

**REPUBLIC OF TURKEY
NECMETTIN ERBAKAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**THE ANALYSIS OF STUDENTS' ATTITUDES TO
ENGLISH AS A FOREIGN LANGUAGE
IN PRIMARY SCHOOLS**

Tuğba KOCADELİOĞLU

MASTER OF ARTS

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NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

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Bu tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını bildiririm.


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Yukarıda adı geçen öğrenci tarafından hazırlanan 'The Analysis of Students' Attitudes to English as a Foreign Language in Primary Schools' başlıklı bu çalışma 07/03/2013 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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ÖZET**ÖĞRENCİLERİN YABANCI DİL OLARAK İNGİLİZCEYE YÖNELİK
TUTUMLARININ İLKÖĞRETİM OKULLARINDA İNCELENMESİ****Tuğba KOCADELİOĞLU****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bilim Dalı****Danışman: Yrd. Doç. Dr. Abdülhamit ÇAKIR****Mart 2013, 66 sayfa**

Araştırmanın temel amacı, ilkokul ve ortaokulda İngilizce dersi alan 4., 5., 6., 7. ve 8. sınıf öğrencilerinin yabancı dil olarak İngilizceye yönelik tutumları ile cinsiyetleri, sınıfları, annelerinin ve babalarının eğitim durumları ve İngilizce Öğretmeni olmayı isteyip istemedikleri arasında anlamlı farklılık olup olmadığını araştırmaktır. Araştırmanın çalışma evreni, Konya ilinin Meram ilçesinde bulunan ve araştırmacı tarafından rastgele seçilen ilköğretim okullarındaki 4. sınıftan 8. sınıfa kadar olan öğrencilerden oluşmaktadır. Toplamda 372 öğrenci çalışmaya katılmıştır. Araştırmanın problemine ilişkin veriler, araştırmacı tarafından hazırlanıp geliştirilen “Kişisel Bilgiler Anketi” ve Aydoslu (2005) tarafından hazırlanan “İngilizce Tutum Maddeleri” ile elde edilmiştir. Araştırma verileri SPSS 16.0 bilgisayar paket programında çözümlenmiş, frekans, yüzde, standart sapma, t-testi ve tek yönlü varyans analizi gibi teknikler kullanılmıştır.

Araştırma beş bölümden oluşmaktadır. Birinci bölümde giriş ve araştırmanın problemi yer almaktadır. İkinci bölümde, tutum ve güdülenme konuları kapsamlı olarak incelenmiştir. Üçüncü bölümde yöntem ve dördüncü bölümde bulgular ve değerlendirme yer almaktadır. Beşinci bölümde ise sonuç ve önerilere yer verilmiştir.

Anahtar Kelimeler: Dil Eğitimi, İlkokul, İkinci Dil Öğrenimi, İngilizce Dersi, Tutum, Motivasyon

ABSTRACT**THE ANALYSIS OF STUDENTS' ATTITUDES TO ENGLISH AS A
FOREIGN LANGUAGE IN PRIMARY SCHOOLS****Tuğba KOCADELİOĞLU****Master Thesis, English Language Teaching Department****Supervisor: Assist. Prof. Dr. Abdülhamit ÇAKIR****March 2013, 66 pages**

The main purpose of the study is to analyze whether there is a significant distinction among the students' attitudes to English as a foreign language in terms of gender, grade, level of their mothers' and fathers' education and their wish to be an English teacher as a profession. The scope of the research consists of randomly chosen primary schools students from 4th to 8th grade in Meram in Konya. A total of 372 students have taken part in the study. The data about the problems of research have been collected by using "Personal Details Scale" improved by the researcher and "Attitude Items to English" which has been improved by Aydoslu (2005). Collected data have been analyzed by using Statistical Package for the Social Sciences- SPSS 16.0 and some techniques such as frequency, percentage, standard deviation, independent t- test and One Way Anova have been used.

The survey is comprised of five parts. There is an introduction part and problem of research in the first chapter. In the second part, subjects of attitude and motivation have been analyzed in detail. The methodology takes place in the third chapter. Findings and evaluation occur in the fourth part. In the fifth chapter, there are conclusion and recommendations.

Key Words: Language Education, Primary School, Second Language Learning, English Lesson, Attitude, Motivation

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LIST OF ABBREVIATIONS

- EFL** : English As A Foreign Language
ESL : English As A Second Language
L2 : Second Language
SDT : Self Determination Theory

CHAPTER I

INTRODUCTION

In this chapter, the statement of problem, purpose of study, research questions, hypotheses, assumptions, scope of the study and limitations have been analyzed.

1.1. Statement of the Problem

English is the leading foreign language enjoying a prestigious position in many countries. Hohental (1998) reports that English is spoken by 750 million people and is used more than any other languages all over the world. Moreover, she claims English as the first global and dominant official language in over 60 countries. English is the principal means of intercommunication.

English is the chief foreign language in Turkey, as well. This importance of English has started after World War II. Since then, it has been getting more and more important to learn English in Turkey. English is taught as a foreign language in schools and universities, in courses etc. In the regulation prepared by Turkish Education Ministry, it is stated that students start studying obligatory secondary language courses when they start 4th grade in the primary schools of the National Education Ministry. English as a second language lesson has been taught three hours a week in 4th and 5th grades and four hours a week in the 6th, 7th, 8th grades since 8- year education has become compulsory. But, according to the new regulation which was put into use in 2012- 2013 Education Year, English has been taught four hours a week in 5th grades too.

Learning a language can be a very boring experience when the students are obliged to memorize grammar rules, vocabulary to pass the exam. We, teachers, can observe easily that students meet many difficulties in learning English since they learn it in their own country as a foreign language. They have just a few opportunities for natural communication in English. Most of the communication in the classroom is artificial. They aren't exposed enough to English and thus they can be confused because of many

differences between their mother tongue's sentence structures, grammar rules, vocabulary and English rules.

For many different reasons, most of the students in Turkey think that studying English is a waste of time and effort. They are demotivated easily when they can't understand the rules of grammar, vocabulary, structures of English etc. This fact causes a failure in language teaching. As a result, most students can hardly answer any questions in English nor can they understand what you hear or read in English although they have studied English for several years. Considering the result of foreign language teaching, in general in, Turkey, we can see that all the material, all the efforts and time we have spent have been waste of time.

What teachers, scholars, tutors ignore in learning a foreign language is that learning a foreign language isn't an obligatory process. One of the main factors that play a significant role in students' academic progress and their achievement in English is how they perceive English. And therefore it is necessary to find out the students' attitude to English as a foreign language and how students' attitudes affect their progress in learning English.

Thus, in my study, I aimed at drawing teachers' attention to the importance of students' attitudes towards learning a foreign language, an important factor in language acquisition.

1.2. Purpose of the Study

The aim of this study is to evaluate the primary school students' attitudes towards English learning and how their positive or negative attitudes affect their progress in learning English. There are many factors affecting learning a foreign language such as methods and techniques used in learning, learner's age and classroom atmosphere, teacher's attitudes etc. In my study, to find out students' attitude to English as a foreign language, some factors have been analyzed. These factors are *students' gender, grades and parents' education level and their desire to be an English teacher*. I will try to find

out the relation among students' attitudes to English in terms of factors mentioned above and it will be discussed how these factors affect students' learning process and achievement in English as a foreign language.

1.3. Research Questions

Following research questions are answered through the research:

- 1) Is there any significant relation between students' gender and their attitudes to English as a foreign language?
- 2) Is there any significant relation between students' grade and their attitudes to English as a foreign language?
- 3) Is there any significant relation between the students' gender and grade and their desire to be an English teacher?
- 4) Is there any significant relation between students' mothers' education level and students' attitudes to English as a foreign language?
- 5) Is there any significant relation between students' fathers' education level and students' attitudes to English as a foreign language?
- 6) Is there any significant relation between students' desire to be an English teacher and their success in English as a foreign language?

1.4. Hypotheses

There are many factors changing or affecting learning process in learning a foreign language. Students' attitudes to English as a foreign language may differ in terms of their genders, grades, teachers, needs to learn a new language etc. Here are some hypotheses to be questioned according to the findings of the study.

- 1) There may be some variations in learning English in terms of gender. Female students may have more positive attitudes to English as a foreign language than the boys.

2) The topics in the course books become more difficult in upper grades and therefore, students in low grade enjoy lesson but in the upper grades, students get bored easily because of the curriculum which includes texts with hard vocabulary, grammatical patterns etc. As a result of this, attitudes may be more positive in low grades than the upper grades.

3) Students' attitudes may have to do with their mothers' level of education. The students whose mothers are university graduates may have more affirmative attitudes to English as a foreign language than the students whose mothers are primary school graduates or uneducated.

4) Students' attitudes may change in proportion with their fathers' education level. The students whose fathers are university graduates may have more positive attitudes to English as a foreign language than the students whose fathers are primary school graduates.

5) Students who would like to be English teachers as their professions have positive attitudes to learning English. Low grade students have more positive attitudes towards being English teachers than the upper grade students.

6) The students who have positive attitudes to English learning may be more accomplished than the others.

1.5. Assumptions

1) The students included in the study are primary school students in Konya.

2) They are exposed to English only in English lessons. 4th grade students have 3 hours and 5th, 6th, 7th, 8th grade students have 4 hours of English lessons in a week.

3) The curriculum prepared by the Ministry of National Education is used in all the public elementary schools in Turkey.

1.6. Scope of the Study

Randomly chosen primary school students in Meram, which is a district in Konya, have attended this study.

1.7. Limitations

This study has been carried out during 2011-2012 Education Year and includes randomly chosen primary school students of 4th, 5th, 6th, 7th, 8th grades in Meram in Konya. And therefore, the results are specific to these regions so they can't be generalized to all regions in Turkey.

This study covers only primary school students, but private schools have been excluded in this study. Besides these, some factors such as teachers' attitude to students, teachers' methods in teaching English and the number of students in a classroom are also out of this study.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, some other studies relating to this study have been discussed and researches have been presented.

2.1. Language Acquisition and Language Learning

There are many definitions of acquisition. In order to study how learners acquire a second language, a clear, operational definition of what is meant by the term “acquisition” is needed. Acquisition can mean several things. First, some researchers (Krashen, 1981) distinguish between acquisition and learning. The former refers to the subconscious process of picking up a language through exposure and the latter to the conscious process of studying it (Ellis 1994: 14). In the case of language acquisition, the language plays an institutional and social role in the community. In contrast, language learning takes place in settings where the language plays no major role in community and is primarily learnt only in the classroom (Ellis 1994: 12).

