	- .13	-3.2	.001	.94	1.1
T Friendliness	1.9	- .11	-2.6	.010	.94	1.1
T's strictness	1.3	.11	-2.9	.004	.97	1.0
Attitude FL	0.7	-.09	-2.1	.040	.94	1.1

The partial regression plots for the most significant predictor of FLE and the most significant predictor of FLCA are presented below (Figures 3 and 4).

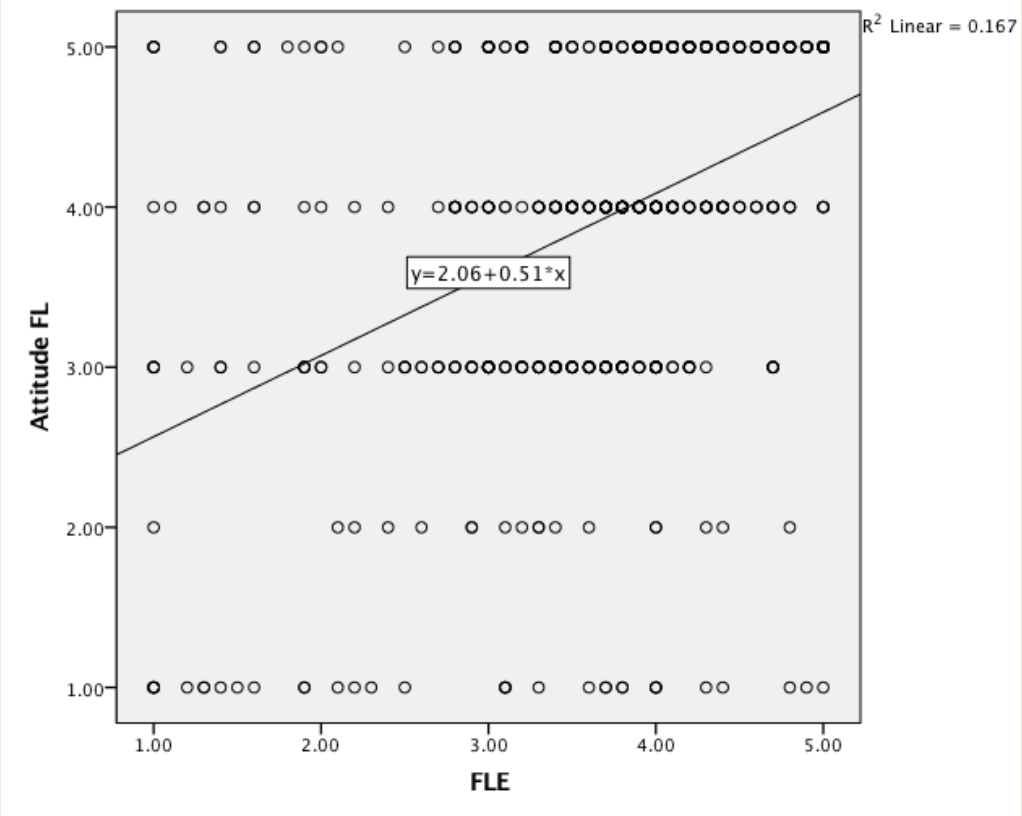


Figure 3: Partial regression plot for the effect of attitude toward the FL on FLE

