

A COMPARATIVE STUDY ON THE ATTITUDES OF THE  
STUDENTS OF ELT DEPARTMENT AND ENGLISH  
LANGUAGE AND LITERATURE DEPARTMENT WITH  
REGARDS TO ENGLISH AND THEIR PROGRAMMES

Banu İNAN

Dokuz Eylül Üniversitesi  
Eğitim Bilimleri Enstitüsü

Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin  
İngiliz Dili Eğitimi Anabilim Dalı İçin Öngördüğü  
YÜKSEK LİSANS TEZİ  
olarak hazırlanmıştır.

İzmir  
2004

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Danışman:  
Yrd. Doç. Dr. Kadim Öztürk

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2004

Yüksek lisans tezi olarak sunduđum “A Comparative Study on the Students of ELT Department and the students of English Language and Literature Department with regards to their attitudes towards English and Their Programmes” adlı alıřmanın tarafımdan, bilimsel ahlak ve geleneklere aykırı dűşecek bir yardıma bařvurmaksızın yazıldıđını ve yararlandıđım eserlerin bibliyografyada gűsterilenlerden olduđunu, bunlara atıf yapılarak yararlanılmıř olduđunu belirtir ve bunu onurumla dođrularım.

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**YÜKSEKÖĞRETİM KURULU DOKUMANTASYON MERKEZİ**  
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Adı: BANU

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Tezin yabancı dildeki adı: A Comparative study on the students of the English Language Teaching Department and English Language and Literature Department with regards to their attitudes towards English and towards their programmes.

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**İngilizce anahtar kelimeler:**

1- Attitude  
2- Motivation

## ÖZET

Bu çalışmanın amacı Eğitim Fakültesi ve Edebiyat Fakültesi öğrencilerinin İngilizce'ye yönelik tutumları açısından karşılaştırmak ve öğrencilerin ders programları, sınavları ve bölümlerinin fiziksel koşulları hakkındaki görüşlerini öğrenmektir.

İzmir Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı ve Ege Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü 2003-2004 öğretim yılı bahar yarıyılı 1., 2., 3., ve 4. sınıf öğrencileri bu çalışmanın evrenini oluşturmaktadır.

Araştırma için gerekli verileri toplamada Beşli Likert tipi bir tutum ölçeği kullanılmıştır. Verilerin analizi için; frekans, yüzdelik, standart sapma, t-testten yararlanılmıştır.

Araştırma sonunda şu bulgulara ulaşılmıştır:

Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı öğrencileri ile Ege Üniversitesi Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü öğrencileri İngilizce'ye yönelik tutumları açısından karşılaştırıldıklarında, öğrencilerin İngilizce'ye yönelik tutumları ve bölümleri arasında anlamlı farklılık bulunmuştur ve bu farklılık Ege Üniversitesi öğrencilerinin lehinedir. Tutum ölçeğinin en yüksek ve en düşük değerleri göz önüne alınarak yapılan değerlendirmeye göre Ege Üniversitesi İngiliz Dili Edebiyatı öğrencilerinin İngilizce'ye yönelik tutumları iyi düzeydeyken, Dokuz Eylül Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı öğrencilerinin tutumları ise orta düzeydedir.

Öğrencilere uygulanan anketin diğer bir amacı da öğrencilerin programları, sınavları ve bölümlerinin fiziksel koşulları hakkındaki görüşlerini öğrenmektir. İki bölüm öğrencilerinin ders programları ile ilgili genel görüşleri olumludur. Öğrenciler işlenen konuların sınava hazırladığı, ders içeriğinin güçlük düzeyinin kendi düzeylerine uygun olduğu, ders aralarının uzunluğunun yeterliliği ve öğretmenlerinin görsel araçlar ve yardımcı materyal kullanmadığı konularında hemfikirdir. Ayrıca iki bölüm öğrencileri de sınavların sıklığı, seviyeleri ve öğrenmedikleri konuları keşfetmelerine yardımcı oldukları konularında hemfikirdir. Bölümlerinin fiziksel koşulları konusunda ise binalarının güvenliği ve rahatsız edici gürültülerin haricinde olumlu görüşlere sahiptirler.

## ABSTRACT

*The purpose of this study is to compare and contrast the students of Faculty of Education and Faculty of Literature with regards to their attitudes towards English and to learn their opinions about their course programs, examinations and the physical conditions of their departments.*

*The populations of the study were composed of the freshmen, sophomores, juniors and seniors of Dokuz Eylül University Buca Faculty of Education, Department of English Language Teaching and Ege University Faculty of Science and Literature, Department of English language and Literature in İzmir in 2003-2004 academic year spring term.*

*The data were gathered by a Five-Point Likert-Type Attitude Scale. For the analysis of the data; Frequency, Mean, Percentage, Standard Deviation, t-Test were used.*

*At the end of the analysis of the data , the research led to the following conclusions:*

*When the students of Dokuz Eylül University Buca Faculty of Education, Department of English Language Teaching and Ege University Faculty of Literature, Department of English Language and Literature were compared and contrasted with regards to their attitudes towards English, a significant difference was found out between the students' attitudes towards English and their departments and this significance is in Ege University's students' favor. According to the calculations done with the highest and lowest values of the attitude scale, the students of Ege University have more positive attitudes towards English than the students of Dokuz Eylül University.*

*When the students' opinions about their course program, their exams and the physical conditions of their departments, the opinions of the students of both departments are generally similar and they generally have positive opinions about them. They agree on the fact that the course subjects prepare them for the exams, the course contents are suitable for their levels, the breaks are long enough and their teachers benefit from neither the visual aids nor the extra materials. They are also pleased with their examinations and the physical conditions of their departments except for the security of their building and the disturbing noises they confront.*

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## INTRODUCTION

In recent years, many teachers who preferred old traditional ways in the classroom are starting to take into account the needs and interests of students more. New ideas which emphasize a negotiated model in which there is collaboration between the teacher and the students have become more dominant. This ongoing dialogue between the learners and the teachers enables the students to be more involved and gives them more responsibilities than before. It is really essential for the students to be at the center of their own learning. Advocates of the humanistic tradition believe that learning is facilitated best when the student participates responsibly in the learning process. Students can be allowed to take part in areas such as curriculum design, lesson planning, material development which in turn can help to produce an effective learning environment. In this way, they may feel that they have a contribution to their own learning experience. The students' diverse thoughts and perspectives are a necessary source of input for both teachers and administrators. If it is believed that students have opinions that can construct the learning process, then they may be encouraged to contribute more. It may be really beneficial to adopt a student-centered approach to teaching and learning. This approach is based on the hypothesis that students who are given freedom to explore the ideas based on their personal views, and who are accompanied in their striving for solutions by a supportive, understanding facilitator not only achieve higher academic results but also experience an increase in personal values such as self-confidence and social skills (Kahn, 1995).

Students' active participation in different areas such as curriculum design, lesson planning, material design and evaluation may help to reach the predetermined course and school objectives. With this approach, the attention is focused on what the students are learning, how they are learning, the conditions under which they are learning and also; teaching, course programming, and curriculum can be tied to the process and objectives of learning rather than to the transferring of content only (<http://ebizedu.....b=216>).

The main idea of this approach is that learning is most meaningful when topics are relevant to the students' lives, needs and interests and when the students themselves actively create, understand and connect to the knowledge. It is also claimed that students will have a higher motivation to learn and will be more eager to participate in classroom activities when they feel that they have a contribution in their learning (<http://www.sasked.....10evlae.htm>).

The participation of the students in nearly every aspect of learning can be obtained by letting students' opinions have a pivotal role in the restructuring of the learning environment. Hence, teachers and administrators of educational institutions will be better informed and more aware of the instructional needs of the students and the strengths and weaknesses of the curriculum, course program, and assessment procedures.

It is, in fact, really beneficial for the teachers since feedback is taken from the direct recipients of the teaching; learners (Bowen, Marks, 1993). What is more, current issues affecting school matters will possibly be dealt with and it can give way to formative discussions of school events, decisions, policies, etc. and it can be possible to learn about the students' expectations and their opinions about the present conditions. When the students express what they think, these opinions can be used as a part of program evaluation, it can give many ideas to the program developers and to the people who administer it.

This study consists of seven chapters. In the first chapter; the purpose, the significance of the study, the research hypothesis, the limitations, the assumptions of the study, and the definitions related to the study are explained. In the second chapter of the study; theoretical information related to program evaluation and student centred teaching are expressed with examples. In the third chapter of the study, the terms "attitude" and "motivation" are defined and their importance in the learning environment is presented. In the fourth chapter, research carried out both in Turkey and abroad about the effects of affective factors such as attitude and motivation on students' learning of a foreign language is revealed. In the fifth chapter of the study; the model, the population of the research, data collecting instruments, data collection and the process of data analysis are explained. In the sixth chapter of the study, the findings and interpretations related to the attitudes of the students towards English

and their opinions about their departments; namely, about their course programme, their examinations, and the physical conditions of their department are explained with comparison of the two departments of Dokuz Eylül and Ege University. In the sixth chapter of the study, the conclusions, discussions and suggestions in the light of the findings of the questionnaire are expressed.





## **CHAPTER 1**

### **1.1. The purpose of the study**

The twofold purpose of this study was (a) to determine whether there was any difference in the attitudes of the undergraduate students of the Department of English Language Teaching of Dokuz Eylül University, Buca Faculty of Education and the students of the Department of English Language and Literature of Ege University Faculty of Literature towards English and (b) to find out the opinions of these students about their course programme and its practice, the examinations, and the physical conditions of their departments.

### **1.2. The significance of the study**

With the help of this study, it will be possible for the teachers of both of these departments to learn about their students' opinions related to the content of their courses, the materials used in their lessons, the difficulty level of their courses, the quality of their examinations and questions in the examinations, the evaluation of their exam papers, etc. In that way, the teachers in both departments may find a chance to make self-evaluations and learn the students' ideas related to the physical conditions of their departments. As this research is a kind of study which can be used as a part of program evaluation, it is expected to be helpful to the people concerned.

If it is possible to understand the context of learning from the perspective of the students, how they experience the curricula, faculty, teaching methods and assessment procedures, it may be possible to understand the strong and weak sides of the system. It may also be possible by finding out what the students' expectations are and demonstrating to the students that their teachers and administrators of the faculty value and respect their feelings and needs. For this reason, gathering data about the students' opinions and attitudes towards the educational issues that concern them is really important since their attitudes may have an impact on their future behavior.

Both teachers and administrators have quite important roles in these kinds of studies because their teaching and assessment procedures, the way they administer the system are evaluated by the students and it is a good opportunity for them to modify their practice in the light of the data collected from the students in their educational institution.

As such a study has not been done before; it is going to be the first in the English Departments of both Ege and Dokuz Eylül University. With the findings of this research, the academic staff of these two departments is hoped to be enlightened about the way they teach and its effects upon their students. Moreover, both the teachers and administrators of these faculties will be informed about the negative and positive feelings of the students related to their course program, the examinations and the physical conditions of their departments and the teachers and administrators may discover possible reasons behind certain problems.

The results of Dokuz Eylül University were compared and contrasted with the results of Ege University because our students at Dokuz Eylül University ELT Department usually complained about the physical conditions of their department and its inadequacies during the period when the researcher was both a student and a research assistant. They also said that when they first came to this department, they thought that it was quite different from what they expected. It was not “university-like” according to the students’ opinions. They generally compared Dokuz Eylül University with Ege University, which is the other university in İzmir.

#### **1.4. Research questions**

- What are the general opinions of undergraduate students of the ELT department of DEU and the English Language and Literature department of Ege University related to the design and implementation of the course program and examinations, and the physical conditions of their departments?

- What difference, if any, exist in the attitudes of DEU (ELT department) and Ege (English Language and Literature department) undergraduate students towards English?

### **1.5. Limitations**

The results of the study are restricted to only the students of Dokuz Eylül University Buca Faculty of Education, Department of English Language Teaching and the students of Ege University Faculty of Science and Literature, Department of English Language and Literature in the 2003-2004 academic year spring term.

### **1.6. Assumptions**

It is assumed that the students included in this study have answered the questions in the attitude scale honestly and sincerely. The students' answers reflect the existing situation.