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language, natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973). Acquirers need not have a conscious awareness of the rules they possess, and may self-correct only on the basis of a feel for grammaticality. Language acquisition in children is always in accordance with the child’s cognitive and social development. The key element for social and cognitive development is the social interaction between the baby and the parents or careers, which starts from the very early days with physical handling with aural or visual stimulation.

Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of practice. They readily acquire the language to communicate with classmates.

Acquiring a language implies that aspects of the target language are picked up rather than formally learned, and that this process occurs during various acts of real communication. It has been suggested that children acquire their native language, particularly in their early years before formal instruction begins, by observing, internalizing, and copying a variety of rules which they then apply often incorrectly at first during genuine communication.

Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Seliger, 1975). Error correction, it is maintained, helps the learner come to the correct mental representation of the linguistic generalization. Language learning is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Learning a language involves a conscious effort on the part of the student and is focused on a specific area of the target language, for example a grammar point or piece of vocabulary. This implies a view of language as, at least in part, a body of knowledge to be taken on board by the learner.

Adults have two different ways to develop competence in a language: language acquisition and language learning. Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness.

Language learning, on the other hand, refers to the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. Thus language learning can be compared to learning about a language.

According to these explanations about language acquisition and language learning, there is no correction, exam and time limitation in the language acquisition but in the school, students are exposed to language only in their lesson hours and communication in the class isn't natural. There is an exam to measure the students' level in English lessons at schools. Teachers correct the mistakes of students when they make mistake and so students can feel that they are being monitored and unrelaxed. This causes them to have negative attitudes to English as a foreign language and their motivation may vanish after a few experiences like these. Teachers can make their students feel comfortable and they should know they can make mistake, for it is so normal to make mistakes in learning a new language. This makes the students more motivated and eager to join in the classroom activities.

2.2. Attitude

Lexical meaning of the attitude is that a feeling or opinion about something or someone, or a way of behaving that is caused by this. The term attitude is about feeling and the behavior resulted from this feeling. Attitudes can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. Although it can't determine behavior itself, it can have some impact on the behavior.

2.2.1. Definitions of Attitude

The term "attitude" has many different definitions according to different analytical perspectives. Campbell (1963), Greenwald (1968) and Fishbein and Ajzen

(1975) conclude that these different perspectives have resulted in a diversity of definitions. Furthermore, Fishbein and Ajzen (1975) indicate that the concept of attitude is characterized by an embarrassing grade of ambiguity and confusion.

Triandis (1971: 14) describes that attitude is involving what people think about, feel about, and how they would like to behave towards an attitude object. Behavior is not only determined by what people would like to do but also by what they think they should do, that is, social norms, but what they have usually done, that is, habits, and the expected consequences of behavior. Fishbein & Ajzen (1975: 6) state that attitude is learned by predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. Leder (1992: 11) defines attitude as being closely linked to beliefs, emotions, and motivation to engage in the subject. Rokeach (1968: 112) identifies that an attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manners.

Klausmeier (1985: 375) says that it is a kind of learning, emotionally toned predispositions to react in a consistent way toward persons, objects and ideas. Lindzey (1978) describes attitudes are learned through different ways, including by observing and imitating, by receiving reinforcement, by gaining information. Attitude is a way of thinking, acting or feeling that affects development (Thorndike & Barnhart 1968; Taylor 1992: 11). It is a psychological tendency that is expressed by evaluating a particular entity with some grade of favor or disfavor (Eagly & Chaiken, 1993: 11).

Gardner (1980: 267) defines attitude as the sum total of a man's instinctive feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. Ajzen (1988: 4) considers attitudes as a disposition to respond favorably or unfavorably to an object, person, institution, or event. Baker (1992: 10) defines attitudes as a hypothetical construct used to explain the direction and persistence of human behavior. An attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects,

groups, events or symbols (Hogg & Vaughan, 2005: 150). And thus we can infer from these definitions that attitude is a somewhat steady occurrence and human beings have positive and negative attitudes towards something. It means that it may not be changeable easily.

İnal, Evin, and Saracaloğlu (2007) draw attention to both mentalist and behaviorist aspects of the concept by summarizing the definition of the attitude as our feelings which shape our behaviors towards learning.

La Piere mentions about these types of attitudes in his study (1934) and also Wenden (1991) proposes a broader definition of the concept “attitudes”. He states that the term “attitude” includes three components. First, attitudes have a cognitive component. It involves beliefs or perceptions. Second, attitudes have an evaluative component. It refers to objects or situations related to the attitude which may result in like or dislike. Third, attitudes have a behavioral component which is observable.

2.2.2. Structures of Attitude

According to Wenden’s and La Piere’s definitions of attitude, attitude structures can be described in terms of three components. This model is known as the ABC model of attitudes. The three components are usually linked. However, there is evidence that the cognitive and affective components do not always match with behavior component.

2.2.2.1. Affective component

The affective component refers to the feeling and emotions that one has towards an object, “likes” or “dislikes”, “with” or “against”. This involves a person’s feelings / emotions about the attitude object. Emotions and feelings are steady occurrences of people. They can be unchangeable for long time. For example: “I am scared of spiders”. This feeling lasts for a person’s life.

2.2.2.2. Behavioral (or conative) component

The behavioral component refers to one's consisting actions or behavioral intentions towards the object. For example: "I will avoid spiders and scream if I see one".

2.2.2.3. Cognitive component

A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. This involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

In addition to Wenden and La Piere, Secord and Backman (1964) point out that most definitions of attitude tend to agree that attitudes are comprised of three components (a sort of abc of attitudes):

- * an affective component that reflects the person's feelings about or valuing of the object.
- * a behavioral component, sometimes called the conative aspect, how the person behaves towards the object.
- * a cognitive component, the beliefs about the attitude object.

Proshansky and Seidenberg (1965) say that an attitude is a complex tendency of the person to respond consistently in a favorable or an unfavorable way to social objects in the environment.

Allport (1935) states that an attitude is a mental and neural state of readiness it is organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Rokeach (1968) indicates that a learned orientation or disposition toward an object or

situation, which provides a tendency to respond favorably or unfavorably to the object or situation. Mednick (1975) says that an attitude is a predisposition to act in a certain way towards some aspect of one's environment, including other people.

We can conclude that attitudes can be for or against something, favorable or unfavorable. They are closely related to behavior, though any given piece of behavior may reflect different or contradictory attitudes.

2.2.3. Attitude Approaches

There are two types of attitude approaches. They are structural approach and functional approach.

2.2.3.1. The Structural Approach

The assumption behind the structural approach is that if we can see how values and beliefs combine in relation to very specific attitude objects, we should be able both to predict and explain someone's (intentional) behavior. This approach may tell us what an attitude is but it does not tell us why you have one attitude and I have another. It doesn't say why people hold the attitudes they do, what function having the attitude serves for the person.

2.2.3.2. The Functional Approach

The development or formation of attitudes may be a consequence of a range of different motives the person has. They are developed, maintained and may change because of the functions they serve. Katz (1960) suggests that every attitude serves at least one of four functions: adaptive, knowledge, self- expressive and ego defensive.

2.2.3.2.1. Adaptive

The attitude helps us to avoid unpleasant things and obtain desirable things. This means that people don't want to have negative occurrence and so they use this kind of attitude.

2.2.3.2.2. Knowledge

The attitude helps us to understand the otherwise overwhelming amount of information in the world. They are short-cuts, helping us to simplify our perceptions of the world so that it becomes more manageable, predictable and safer.

2.2.3.2.3. Self-expressive

Attitudes help us to relate to ourselves and to others, presenting a fairly unified image with which others can interact and which help to establish our identity for both ourselves and for others.

2.2.3.2.4. Ego-defensive

Attitudes help to protect us from ourselves and from others, to explain why we've done something that could be seen as undesirable. Ego-defensive attitudes can be aroused by threats, appeals to hatred and repressed impulses, and authoritarian suggestion, and can be changed by removal of threat, catharsis, and self-insight.

2.3. Motivation

Motivation is a very hard term to define. Gardner (2006: 242) states that motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition. This is because the term motivation has been viewed differently by different schools of thought. From the behaviorists' perspective, motivation is quite simply the anticipation of reward (Brown, 2000: 160). However, the cognitivists view the term motivation as being more related to the learner's decisions as Keller (1983: 389, quoted by Brown (ibid: 160) has stated the choices people make as to what experiences or goals they will approach or avoid and the grade of effort they exert in that respect. However, in the constructivists' definition of motivation, they place further emphasis on social contexts as well as the individual's decisions.

Motivation represents one of the most appealing, yet complex, variables used to explain individual differences in language learning (MacIntyre, 2001: 462). Dörnyei (2003: 173) has described this explicitly when he wrote that the motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals. We can infer from that motivation as primarily being internally driven; however, there are also external forces that play a role. Gardner (1996) has believed that motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force (as cited in MacIntyre, 2001: 463).

According to Gardner (1985:168), motivation is a central concept of the socio-educational model, and it has a social dimension that reflects the individual's reactions to other language communities. It seems that motivation affects the learners' aspect to the languages.

2.3.1. Definitions and Types of Motivation

Motivation has been described by Gardner (1993) as a complex of factors including the desire to achieve a goal, effort expended in that direction and reinforcement or satisfaction associated with the act of learning. Gardner and Lambert (1959) write about motivation as being of the instrumental or integrative nature, integrative motivation being seen as a desire to communicate and become similar to members of that L2 community. On the other hand, instrumental motivation is seen as the desire to learn the L2 for pragmatic gains such as getting a better job. They found that of the two kinds of motivation those students who were integrative motivated made the most of practice opportunities, volunteered.

Besides Gardner's integrative and instrumental constructs, Cooper and Fishman (1977) have mentioned a third type of motivation which they have termed

“developmental”. Developmental or personal motivation, according to them, refers to motivation relating to personal development or personal satisfaction (Cooper & Fishman, 1977: 243). This includes such activities as watching movies and reading books in English.

Gardner (1983) highlights two different kinds of motivation in second language learning situation:

Instrumental Motivation: When the learner wants to learn a language to fulfill immediate goals, such as getting a job or passing an examination etc. his/her motivation is of instrumental kind.

Integrative Motivation: When the motive to learn a language is to communicate and integrate with people from another culture who speak the same language, it is called integrative motivation.

2.3.1.1. Instrumental Motivation

Gardner (1983: 203) defines instrumental motivation as learning a language because of someone or less clearly perceived utility it might have for the learner. More specifically, a learner is instrumentally motivated when he/she wants to learn a language to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it (Wilkins, 1972: 184).