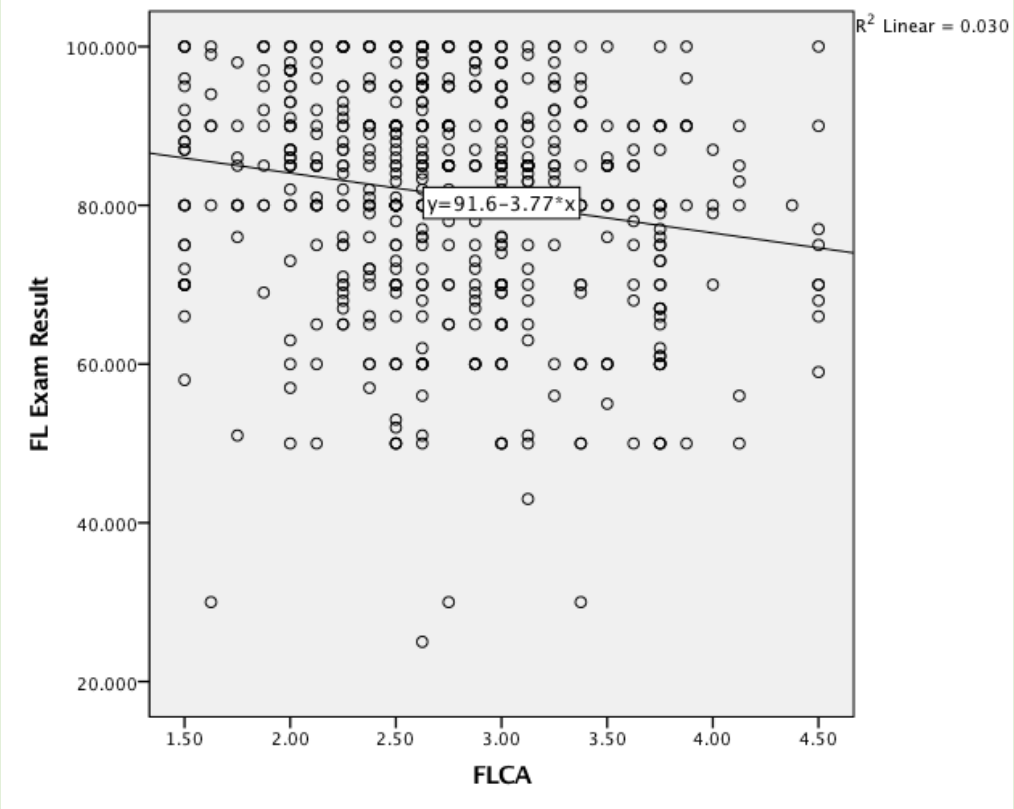


Figure 4: Partial regression plot for the effect of FL exam result on FLCA

5.4 Gender differences in FLE and FLCA

Independent *t*-tests revealed that no gender difference existed for FLE [*df* = 590, *t* = 1.51, *p* = .13] but that a significant difference existed for FLCA [*df* = 305.8, *t* = -2.11, *p* < .035][1] (Females FLCA *Mean* = 2.71, *SD* = 0.60, Males FLCA *Mean* = 2.84, *SD* = 0.72). Cohen's *d* is .19, which is a very small effect (Cohen 1992).

6 Discussion

The means for FLE and FLCA of our participants turned out to be very close to the means reported for the international samples in Dewaele and MacIntyre (2014, 2019), the British sample in Dewaele et al. (2018), the Saudi sample in Dewaele and Alfawzan (2018), the Chinese sample in Jiang and Dewaele (2019) and the Spanish sample in Dewaele et al. (2019).

A small positive correlation was found between participants' FLE and FLCA. This is a novel finding as previous research has uncovered moderate negative relationships between both dimensions (Dewaele and MacIntyre 2014, 2019; Dewaele et al. 2018, 2019; Li et al. 2019). This suggests that Kazakh learners with higher FLE also tend to experience slightly more FLCA, which could be interpreted as a heightened emotional state, which could be beneficial to learning. Considering the small effect size, it is probably better not to over-interpret this result and see it as further confirmation that both dimensions are independent.

Table 5 offers an overview of the effects of independent variables uncovered in the present study and in previous research. It shows that attitude toward the FL, attitude toward the teacher and teacher friendliness were positive predictors of FLE in all studies that included these independent variables. No single predictor of FLCA emerged consistently across the studies.

