



T.C.

BURSA ULUDAĞ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**ANALYSING ATTITUDES OF MIDDLE SCHOOL STUDENTS TOWARDS THE
ENGLISH LANGUAGE**

M.A. THESIS

Burak AKYOL

BURSA

2019



T.C.

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZ DİLİNE YÖNELİK TUTUMLARININ
İNCELENMESİ**

YÜKSEK LİSANS TEZİ

BURAK AKYOL

Danışman

Doç. Dr. İlknur SAVAŞKAN

BURSA

2019

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.


BURAK AKYOL

18/08/2019



EĞİTİM BİLİMLER ENSTİTÜSÜ

YÜKSEK LİSANS İNTİHAL YAZILIM RAPORU

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tez Başlığı / Konusu: Ortaokul Öğrencilerinin İngiliz Diline Yönelik Tutumlarının İncelenmesi

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 96 sayfalık kısmına ilişkin, 18 /08 /2019 tarihinde şahsım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı %14'dür.

Uygulanan filtrelemeler:

- 1- Kaynakça hariç
- 2- Alıntılar hariç/dahil
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Özgünlük Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami

benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

19/08/2019

Adı Soyadı : Burak AKYOL

Öğrenci No : 801610001

Anabilim Dalı: Yabancı Diller Eğitimi Ana Bilim Dalı

Programı: İngiliz Dili Eğitimi

Statüsü : Yüksek Lisans



Doç. Dr. İlknur SAVAŞKAN

19/08/2019

YÖNERGEYE UYGUNLUK ONAYI

“Analysing Attitudes of Middle School Students Towards the English Language” adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan
Burak AKYOL

Danışman
Doç. Dr. İlknur SAVAŞKAN

Yabancı Diller Eğitimi ABD Başkanı
Prof. Dr. Zübeyde Sinem GENÇ

T.C.
ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

Yabancı Diller Eğitimi Ana Bilim Dalı'nda 801610001 numara ile kayıtlı Burak AKYOL'un hazırladığı "Ortaokul Beşinci, Yabancı Dil Ağırlıklı Beşinci, Altıncı, Yedinci Ve Sekizinci Sınıf Öğrencilerinin İngilizceye Karşı Tutumlarının İncelenmesi" konulu yüksek lisans çalışması ile ilgili tez savunma sınavı, .../.../2019 günü-..... saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının (~~başarılı/başarısız~~) olduğuna (~~oybirliği/oy çokluğu~~) ile karar verilmiştir.


Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

Doç. Dr. İlknur SAVAŞKAN

Bursa Uludağ Üniversitesi

Üye

Dr. Öğr. Üyesi Derya YILMAZ

Bursa Uludağ Üniversitesi



Üye

Prof. Dr. Turan PAKER

Pamukkale Üniversitesi



Abstract

Author : Burak AKYOL
University : Bursa Uludag University
Field : Foreign Language Education
Branch : English Language Education
Degree Awarded : Master's Thesis
Page Number : XVI + 109
Degree Date : --/--/2019
Thesis : Analysing Attitudes of Middle School Students Towards the English Language
Supervisor : Assoc. Prof. Dr. İlknur SAVAŞKAN

ANALYSING ATTITUDES OF MIDDLE SCHOOL STUDENTS TOWARDS THE ENGLISH LANGUAGE

This study attempts to identify the attitudes of middle school students towards English, including intensive foreign language classes. It also aims to find out differences between students' attitudes and their grades, demographic information, and achievement. Lastly, expressing the reasons behind the negative attitudes towards English is another attempt of this current study.

This particular research has been conducted with 209 (male= 105; female=104) students from 3 different secondary schools at Darende, Malatya, Turkey, during the 2018/2019 academic year. Quantitative and qualitative data have been gathered; in other words, a mixed-method has been used. For quantitative data Gardner's Attitude / Motivation Test Battery has been utilised. That instrument has been adapted into Turkish version. Additionally, a semi-structured interview has been conducted with 20 volunteer participants. Data have been analysed via IBM's SPSS and content analysis technique.

Results of this particular study have indicated that state secondary school students from fifth, intensive foreign language fifth, sixth, seventh, and eighth grades have a moderate level of attitudes towards English with a mean of 3.57. It has been found out that there is a statistically significant difference between students' grades and their attitudes towards English. Intensive foreign language fifth-grade students have shown highest level of positive attitudes towards English. When it is compared with the normal fifth grades, intensive foreign language fifth grades have more positive attitudes towards English. Results have presented that there are not any statistically significant differences between gender, students' family income level and attitudes. However, there is a statistically significant difference between students' taking supportive courses and attitudes. Students who are taking supportive and training courses have shown higher positive attitudes.

Additionally, study results have revealed that when students' end-year marks are raising, their attitudes are increasing too. Finally, results have shown that factors such as comprehension, difficulty of lesson, pronunciation and spelling, teacher behaviours, fear of making mistakes, discomfort, and social value of English in Turkey are provoking factors for negative attitudes towards English. This study shows the results in details and provides some interpretations and implications for language education in Turkey.

Keywords: English language teaching, attitude towards English, foreign language, state secondary schools, positive attitudes negative attitudes

Özet

Yazar : Burak AKYOL
Üniversite : Bursa Uludağ Üniversitesi
Ana Bilim Dalı : Yabancı Diller Eğitimi Ana Bilim Dalı
Bilim Dalı : İngiliz Dili Eğitimi
Tezin Niteliği : Yüksek Lisans Tezi
Sayfa Sayısı : XVI + 109
Mezuniyet Tarihi : --/--/2019
Tez : Ortaokul Öğrencilerinin İngiliz Diline Yönelik Tutumlarının İncelenmesi
Danışmanı : Doç. Dr. İlknur SAVAŞKAN

ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZ DİLİNE YÖNELİK TUTUMLARININ İNCELENMESİ

Bu çalışma, beşinci, yabancı dil ağırlıklı beşinci, altıncı, yedinci ve sekizinci sınıf devlet ortaokulu öğrencilerinin tutumlarını incelemeyi amaçlamaktadır. Ayrıca öğrencilerin tutumları ve sınıf düzeyleri, demografik bilgileri, başarıları arasındaki farklılıkları bulmayı da amaçlamaktadır. Buna ek olarak, İngilizceye yönelik olumsuz tutumların ardındaki nedenleri ifade etmeye çalışmaktadır.

Bu araştırma, 2018/2019 eğitim-öğretim yılında Darende, Malatya'daki 3 farklı ortaokuldan 209 (erkek = 105; kız = 104) öğrenci ile yürütülmüştür. Araştırmada nicel ve nitel veriler toplanmıştır; başka bir deyişle, karma yöntem kullanılmıştır. Sayısal veriler için Gardner'ın Attitude and Motivation Test Battery adı altındaki ölçek Türkçe versiyonuna Karahan'nın (2007) çalışması baz alınarak adapte edilip, kullanılmıştır. Ayrıca, 20 gönüllü katılımcı ile yarı yapılandırılmış, iki soruluk görüşmeler yapılmıştır. Veriler SPSS ve içerik analiz tekniği ile analiz edilmiştir.

Bu çalışmanın sonuçları, beşinci, yabancı dil ağırlıklı beşinci, altıncı, yedinci ve sekizinci sınıfların ortalama 3.57 ile İngilizce 'ye karşı ılımlı bir tutum düzeyine sahip olduğunu göstermiştir. Öğrenciler ile İngilizceye yönelik tutumları arasında anlamlı bir fark olduğu tespit edilmiştir. Yabancı dil ağırlıklı beşinci sınıflar ile normal beşinci sınıflar karşılaştırıldığında, yabancı dil merkezli beşinci sınıfların İngilizce' ye karşı daha olumlu tutumları olduğu saptanmıştır. Sonuçlar cinsiyet, öğrencilerin aile gelir düzeyi ve tutumlar arasında anlamlı bir fark olmadığını göstermiştir. Ancak, öğrencilerin destekleyici dersler alması ve tutumları arasında önemli bir fark vardır. Destekleyici ve eğitim kursları alan öğrenciler daha olumlu tutum sergilemiştir. Ek olarak, çalışma sonuçları, öğrencilerin yılsonu notları yükselirken, tutumlarının da arttığını ortaya koymuştur. Son olarak, sonuçlar, anlama, ders zorluğu, telaffuz ve heceleme, öğretmen davranışları, hata yapma korkusu, rahatsızlık ve İngilizcenin sosyal değeri gibi faktörlerin olumsuz tutumların başlıca nedenleri olduğunu göstermiştir. Bu çalışma elde edilen sonuçları detaylı bir şekilde öne sürmüştür ve Türkiye'deki dil eğitimi için bazı yorumlar ve uygulamalar sunmaktadır.

Anahtar kelimeler: İngiliz dili eğitimi, İngilizce'ye karşı tutum, yabancı dil, devlet ortaokulları, olumlu tutumlar, olumsuz tutumlar

ACKNOWLEDGEMENTS

I dedicated this thesis to my beloved niece,

Ebrar CEYHAN

To begin with, I would like to express my deep gratitude and appreciation to my thesis advisor Assoc. Prof. Dr. İlknur SAVAŞKAN for her firm guidance and encouragement at all levels of this study. She was always kind, insightful and supportive for me. Without her dedication and supervision, this study would not have been completed. Being one of her students is a real privilege for me. I am also grateful for my dear jury members Prof. Dr. Turan PAKER and Assist. Prof. Dr. Derya Yılmaz for their valuable feedback and support during this exhaustive process.

I am deeply grateful to all of my instructors at Bursa Uludağ University. They have equipped me with their precious knowledge, and they have been an inspiration for me for taking confident steps in academic life. I am very proud of being a member of Bursa Uludağ University.

I wish to express my gratitude to Hüseyin KORKMAZ, who is an MA student like me in Uludağ University and my friend from the first year of the university. He was always supportive and helpful for me from the beginning to the end in this demanding process.

My sincere thanks go to the Seyit Deniz Yılmaz for his deep understanding, inspiration and support. He supported me in all respects, even for accommodation. He was one of the building blocks of this study. He means a lot to me.

Finally, I am deeply indebted to my extended family for their life-long support, patience, and unconditional love. I owe to my parents for always encouraging me to reach my destination.

Table of Contents

Abstract	vi
Özet	viii
ACKNOWLEDGEMENTS	x
Lists of Tables	xv
Chapter I.....	1
Introduction	1
1.1. Background of the Study	1
1.2. Statement of Problem	3
1.3. Purpose of the Study	6
1.4. Research Questions	7
1.5. Significance of the Study	7
1.6. Limitations of the Study	8
Chapter II.....	9
Literature Review	9
2.1. Learning Foreign Language	9
2.2. Aspects of Learning and Teaching Foreign Language.....	9
2.3. Attitude.....	12
2.4. Aspects of Attitude.....	14
2.5. Attitudes towards Foreign Language Learning	16
2.6. Instruments for Attitude towards Language Learning	18

2.7. Studies on Attitude around the World.....	22
2.8. Studies with Other Aspects of Attitude.....	26
2.9. Attitudes and Demographic Differences	28
2.10. Attitude Studies in the Turkish Context.....	30
Chapter III	34
Methodology	34
3.1. Research Questions	34
3.2. Research Design.....	35
3.3. Participants.....	35
3.4. Data Collection Tools.....	36
3.4.1. Quantitative Data Collection Tools.....	36
3.4.2. Qualitative Data Collection Tools.....	37
3.5. Data Collection Procedure	37
3.5.1. Quantitative data collection procedure.....	37
3.5.2. Qualitative data collection procedure.....	38
3.6. Data Analysis Procedure	38
Chapter IV	41
Results	41
4.1. What is the attitude of middle school students towards English?.....	41
4.2. Are there any statistically significant differences between these grades in the middle school in terms of attitudes?.....	48

4.3. Are there any statistically significant differences between 5 th grade and intensive foreign language 5 th grade students in terms of attitudes?.....	49
4.4. Are there any statistically significant differences between the attitudes of students towards English and demographic information?.....	50
4.5. Is there a correlation between attitude and students' achievement?	59
4.6. What are the reasons for negative attitudes?.....	60
Chapter V	63
Discussion	63
5.1. 5 th , Intensive Foreign Language 5 th , 6 th , 7 th , and 8 th Grade Students' General Attitudes towards the English Language	63
5.2. Differences between 5 th , Intensive Foreign Language 5 th , 6 th , 7 th and 8 th Grade Students in Terms of Attitude	65
5.3. Attitude Differences Between 5 th Grade and Intensive Foreign Language 5 th Grade Students	67
5.4. Differences Between Students' Attitudes and Their Demographic Information	68
5.5. Students' Achievement and Attitude Towards English	73
5.6. Reasons Behind the Negative Attitudes	74
Chapter VI.....	77
Conclusion.....	77
6.1. Summary	77
6.2. Implications	81
6.3. Suggestions for Further Research	83

Appendix A	86
Appendix B	91
Appendix C	97
Appendix D	98



Lists of Tables

Tables	Page
Interval scale of the attitudes in the scale.....	39
Students' general attitudes towards English (part 1).....	43
Students' general attitudes towards English (part 2).....	44
Students' general attitudes towards English (part 3).....	45
Interviewees' thought about English language.	47
The differences between grades and attitudes.....	49
Attitude differences between 5 th grades and intensive foreign language 5 th grades.	50
Differences between attitudes and gender.....	52
Items that show significant differences between gender and attitudes.	53
Students' family income levels and their relation with attitudes.	54
Items which show significant differences between family income and attitudes.	55
Students' taking supportive courses and its relation with attitudes.	56
Items that not show significant differences between supportive course and attitude.	58
Students' year-end English marks of the previous year and attitude differences.	59
Correlation between year-end English marks of previous year and attitudes.	60
Possible reasons behind negative attitudes towards English.....	62

List of Abbreviations

AMTB: Attitude / Motivation Test Battery

BALLI: Beliefs About Language Learning Inventory

EFL: English as a Foreign Language

ELT: English Language Teaching

IFL: Intensive Foreign Language

GPA: Grade Point Average

MEB: Ministry of National Education

RQ1: Research Question 1

RQ2: Research Question 2

RQ3: Research Question 3

RQ4: Research Question 4

RQ5: Research Question 5

RQ6: Research Question 6

SPSS: Statistical Package for Social Sciences

TTKB: Board of Education

Chapter I

Introduction

In this chapter; background of the study, problem statement, purpose of the study, research questions, significance and limitations of the study have been presented.

1.1. Background of the Study

Language has always been a point of interest among the researchers, linguistics and sociologists. Many researchers tried to find an appropriate definition for the concept of language. Focusing on this phenomenon started with basic linguistic studies of Ancient Greek Civilization and continued with France, Egypt and Latin civilisations (Saussure, 1985).

According to Aksan (2009), language is a multidirectional and highly developed sequence that helps people to transfer thoughts, emotions, and wishes to others by using common elements in terms of sound and meaning, and rules. Language is a complicated communication system and, in this system, voluntary symbols with unlimited combinations are used (Dağabakan & Dağabakan, 2007). According to them, language is a basic phenomenon that determines the place and value of man in the world. People make it possible to reveal his / her emotions, thoughts and desires in every detail to continue his life with the help of language. On the other hand, Vardar (1998) defines language in his 'Glossary of Annotated Linguistic Terms' as a set of double-jointed vocal indicators which is specific to a particular human community. Kracht (2007) notes that language, simply, is a semiotic system which includes set of signs. He reveals that signs make a combination between an exponent and meaning; additionally, grammars are used to generate signs from more basic signs.

As it is seen above, many definitions of language have been made by numerous researchers. However, according to Demirel (2012), there are some common concepts in the definitions of the language. First of all, language is a system; in other words, language has its

own coding system and follows specific patterns and rules. Secondly, language consists of sounds. Thirdly, language is a tool that enables communication. Language plays a vital role in making the interaction between society and its culture; by this way language has a social function. Finally, language is a tool of thought. People express their feeling, thoughts and wishes with the help of language.

According to Göçer (2009), demanding to learn a new language has risen over the past few decades with the effect of globalisation and increasing communication between countries. People from all social classes such as farmers, industrialists, bureaucrats want to start an interaction with people all around the world. However, to start this interaction, one needs a global language. To give an example for this, in his detailed work, Crystal (2003) claims that English meets all of the criteria to be an effective or, in other words, global language since it gained special role and recognized in all countries around the world. Throughout history many types of research have been conducted to teach English and other effective languages in a proper way. Prominent researchers; Dörnyei, 1998; Dörnyei & Ushioda, 1982; Gardner 2001; Gardner, 1985; Horwitz, 1985 Krashen, 1982; Oxford, 1994; Peacock, 1999 have dealt with different aspects while learning and teaching a new language such as motivation, autonomy, attitudes.

The background of studies on attitudes, perceptions, beliefs date back to the 1970s and 1980s by deepening their concepts and making strong theoretical frameworks (Wesely, 2012). With the development of policies of world's educational systems, attitude has gained great importance and different academic work has been conducted including attitudes and its relation with other variables (Bartley, 1970; Gardner, 1985; Horwitz 1988; Horwitz & Cope, 1986). Especially Gardner's (1985) language learning socio-economic model shed light on the vital concepts about affective factors of language learning such as attitude and motivation. Apart from this, different and valuable data collection tools have been generated such as

Bartley's (1970) Foreign Language Attitude Scale (FLAS), Gardner's (1985) Attitude / Motivation Test Battery (AMTB), and Horwitz's (1988) Beliefs and Attitudes Language Learning Inventory (BALLI). Attitude research trend has continued through the 1990s and present-day by focusing on perspectives, beliefs critiques (Wesely, 2012).

Like all other countries around the world, Turkey has also given great importance to learning and teaching English. Even if English is not a national or official language in Turkey, it is widely accepted and learned by the Turkish citizens. According to Karahan (2007), lots of Turkish language learners begin learning English during high school: some of them start learning even in the elementary or pre-school. For her, while numerous talks about second/foreign language learning centre on the impact of showing approaches, little accentuation is given to relevant variables; individual, social and cultural that influence Turkish pupils' learning. Therefore, in this particular research, students' attitudes towards English was studied since attitude keeps a vital role in acquiring and teaching English.

1.2. Statement of Problem

Turkey is a state which is located in a strategically important area. Totally, 97% of its land is in Asia, and 3% of its land is in Europe. Because of its area in such a significant zone, the crossing point of Europe and Asia, and its vicinity to the Middle East and Africa, Turkey has an essential impact in keeping up harmony and steadiness in the district. Turkey became a member of NATO in 1952 and talks regarding the integration with European Union has officially started with the goal of reaching full membership. It is incontestable that Turkey plays an important role in the international area; thus, English has become the main language for international communication. This results from Turkey's strategic and geopolitical situation as well as status of English which is the lingua franca of business, science, technology etc. English gives advantages to Turkish citizens such as following international communication and pursue development in many fields. Official education language in

Turkey is Turkish. There are several different languages offered in the state schools such as French and German; however, English is an obligatory subject in all grades of education (elementary, middle, high school and universities) and other languages are elective. English has the status of Foreign Language (EFL) in Turkey. After the modern Turkish Republic was founded, some changes have been made for English language teaching.