### **1.7. Abbreviations**

**n:** The number of the sample

**m:** Means

**sd:** Standard Deviation

**df:** Degree of Freedom

**t:** t-value

**sig:** Significance

## 1.8. Definitions

**ATTITUDE:** Attitude is the sum total of a man's inclinations and feelings, prejudice and bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic. (cited in Friedman, 1997:101)

**MOTIVATION:** Motivation includes affective characteristics which cause the students to try to learn a language and the desire they have to learn as well as the amount of effort they expend in learning. (cited in Friedman, 1997: 66)

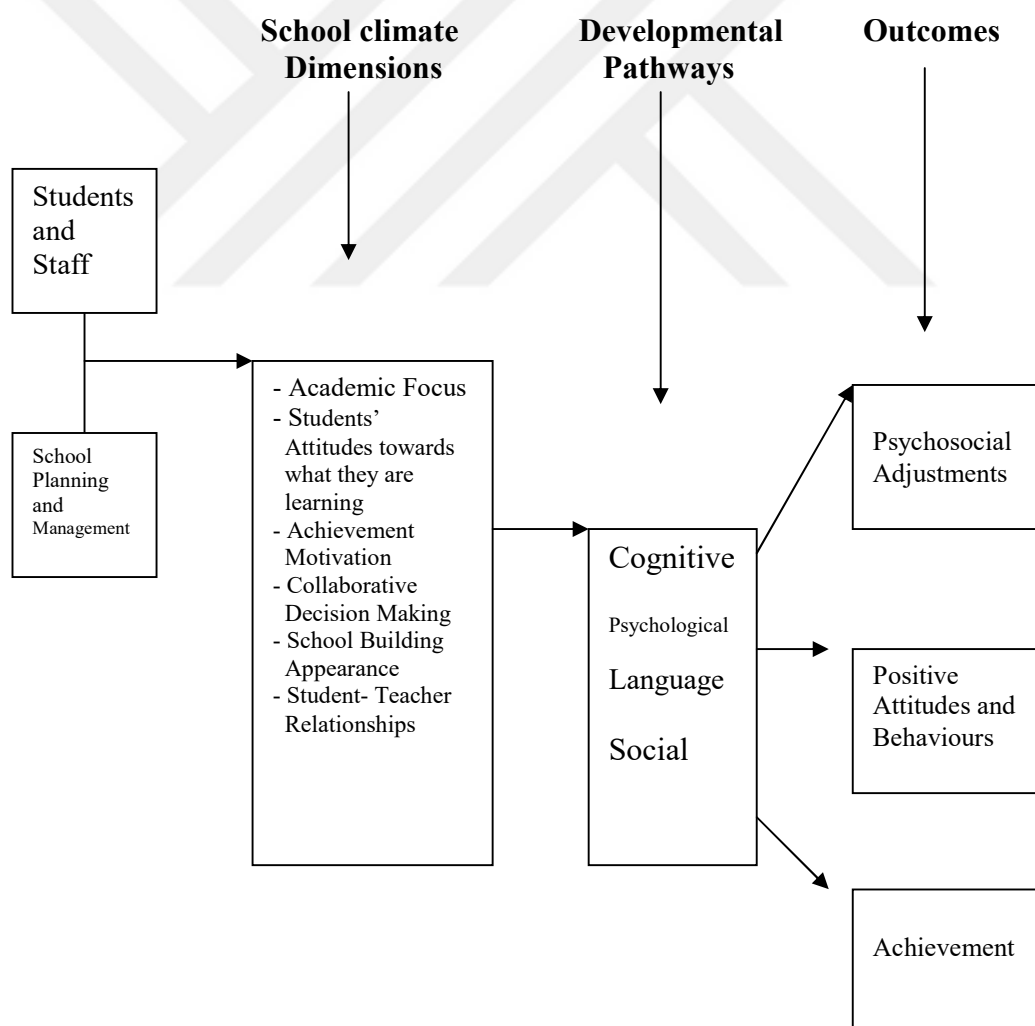
**STUDENT CENTERED TEACHING:** The Student Centered Approach is based on the hypothesis that students who are given the freedom to explore ideas based on their personal views, and who are accompanied in their striving for solutions by a supportive, understanding facilitator not only achieve higher academic results but also experience an increase in personal values such as self-confidence and social skills. ( Kahn, 1995).

## CHAPTER 2

### 2.1. THE SCHOOL DEVELOPMENT PROGRAM

Since one of the most important purposes of this study is to find out the opinions of students related to the school matters, the studies carried out before which aimed to improve the schools and their present system were analyzed and the main contributions of those studies to their schools were taken into consideration in detail.

School Development Program (SDP) and Faculty-Student Teamwork are quite important ones that contributed positively to the schools in which they were implemented in the U.S.A.



*Figure 1: The School Development Program by Haynes, Emmons, Gebreyesus, Ben-Avie, 1996)*

When the elements of this program are assessed one by one, it starts with the work of the students and the staff in cooperation about the planning and the management of their school. There are some important “school climate dimensions” that they particularly focus on such as academic focus, students’ attitudes towards what they are learning, achievement, motivation, school building appearance, student-teacher relationships. With the help of the importance given to these dimensions, it is hoped that the students can develop cognitively, psychologically, socially and linguistically. The possible outcomes are psychological adjustments, positive attitudes and behaviors, and achievement.

The School Development Program (SDP) is a data-driven school improvement process which was developed by Haynes, Emmons, Gebreyesus and Ben-Avie. It gives importance to the collaboration of students and the staff for the planning and the management of their schools. In this program, the students’ attitudes towards what they are learning, their motivation, and the appearance of the school building are considered in detail. Decision-making is again based upon the collaboration of the students and the teaching staff for that reason the relationship between the teachers and the students is very important.

A key feature of this program is that research and evaluation are conducted in the real life situation of the school. The main purpose is to offer timely useful information. Therefore, data are collected by visiting schools, a data analysis is conducted and the findings of the research are reported to the teaching staff and administrators. Other important purposes are:

- to provide formative process data to improve and strengthen program implementation
- to contribute to the theory on how schools change and how students succeed.

(Haynes, Emmons, Gebreyesus, Ben-Avie, 1996:123)

As the main concern is school reform through implementation, the knowledge of how change takes place and is sustained, the nature and development of human beings and the role of relationships in human development and organizational change should be researched and understood.

In the theoretical framework of SDP, the school is viewed as a system in which change in any part affects all the other parts. Therefore, the data should be gathered from all the people involved such as students, school staff including teachers, administrators, etc. Since their views are necessary in decision-making, the opinions and responses of all of them

are sought during the evaluation process. In this way, the responsibility and decision-making can be shared. There is a research and evaluation staff which develops a number of questionnaires including school climate surveys and implementation questionnaires. These instruments are gradually revised taking the basic needs of the students into consideration. They try to give information about the existing conditions and whether they facilitate or hinder the main aims of schools.

Even though the implementation process of this program was very slow, the school staff members, administrators were able to benefit from this fruitful collective work. The success of this program was proven by several studies. A study by Cauce, Comer, and Schwartz (1987) reported that students from SDP schools had significantly higher averages in language, work study, and mathematics than non-SDP schools. Experimental studies conducted by Haynes, Comer and Hamilton-Lee (1988-1994) indicated that the SDP students experienced significantly greater positive changes in classroom behavior, attitude towards authority and self-concept.

## **2.2. THE IMPORTANCE OF PROGRAM EVALUATION**

According to Calder (1994); whatever the institution is, whether financial or educational, “program evaluation” includes controlling the system of an institution in order to understand whether it works or whether it can achieve the “best match” with the goals of the institution.

In a more educational point of view, “program evaluation” is a systematic process of gathering and analyzing the information concerning aspects of a school program so as to facilitate improved decision making.

When the main concern is “education”, the evaluation deals with teacher reflection and program and curriculum evaluation by the individual members at schools. All of them intend to do the same thing; namely, to enhance learning and foster further student growth in achieving the objectives of the program. Moreover, evaluation of the program is really essential for meeting the needs of all students more appropriately and to provide the necessary support for helping teachers to achieve the predetermined objectives. On evaluating the program at their school, students will be actively engaged in revealing their own personal opinions with the help of large-scale student surveys. Since program evaluation provides feedback on a

regular basis by expressing opinions, perspectives and insights as they emerge during the program, it can be seen as a “formative” process. With the help of the feedback gathered from the students, necessary modifications can be made and it may be possible for the schools to be more effective in their basic function.

Contrary to the general perception, problem evaluation is not necessarily conducted at the end of the program but it can be an ongoing activity at schools. This continuous process can lead to never-ending improvements.

There are certain steps which make the implementation easier in this kind of evaluation:

- identification of the area of concern
- collection and analysis of data
- judgement or decision-making

([http:// www.sasked.....g10evlae.html](http://www.sasked.....g10evlae.html))

### **2.3. A STUDENT- CENTERED SCHOOL**

McCombs and Whisler define “learner-centred approach” as “the perspective that couples a focus on individual learners (their heredity, experiences, perspectives, ideas, etc.) with a focus on learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners” ( [www.ncrel.....learning.lr2000.html](http://www.ncrel.....learning.lr2000.html)).

In this approach, which was developed by Carl Rogers (1902-1987), learners are treated as individuals with ideas and issues that deserve attention and consideration. Everything that concerns the learners is focused on the learners and planned according to their needs and abilities. The students’ responsibility increases because they gain a more active role, a better level of motivation and ways of thinking such as problem solving etc. It involves “whole persons” with their opinions, attitudes, cognitions, feelings and insights into the learning experience.



Students are forced to take the major responsibility for their own learning. Decision-making and organization are largely determined by the students' needs and perceptions. Even assessment may be influenced by them. Moreover, learning which involves the whole person, not just the minds of the learners but also their feelings, is the deepest and the most permanent.

There is a concern for the feelings and attitudes which is typical of humanistic education. The students are aware of their own feelings and they are willing to express those feelings. A great deal of emphasis is placed upon the expression of feelings and attitudes on the part of the learner, together with a sense of sharing and supportiveness. In this way, they will feel that they are really understood and the students who feel respected and understood tend to be more open, cooperative, constructive, acceptant and responsible for them. And also the learners' affective and cognitive growth is enhanced by positive interaction with both teachers and administrators.

Student-Centered Teaching can be characterized by the following goals. It aims toward:

- a participatory mode of decision-making in all aspects of learning in which students, teachers, and administrators have their part,
- helping students to achieve results they appreciate and consider worthwhile, to build their self-esteem and confidence,
- developing in teachers the attitudes that research has shown to be most effective in facilitating learning,
- uncovering the excitement in intellectual and emotional discovery, which leads students to become life-long learners.

(<http://ifets.ieee.....renate.html>)

When it comes to the role of the teachers in Student-Centred Teaching, they should create a supportive language learning environment that addresses individual students' attitudes, needs, interests, etc. They not only understand their students but also actively try to appreciate their perspective and they try to feel and think along with their students.

The Teaching Teams Program (1999) is an important example which demonstrates the importance of the collaboration of the students and the staff of a university to enhance the students' growth in many different ways.

### **2.3.1. A FACULTY-STUDENT TEAMWORK**

The University of Arizona is trying to restructure the undergraduate experience with the goal of creating "a student-centred university", of which an essential characteristic is to give its students more active roles in their own learning experience. It is believed that the students' meaningful involvement should be achieved by giving the students active roles in course and curriculum development and restructuring core programme requirements and individual course curricula in the light of the information gathered from the students.

In order to increase the undergraduates' involvement in their own learning, the University of Arizona created "The Teaching Teams Programme". Teaching Teams consist of faculty, instructors and undergraduate peer leaders working together to facilitate the learning experiences in large general education classes. They believe that it is important for undergraduates to take part in course and curriculum development if they are to take an active role in their education. In the traditional system, it was difficult for the undergraduates to give feedback to their instructors during the semester because evaluations were not available for inspection by faculty until after the semester was completed and they did not have any contribution in the programming and planning of their courses. With the help of the TTP, students can provide feedback to their instructors when necessary and they can take part in curriculum development.

In each classroom, there are representatives, chosen by the other class members, who can give information to the instructors about the areas of confusion and potential problems. This method can provide more immediate opportunities for course adjustment than relying on exam results to judge the students' improvement. Weekly meetings are held in which the students' concerns about the course, program,

and assessment are voiced. In this way, the project team gives undergraduates a very unique and powerful role in modifying the curriculum to a student-centred one.

One of the most difficult barriers to overcome in university life is the one between the students and instructors. Students are generally too intimidated to approach their teachers. This intimidation should be overcome by giving students the necessary self-confidence to approach and communicate with their teachers and their faculty if a faculty wishes to be student-centred one.

Every semester, the TTP collects data from the students making use of a scale to evaluate the administration of this programme. For instance, as a result of the research carried out in 1999, the data clearly indicated that students who participated in the TTP felt that they acquired necessary communication skills for their personal and professional development and this programme positively contributed to develop a student-centred academic environment (<http://www.hebes.....student Assisted teaching.htm>.)

## CHAPTER 3

As one of the purposes of this study is to find out whether the students of Dokuz Eylül University Faculty of Education, Department of ELT and Ege University Faculty of Literature, Department of English Language and Literature have positive or negative attitudes towards English, the term “attitude” and its importance in the learning process and attitude related concepts deserve to be taken into account.

### 3.1. DEFINITIONS OF ATTITUDE

While dealing with the affective factors contributing to the language learning process, attitude has been one of the most important factors that many researchers have emphasized and tried to define.

For Lindzey and Aronson (1985:36), “attitude connotes a neuropsychic state of readiness for mental or physical activity. Attitudes determine for each individual what he will see and hear, what he will think and what he will do”.

Kretch and Crutchfield (1948) define attitude as “... an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual’s world” (cited in Kiesler, Collins and Miller, 1969:2 ).

In Thurstone’s (1946) view “attitude” is “the intensity of positive or negative effect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, or idea toward which people can differ as regards positive or negative affect” (cited in Kiesler, Collins and Miller, 1969: 2).

Allport (1935) specifies that “an attitude is a mental or neural state of readiness, organized through experience and exerting a directive or dynamic influence upon the individual’s response to all objects and situations to which it is related.” (cited in Kiesler, Collins and Miller, 1969: 2).

According to Katz (1960) “attitude” is “a predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner” (cited in Wagner and Sherwood, 1969: 2).

Newcomb, Turner and Converse (1965) claim that “attitude” is “a state of readiness for motive arousal” (cited in Lindzey and Aronson, 1985: 35-37).

Lett (1977) suggests that “most theorists seem to agree that the term ‘attitude’ refers to some aspects of an individual’s response to an object or class of objects” (cited in Von Els et al., 1977:116).

In another context, Allport (1935) explains that “attitude is a degree of affect for or against an object or a value (cited in Lindzey and Aronson, 1985:35).

With the words of Aronson and Lindzey (1985: 35):

Attitudes are individual mental processes which determine both the actual and potential responses of each person in the social world. Since an attitude is always directed toward some object, it may be defined as a state of mind of the individual toward a value.

To Azjen (1988) “attitude” is “the individual’s positive or negative evaluation of performing the particular behaviour of interest” (cited in Chambers, 1999:25).

In more psychological-based terms, Staat (1967) says that “attitude is an emotional response to a stimulus” (cited in Triandis, 1971:98).

According to Gardner’s (1958) definition, “an attitude is an evaluative reaction to some referent or attitude object inferred on the basis of the individual’s beliefs or opinions about the referent”. (cited in Chambers, 1999:27)

Considering the popularity of the term “attitude”, Collins, Miller and Kiesler (1969: 8) makes the following comment:

Many investigators focused on the same concept “attitude”. The common theme drawing these investigators together is a concern with the importance of individual differences or the tendency of different individuals to behave differently in the same situation and for the same individual to behave similarly in different situations. Thus social philosophers and action oriented pragmatists have used the concept of attitude because it offered a theoretical explanation for socially significant behaviours.