TABLE 5: A comparison of the effect of independent variables on FLE and FLCA in the present study and in previous research

FLE	Present study	DM14	D18	DA18	D19	JD19	DM19
Age	+	+	+		*ns*		
Gender	*ns*	+	+			*ns*	*ns*
No of Languages	+	+	*ns*				*ns*
Attitude FL	+		+			+	+
FL Level	*ns*		+			+	*ns*
FL Exam Result	*ns*			+			+
Attitude FL Teacher	+		+			+	+
Teacher Age	*ns*				*ns*		
Teacher Strictness	-					*ns*	*ns*
Teacher Friendliness	+				+	+	+
Teacher Frequency TL use	+		+		*ns*		*ns*
Teacher Foreign Accent	*ns*				-		

FLCA	Present study	DM14	D18	DA18	D19	JD19	DM19
Age	*ns*	-	*ns*				*ns*
Gender	+	-	+			ns	-
No of Languages	*ns*	-	*ns*				-
Attitude FL	-		-			-	*ns*
FL Level	*ns*		-			-	-
FL Exam Result	-			-			*ns*
Attitude FL Teacher	*ns*		*ns*			-	-
Teacher Age	*ns*				-		
Teacher Strictness	+				+		*ns*
Teacher Friendliness	-				*ns*		*ns*
Teacher Frequency TL use	*ns*		*ns*		-		*ns*
Teacher Foreign Accent	*ns*				*ns*		

DM14: Dewaele and MacIntyre 2014; D18 Dewaele et al. 2018; DA18: Dewaele and Alfawazan 2018; D19: Dewaele et al. 2019; JD19: Jiang and Dewaele 2019; DM19 Dewaele and MacIntyre 2019
ns = non-significant, + = significant positive effect, - = significant negative effect

The second research question on the effects of gender on FLE and FLCA also revealed an unexpected finding as no gender difference emerged for FLE but a significant difference was found for FLCA, with male participants reporting more FLCA. This result differs from previous research where female learners reported both more FLE and FLCA than male peers (Dewaele and MacIntyre 2014; Dewaele et al.

2016; Dewaele et al. 2018) or where no gender difference was found (Jiang and Dewaele 2019). Because the effect size is so small, it is again difficult to draw any conclusion from this difference.

The third research question focused on the sources of variance in FLE and FLCA. After an initial correlation analysis, a series of multiple regression analyses revealed that the predictor variables explained a total of 25% of variance. Attitude toward Turkish was by far the strongest predictor, explaining 18% of the variance in FLE. The next four strongest predictors, explaining a combined 6.7% of variance, were teacher-related variables (in descending order: teacher friendliness, teacher frequency of use of Turkish in the FL class, teacher strictness (a negative predictor) and attitudes towards the teacher. Two learner-internal variables (age and exam result) explained a final 1.5% of variance.

In contrast, the predictor variables explained only 6.2% of variance in FLCA. The strongest predictor was a learner-internal variable (exam result) explaining 3% of variance, teacher friendliness, strictness and attitudes toward Turkish explained a further 3.2% of variance.

These findings broadly reflect those in previous research in different parts of the world and with different target languages. Contextual variables, including teachers, have a stronger effect on learners' FLE than on their FLCA. Dewaele and MacIntyre (2019) suggest that FLCA is strongly linked to the personality trait Neuroticism versus Emotional Stability, and that this is the main source of learner anxiety. FLE, in contrast, is less linked to personality traits and therefor more likely to be affected by the interacting effects of peers, teachers and classroom atmosphere (Dewaele and MacIntyre 2019; Dewaele et al. 2018, 2019; Dewaele and Dewaele 2017, 2019).

The finding that the attitude toward Turkish is a strong predictor of FLE reinforces the view that target languages that are associated with a particular country and/or culture, such as French, German and Spanish in Dewaele et al. (2018) exert a stronger attraction on learners than English. This could be linked to the role of English as a global lingua franca. As a consequence, English is less associated with a specific country and/or culture, which means the role of attitude toward the language is more diffuse and communication in English is more likely to happen with fellow foreign language users of English.

