



T.C.

ULUDAĞ ÜNİVERSİTESİ

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN ANALYSIS OF FACTORS THAT INFLUENCE TURKISH EFL
LEARNERS' ATTITUDES TOWARD ENGLISH LANGUAGE

MASTER'S THESIS

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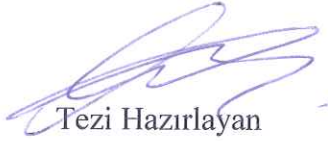


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İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN İNGİLİZCE DİLİNE KARŞI TUTUMLARINI ETKİLEYEN FAKTÖRLERİN ANALİZİ

Bu çalışmanın amacı, Uludağ Üniversitesi Yabancı Diller Yüksek Okulu öğrencilerinin İngilizce öğrenmeye karşı olan tutumlarını ve bu tutumları etkileyen faktörleri ortaya çıkarmaktır. Bu çalışmada ele alınan faktörler

İçerik yönelik motivasyon, cinsiyet, işlevsel motivasyon, öğrencilerin üniversitedeki bölümleri, ailelerin desteği ve başarıdır. Veriler iki yolla elde edilmiştir; içerik yönelik motivasyon, işlevsel motivasyon ve aile desteği üç alt faktörü kapsayan bir anket; ve görüşme soruları ile anketteki açık uçlu sorulardan elde edilen nitel veriler. Çalışma Bursa Uludağ Üniversitesi Yabancı Diller Yüksek Okulu'nda öğrenim gören 462 öğrenciye uygulanmıştır. Öğrencilerle görüşme seansları Uludağ Üniversitesi'nde uygulanmıştır ve 10 (5 kız 5 erkek) öğrenciye İngilizce öğrenme nedenleri, tutumları ve ailelerin İngilizceye karşı tutumları ile ilgili fikirleri sorulmuştur. Veri toplama prosedüründen sonra, nitel ve nicel analizleri yapmak için anket ve görüşme sorularından elde edilen verilere göre çıkarımlar yapılmıştır. Nicel bulgular betimsel ve SPSS 13.0 istatistiği kullanılarak, nitel veriler içerik analizi yoluyla incelenmiştir.

Bu çalışmanın sonucu katılımcıların işlevsel ve içe yönelik motivasyon ortalamalarının orta, aile desteği faktörü ortalamasının yüksek olduğunu göstermiştir. Ayrıca, öğrencilerin tutumları ile cinsiyetleri arasındaki ilişkiye bakınca, üç alt faktörde de kızlar erkeklerden daha yüksek veriler elde etmiştir. Sonuçların analizleri, öğrencilerin işlevsel motivasyonları, içe yönelik motivasyonları, ve aile desteği faktörlerinin ortalaması bölümlerine göre değişiklik göstermiştir. Sonuçlar ayrıca öğrencilerin tutumları ile başarıları arasında düşük seviyede bir ilişki olduğunu göstermiştir. Öğrencilerin çoğunun İngilizceye karşı pozitif tutumları olmasına rağmen, bu durumun başarıları üstünde net bir etkisi yoktur.

Daha olumlu tutumlar geliştirmek, stereotiplerin ve bireysel tutumların genellenmesini önlemek amacıyla bireysel ve kurumsal seviyede alternatif çözümler sunulmuştur. Bireylerin daha olumlu tutumlar edinmesi için, kültürler arası iletişim sağlanmalıdır böylece öğrenciler, yanlış tutumları içerebilen dolaylı yayın ve kültürel kaynaklara dayanmaktansa kişisel deneyim ve iletişim sağlayabilirler.

Anahtar Kelimeler: Tutum, Motivasyon, İngilizcedeki Başarı, Cinsiyet Farklılıkları, Bölümler.

ABSTRACT

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Thesis: An Analysis of Factors that Influence Turkish EFL Learners' Attitudes
towards English Language

Supervisor: Assoc. Prof. Dr. Zübeyde Sinem GENÇ

**AN ANALYSIS OF FACTORS THAT INFLUENCE TURKISH EFL
LEARNERS' ATTITUDES TOWARDS ENGLISH LANGUAGE**

The focus of this MA thesis has been to discover Uludağ University School of Foreign language students' attitudes toward learning English as well as investigating the factors that influence these attitudes. The focused factors in this study are intrinsic motivation, gender, instrumental motivation, learners' fields of study at university, parental involvement and achievement. The data have been collected through two instruments; a questionnaire which covers three sub-factors that are intrinsic motivation, instrumental motivation and parental involvement, and qualitative data were obtained from the open ended items in the questionnaire and the interview sessions. The study sampled 462 students studying at the Preparatory School of Uludağ University in Bursa. Interview sessions were conducted at Uludağ University, and 10 students (5 male 5 female) were asked their opinions about their reasons to learn English, their attitudes and their parents' attitudes towards English. After the data collection procedure, inferences were made according to the data obtained from the questionnaire and

interviews so as to make quantitative and qualitative analysis. While the quantitative findings of the data were analyzed using descriptive and inferential statistics via SPSS 13.0 (Statistical Package of Social Sciences), qualitative data were analyzed through the content analysis.

The results of this study demonstrated that the participants' mean of instrumental and intrinsic motivations were moderate while the mean of parental involvement was found at a high level. Furthermore, as for the relations between the students' attitudes and their gender, all three sub factors of attitude questionnaire girls tended to have higher scores than boys. The analysis of the findings also indicated that students' mean scores of intrinsic motivation, instrumental motivation, and parental involvement differed significantly with respect to their departments. Furthermore, results showed that there is low relation between learners' achievement and their attitudes. Although most of the students have highly positive attitudes toward English, this does not have a clear effect on their success.

Alternative solutions at individual and institutional levels have been proposed in order to develop more favourable attitudes, and prevent the generalization of stereotypes and attitudes into individual levels. In order to acquire favourable attitudes at individual level, intercultural contact should be promoted so that learners will have personal experiences and personal contacts rather than relying on indirect sources such as press and cultural products which might generate biased assumptions.

Key Words: Attitude, Motivation , Achievement in English, Gender Differences, Fields of Study.

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CHAPTER 1

INTRODUCTION

Attitudes have been a popular subject of research in the past decades. Attitudes are “both central to the understanding of human behavior and are capable of explication and measurement” (Baker, 1992, p. 20). Over the years, several definitions have been given for the term attitude. Gardner and Lambert (1959) defined attitudes as major integrative forces in the development of personality that give consistency to an individual’s behavior. Triandis (1971) accepts that attitude is a manner of consistency toward an object. To Brown (2001), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community. Kırımsoy (1997) emphasizes attitude as “the power of culture thereby shaping our life and feeling” and therefore our attitudes towards external world.

When the role of attitude in language learning is considered, Gardner and Lambert (1972) defined learner’s attitude towards the target language as the most significant component affecting language acquisition. They explained the role of attitude in language learning as “the intention on the part of students to learn the language with various aims in mind to pursue these aims with varying degrees of drives strength facilities or hinders achievement.” Williams and Burden (1997:88) state “learners bring many individual characteristics to the learning process which will affect both the way in which they learn and outcomes of that process.” Gardner (1985) states that language teaching without positive attitudes is a futile attempt.

In recent years, researchers have become increasingly interested in learners’ attitudes towards English as a foreign language (EFL). In second language (L2) research, “attitudes are a convenient and efficient way of explaining consistent patterns in behavior” (Baker, 1992, p. 11). Chambers (1999:25) clarifies that “pupils do not come to the foreign languages classroom as *tabulae rasae*. They bring with them some

attitudes born of conversations shared with family, friends, the media and personal experience of the target language community.”

Since the initial research by Gardner and Lambert, a variety of studies have examined aspects of attitudes in language learning and showed the strong relationship between attitude and language learning. For example, student interest and enrollment in foreign language classes was found to be influenced by the attitudes and opinions of students' family members and peers (Speiller, 1988; Zamir, 1981). Gardner (1985) also found that, for young learners, parental involvement in and attitudes toward language learning are two important factors in L2 development. Additionally, Petrides (2006) found that motivated learners with positive attitudes toward the target language, and learners who feel that what they learn will be useful for them in their life, perform better than others. Moreover, Gardner also claimed that there is a strong relationship between attitudes, motivation and achievement in language learning and when the learners' overall motivation is concerned, attitudes play an important role as supporter. Similarly, Csizér and Dörnyei (2005) defined attitude as an important factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort. Most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should become an essential component of language learning pedagogy.

There is now much evidence to support the hypothesis that many factors affect attitudes of learners positively or negatively. For example, Karahan (2007) studied attitudes of private primary school learner and focused on the complex relationship among language attitudes, the starting age of language learning, and the place where the individual started to learn language within the context of EFL students in Turkey. According to the results of the study, students who started to learn English before the age of 6 had positive attitudes towards English and they recognized the importance of English as an instrument to get a better job, have a higher status in the society. Both groups, learners who started learning English at school and pre-school, statistically showed positive attitudes at mid-level for the social and instrumental value of English. Especially female students had higher rates. While recognizing the importance of the English language, both groups were not tolerant to Turkish people speaking English among themselves.

Moreover, it is obvious that some studies focused on the correlation between achievement and attitude. İnal, Evin and Saraçoğlu (2005) aimed to investigate the

relation between last-year-students' attitudes in the high schools in Afşin and Elbistan, K.Maraş towards foreign language and foreign language achievement. The results indicated that there was a significant relation between student academic achievement and student attitude towards foreign language and female students tended to have more positive attitudes than male students. In addition, Bidin (2009) aimed to describe the relationship between the university students' motivation and attitude and their English Language performance. The results revealed a significant correlation between attitude and achievement.

However; Firat (2009) investigated the nature of 300 young learners' attitudes towards learning English, and whether these attitudes had any relationship with their language proficiency. The results showed that students had positive attitudes towards learning English, and that there was not a significant relationship between the attitudes of students and their proficiency level. Karas (1996) also found out in his research that there is only a weak relationship between achievement and attitudes.

In another study Freidrich (2003) investigated the relationship between attitudes of a group of MBA students toward English and the sociopolitical environment in Argentina. Results of the survey showed that the sociolinguistic environment and the attitudes of learners were very much interconnected.

Another study by Liu (2011) investigated 302 Chinese university EFL learners' attitudes towards English and Chinese in relation to their motivation to learn the language and awareness of their ethnic identity. Results of the study revealed that the participants held positive attitudes towards English, valued their association with English-speaking culture and people, moreover findings showed that the students had a sound sense of Chinese identity with an appreciation of the value of the English language.

As shown above, learners in different contexts attributed a mixture of feelings towards English language. The results of the recent studies reveal inconsistent attitudinal profiles toward English language. Although many studies have been conducted in this field, it is clear that there is not one exact result on the phenomena of attitude. Different factors influence attitude of learners, and the influence of these factors are resulted variously in different contexts. Lambert and Gardner (1972) found that attitudes relevant in one case study are not applicable to another. Each case study has its unique socio-cultural context. Though there is a wider literature of the aspects of attitudes in other countries; in the context of Turkey, there are a few studies focusing on

the factors that influence attitudes of preparatory students, such as the studies of Şeker (2003), Çolak (2008) showing that there was no relationship between Başkent University students' departments and their attitudes towards learning English, Aydın (2007) indicating that achievement of TOBB preparatory students correlated positively with their attitudes. When the significance of English is considered in Turkey, universities also have a great role as much as primary schools on language learners. Learners have to be proficient in English in order to be able to study in their departments and have to take several English courses throughout their academic studies at the university. Moreover, the significance of learning English should be taken into consideration when the social value of English and the effects of it on future career opportunities are considered.

Although learners are exposed to English instruction for a long time at different levels in Turkey, the reasons for the poor foreign language skills of learners have long been a matter of discussion among educators. There are quite a large number of students failing in Prep School and in English courses offered (Çolak, 2008). It is observed that the majority of the students at universities where foreign languages are taught within the scope of common compulsory courses have difficulty in learning a foreign language. It seems obvious that more extensive studies of attitudes toward English could contribute greatly to the success of EFL learners and to foreign language learning procedure in Turkey.

Mitchell and Myles (1998: 19) clarify that "social psychologists have long been interested in the idea that the attitude of the learner towards the target language, its speakers, and the learning context may all play some part in explaining success or lack of it." The learner's positive attitudes towards a language, towards the target language community and towards the culture of that community facilitate learning, but an unfavorable attitude impedes learning (Ellis, 1994). Various studies have proved the significance of attitudinal factors in language learning. Results of the studies in Turkey context showed that English Foreign Language (EFL) learners had high level of instrumental motivation towards English (Kızıltepe, 2000; Saraçoğlu, 2000; Üzümlü, 2007) and their attitudes correlated positively with high level of parental support (Demirtaş, 2007). However, the number of attitudinal studies conducted in Turkey context seems insufficient and it is clear that there are inconsistent results when the factors of instrumental motivation, age, achievement, gender, fields of study are considered. It is understood that there are few studies which show the significance of

the attitudinal factors in language learning. Furthermore, all of the studies focus on one or two factors and only a few of them examine the effects attitudinal factors on university level students. Attitudes towards English in Turkey vary in line with the learner's context and social identity. It can be seen that language attitudes of Turkish EFL learners is a missing point of discussion when the problems of teaching English in Turkey is considered.

The aim of the present study is to analyze the factors that influence Turkish EFL learners' attitudes towards English language. In trying to reach the goal, considering the participants' gender and fields of study at university, attitudinal profile of the English Preparatory School of Uludağ University students will be drawn up. The focused factors in this study which influence attitudes of EFL learners are intrinsic motivation, gender, instrumental motivation, learners' fields of study at university, parental involvement and achievement. There is nearly no study in Turkey that examines these factors together. The studies investigate one or two of these factors and the results of them are generally inconsistent. It is clear that the factor of parental involvement at university level is not studied. Furthermore, depending on the results of the research, necessary implications will be suggested to improve the situation and create a better learning environment. The study is designed to address the following research questions:

- 1- What are Turkish preparatory students' attitudes towards English language at Uludağ University?
- 2- To what extent do students have intrinsic motivation?
- 3- To what extent do students have instrumental motivation?
- 4- What are parents' attitudes toward English?
- 5- Do learners' attitudes towards English differ according to their gender?
- 6- Do learners' attitudes towards English differ according to their fields of study?
- 7- Is there a correlation between learner's attitude and their achievement?

The study is conducted at the School of Foreign Languages at Uludağ University. The School of Foreign Languages offers intensive English courses before students start their undergraduate education in their departments. The preparatory program comprises grammar, reading, writing, vocabulary, listening and speaking components. As most of the students are from different cities of Turkey, it is possible to claim that they provide a rich profile of learners representing different regions of Turkey.