Obviously, all these definitions are the general definitions related to the key term ‘attitude’. When it comes to its application to the specific field of foreign or second language learning, the key parts of the learning process, namely the

students, are taken into consideration. Chambers (1999:27) comments on this issue saying that:

‘Attitude’ can also be taken to mean the set of values which a pupil brings to the foreign language learning experience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends and the attitudes which they may demonstrate and articulate.

Furthermore, Brown (1980) uses the term ‘attitude’ to refer to the set of beliefs that the learner holds towards members of the target language group (e.g. whether they are seen as ‘interesting’ or ‘boring’, ‘honest’ or ‘dishonest’ etc.).

When all these definitions of “attitude” are taken into consideration, although all of them deal with different sides of this concept, there are some common points all of them emphasize; that is, attitudes have an important contribution to people’s overt behaviour and their readiness to respond to certain situations . If a person’s attitude toward an object is obvious, it is also possible to predict their response to that object up to a certain level. All of the studies related to attitudes reveal that there is a close relationship between a person’s beliefs and opinions and his attitudes and by this way it is possible to understand why one person acts in a certain way and there can be certain ways of altering their behaviour by considering their attitudes. Attitudes help people to adapt to their surrounding by making it easier to get on with people who have similar attitudes.

### **3.2. THE NATURE OF ATTITUDES**

What people say about an attitude object indicates the way they feel about it and the way they say they will behave toward it. People’s attitudes include thoughts, feelings and behaviour toward an attitude object. Beliefs and values are important elements to which attitudes are linked and by means of them these choices are either promoted or discouraged.

Attitudes significantly influence man’s responses to cultural products to other persons, and to groups of persons. If the attitude of a person toward a given

object, or class of objects, is known, it can be used in conjunction with situational and other dispositional variables to predict and explain reactions of the person to that class of objects. To the extent that principles governing the changes of attitudes are known, they may be used to manipulate the individual's reactions to relevant objects.

(Shaw and Wright, 1967:1)

When we are born, we do not have our attitudes. They are either acquired or learned through time (Herriot, 1976). In human beings, there are certain cognitive or affective elements; attitudes are one of these that develop in early childhood. Parents, friends and the other people with whom we are in contact have essential roles in the development of attitudes. For this reason, the students do not come to school with their minds empty. They bring with them their attitudes towards everything around them, which have been shaped by means of their interaction with the other people.

Attitudes are subject to many changes throughout life as a result of different experiences of in people's lives. If a person has a positive attitude toward anything, they are ready to feel, think and behave towards them in a positive manner. If someone has a negative attitude, on the other hand, their manner will be negative. By studying the changes in the attitudes of human being, it is possible to have an idea about the underlying processes in their modification.

Katz and Scotland argue that attitudes develop and change because they satisfy psychological needs of the individual so that the psychologist must be aware of what need is being served by an attitude in order to predict the nature of the change.

(Wagner and Sherwood, 1969:5)

### 3.3. THE COMPONENTS OF ATTITUDES

Attitudes can be considered in terms of the following components:

- **A Cognitive Component**, which refers to one's knowledge or beliefs about an object.

- **An Affective Component**, which refers to the amount of positive or negative feeling or evaluation one has towards the object.
- **A Conative Component**, which refers to one's actual behaviour towards the object.

(cited in Von Els et al.: 1977:116)

All these components correspond to a person's evaluations, knowledge and predisposition to act toward an object. A person's knowledge about and feelings for something come together and they are reflected to their actual behaviour.

### 3.4. THE MAIN CHARACTERISTICS OF ATTITUDES

Baker (1988) discusses the main characteristics of attitudes:

- Attitudes are cognitive (capable of being thought about) and affective (have feelings and emotions attached to them).
- They vary in degree of favourability or infavourability.
- Attitudes predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one.
- Attitudes are learnt, not inherited or genetically endowed.
- Attitudes tend to persist but they can be modified by experience.

(cited in Ellis, 1994: 199)

The primary function of attitudes is to help people to identify individual differences with respect to socially significant objects such as persons, institutions, countries, etc... "Attitude" is an important concept that attracts the attention of many researchers. Sometimes different individuals behave differently in the same situation and the same individual may behave similarly in different situations. These individual differences are all related to the different attitudes of these



individuals. The studies related to attitudes express the important link between one's attitudes and behaviour and it is believed that with a change in one's attitudes, a change in a person's future behaviour may occur.

### **3.5. THE MEASUREMENT OF ATTITUDES**

Attitudes are not directly observable as is the case for the other sides of human behaviour. For this reason they can only be measured indirectly. The researcher must rely on what the individual says regarding their beliefs and feelings. Through the use of questions or by means of getting an individual's expressed reaction to statements, it is possible to gain an idea about their attitudes. Conceptually, attitude measurement includes determining a universe of the necessary behaviour and with the help of a sample group measuring the attitudes of this universe. These samples have to be the representatives of the universe. The people in the sample group give answers to the questions or state their opinions about the sentences in the scale and their attitudes can be inferred in this way (Herriot, 1976).

Trying to infer what the attitude of the individual is has many limitations. The subjects may try to disguise their real opinions and feelings and express only the socially acceptable ones (Best, 1977). The measurement instrument should be valid and reliable so that it can discriminate dishonest ones and it will be able to make necessary comparisons and contrastive analysis between groups and individuals. It is possible to measure attitudes by asking a person to evaluate an object. With the help of that subject's answers to the questions, their attitudes towards that object may be learned.

There are a great variety of different methods to measure the attitudes such as interviews, open ended questions, stimulated recalls, Semantic Differential Technique, etc..., the most frequent way of measuring the attitudes of people by making use of an attitude scale, that is a "Likert Type Scale" (Eveyik, 1999). In this type of scale, there are standardized statements which clearly refer to the attitude. The subject merely ticks the statement which they agree with and in this way their attitudes can be identified.

### 3.5.1. THE LIKERT TYPE SCALE

|                                    | Strongly<br>Agree | Agree | Undecided | Disagree | Strongly<br>Disagree |
|------------------------------------|-------------------|-------|-----------|----------|----------------------|
| 1) I always read books in English. | 1                 | 2     | 3         | 4        | 5                    |

*Figure 2: An example statement for Likert-Type Scale*

There are a number of sentences, just like the one above, about any subject and those statements, one by one, express definite favourableness or unfavourableness to a specific point of view. Whether those statements are correct or not is not important. The numbers in front of the sentences represent the weights attached to them by the respondent. After the collection of data, all the responses are put together and then the total score of the subject and the general point of view of the respondents are explained by means of percentage (Herriot, 1976).

With the help of these kinds of scales, the respondent is given a lot of time to think before responding. If the organisation in the scale can be achieved successfully, the possibility of gathering genuine representations of one's beliefs and attitudes will increase accordingly. These scales can be given to many people at the same time. There is a great chance of uniformity as each respondent is required to give answers to exactly the same questions. The data they have provided can be analyzed and interpreted much more easily than the other ways of data collection (Henerson, Morris, Fitz-Gibbon, 1987).

When it comes to the limitations of measuring the people's attitudes, it should be kept in mind that there is no constancy in the results that the researcher will obtain as a result of their study because the attitudes are subject to change from

one day to another. It is really important for the researcher to be aware of the fact that there is always a danger of the subject not reflecting his sincere feelings and his actual opinions.

All that we can do with the attitude scale is to measure the attitude actually expressed with the full realisation that the subject may be consciously hiding his true attitude or that the social pressure of the situation has made him really believe what he expresses... It is another problem to interpret in each case the extent to which the subjects have expressed what they really believe.

(Fishbein, 1967: 79)

There are some conflicting ideas related to the validity and the reliability of these measurement instruments for attitudes. “Validity” in a measurement instrument lets the researcher know whether the instrument measures what it is supposed to measure and according to the principle of “reliability”, the measurement instrument should be able to give similar results when it is applied more than once to the same sample of the universe (Henerson, Morris, Fitz-Gibbon, 1988). According to Oller, people have a tendency to answer the questions to make themselves seem more prestigious in the society and this fact makes attitude scales unreliable. However, Gardner opposes Oller’s idea saying that it is possible to take some precautions so as to prevent such occurrences which will falsify the realities. One way is to be as careful as possible in the process of preparing such kind of questionnaires and putting in several different items for the measurement of the same attitude (Ellis, 1994).

As for the issue of measurement of attitudes, it is entirely different from measuring some other cognitive factors such as the level of one’s grammar or vocabulary. For this reason, we should keep in mind the following realities:

- When we measure attitudes, we must rely on inference, since it is impossible to measure attitudes directly.
- Behaviour, beliefs and feelings will not always match, even when we correctly assume that they reflect a single attitude; so to focus

on only one manifestation of an attitude may tend to distort our picture of the situation and mislead us.

- We have no guarantee that the attitude we want to assess will “stand still” long enough for a one-time measurement to be reliable.

(Henerson, Morris, Fitz-Gibbon, 1987:13)

### 3.6. ATTITUDE – BEHAVIOUR RELATIONSHIP

After the 1930s, the researchers began to consider the importance of the relationship between these two important concepts. They emphasized the crucial role of the attitudes as the determiners of certain behaviours. Kiesler, Collins and Miller (1969:23) state that:

Both the theories and definitions of attitude have been strongly influenced by the need for a concept that would account for individual differences in behaviour.... Most definitions of attitudes tell us that attitudes contribute to overt behaviour. If we hold the stimulus condition constant, individual differences in behaviour should correspond to individual differences in attitude.

Since attitudes include cognitive and emotional factors at the same time, they will undeniably have an influence upon how a person is going to behave under certain circumstances. Furthermore, the role of attitudes in explaining the individual differences and their different reactions under the same circumstances are really crucial. Therefore, if the people who will investigate the attitudes of the subjects know about their attitudes, they may infer from these attitudes how they are going to behave. Ellis (1985: 116) supports this idea in the following lines:

A common sense view is that a person’s behaviour is governed by certain needs and interests which influence how he actually performs. However, these cannot be directly observed. They have to be inferred from what he actually does.

When it comes to the application of this theoretical knowledge to the fields of foreign language learning and teaching, knowing about the attitudes of the students may help the teachers to guess their students' possible future behaviour and if the students' attitudes are positive they may be encouraged more, whereas if their attitudes are negative, teachers may try to find ways of changing their attitudes. This is mostly related to the behavioural (conative) component of attitudes. The general idea related to the purpose of education is that it includes providing knowledge that the students need to learn. However, it may also include developing the positive attitudes of the students. With the improved positive attitudes, their effort to achieve will also improve. Wagner and Sherwood (1969: 2) state that:

If we know a person's attitude toward an object, we can predict his response to that object with some degree of certainty. If attitudes do predispose a person in particular ways to particular stimuli, then it is also important to study attitude change; that is, we not only want to know that he will probably act in a given way but we also want to know the processes involved in any alteration in his behaviour.

On the other hand, in this issue, also, there is a danger of insincerity. The behaviour of an individual may not be a true indication of their attitude. The possible desire for social approval or the customs of the society in which the respondent lives have influence upon their overt behaviour and they may be unrelated to his inward feelings (Best, 1977).

### **3.7. THE IMPORTANCE OF ATTITUDES IN LANGUAGE LEARNING AND TEACHING**

While trying to find answers to the question of "why do people have different degrees of success in foreign language learning?", people generally emphasized the importance of certain cognitive factors such as intelligence and language aptitude. After the studies of applied linguistics, it has been demonstrated that "psychological factors including motivational and attitudinal factors and individual differences are equally important" (Songün, 1996:15).

Even though an ‘attitude’ is a hypothetical term, it has a real existence in language life of a person. Since attitudes are not inherited and they are affected by the experience in language learning, the change of them is a significant issue in ‘bilingualism’ (Hohenthal, 1998). That is why, it is really essential for foreign language teachers to focus on not only cognitive variables (such as intellectual and verbal skills) of the learning experience but also its affective sides (such as emotional and attitudinal characteristics of the individual) (Hsiang, 1992). While the cognitive variables directly affect the learning experience by facilitating learning or acquisition of the language, the affective variables determine the learners’ perceptions and impressions of the language learning context and their reaction to it (Parry and Stansfield, 1990).

Attitudes have a quite important role when all the variables included in the process of foreign language learning are considered. Savignon claims that “attitude is the single most important factor in second language learning” (cited in Ellis, 1985:118) and they have the necessary potential to encourage or discourage the language learners in their learning experience. Gardner claims that there is a “linear relationship” in that attitudes affect motivation which will in turn affect the acquisition of the language (Larsen-Freeman, 1991). In another context, Wofford and Willoughby (1968) state that the grades in a course are significantly related to the attitudes toward the course (Spolsky, 1989). On looking at many different studies all around the world, Gardner (1958) believes that it is possible to see the relationship between the success in language learning and an individual’s attitude.

..... in comparison with those individuals with negative attitudes, those with positive ones would be more attentive in the learning situation, would take assessments more seriously, would find it more rewarding to simply experience the language.

(cited in Spolsky, 1989:27)

The positive attitudes of the students may increase throughout time with the support of the teacher but the negative ones will not disappear with the indifference of the teacher.

.....all instruction influences students' attitudes. No matter how a foreign language is taught, students' attitudes about the language are affected. Some students learn to dislike and subsequently avoid foreign language classes; some students learn to love them. When studying a foreign language, developing positive attitudes may be more important in the long run than the level of proficiency in speaking and reading language.

(Gunderson and Johnson, 1980:360)

There are lots of different subjects that students confront at school and among those subjects language learning has a distinguished and essential place. Gardner (1985) points out that:

Language courses are different from other curriculum topics. They require that the individual incorporates elements from another culture. As a consequence, reactions to the other culture become important considerations. Furthermore, because the material is not merely an extension of the students' own cultural heritage, the dynamics of the classroom and the methodology assume greater importance than they do in other school topics.

(cited in Spolsky, 1989:27 )

Gardner and Lambert carried out a great variety of research on the area of different attitudes related to second language learning. According to Gardner and Lambert (1972:132), attitudes are classified into three categories:

- attitudes towards the community and the people who speak the L2 (group specific)
- attitudes towards learning the language concerned
- attitudes towards languages and language learning in general.