Due to the factors such as globalization, some differences with English language policy have been needed (Kirkgoz, 2007). After the republic was declared in Turkey, educational reform was started to make a more modern society. In this respect, necessity for learning a foreign language was emphasized. However, it was only in the 1980s that the curricula for foreign languages began to be systematically prepared. Ministry of Education (MEB) gave the authority to Board of Education (shortly referred to as TTKB) to design the programmes and check them so that Foreign language teaching programs were prepared centrally by the Ministry of Education and implemented throughout the country (Varış, 1989).

In 1997, a new law passed regarding the foreign language education, which had started at auxiliary level, was begun from the fourth grade of compulsory instruction and that the elective second foreign language option was added to the educational programme in the sixth grade of elementary school. Teaching a foreign language at early age was a statistically significant marvel that was genuinely debated in huge geography, including numerous, and as of late, numerous Asian nations (Kirkgoz, 2007). According to the recent changes in teaching the foreign language in 2013, upon the decision of Board of Education (TTKB), English classes started to be included in the program starting from the 2nd and 3rd grades (Yücel, Dimici, Yıldız & Bümen, 2017).

Despite these studies and educational changes, it is a general belief that English education is not at the expected level. Karahan (2007) states that when we look at the output,

we do not get what is expected. Most of the students are away from reaching the expected level of proficiency and skills either in comprehensive or productive skills or in both. According to the research reports made by the Economic Policy Research Foundation of Turkey (TEPAV), Turkey shows lower performance than expected in the field of English language teaching (Ekibi, 2013). Paker (2012) made a discussion by asking this question; “Our dear children are taking compulsory English courses starting from elementary level to university. Why cannot our children establish communication in English even at beginner level? Paker gives an example of this problem by pointing out his investigations. According to Paker, Turkish students take at least 700 hours of English at elementary level and 700 hours of English at high schools which is 1400 hours in total. However, after this long and intensive English curriculum 90% of the students stay at the beginning level of English. Exemplarily, the percentages of students who enrolled at Pamukkale University School of Foreign Language’s entry-level as a result of placement test shows us how low, or the false-beginner level of learning in English starts. Paker states that “94.43% of 934 students in the 2008-2009 academic year, 97.33% of 1090 students in the 2009-2010 academic year, 90.20% of 1450 students in the 2010-2011 academic year and 1634 students in the 2011-2012 academic year 83.29% of them have started English preparatory program” (p. 1). This result is gained from only one university, and even this shows that students’ very low level of English proficiencies. The research compared to other countries shows that proficiency level of English in Turkey is in a very bad condition (Yücel, Dimici, Yildiz & Bümen, 2017). This failure in teaching English is similar in all parts of the country. All these outputs show that the present system produces individuals who cannot hear, express themselves and write, but can only understand simple paragraph texts with the help of a dictionary (Paker, 2012).

Lots of research show that some considerations have influence on the language learning processes (Pawlak, 2012). Individual differences are the factors that have been

focused on to get better outputs and attitude is one of the central concepts of this (Dörnyei & Shekan, 2003). Attitude which is explained as an interpretive response to referent or mentality object construed based upon people's convictions or conclusions about the referent is a vital factor for learning English (Gardner, 1985). It is criticized that attitude affects language acquisition, and it has been commonly believed that positive beliefs to the target culture and language increase achievement. Reversely, negative attitudes to the aimed culture and language diminish the achievement (Dörnyei, 2003). Gardner (1985) believes that there is very strong connection between attitude and achievement in language learning. Additionally, he refers that attitudes are influenced by social-economic elements.

In literature in the field, it can be seen that lots of works have been proceeded to understand attitude concept and its effects (e.g. Bobkina & Fernandez, 2012; Hashwani, 2003; Tsuda, 2003). Besides, in the Turkish context, different studies have been administered at different levels (e.g. Genc & Aydin, 2017; Kacar & Zengin, 2009; Karahan, 2007; Kızıltepe, 2000). Literature shows that there is not a study about attitudes which includes all of the middle school grades such 5th, intensive foreign language 5th, 6th, 7th, and 8th.

1.3. Purpose of the Study

The present research attempts to identify students' attitudes who are at the grade of 5th, intensive foreign language 5th, 6th, 7th, and 8th at state schools in Turkey. It also investigates the attitude differences between the grades. According to the programme that developed by the Ministry of Education (MEB, 2018), school directors are able start intensive foreign language 5th grade classes. In this type of classrooms, intensive English language studies are held. Next, different types of books with intensive exercise are provided by Ministry of National Education. The current study is aiming to find the efficiency of intensive foreign language 5th grade classes by comparing it with normal 5th grades. Additionally, it attempts to find the theoretical background for the effects of socioeconomic status and gender on the

positive and negative attitudes. Finally, one of the fundamental goals of this research is to reveal the reasons behind the negative and positive attitudes.

1.4. Research Questions

This current study wants to find answers to the research questions that follow:

1. What is the attitude of middle school students towards English?
2. Are there any statistically significant differences between these grades in the middle school in terms of attitudes?
3. Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes?
4. Are there any statistically significant differences between the attitudes of students towards English and demographic information?
5. Is there a correlation between attitude and students' achievement?
6. What are the reasons for negative attitudes?

1.5. Significance of the Study

English Language Teaching (ELT) is a very important concept all over the world since English has become the lingua franca of economy, technology, science, and education. Globalization of world has made countries to ask themselves about their problems and deficiencies about English language teaching. Even if the concept of English language teaching to learners at young ages have gained great importance, we don't get output about English like we want (Kirkgoz, 2007).

According to Gardner (1985) attitudes play a vital role in English language teaching processes. Researchers must concentrate on the learners' attitudes and thoughts about

language learning and language itself (Dörnyei, 2003; Hashwani, 2008; Horwitz, 1988; Karahan, 2007).

In the Turkish context, lots of studies have been conducted (e.g. Atlı, 2008; Kacar & Zengin, 2009; Hancı & Yener, 2008). However, there is not a study which focuses on all of the grades of the middle schools. Additionally, the lack of research on the intensive foreign language 5th grade students and their attitudes towards language is a gap in the literature. Therefore, this particular study is a significant one. Finally, this current study has some contributions for instructors, observers and policymakers since it interprets effects and reasons for the negative attitudes.

1.6. Limitations of the Study

This present study was administered with 209 middle school students from all grades (5th, intensive foreign language 5th grade, 6th, 7th, and 8th grade) in Malatya province of Turkey. For getting better results and making clear generalisations number of the participants should be increased, and participants might be selected from in various provinces and all of different grades which will affect the validity of the study in a positive way. In that case, whether there is statistically significant difference between grades can be found. This point could be stated as the limitation of the particular study.

Chapter II

Literature Review

2.1. Learning Foreign Language

Foreign language acquisition is an important need for humankind and it can be traced back to very early ages of human history when we point on the steps of this direction. Acquiring a new language or languages, without doubt, gained a lot of importance since communication between people and societies in all the scopes has raised. Demirel (2012) points that there are various languages across the world. However, with the extensively improving international relationships, nations come across the problem of inadequacy of using their languages. Therefore, a need for learning other nations' language arises. Göçer (2009) indicates that the world has become globalised due to the extensive amount of developments in technology and media. This globalisation raised demands for learning a new foreign language in the past few decades. He adds that people from all social classes such as industrialists, bureaucrats, and farmers want to interact with each other. By and large, religious, business and conciliatory reasons are the determining factors for this longing, due to the fact that the purposes behind people to gain proficiency with a subsequent language are various. Truthfully, individuals' demands for learning a foreign language is not a new concept that focused. Since early ages individuals endeavoured to learn unknown dialects for different reasons in different ages (Çiftçi & Demirci, 2018). However, it is still unable for us to suggest clear cut solutions to problems of learning foreign language which is complicated even today's world. Discussions about learning foreign language still exist (Tapan, 1995).

2.2. Aspects of Learning and Teaching Foreign Language

When the literature reviewed, it can be seen that lots of studies were put forward on the second language learning concept and these studies include aspects of second or foreign language. These aspects were evaluated to sustain better language learning and teaching

processes (Brooks, 1964). When we look at the studies and most recent developments, individual variations play a vital role in learning and teaching processes. For this reason, studies that include aspects of individual differences in foreign language learners gained a lot of importance (Pawlak, 2012).

Krashen (1981) suggested Second Language Acquisition Theory which consists of five different hypotheses; Acquisition – Learning Distinction, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis. In his theory, Krashen attached great importance to the Affective Filter Hypothesis. This hypothesis suggests that affective factors have relation with the second language learning processes. Dulay and Burt (1977) explain these terms that some feelings during the learning process are like filters which filtrate the quantity of input in learners' brains.

Motivation is another individual aspect that researchers are highly focused on. Many different definitions for the term of motivation have been made so far. As indicated by Gardner (1985), motivation is the association of endeavour and demands in addition to getting the language learning and positive attitudes to language learning. Elliot and Covington (2001) refer that motivation gives the intention for individuals' needs, activities and wants. According to the Dörnyei (1998), researchers accept motivation as a concept which is responsible for determining human behaviours, and it gives energy and direction to them. Dörnyei focuses that motivation has been commonly referred to by the educators and scientists as the fundamental factor that has effect for scale and achievement of second and foreign language learning.

On the other hand, motivation gives the crucial boost for beginning learning the L2 and later the central purpose of proceeding the prolonged and regularly exhausting learning process; without uncertainty, every single other factor drew in with L2 learning expect

inspiration to some degree. Without enough motivation, even people with the most bewildering capacities can't achieve long-term objectives, nor proper educational programs and good teaching enough for them to guarantee student accomplishment. On the other hand, studies show that motivation has great impact on how often students use L2 learning strategies, the amount of input that they take in language being learned, the amount and nature of the communication among students and local speakers, the success of them on content-related success tests, overall proficiency level become and continue L2 skills after the learning process is over (Oxford & Sherain, 1994). Huitt (2001) states that motivation gives learners a goal and direction to follow. For that reason, it plays a vital role in language learning. According to him, in spite of the inadequacy of motivation, learners can come across some difficulties. If there is no desire for learning, effective learning is very unlikely to arise. Paying appropriate attention to the importance of language will be efficient for learners to improve their motivation to learn even if they don't have enough intrinsic motivation.

Horwitz (2001) states that researchers, language instructors and even language students themselves have been keen on the likelihood that anxiety restrains language learning for a while. Clinical experiences, experimental discoveries, and individual reports all authenticate the presence of anxiety responses as for language learning in certain people. According to Spielberger (1983), anxiety is the emotional sentiment of strain, apprehension, and stress related to the excitement of the autonomic sensory system. MacIntyre (1999) gives a definition for anxiety of language that is the fear encountered when a circumstance needs the utilisation of a foreign language with which the person isn't completely capable and also tendency for a person to respond anxiously when speaking, listening, reading, or writing in the second language. E. K. Horwitz, M. B. Horwitz & Cope (1986) indicates that for many years, researchers have considered that anxiety has the great potential to affect the learning and teaching processes of foreign language. Saito & Samimy (1996) also points that

researchers' in foreign language learning have recognised the anxiety concepts as one of the most common phenomena among students. Young (1991) states that there are six sources that anxiety emerges from; 1) personal and interpersonal anxieties; 2) instructor and learning relations; 3) learners' thoughts about language learning; 4) instructor's thoughts about language teaching; 5) language evaluation; 6) classroom procedures. Spielberger (1983), additionally, refers that anxiety can be as being state or trait. According to them, state anxiety is a transitory condition which is knowledgeable about a specific circumstance. On the other hand, they clarify that trait anxiety steady characteristic trait. As indicated by them, an individual can feel restless in different situations if he is trait anxious. They, lastly, indicates that situation-specific anxiety is another type of anxiety. It mirrors a trait that occurs specifically circumstances. Kondo & Ling (2004) believes that if students have high level of anxiety about foreign language, it will have negative impact on their learning performances.

Additionally, Onwuegbuzie, Bailey, Christine and Daley (1999) claim that anxiety is a complex matter to think about which its existence will appear negative results of learner's speech and learning generally. Chen & Chang (2004) also points that learners with high level of anxiety will probably encounter some difficulties such as difficulty in understanding spoken instructions and low level of word production. Lastly, Sylvester (2003) supports these ideas by adding that students that feel untidy and anxious in the learning atmosphere will show low level of academic performances.

2.3. Attitude

Individuals make judgements, conclusions and examinations about their environments. It is difficult for us to find a person who treats or affect all the things and people equally. People do not think in the same way to their families, pets, anchovies on their pizzas, and their jobs (Wilson, Lindsey & Schooler, 2000). According to the Albaraccin, Johnson & Zanna (2014), human beings have reactions through their surroundings, and these reactions

are in an evaluative style. According to them, human beings love and secure their both friends and family, and they endeavour to keep up positive assessments of themselves just as people around them. They assess others' charm and beauty. They additionally assess and select pioneers, choose how to spend their assets, and plan for the prospects they imagine. Such secret and plain activities regularly include decisions about whether objects, occasions, oneself, as well as other people, are ideal or horrible, agreeable or unlikeable, positive or negative. These concepts are studied under the term of attitude by scholars. Johnson & Johnson (1999) refers that attitudes can control students' behaviours in different ways; therefore, attitudes can have impact on their academic success in a direct or indirect way.

Scholars have studied the concept of attitude for a long time, and they have made different definitions. According to the Bohner & Wanke (2002) attitude is a summary of assessment of a thing and thought (p. 2). Gardner (1985), says that attitude is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinions about the referent" (p. 9). On the other hand, Chamber (1999) gives a detailed definition of attitude by considering its role in education. Attitude is interpreted as meaning the arrangement of qualities which a student brings to the L2 learning knowledge. The results shape that she thinks; the points of interest that she finds in language learning. Various factors might control the qualities which a student has, for example, the experience of learning the foreign language, of the foreign language network, experiences of travel, the impact of family and companions, and the attitudes which they may show and put into words. Montano & Kasprzyk (2008) defines that attitude is controlled by the person's convictions about results or characteristics of acting the behaviour (behavioural beliefs), weighted by assessments of those results or traits. In this manner, an individual who has strong convictions that positively valued results will come about because of performing the conduct will have a positive attitude toward behaviour. On the other hand, an individual who has strong beliefs that adversely

esteemed results will result from the behaviour will have negative attitude. When we look at the Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297), we can see the definition of attitude like this; attitude which speaker of various first languages or language decent variety have towards each other's' dialects or to their very own language. Negative or positive sentiments' verbalization towards a language may reflect impressions of phonetic inconvenience or straightforwardness, effortlessness or inconvenience of learning, level of essentialness, style, financial prosperity, etc. Attitudes towards language may likewise demonstrate what people think and feel about the speakers of that language.

2.4. Aspects of Attitude

There are three different aspects of attitude which are generally accepted by scholars (Triandis, as cited in Baker, 1988, p. 112). Theoretically, these three parts are affective, cognitive and active attitudes. He refers that attitudes to minority language which have cognitive component might be contemplated to be suitable for being transmitted by words or different images. Secondly, there may be affective components of attitude. This time feelings and emotions might be joined to the attitudes. From this point of view, an individual may come with the thoughts that coloured people are equal to whites; however, he/she can feel that this is irrational for him. Person's adoration for his mother tongue might be felt profoundly in manners that words or images would never satisfactorily pass on. Turkish people, for example, may say "başın sağ olsun" which is inadequately translated into English as "I am sorry for your loss". Finally, attitudes which have relation with readiness for action.

Likewise, Wenden (1991) made a wider definition of the concept of attitude. Respectively; cognitive, affective and behavioural are three components of the attitudes which shows some similarity with Triandis' proposals. Attitude with cognitive components involves feelings and perceptions about things or circumstances which have related to the attitude.

Affective related attitudes are related to the likes and dislikes. Behavioural component attitudes may tend to lead learners to make adaptations particular learning behaviours.

To deepen these cognitive, behavioural and affective components and to make greater understanding, such detailed explanation might be done; Abidin, Pour-Mohammadi & Alzwari (2012) states that cognitive parts of attitudes incorporate sentiments of language students about the data that they get and their insight during the time spent learning language. They indicate that four different classifications can be done. These are interfacing the pre-learning and the new one, making new information, controlling new information, and utilising the new information in various conditions. Moreover, behavioural part of attitude considers the manner in which students carries on and reacts in some unique circumstances. On the off chance that there is accomplishment in language learning, students may upgrade their recognizable proof of themselves with the native speakers of that language and they can likewise improve the tolerant and obtaining of various parts of practices which decides the individuals from the objective language community. (Gajalakshmi, 2013, p. 1). In this respect Kara (2009) includes that uplifting attitudes may go to introduction of positive practices toward courses of study, with members holding themselves in courses and attempting to discover extra. Such pupils are furthermore observed to be logically restless to deal with issues, to acquire the data and aptitudes useful for regular day to day existence and to associate with themselves internally. Finally, emotional or affective aspect can be useful for learners to show their feelings towards things and situations around them. It is known that emotions and inner feelings of learners may affect their views and their attitudes towards the target language (Choy & Troudi, 2006). For this reason, Feng & Chen (2009) make this implication; learning procedure is emotional. It is affected by various emotional variables. The instructor and his pupils participated in different emotional activities in it and shifted products of feelings are yield. However, Baker (1988) points that positive attitude might

incline absolute behaviours. While there likely could be consonance between cognitive, affective and action (behavioural) parts of attitudes, there might be disharmony. An individual may have positive considerations about language, yet carry on in a negative manner. The setting of actions sometimes sets limitations on inert attitudes.

According to Baker (1988) attitudes are normally viewed as hypothetical constructs. An attitude to Turkish language cannot be straightforwardly watched. Attitudes are surmised, reasonable innovations, ideally supporting the depiction and clarification of conduct. Attitudes are predispositions which gained by learners. They are not acquired or hereditarily supplied. They are going to be moderately steady after some time. Our attitudes, generally, have tendency to persist. Notwithstanding, attitudes are altered by experience which is important factor for bilingualism. If individuals' attitudes are available to change, at that point to a minority language, to learning a second language, to taking an interest in a subsequent culture might be both positively or negatively influenced.

2.5. Attitudes towards Foreign Language Learning

According to the Karahan (2007) and Dörnyei & Shehan (2003), studies that conducted on the concept of attitudes shows that attitudes play an important role in foreign language learning processes. Aside from the scholarly perspective, the premise of language learning has mental and social edges and depends on a very basic level on the students' motivation and attitudes to get familiar with the objective language (Padwick, 2010). The psychological ability or language aptitudes don't just impact the capacity of pupils to master a second language, yet in addition to the pupils' perceptions and attitudes towards the target language. It is referred that concept of attitude might improve process of language learning, affecting the nature of student's behaviours and beliefs towards the other language, its network and culture, and this will distinguish their inclination to get that language (Gardner & Lambert, 1972). Halliwell (1992) states that attitude toward a target language is very

important in the area of language learning since it has implications that whether that student will be successful in the target language or not. Language learning attitudes are most likely to have been increased by experience and persistent to change as long as exact reverse situation is experienced. He states that children don't come to the classroom without anything. They are not empty sheet of paper. They already have feelings, views and attitudes toward the English.

Ellis (2008) states that some social and psycholinguistic factors are main factors that affect the process of learning language and these may attribute the poor achievement in English. There is a really close relation between motivation and attitude; additionally, students' motivation is one of the vital factors that tend to impact greatly on successful learning. Gardner & Lambert (1972) confirms that the learner's motivation is regarded to be determined by his attitudes. Besides, it is affirmed that an appropriate and positive attitude is crucial for success in language learning (Lifrieri, 2005).