CHAPTER 2

REVIEW OF LITERATURE

2.0 ATTITUDE

Attitudes, like all aspects of the development of cognition and effect in human beings, develop early in childhood. Attitudes are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and they are in an interaction with affective factors in the human experience (Brown, 1994). Several different definitions of attitude exist. Attitude refers to ones' likes and dislikes (Harmer, 2007). Gardner (1985, p.91-93) defines attitude as an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Hohental (1998) claims that attitudes are learned predispositions, not inherited, and are likely to be relatively stable. Brown (2001, p.61) asserts that attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community. Baker (1988) states that an attitude is individual, but it has origins in collective behavior. It is something an individual has which defines or promotes certain behaviors. For social psychologists Eagly and Chaiken (2005: 745), attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor".

Definitions of attitude indicate that attitude of a person is an individual act having the roots in social environment mostly and results with some stable opinions for the target subject. It is related to our feelings and it shapes our behaviors. People develop positive or negative attitudes towards everything and these attitudes stems from a lot of resources. Halliwell (1992) states that these attitudes are formed by the social environment in which they grow up and by the people around them. One of these attitudes is developed towards language. In language learning context, learners can develop attitudes toward the teacher, the course in general, one's classmates, the course materials, and extra-curricular activities associated with the course.

2.1 ATTITUDES IN LANGUAGE LEARNING

Attitude is an important factor in language learning because it cannot be denied that all learners bring positive or negative emotions about a number of aspects of the target language to the class. Saraçoğlu (2000) states that the studies on this issue have concluded that student's attitude is an integral part of learning and that it should become an essential component of second language learning pedagogy. Krashen (1987) claims that attitudes can act as barriers or bridges to learning a new language.

It is clear that there are many stimulants leading to attitudes of an individual. Harmer (2007) supports Brown by stating that students are mostly affected by the attitudes of people around them. Therefore, parents' attitudes gain a significant importance as they are the closest people to their children. It can be concluded that attitudes are influenced by various factors such as instrumental, parental, social environment or affective. Learners may have favorable or unfavorable reactions towards an object and these attitudes influence what the learners are likely to do. However, they can be motivated into desired attitudes by taking the factors influencing attitudes under control.

Mantle-Bromley (1995) stated that if attitudes affect the endeavors of the learners to learn another language, teachers of foreign languages should be knowledgeable about attitudes, thus they can deal with issues regarding attitudes in classrooms. She also claimed that according to psychological theories, attitude has three components, which are affect, cognition, and behavior. She explains the meaning of attitude as a term which "refers to affect and is an evaluative, emotional reaction (the degree of like or dislike associated with the attitudinal object" (p. 373). Cognition, on the other hand, is related to the student's knowledge of the target community. If students' belief about the target community is negative, students' language learning can be hindered. The third component, behavior, refers to intentions or actions in regard to the target language; for instance, a student's attempts to speak like a native. The formation of these three components refers to the attitude toward the language.

In language learning process, the attitudes of the learner towards the target language is essential as it indicates whether somebody will be successful in the target language or not. According to Krashen (1988), attitudinal factors influence second language acquisition and he discusses attitudinal factors under three headings which are integrative motivation, instrumental motivation and empathy.

The first of the three factors, integrative motivation, refers to the wish to resemble the members of the target community (Krashen 1987). This motivation encourages the learner to communicate with someone from the target community in every possible situation, thus increase the amount of the input (Krashen 1987).

The second factor, instrumental motivation, is described as being proficient in the target language for practical, instrumental reasons, such as passing an exam or getting a good job (Krashen 1987). Instrumental motivation, just like integrative motivation, encourages interaction with the speakers of the target language. However, instrumental motivation leads to a strong affective filter and acquisition might stop if there is sufficient language to achieve practical purposes (Krashen 1987).

The last attitudinal factor is empathy. Krashen claims that empathy improves second language acquisition by helping the acquirer identify him/herself with the members of the target community and convert input to intake more easily (Krashen 1987). It can be concluded that attitude toward the target language may either support or hinder acquisition.

On one hand, having negative attitudes towards the target language can cause demotivation and cause learners to think that they have inadequacies and even to give up. On the other hand, having positive attitudes towards the target language can lead high level of motivation and facilitate learning. Chamber (1999) claims that learning occurs more easily when the learner has a positive attitude towards the language and learning. Therefore, attitudes towards language is a significant issue and plays a key role in language learning and teaching. This shows that both favorable and unfavorable attitudes have great impact on language learning.

2.1.1 Attitudes toward English in the World

English has recently gained a global status, and favorable and unfavorable attitudes are attributed to English language from all over the world. Many studies show that these attitudes are under the influence of various factors. One study from Vietnam discussed the changes in Vietnamese learners' attitudes towards foreign language learning. Hang (2009) focused on English language as it is the most important foreign language in Vietnam. The study revealed the change from resentment against foreign languages toward appreciation of, and motivation in, learning them with the political, economic and socio-cultural changes Vietnam.

In another study, Young (2006) examined the attitudes toward English among 341 university students in Macao five years after it reunited with the People's of Republic of China and studied possible differences in attitudes between Macao-born and mainland-born Chinese university students. Findings of the study showed that both Macao-born and Mainland-born students were aware of the social values of English and the importance of English for their future development, and they were motivated English learners. The survey also found that some Macao students had the opinions that speaking English made them nervous.

Furthermore, another study emphasizing social values of English and instrumental factors was conducted by Friedrich (2000). He described a survey which investigates attitudes of 190 adult Brazilian EFL learners towards the target language. The purpose of the study was to search learners' perception of the importance of English as a language for international communication, the role of English within Brazil. Results indicated that learners had many stereotypical ideas about English and learning which were not being addressed in the classroom such as English had two varieties: American and British or the goal of learning was to become native-like. The learners agree on the fact that English had a status as an international language. In social terms, learning English equated being more materially successful, getting a better job or promotion.

Likewise, Thomas' (2010) study focused on the instrumental factors in learner's attitudes. He undertook a study to identify the two main reasons why college students choose a certain language in their second language education. The study aimed to investigate the attitudes that prompt students to choose a particular language. 172 university students enrolled in first-year language courses in 13 languages answered a questionnaire and chose two main reasons from 10 choices which indicated sentimental, value, instrumental and communicative dimensions. The results showed that Spanish students strongly favored an instrumental orientation for both first and second choices. More students of Spanish chose an instrumental factor as the primary reason for studying Spanish. Their main motivation was, first, to complete the general education requirement, and second, to study a language that they felt offers a professional advantage. Danish, Dutch, French, Arabic, Russian and German students also indicate instrumental preferences but their second choice fell into other domains (Thomas, 2010).

Moreover, Finch (2008) described a longitudinal learning profile of 224 university students mainly from the Department of English Education showing attitudes and attitude change in English language learners in Korea. Results collected over three semesters indicated evidence of a high level of awareness in the students, regarding active learning styles and strategies and the evidence of positive attitude change toward English. With a growing comfort in the language classroom, they had a general movement away from traditional views of language learning and teaching. The study emphasized the importance of attention given to the learning environment, which has a great role in learning outcomes.

On the other hand, some studies focused gender factor. According to a longitudinal study conducted by Heining-Boynton and Haitema (2007) over 10-year period researched elementary school students' attitudes towards early foreign language learning. The results of surveys and interviews of children in 2 school systems in North Carolina, one suburban and one urban, indicated that foreign language study, foreign language speakers and their cultures were viewed positively by the majority of the students. The results indicated that boys and girls had positive attitudes when responding to 2 questions about enjoyment of their FLES classes and teachers. The girls were positively inclined, and the boys were neutral, in their desire to continue with foreign language study in the next grade. Two items about the use of foreign language outside the school venue and comprehension of foreign language teacher input revealed negative attitudes for both genders.

However, Cortes (2002) carried out a study to survey the attitudes of 209 elementary and middle school students in San Francisco toward foreign language study. Following the hypothesis of :

1- Girls will demonstrate more positive attitudes toward FL study than boys.

2- Students whose home languages include languages other than English will also demonstrate more positive attitudes toward learning a second language.

3- Students who perceive their parents as showing a high level of involvement in their FL study will demonstrate more positive attitudes toward FL learning. (Cortes, 2002)

According to the results, Cortes (2002) stated that students with home languages other than English demonstrated more positive attitudes toward foreign language and a

higher degree of parental support for their learning foreign language than did students whose home language was English and the results also showed that there were no gender differences.

Like Cortes (2002), Sung and Padilla (1998) conducted a study on students' attitudes towards learning Asian languages in elementary and secondary schools and discovered that parental attitudes were a significant contributing factor to students' attitudes.

2.1.2 EFL in Turkey

Before factors influencing attitudes of language learners are examined, the role of learning English as a foreign language in Turkey is investigated.

As a result of sociopolitical and economic events, English began to spread in many areas of the world after World War II. It gradually replaced French as the language of international diplomacy to become the lingua franca for trade, banking, tourism, popular media, science and technology. In order to gain access to these information networks, English is integrated into the education system in many countries and in Turkey. Today English has gained a dominant status as a foreign language in Turkey. Doğançay-Aktuna (1998:37) summarizes the role of English in Turkey as:

In Turkey English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. On an interpersonal level, it is used as a link language for international business and for tourism while also providing a code that symbolizes modernization and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder.

Today, English has become an integral component of all levels of national education in Turkey. The increasing importance of English in Turkey has led to the recent expansion of EFL teaching. Foreign language learning is compulsory in Turkey and in almost all schools English is the only language available in public primary schools; English starts from grade 4 until the end of secondary education. Private schools are highly selective and teach English in all grades.

When the universities in Turkey are examined, almost all of the private universities are English medium and nearly half of the state universities offer one year of intensive English preparation for all incoming students who do not pass the

proficiency exam. (Doğancay- Aktuna and Kızıltepe, 2005) A foreign language is not obligatory for all undergraduates, but when the demand for English language proficiency in job opportunities is considered, especially in private sector, the significance of English at University level can be clearly seen (Özdemir, 2005).

Tutas (2004) investigated the attitudes of 70 ESL teachers at Selçuk University to learning English. She found out that 75% of teachers surveyed are in favor of English being taught to all school children regardless of career choice. Teachers mostly agree that English should be taught in all grades both in schools and at universities because it is a key to a good job, and necessary for education. Most of the teachers agree that “it is important for Turkish people to learn a foreign language”.

2.2 FACTORS INFLUENCING ATTITUDES OF LEARNERS TOWARD ENGLISH IN THE WORLD AND IN TURKEY

The significance attitude in language learning process cannot be denied. For the last five decades studies has shown that attitude has a great impact on English language learning. (Gardner& Lambert 1972, Young 2006, Freidrich 2000, Chamber 1999, etc) The studies show that attitudes are influenced by various factors, such as social environment, peers, instrumental reasons, culture, age, gender and achievement. This study focuses on six different factors: intrinsic motivation, instrumental motivation, gender, parental involvement, fields of study at university, and achievement.

2.2.1 Intrinsic Motivation

Intrinsic motivation deals with behavior performed to experience pleasure or satisfying one’s curiosity, whereas, extrinsic motivation involves a behavior to receive some extrinsic reward such as good grades, employment. The student wants to learn L2 voluntarily because the learning process challenges his abilities giving him a pleasure. The learner who is intrinsically motivated is expected to maintain his motivation with or without any external rewards.

Ryan and Deci (2000) point out that intrinsic motivation is the most essential part and it means the desire to engage in an activity for its inherent satisfaction rather than for some separable consequences. For having high level of intrinsic motivation,

challenge, control, curiosity should be available to demonstrate learners' willingness to learn (Lepper & Hodell, 1989).

It is also stated by Small (1997) that intrinsically motivated learners usually display intellectual curiosity, find learning fun and go on seeking knowledge even after the formal instruction classes and this is the major goal of education.

Furthermore, Raffini (1996) puts out five types of human needs which lead to intrinsic motivation. They are "autonomy" (gaining power and control over the student's own life), "competence" (satisfaction when a student feels both challenged and successful), "belonging and relatedness" (developing secure and satisfactory atmosphere in the classroom) "the need for self esteem" (adopting positive regard toward the students to make them feel valuable) and the last one "the need for involvement and enjoyment" (making learning interesting to relax the students).

2.2.2 Instrumental Motivation

In Turkey, there are few opportunities outside of school to practice the language in everyday communication. The formal classroom is the most common domain for the acquisition of English where it is widely studied from the age of 11 onwards, though with quite different results. Indeed, in Turkey English is studied for mainly instrumental reasons of education and better career opportunities (Sebüktekin, 1981). English is taught and learned for the goal of establishing and maintaining international communication links, most of which will be with non-native English-using groups, and for individual and national advancement.

Üzüm (2007) surveyed the opinions of 219 preparatory students studying at different universities in Ankara. The study focused on students' attitudes towards English language and English speaking societies regarding the historical and sociopolitical factors. Research findings showed that Turkish learners had positive attitudes towards the English language due to their interest in the cultural products of the English speaking societies and the instrumental value of English as a global language. However; when current sociopolitical concerns such as the British and American state policies and the intercultural contact with these societies throughout Turkish history were regarded, learners showed inconsistent attitudes towards the target societies.

English is now one of the job requirements for higher level, better paid jobs in Turkey as well as for those in service industries such as tourism. Dogancay-Aktuna (1998) used a survey of job advertisements that appeared in two of the largest national newspapers in Turkey. The study showed that English was listed as a top job requirement and popular universities were almost always English-medium ones. Higher level, better paid white-collar jobs in well-known companies reinforce English as a must. The main reason for the demand for such people in the Turkish job market is due to the role of English in globalization, international trade, and mobility of individuals. A doctor, a business owner, an engineer, or an employee in many industries needs English to follow the developments in his/her field and to have a better status. Dogancay-Aktuna and Kızıltepe (2005) state in their study that with liberal economic policies after the 1980s, Turkish businesses are increasingly taking part in trade fairs in different parts of the world to sell or buy the new products. This requires negotiations with nations, travelling to other countries.

Tıfharlıoğlu and Kınıs (2011) investigated what the importance of learning English is for 94 Turkish learners in relation to some specific areas or purposes. In order to collect the data, 94 learners of English were given a 23-item Results showed that for most of the participants English is important to actualize their personal goals, and being successful in their field of study and gaining self-respect are important.

Another extensive study done on the attitudes and motivation of 308 Turkish learners from private and state a high school towards English is that of Kızıltepe (2000). Results of the attitude and motivation scale showed that students had positive attitudes toward British and American people, English courses and English teachers, and students wanted learn English for getting a good job.