The personality of the learner has an influence on these attitudes but they may also be affected by the social milieu of the learning experience. For instance, there are different attitudes of the learners in monolingual and bilingual learning contexts (Ellis, 1988). In the learning process, when the students are considered to be human beings as a whole, that is to say, with their cognitive and affective sides recognised simultaneously, their success or failure and their underlying reasons

can easily be identified. They come to school not only with their cognitive abilities related to learning a language but also with their feelings and attitudes.

Since language is used in social exchanges, the feelings, attitudes and motivations of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed. In other words, these affective variables will determine the rate and degree of second language learning.

(Byram, Morgan, and colleagues, 1994:5)

Positive attitudes toward the language or language learning may be both the result and the cause of success. If the individuals do not integrate these positive attitudes with effective learning strategies which will help them to see the instructional opportunities they possess, they lose the advantage they have.

Attitudes are largely responsible for the intensity of students' responses in the classroom and are both predictors of, and contributors towards students' achievement in language learning. While improved instructional materials, syllabus design, and teaching approaches all play a role in improving learner achievement, such achievement is not maximized if the students do not exhibit a positive orientation towards their subject.

(Buschenhofen, 1998:93-116)

The language learner's attitudes are the determinant factors which will predispose whether they are going to learn the language or not. It is really clear that the second language learner can benefit from their positive attitudes and if they have negative attitudes, these negative attitudes may cause the loss of motivation and later on lack of success (Brown, 1980). When it comes to the teacher's role in this case, it is really crucial in that if the students' positive attitudes are not benefited from and strengthened with the help of effective teaching strategies, their positive attitudes may not lead to the students' success.



### 3.8. ATTITUDES TOWARDS CLASSROOM AND THE TEACHER

Krashen (1981) implies that attitudes towards the classroom and the teacher are important factors relating to both learning and acquisition. When the students feel comfortable and have positive opinions related to the teacher in their classroom, they will easily be more active in the tasks given by the teacher and the teacher will be considered to be one of the more important sources of input that they will benefit from a lot. With their positive attitudes towards the classroom and the teacher, the students will be able to be much more self-confident and motivated and this will lead to their future achievement in the lesson.

The main aims of the teachers may possibly include more than giving the students the necessary knowledge that they will require. It should also include developing the positive attitudes of the students. Teachers have the necessary potential to affect the students' attitudes. Their tone of voice, the way they speak, their method in teaching, even the way they get dressed may influence the students' attitudes.

Byram, Morgan and their colleagues (1994) point out that the findings of the related research indicate that different dimensions of teaching and learning can affect the students' attitudes. Positive attitudes, which are the aims of the teacher, may be achieved by means of making the students believe that the things they will learn will be useful to them.

Chambers (1999) emphasizes that the teacher-pupil relationship has an important role in the learning-teaching atmosphere and the classroom environment will directly influence the students' success or failure. According to the research carried out by Brown (1980); the learners' attitudes towards the learning situation will determine whether they are going to be successful or not. In the same way, instructional design and especially the learning environment should accommodate different learners. The learning environment is one of the most significant factors which influence the learning process. If the students learn in an atmosphere or climate that can be appropriate to their attitudes and expectations, the information they learn can be much more long lasting. In brief, if the learning takes place in a

positive environment, this will facilitate a more effective acquisition of the knowledge taught.

### 3.9. FACTORS AFFECTING STUDENTS' ATTITUDES

Chambers (1999) and Larsen-Freeman (1991) agree on the fact that there are many different factors which have the potential to determine whether the students will have negative or positive attitudes towards learning the language or the foreign language itself:

- a) **GENDER:** While coming to the classroom, the students have attitudes that they bring with them affected by many external factors and the teacher has almost no control over these factors. "Gender" is thought to be one of these factors in the case of learning a foreign language. So many studies (Burstall, 1975; Gagnon, 1974; Gardner and Smythe, 1975; Powell and Littlewood, 1983) have revealed that 'girls tend to have more positive attitudes to learning French, German, Spanish, etc. than do boys' (cited in Chambers, 1999: 34-35).
- b) **PRIOR ACHIEVEMENT:** Burstall (1975) points out that attitudes largely depend on prior achievement in the foreign language.

The calculation of partial correlations indicated strongly that early achievement in French affected attitudes towards learning French and later achievement in French to a significantly greater extent than attitudes towards learning French affected the subsequent development of either attitudes or achievement.

(cited in Chambers, 1999:35)

- c) **TEACHER-PUPIL RELATIONSHIP:** The teacher-pupil relationship has an important role in determining the atmosphere of the teaching environment and it also directly influences the quality of learning. According to the study carried out by Clark and Trafford (1995), both teachers and pupils think that the teacher-pupil relationship is one of

the most important factors which affect the pupils' attitudes towards foreign language learning (Chambers, 1999).

- d) **PARENTAL INFLUENCE:** Parents have an important role in the establishment of the students' attitudes by supporting, facilitating and supporting the child and they manifest the attitude to learning the foreign language. Oskamp suggests that parental influence is one of the most important determinants of attitude (Chambers, 1999).
- e) **LEARNING SITUATION:** According to Brown's research, the learners' attitudes towards the learning situation affect their degree of success (Larsen-Freeman, 1991:178).
- f) **TEACHERS:** Teachers' attitudes towards learners can also affect the quality and quantity of the learning which takes place. Tucker and Lambert (1973) state that teachers' attitudes are more important than parental or community-wide attitudes in influencing the outcome of instructed language acquisition (Larsen-Freeman, 1991:178-179).

It is quite clear that there are many sources of and targets for attitudes which will occur when the main issue is the acquisition of a language, whether a second or a foreign language. Spolsky (1969) declares that:

In a typical language learning situation, there are a number of people whose attitudes to each other can be significant; the learner, the teacher, the learner's peers and parents, and the speakers of the language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language.

(Larsen-Freeman, 1991:178)

Among all these important factors, "motivation" has an important place. As Gardner and Lambert (1972) point out motivation is really necessary for the students to have positive attitudes in the learning process, especially in the learning of a second or a foreign language for this reason it is also essential to deal

with the term “motivation” as it has an important link with attitudes and these two factors directly influence the learning itself.

### 3.10. DEFINITIONS OF MOTIVATION

Corder’s phrase “Given motivation, anyone can learn a language” (cited in Skenon, 1989:49) explains the essential role of motivation in learning a language. It also clarifies the way it can override the negative factors which inhibit language learning.

When language teaching is considered as a whole, most language teachers will agree that the motivation of the students is one of the most important factors which influence the students’ possible success or failure in learning the language. It determines not only the students’ level of attention during the classes but also whether their attention will go on or end. Motivation is one of the most important factors that determine the effectiveness of learning.

As Brown (1980:112) states, “Motivation is probably the most catch-all term for explaining the success or failure of virtually any complex task”. He adds that “motivation is an inner drive or stimulus, which can, like self-esteem, be global, situational, or task-oriented. Learning a foreign language clearly requires some of all three levels of motivation” (1980:113).

“Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action” (Brown, 1980: 112).

For Rodgers, Graham, and Ludington (1999:2), “Motivation is an internal feeling – it is the drive that someone has to do something. It is what makes teaching some students a joy and working with others so difficult”.

Ur (1996:274) points out that “the abstract term “motivation” on its own is rather difficult to define. It is easier and more useful to think in terms of the motivated learner: one who is willing to or even eager to invest effort in learning activities and to progress.

In Gardner's view, motivation refers to "a kind of central mental engine or energy centre that subsumes effort, want/will (cognition) and task-enjoyment (affect)" (Dörnyei, 2001: 49).

For Harmer (1991: 3), "motivation is some kind of internal drive that encourages somebody to pursue a course of action". When there is a goal and if it is attractive enough, people have the necessary motivation to do anything to achieve that goal.

According to Gardner, the following equation can be used to demonstrate the components of motivation:

$$\text{MOTIVATION} = \text{EFFORT} + \text{DESIRE TO ACHIEVE A GOAL} + \text{ATTITUDES}$$

(Skenon, 1989:54)

In this explanation Gardner says that "the effort refers to the drive displayed by the student to learn the language, desire refers to how much the student wants to learn the language, and affect (attitudes) involves the student's emotional reactions toward the experience of learning the language". (cited in Hsiang, 1992: 27). When the learner's desire to achieve and favourable attitudes come together with the necessary effort, then it is possible to say that that person has the motivation to learn a second or foreign language.

Skenon (1989:55) states that:

Motivation is made up, first, of effort such as compulsiveness; desire to please a teacher or parent, a high need to achieve, good study habits, social pressures, including examinations or external rewards, which do not relate specifically to learning a language.

Language learners have different kinds of goals when they are motivated enough. Their strong motivation is an advantage for the teacher because in this case they have long-term goals and it facilitates the process of teaching for the teacher.

Motivation is an important issue which includes not only arousing but also sustaining interest. In order to achieve these goals, necessary time and energy need to be invested and then the other course related issues can be taken into consideration such as methods and techniques related to the objectives of the course (Dörnyei, 2001).

No matter what the technological opportunities are and what the teacher does, they cannot make any difference if the students do not want to learn. For that reason, making the classroom environment and the courses much more interesting may help lead to higher achievement of the students. This way may enable the students to engage in the classroom activities more actively.

### 3.11. COMPONENTS OF MOTIVATION

In the 1980s, the learning situation as well as other personality factors received much more attention and Dörnyei (1994) identified three sets of motivational components:

- a) Course-Specific Motivational Components:** Syllabus  
Teaching Materials  
Teaching Methods  
Learning Task
- b) Teacher-Specific Motivational Components:** Teacher's Personality  
Teaching Feedback  
Relationship with the Students
- c) Group-Specific Motivational Components:** Dynamics of the learning group  
Norm and reward system  
Goal-orientedness

([http:// .....afe/affect.htm](http://.....afe/affect.htm).)

### 3.12. FACTORS THAT AFFECT MOTIVATION

There are several different factors that affect the students' motivation to learn a second or foreign language and these can be classified as internal and external factors:

#### **Internal Factors:**

- a) **ATTITUDE:** The way the learner views the language and its speakers has an effect on his/her motivation.
- b) **GENDER:** Girls are known to acquire languages faster than boys. Hence, their motivation would be higher.
- c) **GOALS:** It is related to the reasons of the learner to study a language. According to the goals of the learners, their type of motivation differs.
- d) **NEED:** It is mainly based on how much the learner needs to study that language. Their needs determine the level of their motivation.
- e) **INTEREST AND CURIOSITY:** How interested the learner is in learning that language is another key factor determining their motivation.
- f) **NATIVE LANGUAGE PROFICIENCY:** The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second or foreign language and then he/she will be more motivated.

As the students' attitudes include their ideas and feelings towards the thing they are learning, they have a determiner role in the case of their motivation. Positive attitudes may have a positive influence while negative attitudes may cause lack of motivation.

### **External Factors:**

- a) **TEACHERS:** The teacher's encouragement, feedback, task presentation, teaching strategies and techniques and rewards are key factors that have influence upon the students' motivation.
- b) **COURSE CONTENT:** Considering the content of the course, it needs to be attractive and relevant for the learner. Furthermore, "challenge" should be an important part of the course.
- c) **CLASSROOM ATMOSPHERE (LEARNING ENVIRONMENT):** In order for the students to be motivated, the learning environment needs to be free from anxiety; it should be positive and relaxed. The students should not feel threatened or intimidated. In order for a student to speak, they need to feel that they will be heard or that what they are saying is worth hearing.

Physical conditions are one of the most important factors that will determine whether the students' attitudes are going to be favourable or unfavourable. If the physical conditions are not appropriate for language learning to take place such as overcrowded classes, a negative atmosphere, etc., this may be really de-motivating for the students, and then it is not realistic to expect good results.

(<http://..... affect.html>)

### **3.13. THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE ACHIEVEMENT**

According to McDonough (1986), it will be the idea of most of the language teachers that the students' motivation is an important factor determining the students' success or failure in learning the language. It seems to be logical to assume that "learning is most likely to occur when we want to learn" (Ellis, 1985:111). However, it is not so clear "whether it is motivation that produces



successful learning or successful learning that enhances motivation” (Ellis, 1985:119).

Motivation is important because it determines the extent of the learner’s active involvement and attitude toward learning. Moreover, there are a lot of researchers who think that “motivation is one of the main elements that determine success in developing a second or foreign language as it determines the degree of personal involvement in language classes (Oxford & Shearin, <http://.....unisa.edu>).

Brophy (1998:1) claims that it is important to take the students’ interests into consideration while preparing the curriculum so as to make the experience of learning fun and exciting. Brophy also adds “when you teach the right things the right way, motivation takes care of itself”.

Supporting what Brophy says, Harmer (1991:3) agrees upon the fact that there is a close relationship between the students’ motivation and their achievement. He states that:

Students who really want to learn will succeed whatever the circumstances in which they study are. All teachers can think of situations in which certain “motivated” students do significantly better than their peers; students frequently succeed in what appear to be unfavourable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such phenomena, it seems reasonable to suggest that the motivation that the students bring to class is the biggest single factor affecting their success.

### **3.14. ATTITUDE – MOTIVATION RELATIONSHIP**

There is a close association between attitudes and motivation. Gardner and Lambert (1959) clarify that attitude and motivation are complex factors related to second or foreign language achievement (cited in Von Els et al., 1977). Attitudes are said to be the foundation of motivation because an individual’s beliefs and perceptions affect the effort that the individual will spend in the process of learning a language (Hsiang , 1992).

Gardner and Lambert (1972) define “motivation” considering the second language learner’s overall goal or orientation and “attitude” as the persistence shown by the learner in striving for a goal.