Gardner (1985) sheds light for us to understand the concept of attitude in his work. He provided different classifications to attitude in terms of its relationship with the accomplishment in language learning. Firstly, he classified the attitude 'along a dimension of specificity/generality' (p. 40). According to Gardner, attitude to learning French is a specific attitude since this term is encircled relatively. However, interest in foreign languages is a general one. It is not related to only one language like French in the previous example and also this term doesn't define the specific activity connecting with the languages. Later in his work, Gardner (1985) also gives another classification for the concept of attitude. He puts the attitude into two different categories. They are 'attitudes towards learning the second language' which is closely related to the education and 'attitudes towards the second language community' which is a social concept (p. 42). In the first one Gardner says that some particular attitudes are more related to the process of learning a second language such as

attitudes to learning English and attitudes to English course. On the other hand, some specific attitudes like attitudes to a particular social group are more relevant to classification of attitudes towards the second language community

Lastly, it can be concluded that attitudes towards a target language might be positive or negative. Individuals may also produce neutral feelings. It is pointed that teachers should be aware of these attitudes and feelings since they can have great impact on students' motivation and desire to learning process and this will affect the success in English at the end. With or without consciously pupils may generate negative attitudes towards the target language. However, this is a big problem for language learning since motivation is greatly affected by learners' attitudes. Teacher can also have some difficulties to motivate their students. Therefore, individuals might think that he has incompetency and some other problems for learning language and he also can give up the learning. On the other side, positive attitudes towards the target language, culture and its community increase the willingness of learning.

2.6. Instruments for Attitude towards Language Learning

As it was discussed above, attitude has been an important concept studied by researchers. When we look at the literature, we can easily see a large number of different types of instruments to measure students' and teachers' attitude towards language learning. Gardner's (1985) 'Attitude/Motivation Test Battery' (AMTB) is an important one of these instruments that deal with attitude. This test battery includes Likert-type items as well as multiple-choice items, rating scale questions, and bipolar questions. The full version of the questionnaire consists of 116 different items. In this questionnaire some items were asked to the participants, and they give answers from strongly disagree to agree strongly. At the first part of the instrument students' beliefs are asked, and Gardner points that there is no correct answer for the questions. Anybody can give any answers; some can say strongly agree for an

item, yet some can say strongly disagree. At the second part of the instrument, 12 items are given to the participants. There are numbers from 1 (weak) to 7 (strong). At this part, Gardner points the purpose that questions are asked to determine the participants' feelings about several things. You can see the following items extracted from the Attitude/Motivation Test Battery; "French Canadians are a very sociable, warm-hearted and created people. I would like to know more French Canadians. If I were visiting a foreign country, I would like to be able to speak the language of the people (p. 178-179)." Attitude / Motivation Test Battery has been used not only to measure students' attitudes but also their instrumental and intrinsic motivation. This instrument mostly applied with French Canadians in French version; however, it has also an English version (Gardner, 2004). Gardner points that this instrument has been used in Brazil, Turkey, Croatia, Spain, Japan, Poland, Romania. You can see some example items from the English version of the Attitude and Motivation Test Battery (AMTB); "I look forward to going to class because my English teacher is so good", "Learning English is really great", "I would love to see a television programme dubbed into our language rather than in its own language with subtitles". Gardner & Smyihe (1981) states that a vast amount of studies has been conducted to understand the relationship between language learning success and attitudinal/motivational variables. They believe that most of the instruments focus on only one variable. The aim of the language learning programmes is to some degree linguistic and to some degree non-linguistic. At the linguistic part, programmes focus on individuals' writing, speaking, reading and understanding skills and how to develop them. For measure them, many different types of instruments can be found in literature. On the other hand, non-linguistic parts focus on the aspect of other language communities, studying language desires, interest in learning other languages etc. However, there are very few instruments have been made to measure non-linguistic parts. Gardner (1985) states that AMTB has been developed to fill this blank at the literature. AMTB have been used for other

branches of the language learning processes. Tennant & Gardner (2004) used a mini AMTB which was computerized. They tried to find out the attitudinal and motivation factors at the CALL programme by giving pre and post computerised AMTB to senior French participants. Lalonde & Gardner (1985) have also conducted a study to test the predictive validity of AMTB. They correlated the Motivation, Attitude and Integrativeness measures to three criterion measures; behavioural intention, final French grade and global scale of French achievement. They collected data from Canada's six different areas. Results indicated that Motivation parts of the AMTB had been a great determinant of language acquisition. When we look at the literature, many different researches have used Attitude and Motivation Test Battery (AMTB) as instrument in their studies (e.g. Bernaus & Gardner, 2001; Chalak & Kassaian, 2010; Ely, 1986; Fachtmann, Fountaine, Grove, Hoshino, Jensen, Kiak & Matsuda, 2001; Hsieh, 2008; Karahan, 2007; Kiziltepe, 2001; Masgoret, Hashwani, 2008; Okunjewski, 2014; Sakiroğlu & Dikilitas, 2012; Suryasa, Prayoga & Werdistira, 2017).

Garcia, Reynolds & Savignon (1976) developed an instrument called the Foreign Language Attitude Survey (FLAS). They say that this instrument has been come into the practice to serve as a piece of equipment for helping the instructor to explore their own attitudes and assumptions related to foreign language learning and teaching. They have addresses 53 different items which were shaped as Likert-scale. They asked items related to the importance culture, importance and best ways to teach grammar. The questionnaire has been used to a great extent in workshops and in-service programs for practising teachers (Horwitz, 1985). There are some items excerpted from the FLAS instrument; "The GTM to second language learning isn't effective in developing oral communication skills.", "Proficiency always implies correct application of four skills."

Another instrument that developed to measure students' and teachers' beliefs and attitudes toward foreign languages is Horwitz's (1985) 'Beliefs About Language Learning

Inventory (BALLI)'. This Likert-scale tool includes 27 items, and they are for research and training purposes according to the Horwitz. Horwitz specifies that Beliefs About Language Learning Inventory used to learn beliefs of teachers and students for these two reasons; “1) better understand why teachers choose particular teaching practices and 2) determine where the beliefs of language teachers and their students might conflict” (p. 334). He points out that to inspire a wide range of potential beliefs, the advancement of the instrument continued in a few phases. In the first place, four groups of approximately 25 language instructors of various social backgrounds were asked to the list in a free-recall task 1) their beliefs/convictions about learning a language, 2) other individuals' beliefs about learning a language, and 3) their pupils' beliefs about learning a language. Interestingly, the list somewhat showed and contained a lot of overlap. After peculiar beliefs were granted, a 30-item list of beliefs was collected from the instructors' free-recall protocols. Foreign language instructors from different cultural and ethnical groups then analysed the list and added their own or ones they came across beliefs. The list, afterwards, pilot tested with 150 participants from The University of Texas at Austin who were first-semester language students. At last, a teacher version of the instrument was developed by changing statements such as “The language I am learning...” to “The language I am teaching...” The last form of the instrument estimates instructor convictions in four noteworthy territories; the trouble of learning the language, the suitable strategies for learning a language, nature of the learning, and foreign language aptitude. Horwitz points that as an instrument, the BALLI does not give away to a composite score; rather reactions to individual items are significant both as discourse stimuli and as depictions of instructor and student perspectives on language learning. Horwitz's Beliefs About Language Learning Inventory (BALLI) was put into practice in many different contexts. Peacock (2001) used BALLI with 146 trainee teachers from University of Hong Kong in a longitudinal study to examine beliefs of them. Nikitina & Furuoka (2006) says that

BALLI criticised in terms of its validity. They conducted a study to re-examine BALLI in Malaysian context with 107 different students learning Russian language at University Malaysia Sabah. After the study, results indicated that BALLI was an effective instrument to measure beliefs and attitudes. Altan (2006) administered BALLI to a total 248 foreign language students from 5 different major universities in Turkey. He points that BALLI had been developed very carefully at the phases of design and writing the items. On the other hand, Siebert (2003) conducted a study to measure the ethnical, gender effects on the beliefs of language learners. He used BALLI as an instrument in his study with 156 students 25 teachers from Northwest region of US. Literature shows that apart from the examples above, BALLI has been widely used among the researchers (e.g. Ariani & Ghafournia, 2015; Cephe & Yalcin, 2015; Cohen & Fass, 2001; Hismanoglu, 2016; Kern, 1995; Peacock, 1999; Tang & Tian, 2015)

2.7. Studies on Attitude around the World

Studies about attitudes toward English have gained a lot of importance at the beginning of the 1970s and have gone through the 1980s and present-day (Wesely, 2012). Yang & Lau (2003) conducted a study to measure the secondary and tertiary level students' attitudes towards English. In their study, there were 37 secondary school students. Yang & Lang points that their study plays an important role for better understanding the language situation in Hong Kong since Hong Kong is known as an internationally important place for business opportunity, trade, and textile. They used 17-items questionnaire and discussion session for study instrument. In discussion session, students came together to discuss the English learning progress for three years. At the very end of each period, pupils were approached to compose a short reflection about their advancement. Results showed that pupils were extremely agreeable about their language learning condition and the courses that offered at their levels. Interestingly, study respondents suggested that a set syllabus in secondary

school helped them to gain better English skills. Ultimately, they understood the significance of uplifting attitude towards English all through the learning forms.

Tsuda (2003) conducted a study with students, and they mainly focused on the attitudes of pupils towards English. They conducted study at Japan context. Results indicated that 3/2 of the students who joined in the study had negative thoughts to the English. They don't like the English lesson. The reason behind this result is that students don't feel they can achieve success in this lesson. However, many of the participants don't show any bad feelings about the target culture and other English-speaking countries. Tsuda suggests that an environment which enables teachers and pupils to proceed the learning less painfully is vital for better results. He also suggests that error correction is very important factor for teacher since it has great influence on the learner's mind. Teachers should ease students' minds about errors and mistakes. Statistical results indicate that students want to focus on communicative type of English rather than 'perfect English' like natives. Lastly, it can be concluded from the study that emphasize on the learning process should be on communication rather than perfectness.

Ahmed (2015) conducted a study at the Malaysian context to explore the undergraduate pupils' attitudes to English, some reasons which influenced the effectiveness of English and perspectives. They conducted their study with 238 different participants and for data collection; they used 19 item questionnaires. When we look at the results, we can see that pupils have ultimately positive attitudes to the English. However, it is pointed that extra care for visiting English speaking centres must be done. Participants suggest that all four skills must be equally focused and dealt on the curriculum designs which save money and working hours for language learning processes. Ahmed concludes that success and failure are vital factors for attitudes towards English. Teacher must put a balance between them and set

appropriate tasks for students to bring success. Instructor should provoke students' interest by organising the topic, activity and linguistic content.

Lin & Warden (1988) administered a study with 346 college-level participants in Taiwan. As per the outcomes, the greater part of the students had dread or disagreeable emotions about their past English learning forms. This influenced pupils to make alternate points of view about English learning.

Soleimani & Hanafi (2013) conducted an attitude study since they believe that affective variables such as attitudes are paramount importance, and it plays a vital role in trigger motivation. In this study, they focused on the Iranian medical students, and emotional, behavioural and cognitive aspects of the attitudes are taken into consideration. Forty students (17 male and 23 female) participated in the study. They used a revised questionnaire with 30 items. According to the results, participants have moderate level of attitude towards English. Male students show higher values when we make comparison with females. They highlight that teacher must focus on attitude concept which is one of the most important components of language learning. On the other hand, teacher must motivate their students. They point that curriculum designers and policymakers must take into consideration the attitude concept and they should be aware that attitude problems are resulted from the Iranian culture and way of life.

Bobkina & Fernandez (2012) led a study to investigate students' attitude and motivation towards English. They used Gardner's (1985) Attitude / Motivation Test Battery, and Cooper and Fisman's (1977) personal motivation construct as an instrument. Seventy-two students from Madrid context participated in the study. Results showed that students see English as a vital language to communicate and get along with other cultures. Almost all of the students were willing to express themselves as English speakers with fluency.

Chalak & Kassaian (2010) conducted a research with English translation students at Azad University at Isfahan / Iran. There were 108 participants in the study, and they utilised Gardner's Attitude and Motivation Test Battery as a study instrument. They investigated different socio-psychological orientations of Iranian undergraduates to English. They focused on the attitude factors towards English and its community. According to the students' responses, they have high grade of positive attitude to English. Nearly all of the students have agreed that English is a very important language internationally, and all of the citizens should learn it for better understanding the world. They also have positive attitudes towards the English culture and community. They emphasised that visiting other countries would bring new opportunities and motivational factor to them to learn English in a better way. Like other researchers above, Chalak & Kassaian claims that language developers and syllabus designers, and decision-makers should think about more exchange programmes which enable students to see more varied people and understand the way of other cultures' life.

Hashwani (2008) believes that motivational and attitude concepts are an important factor in language learning processes. In this respect, he conducted a study to investigate this factor in his research. Context of the study was Pakistan, and there were 77 different students from middle schools. Most of the students came from medium or a low socio-economic background. In their home, English is rarely spoken. Hashwani adapted Gardner's Attitude / Motivation Test Battery as instrument in his study. Results indicated that at the 'attitude towards English language' and 'attitudes towards English language learning' subparts of the results showed that students have positive attitudes towards English and English language learning. He suggests that instructors need favourable and appreciative environments for higher level of positive attitude and motivation. He also adds that this kind of atmosphere would bring more taking risk factors which is necessary at some degree in learning English.

Mamun, A. Rahman, M. Rahman & Hossain (2012) claims that linguistic behaviours might be explained by the construct of the attitude towards it. Attitude might be positive or negative, and also it might be instrumental or integrative. On the other hand, it differs from favourably or unfavourably. For this reason, they led a study with the aim of finding the attitudes of students at School of Life and Science at Khula University at Bangladesh to English. They state that study is important and worth doing since English is a compulsory lesson because of the Bangladesh policy of education. They used an inventory to collect information for study. It is also concluded from the results that participants have positive attitudes for English. Participants reports that they have sympathy for English and people who can speak English as well. They state that English speaking people have good impression on the public. With the globalization of the world, English has become a vital language according to the participants. Learning English would bring them more opportunities like travelling without language barrier, better jobs, and securing better social position and personal establishment.

2.8. Studies with Other Aspects of Attitude

Along with the attitude itself, other aspects in relation to attitude in language teaching and learning have been studied by researchers. Cotterall (1995) used a questionnaire to get attitudes of 139 ESL students to understand the association between attitudes and autonomy. A factor analysis have been made, and six different factors gained to understand fundamental constructs of the attitudes of EFL students and these are “1) role of teacher, 2) role of feedback, 3) learner independence, 4) learner confidence in study ability, 5) experience of language learning, and 6) approach to studying” (p. 196). These factors were examined in the study. Results revealed that for the role of teacher, students are not ready to begin to ask information about and seek help. For this reason, Cotterall adds that teachers should bring their facilitator, counsellor and scaffolder roles. Participants reports that teachers should give

tests regularly and tell how they are progressing for the factor of role of feedback. According to the results, students have clear idea of what they need English for and how to study English well. Cotterall reports that these factors are the main ones to examine the beliefs of the study. He also adds that teachers should consider them and these factors are essential for learner autonomy.

Yang (1999) directed an investigation by tending to an issue of how the FL students' beliefs about language learning identified with their learning strategy use. In the study, 500 students from five universities in Taiwan participated. Yang used Horwitz's (1985) 'Beliefs About Language Learning Inventory (BALLI) as instrument. According to the results, student's self-efficacy attitudes towards learning English are closely related with their use of all types of strategies such as functional practice strategies, cognitive-memory strategies, metacognitive strategies, social, compensation and formal oral-practice strategies. Students generally have positive attitudes for the value and nature of the English. They report that English is an important language and they express a strong interest in learning it. They emphasize that English is a vital tool to communicate with other people around the world. Students focus on the outcomes that everybody can figure out how to communicate in foreign language, and they dismissed this thing; 'you should state nothing in English until you can say it with no blunder'. Yang expresses that pupils' attitudes towards the worth and nature of learning English are interrelated with the utilization of oral-practice methodologies. For educational implementation, Yang suggests that strategy training programmes and foreign language instructions should be organized by considering students' attitudes. Teacher may develop students' use of strategies in an effective way by encouraging appropriate attitudes.

Pineda (2011) researched the connection between attitude and motivation with English language accomplishment. The study was directed with Mexican undergrad college students. Pineda utilized an adjusted adaptation of AMTB. Understudies demonstrated inspirational

attitudes and inspiration to English for second language. However, they have lower attitudes and motivation towards the English they receive in their universities. This may have resulted from the heterogeneous levels of English competence and performance of the classes, same textbook for all of the students at university, university's deficiency of platforms to help students practice their English skills apart from the inside of the classroom, and limited use of educational technology. Results indicated that students' interest, attitude and motivation have a great impact on their scores in their English exams. Pineda also emphasized that if students understand the assessment process, their scores improve. Pineda adds, if students had chance to contact with English speaking people before, they would have obtained higher scores than more positive attitudes.

Samadani & Ibnian (2015) explored the attitudes of Umm Al-Qura University students towards English and concepts that affect attitudes. They also explored the relationship between attitude and grade point average (GPA). They designed a questionnaire to measure these constructs. There were 112 participants in the study, and they were chosen randomly from different levels. Students had positive attitudes towards learning English. When they look at the grade point averages, students with higher scores had higher level of positive attitudes towards English. Like other participants in other studies above, they emphasized that status of English around the world have triggering factors for positive attitudes since English is widely used in various sectors such as education, business, trade etc. On the other hand, results revealed that most of the problems have resulted from the lack of correcting mistakes outside the class and lack of acquired vocabulary which is a problem for oral skills

2.9. Attitudes and Demographic Differences

As it can be inferred from the above that numerous researches have been done so far about the concept of attitudes and other variables. However, there is no exact conclusion that reached about the relation of attitude with gender when we look at literature. Hashwani (2008)

states that there is slight difference between girls and boy about the degree of positive attitudes in her study conducted in Karachi, Pakistan with 40 males and 37 females. On the other hand, another study conducted by Mehrpour & Motlagh (2015) with 154 Iranian EFL learners shows that there is no association between attitudes toward learning language and gender. Kobayashi (2010) says that in secondary school, there is a female understudies' prevalence in attitudes over English learning over male understudies. She believes that this resulted from the social elements of Japan such as feminised academic life.

Fakeye (2017) drove an examination to research pupils' attitudes and their scholarly capacities. They utilized two distinct surveys which measure attitudes with 400 members. Results demonstrated that there was huge distinction among male and females about scholastic capacities and attitudes. The female members indicated more elevated amount of attitudes which realise better scholarly accomplishment.

Ghazali (2016), on the other hand, claims that only a few types of research have been focussed on the students' background and its effects to their attitudes. In his study, he aimed to find some valuable information about students' background such as socioeconomic status, the location of schools, and gender. Ghazali points out that students' background such as socio-economic status and families cannot be changed so much. Notwithstanding, to improve students' attitudes towards English these measures can be taken into consideration. According to the study, females have more positive attitudes than males. Ghazali claims that to motivate students about learning English, text selection is very important, and text selection should be done by thinking about gender differences. Limited exposure to English is a common result that he encountered with participants with negative attitudes towards English. He also adds that Malaysian students, especially the ones in rural areas don't think that English is a necessary thing.