In the world, there many studies focused on this factor. Al-Tamimi & Shuib (2009) carried out a survey to identify 81 Petroleum Engineering students' motivation and attitudes towards learning the English language. The study investigated students' motivation in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works. The findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact on students' English language motivation. On the other hand, data for the students'

attitudes revealed that most of students had positive attitudes towards the social value and educational status of English.

According to the study by Malallah (2000), students have reasons to study English. The results of questionnaire conducted to Kuwait University undergraduates enrolled in English courses offered by the English Language Centre at Kuwait University showed that English allowed them to integrate more with English speakers when they travel abroad, to get a good job and enabled them to meet with varied people.

Likewise, Qashoa (2006) conducted a study among 100 secondary school students in Dubai. The study aimed to examine the students' instrumental and integrative motivation for learning English, and recognize the factors affecting learners' motivation. Two research tools were used: questionnaire and interviews. The results revealed that students have a higher degree of instrumentality than integrativeness and most students learn English to get a good job.

As Konig (1990: 4) says, "more and more people are aware of the fact that at least some knowledge of English is necessary to get ahead in life. It brings high status to the individual socially, as well as extending job opportunities." Therefore, knowing a high level of English in Turkey brings individuals the opportunities of easily found jobs in tourism, exchange departments banks and in other fields.

2.2.3 Gender

Another factor that affects the attitude is gender. Though many studies have been done to show the effect of gender on learners' attitudes, the results are inconsistent. Females and males are often reported to develop different levels of attitudes towards English.

The differences in attitudes toward language learning between males and females are explained with three different aspects of language learning, which are cultural effect, employment needs and image of the target language.(Rees, 1987; Spolsky, 1989; Kobayashi 2002) In some cultural contexts, certain society forms that do not support female achievement have adverse effects on the development of attitudes towards language.(Hawley, 1971) Another explanation for the gender difference is that higher future employment possibilities open to girls resulted with females' more positive attitudes towards language learning.(Loulidi, 1989) Final factor that influences

foreign language learning is the image of the target language. Pennycook (2004) and Carr and Pauwels (2005) indicated that foreign language learning was considered to be a 'girl-appropriate' subject. Moreover, Heining-Boynton and Haitema (2007) and Cortes (2002) found that girls demonstrated more positive attitudes toward FL study than boys.

Another detailed study focused on male female attitudes towards English by Kobayashi (2002) based on the female high school students' superiority in attitudes to English learning over male students in Japan. The results of the questionnaire-based study showed that there was a significant gender difference in the variable 'images associated with English' and that Japanese female students associate English with positive images more strongly than male students (e.g. 'Professions involving use of English sound intelligent'; 'I think lack of English proficiency will be a major hindrance to my successful job seeking activities'). The study documented that young Japanese women's attitudes towards English are affected by a composite of Japanese social and educational elements: the characterization of English as a women-dominant choice at Japanese schools, the language industry's presentation of English proficiency as an effective tool for women's achievement of better lives, women's marginalization in Japanese mainstream society.

There are some studies showing the relationship between gender of learners and their attitudes towards learning English in Turkey. Aydın's (2007) investigated TOBB ETU Preparatory School students' profiles concerning their motivations, attitudes and perceptions toward learning English as well as their probable relations to the students' genders and achievements in English. The results of the study indicated that all the factors of motivation and attitude variables correlated meaningfully and girls tended to have higher scores than boys while the difference between the girls' and boys' scores of perception were not found very significant.

Another study by Gömleksiz (2010) showed that university students' attitudes towards learning English differed significantly in terms of gender of the students. Female students had more positive attitudes in interest, usefulness and teacher subscales. This result is in agreement with the findings from a survey research conducted by Karahan (2007).

Similarly, Atlı (2008) studied the attitudes of 4th graders in Turkish elementary schools in different cities in her thesis. The results of the study showed that there was

not a significant difference in the attitude of pupils towards English in terms of gender.

Furthermore, the findings of the questionnaire indicated that the pupils developed a positive attitude towards English language skills and subskills, materials, coursebook and activities. The majority of the pupils seemed to be internally motivated and seemed to develop language awareness and linguistic competence. It was concluded that the attitude of the pupils change significantly according to the cities, language skills and learning environment and there was a difference in their attitudes when the factor of gender was taken into consideration.

2.2.4 Parental Involvement

In addition to the mentioned factors influencing attitudes of learners, a social phenomenon that is directly related to language learning is the role of parents. Family is the first effective social factor for personality development and educational direction (Çetin 1990). It is obviously known that school is not the only institution for education, the student and his/her success could not be regarded as separated from his/her family and environment.

Therefore, parent factor becomes a critical component of good education. Parents are their children's first educators and they have the knowledge of their children that is not available to anyone. Fullan (2001:198) states that the results of various research studies show that "the closer the parent is to the education of the child, the greater the impact on child development and educational achievement".

One of the factors that affects parental involvement in children's learning period is their positive or negative attitudes. According to Hammer (2001) students are mostly affected by the attitudes of people around them and the attitudes of learners' parents' gain a vital significance because naturally parents are the closest people to their children.

Gardner (1985: 108) states that "parents are the major determiners of children's attitudes, at least initially". He distinguishes two potential roles of parents in language learning process and identifies them as "active role" and "passive role". He further informs that "parents play an active role when they encourage their children to do well,

when they monitor their language learning performance, and when they reinforce any success identified by the school” (Gardner 1985: 108). On the other hand, passive role is considered to be more difficult to analyze because parents may be unaware of it. It is the one which is related to parents’ attitudes towards the second language community. He further argues that:

“to the extent that parents had positive attitudes toward the community, they would serve to support an integrative motive in student. Parents with negative attitudes, on the other hand, would inhibit the development of such positive attitudes, even in situations where they might actively promote second language achievement” (Gardner 1985: 110).

When the literature in Turkey is examined, it can be seen that there are few studies which focused on parental involvement. In Demirtaş’s (2007) thesis, the attitudes of the 6th and 8th graders’ parents towards English and their children’s learning English were investigated with regard to their gender, educational background, income level, and the place they live in. Parents’ educational backgrounds were asked in detail in order to make a clear distinction. The findings of the study obviously revealed that high values of parents’ attitude have close relation with high education levels. The results also showed that students’ general perception of their parents’ attitudes towards English language learning was at a moderate level. It was found that students living in the city centre perceive their parents’ attitudes more positively when compared to the students living in the village. The reason of this difference between these two groups of students was assumed to be their awareness level.

Further results of Kızıltepe’s (2000) study indicate that there is no English language classroom anxiety among the subjects; they are not nervous, confused, or self-conscious in the English language class. Apart from that, they are highly encouraged by their families to learn English; they have positive feelings towards their English courses and English teachers.

Another study by Tavil (2009) focused on the parental attitudes towards English education for Kindergarten students. The questionnaire results showed that 46 parents strongly support immersion of English for their children and are aware of the importance of knowing English for their child’s future career so, they think that their child can be more competitive in the future job market with English immersion in English.

2.2.5 Fields of Study at University

Under all circumstances, it is always advisable to know a foreign language. However, when the conditions in Turkey are considered, it is compulsory to know English. Although it seems that learners' department has an effect on their attitudes, there is hardly no study investigating this factor. In Çolak's (2008) thesis, he investigated eighty-two Baskent University second-year students' attitudes towards English, motivation to learn English and their general and vocabulary study habits with respect to their motivation levels. It also attempted to examine the relationship between students' attitudes and their grades and fields of study. The participants were from four different fields: management, dietetics, law, political sciences. The study revealed that very few of the learners possessed negative attitudes towards learning English, majority of them possessed moderately positive attitudes and few had strongly positive attitudes. Moreover, there was a significant difference between students' fields and their attitudes towards learning English. The participants of the study had moderate levels of motivation, integrative orientation, instrumental orientation and travel orientation.

Gömleksiz (2010) also found that students' attitudes varied from one field to another, and the study revealed statistically significant differences between participants' fields of study and the attitudes of participants towards learning English. Students of Elementary Mathematics Education, Turkish Language Education, Social Studies Education and Computer Education & Instructional Technology departments showed more interest than the students of Early-Childhood Education, Elementary Education and Fine Arts Education departments. Similar results were seen in self-confidence subscale. Students of Elementary Mathematics Education, Turkish Language Education, Social Studies Education, Computer Education & Instructional Technology and Religious Culture and Moral Education departments felt more confident than those of Early-Childhood Education, Elementary Science Education, Elementary Education and Fine Arts Education departments. Students enrolled at the departments of Elementary Mathematics Education and Turkish Language Education tended to have more positive attitudes than the other student groups. Students' attitudes also differed towards their teacher. Students of Elementary Mathematics Education and Social Studies Education had more positive attitudes towards their English teacher than the students of Elementary Education, Fine Arts Education and Religious Culture & Moral Education departments.

2.2.6 Academic Achievement

In most of the studies, a relationship between attitudes and achievement has been shown to exist. Gardner & Lambert (1972) assert that there is a close connection between attitude and achievement; they point out "The learner's tendencies and attitude determine how successful he will be in learning the new language". Şeker (2003) summarizes Gardner's socio educational model, which is about the importance of the attitudes on the achievement process, as:

"If the prevalent cultural belief is that language learning is very difficult and/or not important, the general level of achievement will be low. Contrarily, if the cultural belief suggests that learning a second language is important and not so difficult; the level of achievement will increase"(1985: 55).

The effect of achievement on attitude is a widely studied factor in the world. Malallah (2000) conducted on Kuwait University undergraduates enrolled in English courses offered by the English Language Centre at Kuwait University. It examined students' attitudes and motivations to learning English as a foreign language in a predominantly Arabic and Moslem environment. The research focuses on the inter-relationships between attitude, motivation, anxiety and achievement in the English language. The results indicated that Kuwait University undergraduates have positive attitudes towards learning English, towards the English language and towards native speakers of English. Kuwait society values and regards the English language highly; and students' achievement is positively related to their motivation and attitudes toward the English language and negatively related to their anxiety. Moreover, Haitema (2002), Petrides (2006) and Liu (2007) reveal that there is a positive relationship between affective characteristics and foreign language achievement.

In Turkey, like Haitema (2002), Saracaloğlu (2000) also found that there is a positive relationship between affective characteristics and foreign language achievement. In her study, Saracaloğlu (2000) refers to the students' attitudes that they differ according to the type of high school, which is Anatolian High School and private high school showed high positive attitudes towards foreign language.

On the other hand, unlike Gardner and Saracaloğlu, Karaş (1996), points out that there is only a weak relationship between achievement and attitudes. Lambert et al., (1972), also found that Francophilia was positively related with the success among beginner students of French, but negatively related among advanced students.

Moreover, one of Gardner's (1972) study resulted in that in some parts of USA there was no correlation between achievement and attitudes.

In conclusion, learners' favorable or unfavorable attitudes formed towards language learning have great impacts on language learning process. As Kramsch (2006) emphasizes "language learners are not only communicators and problem-solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities". To achieve and sustain desire in learning, attitudes should be taken into consideration. The learner's positive attitudes towards a language, towards the target language community and towards the culture of that community facilitate learning. (Ellis, 1994). The studies mentioned above indicated that learners' attitudes are exposed to different factors which clearly affect the learning process and it can be concluded that the effects of these factors result differently from one context to another. In Turkish context, available studies show Turks' positive attitudes towards learning English, however, these studies focus on a small part of the population, and thus cannot be generalized to learners from different geographical areas of the country. When the significant diversity in the sociopolitical tendencies and lifestyles across various groups in Turkey are considered, it can be argued that attitudes towards English would vary greatly depending on the context and the composition of the groups studied.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This study is applied at Uludağ University School of Foreign Language and aims to analyze learners' attitudes towards English and the factors that influence these attitudes using a survey research design. This study consists of quantitative and qualitative data collection methods. It was aimed to make inferences according to the data obtained from a questionnaire with open ended questions and interviews. The quantitative findings of the data were analyzed using SPSS 13.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics.

The first chapter has presented the problem and the research questions as well as the hypotheses which provide the framework of the study. In accordance with the first chapter, throughout the second chapter the review of literature has been supplied within the scope of the research by referring to relevant studies. This chapter presents the overall design of the study including the research questions, the participants, data collection instruments and procedure as well as the preliminary findings of the pilot study.

3.1 OVERALL DESIGN OF THE STUDY

This research investigates Uludağ University Preparatory School students' attitudes toward English language and the factors that influence these attitudes. The focused factors in this study which influence attitudes of EFL learners are intrinsic motivation, instrumental motivation, gender, learners' fields of study at university, parental involvement and achievement. This study consists of quantitative and qualitative data collection methods. It was aimed to make inferences according to the data obtained from a questionnaire, open-ended questions and interviews. The

quantitative findings of the data were analyzed using SPSS 13.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics.

3.2 RESEARCH QUESTIONS

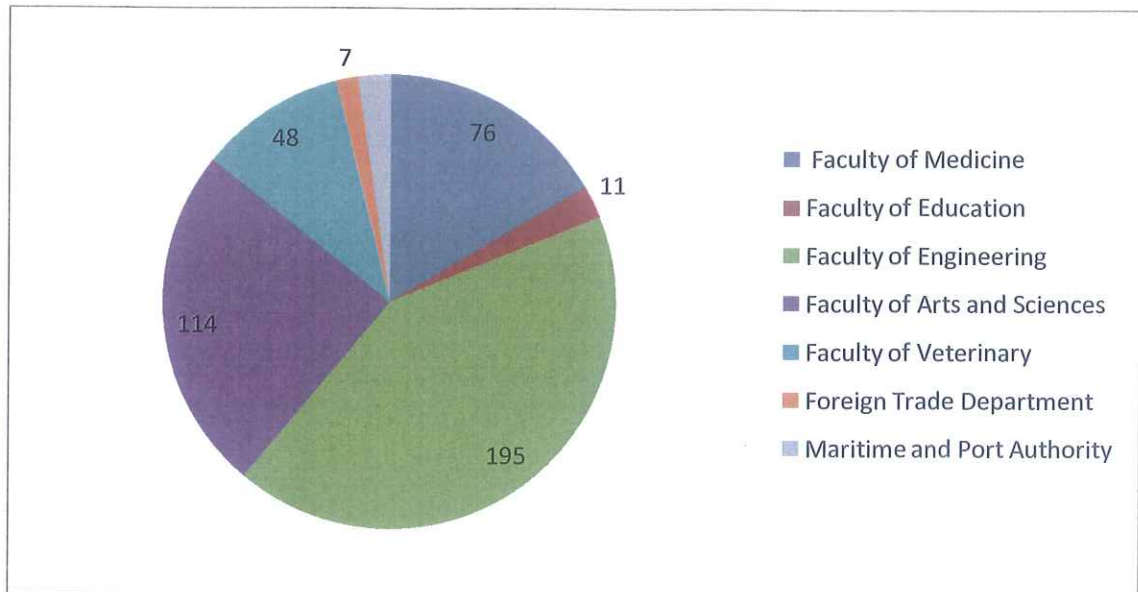
The study addresses the following research questions:

- 1- What are Turkish preparatory students' attitudes towards English language at Uludağ University?
- 2- To what extent do students have intrinsic motivation?
- 3- To what extent do students have instrumental motivation?
- 4- What are parents' attitudes toward English?
- 5- Do learners' attitudes towards English differ according to their gender?
- 6- Do learners' attitudes towards English differ according to their fields of study?
- 7- Is there a correlation between learner's attitude and their achievement?