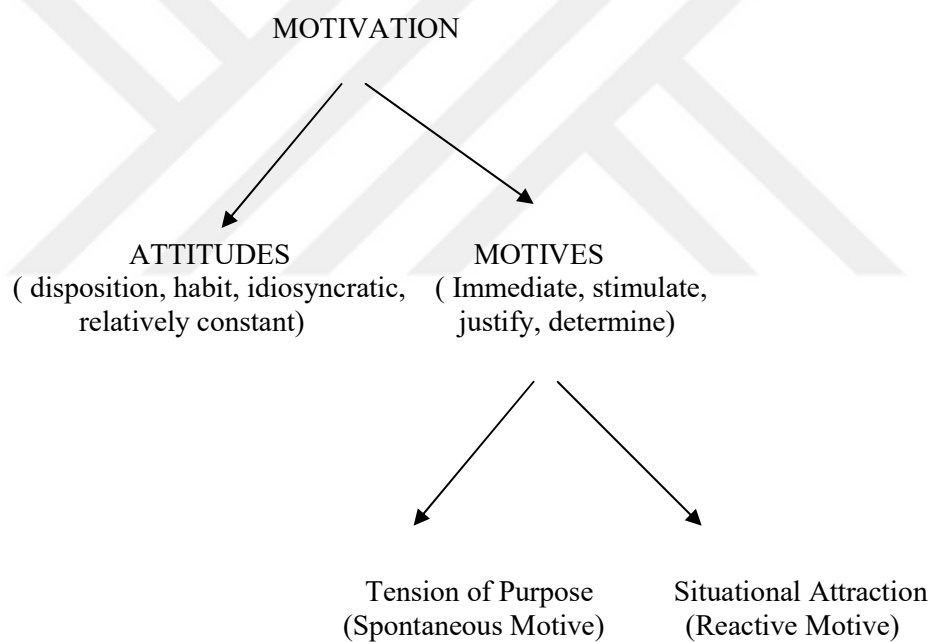
Ellis (1985) states that according to Gardner, attitudes are related to motivation serving as supports of the learner's overall orientation.

Gardner tries to explain the relationship between attitudes and motivation in the foreign language or acquisition process in the following way:

Motivation refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes towards learning the language.

(Chambers, 1999:27)

*Figure 3: The relationship between attitude and motivation*



(Chambers, 1999:26)

Cunningsworth (1984) points out that considering learning a language, it is possible to see the major role of motivation in language learning success. Activities that include personal involvement rather than traditional lecturing techniques tend to increase motivation. In that case the importance of materials that are various in number and that are interesting can easily be understood and the learning activities may be much more appealing.

Parry and Stansfield (1990) mention the positive correlation between attitudinal and motivational variables and achievement in the foreign language. Individuals displaying such motivational characteristics are generally more active and determined to go on rather than quitting easily.

While explaining the relationship between attitudes and motivation, Von Els et al. considered this issue in terms of second language learning.

It is now argued that attitudes are directly related to motivation, which in turn is directly related to second language learning. In other words, attitudes should be viewed as motivational supports and not as factors which have a direct effect on second language learning. Moreover, motivation to learn a language is not only determined by attitudes but also by other motivational props such as the desire to please teachers and parents, promise of a reward, or experience of success, etc.

(Von Els, et al., 1977: 117)

Gardner explains the relationship between attitudes towards the learning situation and motivation and its possible outcomes in the following way:

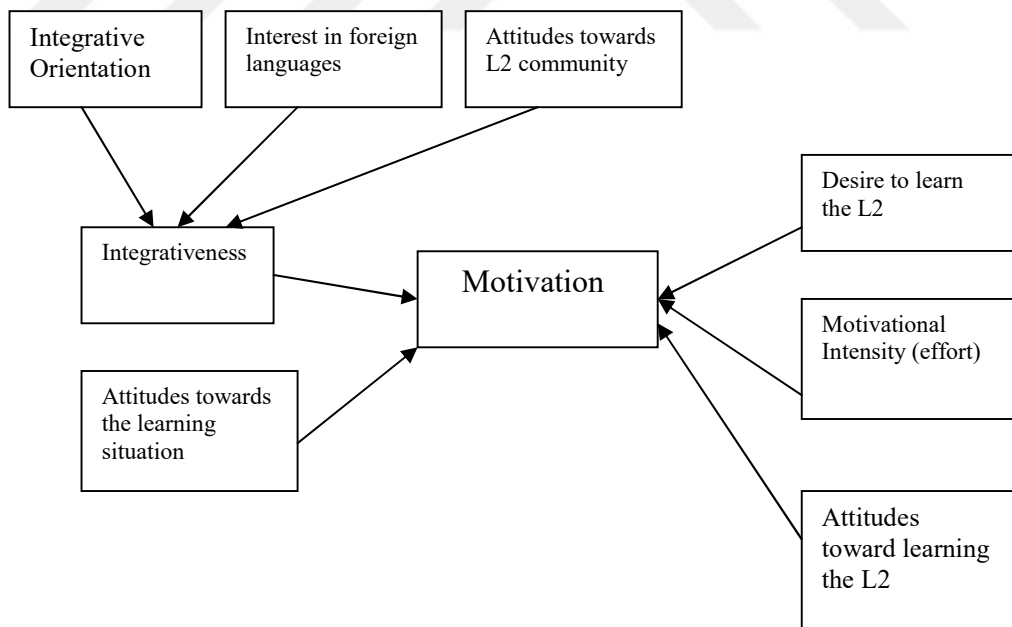


Figure 4: Gardner's attitudes and motivational variables (Dörnyei, 2001: 50).

### 3.15. MODELS IN LANGUAGE LEARNING

After conducting a study that lasted more than ten years Gardner produced “*the socio-educational model*” which was strongly supported by means of a great deal of empirical research. This model is mainly concerned with the role of individual characteristics in learning a language. Its significance lies in its separation of four aspects of second or foreign language process:

- antecedent factors (which can be biological or experiential such as age, gender or learning history)
- individual difference (learner) variables
- language acquisition contexts
- learning outcomes

(Dörnyei, 2001:52)

In the model, the basic learner variables are intelligence, language aptitude, language learning strategies, language attitudes, motivation, language anxiety with the other factors of language acquisition contexts and learning outcomes. All those components are certain individual differences which influence the individuals’ performance in both formal and informal learning situations that will further determine their proficiency in the language. However, Gardner insistently emphasizes that motivation is of primary importance in this model. The main purpose of Gardner in suggesting a model like this is to indicate that learning a second or foreign language involves not only an ability of learning a language but also motivational components. In his opinion, “one’s identity is very much bound up with the language one speaks” and with the acquisition of another language, there will occur a need to “re-evaluate one’s self-image and integrate with new social and cultural ideas” (Larsen-Freeman, 1991:181).

What’s more Gardner believes that a student’s motivation is affected by two different types of motivation; integrativeness and attitudes towards the situation as a whole, including the teacher and the course itself (Brown, 1994).

Learning a language is a social phenomenon, therefore the social context and the social practice affect the language learning environment either positively or negatively (Abu-Rabia, 1993). Language is an important part of one's own identity and his incorporation with another language without difficulty depends on certain attitudinal variables such as ethnic relations in addition to the ability of the learner.

In this model, it is strongly emphasized that learning a language is quite different from learning other subjects in that the student needs to adopt speech sounds, grammatical structures, behaviour patterns and the like that are the characteristics of another culture. In other words, the social side of learning is taken into consideration. This had not been touched on up to that moment for that reason some concepts such as attitude, motivation, target culture have been paid great attention (<http://.....motivation/affect.html>).

## CHAPTER 4

### LITERATURE REVIEW

As attitude is considered to be one of the most influential factors and the determiner of many other things such as particular behaviours in learning a language, there is a great amount of study and research carried out in this field. First of all, the studies based on the concept of attitude and its place in learning of a language and the studies which were conducted to learn the students' opinions about their programs were mentioned.

Gardner, Lambert and their associates have researched the role of attitudes in the process of second or foreign language learning. They found out that learners of French with favourable attitudes towards learning French have shown little decline whereas the ones with less favourable attitudes showed significant decline after the intensive course of French (Ellis, 1994).

Saracaloğlu (1992) conducted studies in order to contribute to the development of foreign language teaching programs and foreign language learning-teaching processes. In this study, an attitude scale was administered to the students of Ege University Faculty of Science and Literature, Departments of English Language and Literature, German Language and Literature, History, Geography, Psychology, Astronomy, Chemistry and Biology. She found out that the students in the foreign language departments had negative attitudes towards the language they were studying.

Koydemir (1994), in her study, compared and contrasted the students of Dokuz Eylül University Buca Faculty of Education, Department of German Language Teaching and the students of Ege University Faculty of Literature Department of German Language and Literature with regards to their attitudes towards German and with regards to their opinions about their departments. She found out that the students of both of these departments had negative attitudes towards German and that they did not have positive opinions about their departments.

Akboy and Semersioğlu (1991) studied with the students of Dokuz Eylül University Buca Faculty of Education, Department of French Language Teaching. They found out that the students of this department have negative feelings for their department as their expectations for being a teacher cannot come true. (Koydemir, 1994)

Kula, Menzler (1990) carried out a study at Çukurove University, German language Teaching Department in order to learn the students' opinions about their teaching program and their expectations from their education. Students revealed that there were many problems in their education program and many of them stemmed from the teaching staff (Koydemir, 1994).

Durukafa (1994) carried out a study on the students of German Departments both in Turkey and in Germany with regards to their opinions and evaluations of their program. The findings of the study revealed that the students wished to have exam questions which were appropriate for their specific fields; they wanted the questions to be valid and reliable. They wanted to have the right to object to the results of the exams.

Songün (1983) carried out one of the first studies related to attitudes towards foreign language in Turkey. The sample of the study was the teachers and the students of the secondary schools in the east of Turkey and as a result of this study he discovered that both the teachers and the students have negative feelings for learning-teaching opportunities and because of those negative feelings, the students have negative attitudes towards the lessons (Koydemir, (1994).

El-Mously (1977) studied on randomly chosen students of Ayn Şems University, Faculty of Engineering and searched for their problems relating to the education they had. Those students stated that they were displeased with the education they received.

Rıza and Al-Makhzoumi (1984) conducted a study on the students of Libya Garyunus University, Faculties of Education and Literature with regards to their opinions about their departments. The sample of the study included 550 students chosen from Departments of Arabic Language and Literature, Philosophy, English Language and Literature, Psychology and Education Research. As a result of this study, it was found out that the students of Garyunus University, Faculties of

Education and Literature had positive attitudes towards their departments.  
(Koydemir, 1994).





## **CHAPTER 5**

### **METHOD**

The model of the research, the population of the study, data collecting instruments used in the research, the analysis of the data gathered by means of the measurement instruments and the statistical process are going to be described and examined in detail in this chapter of the study.

#### **5.1. The Model of the Research**

The research is a survey-type descriptive study. In other words, the data of the study, the opinions of the students, were collected by means of a scale and it is a descriptive study because when the data of the study were collected, the main purpose was to define the students' attitudes and opinions.

#### **5.2. The Population of the Study**

Before mentioning the population of this study, it may be beneficial to explain this term. Population (also "universe") is a group of persons (or institutions, events, etc.) that one wishes to describe or study, or about which one wants to generalize results. (Dictionary of Statistical Terms)

The populations of this study are the students of Buca Faculty of Education at Dokuz Eylül University and Faculty of Literature at Ege University in the spring term of 2003-2004 academic year.

In this study, the students who have not marked certain items in the "Personal Information Form" and the students who have marked more than one alternative either in the Personal Information Form or in the questionnaire have been disregarded. For that reason, they have been removed from the population. After these, the population of the research is composed of 622 university students. The distribution of the students included in the study with regard to their universities and their gender is shown in Table 4.1.

**Table 5.1. Distribution of the students in the study with regards to their universities and their gender**

|                          | <b>MALE</b> | <b>%</b>    | <b>FEMALE</b> | <b>%</b>    | <b>TOTAL</b> |
|--------------------------|-------------|-------------|---------------|-------------|--------------|
| <b>DOKUZ EYLÜL UNIV.</b> | <b>99</b>   | <b>15.9</b> | <b>284</b>    | <b>45.7</b> | <b>383</b>   |
| <b>EGE UNIV.</b>         | <b>50</b>   | <b>8.0</b>  | <b>189</b>    | <b>30.4</b> | <b>239</b>   |
| <b>TOTAL</b>             | <b>149</b>  | <b>23.9</b> | <b>473</b>    | <b>76.1</b> | <b>622</b>   |

As it is clearly seen, in this study, the populations are mainly composed of female students. It is possible to say that in both universities those departments are attended mainly by the female students.

The distribution of the students of Dokuz Eylül University, Department of ELT and Ege University Department of English Language and Literature in the study according to the type of high school they attended is shown in Table 5.2.

**Table 5.2. Distribution of students of Dokuz Eylül and Ege University according to the type of high school attended**

|                                      | <b>9 EYLÜL</b> | <b>%</b>    | <b>EGE</b> | <b>%</b>    |
|--------------------------------------|----------------|-------------|------------|-------------|
| <b>STATE HIGH SCHOOL</b>             | <b>5</b>       | <b>0.8</b>  | <b>9</b>   | <b>1.4</b>  |
| <b>ANATOLIAN HIGH SCHOOL</b>         | <b>27</b>      | <b>4.3</b>  | <b>120</b> | <b>19.3</b> |
| <b>SUPER HIGH SCHOOL</b>             | <b>7</b>       | <b>1.1</b>  | <b>87</b>  | <b>14.0</b> |
| <b>ANATOLIAN TEACHER HIGH SCHOOL</b> | <b>325</b>     | <b>52.3</b> | <b>2</b>   | <b>0.3</b>  |
| <b>PRIVATE HIGH SCHOOL</b>           | <b>3</b>       | <b>0.5</b>  | <b>20</b>  | <b>3.2</b>  |
| <b>VOCATIONAL HIGH SCHOOL</b>        | <b>7</b>       | <b>1.1</b>  | <b>0</b>   | <b>0</b>    |
| <b>TOTAL</b>                         | <b>382</b>     | <b>61.4</b> | <b>238</b> | <b>38.2</b> |

The majority of the students of Dokuz Eylül University are the students who graduated from Anatolian Teacher High Schools. The main reason behind this is the fact that the graduates of Anatolian Teacher High School are given extra points in the University Entrance Examination if they apply for faculties of education.

The distribution of the students of Dokuz Eylül University and Ege University in the study with regard to their classes is shown in Table 5.3.