Bernat & Lloyd (2007) used Beliefs about Language Learning Inventory to investigate the relationship between attitudes and gender with 155 female and 107 male participants. Males and females had similar attitudes toward language learning. Only one item which says that intelligence plays an important role in language learning have significant difference (females have more mean scores).

Lastly, Gardner (1985) refers that attitudes towards language learning have deep relationships with other factor and gender differences are among them. Comparing with the today's conditions even in the 1970's girls have a tendency to show significantly more positive attitudes than boy (Gardner & Smythe, 1975; Burstall, 1975; Jones, 1950; Gagnon, 1974 as cited in Gardner, 1985).

2.10. Attitude Studies in the Turkish Context

For this particular research has been conducted in Turkey, it is necessary to overview the literature about attitude studies in Turkish context to be informed of the concepts clearly. Kızıltan & Atlı (2013) conducted a study in Turkey during the academic year of 2006-2007. 551 students were randomly chosen around Turkey's seven big cities. They were 4th-grade students. The outcomes demonstrate that the greater part of the young students has uplifting attitudes towards the macro skills and micro-skills of the English, for example, syntax, listening, pronunciation, and reading. Greater part of the youthful students has demonstrated positive attitudes towards the punctuation. They also know the importance of speaking skill in learning English. However, results also show that there is no relation to attitude and gender. Kızıltan & Atlı suggests that teacher should measure their young learners at the beginning of each grade through a "Language Attitude Form". Teachers should take into account in the preparation of the curriculum of foreign language.

Gömlüksiz (2010) administered a study at Fırat University with 1275 participants (594 males and 681 females) who were selected randomly. His study aims to find the attitude

levels and their relations with other variables such as grade level and gender. Significant differences have been found between attitude and gender, grade level, and department variables. Females students have more positive attitude in interest, teacher subscales and usefulness of English. Higher grade students have shown more positive attitudes comparing with freshman in terms of usefulness, self-confidence, interest and teacher subscales. Gömleksiz states that role of teacher is a vital factor for learning English. Therefore, more active and enthusiastic teaching atmospheres should be brought to the classroom by teachers. Additionally, teachers should be aware of students' negative attitudes and reasons behind them.

Karahan (2007) have conducted a well-known study at Turkish context by aiming to investigate the attitude of 1st-grade university students' attitudes towards English, which is a compulsory subject at all universities of Turkey, and its relation with sex, departments of participants and types of high school they have graduated. 427 1st grade university students from the departments of Chemistry, Biology, Geography, Arts, Turkish Language, Primary Education, and Computer Education participated. There were 272 females and 155 males in the study. According to the outcomes, there was no noteworthy distinction between sex and attitudes. Students from the Turkish Language Department had more positive attitudes towards English regarding with the other departments. Karahan states that this situation might have resulted from the language aptitude and proximity that they have. They might be inclined to learn another language. Surprisingly, students that graduated from Anatolian High Schools showed negative attitudes. This might be explained by the Turkish educational system. In the Anatolian High School, there was a compulsory preparatory year, and students had intensive English curriculum. Due to the boredom, this result might have been gained.

On the other hand, Hussein, Demirok & Uzunboylu (2008) conducted a study with undergraduate students to scale their attitudes. Results showed that most of the students had

positive attitudes towards English; however, there was no significant difference between attitudes and gender. Küçüksüleymanoğlu (1997) conducted a study at Bursa Uludağ University to investigate English Language Teaching students' attitudes and their socio-economic background. Study results revealed that some of the personality variables such as habit of reading books, willingness to be a teacher, success perception affect students to show more positive attitudes. Higher grade students had more positive attitudes. At Kızıltepe's (2000) study, Turkish students had high motivation integrative and instrumentally. They interest to American and British culture was at a moderate level. They generally had positive attitudes towards English. They had supportive families and low anxiety levels in classroom. Şenturk (2019) also revealed in her study that Turkish EFL students had positive attitudes towards English.

Genc & Aydin (2017) administered a study in a School of Foreign Languages with 462 participants. They aimed to find the motivational and attitudinal concepts of the students and their relation with gender, their fields and parental involvement. They used Attitude and Motivational Test Battery for data collection. According to the results, there was a low correlation between motivation and achievement in English. On the other hand, there was no significant relationship between participants' attitudes and parental involvement and achievement. Females showed more positive attitudes towards English rather than males. Atlı (2008) led a study to investigate the attitudes of English. That particular study was administered with 4th-grade students. Atlı points out that 4th grade was chosen deliberately since students start learning compulsory English at school at 4th grade (Ministry of Education has changed this in 2012. Students start to learn English at 2nd grade.). Results revealed that pupils have positive beliefs to English and its skills and subskills, coursebook, activities, and materials. Atlı states that majority of the students were motivated internally and they developed language awareness and competence. It is also added in the study that city

differences, language skills and environment change their attitude significantly. However, no significant difference was found in the variable of gender.

Kacar & Zengin (2009) conducted a study with 227 Turkish participants, including middle school and high schools' students (6th, 7th, 9th grades and freshman). Participants were selected randomly at the city centre of Erzurum. Data were collected from an attitude questionnaire. According to the answers, students generally want to learn English for communication, information, getting benefit from technology and cognitive development. They say that grammatical knowledge and word knowledge is equally important for learning English. Results showed that while the grade of student increased, the belief about English become more negative. These negative attitudes were at the top of the high school students' results. Hancı Yanar's (2008) study revealed that students from Anatolian High Schools, some of them had preparatory classes for English, had positive attitudes towards English. Students from Anatolian High Schools which had preparatory classes had better results. Additionally, there was no significant difference between genders of the students. To sum up, literature shows that Turkish students, generally, had positive attitudes towards English. For making clear the different points, this particular study focused on Turkish middle school students' attitude towards English. To make a comparison, different grade students were chosen.

Chapter III

Methodology

In this chapter, related information has been provided about research design, participants, data collection tools, and data collection procedures. To draw the general framework of the study; research questions, quantitative and qualitative data collection analyses have also been presented. The researcher aimed to analyse the obtained data and provided findings in detail starting from the research questions respectively.

3.1. Research Questions

This particular study has attempted to find clear answers for the following research questions:

1. What is the attitude of middle school students towards English?
2. Are there any statistically significant differences between these grades in the middle school in terms of attitudes?
3. Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes?
4. Are there any statistically significant differences between the attitudes of students towards English and demographic information?
5. Is there a correlation between attitude and students' achievement?
6. What are the reasons for negative attitudes?

Data collection procedures, data collection tools and analysis have been administered under the framework of these research questions.

3.2. Research Design

This current study has been conducted with mixed-method design with the purpose of examining intensively the attitudes of the 5th, intensive foreign language 5th, 6th, 7th and 8th grades students. Apart from the quantitative data, qualitative data have been collected to triangulate the data. Teddlie & Tashakkori (2003) state that qualitative methods are used to find a phenomenon and bring about a conceptual model together with testable hypothesis; furthermore, quantitative methods are used to confirm the validity of the models by testing the hypothesis. With the combination of qualitative and quantitative method such problems are eliminated to minimum degree. It is also believed that researchers can reach generalization easily by conducting a mixed-method design study. Particularly, explanatory sequential design was used. According to the Creswell & Clark (2017), in explanatory sequential design researcher begins by conducting a quantitative phase and follows up on specific results with a qualitative phase to explain the quantitative results. It is important to mention that researcher in this particular study have stayed equal for each participant to prevent bias.

3.3. Participants

The current study has been conducted with 209 participants (male= 105; female=104) during the 2018-2019 academic year. Participants were students at three different middle schools in Darende / Malatya, Turkey. These schools were Osman Hulusi Ateş İmam Hatip Middle School, İzzet Paşa Middle School and Hacı Hasan Başer Middle School. All of these middle schools are located in Darende. Darende is a small province of Malatya which is located in the east part of Turkey. From the socio-economic point of view, it is seen that the families of the students generally have middle income level. A great number of families are farmers. It is known that the majority of students come from villages through mobile education.

Participants were selected from all different grades in the middle schools. Respectively, there were 28 participants from 5th grade, 25 participants from intensive foreign language 5th grade, 47 participants from 6th grade, 69 participants from 7th grade, and 40 participants from 8th grade. The age of participants varied from 10 – 14. Using all the samples in one study is the main focus of the researchers. However, in some cases, it was not possible. For this reason, different types of sampling have been put into practice. Convenience sampling, which is also known as Haphazard Sampling or Accidental Sampling is one of them. Convenience Sampling is nonprobability or non-random type of sampling in which member of the aimed population that fulfil certain criteria such as accessing easily, geographical proximity, being ready for that time, or willingness to participate are included for the aim of the study (Etikan, Musa & Alkassim, 2016). Therefore, in this current study convenience sampling has been used. Since the ages of participants were young, clear and short instructions were given to abstain from complicacy. Students were given information about what scale is and how to answer the scale.

3.4. Data Collection Tools

In this particular research, two different data collection tools have been used. An attitude scale was used for quantitative data collection tool, and a semi-structured interview was used as a qualitative data collection tool.

3.4.1. Quantitative Data Collection Tools. In order to gather clear answers for the research question above a five-point Likert-type questionnaire (Appendix A) was employed. This questionnaire was the Turkish adapted version of the Gardner's (1985) Attitude / Motivation Test Battery. The researcher adapted this scale and the study of Karahan (2007) was mainly used in the adaptation process. After the adaptation, five expert opinions were taken and some changes were done in this respect. Lalonde & Gardner (1985) states that Attitude and Motivation Test Battery is relatively consistent instrument that predicts some

individual differences such as motivation and attitudes. Apart from the first developers, this instrument has been used by lots of researchers in different studies (e.g. Ely, 1986; Karahan, 2007; Chalak & Kassaian, 2010; Masgoret, Bernaus & Gardner, 2001; Hashwani, 2008; Hsieh, 2008; Suryasa, Prayoga & Werdistira, 2017; Fachtmann, Fountaine, Grove, Hoshino, Jensen, Kiak & Matsuda, 2001; Kiziltepe, 2001; Sakiroğlu & Dikilitas, 2012; Okunjewski, 2014). The Turkish adapted version of the Attitude / Motivation Test Battery includes 44 items. In this questionnaire, students were given five different options; “Strongly Disagree” (1), “Disagree” (2), “Undecided” (3), “Agree” (4), and “Strongly Agree” (5). Students were asked to choose one of the options according to their thoughts. This scale includes one section; there are no subsections. To assess the reliability of the study, a pilot was conducted with 28 participants. It is important to mention that these participants were not present in the main study. Results of the pilot study indicated that the scale was reliable with 0.85 Cronbach-alpha score. Additionally, reliability of the main study was also calculated and results were satisfactory with 0.91 Cronbach-alpha coefficient.

3.4.2. Qualitative Data Collection Tools. Secondly, qualitative data were collected with 20 students from different grades (5th, IFL 5th, 6th, 7th, and 8th grades) through a semi-structured interview. Participants were not forced to join the interview they were volunteers. Two questions were asked to participants (Appendix B); (1) “What do you think about English? Do you have any thoughts about learning English?” and (2) “What are the reasons behind negative attitudes towards English?”

3.5. Data Collection Procedure

3.5.1. Quantitative data collection procedure. Adapted Turkish version of the Attitude / Motivation Test Battery was employed in the 2018-2019 academic year. The scale was administered in November 2018. Participants were assured that their results would stay confidential, and they would be used for only educational purposes. For this reason, students

wanted not to be worried. On the other hand, instrument was administered anonymously so that students didn't specify their names on the papers to prevent bias. The researcher was present with the participants while the scale was being distributed. Since the ages of participants were young, students had the possibility of answering the scale for the first time. To prevent misapplication, researcher gave brief information about how fill out the scale.

3.5.2. Qualitative data collection procedure. A semi-structured interview (Appendix C) was conducted with 20 participants in December 2018. Since explanatory sequential design was used in this particular study, quantitative data was collected firstly. After this step, qualitative data collected by means of a semi-structured interview. In this application, students were willing to participate; they were not forced to do it. Students were asked two questions about their attitudes and reasons behind negative attitudes. Before asking the questions, experts opinions were taken for validity. Each interview lasted about 4-5 minutes. Interviews were conducted in a quiet place. Researcher eliminated the distracters for better results. So that interviews focused on the questions with all their attention. Responses of the students were recorded and noted down. These responses were transcribed by researcher after the data collection procedure. Students were informed about the study before the interviews. It was assured that their responses would be used for educational purposes only and would not be shared with third person without their permission.

3.6. Data Analysis Procedure

Quantitative data obtained from the study were analysed by using IBM SPSS Statistics 25. Firstly, a Shapiro-Wilk Normality Test was employed to see the distribution of data set. Results indicated that the data were not distributed normally; thus, non-parametric tests were utilized. Frequencies of the properties of participants and general mean scores were calculated and listed. Mean and standard deviations were calculated for the demographic information. For comparing two variances such as gender, Mann-Whitney U Tests were employed.

Additionally, for multiple comparisons such as grade level and family income levels, Kruskal-Wallis Tests were utilised. In order to see the correlation between attitude and achievement, a Spearman's Rank Correlation was employed. Some of the items were reversed into the positive sentences for better analysis process and interpretation. These items were marked at Table 2, Table 3 and Table 4. For general interpretation, these responds; "Strongly Disagree" (1), "Disagree" (2) and "Agree" (4), "Strongly Agree" (5) were counted. In order to measure the results, a scale was utilised (Table 1). According to this scale, mean scores that varied from 1.00 to 2.75 were considered as 'low'. Mean scores that varied from 2.76 to 3.75 were considered as moderate. Lastly, mean scores that varied from 3.76 to 5.00 were considered as high.

Table 1

Interval scale of the attitudes in the scale

Attitude Level	Mean
Low level	1.00- 2.75
Moderate level	2.76-3.75
High level	3.76-5.00

While analysing the qualitative data, a content analysis technique was used by the researcher. Firstly, interview questions were prepared by taking expert opinions. Then, participants were selected. These participants were volunteer ones, and researcher did not force them. After that, students were asked two interview questions respectively (Appendix C). While taking responses, researcher did not interrupt the interviewees for not spoiling the flow of the interview. These asking and answering sessions took place in a quiet and stress-free atmosphere. Next, researcher recorded the responses and transcribed. In this respect,

after the transcription of the responses, similar responses were categorised. To see the results clearly, responds and themes were tabled below.



Chapter IV

Results

In this chapter, the researcher submits the quantitative data that derived from the questionnaire which was adapted from Gardner's (1985) Attitude / Motivational Test Battery. Quantitative data were computed and analysed with SPSS Statistics 25. For the first step of the analysis, a test of normality was computed to see whether the data distributed normally or not to use appropriate computing applications. According to the normality test, data were not distributed normally. In this respect, non-parametric tests of SPSS 25 were applied such as Kruskal Wallis and Mann-Whitney U tests. Apart from that, correlation was used to interpret the result in a better way.

4.1. What is the attitude of middle school students towards English?

This current research question was aimed to find statistical data about 5th, intensive foreign language 5th, 6th, 7th, and 8th grade students' general attitude levels to English. For the sake of answering this research question, questionnaire data were calculated, and means of the answers were shown. According to the results students had moderate level of attitudes towards English. This result was gained according to the mean scores of the answers which is 3,57.

For better understanding and interpreting the results, items were showed discretely in the table forms. Table 2, Table 3 and Table 4 shows the students' answers to the items. These answers were presented with percentages and also means and standard deviation were provided. When we look at the results some items must be focused on. It was clear from the results that most of the items had moderate means. In parallel with the results, students were eager to go the class (57,9%) since their teachers were very good (Item 2). Students believed that (62,7%) learning English was really great (Item 3). Learning English was important (70,8%) because it would easy for students to be relaxed with people who speak English (Item

4). Students thought that learning English was not a waste of time (72,2% and 72,8%) at all with high percentage according to the results (Item 6 and Item 27). For them (59,8%), learning a foreign language was not boring (Item 8) and with the same results students thought that (59,3%) their English teacher was good (Item 9, Item 32). Students also had positive attitudes about the role of English in their future. In this respect, they (72,7% and 72,2%) stated that studying English was very important for their future (Item 10 and Item 25). However, half of the students were self-confident when they speak English and half of them were not (Item 11). A great percentage of students (71,8%) had interest in English (Item 12). 66,5% of students had positive values about English since it would make them more informative (Item 13). On the other hand, nearly all of the students (88%) claimed that giving answer to questions in English lesson voluntarily did not make them embarrassed (Item 14).

More than half of the students (56, 4%) wanted a friend who can speak English. Also, results showed that students had positive attitudes towards other foreign languages (67%) rather than English because they wanted to learn other foreign languages (Item 18). They did not postpone (74,6%) their English homework which was a proof for positive attitude and responsibilities (Item 19). According to the students, (65,1% - 61,2% - 68% - 68,9% and 58,4%), their teacher was valuable for them in English classes, and they claimed that teachers' instruction should have been cared (Item 29, Item 30, Item 34, Item 37 and Item 42). More than half (53,1%) of the students would use English for better characteristic properties since English was a language to be respected (Item 35). After school was finished, a great number of students (60,8%) would continue to learn English (Item 44).

Table 2

Students' general attitudes towards English (part 1)

Items	Disagree (%)	Undecided (%)	Agree (%)	Mean	SD
39) I wish I could speak English fluently.	16.3	5.7	78	4.15	1.33
19) I will postpone my English assignments as much as possible.*	12.5	12.9	74.6	4.04	1.23
23) Learning a foreign language is not important to us.*	17.3	8.6	74.1	4.04	1.35
27) Learning English is a waste of time.*	19.1	8.1	72.8	4.01	1.41
10) Reading English is important because I will need it for my future	18.7	8.1	72.7	4.00	1.37
6) My English class is a waste of time.*	12.8	9.6	72.2	3.97	1.35
25) Learning English is important because it will be useful in finding a good job.	19.6	8.1	72.2	3.93	1.42
12) I have no interest in foreign languages.*	20.6	7.7	71.8	3.88	1.40
34) I wish I had a different English teacher.*	22.1	10	68	3.87	1.50
4) Learning English is important because it will make me more comfortable with people who speak English.	22	7.2	70.8	3.87	1.38
37) I think learning English is boring.*	21	10	68.9	3.84	1.43
18) I want to learn many foreign languages.	20.5	12.4	67	3.83	1.43
13) Learning English is important because it makes me more educated.*	20.1	13.4	66.5	3.83	1.63
36) To be honest, I have no desire to learn English at all.*	23.9	7.7	68.4	3.80	1.47
29) I give up when I don't understand my English teacher's explanation.*	19.6	15.3	65.1	3.79	1.37

*The items which were reversed in terms of meaning for clearer comments.

