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**THE RELATIONSHIP
BETWEEN THE ATTITUDES
OF PROSPECTIVE TEACHERS OF ENGLISH
TOWARDS ENGLISH AND BEING A TEACHER**

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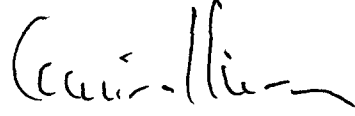
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ÖZET

Bu araştırmanın amacı İngiliz Dili ve Eğitimi Anabilim Dalı öğrencilerinin İngilizce'ye ve öğretmenliğe yönelik tutumlarının karşılaştırılması, bu öğrencilerin tutumlarının cinsiyetleri, sınıfları, mezun oldukları lise türü, ailelerinin sosyo-ekonomik durumu ve ailelerinde öğretmen bulunma durumuna göre anlamlı farklılıklar gösterip göstermediğini araştırmaktır.

Bu çalışmanın katılımcıları, Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi, İngiliz Dili ve Eğitimi Anabilim Dalı'ndaki birinci, ikinci, üçüncü ve dördüncü sınıf öğrencilerinden oluşmaktadır.

Veriler Altunay (2002) tarafından geliştirilen "İngilizce'ye Yönelik Tutum Ölçeği" ve Semerci (1999) tarafından geliştirilen "Öğretmenliğe Yönelik Tutum Ölçeği" kullanılarak toplanmıştır.

Frekans, Ortalama, Yüzde, standart sapma teknikleri, *t*-testi, Varyans Çözümlemesi ve Scheffé testi kullanılarak yapılan veri çözümlenmeleri sonucunda, öğrencilerin İngilizce'ye yönelik tutumlarıyla öğretmenlik mesleğine yönelik tutumları arasında anlamlı bir ilişki saptanmıştır. Öğrencilerin İngilizce'ye yönelik tutumları ne derece olumluysa, öğretmenliğe yönelik tutumları da o derece olumludur. Ayrıca, İngilizce'ye ve öğretmenliğe yönelik tutumlar karşılaştırıldığında, öğrencilerin İngilizce'ye yönelik tutumları daha olumlu bulunmuştur. İngilizce'ye yönelik tutumun diğer değişkenlerle olan ilişkisi incelendiğinde, öğrencilerin cinsiyeti ve mezun oldukları lise türü ile İngilizce'ye yönelik tutumları arasında anlamlı bir farklılık kaydedilmemiştir. Ancak, öğrencilerin İngilizce'ye yönelik tutumları buldukları sınıf ve ailelerinin sosyo-ekonomik düzeyi ile doğrudan ilişkilidir. Buna göre, İngilizce'ye yönelik en olumlu tutum düzeyi dördüncü sınıf öğrencilerinde görülürken, en düşük tutum düzeyi birinci sınıf öğrencilerinde görülmektedir. Diğer taraftan, İngilizce'ye yönelik en olumlu tutum düzeyine ebeveynlerin aylık geliri en yüksek olan öğrenciler sahiptir. Son olarak, araştırma sonuçları öğretmenliğe yönelik tutum ile öğrencilerin cinsiyeti, mezun oldukları lise türü, buldukları sınıf, ailelerinin sosyo-ekonomik düzeyi ve ailelerinde öğretmen bulunma durumuna göre anlamlı bir ilişki olmadığını göstermiştir.

ABSTRACT

The purpose of this study is to determine the attitudes of the students of English Language Teaching Department towards English and towards being a teacher of English and whether the students' attitudes indicate significant differences with regard to their gender, class, the types of High Schools from which they have graduated, their socio-economic background, and whether there is a teacher in their family.

The sample group of the study were composed of the first, second, third and fourth year students of the Department of English Language Teaching at Buca Faculty of Education at Dokuz Eylül University, İzmir.

The data were gathered by the "Scale of Attitudes towards English" developed by Altunay (2002) and by the "Scale of Attitudes towards Being a Teacher" developed by Semerci (1999).

As a result of data analysis by means of frequency, mean, percentage, standard deviation techniques, *t*-test, the analysis of variance and Scheffé test a significant difference was found between the students' attitudes towards English and towards being a teacher. The more positive the students' attitudes towards English are the more positive the students' attitudes towards teaching profession are. Furthermore, when attitudes towards English and towards being a teacher are compared it is indicated that the students' attitudes towards English are a little bit higher. When the relationship of attitudes towards English is analyzed with regard to other variables, no significant difference has been found between the students' attitudes towards English, their gender and the type of high school from which they have graduated. However, the attitudes of the students towards English are directly related to their class and their families' socio-economic condition. Namely, while the most positive attitudes towards English belong to seniors; freshmen have the least positive attitudes towards English. On the other hand, students whose parents have the highest monthly income have the most positive attitudes towards English. Finally, research results indicate that there is not a significant relationship between the students' attitudes towards teaching profession and their gender, type of high school from which they have graduated, the socio-economic condition of their families and the fact that whether there is a teacher in their family.

PREFACE

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INTRODUCTION

No matter from which country or nation they are, people pay more and more attention to learning English day by day. The rationale behind this is the increasing trend in globalization all around the world. With the foundation of the European Union, people have been trying to unify most of the countries in Europe with the same language, with the same monetary unit and with the same way of life. The most important and easiest way of uniting many different nations can be achieved by means of using the same language. This language may be considered to be English most of the time. That is, why there is an increasing demand for teachers of English. When education is regarded as a whole, if the physical conditions of schools, the curriculum and course materials are left aside, the most important factor is the “teacher”. For this reason, the education of teachers of English is of crucial importance in the formation of young generation’s future.

Even though some people expect that the attitudes of the students coming to the department of English Language Teaching should be positive towards “English” and towards “Being a teacher of English” the real situation may be different due to some underlying reasons.

In the first chapter of this study, theoretical information about affective factors such as attitude and motivation and also being a teacher has been presented.

In the second chapter of the study, the purpose and the significance of the study and the research problems have been revealed.

In the third chapter, the research carried out on the two main subjects of this study; namely, attitudes towards a foreign language and towards being a teacher have been explained.

In the fourth chapter of the study, the model, the universe and the sample of the research, data collecting instruments, data collection and the process of data analysis have been expressed.

In the fifth chapter, the findings and interpretations about the research problems are analyzed.

In the last chapter, conclusions and discussions related to the results of the research have been given and suggestions have been added.

CHAPTER 1

1.1. FOREIGN LANGUAGE TEACHING IN TURKEY

It is impossible to indicate the exact figure of the languages spoken by different societies. However, Dilaçar states that this figure is on an average of 3000. It is also claimed that this figure is more than 5000 (cited in Demirel, 1993).

Though there are a great variety of languages in the world of today, it is difficult for nations to communicate only in their mother tongues due to the increasing demand in international communication. However, the number of common second languages used in the whole world is very limited (Demirel, 1993). The political and economic conditions of a country are the most significant factors for a language to be learned by other nations.

Military agreements, historical, cultural and commercial relationships are also effective elements. In 1923 Turkey was proclaimed a "Republic" and accepted a democratic regime. For this reason, it had relationships with the countries which were ruled by this regime. Due to its geo-political importance, Turkey has political agreements with various countries and gives importance to economic and cultural relationships (Demirel, 1993).