3.3 PARTICIPANTS

The study was conducted at the School of Foreign Language at Uludağ University to 462 students. 178 of them were male and 284 of them were female. After attaining the required score in national university entrance exam and being admitted to the university, the candidates are required to study at the School of Foreign Language for one year if they cannot pass proficiency exam. In order to begin their studies in their departments at the university, they have to take the proficiency exam given at the end of the School of Foreign Language education at Uludağ University and they are supposed to get at least 70 out of it.

During the year the students study English for 2 semesters lasting from September to June. The students are trained in general English for 22 or 28 hours a week depending on their level of English determined by means of the placement exam given by the Department of Foreign Languages at the beginning of the academic year. At the end of second semester, the students have to obtain at least 60 out of 100 as the average grade of the two semesters. Once the students have got the required average grade, they enter proficiency exam. The average of the grades of two semesters and the proficiency exam should be at least 70 in order to begin their studies in their departments at the university.

Table 1. Numbers of Students in Different Fields of Study

The figure above shows the number of students' distribution according to their departments. It indicates that Faculty of Medicine has 76 participants, Faculty of Education has 11 participants, Faculty of Engineering has 195 participants, there are 114 participants from Faculty of Arts and Sciences, 48 from Faculty of Veterinary, 7 from Foreign Trade Department and there are 11 participants from Maritime and Port Authority.

3.4 DATA COLLECTION INSTRUMENTS

The data for the study were collected via quantitative and qualitative data collection instruments. The major data collection instrument is a questionnaire which comprises two sections a) Likert scale items b) Open ended questions. Qualitative data method is interviews with the learners.

3.4.1 Questionnaire

Some of the items in the questionnaire (1, 2, 6, 9, 18, 22) were adapted from Gardner's (1985) 'The Attitude/Motivation Test Battery' (AMI). The other questionnaire items were created by the researcher in accordance with the interviews and discussions made with students, which were included in the questionnaire to incorporate the relevant concepts that AMTB failed to address. The items of the questionnaire focused on three main points: Intrinsic motivation (items from 1 to 19), instrumental motivation (items from 20 to 32) and parental involvement (items from 33 to 40).

The scale used in the questionnaires was a five-point Likert-type scale from strongly disagree to strongly agree. The options were prepared in a five-point Likert Scale fashion:

	<u>Value</u>
Strongly Disagree.....Kesinlikle Katılmıyorum	1
Disagree Katılmıyorum	2
NeutralKararsızım	3
Agree Katılıyorum	4
Strongly AgreeKesinlikle Katılıyorum	5

In order to ensure validity and reliability issues, open-ended questions were added to the questionnaire. The aim of these questions was to enhance the validity and reliability of the study and to get more detailed information about participants' answers. The questionnaire was designed in an acceptable length and all the participants were given approximately 25 minutes to fill in during the same class time.

3.4.2 Interview

20 students volunteered to join the interview. The respondents, whose consent was taken for the interview, were interviewed at the school for 10-15 minutes. The voices of the interviewees were recorded using a recorder for transcription and analysis. The real names of the respondents were kept anonymous and numbers were given to identify each interviewee. The interview questions are:

1. Do you love learning English? Explain your answer with the reasons.
2. Do you think English is necessary for your education at university and for your department?
3. What are the advantages of English knowledge for your future career?

4. Do you think learning English is disadvantageous? If so, what are they?
5. What are your parents' attitudes toward your learning English? Do they support you?

3.4.3 Data Collection Procedure

The first draft of the questionnaire was piloted with different participants, who weren't included in the second application. Prior to the application of the pilot questionnaires the class teachers were briefly informed about the aim of the research and instruments for data collection. Similarly, the participants were informed by the researcher about the study and how they would fill in the questionnaire. Especially, they were told to be honest and sincere in filling in the questionnaire because the names of the participants would be anonymous. During the questionnaire filling procedure, which lasted in 25 minutes, the participants asked a few questions about the questionnaire. Their questions were answered and noted down in order to analyze the unclear items or words.

Interview results were gathered from 20 volunteer participants at the school in a comfortable atmosphere. Their answers for six questions were recorded and they were later transcribed. The most used patterns were given in the study as a support to the questionnaire results.

Furthermore, participants were also asked to answer open ended questions given with the questionnaire. The results were evaluated and the percentages of the favored answers were emphasized during the study.

3.4.4 Data Analysis

To analyze the quantitative data gathered through the questionnaire Statistical Package of Social Sciences (SPSS for Windows 13.0) was used. Descriptive statistics which includes mean scores, t test results, the Kruskal Wallis Test and correlation analysis were given in the study to indicate the learners' attitudes toward English and factors that influence these attitudes.

After the transcription of the answers for the interview questions, quantitative data were analyzed through content analysis. The results of the content analysis were interpreted

with the method which was followed by Schilling (2006). Moreover, the favored results for open ended questions were given within the percentages in the results session.

3.5 PILOT STUDY

The reason for piloting the questionnaire was to check whether there were any ambiguous items that caused any misunderstanding for the participants. Participants were encouraged to ask any questions about the items that were not clear enough and to report any problems they had in understanding the questionnaire. The piloting group comprised 70 intermediate level students who were included only in pilot study.

The findings of the pilot study were analyzed and reliability values were obtained. Reliability coefficients for 34 items were calculated as “Alpha = .938”. The overall reliability of the questionnaire was considered as acceptable according to Fraenkel and Wallen (2003, p. 168) as they indicated in their study that reliability should be at least ‘.70’ and preferably higher. In addition to overall reliability values, subscale reliability values were calculated. Subscales were intrinsic motivation, instrumental motivation and parental involvement.

Table 2. Reliability Coefficient (Cronbach Alpha) Values of the Questionnaire

Reliability Statistics

Sub-factors	Cronbach's Alpha
Intrinsic Motivation	,954
Instrumental Motivation	,845
Parental Involvement	,338

As to the reliability coefficients of the questionnaire factors, Table 2 shows that all the factors have high reliability coefficients (intrinsic factor: 0.954; instrumental factor: 0.845) except for the reliability coefficient of the parental involvement (0.338).

The case that the reliability coefficient of the instrumental factor is not as high as expected might have stemmed from the fact that some of the items cause some misunderstandings and necessary modifications were implemented to end this problem.

The questionnaire was modified based on the factor analysis implemented to the pilot study findings, and major changes are listed below:

1. Items that did not load to a cluster according to the factor analysis were discarded and the total number of items was reduced to 28 (items 2, 3, 5, 7, 18, 20, 22, 25, 26, 32, 38, 39).
2. As the wording of the items 20, 26, 38, 39 caused comprehension problems, the wording of these items were clarified and added to the questionnaire again.
3. Therefore the reduced number of items (28) became 32 with modified items.

Table 3. Total Variance of the Questionnaire

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,867	38,812	38,812	10,867	38,812	38,812	8,429	30,103	30,103
2	3,533	12,619	51,431	3,533	12,619	51,431	4,438	15,851	45,954
3	1,965	7,019	58,450	1,965	7,019	58,450	3,499	12,496	58,450
4	1,356	4,843	63,293						
5	1,289	4,604	67,897						
6	1,123	4,012	71,909						
7	,976	3,485	75,394						
8	,888	3,170	78,565						
9	,808	2,886	81,450						
10	,647	2,311	83,762						
11	,583	2,081	85,843						
12	,493	1,759	87,602						
13	,448	1,602	89,204						
14	,415	1,481	90,685						
15	,372	1,329	92,013						
16	,331	1,183	93,196						
17	,304	1,087	94,283						
18	,259	,923	95,206						
19	,254	,907	96,113						
20	,210	,750	96,863						
21	,168	,601	97,464						
22	,152	,543	98,007						
23	,138	,492	98,499						
24	,120	,430	98,929						
25	,101	,362	99,291						
26	,083	,295	99,586						
27	,069	,247	99,833						
28	,047	,167	100,000						

Extraction Method: Principal Component Analysis.

It is clear from Table 6 that the results of the confirmatory factor analysis yielded three sub-parts of the questionnaire. The distribution of the total variance rate (58.45 %) is as follows: The first sub-factor gives the 30.10 % of the total variance rate, the second factor describes the 15.85 % of it and the third factor describes the 12.50 % of it.

The table for factor analysis is presented in Table 4:

Table 4. Factor analysis of the pilot study

Rotated Component Matrix^a

	Component		
	1	2	3
ITE0019	,910		
ITE0014	,876		
ITE0015	,870		
ITE0009	,835		
ITE0001	,817		
ITE0008	,788		
ITE0016	,759		
ITE0010	,743		
ITE0017	,712		
ITE0006	,707		
ITE0013	,662		,389
ITE0004	,624		,397
ITE0011	,558		
ITE0012	,469		
ITE0023		,808	
ITE0029		,806	
ITE0027		,729	
ITE0028		,726	
ITE0031		,662	,330
ITE0024		,626	
ITE0030		,609	,479
ITE0021		,526	
ITE0033			,760
ITE0037			,688
ITE0036	,374		,675
ITE0035			,627
ITE0040			,593
ITE0034			,358

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Items which had significant loadings were grouped according to the degree of loading. For instance, if an item loaded to two factors at the same time, the items were grouped in accordance with their content, and it is noteworthy that these items happened to be coded in the groups to which they already loaded with greater values as in the example of 36 which loaded to Factor 3 with a degree of ‘,675’ and to Factor 3 with ‘,374’. As Table 4 shows the items that loaded to three factors in the pilot study successfully loaded to the same components. As anticipated, statements 1, 4, 6, 8, 9, 10,

11, 12, 13, 14, 15, 16, 17, 19 made up the 'intrinsic motivation' component. Statements 21, 23, 24, 27, 28, 29, 30, 31 formed the 'instrumental motivation' component, while statements 33, 34, 35, 36, 37, 40 made up the 'parental involvement' one.

According to final modifications relying on the findings of the pilot study, the questionnaire was finalized, and the last draft was obtained. Proving that the design of the questionnaire meets the expected criteria, the quantitative and qualitative analyses along with a discussion are presented in the next chapter.

CHAPTER 4

RESULTS AND DISCUSSION

The aim of this chapter is to present the results of the study with statistical tables and analyses and then to discuss these results by referring to the previous discussions made throughout the chapters so far. In this chapter, analyses of the data gathered through the questionnaire, and the interview results are presented. The quantitative data were analyzed using Statistical Package of Social Sciences (SPSS for Windows 13.0), and the qualitative data were analyzed through content analysis.

Throughout the analysis of the questionnaire, descriptive statistics which define the students' attitudes toward learning English, and mean scores and t test results of the questionnaire sub-factors with respect to their gender and fields of study, the results of the Kruskal Wallis Test will be given in order to have a clear picture of the relation between learners' fields of study and their attitudes, and correlation analysis of the achievement sub factor will be presented. Furthermore, analysis of the study includes open ended responses gathered from the questionnaires and the interviews regarding each factor.

4.1 RESULTS

4.1.1 Analysis of the Students' Attitudes toward Learning English

Table 5. Participants' Attitudes toward Learning English

N	Valid	462
	Missing	0
Mean		3,7072
Median		3,7939
Mode		4,13
Minimum		1,34
Maximum		5,00

The sample consisted of four hundred and sixty-two participants, two hundred and eighty-four of whom were female and one hundred and seventy-eight of whom were male participants. As can be seen from the Table 5, a mean score of 3.7072, a median of 3.7939 and a mode of 4.13 on the attitudes toward learning English questionnaire were obtained. This showed that most of the students had positive attitudes toward learning English.

As mentioned in Chapter 3, the questionnaire consisted of three sub-factors: intrinsic motivation, instrumental motivation and parental involvement. Table 6 indicates the descriptive statistics related to Uludağ University students' attitudes toward learning English.

Table 6. Descriptive Statistics of Attitude Questionnaire Toward Learning English

		INTRINSIC MOTIVATION	INSTRUMENTAL MOTIVATION	PARERNTAL INVOLVEMENT
N	Valid	462	462	462
	Missing	0	0	0
Mean		3,4754	3,6883	4,1366
Median		3,6429	3,8000	4,2500
Mode		4,00	3,80(a)	4,50
Minimum		1,00	1,30	1,00
Maximum		5,00	5,00	5,00

When Table 5 is examined, it is clear that the highest score and the lowest score that can be obtained from all the three sub-parts of questionnaire are 5 and 1. According to the table the mean of the students' intrinsic motivation was found to be 3.4754, the mean of the students' instrumental motivation was 3.6883 and the mean of the students' parental involvement was 4.1366. It is clear from the table that the highest mean score was from parental involvement sub-factor and the lowest mean score was from intrinsic motivation sub-factor.

In addition to the overall results obtained from the descriptive analyses, the mean of each item that loaded on the first factor, intrinsic motivation, was calculated in order to reach more detailed findings (see Table 7). Descriptive statistics for items 1 to 14 referring to the intrinsic motivation showed that the participants varied moderately in their ratings, which ranged from 2,01 to 3,89. The means of the each statement in descending order are given in Table 7. The top intrinsic motivation statement was: "Being successful in English is important for me." while the bottom statement was: "I hate English".