Table 3

Students' general attitudes towards English (part 2)

Items	Disagree (%)	Undecided (%)	Agree (%)	Mean	SD
30) My English teacher is my inspiration.	24	14.8	61.2	3.67	1.42
44) When I finish school, I'm going to stop studying English because I'm not interested.*	25.9	13.4	60.8	3.66	1.48
3) Learning English is really great	24.9	12	62.7	3.65	1.41
14) It embarrasses me to answer the questions voluntarily in our English class.	24.9	12	88	3.64	1.43
8) Foreign language education is not fun.*	25.9	14.4	59.8	3.61	1.42
2) I can't wait to go to class because my English teacher is very good.	22,9	19.1	57.9	3.59	1.29
15) Speaking English doesn't bother me at all.	27.3	12	60.7	3.58	1.41
42) My English teacher does not present the course and materials in an interesting way.*	24.4	17.2	58.4	3.58	1.44
32) To be honest, I don't like my English class.*	27.2	11	61.7	3.57	1.55
20) English is a very important part of the school program.	26.3	16.7	57	3.55	1.37
9) don't think my English teacher is very good.*	32.1	8.6	59.3	3.52	1.63
21 To be honest, I have little interest in my English class.*	30.7	10.5	58.9	3.50	1.51
24) I always ask my teacher for help if I don't understand something in my English class.	24	21.5	54.6	3.50	1.36
31) I plan to learn as much English as possible.	28.3	16.7	55.1	3.44	1.46

*The items which were reversed in terms of meaning for clearer comments.

Table 4

Students' general attitudes towards English (part 3)

Items	Disagree (%)	Undecided (%)	Agree (%)	Mean	SD
41) When I study English, I ignore distractions and focus on my lesson.	25.3	19.1	55.5	3.42	1.37
16) I would love to have many native English-speaking friends.	31.1	12.4	56.4	3.42	1.59
11) I'm never sure of myself when I speak in our English class.	26.8	23.4	49.7	3.40	1.33
35) Learning English is important, because when I know English, other people will respect me more.	34	12.9	53.1	3.34	1.52
28) I love my English lesson, and I look forward to studying more English in the future.	30.7	15.8	52.7	3.33	1.47
22) I'd be uncomfortable if I had to speak English on the phone.*	32.1	16.3	51.7	3.29	1.47
45) English is one of my favourite courses.	35.4	13.4	51.2	3.29	1.63
33) I'm afraid to speak English anywhere outside the classroom.*	34	14.8	51.2	3.24	1.50
26) I'm worried that other students in my class speak English better than I do.*	35.4	14.4	50.3	3.22	1.53
1) I'm not worried when I have to answer a question in my English class.	37.4	17.7	45	3.16	1.38
7) I'd be nervous if I had to speak English to a tourist.*	35.9	22.5	41.6	3.16	1.40
17) I love the activities of our English lesson more than the other lessons.	31.1	26.8	42.1	3.16	1.35
40) I feel worried if someone asks me something in English. *	33.5	21.1	45.4	3.15	1.43
38) Students who claim to be nervous in English classes are just making excuses.	34.9	23	42.1	3.14	1.51
5) I am determined to know all aspects of English.	37.3	15.3	47.4	3.12	1.36
43) Sometimes I worry that other students in the class will laugh at me when I speak English.*	43	9.1	47.8	3.09	1.61

*The items which were reversed in terms of meaning for clearer comments.

Apart from the quantitative data that gather from the questionnaire, the researcher was also administered an interview with 20 students (Table 5). In the first questions, students were asked “What do you think about learning English?” and “Do you have any thoughts about learning English?” Results were analysed with content analysis technique. When the themes were found out, it was clear that some of the participants had positive attitudes, some of them were neutral, and some of them had negative attitudes towards English. According to the results, 12 of 20 students had positive attitudes towards English. Students with positive attitude generally said that English is an important lesson. They wanted to learn English for better future. Students also mentioned that in LGS (High School Entrance Exam) there are 10 English questions, and that is the reason why English is an important lesson. They also focused on the entertaining part of lesson. Exemplarily, an interviewee (Participant 16) said; “I want to learn English because English is important. If I learn English, I will get better jobs and I will be rich. I will communicate with English speaking friends, and I will be happy.” They claimed that English exercises were funny. Secondly, some of the students were neutral to English. As an example, a student (Participant 4) claimed these sentences; “I don’t know anything about the importance of English. English is neither important for me nor unimportant for me. I don’t have any feelings. I don’t know.” According to them, English had no positive or negative meaning. Thirdly, some students had negative attitudes towards English. They were complaining about the difficulty of the lesson by saying that “I think they must remove English from Turkish curriculum (Participant 2)”. Interestingly, interviewees said “English people are not learning Turkish, so we shouldn’t learn English too. (Participant 6)”. Lastly one student commented this sentence; “I don’t like English and my English teacher. I think English is not important in Turkey. Because we are speaking Turkish.”

Table 5

Interviewees' thought about English language.

Interview question	Theme	Student Comment
What do you think about English? Do you have any thoughts about learning English?	Positive	I am a good learner
		Learning English will make me successful
		I think English is important
	Neutral	My teacher is funny and English is funny
		English is important because of the LGS
		I don't know
		I think it neither important nor unimportant
	Negative	I don't like English
		English is very difficult
		I don't like my English teacher
		I think English must be less difficult
		I think they must remove English from curriculum
		English people are not learning Turkish

4.2. Are there any statistically significant differences between these grades in the middle school in terms of attitudes?

To make a clear answer for this research question, data were calculated by using Kruskal-Wallis test from non-parametric tests of SPSS 25. Results were presented in Table 6. There are five different grades in state school of Turkey which are 5th, intensive foreign language 5th, 6th, 7th, and 8th grades. When we look at the results below (Table 6), there is a statistically significant difference among the grades about attitudes ($p = .000 < p = .05$). Mean ranks were also presented to see the differences among the grades clearly. Results indicated that intensive foreign language 5th grade students had the most positive attitudes towards English (MR= 160.26). Correspondingly, 8th grade students were in second place about the positive attitudes towards English (MR= 112.58). It was also clear from the statistical data that 6th grade and 7th grade students had nearly similar level of attitudes towards English (MR= 96.19 and MR= 95.43). Finally, it was derived from the results that 5th grade students had the lowest level of attitudes towards English (MR=83.21).

Table 6

The differences between grades and attitudes.

	Grade	N	Mean Rank	Sig.
General Attitude	5 th	28	83.21	
	5 th IFL	25	160.26	
	6 th	47	96.19	.000
	7 th	69	95.43	
	8 th	40	112.58	
	Total	209		

4.3. Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes?

The third research question of this current study sought to find an answer about whether there was a statistically significant difference between 5th grade students and intensive foreign language 5th grade students in terms of attitudes towards English. To provide statistical data and answer this question, a Mann-Whitney U test was computed from the non-parametric tests of SPSS 25 between these two grades (Table 7). Results of the analysis indicated that there were a statistically significant difference between 5th grade students and intensive foreign language 5th grade students about attitudes ($p = .000 < p = .05$). It was clear from the results that intensive foreign language 5th grade students had more positive attitudes

towards English when it was looked at the mean ranks below (MR= 17.41 and MR= 37.74). It can be concluded that a curriculum which is mainly developed within the framework of English induces students who have different and more positive attitudes towards the language.

Table 7

Attitude differences between 5th grades and intensive foreign language 5th grades.

	Grade	N	Mean Rank	Sig.
General Attitude	5 th	28	17.41	
	5 th IFL	25	37.74	.000
	Total	53		

4.4. Are there any statistically significant differences between the attitudes of students towards English and demographic information?

This particular study was also aimed to compare the demographic structures of students with their attitudes towards English. For this aim, research question above was asked, and answers were provided on the basis of statistical results. The gender difference was the first demographic structure that scale belong. When we looked at the frequencies of the males and females, numbers were nearly equal with each other. There were 105 males and 104 females in the study. Since data was not distributed normally, a Mann-Whitney U Test was computed from non-parametric tests. Table 8 showed the results of the Mann-Whitney U test. According to the statistical data there was only slight difference between male and females in

terms of attitude towards English ($p = .050 = p = 0,50$). When we looked at the mean ranks, female students had more positive attitudes towards English (MR= 96.82 and MR= 113.25).

Just as it was mentioned above, there was a slight statistically significant difference between males and females (Table 9). To make clear answer for this question, items were analysed one by one. Results indicated that only 7 items had statistically significant difference. Female students believed that learning English was important since it would make them comfortable when they talk with English speaking people (MR= 115.85 and Item 4). Females saw English as an important factor for their future (MR=112.55 and Item 10). Females, also, wanted English speaking friends more than males (MR=114.21 and Item 16). Females wanted to learn a lot of foreign languages when we compared it with males (MR=117.30 and Item 18). On the other hand, results presented that female students were more attentive than males since they did not lose their attention when they did not understand the teacher's instruction (MR= 113.09 and Item 29). Females liked English more than males (MR=113.19 and Item 32). Finally, female students wanted to continue their English lessons willingly (MR=113.10 and Item 44).

Table 8

Differences between attitudes and gender.

	Gender	N	Mean Rank	Sig.
General Attitude	Male	105	96.82	.050
	Female	104	113.25	
Total		209		

Table 9

Items that show significant differences between gender and attitudes.

Item	Gender	Number	Mean	Sig.
			Rank	
4. Learning English is important because it will make me more comfortable with people who speak English.	M	105	94.30	.006
	F	104	115.81	
10. Reading English is important because I will need it for my future	M	105	97.52	.048
	F	104	112.55	
16. I would love to have many native English-speaking friends.	M	105	95.88	.022
	F	104	114.21	
18. I want to learn many foreign languages.	M	105	92.82	.002
	F	104	117.30	
29. I give up when I don't understand my English teacher's explanation.	M	105	96.99	.042
	F	104	113.09	
32. To be honest, I don't like my English class.	M	105	96.89	.041
	F	104	113.19	
43. Sometimes I worry that other students in the class will laugh at me when I speak English.	M	105	96.98	.042
	F	104	113.10	

Another demographic structure that students responded in the scale was their families' income levels. Since there were more than two variables in this question, a Kruskal-Wallis Test was computed to see whether there was a statistically significant difference between family income levels of students and their attitudes towards English (Table 10). It can be inferred from the results that, family income level did not affect students believes and attitudes towards English ($p = .194 > p = .05$).

Table 10

Students' family income levels and their relation with attitudes.

	Income Level	N	Mean Rank	Sig.
General Attitude	Lower than 1600	24	95.15	.194
	1600-3000	94	99.28	
	More than 3000	91	113.51	
	Total	209		

To make this analyse which was about family income levels and attitude, items were examined respectively (Table 11). Only three items showed a statistically significant difference (Item 4, Item, 13 and Item 45). These items were 1) 'Learning English is important because it makes me feel comfortable when I talk with English speaking people.' 2) Learning English is important because it makes me more educated.' 3) 'English is one the favourite

course of mine.’ In these three items students whose family’s income level was more than 3000 Turkish lira showed higher mean ranks (MR= 114.87, MR= 114.82 and MR= 116.21).

Table 11

Items which show significant differences between family income and attitudes.

Items	Income level	N	Mean rank	Sig
4. Learning English is important because it will make me more comfortable with people who speak English.	Lower than 1600	24	84.81	.040
	1600-3000	94	100.60	
	More than 3000	91	114.87	
13. Learning English is important because it makes me more educated.	Lower than 1600	24	84.10	.040
	1600-3000	94	100.83	
	More than 3000	91	114.82	
45. English is one of my favourite courses.	Lower than 1600	24	88.83	.039
	1600-3000	94	98.28	
	More than 3000	91	116.21	

Students were also asked about whether they support their learning processes with courses or tutoring. There were 3 answers that students might have selected; 1) No, 2)

Supporting and training course provided by state school directorate, 3) With tutors. A Kruskal-Wallis test was computed to provide statistical data for the differences (Table 12). As it can be read from the statistical results, there was a statistically significant difference between students' supportive course varieties and their attitudes towards English ($p = .000 < p = .05$). Respectively, mean ranks suggested that students who take supportive courses provided by school (Mean Rank= 150.37) had more positive attitudes towards English, students who took supportive English lesson with tutors had second place in terms of attitude towards English (Mean Rank= 138.30). Lastly, students who were not taking any courses and supportive classes had the lowest mean rank as the data shows (Mean rank= 88.38).

Table 12

Students' taking supportive courses and its relation with attitudes.

	Supporting Course	N	Mean Rank	Sig.
	No	132	88.38	.000
General Attitude	Supporting and training course provided by the school	52	150.37	
	Private course (Tutor)	25	138.30	
	Total	209		

Furthermore, items were examined separately to see the differences in detail. As Table 13 presents below, 7 items (Item 7, Item 9, Item 11, Item 14, Item 26, Item 35, and) had no statistically significant differences. It can be claimed from the results that supportive course variable had no influence on students' anxiety when they speak English with tourists, their thoughts about their English teachers, their self-confidence when they speak English, their willingness to answer questions voluntarily, their concerns about other classmate's better performance, their thoughts about social roles of English, and other people anxiety on class.



Table 13

Items that not show significant differences between supportive course and attitude.

Items	Supporting course	N	Mean Rank	Sig.
7. I'd be nervous if I had to speak English to a tourist.	No	132	102.27	.498
	Supporting and training course provided by the school	52	111.16	
	Private course (one to one)	25	123.80	
9) I don't think my English teacher is very good.	No	132	102.27	.140
	Supporting and training course provided by the school	52	111.16	
	Private course (one to one)	25	123.80	
11) I'm never sure of myself when I speak in our English class.	No	132	100.80	.281
	Supporting and training course provided by the school	52	118.42	
	Private course (one to one)	25	93.20	
14. It embarrasses me to answer the questions voluntarily in our English class.	No	132	101.11	.775
	Supporting and training course provided by the school	52	115.78	
	Private course (one to one)	25	111.30	
26. I'm worried that other students in my class speak English better than I do.	No	132	103.25	.073
	Supporting and training course provided by the school	52	109.99	
	Private course (one to one)	25	106.30	
35. Learning English is important because when I know English, other people will respect me more.	No	132	99.34	.124
	Supporting and training course provided by the school	52	119.45	
	Private course (one to one)	25	126.70	

4.5. Is there a correlation between attitude and students' achievement?

This current study was aimed to find the relationship between students' attitude and their previous year-end English marks, in other words, their achievement. In the scale, students asked this question by selecting 4 different options which are lower than 50, 50-70, 70-85, and 85-100. When we look at the frequencies of the last year-end English marks, 48 students had lower than 50, 63 students had 50-70, 38 students had 70-85, and 60 students had 85-100. It can be concluded from the frequencies that nearly 5/2 of the student were high achiever, and 5/1 of the students were middle achievers. As it was illustrated in Table 14, the Kruskal-Wallis test was computed to see the differences between year-end marks and attitudes. It was observed that there was a statistically significant difference between students' attitudes and their achievement ($p = .000 < p = .05$).

Table 14

Students' year-end English marks of the previous year and attitude differences.

	Year-end English mark of the previous year	N	Mean rank	Sig.
	Lower than 50	48	81.66	
The overall attitude	50-70	63	87.52	.000
	70-85	38	117.61	
	85-100	60	134.05	

To deepen this relationship, a Spearman's rank correlation test was employed. Results have clearly presented that there was a positive correlation between last year's English points and attitudes (Table 15). It means that when the marks raise, the positive attitudes towards English raises too. This correlation was found meaningful ($p < .01$).

Table 15

Correlation between year-end English marks of previous year and attitudes.

		The overall	Year-end English mark of the previous year
The overall	Correlation coefficient	1	.35
Year-end English mark of the previous year	Correlation coefficient		1

The correlation is significant. $p < .01$ (two-tailed)

4.6. What are the reasons for negative attitudes?

Lastly, this particular research was aimed to find the reasons behind negative attitudes towards English. To answer this particular research question, quantitative results must be focused on the first time. According to the mean scores which were presented in Table 2 and Table 3 and Table 4 above, there was some factor that provokes negative attitudes.

Apprehension for answering an English question was a factor for negative attitudes (Item 1). Talking English with a tourist increase students' anxiety levels which led to negative attitude. (Item 7). Activity differences and applications of activities were other reasons for negative

attitudes (Item 17). Lastly, other students' anxiety levels in the classroom had influence on students' attitudes (Item 38).

On the other hand, to provide qualitative data for this research questions, an interview was conducted with 20 students by asking "What are the reasons behind negative attitudes?". Results were analysed by making a content analysis technique and presented in Table 16 below. When the responds of interviewees were grouped, there were several factors that affect attitudes of students such as lack of understanding English, difficult of English, proficiency and spelling factors, teacher factors, fear of making mistakes, social value of English, and discomfort. It is clearly understood by the responds that students did not understand what teacher talk about in English. "I don't understand my teacher because she always speaks English at class. I am trying to understand it but I cannot. I think I will fail. I am not happy with English (Participant 19)." This made them develop negative attitudes towards English. On the other hand, difficulty was another reason. " English is difficult because it is another language. We speak Turkish; however, English has no similarity with our language (Participant 6)" Exercise, test and vocabulary difficult had great effect on students. "English vocabulary is not meaningful, and they are very long (Participant 6)" It was also focused that students had difficulty on reading and speaking words or sentences in English. "Teachers roles and behaviours such as anger, seriousness mad students feel negatively towards English (Participant 11)." Students also thought that English had not an important concept in Turkish society. "English is not important in Turkey because we speak Turkish. When I go to the market, I don't speak English I speak Turkish (Participant 12)." Lastly, some students were uncomfortable when someone speaks English around them. "When someone or my teacher speak English near me, I am very uncomfortable because I don't like English (Participant 18)."

Table 16

Possible reasons behind negative attitudes towards English.

Interview question	Theme	Student Comments
What are the reasons behind negative attitudes towards English?	Lack of understanding	I don't understand English
		I don't understand instructions
		I don't know what the teacher says
	difficulty	I can't do exercises.
		Words are difficult
	Pronunciation and spelling	English tests are difficult
		I can't say the words correctly
		English is not speaking as it writes
	Teacher factors	I don't want to read English texts
		My teacher is very serious
I don't like my teacher		
My teacher asks difficult questions		
Fear of making mistakes	My teacher angry with me	
	I make a lot of mistakes	
The social value of English	English is not important	
	English will not bring me success	
	In Turkey, we speak Turkish not English	
Discomfort	I am not comfortable when speaking English	

Chapter V

Discussion

In this chapter, the researcher provides the findings of the study gathered by qualitative and quantitative data by corresponding the with each of research questions. Current findings are illustrated, implemented and discussed in the light of previous research from the related literature. On the other hand, it is noteworthy to mention that possible reasons behind the statistical results are tried to find out by refraining from the absolute answer which may affect negatively for further studies. For making a clear framework, discussion is organized in order of the research questions.