It is obvious that being a member of United Nations, Council of Europe, NATO and OECD etc. is very important in the development of language teaching in Turkey. In these international organizations, more than one language is used as a common language in addition to the native language. For instance, Chinese, French, English, Russian and Spanish are the formal languages of the United Nations. Another important organization for Turkey is NATO, the official language of which is English.

Not only has Turkey been developing technologically but also economically as time goes by. Therefore, there is an increasing need to communicate with the other nations and the ubiquity of internet all over the world has required a common means of international communication. There are lots of people such as businessmen, scientists, educators, and artists who have to be in contact with their colleagues from other nations due to their professions and they need to understand all kinds of oral and written documents related to their fields. All of these factors signify the importance and necessity of learning a foreign language. At this point, it is essential to evaluate the historical background of foreign language teaching in Turkey.

1.1.1 HISTORICAL BACKGROUND TO FOREIGN LANGUAGE TEACHING IN TURKEY

When the foreign language choice of the Ottoman Empire is considered, it is found that

1. Persian is taught as a result of close cultural relations with Pers and Iran
2. Arabic is taught since it was the language of religion and science
3. Western languages, starting with French and then German and ending with English are taught in order to gain an access to military and industrial technology.

(Altan, 1996: 83)

According to Cem, with the declaration of “Tanzimat” teaching French was given priority. During the constitutional era, German became important. After World War II, English started to be more dominant than French and German (cited in Demirel, 1993).

In the Tanzimat Period, Arabic was the language of education in Muslim Schools of Education called “Medrese”. Whereas, in primary schools, which were called “mektep” Turkish was used as the language of education. Moreover, new schools whose language of education was French or another foreign language were founded. Sometimes, due to the lack of course books written in Turkish, they had to continue their education in French.

As Koçer states, after 1910, in the last year of high schools, there were biology and mathematics lessons in French and the teachers of these lessons were generally French (cited in Demircan, 1993). Since 1916 in the faculties of arts, Arabic, German, English, French, Italian, Greek, Chinese, Persian had been taught. A student of a college of political science had to know at least one foreign language; German, French or English.

In the Ottoman Empire, students had to learn several foreign languages at the same time. Though, on the surface, students had an education based on learning foreign languages, they were successful in none of them as they could not focus on one foreign language.

1.1.2. ENGLISH LANGUAGE TEACHING IN THE OTTOMON EMPIRE

Turks first met the English people during the Crusades (1096-1270) (Demircan, 1988). England and Ottoman Empire had only commercial relationships till 1669 and they did not learn each other's languages. Lane Poole states that they communicated with the help of Jewish or Greek translators, however, these translators made false interpretations for the sake of being on the side of the English. Obviously, English had not been given much importance and this caused problems in the country. For that reason, it was time to consider the learning and teaching of English more seriously so as to overcome those problems. It is not until 1908 that the necessity of English in state schools has been understood.

With the foundation of Robert College by Cyrus Hamlin, who thought educating children only in their ethnic languages was wrong, the teaching of English as a foreign language gained importance.

Because of the fact that twelve hours' time per week was allocated to foreign languages in the secondary schools of the Ottoman Empire, it may be thought that foreign languages were paid great attention. However, according to Ergin, a student who had to learn French, Arabic, Persian and another optional Western language generally learnt none of them (Demircan, 1988).

After those educational reforms related to the learning and teaching of English as a foreign language, there were some efforts to increase the number of people who were able to speak a foreign language. Young men were sent abroad especially to European countries as the embassy secretaries as it was extremely important to strengthen the commercial, diplomatic, and military relations with the Western world. Only in this way was it possible to integrate the ideas of European and Ottoman Empire as there was no obstacle related to communication.

1.1.3 FOREIGN LANGUAGE TEACHING IN THE REPUBLICAN PERIOD

In the first years of the Republican Period the emphasis was on reading and writing and foreign language teaching was ignored because “Turkish”, which is an element of national identity, was given priority. Foreign language was seen only as an instrument to achieve technical and cultural knowledge (Demircan, 1988).

The laws and other changes made for the sake of strengthening Turkish national independence had some directly or indirectly positive effects on foreign language teaching. These changes can be summarized under three headings:

1. Unity of education
2. Secularism
3. Change in alphabet

In 1924 all of the Muslim Schools of Education (Medrese) were closed and Arabic, as well as Persian was no longer the language of education in schools. What is more, at least one of the Western languages was made compulsory and another one optional in all Turkish schools. These foreign languages were generally German, French, English, Italian and Latin (Demircan, 1988).

Table 1.1.
The Languages Taught in Turkey between 1924-1960

	1924	1927	1935	1941	1950	1960
German	+	+	+	+	+	+
French	+	+	+	+	+	+
English	+	+	+	+	+	+
Italian	+	+	+	+	+	+
Latin	-	-	-	+	+	-
Arabic	+	+	-	-	+	+
Persian	+	-	-	-	+	+

With the legislation of secularism, religious education was forbidden; Protestant and Catholic Schools were closed and other foreign schools started secularized education and ultimately, there were both a positive and a negative effect of this in that the opportunities to learn a foreign language were restricted by means of the closure of those schools. On the other hand, those students who want to learn a foreign language were directed to Turkish

schools and they did not have to stand on a religious education for the sake of learning a foreign language.

Another important reform in Turkey was made about the alphabet. In 1928, Arabic alphabet, which was very difficult for Turkish people, was replaced by the Latin alphabet. Formerly, the first handicap one had encountered while learning a Western language, was the difference between the writing systems. Latin and Arabic alphabets were different when letter shapes, letter-phoneme relationships and writing direction were considered. Thus, the new Turkish alphabet helped foreign language learners with its similarity to most of the Western languages' alphabets.

In order to save Turkish children from going to foreign schools just for the sake of learning a foreign language, Turkish Education Association, which was founded in 1928, opened some private schools. The first one of these schools was Yenisehir High School (later it is called TED Ankara Collage). In this school English was taught ten hours per week until 1951, and after this date it became the language of education (cited in Demircan, 1988).

Universities were also renovated with the help of foreign researchers. During World War II, Jewish scientists were forbidden to work in Germany, and Turkey employed some of them as university teachers. These scientists were to educate new researchers and would write course books in a five-year-period. At first, the lessons were conducted with the help of assistants' translations, which had been a suffering for everybody. According to Malche, higher education was impossible without knowing a foreign language. Thus, students had to know at least one foreign language before entering a university. However, the majority of students, except the graduates of Galatasaray High School and other foreign high schools, did not know any foreign languages. In order to solve this problem a "School of Foreign Languages" was founded in İstanbul University. In 1938, the Council of Education agreed on a one-year-long foreign language teaching after high school. However, at that period there was no department to educate teachers of foreign languages who would work in this programme. As a result, after 1938 foreign language teaching departments were founded in Gazi and Çapa Universities in order to educate teachers of English, German and French.