Table 7. Intrinsic Motivation in Descending Order

ITEM		N	Mean	St. Deviation
A9	Being successful in English is important for me.	462	3.89	0.96
A2	I would study English even it were not required at school.	462	3.69	1.18
A1	Learning English is fun.	462	3.52	0.97
A10	I love English.	462	3.43	1.05
A7	I participate in English class as much as I can.	462	3.43	1.04
A11	I am interested in English.	462	3.39	1.08
A6	Learning English is one of the most important things to me.	462	3.35	1.20
A8	I try a lot to learn English.	462	3.16	0.98
A12	I like studying English.	462	3.08	1.05
A3	I would rather spend my time on subjects other than English	462	2.88	1.13
A13	I don't like to enter English class.	462	2.67	1.16
A14	I don't love English.	462	2.33	1.17
A5	I think that learning English is dull.	462	2.40	1.09
A4	I hate English.	462	2.01	1.08

When the mean of each instrumental motivation item was calculated, descriptive analysis showed a similar result to that of the intrinsic motivation analysis in that the participants varied moderately in their ratings, which ranged from 3.20 to 4.15 (see table 8). However the analyses are different in that the top statement of instrumental motivation was found 4.15, which is higher than the highest level statement of intrinsic motivation, which is 3.89. The top item of the instrumental motivation was: “. Learning English is important to me because it will enable me to meet new people from different parts of the world”. The bottom item was: “It is important for me to know English in order to better understand the English-speaking nations’ behavior and problems”. When the mean averages of the students’ intrinsic motivations (3.47) and the instrumental motivations (3.68) are compared over five-point scale, it can be claimed that their instrumental motivations are slightly higher.

Table 8. Instrumental Motivation in Descending Order

	ITEM	N	Mean	St. Deviation
A20	Learning English is important to me because it will enable me to meet new people from different parts of the world.	462	4.15	0.94
A17	I learn English to find better job or education opportunities abroad.	462	3.93	1.14
A15	I learn English with the aim of finding a good job in Turkey.	462	3.88	1.24
A19	I learn English to have a good social statue.	462	3.87	1.06
A16	I learn English to understand academic subjects easily when I get to my department.	462	3.70	1.12
A22	I learn English to meet foreigners with whom I can speak English.	462	3.69	1.09
A21	I learn English as it will help me understand songs and films in English.	462	3.56	1.17
A23	Learning English is important to me because an educated person is expected to be able to speak English.	462	3.50	1.21
A18	I learn English so as to catch up with economic and technological developments in the world.	462	3.40	1.15
A24	English is important to better understand the English-speaking nations' behavior and problems.	462	3.20	1.23

Descriptive statistics for each item of parental involvement sub-factor indicated that participants have a wide range of average parental involvement levels because the gap between the bottom rating (1.44) and the top rating (4.36) is huge. Furthermore, over five point scale the mean average for their parental involvement was found 4.13, which is considerably high level. The rating levels of each statement in descending order are presented in Table 9. The top statement was: "My parents think that learning English is necessary for my academic career" and the bottom statement was: "My parents think that English is an unimportant class". It is obvious that this sub-factor has the highest mean level.

Table 9. Parental Involvement in Descending Order

ITEM		N	Mean	St. Deviation
A29	My parents think that learning English is necessary for my academic career.	462	4.36	0.77
A27	My parents think that learning English is necessary for finding a job easily in the future.	462	4.17	0.99
A25	My parents want me to learn English very well.	462	3.99	1.15
A32	My parents guide me to learn English.	462	3.85	1.09
A31	My parents want me learn more other languages than English.	462	3.68	1.10
A26	My parents think that learning English is not important for my future school life.	462	2.04	1.40
A28	My parents think that English is unnecessary for my education.	462	1.48	0.83
A30	My parents think that English is not an important class.	462	1.44	0.80

4.1.2 Attitude across Gender

In addition to the descriptive statistics, an independent sample t test was conducted to find out whether the attitudes of the students toward learning English differ in their gender. The results of the t test demonstrated that there is a significant difference between the attitudes of the girls and the boys ($t(462) = 4.36$). In other words, the attitudes of the girls toward learning English ($\bar{X} = 3.80$, $SD = 0.54$) proved to be higher than that of boys ($\bar{X} = 3.55$, $SD = 0.64$). It is understood that students' attitude toward learning English differs according to the gender.

Table 10. T Test Results of the Students' Total Scores of Attitude with Respect to Their Gender.

Overall Scores

Groups	N	\bar{X}	SD	DF	t	p
FEMALE	284	3,80	0,54	460	4,36	0,000
MALE	178	3,55	0,64			

The significant relation between the students' total scores of attitude toward learning English and gender indicated in Table 10 raised another question: Would gender of the students differ if the sub-factors of the questionnaire were analyzed one by one? The related results are shown in Table 11. When looked at the results indicated in Table 11, it is clear that there is a significant difference between gender and sub-factors of the questionnaire when they are taken into consideration separately. Accordingly, in respect of the first sub-factor –intrinsic motivation- it can be concluded that girls have higher motivation ($\bar{X} = 3.54$, $SD=0.74$) than boys ($\bar{X} = 3.36$, $SD=0.86$).

Table 11. T Test Results of the Students' Sub-Factor Attitude Results with Respect to their Gender

Intrinsic Motivation

Gruplar	N	\bar{X}	SD	DF	t	p
FEMALE	284	3,54	0,74	460	2.41	0,020
MALE	178	3,36	0,86			

Similarly, the findings related to students' instrumental motivation indicated that students' instrumental motivation significantly differs when their gender is taken into consideration ($t(462) = 4.86$). Therefore, it is possible to state that girls have higher instrumental motivation ($\bar{X} = 3.81$, $SD=0.67$) than boys have ($\bar{X} = 3.48$, $SD=0.75$).

Table 12. T Test Results of the Students' Sub-Factor Attitude Results with Respect to their Gender

Instrumental Motivation

Gruplar	N	\bar{X}	SD	DF	t	p
FEMALE	284	3,81	0,67	460	4.86	0,000
MALE	178	3,48	0,75			

When the findings related to the parental involvement sub-factor are taken into consideration, it is possible to admit that there is a significant difference in students' gender. The table 13 below showed that girls tend to have higher scores ($\bar{X} = 4.22$, $SD=0.60$) than boys have ($\bar{X} = 3.98$, $SD=0.68$).

Table 13. T Test Results of the Students' Sub-Factor Attitude Results with Respect to their Gender

Parental Involvement

Gruplar	N	\bar{X}	SD	DF	t	p
FEMALE	284	4.22	0,60	460	3.92	0,000
MALE	178	3,98	0,68			

4.1.3 Students Attitudes with Respect to Their Study of Fields

Before taking into consideration whether there is a difference between students' departments and their attitudes towards learning English, total mean scores of each field are given in table 14. When the table 14 is examined, it can be stated that foreign trade department has the highest mean score and medical faculty has the lowest one.

Table 14. Descriptive Statics with Respect to Their Study of Fields

	Faculty of Medicine	Faculty of Education	Faculty of Engineering	Faculty of Arts and Sciences	Faculty of Veterinary	Foreign Trade Department	Maritime and Port Authority
Mean	3,48	3,78	3,83	3,69	3,54	4,14	3,75
Median	3,56	3,81	3,94	3,81	3,63	4,19	3,78
Mode	3,56	4,25	4,13	3,91	3,72	4,19	3,16
Minimum	1,34	2,06	1,66	1,91	2,38	3,66	3,16
Maximum	4,59	4,56	4,88	5,00	4,75	4,66	4,28

Furthermore, when table 15 is examined, mean scores for three sub-factors can be seen. For intrinsic motivation and parental involvement, foreign trade department has the highest mean score. On the other hand, engineering department has the highest mean score for the instrumental motivation sub-factor.

Table 15. Mean Scores for the Sub-factors of the Questionnaire

Fields of Study	Medicine (N=76)	Education (N=11)	Engineering (N=195)	Arts and Sciences (N=114)	Veterinary (N=48)	Foreign Trade (N=7)	Maritime and Port Authority (N=11)
Intrinsic Motivation	3,26	3,81	3,58	3,47	3,19	4,22	3,48
Instrumental Motivation	3,50	3,65	3,77	3,68	3,70	3,69	3,66
Parental Involvement	3,82	3,86	4,33	4,09	3,94	4,55	4,32

In order to see if there is a difference between the students' departments and their attitude levels, a one-way ANOVA test was conducted. However, as the distribution of the data is not normal (the number of participants of the Maritime and Port Authority and Foreign Trade are 11 and 7 but engineering has 195 participants), assumptions couldn't be met and Kruskal Wallis test was conducted.

Table 16. The Results of Kruskal Wallis Test according to the Fields of Study

TOTAL						
Groups	N	Mean Rank	DF	χ^2	P	Significant Difference
A-Medicine	76	178,81	6	28,35	0,00	A-C, A-D, A-F
B-Education	11	258,95				C-F
C-Engineering	195	257,83				
D-Arts and Sciences	114	229,27				
E-Veterinary	48	192,55				
F-Foreign Trade	7	336,43				
G-Maritime and Port Authority	11	227,59				

The total results of test in Table 16 show that there are significant differences in students' attitudes in terms of fields of study variable. When the results are examined, Foreign Trade department has the highest attitude toward English. The results of the test demonstrate the differences between possible pairs. It is found that there is a statically meaningful difference between Medicine and Engineering participants. As Faculty of Engineering participants had higher mean score, it can be stated that they have more positive attitudes than Faculty of Medicine participants. Similarly, Faculty of Arts and Sciences and Foreign Trade Department participants have higher mean scores than Faculty of Medicine participants. The results also reveal that there is a significant difference between Faculty of Engineering and Foreign Trade Department participants. It can be deduced that Foreign Trade participants tend to have more positive attitudes compared to Faculty of Engineering. Therefore, results reveal that medicine, engineering, arts and sciences, foreign trade and veterinarian participants indicated significant differences in terms of their attitudes toward English.

4.1.4 Analysis of the Relation between Participants Attitudes toward English and Their Achievement in English

Another important point was also inspected in the study, which was whether there was a relationship between participants' grades and their attitudes. Pearson

Correlation Coefficient analysis was conducted in order to analyze this relationship. The results of the analysis indicated that there was a very low correlation between attitudes of the participants and achievement. There was a low correlation between intrinsic motivation and achievement, $r=.187$. There was also low correlation between instrumental motivation and achievement, $r=.124$. However, there was not a significant correlation between parental involvement and achievement.

Table 17. Correlations between Attitudes of Participants and Achievement

	INT	INS	PAR	ACHIEVEMENT
INTRINSIC MOTIVATION	1	,491**	,369**	,187**
	,000	,000	,000	,000
	462	462	462	462
INSTRUMENTAL MOTIVATION	,491**	1	,462**	,124**
	,000	,000	,000	,008
	462	462	462	462
PARENTAL INVOLVEMENT	,369**	,462**	1	,027
	,000	,000	,000	,557
	462	462	462	462
ACHIEVEMENT	,187**	,124**	,027	1
	,000	,008	,557	,000
	462	462	462	462

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

4.1.5 Analysis of the Achievement Sub-factor in terms of Participants' Fields of Study

Table 18. Correlations Coefficients between Attitudes of Medicine Participants and Achievement

Faculty of Medicine		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	-,062	-,003	-,090
	Sig. (2-tailed)	,595	,977	,440
	N	76	76	76

When the table above is examined, it is clear that there is no significant correlation between three sub-factors and achievement. It can be stated that medicine participants' attitudes toward English are not related to their achievement.

Table 19. Correlations Coefficients between Attitudes of Education Participants and Achievement

Faculty of Education		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	,341	,429	,223
	Sig. (2-tailed)	,304	,188	,509
	N	11	11	11

It is clear from the table 19 that there is no correlation between achievement and both intrinsic and instrumental motivation. There is also no a significant correlation between achievement and parental involvement.

Table 20. Correlations Coefficients between Attitudes of Engineering Participants and Achievement

Faculty of Engineering		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	,210	,042	,105
	Sig. (2-tailed)	,003	,558	,143
	N	195	195	195

As can be deduced from Table 20, there is positive low correlation between intrinsic motivation ($r = .210$) and achievement factor. However, the findings show that there is not meaningful relation between achievement and both instrumental motivation and parental involvement factor.

Table 21. Correlations Coefficients between Attitudes of Art and Sciences Participants and Achievement

Faculty of Art and Sciences		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	,431	,398	,071
	Sig. (2-tailed)	,000	,000	,452
	N	114	114	114

According to the findings shown in Table 21, there is a moderate positive correlation between achievement, and both intrinsic motivation ($r = .431$) and instrumental motivation ($r = .398$). However, it is can clear from the table that there is no significant relation between achievement and parental involvement ($r = .071$).

Table 22. Correlations Coefficients between Attitudes of Veterinarian Participants and Achievement

Faculty of Veterinary		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	,126	,076	-,029
	Sig. (2-tailed)	,394	,606	,847
	N	48	48	48

The figures on the Table 22 show that there is no significant relation between achievement and both intrinsic ($r = .126$) and instrumental motivation ($r = .076$). The table also indicates that there is no correlation between achievement and parental involvement ($r = -.029$).

Table 23. Correlations Coefficients between Attitudes of Foreign Trade Participants and Achievement

Foreign Trade Department		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	,221	,029	,490
	Sig. (2-tailed)	,634	,951	,264
	N	7	7	7

When looked at the table presenting the results of the analysis, it is clear that there is no significant relation between achievement and three sub-factors.

Table 24. Correlations Coefficients between Attitudes of Maritime and Port Authority Participants and Achievement

Maritime and Port Authority		Intrinsic Motivation	Instrumental Motivation	Parental Involvement
Achievement	Pearson Correlation	299	, 008	, 502
	Sig. (2-tailed)	,371	,982	,115
	N	11	11	11

The table 24 reveals that there is no correlation between achievement and three sub-factors.

4.1.6 Open-ended Responses of the Questionnaire

In the first question of the open-ended part, students were asked to express their thoughts and feelings about English. The answers of the participants showed that most of the students have positive attitudes toward English because of instrumental reasons. The following direct quotes, from the interviewees' responses, illustrate these reasons:

"I want learn English because I want to live abroad."

"English language is an essential requirement at the workplace."

"You can get a job easily if you have enough English knowledge. If you are not good enough in English it will be a reasonable cause to reject your application to any company."

"You can communicate well with foreigners if you know English well."

"You have a social statue if you know English well. So I want to learn English."

"I am not interested in English but I have to learn it because of my department."

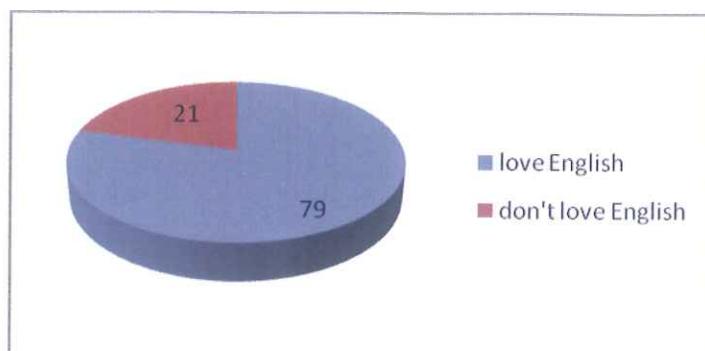
"I love English. I am also interested in other languages."