Gardner (2001: 10) states that persons who acquire languages through instrumental motivation are seeking a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose that learning the language would serve for the individual. Gardner and Lambert (1972: 14) say a person prepares to learn a code in order to derive benefits from a non-interpersonal sort and their language skills

develop as a desire to gain social recognition or economic advantages through knowledge of a foreign language.

Besides these definitions, Stevick (1976) states that instrumental motivation, defined as the desire to achieve proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency. Its presence will encourage performers to interact with L2 speakers in order to achieve certain ends. For the integratively motivated performer, interaction for its own sake wish be valued. For the instrumentally motivated performer, interaction always has some practical purpose.

Instrumental motivation has also been found to play an important role in the classroom. Gardner and MacIntyre (1995: 207) state that instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning. This behavior also occurs in the foreign language classroom.

Gardner's research (1985: 51) on Native American students has revealed that an instrumental orientation is referred to the economic and practical advantages of learning English.

2.3.1.2. Integrative Motivation

Integrative motivation has been defined as learning a language because the learner wishes to identify himself with or become integrated into the society of the target language (Gardner, 1983: 203). Therefore, a learner is integrative motivated when he/she learns a language because he/she wants to know more of the culture and values of the foreign language group to make contact with the speakers of the languages to live in the country concerned (Wilkins, 1972: 184). Masgoret (2003: 174) states that the integrative motivated student is one who is motivated to learn the second language, has a wishing to identification with the other language community, and has favorable attitudes toward the language situation. Meara and Skehan also cited research by Glicksman (1976) have showed that students classified as having

integrative orientations to language study volunteered more frequently in class, gave more correct answers, and received more positive reinforcement.

Clearly, integrative motivation plays as a significant role in the language-learning classroom as it does in the real world. Gardner and Lambert (1972: 134) have supported this idea that an integrative and friendly outlook toward the other group whose language is being learned can differentially synthesize the learner to the audio-lingual features of the language, making him more perceptive to form of pronunciation and accent. Understandably, it helps if the student is learning the target language in that environment as opposed to only in the classroom.

In addition to these definitions, integrative motivation, defined as the desire to be liked by the members of the community that speak the second language, is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and thereby obtain intake. A low filter for integrative motivated acquirers is also predicted for similar reasons. In Stevick's terms (Stevick, 1976: 113), the integrative motivated performer will not feel a threat from the other group and will thus be more prone to engage in receptive learning (acquisition) rather than defensive learning.

2.3.1.3. The Self Determination Theory

The self-determination theory is one of the most influential theories in motivational psychology (Dornyei, 2003). According to the theory developed by Deci and his associates, to be self-determining means to experience a sense of choice in initiating and regulating one's own actions (Deci, Connell & Ryan, 1989: 580). This is referred to as autonomy. The theory distinguishes between two kinds of motivations: intrinsic and extrinsic. Intrinsic motivation refers to an individual's motivation to perform a particular activity because of internal rewards such as joy, pleasure and satisfaction of curiosity whereas the individual expects an extrinsic reward such as good grades or praise from others in extrinsic motivation. In line with

the notion of autonomy and intrinsic motivation, the self-determination theory offers a very interesting look at motivation by setting a different agenda for language teachers. Within this SDT framework arise the concepts of intrinsic and extrinsic motivation.

2.3.1.3.1. Intrinsic Motivation

Intrinsic motivation is a significant variety of self-determined motivation. It is defined by Deci and Ryan as being related to basic human needs for competence, autonomy and relatedness. Intrinsic motivation activities are those that the learner engages in for their own sake because of their value, interest and challenge (as cited in Walqui, 2000: 4). Dornyei (2003: 38) has expanded on this to include motivation to engage in an activity because that activity is enjoyable and satisfying to do. Such behavior appears to be very important in the language classroom. Noels (2001: 45) states intrinsic orientations refer to reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity and the spontaneous satisfaction that is associated with it.

Intrinsic motivation, based in autonomy and competence, describes a situation in which material is engaged in for its inherent interest and the satisfaction and enjoyment it engenders. An example would be a person who enjoys learning a language because of the satisfaction felt when new concepts are mastered (competence) or because of the inherent interest and joy associated with learning the language.

Studies of various age groups in a variety of content areas support the idea that intrinsically motivated students perform better in the classroom. Evidence suggests that these students, as well as students who receive autonomy-support from teachers to enhance their intrinsic motivation, perceive themselves to be more competent and have more interest in and enjoyment of material. Instructor autonomy-support also predicts academic performance (Black & Deci, 2000).

Autonomy-support here refers to instructors who understand and empathize with students' perspectives and allow students to make choices and initiate activities.

Miserandino (1996) finds that students with high perceived competence receive better grades in some subjects. Those who are more intrinsically motivated are more involved and persistent, participate more, and are curious about school activities, whereas more extrinsically motivated students report feeling more angry, anxious, and bored at school and therefore tend to avoid school activities.

Besides these findings, Oxford (1996) contends that intrinsic motivation in the form of the classroom experience can be a big determiner in motivating power and Okada (1996) maintains that it is desirable to use activities in the classroom that engage and enhance the learners' motivation.

Noels, Pelletier, Clément and Vallerand (2000) extend this model to language learning specifically and expand upon the traditional intrinsic-extrinsic categorizations with their seven point Language Learning Orientations Scale. In this characterization, amotivation is characterized by a feeling that there is no point, or that material is beyond the student's interest or capabilities. Intrinsic motivation is then broken into three separate parts: intrinsic motivation for knowledge, doing the activity for the intrinsic pleasure of exploring ideas and learning new things, for accomplishment, the pleasure associated with mastering a task or achieving a goal, and for stimulation, feelings such as fun and excitement.

2.3.1.3.2. Extrinsic Motivation

Extrinsic motivation can be defined as performance of an activity in order to attain some separate outcome (Ryan & Deci, 2000). And thus, extrinsically motivated activities are engaged in to accomplish some goals, for example, a person who wishes to learn a language because they believe bilingualism to be a valuable job skill or because they believe it will make travel easier and more enjoyable.

Extrinsic motivation refers to external incentives such as money, grades or prizes for a person to perform a given tasks. Extrinsic motivation can be contrasted with intrinsic motivation, a highly desired form of incentive that stems simply from a person's internal desire for self-satisfaction or pleasure in performing the task itself. If extrinsic motivations become the primary incentives that motivate students to perform their work, the children will develop poor habits and miss out on the self-satisfaction that comes from hard work

2.4. The Importance of Motivation in L2 Learning

Learning a language is a long compelling but at the same time favorable process. Many factors are included in this process. The most important ones are motivation and attitude. In second language learning two social psychological variables - attitude and motivation – play the key role. According to Gardner (1985: 10), the term motivation means referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. And therefore, the study of motivation has been a prominent area for research in psychology and education for many years (Dörnyei, 2001). This interest may reflect the widespread perception of classroom teachers who tend to regard student motivation as the most important factor in educational success in general.

Brown (2000: 160) states that it is easy in second language learning to claim a learner will be successful with the proper motivation. Gardner (2006: 241) posits that students with higher levels of motivation will do better than students with lower levels. He adds that if one is motivated, he/she has reasons or motives for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc. (Gardner, 2006: 243).

A “motivated learner” is, therefore, defined as one who is eager to learn the language and wishing to expend effort on the learning activity and wishing to sustain the learning activity (Gardner, 1985: 10). Motivation plays a significant role in this

model in three ways. First, it mediates any relation between language attitudes and language achievement. Second, it has a causal relationship with language anxiety. Third, it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners' participation in informal L2 learning contexts.

According to Gardner's definition (1985: 10), L2 motivation can be described as a complex of constructs, involving the combination of effort plus desire to achieve the goal of the language. It is thus convenient to think of goal of language learning as providing an orientation for the amount of desire and energy expended, and these aspects are associated with more or less positive affect. Two orientations have received the most empirical attention. The first was the integrative orientation, which referred to the desire to learn a language in order to interact with, and perhaps to identify with, members of the L2 community. The instrumental orientation described reasons for L2 learning that reflect practical goals, such as attaining an academic goal or job advancement. In their early work, Gardner and Lambert (1959) have suggested that because it was related to positive attitudes towards the L2 community, the integrative orientation would be a better predictor of eventual proficiency than the instrumental orientation.

Motivation includes all the elements in a learning atmosphere such as teachers, friends, materials, activities etc. All of these elements have influence on learners' motivation. Gardner (2001) explains that, in a classroom context, this term subsumes attitudes towards the teacher, classmates, coursework, activities associated with the course, and all other facets of the situation in which the language is learned. Motivations and attitudes towards the learning situation together contribute to overall motivation to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language and wants to learn the language, and wish enjoy learning it (Gardner, 2001). In the following title, there are some explanations of motivating factors in learning a foreign language.

2.4.1. Motivating Factors in L2 Learning

There are various motivating factors in second language learning. These factors will be explained one after another under the following titles.

2.4.1.1. Teacher - Teacher's Attitude

Teachers' attitude plays an important role in the present context. In the professional courses, the teachers have changed their role from being the controller of the class to the facilitator. They should accept students' mistakes in the language use as a necessary part of the language learning. They should help and motivate students use more and more language in their daily life. Learners' learning outcomes are influenced by the interpretation of teachers' interpersonal behavior. If they believe that the teacher is associated with them and their learning outcome, the teacher empathize with them, understands their problems, they react positively and this factor contributes to their motivation level in the classroom.

In learning an L2, teachers play vital role since the learning of the target language rest on the competency of the teacher involve. Where a teacher is very versed in the target language and can adopt various teaching methods to impact or teach the language is going to be positive motivating factor for the L2 learners but where the competence of the teacher in the said L2 is not sound, the result will be negative motivation

Sönmez (1994: 64) shares the same idea as Brown; "attitude is a product of all life experiences". Therefore attitude may not come out during school life. But it is the duty of school or teachers to help students develop positive attitude towards foreign language. Teachers affect the students' motivational situation. Our teaching method, technique or behaviors have an impact on their attitudes to language learning. To get the students have positive attitudes and motivate, we should create a free teaching atmosphere by giving them opportunity to choose some activities and games in the classroom.

2.4.1.2. Learning Interest

If a learner is highly interested in learning a particular language, it will serve as a positive motivating factor to such language, but if a learner is disinterested in learning such language, reverse will surely be the case. And thus, the interest of learners is one of the chief factors having impact on students' motivation.

2.4.1.3. Environment

Environment is another motivational factor in learning an L2. If a learner lives in the environment in which the language is used as major language, it will aid the quick learning of the language. If the environment is conducive, the learning of L2 will be easier. But when the learner is not in the environment where the language is used or conducive, it will be complex to learn it easily. For instance, if a person who is learning English as a second language lives in London or America, he/she learn it quickly and can have a lot of opportunities to practice it.