5.1. 5th, Intensive Foreign Language 5th, 6th, 7th, and 8th Grade Students' General Attitudes towards the English Language

The first research question of this current study was “What is the attitude of middle school students towards English?” In terms of this research question, statistical analyses were conducted. Firstly, general mean of the results was calculated by using SPSS. Results propound that students have moderate level of attitudes with the mean of 3.57. On the other hand, an interview was conducted with 20 students to obtain qualitative data for the study. 12 of 20 students showed positive attitudes towards English which is equal with 60% of the total interviewees (Table 5). Additionally, two students were neutral, and six students had negative attitudes towards English which is equal to 40% of the total interviewees. Generally speaking, it can be interpreted from the results that students have positive attitudes towards English language (Table 2, 3 and 4). This result shows resemblance with some studies in the literature. Soleimani & Hanafi (2013) conducted a study with 40 different Iranian medical students. Results of the study presented that students had moderate level of attitude towards English. Hashwani’s (2008) study with 77 middle school students suggested that students had positive attitudes towards English. Since Hashwani’s study and this particular study have focused on

the same sample groups (middle school students), this study is in line with Hashwani's study in a better way. Also, Hashwani used an adapted version of the Attitude / Motivation Batter of Gardner which also shows similarity with this study. On the other hand, Mamun et al. (2012) claim in their study that students had positive attitudes towards English. Their study was included, university students. In the Turkish context, this specific study is in the same lime with some studies. Exemplarily, Kızıltan & Atlı (2013) conducted a study with 551 4th grade students from different state school of turkey. Atlı's (2008) another study which was conducted with 4th-grade students also had positive attitudes towards English. They found out that more than half of the students have positive attitudes towards English. Karahan's (2007) study is a well-known attitude study in Turkish context which was implemented with private primary school students in Adana. Students' attitudes towards English was mildly positive. Hancı Yanar's (2008) study had also revealed that students from preparatory high school classes had positive attitudes towards English.

This particular study has also shown contradiction with some other studies at literature. Tsude (2003) found out that Japanese students had negative attitudes towards English. In Ahmed's (2015) study with Malaysian undergraduate participants, students had ultimately positive attitudes towards English which is contrary to current study. As another finding, Taiwanese college-level students had fear or unpleasant feelings about English due to their previous experiences (Lin & Warden, 1988). Chalak & Kassasian (2010) determined that almost all of the participants in their study had positive attitudes towards English. Şenturk's (2019) study indicated that Turkish EFL students had high positive attitudes towards English.

As Halliwell (1992) suggested, attitudes towards the target language is an important concept since has a direct influence on the language learning processes. Attitudes may be positive, neutral or negative. This current study show resemblance with some studies and

shows contradiction with others. This difference might result from the participant numbers and target sample.

5.2. Differences between 5th, Intensive Foreign Language 5th, 6th, 7th and 8th Grade

Students in Terms of Attitude

As Kirkgoz (2007) stated, Turkey took a long journey in the concept of English Language Teaching. In 1997, law gave that foreign language education, which had started at auxiliary level, was begun from the fourth grade of compulsory instruction and that the elective second foreign language option was added to the educational programme in the sixth grade of elementary school. Then, Ministry of Education decided to start English learning in the 2nd and 3rd grade (MEB, 2013). However, there was still criticism about the implications of the programme. Teacher and students were still not satisfied with that current system. Based on this criticism, Ministry of Education (MEB, 2018) prepared a different programme which has intensive English classes. This programme permitted state school directorates to open Intensive Foreign Language 5th and 6th-grade classes. The new programme claims that English language learning in Turkish education needed a timely and operative education programme which includes periodic revision of contents and methodological infrastructure. This is the result of Turkey's seek to equip millions of language learners in primary and upper secondary education with high level of English proficiency so that Turkish citizen will become world citizens and they will be able to communicate other cultures and communities in the world. Overall speaking, it is clear that intensive foreign language classes (5th and 6th grades) have much more English lesson hours (up to 16 hours a week) than normal 5th grades (up to 5 hours a week).

Secondly, this particular study was aimed to find out the differences between grades in respect to the attitudes towards English by asking research question "Is there any significant differences between these grades in middle school?" Results have brought out that there was a

statistically significant difference between grades and attitudes towards English ($p=.000$; $p<0.05$). According to the results, intensive foreign language 5th grade students had highest positive level of attitudes towards English. This current study showed some resemblance to other studies. G mleksiz (2010) concluded that higher grade students had more positive attitudes towards English. Intensive foreign language 5th grade students is not widespread all around the country since it not compulsory all over the country. When IFL 5th grade factor is eliminated, this study is in line with G mleksiz's study as positive attitude increases when grade raises.

However, the data obtained from the study shows disparity with some other studies in the literature. Karahan (2007) found out that students who graduated from Anatolian High School showed more negative attitudes towards English. The current study contradicts with Karahan's study in terms of intensive English courses since intensive foreign language 5th classes and preparatory classes at Anatolian High Schools have intensive English classes hours. Kacar & Zengin (2009) conducted a study with 227 Turkish students. Participants were selected from 6th, 7th and 9th grade students randomly. Data indicated that while the grade of students increased, the beliefs about English became more negatively. Negative attitudes were at the top in high school.

Additionally, in the Turkish educational system, students need to take LGS which is an exam for high school entrance. Along with the other subjects, English is tested with 10 multiple-choice items. 8th grade students' higher level of positive attitudes might have resulted from the motivation and effort for the high school exam. Like Gardner's (1985) claims, motivation and attitudes are highly related concepts in English language learning processes. Students' understanding of a foreign language might affect their attitudes, which is analysed in details below. Intensive foreign language 5th grade students take long hours of English and their proficiency levels increase. This might influence students' understanding of

the language which leads to more positive attitudes. On the other hand, curriculum in Turkey have been developed on the basis of Bruner's spiral curriculum concepts which means students take the similar themes on every grade; however, these themes are extended as the grade increases. The 8th grades' higher positive attitudes might be explained in the light of this situation. The 8th grade students have already taken previous similar themes in previous years and that's why they might have developed positive attitudes and beliefs towards English.

5.3. Attitude Differences Between 5th Grade and Intensive Foreign Language 5th Grade Students

This particular research aimed to find differences between 5th grades and IFL 5th grades by asking research question "Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes?" To provide statistical data for this research questions, a Mann-Whitney U test was computed and mean ranks were calculated. As it was obtained from the data that there was a statistically significant difference between 5th grade students and intensive foreign language 5th grade students in terms of attitudes towards English ($p = .000$; $p < 0.50$). Data obtained from the questionnaire had revealed that intensive foreign language 5th grade students had more positive attitudes towards English.

There is not any study can be found in the literature which was conducted to see the attitudes of intensive foreign language 5th and 6th grades. Therefore, making a comparison with previous research results is impossible. However, this current outcome would be expected. Sahin & Göksoy (2019) conducted a study in which investigates the problems that encountered in the school which uses intensive foreign language 5th grades and suggestions for solutions. They made a qualitative study by asking some questions to 35 teachers who are teaching at IFL 5th grades. They also presented results by making content analysis technique. Teachers claimed that there were some positive sides of opening IFL 5th grades. Repetitions

chance were high since there are more lesson hours. Taking English courses nearly every day makes it possible to ensure information stay permanent. More activities are possible. Learning a foreign language starts at young ages. Educational games with different methods and techniques and activities are held. There is a chance to master more than one skill such as listening, speaking, reading, and writing. Lastly, using English for business purposes in their future will be enabled. As it can be concluded from these views, students might generate positive attitudes towards English in IFL 5th grades by thinking about these factors mentioned in Sahin & Göksoy's study.

5.4. Differences Between Students' Attitudes and Their Demographic Information

This current study also aimed to find differences with demographic information in terms of attitudes. Demographic information may vary from the study's diameter. To make a clear framework about attitudes, students were also asked to give information about their genders, their families' income levels and whether they are taking supportive courses or not. These aspects have been investigated and discussed respectively.

Firstly, the gender factor has been analysed by making a Mann-Whitney U test. According to the frequencies, there were 105 males and 104 females in study. Results point out that there is no statistically significant difference between males and females concerning the positive attitudes towards English. However, p rate is nearly close to becoming significant ($p= 0.50$). For this reason, items were analysed one by one in order to make a clear comment. 7 items show significant values according to the results. In all of them, female students have higher mean ranks. Female students think that English is important since it will enable them to communicate with others more comfortably; furthermore, they want to have more friends who speak English. In Turkish society females are assumed as more talkative and more outgoing compared with males. Kocer (2012) states that females' using social platform in Turkey is increasing day by day since the opportunities are developing. To draw a conclusion,

these factors might be having influence on females' higher positive attitudes on some items. On the other hand, data provided that females are more attentive when they don't understand teacher's instruction. It is generally thought that in Turkish society male are more hyperactive, and females are calmer. This result might come true in consequence of these perceptions.

Generally, this currently obtained data is congruent with some other studies on the literature. In Fakeye's (2012) study which was conducted with 400 participants claimed that there weren't any significant differences about gender and attitudes. Besides, in Bernat & Lloyd's (2007) study gender is a significant factor that affects the attitudes. Karahan (2007) also stated in her study which was conducted with 427 freshmen that there is not a significant difference between male and female in respect to the attitudes towards English. The current study has also shown some adverseness with some studies on literature. Kobayashi (2010) states that in high schools' female students have superiority about attitudes towards English. Ghazali (2016) found out that female students have more positive attitudes than males. Gardner also states that even in 1970s female students had significant positive attitudes when it is compared with males (Gardner & Smythe, 1975; Burstall, 1975; Jones, 1950; Gagnon, 1974 cited in Gardner, 1985). Gömleksiz (2010) have also found out significant differences between attitudes gender in which females have more positive attitudes than males. In Genc & Aydın's (2017) females were also superior. Eventually, it can be said that when the general p rate is supposed to be the main consideration, there aren't significant differences between genders; however, when the items' p rates separately are considered to be the main factor, females are superior to males in terms of attitudes towards English. It can be concluded from the literature that there isn't any generalization about relationship between attitude and gender. To make a clear-cut definition more researches need to be conducted in Turkey and all around the world and also sociological factors must be taken into consideration.

Under this headline, second demographic information which family income levels and its relation with attitudes towards English need to be discussed. On the questionnaire, students were asked about their families' income levels. Three options were given to participants; Lower than 1600, 1600-3000, More than 3000. These options were organized with regard to the Turkish economic status. In Turkey, subsistence level is about 2000 Turkish liras. However, it is known that there are families who gain less than this amount. For this reason, an option "lower than 1600" was put into the questionnaire. On the other hand, civil service is a great build of employment rates in Turkey. Civil servants are taking more than 3000 Turkish liras fewest. That's why third option "more than 3000 liras" was put on the questionnaire. To see the differences a Kruskal-Wallis Test was computed and mean ranks were calculated. Results have presented that there isn't significant difference in other words families' economical condition and their attitudes towards English are not related ($p = ,194$; $p > 0,050$). The study is not in line with the finding of Akram & Ghani (2013) who says that the relationship between socioeconomic status and individual differences such as attitude and motivation is strong evidence of language learning differences. When we look at the mean ranks students' whose families' income is higher than 3000 Turkish liras have mildly higher scores than others.

When the items were analysed one by one, three items showed a statistically significant difference between income levels and attitudes towards English (Item 4, Item 13, Item 45). In all of these three items, students' whose family income levels are higher than 3000 Turkish liras showed more mean ranks. From this point of view, it can be inferred that these students think that English is important since it will make them feel more comfortable with English speaking people, learning English is important because it makes them more educated and English is one of the best courses for them. Some interpretation can be carried through these results. It is clear families whose income levels are high will have more chances

to get personal development courses which require money such as language courses. Students with higher family income levels say that “learning English is important and it makes me more educated” and “English is one of best courses for me”. This might have resulted from their parent’ interest in language courses. Students might have generated perception such as learning English means becoming more educated due to their parent’s possibility to take language course before. On the other hand, students with higher family income levels state that English brings comfort for them near the English-speaking people. Such a result may have arisen because students have understood the importance of their parents' communication with English speaking people because of their profession. It has been reported that there are not enough studies on literature which focuses on the family income levels and attitudes towards English. In order to make generalization such studies should be put in practice by considering different societies and different areas.

Thirdly, under this headline, supportive courses and their relation with students’ attitudes have been examined. In the Turkish educational system, state school have authority to open supportive and training courses up to 12 hours a week. This authority was given to school directorates by Ministry of Education and the first courses opened in 2015 / 2016 Academic Year. These courses are not compulsory, and students are not tested and scored at the end of the courses (Nargun & Dilekci, 2016). It is also possible that students may get tutors to develop their language skills.

For these reasons, current study asked whether participants take supporting courses or not. Three options were given to the students; 1) No, 2) Supporting and Training Courses Provided by School and 3) By Tutors. According to the frequencies, 132 participants are not taking any courses, 52 students are taken supportive, and training courses provided by school and 25 students are taking lessons from tutors. To see the difference among them, a Kruskal-Wallis Test was computed. Results indicated that there is meaningful difference between

attendance to supportive course and attitudes towards English. Students who are taking supportive and training courses provided by school have shown more positive attitudes. In the second place, students who are taking tutor course have belong more positive attitudes towards English than the one who are not taking any courses apart from the normal school lessons.

Such a difference might have resulted from the students' exposition to more English classes. Normally in upper elementary school students take English lessons 3-5 hours a week. However, this number can be increased up to 17 hours a week. This might bring students to understand and develop their English further. As in results chapter stated, understanding and comprehension play a vital role in developing positive attitudes.

When the items were analysed one by one, it is seen that some of the items have no significant difference with attitudes (Items 7, 9, 11, 14, 26, and 35). According to these results, supportive courses do not affect students' being nervous when they have to speak. In Turkish educational system, supportive and training courses and tutors are widely selected with purposes of raising school grade average. It is wide criticism that English tests do not appropriately measure students' speaking skills. Accordingly, the lack of support and training courses focusing on speaking skills may have resulted in this outcome. This notion might be supported by Item 11 which says that students are not confident when they speak English in classroom and Item 26 which states that students feel nervous when others speak English in the classroom. To make effective interpretations, it is necessary to conduct researches in which the supporting and training courses are examined in detail.

5.5. Students' Achievement and Attitude Towards English

Students' achievement and its relations with their attitudes towards English was analysed by asking this research question; "Is there a correlation between attitude and students' achievement?" For answering this question, statistical analysis has been made. A Kruskal-Wallis Test was computed. Results indicated that there was a statistically significant difference between students' last year English marks and their attitudes towards English ($p = .000$; $p < 0.05$). In order to understand this relationship, a Spearman's rank correlation was computed. Results indicated that there is a positive correlation between last year English marks and attitudes towards English. In other words, it can be concluded that as the English grades of the students increased last year, their positive attitudes towards the lessons increased. The current study is congruent with Pineda's (2011) study which was conducted with Mexican undergraduate students. Pineda found out that students' motivation, interest and attitude have great impact on their scores. Samadani & Ibnian (2015) have also investigated attitudes and their impact on grade point averages (GPA). They found out that higher positive attitudes had effect on students' grade point averages. Atlı (2008) administered a study with 4th-grade students and concluded that students with positive attitudes developed better language competence and awareness. However, Genc & Aydin (2017) suggested that there was a low correlation between students' attitudes and their achievement which contradicts with current study.

As Ellis (2008) stated, some psycholinguistic concepts such as attitudes play an important role in the language learning processes, and they may attribute the poor or rich achievement in English. Current results might support that there may be a close relationship between student's attitudes and their achievement. Additionally, Lifrieri (2005) supports that one of the crucial factors for success in language learning is positive and appropriate attitudes towards it. The present study had only focused on the student's last year's marks, to make a

better generalization a longitudinal study might be conducted to see attitudes' influence on the learning processes. For the last word, it might be said that attitude and achievement are important concepts that should be focused on English Language Teaching (ELT).

5.6. Reasons Behind the Negative Attitudes

Attitudes might be positive, neutral or negative. Generally, positive attitudes are welcomed among the researchers on the language learning and teaching processes. However, the reasons behind the negative attitudes are mainly focused and examined by scholars. From this point of view this current study has asked a research question "What are the reasons for negative attitudes?"

In order to answer this question, general means were viewed and discussed. According to the results, apprehension for answering an English question is a factor for negative attitudes (Item 1). Talking in English with a tourist increases students' anxiety levels which leads to a negative attitude. (Item 8; Mean= 3.61). Activity differences and applications of activities are other reasons for negative attitudes (Item 18; Mean= 3.83). Lastly, other students' anxiety levels in the classroom have influence on students' attitudes (Item 38; Mean=3.14).

On the other hand, responses for interviews question were examined with content analysis technique. Data analysis indicated that there were several factors that affect attitudes of students such as lack of understanding English, the difficulty of English, proficiency level, spelling factors, teacher factors, fear of making mistakes, social value of English, and discomfort. It is clear that comprehension plays an important role in developing negative attitudes toward English. Some of the teachers use English instructions and some of them use Turkish instructions. This situation has been highly debated; however, it can result that the English instructions might affect students' attitudes in a negative way since they stated on the interview that they do not understand their teachers' instructions. Students have also

mentioned difficulty of tests, words and exercises of English. This answer was expected by researcher since difficulty might be the main factor for negative attitudes. Proficiency and spelling might also be focused on since students stated that it was provoking factor for negative attitudes towards English. Since Turkish is phonological language which means that words are spoken as they are written, this might cause negative transfer for students. It is known that some of the teachers are focused on the spelling a lot. When their students make a spelling mistake, they correct that error immediately. This situation might affect students to develop a perception that English pronunciation and spelling is not appropriate for Turkish people which leads to the negative attitudes towards English. Teacher factors are other concepts that bring about negative attitudes which were mentioned by respondents. Teachers have individual differences as well as students. Some teachers may be aggressive, serious, want their students to success hard works, and impatient. That kind of factors might be another supportive concept for negative attitudes towards English which was supported by results. On the other hand, it is believed by some communities that Turkish society is cold against foreign languages. Results have indicated similar thoughts. Some of the students believe that they must learn English since foreign countries are not learning English. They also stated that their mother tongue is Turkish so that they don't need to learn other languages. The current study is congruent with Karahan's (2007) study in which researcher stated that social perceptions, discomfort about Turkish people speaking English, teacher factors were one of the main reasons behind the negative attitudes. Shimizu (1995) have also found out that native teacher who can teach English might be other reasons behind negative attitudes since students believed that their mother tongues are different and their teachers are talking in English. This misconception might become true also in Turkey. The present study is also in line with Elyildirim & Ashton-Hay's (2006) study in which they stated students might

develop perception that English is a difficult language. In this respect, some studies might be focused on this perception to eliminate negative attitudes.



Chapter VI

Conclusion

6.1. Summary

Foreign language learning has a widely debated topic nowadays since the globalisation of the world bring new opportunities. Scholars have discussed this issue deeply and bring about new factors such as individual differences. Researchers have accepted attitude as one of the most vital concepts that affect language learning processes. In light of this information, current study was aimed to determine 5th, intensive foreign language 5th, 6th, 7th, and grade student's attitudes and its relation with demographic information and achievement.

Individual differences play a vital role in language learning and teaching processes. Widely, motivation, anxiety and attitude are the basic individual differences that need to be focused (Cheng & Chang, 2004; Dörnyei, 1998; Huitt, 2001; Krashen, 1981). In this study, a general picture has been tried to be drawn in terms of attitude and its reflection of language learning. According to sociologists, attitude has various definitions and explanations. However, briefly it can be defined that attitude is a summary of assessment of a thing and thought (Bohner & Wanke, 2002). From the perspective of education, The Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297), attitude has been defined as “attitude which speaker of different mother tongues or language assortments have towards every other.”

Scholars have discussed the component of attitudes and claimed three components. To summarise briefly, attitude has cognitive, behavioural and affective component (Wenden, 1991). A cognitive aspect includes individual's beliefs about information they get. The behavioural aspect of attitude considers students' behaviours and responds in some specific situation. Lastly, affective aspect of attitude enables students to present their feelings and emotions towards a situation (Abidin, Pour-Muhammadi & Alzwari, 2012).