"Learning English is funny and it is a requirement for a better life."

“If you know English, you can understand world’s problem more easily.”

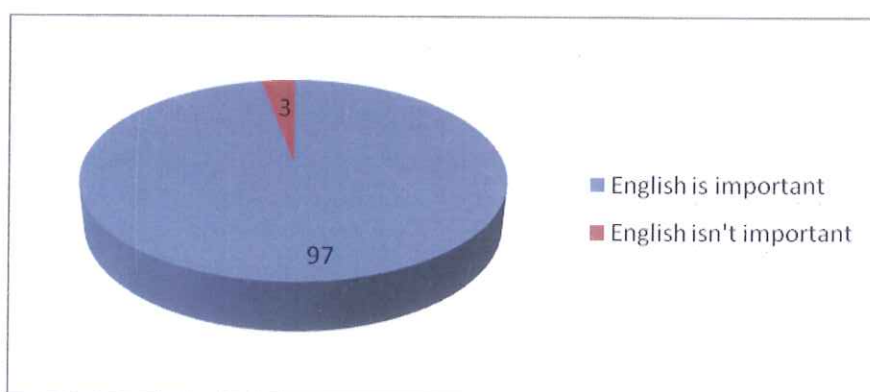
The second question of the open-ended part asked participants whether they love English or not. The table below indicated that 79 % of the participants love English.

Table 25. Participants’ Love of English



Third question asked participants whether they think English is important or not. Findings of the question are given in table 26. It indicated that nearly all of the participants (87%) think that English is important.

Table 26. Importance of English



When the next question was examined, participants were asked to number their three important reasons for learning English. Six instrumental reasons are given below:

Reason 1 : to find a better job

Reason 2 : to have the opportunity of education or finding job abroad

Reason 3 : to graduate from the school of foreign language of Uludag University

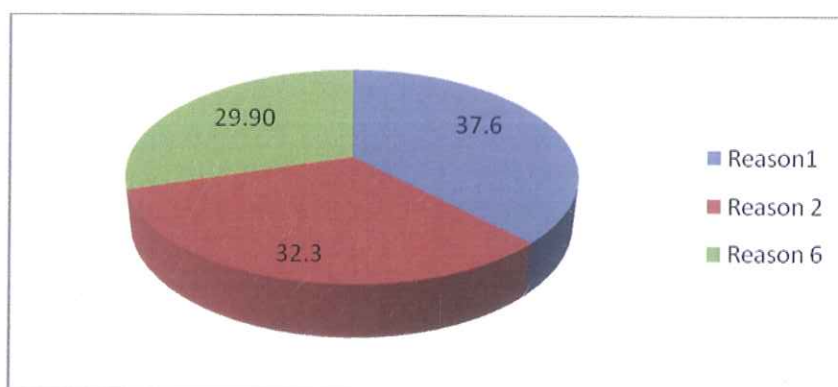
Reason 4 : to understand classes and academic subjects

Reason 5 : to have good social statue

Reason 6 : to understand films and songs

The results of the question revealed that 37.6 % of the participants think that finding a better job is the first most important reason for learning English. 32.3 % of them believe that having the opportunity of education or finding job abroad is the second important reason. To have good social statue is the third important reason of learning English for 29.9 % of the participants.

Table 27. Reasons for Learning English



Moreover, open-ended questions also questioned participants' parents' level of English. The table below shows that more than half of the parents have no knowledge of English. Findings also indicated that fathers of the participants have better knowledge of English than participants' mothers.

Table 28. Parents' Knowledge of English

	Know English very well	Know English well	Have moderate level of English	Don't know English
Mothers of the participants	1.2 %	3.7 %	25.8 %	69.3 %
Fathers of the participants	2.7%	8.2 %	33.5 %	55.6%

Next question of the open-ended part examined parents' thoughts about participants learning English. Answers of the participants demonstrated the result that parents totally support students learning English. They even encourage them to learn other popular languages.

Students were also asked whether they would like to learn English even if preparatory school was not obligatory. The answers for this question revealed that nearly all of the participants (95.2 %) would like to learn English even if preparatory school was not obligatory.

The last question of this part researched participants' plans about English after graduating from preparatory school. They planned to improve their English in some ways. Their answers mainly relied on these headings: reading more books and learning new words, going abroad with Erasmus, having a master degree abroad, going abroad with work and travel, focusing on speaking, going to an English course to improve it.

4.1.7 Interview results

Consistent with the questionnaire results, the majority of the interviewees agreed that the source of their attitudes towards English arises from more external needs, such as the need to pass exams or career opportunities. In other words, instrumental reasons were considered the primary source of the students' positive attitudes toward learning English.

The first interview question asks whether learners love learning English or not and give the reason for their answer. Nearly all of the students expressed that they love

English and they were really interested in learning English. The following quotes illustrate this:

“I love learning English because learning a different language makes me happy and excited.”

“I like English because it is a gate for learning new things in other countries and in life.”

“I love English and I believe that speaking English is not a privilege but it is a necessity in today’s world.”

“I like studying English and I will go on learning it till I will become an advanced learner.”

“I love English very much and I’m happy that I ‘m here and learning it.”

The second interview question deals with the idea that whether it is necessary to speak English for your education at university and for your department. Some of the students consider that learning English is necessary for their education at university because some of the departments gives English medium education. However, most of the departments at Uludağ University do not give English medium education, which leads students to think that English is unnecessary for their education at university. On the other hand, most of the students believe that speaking English is required for their department.

“Maybe speaking English is not necessary for the lectures at this university, however; it is needed for my department so that I can participate in conferences about my department.”

“I can follow the news in English about my department.”

“I believe that English is not necessary for my education at university but it is necessary for my department. It will enable me to go abroad with Erasmus program, which gives English medium education.”

With the third interview question, participants were asked what advantages they would have with English knowledge in your future career. The most favored advantage of learning English for participants was getting a job. Another point which was emphasized by participants is the opportunity of master abroad. Nearly all of the

participants gave instrumental reasons. The following direct quotes, from the interviewees' responses, illustrate these reasons:

"To get a job easily because if you are not good at English it will be hard to find a good job."

"They are many advantages such as: you can communicate well with foreigners, understand their culture, and to meet the academic requirements."

"You can communicate well with foreigners if you know English well."

"It is a society's and job's requirement... and it would help me talking with others in the workplace."

"It is advantageous because it is the language of sciences and technologies."

"I don't think that there is a company which doesn't look for English speaking employees. So English is really necessary when getting employed, being promoted and in international business."

"I believe that English is essential when I want to have master degree abroad. Also I can find a job with a good knowledge of English."

"I believe that speaking English means a good social statue in society."

Another question that was asked in the interview was whether learning English has disadvantages and if yes what they were. None of the students believe that learning English is disadvantageous. On the contrary, they consider that it is important to learn other languages too.

"Learning a language cannot be disadvantageous; if this language is English, which is the most valid language around the world, there are lots of advantages for you instead of disadvantages."

"English is the first international language in the world today. No one can deny the importance of English. Therefore, learning the English language can guarantee the availability of opportunities to employment, travelling, higher education, and even better life."

The last interview question examines participants' parents' attitudes toward English and whether they support them or not. All of the participants expressed that their parents support their learning English and they had positive attitudes toward learning English.

"They believe that learning English is an inseparable part of education."

"They support learning any language in general. They also want me to learn more than one language."

"They think that it will be beneficial all through my life especially for finding a job and they want me to learn it very well."

"They are aware of the importance of learning English so they absolutely support me both psychologically and financially."

4.2 DISCUSSION

In this chapter, the results of the data will be discussed connecting the findings with the previous chapters. The results will be discussed in the order of the research questions introduced in Chapter 1 and the data presented in Chapter 4. Descriptive analysis, t tests and correlation analysis for the results of seven research questions will be discussed helping the reader to connect relations with the setting where the research was carried out- School of Foreign Language at Uludağ University.

Research Question 1: What are Turkish preparatory students' attitudes towards English language at Uludağ University?

Saraçoğlu (2000) states that student's attitude has an integrative role in second language learning process. Furthermore, Krashen also concluded that attitudes can act as barriers or bridges to learning a new language. It is clear that the nature of the attitude toward learning a specific language has an essential role in learning the target language. In this study, to determine the extent of the attitudes toward learning English the students had, the researcher calculated the mean of the scores the participants had from questionnaire (see Table 5).

The questionnaire given to the participants consisted of three sub-factors, which were intrinsic motivation, instrumental motivation and parental involvement. However, in order to examine the overall results of the questionnaire, the overall mean score was

calculated before examining the subscales in detail. Therefore, with the Research Question 1, it was intended to reveal the general attitudes of the students toward learning English. Results indicated that 462 participants had a mean score of 3.70, a median of 3.79 and a mode of 4.13 on the attitudes toward learning English questionnaire. This showed that most of the students possessed quite favorable attitudes toward learning English. The findings revealed that a considerable majority of students expressed positive attitudes regarding their intrinsic motivation, instrumental motivation and parental involvement. Likewise, when the results of the interviews were examined, most of the participants had quite positive attitudes towards learning English. The following quotation is an example of this: "I love learning English because learning a different language makes me happy and excited." Furthermore, they are aware of the importance of learning English. "I like English because it is a gate for learning new things in other countries and in life." is another expression from interview participants. Most of the participants also stated in the open-ended question that they loved English, which also supports their positive attitudes towards learning English. Thus, Chamber (1999) concluded that the learner needs to have a positive attitude towards the language and learning in order to learn a language more easily. As favorable attitudes have utmost importance in the process of second language acquisition (Gardner, 1985), it is vital to create a learning environment in which learners do not perceive the target language as a threat on their native language but instead they should have positive attitudes toward it.

Research Question 2: To what extent do students have intrinsic motivation?

To determine the extent of the intrinsic motivation the students have, the first 14 items of the questionnaire were examined. The researcher calculated the highest mean score that can be obtained as 5 and the overall mean scores of the participants had 3.47 from the first part of the questionnaire. Accordingly, it was found that students at School Foreign Language at Uludağ University had intrinsic motivation scores above moderate level. Ryan and Deci (2000) point out that intrinsic motivation is the most important part and it is defined as the desire to engage in an activity for its inherent satisfaction rather than for some separable consequences.

The results showing that the students have favorable level of intrinsic motivation can be explained by the fact that they are intrinsically motivated to learn English as a second language in Turkey. When the items are examined in detail, "Being successful in

English is important for me.” had the highest score with 3.89. This result can also be supported by the answer ‘yes’ given to the open-ended question “Do you think English is important?” with % 97. This means that participants are conscious about how success in learning English affects their lives and they are really motivated to be successful in English. It can also be a result of the effect of proficiency exam that is required by Uludag University. The items “I would study English even it were not required at school.” and “Learning English is fun.” also have really favorable mean scores of 3.69 and 3.52. Thus, as mentioned in open-ended part by the participants it is obvious that they prefer to study English even it is not obligatory at university and they display a natural curiosity. As is known, “global intrinsic motivation- the generalized desire to invest effort in the learning for its own sake- is largely rooted in the previous attitudes of the learners” (Ur 1996: 280). Moreover, learners also indicated how they were intrinsically motivated in the interview with these words: “I love English and I believe that speaking English is not a privilege but it is a necessity in today’s world.” Therefore, the positive attitude of the majority of the pupils show towards English may contribute to their intrinsic motivation.

The items “I participate in English class as much as I can.” and “I try a lot to learn English.” have also favorable mean scores of 3.43 and 3.16 which showed that the majority of the students seem to have been motivated enough to learn English. Their motivation to be engaged in English classes may indicate that the students are aware of what they should do to achieve their goals. It can be stated that one of the important characteristic of a motivated learner is goal orientation (Ur, 1996). Ur (1996:275) describes a goal oriented learner as a person who “is aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.” Gardner (2001:10) also underlines the importance of one’s expending effort to learn language. “...The motivated individual expends effort to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, seeking out opportunities to learn more, by doing extra work” (Gardner 2001:10). Likewise, learners’ answer in the interview also support this: “I like studying English and I will go on learning it till I will become an advanced learner.” Therefore, it is necessary for a learner to be clear about their goals and conscious about specific learning environment that will lead to success.

Furthermore, the item "I hate English" had the lowest score with 2.01. "I don't love English." (2.33) and "I think that learning English is dull." (2.40) also have low level mean scores which supports the result that participants of the study are motivated intrinsically. Results of the study also reflected that participants indicated their love of English with their answer 'yes' given to the question "Do you love English?" in open-ended questions with 79 %. "I love English very much and I'm happy that I 'm here and learning English." is another supportive expression from the interview results. As is clearly seen in the above, the mean scores of the statements with regard to intrinsic motivation show that most of students seemed to be internally motivated to learn English in the School of Foreign Language at Uludağ University.

Research Question 3: To what extent do students have instrumental motivation?

Instrumental motivation is related to pragmatic gains of learning the target language such as finding a job, understanding academic subjects, getting opportunities of education or job abroad (Harmer, 2005). Instrumental motivation underlies the goal to gain some social or economic reward through second language achievement, thus, referring to a more functional reason for language learning (Gardner & Lambert, 1972). With the aim of determining the power of instrumental motivation, 10 items have been given in the questionnaire. The results of the descriptive analysis of the students' instrumental motivations suggested that the students have high instrumental motivations with the overall mean score of 3.68. The results of the analysis showed that participants possessed slightly higher level of instrumental motivation when compared to their intrinsic motivation.

In consistent with analysis, results suggested that the highest instrumental motive that lead students to learn English is to meet new people from different parts of the world with the mean of 4.15. It is obvious that participants want to be in contact with foreign people. This can be supported with the fact that Turkey, having a great tourism potential, hospitalize many numbers of tourists every year, and create an English-speaking environment with part-time jobs for especially university students in different seasons. Learners also stated in the interview "You can communicate well with foreigners if you know English well." They also mentioned that English language knowledge will make them more knowledgeable, and enable them to access a wider community. On the other hand, the result can also be related to opportunities of meeting new people in social media thanks to internet. As Gardner (2001:11) stated "motivated

individuals have goals both proximate and distal.” Accordingly, meeting with new people from different parts of the world is a more proximate goal than finding a good job and going abroad are short term goals for students. Learners are aware of the advantages of learning English and they state in the interview as: “They are many advantages such as: you can communicate well with foreigners, understand their culture, and to meet the academic requirements.”