2.4.1.4. Societal Needs

Societal needs of learning English as a second language are other factors in to motivate the learners. If a particular language is seriously or highly needed in a particular society, it will stand as a motivating factor for the learner of such languages.

2.4.1.5. Parental Background

Parents equally motivate their children on learning a foreign language depending on the seriousness the parents attach to such a language. For instance, in Nigeria today, many parents do disallow their children from speaking any other language at home except English language especially the educated parents. Parents have influence on their children's awareness of a necessity of learning a foreign language.

2.5. The Relation between Attitude and Motivation

Attitude and motivation are the keys of starting and being successful in learning a foreign language. In second language learning, two social psychological variables - attitude and motivation – play the key role. According to Gardner (1985: 10), the term “motivation” means referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity and he considers attitudes as components of motivation in language learning. According to him, motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.

ESL/EFL learner’s motivation in language learning is affected by his/her attitudes towards learning a foreign language. The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972: 3) state that his -the learner- motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself and also they (1985) state that there is a close connection between attitude and achievement.

As I have mentioned above, attitude and motivation play key roles in learning a foreign language. Gardner, Lambert and Smythe (1979) have done extensive research on attitude and motivation and their co-relation with linguistic performance of learners. They suggested that an L2 learner needs to be psychologically prepared to acquire a second or a foreign language as it is a part of different ethno-linguistic community. An L2 learner is required to impose elements of another culture into one’s own life space (Khanna & Agnihotri, 1994).

As a summary, we can say that there is a high positive relation between students’ attitudes and their achievements in a foreign language. Attitudes and motivation are main factors to be successful in learning a foreign language.

CHAPTER III

METHODOLOGY

In this chapter, the population of the study, the paradigm, and instruments used to collect data, the statistical methods and reliability and validity of the method have been presented.

3.1. Research Model

In this study, quantitative and descriptive and the model of survey have been used. “An Attitude Scale for English Lesson” improved by Aydoslu (2005) has been applied to 372 primary school students who are randomly chosen in Konya. This attitude scale consists of two parts. The first part is “Personal Details Scale” and the second part is “Attitude Items to English”. The students’ attitudes to English as a foreign language have been analyzed in terms of some factors belonging to students which are obtained by personal details scale.

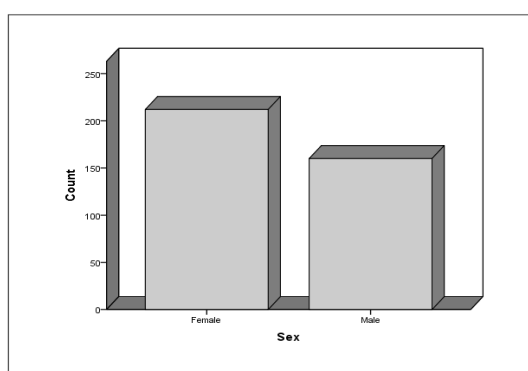
3.2. Population

The scope of study is that the scales are carried out in the randomly chosen primary schools in Meram in Konya. In Turkey, English as a foreign language is taught starting from 4th grade to 8th grade in the primary schools. And therefore, the students answering the items of scales are in the 4th, 5th, 6th, 7th and 8th grades. Total number of students is 372.

The variance of gender of the students has been indicated according to “Personal Details Scale” on the Table 3.1.

Table 3.1. The Distribution of the Students' Gender

Gender	N	%
Female	212	57.0
Male	160	43.0
Total	372	100.0

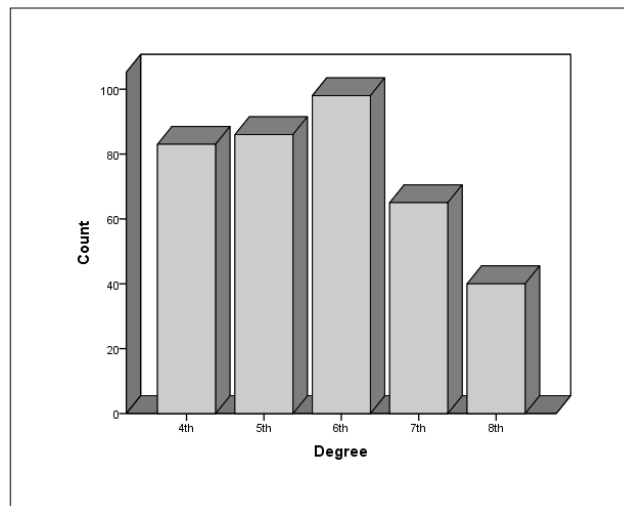
Chart 3.1. The Distribution of the Students' Gender

According to the variance of gender, the scale has been carried out with 372 students. Of these students, 212 students are females and 160 students are males. As for percentage, 57.0% of students are females and 43.0% of students are males.

The variance of students' grade has been indicated according to "Personal Details Scale" on the Table 3.2.

Table 3.2. The Distribution of Students' Grade

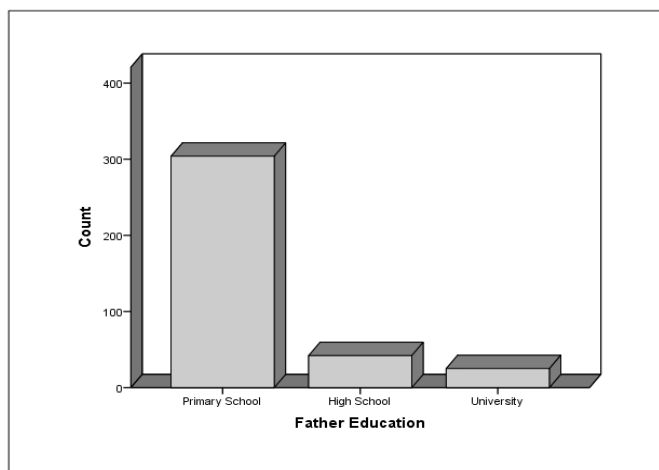
The Students' Grade	N	%
4 th grade	83	22.3
5 th grade	86	23.1
6 th grade	98	26.3
7 th grade	65	17.5
8 th grade	40	10.8
Total	372	100.0

Chart 3.2. The Distribution of Students' Grade

The scale of the thesis has been applied to the students from 4th grade to 8th grade due to the fact that the thesis includes the primary school students and also English as a foreign language in Turkey is taught in primary schools starting from 4th grade. Hereunder, 85 students of 4th grade, 86 students of 5th grade, 98 students of 6th grade, 65 students of 7th grade and 40 students of 8th grade have attended the scale. There is a normal distribution among students of the 5 grades. In Table 3.2., the percentage of the table is that 22.3% of students are 4th grade students, 23.1% of them are 5th grade students, 26.3% of them are 6th grade students, 17.5% of them are 7th grade students and 10.8% of the students are 8th grade students.

Table 3.3. The Distribution of the Students' Fathers' Education Level

Father Education Level	N	%
Primary School	304	81.7
High School	42	11.3
University	26	7.0
Total	372	100.0

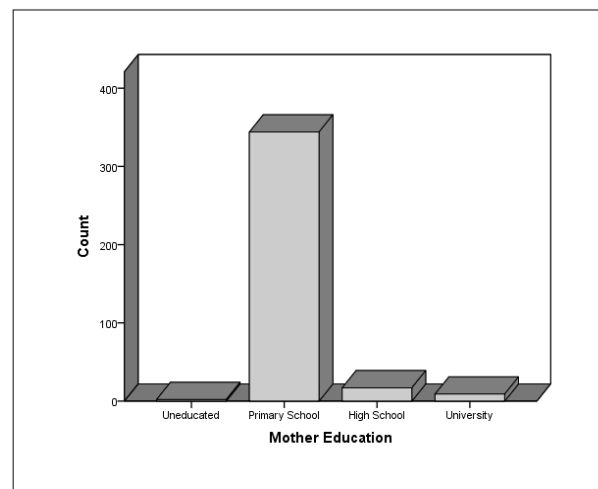
Chart 3.3. The Distribution of the Students' Fathers' Education Level

In the Table 3.3., most of the students' fathers have been graduated from primary school, namely the number of students whose fathers' education level is primary school is 304. Of the other students, 42 students' fathers are high school graduates and the rest are university graduates. In Table 3.3., the percentage of the table is that 81.7% of fathers are primary school graduates, 11.3% of fathers are high school graduates, 7.0% of them are university graduates.

Table 3.4. The Distribution of the Students' Mothers' Education Level

Mother Education Level	N	%
Uneducated	4	1.1
Primary School	342	91.9
High School	17	4.6
University	9	2.4
Total	372	100.0

Chart 3.4. The Distribution of the Students' Mothers' Education Level

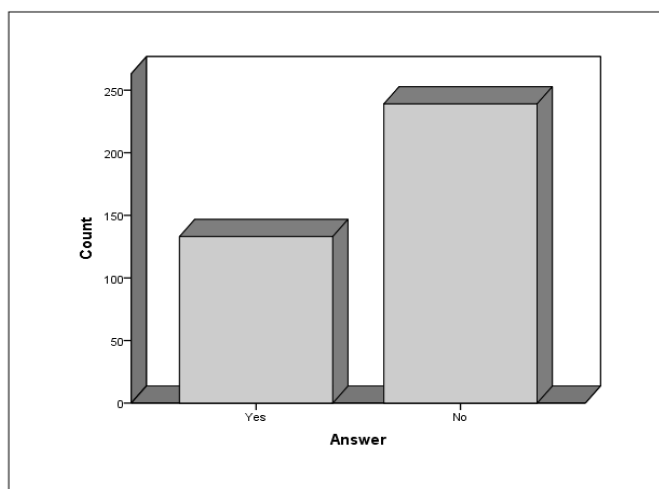


As for the mother education level, 4 students' mothers are uneducated and 342 students' mothers are primary school graduates. We can infer from these data most of the students' mothers' education level is primary school. 17 students' mothers are high school graduates and 9 students' mothers are university graduates. In Table 3.4., the percentage of the table is that 1.1% of mothers are uneducated, 91.9% of mothers are primary school graduates, 4.6% of them are high school graduates and 2.4% of mothers are university graduates.

Table 3.5. The Distribution of the Students' Answers to the Question "Would you like to be an English teacher in the future?"

The Students' Answer	N	%
Yes	133	35,8
No	239	64,2
Total	372	100,0

Chart 3.5. The Distribution of the Students' Answers to the Question "Would you like to be an English teacher in the future?"