7 Limitations, pedagogical implications and suggestions for further research

The main limitation in the current study concerns the self-selection of participants. As Dewaele (2018) pointed out, happy (and good) FL learners are more likely to participate in an online questionnaire than unhappy weak learners. Another limitation is the well-known dominance of female participants in this type of research (cf. Dewaele and MacIntyre 2014). Finally, given that the data were collected in a school and university with strong links with Turkey, it is reasonable to expect that attitudes

towards Turkish were particularly high. It would hence be wrong to conclude that all Kazakh learners of Turkish as a FL share these highly positive attitudes and experience more FLE than FLCA in their classes. Thus, although the sample is large, the findings cannot be generalized. However, the advantage of participant self-selection is that those who participate care about the topic and are more likely to provide good quality data (Dewaele 2018). A final limitation is linked to the choice of a quantitative design. Without interviews with learners and qualitative analyses it is hard to uncover the causes of the statistical patterns and the voices of participants are absent.

Despite these limitations, some general pedagogical implications can be drawn for FL teachers around the world. Crucially, teachers should be friendly, not overly strict and use the FL in class frequently. It does not mean that other languages should be completely banned, however. Boosting positive emotions and controlling negative emotions will increase WTC (Dewaele 2019b; Dewaele and Dewaele 2018) and will ultimately lead to better performance in the FL (Dewaele and Alfawzan 2018; Li et al. 2019). It is also clear that learners' attitudes toward the FL is a powerful source of enjoyment. Teachers can thus emphasize that by learning Turkish, students acquire more than a neutral communication tool but that they are building a bridge to a rich culture and civilization that appeals to all senses.

Further research could focus on specific strategies or techniques that FL teachers could adopt to boost students' FLE. Intervention studies with longitudinal research designs and use of experimental and control groups could shed light on the nature of short-term fluctuations in FLE and FLCA (cf. Boudreau et al. 2018; Khajavy et al. 2018) and how these could lead to longer-term change in FLE and FLCA (Li 2018, 2019, Li et al. 2019). It is also necessary to investigate whether a certain threshold in FLE and FLCA needs to be reached for students' WTC to rise, and whether such optimal emotional conditions and increased engagement in a single task or classroom activity could then gradually expand to other tasks and activities.

8 Conclusion

The present study has examined FLE and FLCA of Kazakh learners of Turkish with the aim of establishing how distinctive they are from FL learners in the rest of the world. It turns out that similar patterns emerge, with participants reporting higher levels of FLE than FLCA, well within the range of previous studies. Some minor differences were found too. In contrast with previous literature, FLE and FLCA are weakly positively correlated. Another small difference was that male participants reported slightly more FLCA than their female peers. Kazakh learners' FLE in Turkish was more strongly predicted by their attitude toward Turkish and teacher-related variables rather than by learner-internal variables, confirming previous research where the target language was not English. Differing slightly from previous studies, FLCA was found to be weakly predicted by both learner-internal and teacher-centred variables. The outcome of the comparison of the FLE and FLCA of our Kazakh learners of Turkish with that of FL learners in different places in the

world reminded us of the metaphor in Dewaele and MacIntyre (2016) about these emotions being like the right and left feet of the FL learner. Foot sizes vary across FL learners. Moreover, the distance between the feet varies within individuals, depending on whether they are walking, climbing or sleeping, it varies also between individuals depending on the length of their legs and their flexibility but ultimately the variation in distance remains within a relatively narrow range because feet are used in the same way by all healthy human beings.

The findings reinforce the view that emotions are at the heart of successful FL learning and increased Willingness to Communicate. Positive Psychology offers both researchers and teachers a useful perspective and tools to observe the flight of the elephant (cf. Dewaele 2019a). We can only agree with MacIntyre et al.'s (2019: 9) conclusion: "There is a bright future for the development of Positive Psychology in SLA".

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[1] A Levene's Test for Equality of Variances was significant, so we choose the output that does not assume the equality of variance.