Descriptive analysis of the study also showed that second most important motive for Uludag University participants is to find better job or education opportunities abroad. Thus, participants not only want to be in contact with foreign people, but they are also willing to have education or find a job abroad. This means they believe that going abroad is a favorable action as it provides good opportunities of a better job and good salaries when they come back. Sebütekin (1981) also stated that in Turkey the main reason of studying English is better education and career opportunities. Furthermore, learners expressed this reason in the interview: “It is a society’s and job’s requirement... and it would help me talking with others in the workplace.” This result was also supported by the answers given in open-ended part in which participants were asked to number their three important reasons for learning English. 32.3 % of them believe that having the opportunity of education or finding job abroad is their second important reason for learning English. Moreover, interview results also indicated that having education abroad was emphasized by participants especially when Erasmus opportunity was taken into consideration.

Another essential motive for learners is gaining a good social statue thanks to learning English with a mean score of 3.87. The interview results also supported the importance of this motive with their beliefs in that knowledge of English is a favorable necessity of having a statue in modern society: “I believe that speaking English means a good social statue in society.” Moreover, learners indicated their interest in English with the item “I learn English as it will help me understand songs and films in English.” By expressing their desire to understand songs and films in English, students showed their admiration and appreciation towards the cultural products of the target language.

Although participants are instrumentally motivated to meet new people, the least important instrumental motive was learning English in order to better understand the English-speaking nations’ behavior and problems with a moderate mean of 3.20. It is considered that they are willing to go abroad for having advantages in Turkey, however;

they are not deeply interested in their behaviors or problems. The item “I learn English so as to catch up with economic and technological developments in the world” is an unfavorable item with a mean score of 3.40 when compared to other instrumental motives. These two items seemed to be distal goals with when the motives of meeting with new people from different parts of the world, finding a good job or education opportunities abroad are taken into consideration. Therefore, these results suggest that students at School Foreign Language at Uludağ University had high level of instrumental motivation toward learning English.

Research Question 4: What are parents' attitudes toward English?

As mentioned in Chapter 2, parental factor is an essential part of a good education. Gardner (1985) concluded that parental involvement influences students' educational attitudes. Pelletier and Brent (2002) state that parents are the children's first teachers and they provide some experiences that promote attitudes to ensure school success. As it is stated above, parental attitudes towards learning field are highly important as well as their attitudes towards their children's school and teachers. In this study, researcher examined parental involvement factor with eight items in the questionnaire.

The descriptive statistics results of 462 parent participants showed that all parents have high level attitudes toward their children's learning English in general with a mean of 4.13 (see table 28). This is the highest mean score when compared to other sub-factors. When the items examined in detail, “My parents think that learning English is necessary for my academic career.” has the highest mean score with 4.36, which shows that parents are aware of the importance of English in learner's academic career. Moreover, the item “My parents think that learning English is necessary for finding a job easily in the future.” has the second highest mean score of 4.17. Like Tavit (2009), the results of this study provided evidence that most parents strongly support their children's learning English because they believe it can productively promote career opportunities. It is undeniable that proficiency in English play an important role in our global world and not only do companies require English proficiency as criteria for employment, but also individuals need English as a tool to receive or transmit messages. Most parents believe that a child equipped with English ability will gain more opportunities in job fields. It is obvious from the results of the study that parents not only guide learners to learn English but they also encourage them to learn other

languages than English. This result was also mentioned by learners in the interview with these words: "They think that it will be beneficial all through my life especially for finding a job and they want me to learn it very well."

Another item favored by the learners is the statement "My family wants me to learn English very well." This indicates that a great majority of the parents of those who have responded this item have positive attitude towards English. As Harmer (2005:51) emphasizes "the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people." Accordingly, the attitude of the family members may affect learners' attitude towards English negatively or positively. Harmer (2005) underlines the importance of the attitude of family members and considers it to be crucial.

"My parents think that English is unnecessary for my education." and "My parents think that English is not an important class." are the items that have low mean scores. However, as these items have negative meanings, having low mean scores indicated positive attitudes. Thus, parents considered English as necessary and essential for their education. Likewise, Demir (2005) informs that most of the students had reported that their parents encourage and support their language learning. This was also expressed by learners in the interview as: "They are aware of the importance of learning English so they absolutely support me both psychologically and financially. Thus, these results could be assumed as the reflections of positive attitudes of Turkish parents. Moreover, learners also stated that "They support learning any language in general. They also want me to learn more than one language." which indicates that they support learning more than one language. Similarly, Çetin (1990) points out that parents tend to have positive attitudes towards their children's learning English in general.

Furthermore, open-ended questions revealed that parents totally support their children's learning English. Likewise, Kızıltepe (2000) resulted in high support from parents toward their learning English in his study. Open-ended questions also questioned parents' level of English. Results showed that more than half of the parents have no knowledge of English and fathers had better English knowledge. This may be the result of total support from parents for learning English as they have little English knowledge. Parents' past experiences may possibly shape their attitudes towards their children's learning or their decisions about being involved in the learning process of child (Hoover-Dempsey et al 2005). As a result, it is clear that parents' attitudes

towards their children's learning English may change related to their knowing English or their past experiences in learning foreign language.

Research Question 5: Do learners' attitudes towards English differ according to their gender?

As mentioned in Chapter 2, the results of some studies on relations between gender and attitudes indicated that females scored better than males. Likewise, Gömleksiz (2010) and Karahan (2007) found in their studies that there was gender difference in the participants' motivations and attitudes toward learning English. Concerning the attitudes of the students at School Foreign Language at Uludag University, girls tended to demonstrate significantly more positive attitudes than boys do when the overall scores are examined (see Table 10). This result shows parallelism with the study of Saracaloğlu (2000). Likewise, Atlı (2008) also found in their studies that female learners had more positive attitudes toward learning English.

When the sub-factors of the questionnaire are taken into consideration, students' scores of intrinsic motivation, instrumental motivation and parental involvement indicated that they also differed in gender (see table 11, 12, 13). Firstly, when the sub-factor of intrinsic motivation is examined (Table 11), girls proved to have higher results compared to that of boys. It can be inferred from the statistical analysis that girls seemed more intrinsically motivated than male boys. Secondly, when instrumental motivation is taken into consideration, the results revealed that girls again tended to have higher scores than boys. (Table 12) Similarly, Aydın (2007) also found that females were more instrumentally motivated to learn English than males were. Moreover, it is also clear from t test results that the highest t-test result was obtained from instrumental motivation sub-factor. Thus, this means that the highest difference between boys and girls was seen in the sub-factor of instrumental motivation. Despite the fact that both females and males are aware of the importance of instrumental reasons for learning English, females seem to have scored higher than males. Thirdly, parental involvement sub-factor was examined and the table 13 revealed that females had higher scores. The results indicated that girls' parents are seen to have more positive attitudes for both English and their children's' learning it when compared to boys' parents.

As in the study of Aydın (2008), when we have a general look at the results of the independent sample t test, which was conducted to find out whether the attitudes of

the students toward learning English differ in their gender, they displayed that the girls scored significantly higher than boys did.

Research Question 6: Do learners' attitudes towards English differ according to their fields of study?

The analysis of the findings also displayed that students' mean scores of intrinsic motivation, instrumental motivation, and parental involvement differed significantly with respect to their departments. Likewise, Çolak (2008) and Gömleksiz (2010) found that students' attitudes varied from one field to another, and the study indicated statistically significant differences between participants' fields of study and the attitudes of participants towards learning English. The analysis of the study revealed that students of Foreign Trade Department had the highest mean score. On the other hand, students of Medical Faculty demonstrated that they had the lowest mean scores in general. In spite of the differences in the attitudes of these students from seven departments in total, the mean scores stayed within the category of high level scores except for the students of Medical Faculty with a moderate mean score of 3.48.

When intrinsic motivation is concerned, the mean score of Foreign Trade students was the highest one again. The other departments were within the range of moderate level of intrinsic motivation. When it came to instrumental motivation, the highest mean score was from Engineering Faculty students and the others had moderate levels of instrumental motivation. Finally, the mean scores of all students for parental involvement varied depending on the departments concerned, the findings showed that all the mean scores were within the range of high level mean scores and Foreign Trade department had the highest mean score of all.

There might be many reasons for the students of Foreign Trade students' getting highest scores in overall sub-factors. First of all, these students know that in order to be successful in their department, they need to be competent in English. Foreign Trade department requires the knowledge in various international issues and the mostly required language for them is in English. However, as the distribution of the data taken from Foreign Trade Department is not normal (the number of participants of Foreign Trade 7 but engineering has 195 participants), assumptions couldn't be met and Kruskal Wallis test was conducted. Thus, this may be the result of high scores from this department. On the other hand, although Medical Faculty students seemed to have the lowest score, when the score was taken into consideration, it was 3.48 which was a

moderate one. The results also showed that Engineering Faculty students had high instrumental reasons for learning English. It means that they are more aware of the advantages of knowing English in terms of education, occupation opportunities and its effect in their future lives.

In order to examine the differences within various fields of studies, Kruskal Wallis test was conducted. The results of the test demonstrate the differences between possible pairs. Therefore, results reveal that medicine, engineering, arts and sciences, foreign trade and veterinarian participants indicated significant differences in terms of their attitudes toward English. Students enrolled at the Faculty of Engineering, Arts and Sciences and Foreign Trade Department tended to have more positive attitudes than Faculty of Medicine students. The main reason for this could be that these students study English only in English courses, which, the students claim, does not meet their needs because they will be working in Turkey and they do not need to know English to become a successful doctor. On the other hand, learners also expressed in the interview that "Maybe speaking English is not necessary for the lectures at this university, however; it is needed for my department so that I can participate in conferences about my department." Thus, it is clear that medicine participants are not aware of the importance of English for their department. Or it may be related to the fact that education given in medicine department is not English medium and they don't think it is necessary for their department. However, participants expressed in the interview that "I believe that English is not necessary for my education at university but it is necessary for my department. It will enable me to go abroad with Erasmus program, which gives English medium education." which indicates that it is necessary to widen medicine participants' view and make them more conscious about English. Furthermore, Faculty of Engineering participants revealed more positive attitudes than Faculty of Veterinary participants. As to department variable, students' attitudes vary from one department to another, ANOVA results revealed statistically significant differences between the attitudes of the students towards learning English.

Research Question 7: Is there a correlation between learner's attitude and their achievement?

The main purpose of his study was based on the idea that there is a relation between attitudes and achievement from the view point of Gardner and his colleagues. However, total results of the study showed that there is a low correlation between achievement, and intrinsic motivation and instrumental motivation but there is not a significant correlation between achievement and parental involvement ($r= 0.027$).

Unlike Gardner & Lambert (1972), Karaş (1996) points out that there is only a weak relationship between achievement and attitudes. In fact this inconclusive result was also reached by Lambert et al., (1972), who found that Francophilia was positively related with the success among beginner students of French, but negatively related among advanced students. Gardner (1972) too found that in some parts of USA there was no correlation between achievement and attitudes. As Gardner (1985) suggests it would not be wrong to expect the learners with favorable attitudes to be more attentive and serious than those with negative attitudes. However, such attitudes might not necessarily lead to foreign language achievement. For instance, Gardner (1985) states that an individual may have positive attitudes but prefer not to study the language at school because of a feeling that such a context is inappropriate, or because of a dislike for the teacher, for example. Therefore, it is obvious that attitude is a multi factorial component in the field of foreign language learning.

When the results of this study are taken into consideration in detail, it is obvious that there is nearly no correlation between medicine, education and veterinarian participants' attitude and their achievement. The reason for this may be related to the fact that for these departments Preparatory School is obligatory and they were taking English because it was a required course not because they were strongly motivated. On the other hand, there is a significant correlation between art and sciences participants' intrinsic and instrumental motivation, and their achievement, which indicates that their motivation influences their grades. There is also a low correlation between Engineering students' intrinsic motivation and their achievement. These findings are consistent with the findings of the studies conducted by Gardner and Lambert (1972), Aydın (2007), Petrides (2006), who claimed that students' attitudes towards learning a foreign language are in a positive correlation with their performance in the target language. However, it is surprising that there is no correlation between achievement and, Foreign Trade Department and Maritime and Port participants' instrumental motivation, intrinsic motivation and parental involvement factor. The reason for this result may be

that students think they would not need English later in their education as the medium of instruction was not English in these departments.

Results show that there is low relation between success and positive attitudes. Although most of the students have highly positive attitudes toward English, this does not have a clear effect on their success.

CHAPTER 5

CONCLUSION

This chapter aims to draw the conclusions of the study and present the pedagogical and methodological implications. Finally, suggestions for further research are presented.

5.1 CONCLUSION

This study aimed to discover Turkish EFL learners' profiles at School of Foreign Languages at Uludağ University concerning their attitudes toward learning English as well as investigating their probable relations to the students' genders, instrumental and intrinsic motivation, parental involvement, their fields of study and achievements' in English.

Chapter 1 explained the problem which led the birth of this study, presented and the research questions which shaped and designed the study. Moreover, it introduced the methodology adopted for this study briefly. In the second chapter literature review was presented in order to give the relevant studies and theoretical information about the concept "attitude" and factors influencing attitude. The theoretical framework of the study was given by touching upon the multiple considerations required to understand the basis of attitude, factors influencing attitude and their interrelations with each other in teaching English as a foreign language. In the third chapter, methodological framework of the thesis which shed light upon the findings of this study and the composition of the instruments (questionnaire and interview) based on the results of the confirmatory and descriptive factor analyses were presented. In Chapter 4, the data collected by means of the questionnaire and interview were analyzed: As well as

presenting the results of the data analyses related to Uludağ University School of Foreign Language students' attitudes toward learning English as a foreign language, the sub-factors of this variable (intrinsic motivation, instrumental motivation and parental involvement) were also examined. Moreover, the results of the analyses related to the relations between the students' gender, fields of study and their achievements in English were presented.