After the end of World War II, as Altan (1996) states, Turkey needed foreign languages more than ever because of such factors as the communication explosion, the growing Turkish industry, large-scale work migration and the access of Turkey to international institutions. "At the same time, the balance of foreign languages has moved steadily in favour of English and German with diminishing demand for French"(Altan, 1996:84). With the increasing number of students who want to learn a foreign language, in

the 1960s new foreign language teaching departments were founded. After 1970 foreign language higher schools were opened either bound to Turkish Ministry of Education or Universities. In Anadolu University's distant learning programme, summer schools were opened for foreign language education. After 1975 student contingents and number of students in each foreign language class were increased.

Education Institutes became three-year-long in 1962 and four-year-long in 1978. Foreign language teaching departments were also founded in İzmir, Diyarbakır, Eskişehir, Konya, Bursa, and Erzurum Universities in the 1960s.

Table 1.2.

Figures of foreign language learners in secondary schools in Turkey

YEARS	German	French	English	Arabic
1950-51	5,612	79,208	48,434	–
1960-61	30,504	155,824	217,926	4,548
1970-71	116,124	293,057	840,848	49,308
1980-81	303,734	322,245	1,540,138	216,864
1985-86	364,882	292,415	1,552,189	–

1.2. THE CHARACTERISTICS OF AN EFFECTIVE TEACHER

Being an effective teacher is a challenging business where practical, personal and emotional attributes are as striking as intellectual capacities (Dillon, Maguire, 2001).

Teachers are in an extremely privileged position; educating other people's children is a critical and influential task in any society. But this job is made more complex in times of acute social, economic and political change. One way in which to approach becoming a contemporary teacher is from the trainee perspective. Another way might be to ask what involved in teaching and what might we, as a society, want to prioritize at particular moments in time? Are there any common strands that are recognizable as key components of a good teacher? There are four main themes about the central qualities involved in being and becoming a teacher: classroom management, the wider role of the teacher, professional and personal qualities.

(Dillon and Maguire, 2001: 4-5)

As cited in Dillon (2001) effective teacher characteristics can be analyzed under four headings:

1. ***Classroom Management:*** Some of the main requirements of an effective teaching are a good classroom management and organization, good knowledge of subject and subject application, assessment, record-keeping and a successful teaching in a mixed ability classroom. However, all these depend on the degree to which a teacher can maintain a positive and open climate in the classroom. The best teaching is directly linked to a sensitive communication. Teachers should listen and understand their students. In other words, control of the class is bound to a good relationship with the students rather than external strategies or mechanistic skills (Dillon and Maguire, 2001).
2. ***The Wider Role of the Teacher:*** In the education system of the 21st century, teaching requires building relationships with many different students with a great variety of backgrounds, needs, expectations and motivations. An effective teacher should have an insight into the students' concerns. That is, he is expected to be interested in children, know them closely and, in this way, discuss issues related to their learning easily. Another role of the teacher in contemporary schools is to have a clear communication with the parents since this is a critical requirement for the

coherence of the education and the achievement of the student (Dillon and Maguire, 2001).

3. **Professional Qualities:** Teachers are expected to keep up with their subjects and join a relevant subject association in order to control over their work in the developing world of the 21st century. They should also work collaboratively with their colleagues (Dillon and Maguire, 2001).
4. **Personal Qualities:** A teacher faces many different types of children; they can be restless, unable to concentrate, demotivated or with a particular learning difficulty. Thus, the teacher should have a flexible and adaptive repertoire of teaching and he should see himself as a learner throughout his life. At the core of the personal qualities of teachers there is this ability to see their professional life as one of personal continual growth (Dillon and Maguire, 2001).

According to Açıkgöz (1996), the characteristics of an effective teacher can be classified under two headings as those inside the classroom and those outside the classroom.

Outside the classroom an effective teacher should be modern and intellectual. An effective teacher is not only a facilitator during the teaching period but also a model with his life style, his interests and his communicative abilities. He is generally viewed as an honest, optimistic, tolerant, respectful, hardworking and patient person in the society.

The characteristics of an effective teacher inside the classroom have been defined by different researchers since it is the primary matter of education.

For Ausubel (cited in Açıkgöz, 1996) the features of a teacher should be analyzed under four categories:

1. **Cognitive abilities** comprise intelligence and knowledge of periods such as child development, motivation and learning as well as subject matter knowledge.
2. **Characteristics of personality:** most of the investigations suggest that teachers who support and appreciate the students have a positive effect on students' motivation and success. On the other hand, it is claimed that the students of intolerant teachers who give punishments frequently have difficulty in learning and concentration.
3. **Teaching style** includes the methods and techniques a teacher utilizes while teaching. An effective teacher asks questions, gives feedback and explanations to the students and motivates them to learn.

4. *Discipline* involves teacher behaviours such as rule-making and the control of the students.

Unlike Ausebel and Perrot, Küçükahmet concentrates on the communicative features of teachers. Likewise, Ryan and Cooper support this idea with their categorization of the characteristics of an effective teacher. This categorization consists of three steps:

- a) Attitudes of a teacher towards his job, his students, colleagues, parents
- b) Question asking
- c) Class management

Woolfolk (1990) claims that effective teacher characteristics can be analyzed under three headings;

1. Knowledge and education
2. Organization (discipline) and clearness
3. Closeness to the students and enthusiasm

For Woolfolk (cited in Açıkgöz, 1998) a teacher's knowledge of his field is necessary but not a sufficient feature for an effective teaching. A teacher is expected to know his subject in order to make clear presentations. However, though there is a great amount of research proving the relationship between effective teaching principles and success of the students, the role of a teacher's knowledge of his field in this context is not very clear.

According to Murray (cited in Açıkgöz, 1998) one of the most important characteristics of an effective teacher is being neat and unambiguous. A teacher should be clear in his instructions by emphasizing the important points in the subject, guessing the problem areas beforehand and planning the lesson according to these problematic points and making short summaries at regular intervals.

To Woolfolk (cited in Açıkgöz, 1998) a teacher's closeness to the students and his enthusiasm is another crucial factor in the teaching period since they affect the students' motivation in the classroom.

As cited in Açıkgöz (1998), Ryans points out that the characteristics of an effective and ineffective teacher are quite distinct. Successful and effective teachers praise their students, they like to be close to their students and they participate in various social groups. On the

other hand, unsuccessful teachers always criticize their students and they are emotionally discordant.

For Rosenshine and Frust (cited in Açıkgöz, 1998) effective teachers

1. teach the class enthusiastically,
2. present their subject in a clear and understandable way,
3. make use of different materials and course books,
4. try to do their best in the class and they are quite hard-working and productive.

Likewise, Hamacheck (cited in Açıkgöz, 1998) gives a detailed definition of the characteristics of an effective teacher as a result of his research data:

Effective teachers

1. understand and know their students very well,
2. well-educated and well-established academically,
3. prepare the students for a better learning by using advance organizers,
4. can simplify the abstract concepts,
5. are consistent and close to the students,
6. treat the students in a friendly way,
7. are not in favour of punishing the students,
8. are responsible, systematic, creative and enthusiastic,
9. have a good sense of humour,
10. are self-confident, cheerful and democratic,
11. appreciate their students,
12. try to make the lesson interesting and enjoyable,
13. are not dominant in the class by giving orders to the students or by threatening them.
14. are optimistic; they have a positive perspective towards life and their students.