In the Table 3.5., 133 of the students' answers are positive to the question about whether they want to be an English teacher or not. In other words, they would like to be English Teachers as a profession, but 239 students respond to the question negatively. They don't want to be an English Teacher. In the percentage table, 35.8% of students hope they will have a job as an English teacher, but 64.2% of them don't think of teaching English as a job.

3.3. Data Collection Instruments

In this study, the students' attitudes to English as a foreign language have been analyzed in terms of various factors. To obtain the data, "An Attitude Scale for English Lessons" improved by Aydoslu (2005) has been applied to the students. This scale has got two parts. The first part is "Personal Details Scale" and it has got 5 questionnaires about students' personal details and the second part is "An Attitude Scale for English Lesson" and it has 30 items testing the students' attitudes towards English as a foreign language in three sub-dimensions: Cognitive Aspect, Emotional Aspect and Behavioral Aspect.

To get students' personal details, "Personal Details Scale" formed by the researcher has been applied to students. There are 5 questionnaires in this scale. The factors of the scale are the students' genders, grades, their mothers' and fathers' education level and whether they want to be an English Teacher or not.

"An Attitude Scale for English Lesson" improved by Aydoslu (2005) has three dimensions:

Cognitive Trait: This trait includes some thoughts of the students about the necessity and vitality of English and its usage in their professional life and many other fields.

Emotional Trait: The emotional trait contains the students' emotions and feelings towards English lesson. Positive emotions are enjoying the lesson, liking to attend it, having a good time during the lesson, on the other hand, negative emotions are fear of the English lesson, having difficulties in getting it, hating etc.

Behavioral Trait: This trait is about the devotion to English as a foreign language. This trait contains students' behaviors towards English. These behaviors are doing some activities in English such as listening to English songs, playing games, watching films in English.

3.4. The Reliability and Validity of the Attitude Scale

The reliability of the points obtained from "Attitude Scale for English Lesson" is calculated by using Cronbach Alpha reliability formula (Cronbach, 1970: 160).

The attitude items in the scale divide into three parts: cognitive, emotional, behavioral traits. Items' reliability coefficient in the Cognitive trait is 0.62, items' reliability coefficient in Emotional trait is 0.93, and items' reliability coefficient in the Behavioral trait is 0.71.

Items' Alpha value in Cognitive trait is between .359 and .644 and items' Alpha value in Emotional trait is between .318 and .729 and items' Alpha value in Behavioral trait is between .418 and .627 (Aydoslu, 2005).

3.5. Statistical Methods Used in the Thesis

1. In the analysis of data about the students' genders, grades, their mothers' and fathers' education level and whether they want to be an English Teacher or not, frequency,
3. In the analysis of data about first, second, third, fourth, fifth and sixth sub problems, arithmetic mean,
4. In the analysis of data about first and sixth sub problems, the independent sample t – test,
5. In the analysis of data about second, fourth and fifth sub problems, one way analysis of variance- One Way Anova- are used in the thesis.

Obtained data have been analyzed by using Statistical Package for the Social Sciences- SPSS 16. 0.

CHAPTER IV

RESULTS AND DISCUSSION

We are going to analyze and discuss the data obtained from “Personal Details Scale” and “Attitude Items to English” in this chapter. The students’ attitudes to English as a foreign language have been discussed in terms of cognitive, emotional and behavioral traits.

4.1. Questionnaire Findings

The findings obtained from the research have been scanned and these findings related to sub problems have been discussed.

Is there any significant relation between students’ gender and their attitudes to English as a foreign language?

The distribution of results of the students’ attitudes to English as a foreign language in cognitive aspect in terms of gender has been shown in the Table 4.1.

Table 4.1. Independent Sample T-test Results of Students’ Attitudes in Cognitive Trait by Gender Variable

Gender	N	\bar{X}	S	Sd	T	P
Female	212	16.97	3.89	370	1.68	.092
Male	160	16.26	4.23			

According to the findings in the Table 4.1., there is no significant difference among the attitude scores in cognitive trait in terms of gender [$t(370) = 1.68, p > .05$]. We can infer that there is no meaningful relation between students’ attitudes toward

English in the cognitive trait and their genders. Despite this finding, the female students' attitudes (\bar{X} =16.97) are more positive than the male students' attitudes to English lesson in the cognitive trait (\bar{X} =16.26). In other words, female students are more aware of necessity of English language in their lives than the male students.

The distribution of results of the students' attitudes to English as a foreign language in emotional aspect in terms of gender has been shown in the Table 4.2.

Table 4.2. Independent Sample T-test Results of Students' Attitudes in Emotional Trait by Gender Variable

Gender	N	\bar{X}	S	Sd	T	p
Female	212	82.68	16.01	370	2.78	.006
Male	160	77.87	17.04			

According to the findings in the Table 4.2., there is a significant relation among the attitude scores in emotional trait in terms of gender [$t(370) = 2.78, p < .05$]. It has been shown that the female students' attitudes to English lesson (\bar{X} =82.68) are more positive than the male students' attitudes to English lesson in emotional trait (\bar{X} =77.87). This outcome indicates that there is a meaningful relation between students' attitudes to English as a foreign language and their genders, namely the female students like English and they enjoy the lesson. Their feelings about English as a foreign language are more affirmative; however, male students probably don't like English or English lessons in the same manner as the females.

Tok's research (2010) asserts this fact too: The female students' attitudes to English in the emotional aspect in the university where the survey has been carried out are more affirmative than the male students.

The distribution of results of the students' attitudes to English as a foreign language in behavioral aspect in terms of gender has been shown in the Table 4.3.

Table 4.3. Independent Sample T-test Results of Students' Attitudes in Behavioral Trait by Gender Variable

Gender	N	\bar{X}	S	Sd	T	p
Female	212	17.36	2.98	370	4.15	.000
Male	160	15.88	3.90			

According to the findings in the Table 4.3., there is a significant difference among the attitude scores in behavioral trait in terms of gender [$t(370) = 4.15$, $p < .05$]. It has been shown that the female students' attitudes to English lesson in the behavioral trait ($\bar{X} = 17.36$) are more positive than the male students' attitudes to English lesson ($\bar{X} = 15.88$). This finding shows that there is a meaningful relation between students' attitudes toward English in the behavioral trait and their genders, namely we can infer from this table that female students like watching films, listening to music in English and are more interested in doing some activities in English in their free times than male students.

To sum up, there is a significant difference between male and female students' attitudes to English as a foreign language. Females show higher positive attitudes than males. This result has parallels with the study of Saracaloğlu (2000), Graham (1990), Boykin and Trungamphai (1982). These studies support these findings in this study, namely females have more affirmative attitudes to English as a foreign language than males.

There are also some studies carried out by Shoaib and Dornyei (2005). They have advocated that gender is an important perspective under second language learning investigations and concluded that females show more interests, positive behaviors and performances compared with the males. The differences between the male and female respondents' attitudes may be due to the diversity of English teaching strategies and classroom activities employed by English language teachers to teach female and male students, on the one hand, and the design and the content of

English curriculum may not meet the interests and needs of the male students, on the other hand. So, males do not show a positive reaction towards learning English.

But on the contrary to these results, there are some studies with the outcomes unlike the findings I have. Saracaloğlu (1996), for example, has carried out her study on university students of Physical Education trainees and the result indicates no difference in terms of gender. In her another study, Saracaloğlu (1995) has revealed the same finding as Yaşar (1989) that male students have more favorable attitudes than female students. According to Karaş's findings (1996), the students show positive attitudes towards foreign language and foreign culture but showed no significant difference between male and female students. This may result from the students' level of education.

Is there any significant relation between students' grades and their attitudes to English as a foreign language?

Table 4.4. Descriptive Statistics According to the Grades of Students

The Grade of Student	N	\bar{X}	SS
4 th Grade	83	121.13	18.70
5 th Grade	86	121.56	20.65
6 th Grade	98	108.69	20.41
7 th Grade	65	106.44	19.47
8 th Grade	40	107.72	17.65
Total	372	113.94	20.70

According to data in the Table 4.4., there are some arithmetic means of the grades separately. 4th grade students' arithmetic mean score is 121.13 and 5th grade students' arithmetic mean score is 121.56. 5th grade students' arithmetic mean score is followed by 4th grade students' arithmetic mean score. 6th grade students' arithmetic mean score is 108.69 and 7th grade students' arithmetic mean score is 106.44. 8th grade students' arithmetic mean is 107.72. This table shows that 5th grade students (121.56) have the most positive attitude score of all grades. The second most positive attitude score belongs to 4th grade students (121.13). That is, 4th and 5th

grade students have more positive attitudes to English as a foreign language than the 6th, 7th and 8th grade students. The most negative attitude score belongs to 7th grade students (106.44).

Table 4.5. One Way Anova Results of the Students' Attitudes to English in Cognitive Trait According to the Students' Grades

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	293.984	4	73.49	4.655	.001
Within Groups	5794.347	367	15.78		
Total	6088.331	371			

One Way Anova results of the students' attitudes to English as a foreign language in cognitive trait in terms of students' grade show that there is a significant distinction between the students' grades and their attitudes to English in cognitive aspect [$F=4.655(4-367)$, $p<.05$]. These distinctions are seen among 4th, 5th, 6th, 7th and 8th grade students. This table indicates that students' attitudes in cognitive trait to English can vary in terms of their grades.

Table 4.6. One Way Anova Results of the Students' Attitudes to English in Emotional Trait According to the Students' Grades

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9853.628	4	2463.407	9.767	.000
Within Groups	92568.401	367	252.230		
Total	102422.030	371			

One Way Anova results of the students' attitudes to English as a foreign language in emotional trait according to students' grade show that there is a meaningful distinction between the students' grades and their attitudes to English in emotional aspect [$F=9.767(4-367)$, $p<.05$].

Table 4.7. One Way Anova Results of the Students' Attitudes to English in Behavioral Trait According to the Students' Grades

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	271.963	4	67.991	5.902	.000
Within Groups	4228.070	367	11.521		
Total	4500.032	371			

One Way Anova results of the students' attitudes to English as a foreign language in behavioral trait according to students' grade show that there is a significant distinction between the students' grades and their attitudes to English in behavioral aspect [$F=5.902$ (4-367), $p<.05$].

Is there any significant relation between the students' gender and grade and their desire to be an English teacher?