Students' attitudes and its relationship between different grades, demographic information and achievement, which is the core of the research topic, have been discussed by the researcher at different angles. Some researchers have focused on the general attitude levels in their studies (e.g. Ahmed, 2015; Soleimani & Hanafi, 2013; Tsuda, 2003; Yang & Lau, 2003). Some researchers have dealt with achievement and attitude (e.g. Genc & Aydin, 2017; Fakeye, 2017; Pineda, 2011). On the other hand, some of the researchers have focused on demographic information such as gender and family income levels (e.g. Bernat & Lloyd, 2007; Ghazali, 2016; Karahan, 2007; Kızıltan & Atlı, 2013; Mehrpour & Mothlag, 2015). However, there is not any particular study that investigates all other different grades of middle schools including intensive foreign language 5th grades which is a new concept in Turkish educational programme.

There are six research questions in the current study as follows: (1) What is the attitude of middle school students towards English? (2) Are there any statistically significant differences between these grades in the middle school in terms of attitudes? (3) Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes? (4) Are there any statistically significant differences between the attitudes of students towards English and demographic information? (5) Is there a correlation between attitude and students' achievement? (6) What are the reasons for negative attitudes?

RQ1, "What is the attitude of middle school students towards English?" aimed to find out the general attitudes of secondary school students from all different grades including intensive foreign language 5th grade classes. The finding suggested that Turkish secondary students from all different grades have moderate level of attitudes towards English with mean rank 3.57. Their attitudes towards English were generally positive. The finding concurs the

findings of previous researchers (Atlı, 2008; Hancı Yanar, 2008; Hashwani, 2008; Karahan, 2007; Kızıltan & Atlı, 2013; Mamun et al., 2012; Soleimani & Hanafi, 2013).

RQ2, “Are there any statistically significant differences between these grades in the middle school in terms of attitudes?” attempted to determine the differences between 5th, intensive foreign language 5th, 6th, 7th, and 8th-grade secondary school students and their attitudes. Results indicated there is a statistically significant difference between student’s grades and their attitudes. Intensive foreign language 5th grade students have highest level of positive attitudes. When the intensive foreign language 5th classes are not taken into consideration, it is clear that students’ attitudes are raising when their grades increase too. From this point of view, the findings are congruent with previous study of Gömleksiz (2010).

RQ3, “Are there any statistically significant differences between 5th grade and intensive foreign language 5th grade students in terms of attitudes?” sought to find an answer if there is a statistically significant difference between these two different grades. Intensive foreign language 5th grades is a new concept in Turkish educational system. Ministry of Education has developed this new programme in 2018. Programme gives authority to school directorates to open new classes in which English language is the main subject. Students can get up to 16 hours English lessons which is a high number when it is compared with the normal 5th grades. However, there isn’t any study on literature which includes intensive foreign language 5th class students and their attitudes. Therefore, it, for now, is not able to compare this result with other studies.

RQ4, “Are there any statistically significant differences between the attitudes of students towards English and demographic information?” aimed to determine the relationship between students’ attitude and their demographic information such as gender, family income levels and supportive courses that students take. In terms of attitude, results indicated that

there were not any statistically significant differences between males and females. However, when items were analysed one by one, some of the items showed significant differences. From this perspective this particular study showed resemblance with previous studies (Bernat & Lloyd, 2007; Fakeye, 2012; Karahan, 2007). Additionally, no statistically significant differences have been found out between students' attitudes towards English and their families' income levels. Lastly, students who are taking English supporting and training courses provided by school and private lessons from tutors showed more positive attitudes which is proof that there is a significant difference between students' taking supportive courses and their attitudes.

RQ5, "Is there a correlation between attitude and students' achievement?" aimed to find out students' attitudes and achievement relationship. To gather data, students were asked their last year English marks. According to the results, there is a significant difference between achievement and attitude; furthermore, there is a positive correlation between scores and attitudes, which means that if marks of last year English lesson increase, positive attitudes towards English raises too. The findings are similar to those obtained in several other studies (Atli, 2008; Pineda, 2011; Samadani & Ibnian, 2015).

RQ6, "What are the reasons for negative attitudes?" aimed to find out the underlying causes of negative attitudes. Results presented that lack of understanding and comprehension, the difficulty of language, pronunciation and spelling, teacher factors, fear of making mistakes, social value of English, discomfort are some of the main factors that influence students' beliefs about language in a negative way. The current study is congruent with other studies conducted before (Elyildirim & Ashton-Hay, 2006; Karahan, 2007; Shimizu, 1995).

In conclusion, the finding of the current study has indicated that 5th, intensive foreign language 5th, 6th, 7th, and 8th-grade students from secondary schools have similar positive

attitudes towards the English language as those discussed in previous studies. Attitude concept for learners and finding are also coherent with the ones that mentioned in previous studies. When considering the overall results, it is remarkable that intensive foreign language 5th grades will probably play an important role for Turkey's journey of language teaching and learning methodologies, and this is supported by high positive means ranks of IFL 5th grade students.

6.2. Implications

The results of this current study suggested some implications for English teachers, authorities, and policymakers. As Baker (1988) asserted, a person can develop positive or negative considerations about a language. It is not possible to watch attitude to a language straightforwardly since they are predispositions of person which are gained in different ways. Gardner (1985) also states that attitude is a vital concept to consider during the learning processes. One should infer important implications from this issue.

This particular study has revealed that students from different grades of middle schools in Turkey have a moderate level of attitudes towards English. This study was conducted with limited numbers of participants; however, every English teacher should be thought as a researcher who carries on studies to move their students' achievement forwards. From this point of view, it would be advisable for English teachers to measure their students' attitudes towards his / her lesson. On the other hand, it has been found out that there is statistically significant difference between 5th grades and intensive foreign language 5th grades in terms of attitude. IFL 5th grade students have shown remarkable positive attitudes towards English. For this reason, policymakers should consider this issue and try to develop a sustainable approach for making better English language teaching programme. It is undeniable that Turkish educational system is far from success when it comes to language education.

The results of the study indicated that there is no statistically significant difference between gender and attitudes; however, when items were discussed one by one, some of them presented that female students have more positive attitudes than males. Especially about speaking and making English speaking friends, female students showed more willingness. In this respect, it would be worth being recommended for teacher and policymaker to design their programmes and lesson by thinking about gender issues. There are some classes in Turkey which only females exist especially in some Imam Hatip Secondary Schools. In that kind of classes, teachers might overview their lesson and bring more speaking and authentic activities which are inclined to female students. Policymakers might also develop texts and course books by considering gender issue. They should colorize books with different activities and games for both genders.

Besides, this study found a significant difference between students' attitudes and supportive courses. The attitudes of the students who participated in the supportive and training courses provided by the school and those who took private lessons were found to be more positive. From this point of view, teachers and decision-makers need to work to make support and training courses more efficient. The students stated that support and training courses do not contribute especially to speaking skills. In addition to preparing for exams and solving exercises, it is necessary to carry out studies that take into consideration more contemporary and more individual differences such as speaking activities, drama and role-playing.

As noted by well-known researchers such as Gardner and Horwitz, attitude is an important building block in predicting success. The results of the research show that there is a very high relationship between students' end-year English achievement scores and their attitudes. This result is very important for the education community, and it is vital for a more

successful language teaching in the future to address individual differences, especially attitudes, at the point of education.

Finally, the reasons for the negative attitudes were investigated in detail. Factors such as teacher behaviours, difficulty in English, difficulty in understanding the lesson, fear of making mistakes, pronunciation and intonation, the value of English in Turkish society, and discomfort were observed to be the main reasons for the emergence of negative attitudes. From this point of view, it is recommended to make new reforms in education. First of all, teachers need to create an atmosphere free from stress and pressure for better education. Before starting the course, they need to decorate their lessons with ice-breaking exercises and various games. It is recommended that teachers prepare various educational materials and supporting visuals by considering the differences such as grade and gender. Supporting books to be taught in public schools was banned in Turkey in the Ministry of Education side. However, this decision is criticized by the education community, and it is stated that school course books are especially weak in terms of communication skills. Therefore, it is important for the Turkish education system to take innovative steps by decision-makers. Finally, as a Turkish society, we have a cold attitude towards English. A detailed study of the underlying causes and remedies by sociologists and educational scientists will pave the way for a better language education program in the future.

6.3. Suggestions for Further Research

This particular study in which its methods, aims and results are clearly outlined have been set forth in Darende, Malatya, Turkey. The survey, which has a total of 209 participants, presents limitations on this point. Besides, the research covers only 3 different public schools. These reasons make the research far from making generalizations. In future research it is recommended that researchers increase the number of participants and schools. Also, the results of the research revealed the importance of 5th grade intensive foreign language

classes. It is vital for making generalization to make studies in all sides of Turkey and including IFL 5th grades intensively. Finally, considering the cultural norms of Turkish society and their perspectives on foreign languages is of great importance for the health of future research.





Appendices

Appendix A
ENGLISH ATTITUDE SCALE

Dear students,

The following questionnaire was developed to measure your attitudes, beliefs and thoughts about your English course. For express your thoughts choose one of these items; **STRONGLY DISAGREE (1); DISAGREE (2); UNDECIDED (3); AGREE (4); STRONGLY AGREE (5).**

This survey is not an exam and will not return you as a grade. You are also not required to type your names. Therefore, you can answer with peace of mind. The data obtained will be used for scientific purposes only and will not be shared with any other person or institution.

Achieving healthy results depends on your diligence and sincerity. Thank you in advance for your participation.

Age:

Gender: M / F

Grade: Grade 5 Grade 5 (Intensive Foreign Language) Grade 6
 Grade 7 Grade 8

English note appearing on the report card last year: less than 50 50-70
 70-85 85-100

Are you taking English supportive lessons outside of school?: No
 Supportive and Training Course One-to-one English tutor

Family income level: 1600TL and under 1600-3000TL 3000TL
and above

Strongly Disagree (1); Disagree (2); Undecided (3); Agree (4); Strongly Agree (5)						
Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I'm not worried when I have to answer a question in my English class.	1	2	3	4	5
2.	I can't wait to go to class because my English teacher is very good.	1	2	3	4	5
3.	Learning English is really great	1	2	3	4	5
4.	Learning English is important because it will make me more comfortable with people who speak English.	1	2	3	4	5
5.	I am determined to know all aspects of English.	1	2	3	4	5
6.	My English class is a waste of time.	1	2	3	4	5
7.	I'd be nervous if I had to speak English to a tourist.	1	2	3	4	5
8.	Foreign language education is not fun.	1	2	3	4	5
9.	I don't think my English teacher is very good.	1	2	3	4	5
10.	Reading English is important because I will need it for my future	1	2	3	4	5

11.	I'm never sure of myself when I speak in our English class.	1	2	3	4	5
12.	I have no interest in foreign languages.	1	2	3	4	5
13.	Learning English is important because it makes me more educated.	1	2	3	4	5
14.	It embarrasses me to answer the questions voluntarily in our English class.	1	2	3	4	5
15.	Speaking English doesn't bother me at all.	1	2	3	4	5
16.	I would love to have many native English-speaking friends.	1	2	3	4	5
17.	I love the activities of our English lesson more than the other lessons.	1	2	3	4	5
18.	I want to learn many foreign languages.	1	2	3	4	5
19.	I will postpone my English assignments as much as possible.	1	2	3	4	5
20.	English is a very important part of the school program.	1	2	3	4	5
21.	To be honest, I have little interest in my English class.	1	2	3	4	5

22.	I'd be uncomfortable if I had to speak English on the phone.	1	2	3	4	5
23.	Learning a foreign language is not important to us.	1	2	3	4	5
24.	I always ask my teacher for help if I don't understand something in my English class.	1	2	3	4	5
25.	Learning English is important because it will be useful in finding a good job.	1	2	3	4	5
26.	I'm worried that other students in my class speak English better than I do.	1	2	3	4	5
27.	Learning English is a waste of time.	1	2	3	4	5
28.	I love my English lesson, and I look forward to studying more English in the future.	1	2	3	4	5
29.	I give up when I don't understand my English teacher's explanation.	1	2	3	4	5
30.	My English teacher is my inspiration.	1	2	3	4	5
31.	I plan to learn as much English as possible.	1	2	3	4	5
32.	To be honest, I don't like my English class.	1	2	3	4	5
33.	I'm afraid to speak English anywhere outside the classroom.	1	2	3	4	5
34.	I wish I had a different English teacher.	1	2	3	4	5

35.	Learning English is important, because when I know English, other people will respect me more.	1	2	3	4	5
36.	To be honest, I have no desire to learn English at all.	1	2	3	4	5
37.	I think learning English is boring.	1	2	3	4	5
38.	Students who claim to be nervous in English classes are just making excuses.	1	2	3	4	5
39.	I wish I could speak English fluently.	1	2	3	4	5
40.	I feel worried if someone asks me something in English.	1	2	3	4	5
41.	When I study English, I ignore distractions and focus on my lesson.	1	2	3	4	5
42.	My English teacher does not present the course and materials in an interesting way.	1	2	3	4	5
43.	Sometimes I worry that other students in the class will laugh at me when I speak English.	1	2	3	4	5
44.	When I finish school, I'm going to stop studying English because I'm not interested.	1	2	3	4	5
45.	English is one of my favourite courses.	1	2	3	4	5

Appendix B

İNGİLİZCE TUTUM ÖLÇEĞİ

Değerli öğrenciler,

Aşağıdaki anket sizlerin İngilizce dersine yönelik tutumlarınızı, inançlarınızı ve düşüncelerinizi ölçmek için geliştirilmiştir.

Eğer bir ifadeye KESİNLİKLE KATILMIYORSANIZ (1) ; KATILMIYORSANIZ (2); KARARSIZSANIZ (3); KATILYORSANIZ (4); KESİNLİKLE KATILYORSANIZ (5) rakamını işaretlemeniz gerekmektedir.

Bu anket bir sınav değildir ve size herhangi bir not olarak geri dönmeyecektir. Ayrıca isimlerinizi yazmanız da istenmemektedir. Böylece gönül rahatlığı ile cevap verebilirsiniz. Elde edilecek veriler yalnızca bilimsel amaçlar için kullanılacak ve başka hiçbir kişi ya da kurumla paylaşılmayacaktır.

Araştırmanın sağlıklı sonuçlara ulaşması, anketi **titizlikle** ve **samimiyetle** doldurmanıza bağlıdır. Katılımınız için şimdiden teşekkürler.

Burak Akyol

burak.akyol20@gmail.com

Yaş:

Cinsiyet: E / K

Sınıf: 5. Sınıf 5. Sınıf (Yabancı dil ağırlıklı) 6. Sınıf

7. Sınıf 8. Sınıf

Geçen sene karnede görünen İngilizce notu: O 50'den düşük O 50-70 arası O 70-85 arası
O 85-100 arası

Okul dışında İngilizce özel ders alıyor musun?: O Hayır O Okula ait hafta sonu destekleme kursu
O Bire bir İngilizce özel ders

Aile gelir düzeyi: O 1600TL ve altı O 1600-3000TL arası O 3000TL ve üstü

Maddeler	Kesinlikle Katılmıyorum (1); Katılmıyorum (2); Kararsızım (3); Katılıyorum (4); Kesinlikle Katılıyorum (5)	Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
		Katılmıyorum	Katılmıyorum	Katılmıyorum	Katılmıyorum	Katılmıyorum
1.	İngilizce dersimde bir soruya cevap vermem gerektiğinde endişelenmiyorum.	1	2	3	4	5
2.	Derse gitmek için sabırsızlanıyorum çünkü İngilizce öğretmenim çok iyi.	1	2	3	4	5
3.	İngilizce öğrenmek gerçekten harikadır.	1	2	3	4	5
4.	İngilizce öğrenmek önemlidir, çünkü İngilizce konuşan insanlarla daha rahat olmamı sağlayacaktır.	1	2	3	4	5

5.	İngilizcenin tüm yönlerini bilmek için azim içerisindeyim.	1	2	3	4	5
6.	İngilizce dersim gerçekten zaman kaybıdır.	1	2	3	4	5
7.	Bir turiste İngilizce konuşmam gerekirse gergin olurum.	1	2	3	4	5
8.	Yabancı dil eğitimi eğlenceli değildir.	1	2	3	4	5
9.	İngilizce öğretmenimin çok iyi olduğunu düşünmüyorum.	1	2	3	4	5
10.	İngilizce okumak önemlidir çünkü geleceğim için buna ihtiyacım olacak.	1	2	3	4	5
11.	İngilizce dersimizde konuştuğumda kendimden asla emin değilim.	1	2	3	4	5
12.	Yabancı dillere ilgim yok.	1	2	3	4	5
13.	İngilizce öğrenmek önemlidir, çünkü beni daha eğitimi yapar.	1	2	3	4	5
14.	İngilizce dersimizde sorulara cevapları gönüllü olarak vermek beni utandırıyor.	1	2	3	4	5
15.	İngilizce konuşmak beni hiç rahatsız etmiyor.	1	2	3	4	5
16.	Birçok yerli İngilizce konuşan arkadaşına sahip olmak isterdim.	1	2	3	4	5

17.	İngilizce dersimizin aktivitelerini diğer derslerden daha çok seviyorum.	1	2	3	4	5
18.	Birçok yabancı dili öğrenmek isterim.	1	2	3	4	5
19.	İngilizce ödevlerimi mümkün olduğunca ertelerim.	1	2	3	4	5
20.	İngilizce, okul programının çok önemli bir parçasıdır.	1	2	3	4	5
21.	Dürüst olmak gerekirse, İngilizce dersime çok az ilgi duyuyorum.	1	2	3	4	5
22.	Telefonda İngilizce konuşmam gerekirse rahatsız olurum.	1	2	3	4	5
23.	Yabancı dil öğrenmek bizim için önemli değil.	1	2	3	4	5
24.	İngilizce dersimde bir şeyi anlamadığımda öğretmenimden her zaman yardım isterim.	1	2	3	4	5
25.	İngilizce öğrenmek önemlidir çünkü iyi bir iş bulmakta faydalı olacaktır.	1	2	3	4	5
26.	Sınıfımdaki diğer öğrencilerin İngilizceyi benden daha iyi konuşması beni endişelendirir.	1	2	3	4	5
27.	İngilizce öğrenmek zaman kaybıdır.	1	2	3	4	5
28.	İngilizce dersimi çok seviyorum, gelecekte daha fazla İngilizce çalışmayı sabırsızlıkla bekliyorum.	1	2	3	4	5

29.	İngilizce öğretmenimin açıklamasını anlamadığımda pes eder dikkatimi dağıtırım.	1	2	3	4	5
30.	Diğer öğrencilerin sınıfta İngilizce konuşurken neden gergin olduğunu anlamıyorum.	1	2	3	4	5
31.	İngilizce öğretmenim benim için ilham kaynağıdır.	1	2	3	4	5
32.	Mümkün olduğunca çok İngilizce öğrenmeyi planlıyorum.	1	2	3	4	5
33.	Dürüst olmak gerekirse, İngilizce dersimi sevmiyorum.	1	2	3	4	5
34.	Sınıf dışında herhangi bir yerde İngilizce konuşmaktan çekiniyorum.	1	2	3	4	5
35.	Farklı bir İngilizce öğretmenim olmasını isterdim.	1	2	3	4	5
36.	İngilizceyi öğrenmek önemlidir, çünkü İngilizce bildiğimde diğer insanlar bana daha çok saygı duyacaktır.	1	2	3	4	5
37.	Dürüst olmak gerekirse, hiç İngilizce öğrenme arzum yok.	1	2	3	4	5
38.	İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum.	1	2	3	4	5
39.	İngilizce derslerinde gergin olduklarını iddia eden öğrenciler sadece mazeret uyduruyorlar.	1	2	3	4	5

40.	Akıcı bir şekilde İngilizce konuşmak isterdim.	1	2	3	4	5
41.	Birisi bana İngilizce bir şeyler sorarsa endişeli hissediyorum.	1	2	3	4	5
42.	İngilizce çalışırken, dikkat dağınıkları görmezden gelir ve dersime odaklanırım.	1	2	3	4	5
43.	İngilizce öğretmenim dersi ve materyalleri ilginç bir şekilde sunmuyor.	1	2	3	4	5
44.	Bazen İngilizce konuştuğumda sınıftaki diğer öğrencilerin bana güleceğinden endişeleniyorum.	1	2	3	4	5
45.	Okulu bitirdiğimde, İngilizce çalışmaktan vazgeçeceğim çünkü ilgimi çekmiyor.	1	2	3	4	5
46.	İngilizce en sevdiğim kurslardan biridir.	1	2	3	4	5

Appendix C

Interview Items

1. What do you think about English? Do you have any thoughts about learning English?
2. What are the reasons behind negative attitudes towards English?