Açıkgöz (1998) states that effective teacher characteristics can be analyzed under five headings:

1. ***Academic and cognitive characteristics of the teacher:*** A teacher's knowledge of his field, his intellectual interests, his reading habits are of crucial importance though these are not sufficient for an effective teaching.
2. ***Teacher behaviours inside the classroom:*** The behaviours in this group comprise teacher's question asking and giving exercises to the students, explanation, reinforcement, feedback/correction and motivation of the students, keeping the students' concentration on a high level, which are all done for the sake of a better learning. Since these kinds of behaviours are directly linked to the teaching period, they are very important.
3. ***Personality of the teacher:*** Teacher's self-confidence, affection, honesty, reliability are among the qualities of this group. It is found out that the personality of the teacher affects the students in various ways and it has a great impact in the foundation of a good teaching atmosphere.
4. ***Teacher-Student Relationship:*** Flanders claims that a teacher who praises and appreciates his students and who motivate them to be active in the class is an effective teacher. However, an ineffective teacher puts a distance between himself and the students; he judges them severely and is not in harmony with his students.
5. ***Classroom-Management:*** A teacher should be able to solve the discipline problems without interrupting the lesson and he should control the class by his democratic relationships with the students.

[cited in Açıkgöz (1998)]

1.3. THE DEFINITIONS OF ATTITUDE

The term "attitude" has been defined in many different ways by numerous people for years. Lindzey and Aronson (1985:37) define this concept as "the most distinctive and indispensable concept in contemporary American social psychology". They state that:

No other term appears more frequently in experimental and theoretical literature. It is a concept which escapes the controversy concerning the relative influence of heredity and environment. Since an attitude may combine both instinct and habit in any proportion, it avoids the extreme commitments of both the instinct theory and environmentalism. The term likewise is elastic enough to apply either to the dispositions of single, isolated individuals or to broad patterns of culture (common attitudes) ...In fact several writers, starting with Thomas and Znaniecki (1918) have defined social psychology as "the scientific study of attitudes".

To Lemon, attitude is "one of the most ubiquitous of all the terms used in social science" (cited in Van Els et al., 1987).

According to Warren, attitude is the specific mental disposition toward an incoming (or arising) experience, whereby that experience is modified; or, a condition of readiness for a certain type of activity (cited in Lindzey and Aronson, 1985:37).

Droba (1933) calls attitude a mental disposition of the human individual to act for or against a definite object. (cited in Lindzey and Aronson, 1985:37).

G. W. Allport (1935) defines attitude as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (cited in Lindzey and Aronson, 1985:37).

Krech and Crutchfield (1948) defined attitude as "an enduring organizational, motivational, emotional, perceptual, and cognitive process with respect to some aspect of an individual's world" (cited in Kiesler, Collins and Miller, 1969:2)

Fifteen years after Allport; Newcomb, Turner, and Converse (1965) suggested a totally nonbehavioral approach by viewing attitude as "a state of readiness for motive arousal" (cited in Lindzey and Aronson, 1985:37).

Katz states that attitude is "the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner...Attitudes include the affective, or feeling core of liking or disliking and the cognitive or belief,

elements which describe the effect of the attitude, its characteristics, and its relation to other objects" (cited in Lindzey and Aronson, 1985:510).

Fishbein considers only the affective component of attitude-learned predispositions to respond to an object or class of objects in a consistently favourable or unfavourable way" (cited in Lindzey and Aronson, 1985:510).

For Azjen attitude is the individual's positive or negative evaluation of performing the particular behaviour of interest" (cited in Chambers, 1999).

In Gardner's words, 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". Attitudes are constructs, discoverable in statements of belief or opinions (cited in Chambers, 1999).

According to Herriot, attitudes are "the fundamental processes or systems whereby the individual orders his environment and behaviour on the basis of values" (Herriot, 1982: 14).

For Osgood et al, attitudes are "predispositions to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response" (cited in Herriot, 1982).

When the nature of attitudes is considered, they are quite maintaining and they can be learnt. "Attitude can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object" (cited in Van Els et al, 1987). It is suggested that the term "attitude" should be brought into application merely to the affective component (Van Els et al., 1987). In practice, the affective component is what is measured in most attitude scales (Van Els et al., 1987).

Gardner suggests that there are two kinds of attitude; attitudes to the people who speak the target language and attitudes to the practical use to which the learner assumes he or she can put the language being learned. According to Gardner, the two kinds of attitudes have different effects: The first set of attitudes is closely connected to achievement, the second displays a more variable set of relationships. Attitudes do not have direct influence on learning but they lead to motivation which does" (Spolsky, 1989).

For Thomas and Znaniecki, the study of attitudes is the field of social psychology. Attitudes are viewed as individual mental processes which determine both the actual and potential responses of each person in the social world. Attitude is always directed toward some object and it may be defined as a "state of mind of the individual toward a value" (cited in Lindzey and Aronson, 1985:37).

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 Fishbein (1967:5) defines it as a “state of mind of the individual toward a value”.

1.4. THE COMPONENTS OF ATTITUDE

Attitudes are multi-dimensional; they have three components that are interrelated:

1. A **cognitive component** is described by the person’s categorizations, and the relationships between his categories. It is a category which is generally used by humans in thinking. Categories are inferred from consistencies in responses to discriminably different stimuli.
2. An **affective component** is described by the way the person evaluates the objects which are included in a particular category. It is the emotion which charges the idea about anything. If a person “feels good” or “feels bad” when he thinks about the category, we would say that he has a positive attitude or negative affect toward the members of this category. Once a category has formed, it is possible for it to become associated with pleasant or unpleasant states and through conditioning it can acquire the property of arousing positive or negative states in the individual. The way the person feels about an attitude object is often determined by the previous association of the attitude object with pleasant or unpleasant states of affairs.
3. A **behavioural component** is a *pre disposition to action* in other words; it reflects the behavioural intentions of the person toward the objects included in a particular category (Triandis, 1971: 8).

Although the three components are generally closely related, there are circumstances that produce components that are not consistent. For example, a person who had bad experiences with American people in the past may have a negative affective component (feels bad with American people), but he may realize that he has to spend time with those people because of his job, therefore, has positive behavioural component (Triandis,1971).

A person’s behavioural intention, that is, what he would do toward an attitude object, is very closely related to norms of behaviour, that is, what people think he should do (Triandis, 1971: 13).

Behavioural intentions may have an influence upon the overt action of the person; but overt action is also related to habits, norms, and other attitudes than the attitudes that are directly relevant to the behaviour toward a particular attitude object (Triandis, 1971).

1.5. THE FUNCTIONS OF ATTITUDES

People have attitudes in order to

1. help them understand the world around them, by organizing and simplifying a very complex input from their environment,
2. protect their self-esteem, by making it possible for them to avoid unpleasant truths about themselves,
3. help them adjust in a complex world, by making it more likely that they will react so as to maximize their rewards from the environment; and
4. allow them to express their fundamental values (Triandis, 1971:4).

Attitudes may express some aspects of an individual's personality. Here the attitudes express a physiological condition of the individual.