**Table 5.3. Distribution of the students of Dokuz Eylül University and Ege University with respect to their classes**

|                   | <b>9<br/>EYLÜL</b> | <b>%</b>    | <b>EGE</b> | <b>%</b>    |
|-------------------|--------------------|-------------|------------|-------------|
| <b>FRESHMEN</b>   | <b>110</b>         | <b>17.7</b> | <b>85</b>  | <b>13.7</b> |
| <b>SOPHOMORES</b> | <b>103</b>         | <b>16.6</b> | <b>73</b>  | <b>11.7</b> |
| <b>JUNIORS</b>    | <b>88</b>          | <b>14.1</b> | <b>42</b>  | <b>6.8</b>  |
| <b>SENIORS</b>    | <b>82</b>          | <b>13.2</b> | <b>39</b>  | <b>6.3</b>  |
| <b>TOTAL</b>      | <b>383</b>         | <b>61.6</b> | <b>239</b> | <b>38.4</b> |

The distribution of the students of Dokuz Eylül and Ege University in the study with respect to the economic position of their parents is given in Table 5.4.

**Table 5.4. Distribution of the students of Dokuz Eylül University and Ege University in the study according to the monthly income of their parents**

|                               | <b>9<br/>EYLÜL</b> | <b>%</b>    | <b>EGE</b> | <b>%</b>    |
|-------------------------------|--------------------|-------------|------------|-------------|
| <b>Less than 300 million</b>  | <b>47</b>          | <b>7.6</b>  | <b>10</b>  | <b>1.6</b>  |
| <b>300-500 million</b>        | <b>99</b>          | <b>15.9</b> | <b>40</b>  | <b>6.4</b>  |
| <b>500 million- 1 billion</b> | <b>182</b>         | <b>29.3</b> | <b>98</b>  | <b>15.8</b> |
| <b>More than 1 billion</b>    | <b>55</b>          | <b>8.8</b>  | <b>91</b>  | <b>14.6</b> |
| <b>TOTAL</b>                  | <b>383</b>         | <b>61.6</b> | <b>239</b> | <b>38.4</b> |

In the ELT Department of Dokuz Eylül University, Buca Faculty of Education and English Language and Literature Department of Ege University, Faculty of Literature, the parents of the majority of the students have 500 million – 1 billion monthly income.

### **5.3. Data Collecting Instruments**

In this research, the data were obtained by means of administering the “Attitude Scale Towards English, Exams, Lesson Programme and Physical Conditions” which was developed by Altunay (2002).

The purpose of this questionnaire is to gather information related to the attitudes of freshmen, sophomores, juniors, and seniors towards English, and related to their opinions about their lesson programme and its application, their opinions on the examinations in their department and the physical conditions of their department.

The questionnaire is composed of five parts. In the first part, namely “Personal Information Form”, there are four questions related to the students themselves which aim to gather personal information about the students’ gender, class, high school from which they have graduated and the economic situation of their parents. The second part includes seventeen statements which aim to learn the students’ attitudes towards English and towards learning English. In the third part, there are eighteen statements which have the purpose of getting information related to the students’ opinions towards their lesson programme, the fourth part includes fifteen statements which try to determine the students’ opinions related to examinations at their departments and last but not the least, the fifth part is composed of seven statements which determine the students’ opinions about the physical conditions of their school.

A “5-point Likert-Type Scale” was used to obtain information about the students’ level of either agreement or disagreement with the statements in the attitude scale which aims to give information about the students’ attitudes towards English. There are both affirmative and negative statements in the scale so as to identify the degree of the students’ honesty and sincerity while responding the questionnaire.

These items were presented to the students randomly and in their mother tongue in order to prevent possible misunderstandings.

The responses have been evaluated by grading the statements in the scale as follows A: “Strongly Agree”, B: “Agree”, C: “Undecided”, D: “Disagree”, E: “Strongly disagree”.

The “Attitude Scale Towards English” is presented in Appendix 1.

#### **5.4. Development of the questionnaire**

In order to obtain the questionnaire, a pool of items was formed. These were the sentences which are going to determine the students’ attitudes and their either positive or negative opinions. The items which were thought to be insufficient by the researcher were eliminated and that was the main version of the scale. After that the opinions of the specialists were sought and necessary corrections in the light of these opinions were made. The administration for reliability was done in December 2002 with 120 students in the preparatory classes of İzmir Yüksek Teknoloji Enstitüsü. After the analysis of the data gathered, the Alpha Reliability Coefficients were as the followings:

- Attitude towards English: 0.96
- Lesson Programme: 0.82
- Examinations: 0.83
- Physical conditions: 0.62

#### **5.5. Data Collection**

The questionnaire was administered to all of the participants in the sample by the researcher herself as it was possible that the students might have certain questions

related to the statements in the attitude scale. During the administration of the attitude scale, the researcher asked for the help of the instructors in both departments.

The scale was given to the students during previously arranged class hours. The students were given information related to the purpose of the study, its possible benefits to their department and the components of the questionnaire. After the questionnaires were handed out to the students, it took approximately 25 minutes for them to respond to the statements in the questionnaire.

### **5.6. Analyses of Data**

In the analyses of the obtained data, SPSS for Windows 11.0 Statistic Programme was used. While analysing the data, the statistical techniques Frequency, Mean, Percentage and Standard Deviation were made use of. When the two groups were compared and contrasted, the t-Test was used.

## CHAPTER 6

### FINDINGS AND INTERPRETATIONS

In this part of the study, the data collected by methods and techniques explained in the previous section and the findings obtained as a result of the analysis done and interpretations based on those findings are presented. In this chapter, the students of Dokuz Eylül University Buca Faculty of Education, Department of ELT and Ege University Faculty of Literature, Department of English Language and Literature are going to be analysed in order to find out whether they have positive or negative attitudes towards English and according to the choices they made in the scale, their opinions about the examinations and course programme and the physical conditions of their departments are going to be explained.

#### **6.1. The difference in the attitudes of the students' of Dokuz Eylül University ELT Department and Ege University Department of English Language and Literature towards English**

The scores of the students of Dokuz Eylül University Buca Faculty of Education, ELT Department and Ege University Faculty of Literature, Department of English Language and Literature in the study were put together considering their answers in the attitude scale. With the help of these scores, their means and standard deviations were calculated. After that, the statistics of t-test were done so as to get the significance among those means and the results are demonstrated in Table 6.1.



**Table 6.1. Difference in the attitudes of the students towards English according to department**

**(Means, Standard Deviation, Degrees of Freedom, t-Values and the Levels of Significance)**

| UNIV.  | n   | m     | sd   | df  | t      | sig.  | The level of significance |
|--------|-----|-------|------|-----|--------|-------|---------------------------|
| 9 EYL. | 388 | 61.06 | 7.50 |     |        |       |                           |
| EGE    | 239 | 64.61 | 6.73 | 620 | -4,299 | .000* | p<0.001                   |

**\*The mean difference is significant at .001 level.**

The results of the 383 students of Dokuz Eylül University Buca Faculty of Education Department of English Language Teaching and 239 students of Ege University Faculty of Literature Department of English Language and Literature were evaluated and it was found out that the Means of the attitudes of the students of Dokuz Eylül University is 62.06 and their Standard Deviation is 7.50. Furthermore, the Means of the students of Ege University is 64.61 and their Standard Deviation is 6.73. In the light of the answers the students gave to the items in the questionnaire, for each scale an average mean was calculated and the students' means were compared with this average mean. As the level of significance is lower than .001, it is possible to say that there is a significant difference between the students' attitudes towards English and their departments and this significance is in Ege University's students' favour.

Moreover, after the possible highest and lowest mean have been calculated, it can be said that the students of Ege University have more positive attitudes towards English than the students of Dokuz Eylül University.

**THE STUDENTS' OPINIONS ABOUT THEIR COURSE PROGRAM IN  
BOTH DEPARTMENTS**

**1) The subjects taught in the courses do not prepare for the examinations.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>24</b>  | <b>6.2</b>  | <b>7</b>   | <b>2.9</b>  |
| <b>Agree</b>             | <b>57</b>  | <b>14.8</b> | <b>10</b>  | <b>4.2</b>  |
| <b>Undecided</b>         | <b>68</b>  | <b>17.7</b> | <b>34</b>  | <b>14.2</b> |
| <b>Disagree</b>          | <b>191</b> | <b>49.8</b> | <b>116</b> | <b>48.7</b> |
| <b>Strongly Disagree</b> | <b>43</b>  | <b>11.2</b> | <b>71</b>  | <b>29.8</b> |

In both departments, the majority of the students think that the subjects taught during the course hours prepare them for the examinations. 61 % of the students of Dokuz Eylül University ELT Department and 78.5 % of the students of Ege University English Language and Literature Department believe that there is a link between what is done during courses and what is asked in the examinations.

**2) Visual aids are used in the lessons.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>3</b>   | <b>0.7</b>  | <b>13</b> | <b>5.4</b>  |
| <b>Agree</b>             | <b>35</b>  | <b>9.1</b>  | <b>51</b> | <b>21.5</b> |
| <b>Undecided</b>         | <b>34</b>  | <b>8.9</b>  | <b>28</b> | <b>11.8</b> |
| <b>Disagree</b>          | <b>156</b> | <b>40.8</b> | <b>81</b> | <b>34.1</b> |
| <b>Strongly Disagree</b> | <b>154</b> | <b>40.3</b> | <b>64</b> | <b>27.0</b> |

In both departments, the majority of the students think that their teachers do not benefit from visual aids. 81.1 % of the students of Dokuz Eylül University ELT Department and 61.1 % of the students of Ege University Department of English Language and Literature state that their teachers do the lessons only with traditional materials.

### 3) I find the content of the course program positive.

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>10</b>  | <b>2.6</b>  | <b>38</b> | <b>15.9</b> |
| <b>Agree</b>             | <b>103</b> | <b>27.2</b> | <b>99</b> | <b>41.5</b> |
| <b>Undecided</b>         | <b>134</b> | <b>35.4</b> | <b>62</b> | <b>26.0</b> |
| <b>Disagree</b>          | <b>78</b>  | <b>20.6</b> | <b>26</b> | <b>10.9</b> |
| <b>Strongly Disagree</b> | <b>53</b>  | <b>14.0</b> | <b>13</b> | <b>5.4</b>  |

In the ELT Department of Dokuz Eylül University there are different opinions about this statement. While 29.8 % of the students of Dokuz Eylül University ELT Department find the content of the course program positive, 35.4 % of them are undecided. Those students have doubts about the content of the course program. This difference may stem from personal differences. On the other hand, the majority of the students of Ege University English Language and Literature Department (77.4 %) are pleased with the content of the course program.

**4) The difficulty level of course contents is appropriate for my level.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>31</b>  | <b>8.1</b>  | <b>56</b>  | <b>23.6</b> |
| <b>Agree</b>             | <b>220</b> | <b>57.5</b> | <b>119</b> | <b>50.2</b> |
| <b>Undecided</b>         | <b>84</b>  | <b>21.9</b> | <b>47</b>  | <b>19.8</b> |
| <b>Disagree</b>          | <b>32</b>  | <b>8.3</b>  | <b>12</b>  | <b>5.6</b>  |
| <b>Strongly Disagree</b> | <b>15</b>  | <b>3.9</b>  | <b>3</b>   | <b>1.2</b>  |

In both of these departments, the majority of the students agree on the idea that the difficulty level of the course contents is suitable for their level. 65.6 % of the students of Dokuz Eylül University ELT Department and 73.8 % of the students of Ege University English Language and Literature Department find the level of course contents neither too difficult nor too easy.

**5) The breaks between lesson hours are not long enough.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>54</b>  | <b>14.1</b> | <b>47</b> | <b>19.7</b> |
| <b>Agree</b>             | <b>87</b>  | <b>22.8</b> | <b>41</b> | <b>17.2</b> |
| <b>Undecided</b>         | <b>50</b>  | <b>13.1</b> | <b>29</b> | <b>12.1</b> |
| <b>Disagree</b>          | <b>168</b> | <b>44.0</b> | <b>89</b> | <b>37.3</b> |
| <b>Strongly Disagree</b> | <b>22</b>  | <b>5.7</b>  | <b>32</b> | <b>13.4</b> |

In both departments, there are 10- minute- breaks between course hours at both Ege and Dokuz Eylül University. The students in both of them believe that these 10- minute-breaks are enough for them between the course hours. 49.7 % of the students of Dokuz Eylül University ELT Department and 50.7 % of the students of

Ege University English Language and Literature Department are satisfied with the length of the breaks between the lesson hours.

**6) Extra course materials are not sufficient.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>154</b> | <b>40.3</b> | <b>51</b> | <b>21.3</b> |
| <b>Agree</b>             | <b>156</b> | <b>40.8</b> | <b>68</b> | <b>28.4</b> |
| <b>Undecided</b>         | <b>35</b>  | <b>9.1</b>  | <b>46</b> | <b>19.2</b> |
| <b>Disagree</b>          | <b>32</b>  | <b>8.3</b>  | <b>50</b> | <b>20.9</b> |
| <b>Strongly Disagree</b> | <b>5</b>   | <b>1.3</b>  | <b>24</b> | <b>10.0</b> |

The students' opinions about this statement are parallel with their opinions about their teachers' use of visual aids. In both departments, the majority of the students believe that those materials used are not sufficient for them. 81.1 % of the students of Dokuz Eylül University ELT Department and 49.7 % of the students of Ege University are not contented with the materials used by the teachers in the courses. They are in need of extra course materials in the courses.

**7) The program followed is good and beneficial.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>9</b>   | <b>2.3</b>  | <b>45</b> | <b>18.8</b> |
| <b>Agree</b>             | <b>120</b> | <b>31.4</b> | <b>94</b> | <b>39.3</b> |
| <b>Undecided</b>         | <b>174</b> | <b>45.5</b> | <b>84</b> | <b>35.1</b> |
| <b>Disagree</b>          | <b>62</b>  | <b>16.2</b> | <b>13</b> | <b>5.4</b>  |
| <b>Strongly Disagree</b> | <b>17</b>  | <b>4.4</b>  | <b>3</b>  | <b>1.2</b>  |

The opinions of Dokuz Eylül University are different from the opinions of Ege University considering this statement. 45 % of the students of Dokuz Eylül University ELT Department are undecided about the benefits and appropriateness of their program while 58.1 % of the students of Ege University, Department of English Language and Literature think that their program is good and beneficial. A bit more than the half of the students of Ege University, Department of English Language and Literature are pleased with the program even though the students of Dokuz Eylül University ELT Department have doubts about it.