Table 4.8. Descriptive Statistics of Students' Genders, Grades and Their Answers to the Question about Their Desire to be an English Teacher

Answer	Gender	Grades					Total
		4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	
Yes	Female	19 20.2 %	19 20.2 %	34 36.2 %	11 11.7 %	11 11.7 %	94 100.0 %
	Male	14 35.5%	10 25.6%	10 25.6%	3 7.7 %	2 5.1%	39 100.0 %
No	Female	20 16.9%	33 28.0%	28 23.7%	28 23.7%	9 7.6%	118 100.0 %
	Male	30 24.8%	24 19.8%	26 21.5%	23 19.0%	18 14.9%	121 100.0%

In Table 4.8., 372 students have attended the survey and here are distributions of the students' gender and grades and their answers to the question about whether they want to be an English Teacher or not. 83 students of the 4th grade have answered the questionnaires. 39 students of the 4th grade are females and 44 students are males. 20.2 percent of 19 female students give positive answer and 16.9 percent of 20 female students give negative answer. Of 44 male students of 4th grade, 35.5 percent

of 14 students give positive answer, but 24.8 percent of 30 students give negative answer. Considering 5th grade, 85 students have responded to the questionnaire. The number of female students is 52 and 34 students are male students. Of the females, 20.2 percent of 19 students give positive answer, but 33 students have responded negatively. There are 34 male students in the 5th grade. 25.6 percent of 10 male students give positive answer, but 24 male students responded to this question negatively. 98 students in the 6th grade have participated in this study. 62 students of them are females and 36 students are males. Of 62 female students, the number of students who give positive answer is 34 and the number of students who give negative answer is 28. Of 36 male students, 25.6 percent of 10 students give positive answer, but 21.5 percent of 26 male students give negative answer. 65 students of 7th grade have responded to the questionnaire. 39 students are females and 26 students are males. Of the female students, 11.7 percent of 11 females give positive respond to this question, but 23.7 percent of 28 students give negative answer. Of the 26 male students, just 7.7 percent of 3 students give positive answer, but 19 percent of 23 students give negative answer. 40 students of the 8th grade have participated in the study. 20 students of them are females and the number of male students is 20. Of 20 female students, 11.7 percent of 11 students give positive answer to this question, but 7.6 percent of 9 female give negative answer. Of 20 male students, only 5.1 percent of 2 students have responded positively, but 14.9 percent of 18 students have responded to this question negatively.

In Table 4.8, total number of students having attended in the scale is 372. While 133 students give the positive answers, 239 students give negative answers. Of 133 students giving positive answer, 94 students are females, but 39 students are males. It is indicated that the female students are more interested in teaching English as an occupation than the male students. Of the 239 students giving the negative answers, 118 students are females and 121 students of them are males.

In terms of percentage, in the Table 4.8., the percentage of 4th grade student is 55.7 and the percentage of 5th grade students is 45.8. As for 6th grade, the percentage of 6th grade student is 61.8 and the percentage of 7th grade students is 19.4.

Considering 8th grade, the percentage of 8th grade students is 16.8. 4th, 5th and 6th grade students' answers' percentage to the question about their desire to be an English teacher as an occupation is higher than 7th and 8th grade students' answers' percentage. As for 7th and 8th grade students' answers, there is a visible decrease in the percentage of the respond to the question about their desire to be English teachers as an occupation. These findings show that 4th, 5th, 6th grade students are inclined to be an English Teacher; nevertheless, most of the 7th and 8th grade students don't want to be an English teacher in the future. This decrease in their desire to be an English Teacher from 4th grade to 8th grade may originate from some factors such as changing of their English teachers, their attitudes to the teachers and lesson, teachers' attitudes to the students etc. I think the most effective factor is that the curriculum used in the schools of National Education Ministry. The curriculum may not be appropriate for upper grades. While the subjects in the 4th grade are easier and more enjoyable for the students, the subjects are too advanced for the students to understand in 8th grade.

Is there any significant relation between students' mothers' education level and students' attitudes to English as a foreign language?

Table 4.9. Descriptive Statistics According to Mother Education Level

Mother Education Level	N	\bar{X}	SS
Uneducated	2	118.50	16.26
Primary School	344	114.31	20.57
High School	17	106.29	24.67
University	9	113.22	18.30
Total	372	113.94	20.70

According to Table 4.9., the number of uneducated mother is 2 and its arithmetic mean score is 118.50. There are 344 students whose mothers are primary school graduates and their arithmetic mean score is 114.31. The number of the mothers who are high school graduates is 17 and their arithmetic mean score is 106.29. The number of university graduates is 9 and their arithmetic mean score is 113.22. Uneducated mothers have the highest arithmetic mean score of the Table 4.9.

Table 4.10. One Way Anova Results of the Students' Attitudes to English in Cognitive Trait According to Students' Mothers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.838	3	9.613	.584	.626
Within Groups	6059.493	368	16.466		
Total	6088.331	371			

One Way Anova results of the students' attitudes to English as a foreign language in cognitive trait according to students' mothers' education level show that there is no significant relation between the students' mothers' education level and students' attitudes to English in the cognitive aspect [$F=.584(3-368)$, $p>.05$]. In other words, the students' ideas about English and its necessity as a foreign language and its importance in their lives don't change meaningfully according to their mothers' education level.

Table 4.11. One Way Anova Results of the Students' Attitudes to English in Emotional Trait According to Students' Mothers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	980.702	3	326.901	1.186	.315
Within Groups	101441.327	368	275.656		
Total	102422.030	371			

One Way Anova results of the students' attitudes to English as a foreign language in emotional trait according to students' mother education level show that there is no significant correlation between the students' mothers' education level and students' attitudes to English in emotional aspect [$F=1.186(3-368)$, $p>.05$], namely students' mothers' levels don't affect the students' feelings about English.

In contrast to my findings in this survey, in a research handled by Tok (2010), there is a significant difference between the students' attitudes to English as a foreign language and their mothers' education level. The students whose mothers are high

school graduates have more positive attitudes in emotional aspect while the students whose mothers are uneducated and primary school graduates have negative attitudes to English in the emotional aspect.

Table 4.12. One Way Anova Results of the Students' Attitudes to English in Behavioral Trait According to Students' Mothers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	27.751	3	9.250	.761	.516
Within Groups	4472.281	368	12.153		
Total	4500.032	371			

One Way Anova results of the students' attitudes to English as a foreign language in behavioral trait according to students' mothers' education level show that there is no significant relation between the students' mothers' education level and their attitude to English in behavioral aspect [$F=.761(3-368)$, $p>.05$], namely students' mothers' education level doesn't have any influence on the students' free time activities about English lessons.

As for the findings of the survey about mother education and the students' attitudes, there isn't any significant relation between students' attitudes and their mothers' education level. It can be said that mothers' education level doesn't play a major role on a child's attitude to English as a foreign language. But we can infer from tables about mother education level that the students whose mothers are uneducated have more positive attitudes than those whose mothers are university graduates. This is an unexpected case according to my hypothesis. One of my assumptions is that the students whose mothers are university graduates would have more positive attitudes, but the result is not so. This result can be a subject for further studies.

There are some results about this matter to the contrary. Saracaloğlu (1995) has found that the students whose mothers illiterate have low tendency towards foreign language and there is a minor difference between this group and those whose mothers graduated from primary school. But, those whose mothers graduated from

university have reflected the most favorable attitude toward foreign language. According to Saracaloğlu (1995), this emphasizes the importance of mother education, for it shapes student's attitude throughout school life. Therefore we have to consider this matter as a clue and give priority to women education.

Is there any significant relation between students' fathers' education level and their attitudes to English as a foreign language?

Table 4.13 Descriptive Statistics According to Father Education Level

Father Education Level	N	\bar{X}	SS
Primary School	304	113.46	20.39
High School	42	117.09	22.28
University	26	113.56	21.78
Total	372	113.94	20.70

According to Table 4.13., the number of fathers who are primary school graduates is 304 and their arithmetic mean score is 113.46. There are 42 students whose fathers are high school graduates and their arithmetic mean score is 117.09. The number of university graduates is 26 and their arithmetic mean score is 113.56.

Table 4.14. One Way Anova Results of the Students' Attitudes to English in Cognitive Trait According to Students' Fathers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	129.082	2	64.541	3.996	.019
Within Groups	5959.248	369	16.150		
Total	6088.331	371			

One Way Anova results of the students' attitudes to English as a foreign language in cognitive trait according to students' fathers' education level show that there is no significant distinction between the students' fathers' education level and students' attitudes to English in cognitive aspect [$F=3.996$ (2-369), $p>.05$]. In other words, the students' ideas about the necessity of English and its importance in their lives don't change meaningfully according to their fathers' education level.

Table 4.15. One Way Anova Results of the Students' Attitudes to English in Emotional Trait According to Students' Fathers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52.315	2	26.157	0.94	.910
Within Groups	102369.715	369	277.425		
Total	102422.030	371			

One Way Anova results of the students' attitudes to English as a foreign language in emotional trait according to students' fathers' education level show that there is no significant correlation between the students' fathers' education level and students' attitudes to English in emotional aspect [$F=0.94$ (2-369), $p>.05$], namely the students' fathers' education levels don't affect the students' feelings about English.

In contrast to my findings in this survey, there are other findings carried out by Tok (2010). In his study, there is a significant relation between the students' attitudes to English as a foreign language and their fathers' education level. The students whose fathers are university graduates have more positive attitudes in emotional aspect; however, the students whose fathers are primary school graduates and high school graduates have negative attitudes to English in the emotional aspect.

Table 4.16. One Way Anova Results of the Students' Attitudes to English in Behavioral Trait According to Students' Fathers' Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.758	2	6.379	.525	.592
Within Groups	4487.274	369	12.161		
Total	4500.032	371			

One Way Anova results of the students' attitude to English as a foreign language in behavioral trait according to students' fathers' education level show that there is no significant relation between the students' fathers' education level and students' attitudes to English in behavioral aspect [$F=.525$ (2-369), $p>.05$], namely

students' fathers' education level doesn't have any effect on the students' free time activities in English.

According to these findings about parents' education level and the students' attitudes to English lesson, there is no significant relation between the parents' education level and the students' attitudes to English a foreign language in terms of cognitive, emotional and behavioral aspects. These findings support Gardner (1972) that there is no relation between parents and language progress.

In Saracaloğlu's survey (1995), it has been found that there is no significant relation between parents' education level and students' achievement in English. This may rise from different factors that are related to individual differences and different physical conditions of schools.

On the other hand, there are also some studies which are different from my findings. Csepo & Nikolov (2002), (with 6-8-10grade-student), for example, reveal a close relationship between students' attitudes towards foreign language and parent-education.

Is there any significant relation between students' desire to be an English teacher and students' success in English as a foreign language?