More importantly, attitudes help us adjust to our environment, by providing a certain amount of predictability.

Attitudes also help us to adjust to our environment by making it easier to get along with people who have similar attitudes. The people who really count in our social environment, tend to have attitudes that are similar to ours, and often we bring our attitudes in line with the ones held by these important people. Smith, Bruner and White (1956) also point out that one of the functions of attitudes is to provide some externalization of inner problems.

1.6. THE MEASUREMENT OF ATTITUDES

Attitudes are not directly observable and they only come to existence by means of behaviours. Therefore, researchers analyze behaviours for the measurement of attitudes.

An attitude is not something we can examine in the same way we can examine the cells of a person's skin or measure the rate of her heartbeat. We can only infer that a person has attitudes by her words and actions.

(Henerson et al, 1987:11)

Measurement of attitudes is necessary for a variety of reasons; to compare and contrast individuals or groups, to learn changes within the individual or group and to record attitude changes within the individual. The researcher asks some questions or gets the individual's response to certain statements, assuming that the individual is as honest as possible about his/her feelings and beliefs. The first step of attitude measurement is to form a universe of the necessary behaviour and find the representatives of that group. Those people will constitute the sample group of the measurement and their attitudes are learnt by their responses to the questions of the scale (Herriot, 1982; Kiesler, 1969).

Attitude measurement tools such as questionnaires and attitude rating scales have some limitations. Firstly, in the measurement of attitudes we must rely on inferences because it is not possible to measure attitudes directly. Besides, behaviours, beliefs and feelings may not match all the time. Assuming that they reflect a single attitude may be misleading. Another limitation of measurement instruments is that they may not be the realization of what the individual is really thinking. It is difficult to understand whether the subject expresses his real opinion without the pressure of the society. Therefore, attitude measurements should be valid and reliable in order to exclude dishonest subjects (Henerson et al, 1987).

The range of attitude measurement instruments that one can utilize is very wide. On the one hand, there are questions which may seem irrelevant with the attitude in question and which may require open-ended answers. On the other hand, there are more frequently used standardized statements which clearly refer to the attitude (Herriot, 1982). Among a great variety of measurement tools such as interviews, surveys, open-ended questions, stimulated recalls, etc. "Likert Type Scale" received the greatest attention of researchers who want to measure attitudes directly (Kiesler, 1969).

1.7. THE LIKERT TYPE SCALE

In "Likert Type Scale" the respondent is expected to indicate the degree of agreement or approval to all items on a five-point scale. For each item five response categories are given (Kiesler, 1969). The subject chooses the statement which reflects his feelings and in this way his attitudes are measured. The number in front of the responses represents the weights attached to them.

Table 1.3.
A Likert Type Scale

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I'm proud of being a teacher	1	2	3	4	5

After the administration of the scale, the responses are collected and the statistical analysis is made with the help of computer programmes. The findings will give the attitudes of the subjects.

The likert type scale is preferred since it can be administrated to large groups of people simultaneously. Besides, it gives enough time to individuals before they respond. Another factor affecting the popularity of this type of scale is that, with the help of computer programmes, it enables us with correlations among items or the correlation between a single item and the score for the total scale (Kiesler, 1969).

1.8. FACTORS AFFECTING ATTITUDE

Attitudes are formed as a result of learning and experiences which develop in a certain period of time. Since attitudes are bound to an individual's set of values, there are several factors which have an influence upon the construction or changes in the already existing attitudes of people. These factors can be summarized as motivation, aptitude, intelligence, background of the individuals and their curiosity for learning. However, among these variables motivation is considered to be one of the most important factors as it determines the extent of the learner's active involvement towards learning (Ngeow and Yeok-Hwa, 1998). Accordingly, several researchers claim that motivation is the single main factor that has an influence in the attitudes towards second language and achievement in that language (Oxford and Shearin, 1994; Littlewood, 1984). Thus, motivation, as an affective factor in the formation of attitudes, is analysed in the section below.

1.8.1. MOTIVATION

There are several definitions of the term “motivation” even though most of them agree upon some common points.

According to Gardner (1985), motivation is concerned with the question, “Why does an organism behave as it does?” Motivation involves four aspects:

- A Goal
- An Effort
- A Desire to attain the goal
- Favourable attitude toward the activity in question.

Motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is “motivated”. It is easy in second language learning to claim that a learner will be successful with the proper motivation (Brown, 1980:112).

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

According to Williams and Burden, the concept of motivation is composed of many different and overlapping factors such as interest, curiosity or desire to achieve. These, in turn, will differ in different situations and circumstances and also be subject to various external influences such as parents, teachers and exams (1997: 111).

For Harmer “Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal” (1991: 3).

“Motivation refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes towards learning the language. Motivation itself is a complex construct, as Gardner remarks: “...motivation involves four aspects, a goal, and effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question. These four aspects are not unidimensional.” (Spolsky, 1989).

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of Active, personal involvement in second language learning (Oxford and Shearin, 1994).

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). Gardner argues these three components belong together because truly motivated individual displays all three. (Dörnyei, 2001:49).

Motivation is important because it determines the extent of the learner's active involvement and attitude towards learning (Ngeow and Yeok-Hwa, 1998).

Gardner (1985) describes core second language learning motivation as a construct composed of three characteristics:

- the attitudes towards learning a language (affect),
- the desire to learn the language (want)
- motivational intensity (effort)

According to Gardner (1985), a highly motivated individual will:

- enjoy learning the language,
- want to learn the language,
- strive to learn the language.

The Gardnerian theory of SLA, motivation is based on the definition of motivation as " the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985).

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

Motivation is an effort expended, desire to learn and favourable attitudes toward learning the language.

Motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting necessary effort to achieve certain necessary goals (cited in Dörnyei, 2001: 83).

Corder's phrase, "Given motivation, anyone can learn a language" brings out the importance of motivation and the way it can overcome unfavourable circumstances in other aspects of language learning. Motivation is arguably the most important single factor in success or failure at language learning. A well-motivated student however badly taught will

probably do better than a poorly- motivated student well taught. Motivation determines the student's level of attention during class, and the assiduity with which he does his homework and revises what he has been taught during the day. It certainly has a deep influence on the effectiveness of learning (Cunningsworth, 1984: 59).

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. Anyone who has taught knows the importance of student motivation. The best technology, curriculum, and assessments do not make a difference if the students do not want to learn.

Motivation is a major factor in language learning success. We should look for material that has variety and pace, is of genuine interest to the learners and contains learning activities that will appeal to them. Activities which encourage personal involvement increase motivation (Cunningsworth, 1984:63).

Motivation may be construed as:

- a state of cognitive and emotional arousal
- which leads to a conscious decision to act
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain a previously set goal or goals.

(Williams and Burden, 1997:120)

In second language learning, as in every other field of human learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation (Littlewood, 1984).

1.8.2. TYPES OF MOTIVATION

Motivation is one of the most important elements in educational psychology as it is in other fields of life. Therefore, great amount of study is made on the nature and types of motivation. Different researchers made different classifications related to the concept of motivation. Their classification considers the process of language learning in terms of their reason for learning a language (either internal or external) or emphasizes the learning itself taking the situation, the subject to be learnt or their general tendency to learn into consideration.