### **THE STUDENTS' OPINIONS ABOUT THEIR EXAMINATIONS IN BOTH DEPARTMENTS**

#### **1) The time limit in the examinations is not enough.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>44</b>  | <b>11.4</b> | <b>24</b> | <b>10.0</b> |
| <b>Agree</b>             | <b>132</b> | <b>34.4</b> | <b>54</b> | <b>22.5</b> |
| <b>Undecided</b>         | <b>61</b>  | <b>15.9</b> | <b>38</b> | <b>15.8</b> |
| <b>Disagree</b>          | <b>134</b> | <b>34.9</b> | <b>91</b> | <b>38.0</b> |
| <b>Strongly Disagree</b> | <b>12</b>  | <b>3.1</b>  | <b>32</b> | <b>13.3</b> |

In the ELT Department of Dokuz Eylül University, there are different opinions about the time limit given to them in the examinations. 45.8 % of the students think that the time given to them in the exams is sufficient while 38 % of them say just the opposite. It is possible to say that their opinions about the adequacy of the time limit change from one person to another. On the other hand, 51.3 % of the students of Ege University English Language and Literature Department are contented with the time limit given to them in the examinations.

**2) The frequency of the examinations is appropriate.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>55</b>  | <b>14.3</b> | <b>46</b>  | <b>19.3</b> |
| <b>Agree</b>             | <b>217</b> | <b>56.8</b> | <b>128</b> | <b>53.7</b> |
| <b>Undecided</b>         | <b>49</b>  | <b>12.8</b> | <b>27</b>  | <b>11.3</b> |
| <b>Disagree</b>          | <b>49</b>  | <b>12.8</b> | <b>25</b>  | <b>10.5</b> |
| <b>Strongly Disagree</b> | <b>12</b>  | <b>3.1</b>  | <b>12</b>  | <b>5.0</b>  |

In both departments, for each lesson, there is one mid-term and one final exam and the majority of the students of these departments admit that the frequency of the examinations is appropriate for them. 71.1 % of the students of Dokuz Eylül University ELT Department and 73 % of the students of Ege University English Language and Literature Department are pleased with taking the examinations twice a term.

**3) The examinations are above my level.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>2</b>   | <b>0.5</b>  | <b>3</b>   | <b>1.2</b>  |
| <b>Agree</b>             | <b>33</b>  | <b>8.6</b>  | <b>15</b>  | <b>6.3</b>  |
| <b>Undecided</b>         | <b>101</b> | <b>26.5</b> | <b>31</b>  | <b>13.0</b> |
| <b>Disagree</b>          | <b>212</b> | <b>55.7</b> | <b>132</b> | <b>55.4</b> |
| <b>Strongly Disagree</b> | <b>32</b>  | <b>8.4</b>  | <b>57</b>  | <b>23.9</b> |

The findings demonstrate that the majority of the students in both departments think that the levels of their examinations are suitable for their levels. 64.1 % of

the students of Dokuz Eylül University ELT Department and 79.3 % of the students of Ege University English Language and Literature Department stated that the examinations they have in their departments are not difficult for them. They are pleased with the level of their examinations.

**4) The topics which were not dealt with in the courses are asked in the examinations.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>18</b>  | <b>4.7</b>  | <b>6</b>   | <b>2.5</b>  |
| <b>Agree</b>             | <b>57</b>  | <b>14.9</b> | <b>15</b>  | <b>6.3</b>  |
| <b>Undecided</b>         | <b>54</b>  | <b>14.1</b> | <b>21</b>  | <b>8.8</b>  |
| <b>Disagree</b>          | <b>204</b> | <b>53.4</b> | <b>104</b> | <b>43.6</b> |
| <b>Strongly Disagree</b> | <b>49</b>  | <b>12.8</b> | <b>92</b>  | <b>38.6</b> |

The majority of the students of both of these departments agree on the idea that their examinations include only the subjects they dealt with during the course hours. 76.2 % of the students of Dokuz Eylül University and 82.2 % of the students of Ege University English Language and Literature Department reveal that in the exams, the questions come from only the subjects they dealt with in the lessons.



**5) I get marks lower than the ones I deserve in the examinations.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>71</b>  | <b>18.5</b> | <b>25</b> | <b>10.5</b> |
| <b>Agree</b>             | <b>98</b>  | <b>25.6</b> | <b>45</b> | <b>18.9</b> |
| <b>Undecided</b>         | <b>92</b>  | <b>24.0</b> | <b>41</b> | <b>17.2</b> |
| <b>Disagree</b>          | <b>113</b> | <b>29.5</b> | <b>88</b> | <b>36.9</b> |
| <b>Strongly Disagree</b> | <b>8</b>   | <b>2.0</b>  | <b>39</b> | <b>16.3</b> |

The percentages of the students of Dokuz Eylül University ELT Department are very close to one another. There are students who are contented with the evaluation of their exam papers and students who are not contented. The variety in their opinions may stem from their different ideas about different courses. On the other hand, 53.2 % of the students of Ege University Department of English Language and Literature have positive opinions about the way their exam papers are evaluated.

**6) The examinations are helpful for me to discover the things I did not learn.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>22</b>  | <b>5.7</b>  | <b>31</b> | <b>13.0</b> |
| <b>Agree</b>             | <b>116</b> | <b>30.2</b> | <b>93</b> | <b>39.2</b> |
| <b>Undecided</b>         | <b>92</b>  | <b>24.0</b> | <b>47</b> | <b>19.8</b> |
| <b>Disagree</b>          | <b>115</b> | <b>30.0</b> | <b>47</b> | <b>19.8</b> |
| <b>Strongly Disagree</b> | <b>38</b>  | <b>9.9</b>  | <b>19</b> | <b>8.0</b>  |

In the ELT Department of Dokuz Eylül University, the number of the students who think that the examinations are helpful for discovering the things they did

not learn (35.9 %) is very close to the number of the students who think that the examinations are not helpful for discovering those things (39.9 %). It is possible to say that their opinions change according to different lessons they take into consideration. However, the majority of the students of Ege University, Department of English Language and Literature (53.2 %) believe that the examinations in their department help them discover the things they did not learn in the course hours. Those students are happy with the way their knowledge is tested since it helps them learn new things.

### **THE STUDENTS' OPINIONS ABOUT THE PHYSICAL CONDITIONS OF BOTH DEPARTMENTS OF THESE TWO UNIVERSITIES**

#### **1) The toilets are cleaned well.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>30</b>  | <b>7.8</b>  | <b>14</b> | <b>5.8</b>  |
| <b>Agree</b>             | <b>168</b> | <b>43.9</b> | <b>58</b> | <b>24.3</b> |
| <b>Undecided</b>         | <b>65</b>  | <b>17.0</b> | <b>37</b> | <b>15.5</b> |
| <b>Disagree</b>          | <b>95</b>  | <b>24.8</b> | <b>61</b> | <b>25.6</b> |
| <b>Strongly Disagree</b> | <b>24</b>  | <b>6.2</b>  | <b>68</b> | <b>28.5</b> |

The students of Dokuz Eylül University ELT Department and Ege University Department of English Language and Literature have very contrasting opinions about the cleanness of the toilets in their departments. While 52.7 % of the students of Dokuz Eylül University ELT Department are satisfied with the cleanliness of the toilets in their department, 54.1 % of the students of Ege University English Language and Literature Department state dissatisfaction with the cleanness of their toilets.

**2) The classrooms are cleaned well.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>24</b>  | <b>6.2</b>  | <b>16</b>  | <b>6.6</b>  |
| <b>Agree</b>             | <b>170</b> | <b>44.5</b> | <b>108</b> | <b>45.1</b> |
| <b>Undecided</b>         | <b>75</b>  | <b>19.6</b> | <b>37</b>  | <b>15.4</b> |
| <b>Disagree</b>          | <b>86</b>  | <b>22.5</b> | <b>54</b>  | <b>22.5</b> |
| <b>Strongly Disagree</b> | <b>27</b>  | <b>7.0</b>  | <b>24</b>  | <b>10.0</b> |

More than the half of the students of both of these departments agrees on the idea that their classrooms are cleaned well. 50.7 % of the students of Dokuz Eylül University ELT Department and 51.7 of the students of Ege University English Language and Literature Department revealed their satisfaction with the classrooms' cleanness.

**3) The corridors are cleaned well.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>23</b>  | <b>6.0</b>  | <b>23</b>  | <b>9.6</b>  |
| <b>Agree</b>             | <b>194</b> | <b>50.7</b> | <b>126</b> | <b>52.7</b> |
| <b>Undecided</b>         | <b>85</b>  | <b>22.2</b> | <b>33</b>  | <b>13.8</b> |
| <b>Disagree</b>          | <b>61</b>  | <b>15.9</b> | <b>35</b>  | <b>14.6</b> |
| <b>Strongly Disagree</b> | <b>19</b>  | <b>4.9</b>  | <b>22</b>  | <b>9.2</b>  |

The majority of the students of both Ege and Dokuz Eylül University agree on the idea that the corridors of their departments are cleaned well. 56.7 % of the students of Dokuz Eylül University ELT Department and 62.3 % of the

students of Ege University English Language and Literature Department are pleased with the cleanness of the corridors of their departments.

**4) The garden is cleaned well.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>23</b>  | <b>6.0</b>  | <b>13</b>  | <b>5.4</b>  |
| <b>Agree</b>             | <b>162</b> | <b>42.2</b> | <b>115</b> | <b>48.5</b> |
| <b>Undecided</b>         | <b>65</b>  | <b>16.9</b> | <b>45</b>  | <b>18.9</b> |
| <b>Disagree</b>          | <b>106</b> | <b>27.6</b> | <b>43</b>  | <b>18.1</b> |
| <b>Strongly Disagree</b> | <b>27</b>  | <b>7.0</b>  | <b>21</b>  | <b>8.8</b>  |

The majority of the students of both of the departments agree on the opinion that their garden is cleaned well. 48.2 % of the students of Dokuz Eylül University ELT Department and 53.9 % of the students of Ege University English Language and Literature Department reveal positive opinions related to the cleanness of their gardens.

**5) The desks in the classrooms are not good.**

|                          | DEU        |             | EGE        |             |
|--------------------------|------------|-------------|------------|-------------|
|                          | n          | %           | n          | %           |
| <b>Strongly Agree</b>    | <b>116</b> | <b>30.2</b> | <b>31</b>  | <b>13.0</b> |
| <b>Agree</b>             | <b>94</b>  | <b>24.5</b> | <b>39</b>  | <b>16.3</b> |
| <b>Undecided</b>         | <b>48</b>  | <b>12.5</b> | <b>33</b>  | <b>13.8</b> |
| <b>Disagree</b>          | <b>107</b> | <b>27.9</b> | <b>101</b> | <b>42.4</b> |
| <b>Strongly Disagree</b> | <b>18</b>  | <b>4.6</b>  | <b>34</b>  | <b>14.2</b> |

While more than half of the students of Dokuz Eylül University ELT Department (54.7 %) think that their desks in their classrooms are not good,

56.6 % of the students of Ege University English Language and Literature Department state that they are pleased with their desks. The difference in their opinions may stem from the difference in their desks. The students of Dokuz Eylül University have chairs that they use alone while the students of Ege University have desks that they share with their friends.

**6) The security of the building is inadequate.**

|                          | DEU |      | EGE |      |
|--------------------------|-----|------|-----|------|
|                          | n   | %    | n   | %    |
| <b>Strongly Agree</b>    | 77  | 20.2 | 79  | 33.1 |
| <b>Agree</b>             | 99  | 26.0 | 52  | 21.8 |
| <b>Undecided</b>         | 118 | 31.0 | 49  | 20.5 |
| <b>Disagree</b>          | 75  | 19.7 | 46  | 19.3 |
| <b>Strongly Disagree</b> | 11  | 2.8  | 12  | 5.0  |

The security of the building is another point on which the students of these departments have different opinions. The 46 % of the students of Dokuz Eylül University, ELT Department are dissatisfied with the adequacy of the security of their building but 54.9 % of the students of Ege University, Department of English Language and Literature believe that the security of their building is inadequate.

**7) There is not any disturbing noise in our building.**

|                          | DEU        |             | EGE       |             |
|--------------------------|------------|-------------|-----------|-------------|
|                          | n          | %           | n         | %           |
| <b>Strongly Agree</b>    | <b>8</b>   | <b>2.0</b>  | <b>20</b> | <b>8.4</b>  |
| <b>Agree</b>             | <b>63</b>  | <b>16.4</b> | <b>59</b> | <b>24.7</b> |
| <b>Undecided</b>         | <b>36</b>  | <b>9.3</b>  | <b>34</b> | <b>14.2</b> |
| <b>Disagree</b>          | <b>126</b> | <b>32.8</b> | <b>75</b> | <b>31.5</b> |
| <b>Strongly Disagree</b> | <b>150</b> | <b>39.1</b> | <b>50</b> | <b>21.0</b> |

The majority of the students of both departments say that they are disturbed by the noises in their buildings. 71.9 % of the students of Dokuz Eylül University and ELT Department and 52.5 % of the students of Ege University English Language and Literature Department complain about the noises in their buildings.

## CHAPTER 7

### CONCLUSIONS, DISCUSSIONS, AND SUGGESTIONS

#### 7.1. Conclusions and discussions

In this chapter of the study, in the light of the findings of the attitude measurement and the analysis of its results, and the analysis of the students' opinions related to their course program, the examinations and the physical conditions of their departments; the conclusions, discussions and suggestions related to the research are going to be presented.