The results of the mean scores indicated that a considerable majority of students expressed positive attitudes regarding their intrinsic motivation, instrumental motivation and parental involvement. The results also revealed that the mean levels of intrinsic motivation and instrumental motivation were moderate while the mean level of parental involvement factor was found at a high level. Furthermore, as for the relations between the students' attitudes and their gender, girls tended to have higher scores than boys when three sub-factors were taken into consideration. When the research question which examined whether learners' attitude differ according to their fields of study was taken into consideration, the analysis of the findings indicated that students' mean scores of intrinsic motivation, instrumental motivation, and parental involvement differed significantly with respect to their departments. The analysis of mean scores displayed that Foreign Trade Department had the highest mean score and Medical Faculty had the lowest mean score. In order to examine the differences within various fields of studies, Kruskal Wallis test was conducted. The results of the test indicated the differences between possible pairs. Thus, it was found that medicine, engineering, arts and sciences, foreign trade and veterinarian participants displayed significant differences in terms of their attitudes toward English. Students enrolled at the Faculty of Engineering, Arts and Sciences and Foreign Trade Department tended to have more positive attitudes than Faculty of Medicine students. This may be a result of the fact that education given in medicine department is not English medium and they think it is unnecessary for their department. Moreover, Faculty of Engineering participants revealed more positive attitudes than Faculty of Veterinary participants. The last research question examined the correlation between learners' attitudes and their achievement. Although the main purpose of his study was based on the idea that there is a relation between attitudes and achievement from the view point of Gardner and his colleagues, the total results of the study showed that there is a low correlation between achievement, and intrinsic motivation and instrumental motivation but there is not a

significant correlation between achievement and parental involvement. Although participants expressed in the questionnaire that learning English is important for them, this result is not reflected in their grades, which indicates that they are aware of the importance of English, however the lack of motivation to study, materials used in the classroom, teacher and form of the exams applied have the probable roles to influence their achievement.

With the analyses of the data collected by means questionnaire and interview results, the foundation of the discussions of the findings and the claims were also built in Chapter 4. While discussing the results, the participants taking part in this study, Uludağ University School of Foreign Language students, and the context where the study was carried out, Uludağ University, Turkey, were kept in mind and they were compared and contrasted with the related studies given in Chapter 2.

5.2 PEDAGOGICAL IMPLICATIONS

The purpose of this study was to display Uludağ University School of Foreign Language students' attitudes toward learning English and the factors that influence their attitudes. From the results of the data analyses, some pedagogical implications can be suggested. Firstly, this study might contribute to Uludağ University School of Foreign Language teachers' understanding of the students' attitudes, motivation and demotivation by demonstrating them that while teaching English not only the language but also the learners should be kept in mind. It is a well known issue that teachers of EFL courses at Preparatory Schools of universities often face demotivation problems in their classrooms. Thus, even though the findings of this study is not completely generalizable, they may guide the teachers at Uludağ University School of Foreign Language and other universities' preparatory schools in reconsidering the significance of being sensitive to learners' motives, to notice the importance of instrumental and intrinsic motivation, as both kinds of motivation are essential for promoting students' learning a foreign language.

The results of the data showed that the students at Uludağ University School of Foreign Language had moderate level of instrumental motivation and intrinsic motivation. The language teachers can easily boost their students' instrumental

motivations by preparing the learners for the proficiency exam, which they have to pass so as to graduate from the Preparatory School. Likewise, they can also occasionally remind them their related goals and emphasize practical use of English such as how to communicate with other people when they travel English speaking countries as well as lay stress upon the importance of having a good knowledge of English to find a good job or to be able to understand the academic courses. However, helping the students to develop their instrumental motives is not sufficient for effective language learning. The importance of the subject has also been emphasized by Wei (2007) who states that not only instrumental motivation of learners should be supported but also intrinsic orientation needs to be taken into consideration as it facilitates the reduction of anxiety learners feel in language classrooms. Therefore, a balanced development of both instrumental and intrinsic motivations should be sustained particularly for foreign language learners, whose intrinsic motivations are at moderate or below moderate levels.

To develop the students' integrative motivations, their interests should be attracted toward the culture and the community of English language. Teachers can integrate the traditions, literature or lifestyle of the English speaking countries into English courses by means of video, audio materials, and also written or visual materials might provide the learners with the opportunities to get to know the native speakers of English and their culture. Thus, teachers can arouse curiosity that can lead to develop positive attitudes towards learning English language.

Furthermore, it would be an effective implication to expose Uludağ University School of Foreign Language students to real life situations, which might contribute to correcting the students' possible stereotypes toward the English speaking countries. Another possible solution could be to increase language contact through partnerships among schools via internet or exchange programs that will enable students to visit other countries and host people from target societies. For instance, a teacher could simply create a better language learning environment by inviting native speakers to the class, conducting field trips to many places with touristic significance, where the learners could create opportunities to contact native speakers of English.

5.3 LIMITATIONS

The general purpose of this study was to research and find out Uludağ University School of Foreign Language Students' attitudes toward learning English and the factors that influence these attitudes with statistical analyses. Among the limitations of this study, the first one is that this investigation was conducted at a state university. Different results could potentially be found at other universities differing in size and location and administering a different curriculum along with a different proficiency exam type. In this study, data were collected from 462 Preparatory School Students and it investigated only one state university, thereby limiting the opportunity of generalizing the findings of this study to other universities in Turkey. Another limitation could be that learners' perception may be taken into consideration with the help of another questionnaire. The most of the attitude scale was developed by the researcher as data collecting instrument. The attitude scale of this study was just an attempt. However, further research might use a more developed attitude scale and a socioeconomic status scale. Furthermore, a further research may include the attitudes of learners toward English culture and English speaking societies.

5.4 SUGGESTIONS FOR FUTHER RESEARCH

This study could be expanded to include other universities in Turkey, thus, enabling to compare and contrast the attitudinal profiles of the students from different universities. Therefore, data from different universities might prove to have a different profile of students with various socio economical and socio-cultural backgrounds, which might affect the scores motivations, attitudes and perceptions and even their achievements in English to a considerable degree. Moreover, students might score differently in motivation and attitude types as well as their pre-conceived ideas and beliefs of learning English as a foreign language. Likewise, another questionnaire which examines the learners' attitudes toward English culture and English speaking societies may contribute to the study. Teachers' views of their students' types of motivations, attitudes toward learning English and the foreign language communities, perceptions of their language learning process might be researched in order to find out whether the students' responses to the questionnaire reflect their actual behavior. The researchers could also investigate the students' educational attitudes toward learning English such

as attitudes toward the teacher, course book, course, and the learning environment where the learning takes place.

Furthermore, a further research study may investigate the issue of parental attitudes towards leaning English in a broader context. Therefore, the further research may use a more developed attitude scale with a socio-economic status scale. Additionally, there is a need to study the effective ways of increasing parental contribution to the learning process and related with this, direct parents to have positive attitudes towards their children's English language learning. For this reason, a further study may involve training programs of parental contribution.

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APPENDIX 1: TUTUM ANKETİ

İNGİLİZCE ÖĞRENİMİNE YÖNELİK TUTUM ÖLÇEĞİ

Bu araştırmanın amacı, Uludağ Üniversitesi Yabancı Diller Yüksek Okulu öğrencilerinin İngilizce öğrenimine yönelik tutumlarını ve bu tutumları etkileyen faktörleri belirlemektir. Elde edilecek veriler sadece bu araştırmayla sınırlı kalacak ve kişisel bilgiler kesinlikle gizli tutulacaktır. Katılımınız için teşekkürler.

1. BÖLÜM: KİŞİSEL BİLGİLER

ADINIZ:

SOYADINIZ:

CİNSİYET: KIZ ERKEK

BÖLÜM:

2. BÖLÜM: TUTUM ÖLÇEĞİ

Aşağıda İngilizce dersiyile ilgili çeşitli ifadeler verilmiştir. Bir ifadeye hangi oranda katılıyorsanız, lütfen onun altındaki sayıyı yuvarlak içine alınız. Lütfen düşüncenizi en iyi ifade eden seçeneği işaretleyiniz.

1 = Kesinlikle katılmıyorum

2 = Katılmıyorum

3 = Kararsızım

4 = Katılıyorum

5 = Kesinlikle Katılıyorum

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce öğrenmek eğlencelidir.	1	2	3	4	5
2. Okulda zorunlu tutulmasa bile İngilizce öğrenmeyi isterim.	1	2	3	4	5
3. Zamanımı İngilizce yerine başka derslere harcamayı tercih ederim.	1	2	3	4	5
4. İngilizceden nefret ediyorum.	1	2	3	4	5
5. İngilizce öğrenmenin çok sıkıcı olduğunu düşünüyorum.	1	2	3	4	5
6. İngilizce öğrenmek benim için en önemli şeylerden birisidir.	1	2	3	4	5

7. İngilizce derslerine mümkün oldukça çok katılım gösteririm.	1	2	3	4	5
8. İngilizce öğrenmek için çok çaba harcarım.	1	2	3	4	5
9. İngilizcede başarılı olmak benim için önemlidir.	1	2	3	4	5
10. İngilizce dersini severim.	1	2	3	4	5
11. İngilizce dersine ilgi duyuyorum.	1	2	3	4	5
12. İngilizce çalışmaktan hoşlanırım.	1	2	3	4	5
13. İngilizce dersine girmekten hoşlanmam.	1	2	3	4	5
14. İngilizce dersini sevmem.	1	2	3	4	5
15. Türkiye'de iyi bir iş bulmak amacıyla İngilizce öğreniyorum.	1	2	3	4	5
16. Bölüme geçtiğimde diğer derslerin ve akademik konuların anlaşılmasını kolaylaştırmak için İngilizce öğreniyorum.	1	2	3	4	5
17. Yurtdışında daha iyi iş ya da eğitim fırsatları bulabilmek için İngilizce öğreniyorum.	1	2	3	4	5
18. Bu bölümü boş bırakınız.	1	2	3	4	5
19. Dünyadaki teknolojik ve ekonomik gelişmeleri takip edebilmek için İngilizce öğreniyorum.	1	2	3	4	5
20. İyi bir sosyal statüye sahip olmak amacıyla İngilizce öğreniyorum.	1	2	3	4	5
21. İngilizce öğrenmek dünyanın farklı yerlerinden İngilizce konuşan kişilerle tanışmamı sağlayacağı için önemlidir.	1	2	3	4	5
22. İngilizce filmleri, şarkıları anlamamı kolaylaştıracağı için İngilizce öğreniyorum.	1	2	3	4	5
23. İngilizce konuşabileceğim yabancılarla tanışabilmek için İngilizce öğreniyorum.	1	2	3	4	5
24. Eğitimli bir insandan İngilizce konuşması beklendiği için İngilizce öğreniyorum.	1	2	3	4	5
25. İngilizce konuşan ülkelerin tutum ve problemlerini daha iyi anlamak için İngilizce önemlidir.	1	2	3	4	5
26. Ailem İngilizceyi en iyi derecede öğrenmemi istiyor.	1	2	3	4	5
27. Ailem İngilizce öğrenmenin gelecekteki okul hayatım için önemli olmadığını düşünüyor.	1	2	3	4	5

28. Ailem İngilizce öğrenmemin gelecekte daha kolay iş bulabilmem için gerekli olduğunu düşünüyor.	1	2	3	4	5
29. Ailem İngilizcenin eğitimim için gerekli olmadığını düşünüyor.	1	2	3	4	5
30. Ailem İngilizce öğrenmenin akademik hayatım için gerekli olduğunu düşünüyor.	1	2	3	4	5
31. Ailem İngilizcenin önemsiz bir ders olduğunu düşünüyor.	1	2	3	4	5
32. Ailem İngilizce diline ek olarak başka diller öğrenmemi istiyor.	1	2	3	4	5
33. Ailem İngilizce öğrenmem için beni yönlendiriyor.	1	2	3	4	5

3. BÖLÜM: SORULAR

1. İngilizce ile ilgili duygu ve düşüncelerinizi birkaç cümle ile açıklayınız.

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.....

2. İngilizceyi seviyor musunuz?

Evet () Hayır ()

3. İngilizce öğrenmenin önemli olduğunu düşünüyor musunuz?

Evet () Hayır ()

4. İngilizce öğrenmenizdeki etkili olan en önemli 3 sebebi sıralayınız. (En önemli sebebe

“1” yazınız.)

_____ İyi bir iş bulabilmek

_____ Yurtdışında iş veya eğitim fırsatı yakalamak

_____ Yabancı Diller Yüksek Okulu'ndan mezun olmak

_____ Dersleri ve akademik konuları anlamak

_____ İyi bir sosyal statüye sahip olabilmek

_____ İngilizce film veya şarkıları anlamak

5. Uygun olan seçeneği işaretleyiniz.

Annemin İngilizce seviyesi: Çok iyi İyi Orta Hiç bilmiyor

Babamın İngilizce seviyesi: Çok iyi İyi Orta Hiç bilmiyor

6. Ailenizin, İngilizce öğrenmenizle ilgili düşünceleri nelerdir?

.....
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.....
.....

7. Hazırlık sınıfı okumak zorunda olmasaydınız da İngilizce öğrenmek ister miydiniz?

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8. Hazırlık sınıfını bitirdikten sonra İngilizce ile ilgili planlarınız nelerdir?

.....
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.....

APPENDIX 2: GÖRÜŞME SORULARI

1. İngilizce öğrenmeyi seviyor musunuz? Yanıtınızı nedeniyle açıklayınız.
2. Üniversitedeki öğrenim hayatınızda ve okuyacağınız bölümde İngilizce bilmenin gerekli olduğunu düşünüyor musunuz?
3. Gelecek kariyerinizde İngilizce bilgisinin size ne gibi getirileri olacaktır?
4. Sizce İngilizce öğrenmenin hiç dezavantajı var mıdır? Varsa nelerdir?
5. Ailenizin sizin İngilizce öğrenmenize karşı tutumu nedir? Destekliyorlar mı?

ÖZGEÇMİŞ

Doğum Yeri ve Yılı: Bursa 1986

Öğr. Gördüğü Kurumlar:	Başlama Yılı	Bitirme Yılı	Kurum Adı
Orta Okul-Lise	1997	2004	Bursa Gazi Anadolu Lisesi
Lisans	2004	2008	Uludağ Üniversitesi
Yüksek Lisans	2009	2013	Uludağ Üniversitesi

Bildiği Yabancı Diller

ve Düzeyi : İngilizce- İleri, Almanca- Orta

Çalıştığı Kurumlar	: Başlama ve Ayrılma	Kurum Adı
	1. 2008-2009	Bursa Yıldırım Belediyesi İlköğretim Okulu
	2. 2009-	Uludağ Üniversitesi Yabancı Diller Yüksek Okulu

06/ 05/2013

Fulya GÖRGÜN

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Fulya GÖRGÜN
Tez Adı	An Analysis of Factors that Influence Turkish EFL Learners' Attitudes towards English Language
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Doç. Dr. Zübeyde Sinem GENÇ
Çoğaltma (Fotokopi Çekim) izni	<input checked="" type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama izni	<input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin Veriyorum

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 09.05.2013

İmza :