According to Brown (1981) there are three types of motivation:

1. **Global Motivation** consists of a general orientation to the goal of learning a second language.
2. **Situational Motivation** varies according to the situation in which learning takes place. The motivation in the classroom learning situation is different from the motivation involved in naturalistic learning.
3. **Task Motivation** is the motivation for performing particular learning tasks.

(Ellis, 1985:117)

Another classification has been made in the following way:

1. **Extrinsic motivation** is concerned with external reasons for learning a language such as the approval of the parents, the fear of punishment, getting a better grade etc.
2. **Intrinsic motivation**, on the other hand, deals with the language learning experience itself. Therefore, people learn the language for the sake of learning itself, rather than outside reasons (Harmer, 1991).

A third classification is made by Gardner:

- **Integrative motivation:** In this kind of motivation students are attracted by the culture of the target language community and in the strong form of integrative motivation they wish to integrate themselves into that culture. The more a student admires the target culture, reads its literature, visits it on holiday, looks for opportunities of practising the language and so on the more successful the student will be in the second language classroom.
- **Instrumental motivation:** In this type of motivation people are motivated to do something in order to obtain a practical benefit for themselves such as a better job, position, status etc. In other words, the language is a kind of vehicle to reach their future goal. For that reason, it is probable that the learners are reluctant to continue their learning experience after they have reached their goal.

(Cook, 1994; Harmer, 1991)

Integrative and instrumental motivations are only two of the possible kinds of motivation. Both types are important. A student might learn a second language well with an integrative motivation or with an instrumental one, or indeed with both, for one does not rule out the other, or with other motivations. Both integrative and instrumental motivations may lead to success, but lack of either causes problems.

(Cook, 1994:75)

Learner motivation is affected by factors such as parents, teachers, method and socio-cultural issues:

1. Parents:

Parental influence on second language motivation was considered by Gardner (1985) in his social psychological theory because parents were seen to “act as the major intermediary between the cultural milieu and the student Gardner has identified two main dimensions of the role that parents play in their children’s learning process:

- an active role, which involves encouragement, support and monitoring and,
- a passive role, which involves indirect modelling and communicating attitudes related to second language learning and the second language community.

(cited in Dörnyei, 2001: 78)

Gardner et al. (1999) provide further confirmation that parental encouragement is associated with the development of attitudes towards the learning situation and with the language learning efforts of the children (Dörnyei, 2001).

2. Teachers:

The motivational influence of the teachers is manifold, ranging from the effects of their personality and competence to their active socialising practices. Clark and Trafford found that teachers and students both regard the teacher-pupil relationship as the most significant variable affecting pupils’ attitudes towards second language learning (Dörnyei, 2001: 79).

3. Learner group:

Group-related issues are very much at the heart of the affective dimension of classroom learning and the available evidence supports this with regard to the

study of foreign languages as well. In a classroom investigation, Clement et al. (1994) found that perceived group cohesiveness substantially contributed to the learners' overall motivation construct and correlated significantly with various language criterion measures (Dörnyei, 2001: 81).

4. Socio-cultural issues:

Stern stresses the relevance of socio-cultural factors to motivation. Such factors include the general attitude to formal education, to foreign languages and the relative social status of the first and second language. Particular languages are sometimes held in either high or low esteem because of economic, political or cultural values associated with them. Students therefore come to the learning situation with positive or negative attitudes derived from the society in which they live. The instrumental value of the second language, political factors, geographical aspects, the educational framework all have a role to play. These factors will in turn be influenced by social opportunities for contact with the second language and environmental issues including the socio-economic status of the parents.

1.8.3. THE PRIMACY OF INTEGRATIVE MOTIVATION

Gardner (1985) states that an integratively motivated learner is more eager to learn the language, has more positive attitudes towards the learning process, and is more likely to expend more effort in learning the language.

Integrative motivation, which can be described as the desire to resemble valued members of the community that speak the second language, is considered to be related to proficiency with two functions. Integratively motivated learner will probably interact with speakers of the second language only because of his interest and as a result he will take intake. As Stevick pointed out, the integratively motivated performer will be confident towards the "other" group and will be more eager to engage in "receptive learning" (acquisition), rather than "defensive learning" (Krashen, 1981).

Instrumental motivation, which can be explained as the desire to achieve proficiency in a language for practical reasons, may also relate to proficiency. However, there are certain differences that make most researchers believe that integrative motivation is more effective in language learning situation. For instance, instrumentally motivated performer has always a practical goal in interaction, whereas for integratively motivated learner interaction is the

most important goal. Besides, integratively motivated learner is likely to have a low affective filter, while the instrumentally motivated learner has a stronger one, which is an undesirable situation in learning. What is more, language acquisition is under the risk of ceasing as soon as enough is taken to get the job done (Krashen, 1981).

“When the practical value of second language proficiency is high and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition” (Krashen, 1981:23).

According to Dörnyei and Clement, integrativeness is “the most powerful general component of the participants’ generalised language- related affective disposition, determining language choice and the general level of effort the students intended to invest in the learning process” (Dörnyei, 2001: 51).

Douglas Brown, as cited in Dörnyei (2001), focuses on the importance of intrinsic motivation in the second language teaching situation:

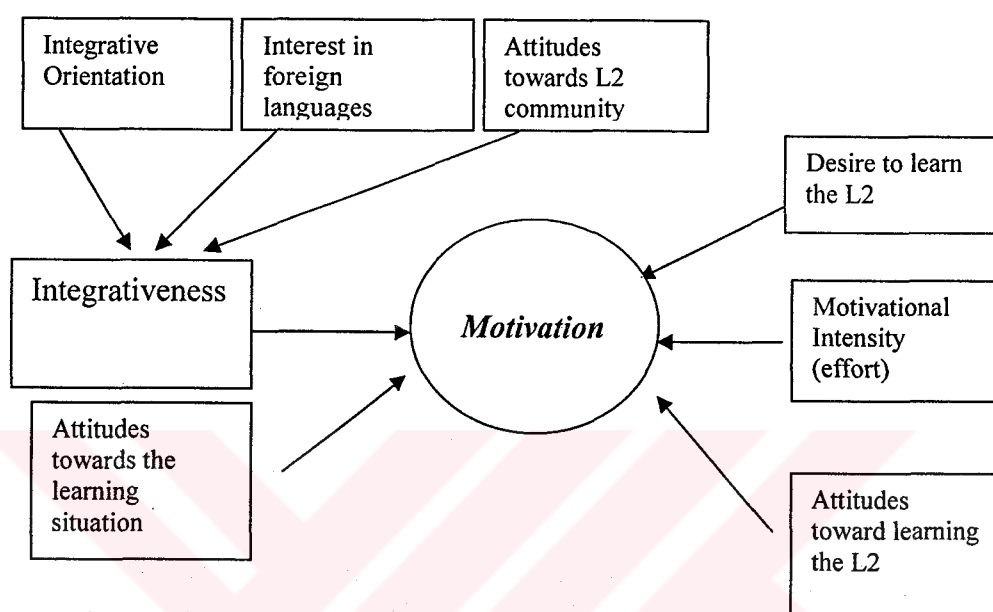
“Traditionally, elementary and secondary schools are fraught with extrinsically motivated behaviour...schools all too often teach students to play the game of “pleasing” teachers and authorities rather than developing an internalised thirst for knowledge and experience...over the long haul, such dependency focuses students too exclusively on the material or monetary rewards of an education rather than instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration...the notion here is that an intrinsically oriented school can begin to transfer itself into a more positive, affirming environment...the result: an appreciation of love, intimacy, and respect for the wisdom of age.”