According to the results of the questionnaire analysis, the students of both Ege University and Dokuz Eylül University were compared and contrasted according to their attitudes towards English and contrary to the researcher's expectations, the scores of Ege University were found to be higher than Dokuz Eylül University.

When the students' opinions related to their course program, their examinations and the physical conditions were taken into consideration, they revealed their positive and negative ideas and the points about which they were undecided. The students of both of these departments generally agreed on many statements which searched for their opinions about the course program. First of all, the students of Dokuz Eylül University, ELT Department (61 %) and Ege University, Department of English Language and Literature (78.5 %) think that the subjects taught during the course hours prepare them for the examinations. In their opinions, there is a connection between what they do in the lessons and what is asked in the exams. The majority of the students of both of these departments (Ege University 61.1 % and Dokuz Eylül University 91.1 %) state that their teachers do not utilise visual aids in their courses and they prefer traditional materials instead. They also have similar opinions about their teachers' use of extra materials. In both departments, the students are not satisfied with the use of those materials. Moreover, in both departments, there are 10- minute- breaks between course hours at Ege and

Dokuz Eylül University. The students in both of these departments are pleased with the length of these 10-minute-breaks between the course hours.

About the content of their course program, the students revealed their opinions on its being either positive or negative and also their opinions about its appropriacy for their levels. The majority of the students of both of these departments think that the contents of their courses are appropriate for their levels. They do not think that it is difficult for them. The students' of Ege University think that the content of their course program is positive while the students of Dokuz Eylül University have opposing opinions.

In Dokuz Eylül University Department of ELT, the number of the students who believe that the time given in the examinations is enough (45.8 %) is close to the number of students who believe that it is not (38 %). On the other hand, the majority of the students of Ege University, Department of English Language and Literature think that the time given to them is sufficient. In these two departments of these universities, there is one mid-term and one final exam for each lesson in each term and the students' responses state that they are content with the frequency of the examinations that they have to take. For the level of the examinations, the students of Ege and Dokuz Eylül University have similar opinions. They think that the level of the examinations is appropriate for them. The students of Ege University Department of English Language and Literature and Dokuz Eylül University ELT Department agree on the idea that their examinations include only the subjects that they deal with during the course hours. In the ELT Department of Dokuz Eylül University, the number of the students who think that the examinations are helpful as they help the students discover things they did not learn is very close to the number of the students who think that the examinations are not helpful for discovering those things. However, the students of Ege University, Department of English Language and Literature believe that the examinations in their department help them discover the things they did not learn in the course hours. They also explained whether they were pleased with the marks they got or not. They said that they received the expected result and so they were satisfied with the evaluation of their papers.

In addition to the opinions related to the course program and examinations, the students also revealed their opinions about the physical conditions of their



departments. The students of both Ege and Dokuz Eylül University agree on the fact that their classrooms, their corridors and their garden are cleaned well. While the students of Dokuz Eylül University think that their toilets are cleaned well, the students of Ege University strongly disagree with this statement. The students of Dokuz Eylül University believe that their desks in the classrooms are not good; however, the students of Ege University are pleased with their desks. This difference possibly stems from the fact that the desks in the two universities differ from one another.

The students also explained their ideas related to the security of their building and whether they are disturbed by noises or not. The security of the building is another point on which the students of these departments have different opinions. The students of Dokuz Eylül University, ELT Department are undecided about the adequacy of the security of their building but the students of Ege University, Department of English Language and Literature believe that the security of their building is adequate. When it comes to the noises in the buildings, the students of both Dokuz Eylül and Ege University state that they are disturbed by the noises in their buildings.

## **7.2. Suggestions**

It is possible to make certain suggestions considering the findings of this research. The main purpose of this study is to compare and contrast the attitudes of the students of Dokuz Eylül University Buca Faculty of Education, Department of English Language Teaching and Ege University Faculty of Literature, Department of English Language and Literature towards English and to learn their opinions related to their course program, exams and physical conditions of their department and then compare and contrast also these findings.

As this research is limited with only the students of two universities, the results are valid only for those students and for that time period of 2003-2004 academic year and spring term. The number of the universities in which the attitude scales and the questionnaires which aim to find out the students' opinions about school related topics are administered can be increased so as to widen the area of the

research. In this way, whether the students are pleased with the conditions they are in can be learned and the positive and negative sides of the programs of the universities can be understood with the help of the students' opinions. It may be better if in each university the number of the students is increased in order to increase the validity of the research results. It is obvious that the higher the number of the subjects, the more valid the research will be. Moreover, the frequency of this kind of research should be increased for helping the teaching staff and the administration of the faculties and when the results are compared and contrasted with other universities, the ones with better results can be taken as examples.

The findings of this kind of research can be taken into consideration seriously so as to benefit from them in the best way to identify the problem areas and the ones that work well. Further studies also can be carried out so as to find out the possible reasons behind these problems which are revealed by the students' opinions.

As another suggestion, the administrators should provide a good learning atmosphere for the students to make them fully motivated and concentrated on the task they are working on. If there is a good learning atmosphere with the necessary requirements, the students' amount of learning can increase.

In addition, the course program and the syllabus should be appropriately designed putting the students to the centre of teaching and taking their needs into account.

As it can clearly be seen from what the students stated with their responses, the use of visuals and extra materials is generally neglected. The teacher should choose the most appropriate language teaching materials in addition to the course books such as pictures and photographs related to the course topics, language games, films, songs, pictures, computer programmes and all the other audiovisual aids which will contribute positively to the language learning process.

When the learning process is augmented by extra materials that appeal to more than one of the students' senses, the students' ability to remember the subject studied is going to be enhanced. Therefore, the students not only hear but also see and feel the foreign language environment.

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**APPENDIX 1****KİŞİSEL BİLGİ FORMU**

1. Cinsiyetiniz? a) K b) E
2. Mezun olduğunuz okul türü nedir?
  - a) Normal Lise
  - b) Anadolu Lisesi
  - c) Fen Lisesi
  - d) Meslek Lisesi
  - e) Süper Lise
  - f) Diğer
3. Kaçınıcı sınıf öğrencisisiniz?
  - a) 1. Sınıf c) 3. sınıf
  - b) 2. Sınıf d) 4. Sınıf
4. Ailenizin aylık toplam geliri (kira, vb. gelirler dahil) TL olarak ne kadardır?
  - a) 300 milyondan az c) 500 milyon – 1 milyar arası
  - b) 300-500 milyon arası d) 1 milyardan çok



## İNGİLİZCE'YE YÖNELİK TUTUMUNUZ

|     |   | Tümüyle Katılıyorum | Katılıyorum | Kararsızım | Katılmıyorum | Hiç Katılmıyorum |
|-----|---|---------------------|-------------|------------|--------------|------------------|
| 1.  | İngilizce çalışmayı seviyorum.  | A                   | B           | C          | D            | E                |
| 2.  | Ödevleri severek yapıyorum.   | A                   | B           | C          | D            | E                |
| 3.  | Boş zamanlarımda İngilizce okumaktan hoşlanırım.                            | A                   | B           | C          | D            | E                |
| 4.  | İngilizce öğrenmek sıkıcı bir uğraştır.                                     | A                   | B           | C          | D            | E                |
| 5.  | İngilizce derslerinde mutlu oluyorum.                                       | A                   | B           | C          | D            | E                |
| 6.  | İngilizce çalışmaya başlayınca kendimi iyi hissetmiyorum.                   | A                   | B           | C          | D            | E                |
| 7.  | İngilizce çalışırken zaman su gibi akıyor.                                  | A                   | B           | C          | D            | E                |
| 8.  | İngilizce öğrenmeyi başaramayacağımı düşünüyorum                            | A                   | B           | C          | D            | E                |
| 9.  | İngilizce yerine Türkçe okumayı tercih ederim.                              | A                   | B           | C          | D            | E                |
| 10. | İngilizce okuduklarımı Türkçe'ye çevirmeden anlayamıyorum                   | A                   | B           | C          | D            | E                |
| 11. | İngilizce dersinde zaman geçmek bilmiyor.                                   | A                   | B           | C          | D            | E                |
| 12. | İngilizce öğrenmek bana zor gelmiyor.                                       | A                   | B           | C          | D            | E                |
| 13. | Duyduklarımı Türkçe'ye çevirmeden anlayabiliyorum.                          | A                   | B           | C          | D            | E                |
| 14. | İngilizce ile ilgili konuşmalar beni sıkıyor.                               | A                   | B           | C          | D            | E                |
| 15. | İngilizce çalışmaya başladığımda kendimi gergin hissediyorum.               | A                   | B           | C          | D            | E                |
| 16. | İngilizce derslerinde araları dört gözle bekliyorum.                        | A                   | B           | C          | D            | E                |
| 17. | İngilizce çalışmaktansa daha eğlenceli başka bir şey yapmayı tercih ederim. | A                   | B           | C          | D            | E                |

## DERS PROGRAMI VE UYGULANIŞI İLE İLGİLİ GÖRÜŞLERİNİZ

|     |  | Tümüyle Katılıyorum | Katılıyorum | Kararsızım | Katılmıyorum | Hiç Katılmıyorum |
|-----|--|---------------------|-------------|------------|--------------|------------------|
| 18. | Ders programında yer alan konular planlı işlenmiyor.   | A                   | B           | C          | D            | E                |
| 19. | Eski konulara yeniden dönülüp gereksiz ayrıntılara giriliyor.  | A                   | B           | C          | D            | E                |
| 20. | İşlenen konular sınava hazırlamıyor.   | A                   | B           | C          | D            | E                |
| 21. | Aynı öğretim elemanının aynı günde sınıfımıza ardı ardına çok saat dersinin olması benim verimimi azaltıyor. | A                   | B           | C          | D            | E                |
| 22. | Derslerde görsel araçlardan yararlanılıyor.  | A                   | B           | C          | D            | E                |
| 23. | Bir dersin aynı günde arka arkaya çok saat olması beni sıkıyor.  | A                   | B           | C          | D            | E                |
| 24. | Ders programının içeriğini olumlu buluyorum.   | A                   | B           | C          | D            | E                |
| 25. | Ders içeriğinin güçlük düzeyi benim düzeyime uygun.  | A                   | B           | C          | D            | E                |
| 26. | Arka arkaya aynı dersin çok saat olması beni yoruyor.  | A                   | B           | C          | D            | E                |
| 27. | Dersler yeterince hızlı işlenmiyor.  | A                   | B           | C          | D            | E                |
| 28. | Ders araları yeterince uzun değil.   | A                   | B           | C          | D            | E                |
| 29. | Derslerde uygulamaya yeterince yer verilmiyor.   | A                   | B           | C          | D            | E                |
| 30. | Yardımcı materyal yeterli değil.   | A                   | B           | C          | D            | E                |
| 31. | Sözcükleri iyice öğrenmek için yeterli alıştırmaya yer verilmiyor.   | A                   | B           | C          | D            | E                |
| 32. | Ders araları daha uzun olmalı.   | A                   | B           | C          | D            | E                |
| 33. | İzlediğim program iyi ve yararlı.  | A                   | B           | C          | D            | E                |
| 34. | İzlediğim program bana göre zor.   | A                   | B           | C          | D            | E                |
| 35. | Ders kitaplarındaki konular paralel gitmiyor.  | A                   | B           | C          | D            | E                |

### SINAVLARLA İLGİLİ GÖRÜŞLERİNİZ

|     | Sınavlar/Sınavlarda  | Tümüyle Katılıyorum | Katılıyorum | Kararsızım | Katılmıyorum | Hiç Katılmıyorum |
|-----|--|---------------------|-------------|------------|--------------|------------------|
| 36. | soru sayısı gereğinden fazla   | A                   | B           | C          | D            | E                |
| 37. | verilen süre az.   | A                   | B           | C          | D            | E                |
| 38. | sıklığı uygun.   | A                   | B           | C          | D            | E                |
| 39. | düzeyimin üstünde.   | A                   | B           | C          | D            | E                |
| 40. | işlenmeyen konular soruluyor.  | A                   | B           | C          | D            | E                |
| 41. | hak ettiğimin altında notlar alıyorum.   | A                   | B           | C          | D            | E                |
| 42. | beklemediğim konular soruluyor.  | A                   | B           | C          | D            | E                |
| 43. | öğrenemediğim konuları keşfetmeme yarıyor.   | A                   | B           | C          | D            | E                |
| 44. | adil değerlendiriliyor.  | A                   | B           | C          | D            | E                |
| 45. | derslerde işlediğimiz konuları kapsıyor.   | A                   | B           | C          | D            | E                |
| 46. | bana zor geliyor.  | A                   | B           | C          | D            | E                |
| 47. | soruları anlamakta zorlanıyorum.   | A                   | B           | C          | D            | E                |
| 48. | kağıtlardaki soruları nasıl yanıtlamam gerektiğiyle ilgili açıklamaları anlıyorum. | A                   | B           | C          | D            | E                |
| 49. | sorular çalıştığım konulardan geliyor.   | A                   | B           | C          | D            | E                |
| 50. | “Böyle de soru olur mu?” dediğim oluyor.   | A                   | B           | C          | D            | E                |

**OKULUN FİZİKSEL OLANAKLARIYLA İLGİLİ GÖRÜŞLERİNİZ**

|     |   | Tümüyle<br>Katılıyorum | Katılıyorum | Kararsızım | Katılmıyorum | Hiç<br>Katılmıyorum |
|-----|---|------------------------|-------------|------------|--------------|---------------------|
| 51. | Tuvaletler yeterince temizleniyor.        | A                      | B           | C          | D            | E                   |
| 52. | Derslikler yeterince temizleniyor.        | A                      | B           | C          | D            | E                   |
| 53. | Koridorlar yeterince temizleniyor.        | A                      | B           | C          | D            | E                   |
| 54. | Koridorlar yeterince temizleniyor.        | A                      | B           | C          | D            | E                   |
| 55. | Dersliklerdeki sıralar iyi değil.         | A                      | B           | C          | D            | E                   |
| 56. | Binanın güvenliği yetersiz.               | A                      | B           | C          | D            | E                   |
| 57. | Binamızda rahatsız edici gürültü olmuyor. | A                      | B           | C          | D            | E                   |