Table 4.17. Descriptive Statistics According to Students' Desire to Be an English Teacher

The Students' Answers	N	\bar{X}	SS
Yes	133	122.01	17.21
No	239	109.46	21.14
Total	372	113.94	20.70

According to Table 4.17., 133 of the students answer positively and 239 of them answer negatively. These findings indicate that most of the students attended the scale don't want to be an English Teacher in the future. The arithmetic mean score of the positive answer is 122.01 and the arithmetic mean score of the negative answers is 109.46.

Table 4.18. Independent Sample T-test Results of Students' Attitudes in Cognitive Trait by the Students' Desire to Be an English Teacher

Answers	N	\bar{X}	S	Sd	T	P
Yes	212	17.5789	3.97	370	3.27	.001
No	160	16.1632	4.00			

In Table 4.18., it is indicated that there is a meaningful correlation between the results of students' attitudes in cognitive trait and the students' desire to be an English Teacher [$t(370) = 3.27, p < .05$]. The students' -who answer positively- attitude scores of their desire to be an English teacher ($\bar{X} = 17.57$) are more affirmative than the students' -who answer negatively- attitude scores of their desire to be an English teacher in the cognitive trait ($\bar{X} = 16.16$). These findings show there is a significant relation between the students' attitudes to this questionnaire in the cognitive trait and their answers.

Table 4.19. Independent Sample T-test Results of Students' Attitudes in Emotional Trait by the Students' Desire to Be an English Teacher

Answers	N	\bar{X}	S	Sd	T	P
Yes	212	86.9850	3.97	370	5.74	.000
No	160	77.0711	4.00			

In Table 4.19., it is shown that there is a significant relation between the results of students' attitudes in emotional trait and the students' wish to be an English teacher [$t(370) = 5.74, p < .05$]. The students' - who answer positively- attitude scores of their desire to be an English Teacher ($\bar{X} = 86.98$) are more affirmative than the students' -who answer negatively- attitude scores of their desire to be an English Teacher in the emotional trait ($\bar{X} = 77.07$). These findings indicate that there is a meaningful relation between the students' - who give positive reply- attitude to this questionnaire in the emotional trait and their answers, namely students- who answer

positively- like English as a foreign language. They have positive emotions about English.

Table 4.20. Independent Sample T-test Results of Students' Attitudes in Behavioral Trait by the Students' Desire to Be an English Teacher

Answer	N	\bar{X}	S	Sd	T	P
Yes	212	17.6391	3.03	370	3.82	.000
No	160	16.2176	3.61			

In the Table 4.20., it is shown that there is a significant distinction between the results of students' attitudes in behavioral trait and the students' desire to be an English Teacher [$t(370) = 3.82, p < .05$]. The students' - who answer positively- attitude scores of their desire to be an English teacher ($\bar{X} = 17.63$) are more affirmative than the students' -who answer negatively- attitude scores of their desire to be an English Teacher in the behavioral trait ($\bar{X} = 16.21$). These findings show that there is a meaningful distinction between the students' - who give positive reply- attitudes to this questionnaire in the behavioral trait and their answers. In short, students -who give positive answers- like English songs and enjoy doing some activities in English in their free times.

4.2. Discussions of Findings

Attained data in the research have been analyzed and these analyses have been commented on according to sub problems of the survey.

Is there any significant relation between students' gender and their attitudes to English as a foreign language?

212 female students and 160 male students have attended the research. There is no significant variation among the attitude scores in cognitive trait in terms of

gender [$t(370) = 1.68, p > .05$]. This indication can be commented as there is no meaningful relation between students' attitudes toward English in the cognitive trait and their genders. But, there is a significant difference among the attitude scores in emotional trait in terms of gender [$t(370) = 2.78, p < .05$]. It has been shown that the female students' attitudes to English lesson ($\bar{X} = 82.68$) are more positive than the male students' attitudes to English lesson in the emotional trait ($\bar{X} = 77.87$). This outcome indicates that there is a meaningful relation between students' attitudes to English as a foreign language and their genders. In other words, the female students like English and they enjoy the lesson. Their feelings about English as a foreign language are more affirmative. Nevertheless, the male students probably don't like English or English lessons in the same manner as the females. There is a significant difference among the attitude scores in behavioral trait in terms of gender [$t(370) = 4.15, p < .05$]. It has been shown that the female students' attitudes to English lesson ($\bar{X} = 17.36$) are more positive than the male students' attitudes to English lesson in the behavioral trait ($\bar{X} = 15.88$). This indication shows that there is a meaningful relation between students' attitudes toward English in the behavioral trait and their genders. According to these findings, female students like watching films, listening to music and are more interested in doing different activities in English in their free times than male students. (Table 4.1., Table 4.2. and Table 4.3.)

These findings support the results of a survey by Powell and Littlewood. Powell and Littlewood (1983) have stated that the gender of the students is one of the factors affecting their attitudes to English.

Selçuk (1997) indicates in his research that there is a meaningful difference between the attitude and gender, and the female students' attitude score is higher than the males' scores.

Kobayashi (2002) has analyzed the effect of gender on the attitude to foreign language in Japan and found that female students in the Japan have more affirmative attitude for social factors.

We can infer from these findings and the studies carried out that female students are more interested in English as a foreign language and they have more affirmative attitudes to English as a foreign language than the male students.

Is there any significant relation between students' grades and their attitudes to English as a foreign language?

There is a significant distinction between the students' grades and their attitudes to English in cognitive, emotional and behavioral aspects. These grades are 4th, 5th, 6th, 7th and 8th. Here are some arithmetic means of the grades separately: 4th grade students' arithmetic mean score is 121.13 and 5th grade students' arithmetic mean score is 121.56, which is the highest mean score in the Table 4.4. 5th grade students' arithmetic mean score is followed by 4th grade students' arithmetic mean score. 6th grade students' arithmetic mean score is 108.69 and 7th grade students' arithmetic mean score is 106.44 and 8th grade students' arithmetic mean score is 107.72. This table shows that 5th grade students (121.56) have the most positive attitude score in all grades. The second most positive attitude score belongs to 4th grade students (121.13). That is, 4th and 5th grade students have more positive attitudes to English as a foreign language than the 6th, 7th and 8th grade students. The most negative attitude score belongs to 7th grade students (106.44).

Is there any significant relation between the students' gender and their desire to be an English teacher?

There are 372 students attended the scale. While 133 students give the positive answers to the questionnaire about whether they want to be an English teacher as a profession or not, 239 students give the negative answers. Of the 133 students giving positive answer, 94 students are females, but 39 students are males. It indicates that the female students are more interested in becoming an English teacher as a job than the male students. Of the 239 students giving the negative answers, 118 students are females, 121 of them are males. These findings show that the number of

female students who don't want to be an English Teacher is almost equal to the number of male students having no desire to be an English Teacher (Table 4.8.).

Is there any significant relation between students' mothers' education level and students' attitudes to English as a foreign language?

According to the findings of the survey about students' mothers' education level and the attitudes of the students, there isn't any significant relation between students' attitudes to English as a foreign language and their mothers' education level. It can be said that students' mothers' education levels don't play a major role on a child's attitude to English like fathers' education level. This is an unexpected case considering one of my hypotheses (Table 4.10., Table 4.11. and Table 4.12.).

But unlike my findings in this study, there are some other findings, too. Saracaloğlu (1995) has found that the students whose mothers are illiterate have low tendency towards foreign language. There is a minor difference between this group and those whose mothers graduated from primary school; however, those whose mothers graduated from university reflected the most favorable attitude toward foreign language. Saracaloğlu emphasizes the importance of mother education, for it shapes student's attitude throughout school life.

Is there any significant relation between students' fathers' education level and students' attitudes to English as a foreign language?

The relationship between students' fathers' education level and students' attitudes to English lesson has been analyzed in three traits; cognitive, emotional and behavioral. According to the findings, in all of the traits, there is no significant relation between the fathers' education level and the students' attitudes to English a foreign language.

In Saracaloğlu's survey (1995), it is indicated that when students' achievement and the relation between parents' education level is considered, it has been found that there is no significant correlation between parents' education level

and students' achievement. This may rise from different factors that are related to individual differences and different physical conditions of schools.

In addition to this study, there is another study on relation between students' attitudes to English and parent-education; Csepo & Nikolov (2002), (with 6-8-10 grade-student) reveal a close relationship between students' attitudes towards foreign language and parent-education.

Is there any significant relation between students' desire to be an English teacher and their success in English as a foreign language?

There is a meaningful distinction between the results of students' attitudes in cognitive, emotional and behavioral traits and the students' desire to be an English teacher as an occupation. These findings show if students want to be an English teacher, they have more positive attitudes to English as a foreign language in three traits than those who don't want to be an English teacher (Table 4.18., Table 4.19. and Table 4.20.).

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, findings of the study have been summarized and discussed according to hypotheses presented in Chapter I. Besides these, some suggestions for further studies have been presented.

5.1. Conclusion

In this thesis, the relation among the students' attitudes to English as a foreign language in terms of students' gender, grades and their parents' education level and their desire to be an English teacher has been analyzed. The data of problems in the research have been obtained with the "Personal Detail Scale" and "Attitude Items to English" improved by Aydoslu (2005). Collected data have been analyzed by using Statistical Package for the Social Sciences- SPSS 16.0.

The results of the analysis are itemized like that;

Hypothesis 1: There may be some variations in learning English in terms of students' gender. Female students may have more positive attitudes to English as a foreign language than the male students.

As for relation between students' attitudes to English in the three traits- cognitive, emotional and behavioral- and students' gender;

- a) There is no meaningful relation between students' attitudes toward English in the cognitive trait and their genders. Despite this finding, the female students' attitudes to English lesson are more positive than the male students' attitudes to English lesson in the cognitive trait. In other words, female students are more aware of the fact that English language is necessary in their lives than the male students.

- b) There is a significant difference among the attitude scores in emotional and behavioral traits in terms of gender. The female students' attitudes to English lesson in the emotional and behavioral traits are more positive than the male students' attitudes to English. Female students like English and they enjoy the lesson. Their feelings about the English as a foreign language are more affirmative. Nevertheless, the male students probably don't like English or English lessons like the females, namely female students like watching films, listening to music in English and are more interested in doing some activities in English in their free times than male students.

Hypothesis 2: The topics in English lessons in primary school become more difficult in upper grades and therefore students in low grades enjoy lesson, but in the upper grades, students get bored easily because of the curriculum which includes hard vocabulary, texts etc. As a result of this, students' attitudes to English as a foreign language may be more positive in low grades than the upper grades.