Appendix D

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, “Ortaokul Beşinci, Yabancı Dil Ağırlıklı Beşinci, Altıncı, Yedinci ve Sekizinci Sınıf Öğrencilerinin İngilizceye Karşı Olan Tutumlarının İncelenmesi” adıyla, 01/11/2018 ve 30/01/2019 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Ortaokul öğrencilerinin İngilizce dersine ve diline yönelik tutumlarını araştırma.

Araştırma Uygulaması: Anket ve Görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Burak AKYOL

İletişim bilgileri :0507 180 87 40

*Velisi bulunduğum sınıfı numaralı öğrencisi
.....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).*

.../.../.....

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası:

References

- Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian social science*, 8(2), 119.
- Ahmed, S. (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of education and practice*, 6(18), 6-16.
- Akram, M., & Ghani, M. (2013). The relationship of socioeconomic status with language learning motivation. *International Journal of English and Education*, 2(2), 406-413.
- Aksan, D. (2009). *Her yönüyle dil: ana çizgileriyle dilbilim (1, 2, 3 ciltler)*. Ankara: Atatürk Kültür, Dil ve Tarih Yüksek Kurumu.
- Al Mamun, A., Rahman, M., Rahman, A. R., & Hossaim, A. A. (2012). Students' attitudes towards English: The case of life science school of Khulna University. *International Review of Social Sciences and Humanities*, 3(1), 200-209.
- Al Samadani, H. A., & Ibnian, S. (2015). The relationship between Saudi EFL students' attitudes towards learning English and their academic achievement. *International Journal of Education and Social Science*, 2(1), 92-102.
- Albarracin, D., Johnson, B. T., & Zanna, M. P. (2014). *The handbook of attitudes*. New York: Psychology Press.
- Altan, M. X. (2006). Beliefs about language learning of foreign language-major university students. *Australian Journal of Teacher Education*, 31(2), 5.
- Ariani, M. G., & Ghafournia, N. (2015). The Relationship between Socioeconomic Status and Beliefs about Language Learning: A Study of Iranian Postgraduate EAP Students. *English Language Teaching*, 8(9), 17-25.

- Atlı, I. (2008). *Young language learners' attitude towards English lessons in Turkish elementary schools*. (Unpublished Master's Thesis). Ondokuzmayıs University, Institute of Social Sciences, Samsun.
- Baker, C. (1988). *Key issues in bilingualism and bilingual education* (Vol. 35). Multilingual matters.
- Bartley, D. E. (1970). The importance of the attitude factor in language dropout: A preliminary investigation of group and sex differences. *Foreign Language Annals*, 3, 383– 393.
- Bernat, E., & Lloyd, M. (2007). Exploring the gender effect on EFL learners' beliefs about language learning. *Australian Journal of Educational and Developmental Psychology*, 7, 79-91.
- Bobkina, J., & Fernandez de Caleyá Dalmau, M. (2012). Motivation and attitudes towards learning English: A study of engineering undergraduates at the Technical University of Madrid. *ICERI2012 Proceedings*, 5(1), 4492-4501.
- Bohner, G., and M. Wanke. 2002. *Attitudes and attitude change*. Hove: Psychology Press.
- Boylu, E., & Çangal, Ö. (2015). Yabancı dil olarak Türkçe öğrenen Bosna Hersekli öğrencilerin konuşma kaygılarının çeşitli değişkenler açısından incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 4(1), 349-368.
- Brooks, N. (1964). *Language and Language Learning, theory and practice*. New York: ERIC
- Cephe, P. T., & Yalcin, C. G. (2015). Beliefs about foreign language learning: The effects of teacher beliefs on learner beliefs. *The Anthropologist*, 19(1), 167-173.

- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online® Journal of Language Studies*, 10(2).
- Chen, T. Y. and Chang. G. B. (2004). The Relationship Between Foreign Language Anxiety and Learning Difficulties. *Foreign Language Annals*, 37(2), 278-289.
- Choy, S. C., & Troudi, S. (2006). An Investigation into the Changes in Perceptions of and Attitudes Towards Learning English in a Malaysian College. *International Journal of Teaching and Learning in Higher Education*, 18(2), 120-130.
- Cohen, A., & Fass, L. (2001). Oral language instruction: Teacher and learner beliefs and the reality in EFL classes at a Colombian university. *Íkala: Revista de Lenguaje y Cultura*, 6(11–12), 43– 62.
- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, 23(2), 195-205.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. London: Sage publications.
- Dağabakan, D. & Dağabakan, Ö.F. (2006). Dil ve Çocukta Dil Gelişim Kuramları. *Millî Eğitim Dergisi: Bahar*,174, Ankara
- De Ferdinand, S. (1976). *Genel Dilbilim Dersleri (Cev. Berke Vardar)*, 1. Ankara: Türk Dil Kurumu Yayınları.
- Demirel, Ö. (2012). *Yabancı dil öğretimi*. Ankara: Pegem Akademi.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.

- Dörnyei, Z. & P. Skehan (2003). Individual differences in " second language learning. In C. J. Doughty & M. H. Long (eds.), *The handbook of second language acquisition*. Oxford: Blackwell, 589–630.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language learning*, 53(S1), 3-32.
- Dörnyei, Z. 2003. *Questionnaires in second language research*. London: Lawrence Erlbaum
- Dulay, H., & Burt, M. (1977). Remarks on creativity in language acquisition. *Viewpoints on English as a second language*, 2, 95-126.
- Ekibi, B. C. T. P. (2013). *Türkiye'deki Devlet Okullarında İngilizce Dilinin Öğretimine İlişkin Ulusal İhtiyaç Analiz*. Ankara: .British Council,
- Ellis, R. (2008). *Understanding Second Language Acquisition*. Oxford: Oxford University Press
- Elliot, A. J., & Covington, M. (2001). Approach and Avoidance Motivation. *Educational Psychology Review*. 13(2).
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *The modern language journal*, 70(1), 28-35.
- Elyildirim, S., & Ashton-Hay, S. (2006). Creating positive attitudes towards English as a foreign language. In *English Teaching Forum* (Vol. 44, No. 4, pp. 2-21). US State Department.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.

- Fachtmann, R., Fountaine, S., Grove, R., Hoshino, B., Jensen, D., Kiak, L. S., ... & Matsuda, S. (2001). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students. *Motivation and second language acquisition*, 23, 361.
- Feng, R., & Chen, H. (2009). An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition. *English Language Teaching*, 2(3), 93-97.
- Gajalakshmi, V. (2013). High school students' attitude toward learning English language. *International journal of scientific and Research publicati-ons*, 3(9), 1-7.
- García, R. D., Reynolds, S., & Savignon, S. J. (1976). Foreign-language attitude survey. *Canadian Modern Language Review*, 32(3), 302-304.
- Gardner, R. C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. Baltimore, Maryland: Edward Arnold.
- Gardner, R. C. (1985). *The attitude/motivation test battery: Technical report*. University of Western Ontario.
- Gardner, R. C., & Smythe, P. C. (1981). On the development of the attitude/motivation test battery. *Canadian Modern Language Review*, 37(3), 510-525.
- Ghazali, S. N. (2016). Learner background and their attitudes towards studying literature. *Malaysian Journal of ELT Research*, 4(1), 1-17.
- Göçer, A. (2009). Türkiye’de Türkçeyi yabancı dil olarak öğrenen lise öğrencilerinin hedef dile karşı tutumlarının bazı değişkenler açısından incelenmesi. *Turkish Studies*, 4(8), 1288-1313.,

- Gömleksiz, M. N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Procedia-Social and Behavioral Sciences*, 9, 913-918.
- Hancı Yanar, B. (2008). *Yabancı dil hazırlık eğitimi alan ve almayan Anadolu Lisesi öğrencilerinin yabancı dil özyeterlik algılarının ve İngilizce dersine yönelik tutumlarının incelenmesi* (Unpublished Doctoral Dissertation), Ege Üniversitesi, İzmir.
- Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2).
- Hismanoglu, M. (2016). A study on English preparatory program EFL learners' beliefs about language learning in relation to gender, second foreign language knowledge and foreign country experience. *International Journal of Applied Linguistics and English Literature*, 5(5), 109-118.
- Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18(4), 333-340 Oxford,
- R. L. (1994). Where are we regarding language learning motivation?. *The Modern Language Journal*, 78(4), 512-514.
- Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal*, 72, 283-294.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.

- Hsieh, P.-H. (2008). Why are college foreign language students' self-efficacy, attitude, and motivation so different? *International Education*, 38, 76–94.
- Huitt, W. (2001). Motivation to learn: An overview. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>
- Johnson, K. ve Johnson H. (1999). *The encyclopedic dictionary of applied linguistics*. London: Routledge.
- Kaçar, I., & Zengin, Z. (2009). İngilizceyi yabancı dil olarak öğrenenlerin dil öğrenme ile ilgili inançları, öğrenme yöntemleri, dil öğrenme amaçları ve öncelikleri arasındaki ilişki: Öğrenci boyutu. *Dil ve Dilbilimi Çalışmaları Dergisi*, 5(1).
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Çankaya University Journal of arts and sciences*, 1(7), 73-87.
- Kern, R. G. (1995). Students' and teachers' beliefs about language learning. *Foreign Language Annals*, 28(1), 71-92.
- Kirkgoz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC journal*, 38(2), 216-228.
- Kiziltepe, Z. (2000). Attitudes and motivation of Turkish EFL students towards second language learning. *ITL-International Journal of Applied Linguistics*, 129(1), 141-168.
- Kobayashi, Y. (2002). The role of gender in foreign language learning attitudes: Japanese female students' attitudes towards English learning. *Gender and education*, 14(2), 181-197.

- Koçer, M. (2012). Erciyes Üniversitesi Öğrencilerinin İnternet ve Sosyal Medya Kullanım Alışkanlıkları (Elektronik Sürüm). *Akdeniz Üniversitesi İletişim Fakültesi Dergisi*, 18, 70-85.
- Kondo, D. S. and Ling, Y. Y. (2004). Strategies For Coping With Language Anxiety: The Case Of Students Of English In Japan. *ELT Journal*, 58 (3), 258-265.
- Kracht, M. (2007). *Introduction to Linguistics*. Los Angeles: Department of Linguistics, UCLA.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon
- Küçüksüleymanoğlu, R. A. (1997). *A Path Analytic Study For English Language Attitude. And Students' Background Charecteristics in An ELT Program: A Case Study*, (Unpublished Master's Thesis), Orta Doğu Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Lalonde, R. N., & Gardner, R. C. (1985). On the predictive validity of the Attitude/Motivation Test Battery. *Journal of Multilingual & Multicultural Development*, 6(5), 403-412.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: The case of escuelas plurilingües in Argentina* (Unpublished Doctoral Dissertation), University of Pittsburgh, Pittsburgh.
- Lin, H. J., & Warden, C. A. (1998). Different attitudes among non-English major EFL students. *The Internet TESL Journal*, 4(10), 1-9.
- MacIntyre, P. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning* Boston: McGraw-Hill, 24-45.

- Masgoret, A. M., Bernaus, M., & Gardner, R. C. (2001). Examining the role of attitudes and motivation outside of the formal classroom: A test of the mini-AMTB for children. *Motivation and second language acquisition*, 281-295.
- MEB, (2013). *İlköğretim kurumları (ilkokullar ve ortaokullar) İngilizce dersi (2, 3, 4, 5, 6, 7 ve 8. sınıflar) öğretim programı*. Ankara: Milli Eğitim Basımevi
- MEB, (2018). *Yabancı dil ağırlıklı 5. 6. Sınıf İngilizce dersi öğretim Programı*. Ankara: Milli Eğitim Basımevi
- Mehrpour, S., & Motlagh, F. A. (2015). Investigating the Effect of Motivation and Attitude towards Learning English, Learning Style Preferences and Gender on Iranian EFL Learners' Proficiency. *Research Papers in Language Teaching and Learning*, 6(1), 144-160.
- Montano, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behaviour, and the integrated behavioural model. *Health behaviour: Theory, research and practice*, 70(4), 231.
- Nartgün, Ş. S., & Dilekçi, Ü. (2016). Eğitimi destekleme ve yetiştirme kurslarına ilişkin öğrenci ve öğretmen görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 22(4), 537-564.
- Nikitina, L., & Furuoka, F. (2006). Re-examining Horwitz's beliefs about language learning inventory (BALLI) in the Malaysian Context. *Electronic Journal of Foreign Language Teaching*, 3(2), 209-219.
- Okuniewski, J. E. (2014). Age and gender effects on motivation and attitudes in German learning: The Polish context. *Psychology of Language and Communication*, 18(3), 251-262.

- Onwuegbuzie, Anthony., Bailey, P., Christine, E. and Daley. (1999). Factors Associated with Foreign Language Anxiety. *Applied Socio Linguistics*, 20 (2), 218-239.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The modern language journal*, 78(1), 12-28.
- Paker, T. (2012). Türkiye’de Neden Yabancı Dil (İngilizce) Öğretmiyoruz ve Neden Öğrencilerimiz İletişim Kurabilecek Düzeyde İngilizce Öğrenemiyor? *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 32, 89-94.
- Pawlak, M. (Ed.). (2012). *New perspectives on individual differences in language learning and teaching*. Poland: Springer Science & Business Media.
- Peacock, M. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics*, 9(2), 247-263.
- Pineda, A. S. (2011). *Attitude, motivation, and English language learning in a Mexican college context*. (Unpublished Doctoral Dissertation). The University of Arizona, USA.
- Şahin, F., & Göksoy, S. (2019). Ortaokul beşinci sınıflarda yabancı dil ağırlıklı eğitim uygulamasında yaşanan sorunlar ve çözüm önerileri. *Stratejik Araştırmalar Merkezi*, 11(42), 180-189.
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29(2), 239-249.
- Sakiroglu, B., & Dikilitas, K. (2012). Language learning motivation of Turkish tertiary level EFL students. *Procedia-Social and Behavioral Sciences*, 46, 3215-3219.

- Shimizu, K. (1995). Japanese college student attitudes towards English teachers: A survey. *The Language Teacher*, 19(10), 5-8.
- Siebert, L. L. (2003), Student and teacher beliefs about language learning. *The ORTESOL Journal*, 21, 7-39
- Soleimani, H., & Hanafi, S. (2013). Iranian medical students' attitudes towards English language learning. *International Research Journal of Applied and Basic Sciences*, 4(12), 3816-3823.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. (2017). An analysis of students motivation toward English learning as second language among students in Pritchard English academy (PEACE). *International journal of social sciences and humanities*, 1(2), 43-50.
- Sylvester, R. (2003). *A biological brain in a cultural classroom. 2nd edition*. Thousand Oaks, CA: Sage.
- Tang, M., & Tian, J. (2015). Associations between Chinese EFL graduate students' beliefs and language learning strategies. *International journal of bilingual education and bilingualism*, 18(2), 131-152.
- Tapan, N. (1995). Yabancı dil olarak Almanca öğretiminde yeni bir yöneliş: Kültürlerarası-Bildirişim-Odaklı Yaklaşım. *Alman Dili ve Edebiyatı Dergisi*, (9), 149-168.
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social & behavioural research*. USA: Sage.

- Tennant, J., & Gardner, R. C. (2004). The computerized mini-AMTB. *CALICO Journal*, 21(2), 245-263
- Tsuda, S. (2003). Attitudes toward English language learning in higher education in Japan. *Intercultural Communication Studies XII(3)*, 61-75.
- Vardar, B., Güz, N., Huber, E., Öztokat, E., & Senemoğlu, O. (1998). *Açıklamalı Dilbilim Terimleri Sözlüğü (2. Basım)*. İstanbul: ABC Kitabevi.
- Varış, F. (1989). Eğitimde program geliştirmeye sistematik yaklaşım. *Ankara Üniversitesi Eğitim Bilimleri Dergisi*, 22(1), 7-12.
- Wenden, A. (1991). *Learner strategies for learner autonomy*. London: Prentice Hall.
- Wesely, P. M. (2012). Learner attitudes, perceptions, and beliefs in language learning. *Foreign Language Annals*, 45(1), 98-117.
- Wilson, T. D., Lindsey, S., & Schooler, T. Y. (2000). A model of dual attitudes. *Psychological review*, 107(1), 101.
- Yang, A., & Lau, L. (2003). Student attitudes to the learning of English at secondary and tertiary levels. *System*, 31(1), 107-123.
- Yang, N. D. (1999). The relationship between EFL learners' beliefs and learning strategy use. *System*, 27(4), 515-535.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The modern language journal*, 75(4), 426-437.
- Yücel, E., Dimici, K., Yıldız, B., & Bümen, N. (2017). Son 15 yılda yayımlanan ilk ve ortaöğretim İngilizce dersi öğretim programları üzerine bir analiz. *Ege Eğitim Dergisi*, 18(2), 702-737.

CURRICULUM VITAE

PERSONAL INFORMATION

Place of Birth: Seyhan / Adana

Date of Birth: 01.01.1994

EDUCATION

2016 - Bursa Uludağ University, Institute of Education Sciences, MA in English

Language Teaching

2012 – 2016 Bursa Uludağ University, Faculty of Education, English Language Teaching

2009 – 2012 Manisa-Turgutlu Senem Aka Anatolian High School

WORK EXPERIENCE

14.09.2017 – Malatya, Darende Osman Hulusi Ateş Imam Hatip Secondary School

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Burak AKYOL
Tez Adı	ANALYSING ATTITUDES OF MIDDLE SCHOOL STUDENTS TOWARDS THE ENGLISH LANGUAGE
Enstitü	EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Anabilim Dalı	YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Doç. Dr. İlknur SAVAŞKAN
Çoğaltma (Fotokopi Çekim) izni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input checked="" 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 : 16.09.2019

İmza :