(cited in Dörnyei, 2001: 59)

For Gardner, the integrative motive can be shown in the following way:

Table 1.4.

Gardner's conceptualisation of the integrative motive



(Dörnyei, 2001: 50)

On the other end of the spectrum, some scientists believe that integrative and instrumental motivation should not reject each other (Littlewood, 1984). It may not be so easy to categorize a learner as either instrumentally or integratively motivated. S/he can have both types of motivation at the same time. While learning a foreign language for practical reasons, s/he can enjoy meeting and communicating with the members of the second language community.

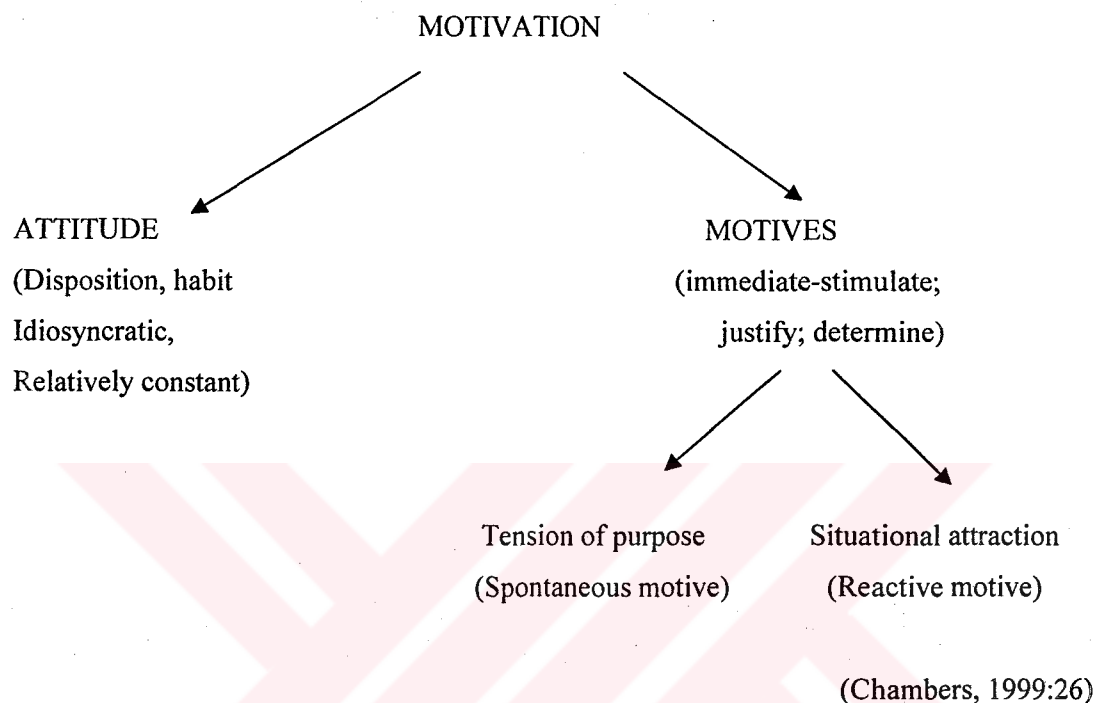
1.9. ATTITUDE-MOTIVATION-ACHIEVEMENT RELATIONSHIPS

Motivation and attitudes are inseparably related terms. Attitudes are the leading factors in the development of motivation (Spolsky, 1989).

According to Schiefele, attitude is related to an individual's set of values and might be affected by several factors. Attitude is more peculiar to the individual and less likely to change (cited in Chambers, 1999). On the other hand, motive is immediately influenced by that moment's behaviour.

Attitude is placed within the motivation model shown in figure below:

Table 1.5.
Schiefele motivation model



According to Spolsky (1989), attitudes influence motivation; however, they are directly linked to achievement. Attitudes might affect achievement but the principal relationship is that achievement is the outcome of attitude and motivation. Past proficiency has an effect on achievement and situational anxiety. On the other hand, situational anxiety is not a direct factor in final achievement (Spolsky, 1989).

Motivation and situational anxiety determine both the individual's level of motivation and his second language achievement. Furthermore, initial proficiency is considered to affect not only final achievement, but also situational anxiety (Spolsky, 1989).

The social side is of crucial importance when the language choice is linked to a wider social context or when the social environment is given value as much as the practical business. For Guiora, the necessity to learn another language is a challenge for our personal identity and this is added to the complex model explaining whether or not we will pay the cost (cited in Spolsky, 1989).

These values change into attitudes and the attitudes improve the degree and kind of motivation which results in an increase on the amount of effort a learner makes in the second language learning process. Attitude is not a separate factor; it is related to the learner's personal skills in taking the advantage of the opportunities presented for language learning and use.

Von Els et al. (1987:117) also viewed the relationship between attitudes and motivation in the second language learning context.

In the early literature on the role of attitude and motivation in second language learning attitudes and motivation have usually been lumped together into a cluster of factors which were held jointly responsible for relative success or failure in 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.

Indicating that achievement in a second language is promoted by an integrative motive is not equivalent to saying that this is the only cause or predictor. Undoubtedly, many factors operate in the development of second language proficiency. Only motivation itself and language aptitude are the two individual differences which have been found out to be significant in the language learning process.

1.10. THE ROLE OF ATTITUDES AND MOTIVATION IN SECOND LANGUAGE ACQUISITION AND LEARNING

Students carry some affective factors, namely, attitudes and motivation and individual differences such as age, personality, previous knowledge and certain abilities, which have great importance in the language learning process (Abu-Rabia, 1993).

Chambers states that:

Pupils do not come to the foreign languages classroom as *tabulae rasae*. They bring with them certain attitudes born of conversations shared with family and friends, the media and personal experience of the target language community.

(Chambers, 1999:25)

In language learning affective variables are as important as the cognitive ones for the achievement of the students.

According to Parry and Stansfield (1990), affective variables can be categorized in two groups, personality on the one side and attitudes and motivation on the other.

Krashen states that attitudes and motivation have two functions in second language acquisition. Firstly, they encourage intake. "Attitudinal factors are simply factors that encourage acquirers to communicate with speakers of the target language, and thereby obtain the necessary input, or intake, for language acquisition." Secondly, with the help of positive attitudes and high motivation students will use the language heard for acquisition.

Simply hearing a second language with understanding appears to be necessary but is not sufficient for acquisition to take place. The acquirer must not only understand the input but must also, in a sense, be open to it.