According to findings, there is a significant distinction between the students' grades and their attitudes to English in cognitive, emotional and behavioral traits. This distinction has been shown among 4th, 5th, 6th, 7th and 8th grades. According to findings about the relation between the students' grades and their attitudes to English, in Table 4.4., 5th grade students' arithmetic mean score is 121.56. This indicates that they have more positive attitudes to English as a foreign language. 4th grade students' arithmetic mean score is 121.13. There is a minor difference among 4th and 5th grade students' attitude scores. 6th grade students' arithmetic mean score is 108.69 and 7th grade students' arithmetic mean score is 106.44. 8th grade students' arithmetic mean score is 107.72, namely there is a significant difference in arithmetic scores between low grades (4th and 5th grades) and upper grades (6th, 7th and 8th grades). In other words, 4th and 5th grade students have more positive attitudes to English as a foreign language than the 6th, 7th and 8th grade students. As a result, these findings of the study confirm the second hypothesis of my thesis.

Hypothesis 3: Students who would like to be English teachers as a profession have positive attitudes to learning English. Low grade students have more positive attitudes towards being English teachers than the upper grade students.

In Table 4.8., there are 372 students attended in the scale. While 133 students give the positive answers to the question about whether they want to be an English teacher as a profession or not, 239 students give negative answers. Of 133 students giving positive answer, 94 students are females, but 39 students are males. It is indicated that the female students are more interested in teaching English as an occupation than the male students. The students' – who answer positively to the question mentioned above- attitudes are more positive than the students' attitudes whose answers are negative. As for the students' grades, 4th, 5th, 6th grade students are inclined to be an English Teacher; nevertheless, most of the 7th and 8th grade students don't want to be an English teacher in the future. This decrease in the desiring to be an English Teacher from 4th grade to 8th grade may originate from some factors such as changing of their English teachers, the attitudes towards the teachers and lesson, teachers' attitudes to the students etc.

Hypothesis 4: Students' attitudes may have to do with their mothers' level of education. The students whose mothers are university graduates may have more positive attitude to English as a foreign language than the students whose mothers are primary school graduates or uneducated.

According to findings, there is no significant relation between the students' mothers' education level and students' attitudes to English in cognitive, emotional and behavioral traits. The level of mothers' education doesn't have any impact on students' attitudes to English as a foreign language.

Hypothesis 5: Students' attitudes may change in proportion with their fathers' education level. The students whose fathers are university graduates or high school graduates have more affirmative attitude to English as a foreign language than the students whose fathers are primary school graduates or uneducated.

According to findings, there is no significant relation between the students' fathers' education level and students' attitudes to English in cognitive, emotional and behavioral aspects. Like students' mothers' education level, fathers' education level doesn't have any influence on students' attitudes to English as a foreign language.

5.2. Suggestions

Attitude concept should be taken into consideration as an essential component in language learning/ teaching and thus teachers should respect and think about students' feelings, belief and behaviors before cognitive abilities. Cognitive performance can be achieved if students have positive attitudes and enjoy acquiring the target language. For that reason, affective perspective, especially attitude, should be taken into consideration in language learning and teaching. It is clear that teachers, the classroom atmosphere, the course content, materials and facilities, as well as personal characteristics of students will have an influence on the students' attitudes towards learning a foreign language. And therefore, researchers, teachers and language learners should fully understand the importance of attitude and motivation in learning a foreign language.

We, teachers, should create an encouraging atmosphere in the English classes to promote the students' attitudes towards English. By highlighting the necessity and importance of English, they should also motivate students to learn English. This can be achieved by implementing the appropriate methods and activities in teaching English effectively. These methods and activities should be appropriate for both genders. Male and female students' interest may be different according to their genders. Some activities carried out continuously in the classroom don't meet the interest of female or male students and thus there should be many different kinds of activities to catch the attention of both genders.

Teachers should integrate up-to-date materials and supplementary resources in addition to English text books. This can help them to capture students' attention to learn English successfully. Besides these, teachers should consider the role of gender, grade, age, interest perspectives in language learning and therefore, they

should use various approaches to improve the students' attitude, motivation and language performance.

Curriculum makers should review the content and design of the curriculum to meet needs and the interest of the students. They should consider that learners have different perceptions about learning a foreign language due to their differences regarding gender, age, grade etc. Thus, considering all these issues, the curriculum design should be reevaluated so that students could have some activities, content, topics which are more appropriate for them and they could be more motivated to learn English. And also, teachers should realize that they can be flexible in using curriculum considering their students' grade, age, interest, level etc. They don't have to practice all the exercises and the texts in the books.

I have some suggestions for further researches;

This study has been conducted in state schools. The same research can be carried out in private schools and the results of these two kinds of studies can be compared to each other in terms of economic situation, culture, students' parents' education levels etc. The participants in this study are primary school students and so a similar scale used in the study can be applied to high school students and university students. This research has been analyzed in terms of some factors such as students' gender, grade, their mothers' and fathers' education level. Further researches can be extended to students' age, parents' attitudes to English as a foreign language, students' department if the survey is carried out at high schools or universities.

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APPENDICES

Appendix 1- Personal Details Scale

Sevgili Öğrenci,

Bu anketin amacı İlköğretim okullarında İngilizce dersi alan öğrencilerin tutumlarının İngilizce öğrenmelerine etkisini belirlemektir.

Anket iki bölümden oluşmaktadır. İlk bölümde ‘Kişisel Bilgiler Anketi’, ikinci bölümde ise ‘İngilizce Dersine Yönelik Tutum Ölçeği’ yer almaktadır. Verdiğiniz cevaplar sadece bilimsel amaçla kullanılacak olup kesinlikle gizli tutulacaktır. Soruları eksiksiz cevaplamanız oldukça önemlidir.

Katılımınız ve katkılarınız için teşekkür ederim...

Tuğba KOCADELİOĞLU
Necmettin Erbakan Üniversitesi
Yabancı Diller Ana Bilim Dalı
İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

I. BÖLÜM

KİŞİSEL BİLGİLER ANKETİ

Size uygun olan seçeneğin içine (X) işareti koyunuz.

1. Cinsiyetiniz

- (...) Kız
(...) Erkek

2. Sınıfınız

- (...) 4.sınıf
(...) 5. sınıf
(...) 6. sınıf
(...) 7. sınıf
(...) 8. sınıf

3. Annenizin eğitim durumu nedir?

- (...) İlkokul
(...) Lise
(...) Yüksekokul
(...) Üniversite
(...) Lisansüstü

4. Babanızın eğitim durumu nedir?

- (...) İlkokul
(...) Lise
(...) Yüksekokul
(...) Üniversite
(...) Lisansüstü

5. İngilizce öğretmeni olmayı ister misiniz?

- (...) Evet
(...) Hayır

Appendix 2- Attitude Scale

II. BÖLÜM -İNGİLİZCE DERSİNE YÖNELİK TUTUM MADDELERİ Aşağıdaki cümlelerin karşısında size en uygun olan kısmı (X) işaretleyiniz. Adınızı yazmayınız & soru atlamayınız.	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
TUTUMLAR					
1. İngilizce sevdiğim bir derstir.	5	4	3	2	1
2. İngilizceyi kullanabileceğim web sitelerine girerim.	5	4	3	2	1
3. İngilizce şarkılar dinlerim.	5	4	3	2	1
4. İngilizce dersinden korkuyorum.	5	4	3	2	1
5. İngilizce zor bir derstir.	5	4	3	2	1
6. İngilizce dersinde zaman çabuk geçiyor.	5	4	3	2	1
7. İngilizce zevkli geçen bir derstir.	5	4	3	2	1
8. Mümkün olsa İngilizce dersi yerine başka bir ders almak isterdim.	5	4	3	2	1
9. Türkçe alt yazısız ya da dublajsız İngilizce filmleri izlemem.	5	4	3	2	1
10. İngilizce bilmenin iş şansımı artıracığını düşünüyorum.	5	4	3	2	1
11. İngilizce hikaye kitapları okurum.	5	4	3	2	1
12. İngilizce sınavından çekinirim.	5	4	3	2	1
13. İngilizce dersini sıkıcı buluyorum.	5	4	3	2	1
14. İngilizce ders kitaplarını çalışmaktan hoşlanmam.	5	4	3	2	1
15. İngilizce yayın yapan televizyon kanallarını izlerim.	5	4	3	2	1
16. İngilizce bilgimi artırmak için daha çok zaman harcamak istiyorum.	5	4	3	2	1
17. İlköğretimin I. kademesinden itibaren İngilizce dersi verilmesine karşıyım.	5	4	3	2	1
18. İngilizceden nefret ediyorum.	5	4	3	2	1
19. İngilizce oyunlar oynarım.	5	4	3	2	1
20. İngilizce öğrenmek benim için son derece gereksizdir.	5	4	3	2	1
21. İngilizceyi yaşamımda birçok şekilde kullanacağıma inanıyorum.	5	4	3	2	1
22. İngilizce dersi benim için boşa zaman harcamaktır.	5	4	3	2	1
23. İngilizce ders saatinin sayısı azaltılırsa mutlu olurum.	5	4	3	2	1
24. İngilizce derslerinde işlenen konular önemlidir.	5	4	3	2	1
25. İngilizce derslerinde İngilizce konuşmaktan hoşlanmam.	5	4	3	2	1
26. İngilizce çalışmak sinirimi bozar.	5	4	3	2	1
27. İngilizce yazılabileceğim yabancı arkadaşlar edinmeye çalışırım.	5	4	3	2	1
28. İngilizce dersini kaçırmak istemem.	5	4	3	2	1
29. İngilizce ödevlerini yapmaktan zevk alırım.	5	4	3	2	1
30. İngilizce çalışarak zamanımı boşa harcamam.	5	4	3	2	1



T. C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Özgeçmiş

Adı Soyadı:	Tuğba KOCADELİOĞLU	İmza:	
Doğum Yeri:	Devrekani/ KASTAMONU		
Doğum Tarihi:	13/06/1987		
Medeni Durumu:	Bekar		

Öğrenim Durumu

Derece	Okulun Adı	Program	Yer	Yıl
İlköğretim	23 Ağustos İlköğretim Okulu	İlköğretim	Kastamonu	1994-1997
Ortaöğretim	23 Ağustos İlköğretim Okulu	Ortaöğretim	Kastamonu	1997-2000
Lise	Kuzeykent Lisesi	Süper Lise	Kastamonu	2001-2005
Lisans	Selçuk Üniversitesi	Lisans	Konya	2005-2009
Yüksek Lisans	Necmettin Erbakan Üniversitesi	Yüksek Lisans	Konya	2009-2013
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İlgi Alanları:	Dil Eğitimi, Eğitim Psikolojisi, Fotoğrafçılık.			
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