(Krashen, 1981:21)

Attitude toward the classroom and teacher is not only related to acquisition but also to learning. The student who feels comfortable in the classroom and likes the teacher will be more eager to learn and will accept the teacher as a source of intake (Krashen, 1981). Positive attitudes toward the classroom and teacher may also be manifestations of self-confidence and / or integrative motivation and for this reason may also relate to acquisition (Krashen, 1981:24).

For Gardner and Lambert, "the attitude of the learner towards the target language culture is the most important variable influencing foreign language acquisition" (Chambers, 1999:28). Lambert claims that a student who has ethnocentric or prejudiced attitudes towards foreign peoples is likely to be unsuccessful in foreign language learning. (cited in Chambers, 1999).

Similarly, Piepho makes a connection between performance and level of ethnocentricity:

All the research and experimentation with which I am familiar indicates that the most stable and highly correlated prerequisite for the variable of language performance is that of the attitude taken by the learner to the subject, the country and the people whom speak the language.

(cited in Chambers, 1999:28)

According to Spolsky (1989), although attitudes do not directly influence learning, they lead to motivation which does. Thus, motivation with positive attitudes plays a very important role in language learning process. McDonough (1986:149) states that “Most of the language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language.”

In language learning situation, motivation is likely to cause achievement. Parry and Stansfield (1990:183) claim that:

Highly motivated individuals may try harder, work longer hours, process material more efficiently, and find the acquisition of the material more efficiently, and find acquisition of the material more reinforcing than those who are less motivated.

1.11. THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the relationship between the attitudes of the students of English Language Teaching Department toward “English” and toward “Being a Teacher”.

This study also aims to find out whether the attitudes of the students indicate significant differences with regard to their sex, their economic conditions, and their class as well as kinds of High Schools from which they have graduated and whether there is a teacher in their family. In other words, this study intends to understand to what extent attitudes of students towards English and towards being a teacher are related to their gender, their economic condition, types of High Schools from which they have graduated and whether there is a teacher in their family.

1.12. THE SIGNIFICANCE OF THE STUDY

In the first dimension of the study, the attitudes of the students’ towards English have been analyzed. The achievement in learning a foreign language depends not only on cognitive factors such as intelligence, aptitude etc., but also on affective factors such as attitude and motivation. As the main branch of prospective teachers of English is teaching a language, their opinion of English is of vital importance.

The second dimension of this research is based upon the analysis of the attitudes of teachers of English towards being a teacher. In the 21st century, Turkey has to solve its

problems related to effective teacher education. To this end, one of the most important affective factors of the prospective teachers; their attitudes towards teaching profession, should be analyzed. Their attitudes are very significant since these will affect their students directly during the teaching period. For that reason, teachers' attitudes towards their profession should be analyzed and negative ones should be diminished. The attitudes of "Prospective Teachers" depend on the following variables such as education, occupational expectations, characteristics of the individuals and moral values. In Turkey prospective teachers are selected without considering their attitudes towards teaching profession, their interests and their individual characteristics. This fact had a negative influence on the quality of the education system and thus on the future generations. Furthermore, since the attitudes of the teachers affect their students, the education faculties should develop positive attitudes towards teaching profession. This study aims to assist the improvement of the teacher quality by measuring the prospective teachers' attitudes towards their specialized area and towards teaching profession.

1.13. THE STATEMENT OF THE PROBLEM

The aim of this research is to find out whether there is a significant difference between the attitudes of the freshmen, sophomores, juniors and seniors of English Language Teaching Department of Buca Faculty of Education at Dokuz Eylül University towards English and towards being a teacher.

1.14. THE RESEARCH PROBLEMS

This study also intends to find an answer to the following questions:

1. Do the attitudes of the students of English Language Teaching Department towards English indicate significant differences with regard to their gender?
2. Do the attitudes of the students of English Language Teaching Department towards English indicate significant differences with respect to the types of high schools from which they have graduated?
3. Do the attitudes of the students of English Language and Teaching Department towards English indicate significant differences with regard to their class?

4. Do the attitudes of the students of English Language and Teaching Department towards English indicate significant differences with regard to the economic condition of their families?
5. Do the attitudes of the students of English Language and Teaching Department towards English indicate significant differences with regard to whether there is a teacher in their families?
6. Do the attitudes of the students of English Language and Teaching Department towards being a teacher indicate significant differences with regard to their gender?
7. Do the attitudes of the students of English Language and Teaching Department towards being a teacher indicate significant differences with regard to the types of high schools from which they have graduated?
8. Do the attitudes of the students of English Language and Teaching Department towards being a teacher indicate significant differences with regard to their class?
9. Do the attitudes of the students of English Language and Teaching Department towards being a teacher indicate significant differences with regard to the economic condition of their families?
10. Do the attitudes of the students of English Language and Teaching Department towards being a teacher indicate significant differences with regard to whether there is a teacher in their families?

1.15. LIMITATIONS

This study only covers the freshmen, sophomores, juniors and seniors of English Language Teaching Department of Buca Faculty of Education at Dokuz Eylül University. In other words, the sample group is the same as the universe.

This research does not comprise other universities or departments. Moreover, merely the students' attitudes towards "being a teacher" and towards "English" are examined and attitudes towards other foreign languages or other professions are not included.

1.16. ASSUMPTIONS

The students participating in the research have answered the questions in the attitude scale honestly and sincerely.

1.17. ABBREVIATIONS

DF: Degree of Freedom

F: Frequency

FL: Foreign Language

\bar{X} : (Arithmetic) Mean

N: The Number of the Sample

SD: Standard Deviation

SL: Second Language

SIG: Degree of Significance

SS: Sum of Squares

t: *t*-value

CHAPTER 2

LITERATURE REVIEW

As the relationship between attitude, achievement and other affective factors has been the focus of attention for several researchers, in the literature review section of this study, the research carried out on attitudes towards learning a foreign language and towards being a teacher and teachers' job satisfaction has been analyzed.

2.1. RESEARCH ON ATTITUDE TOWARDS LEARNING A FOREIGN LANGUAGE

In the foreign language learning process attitude has been regarded as one of the most significant factors that affects the achievement and has been investigated by many researchers.

Gardner, Smythe, Clément and Gliksman (1976) indicated that attitude was as important as aptitude with regards to its relationship with second language proficiency. They stated that:

The various studies differed with respect to the nature and number of variables investigated, but the conclusion warranted from all the studies was that motivational variables were related to second language achievement and where such comparisons were possible, that the motivational variables were as highly related to second language achievement as were the indices of language aptitude.

(Burt, Dulay, Finocchiaro, 1977:176)

Burstall (1975) investigated the relation between attitudes and achievement in French learning, taking the sample group from the British primary and secondary school students. The findings of this study indicated a strong relationship between these two variables (McDonough, 1986).

John Oller and his colleagues conducted a series of studies on the relationship between attitudes and achievement in second and foreign language learning. The sample of their first study was the Chinese-speaking foreign students in American Universities. In this

study it is found out that there is a positive correlation between attitudes towards the target language group and the proficiency in that language. They also investigated the relationship of Chinese, Japanese and Mexican students' success in English and their reasons for travelling to the USA as well as their attitudes towards self and towards the target language community. The findings of their research indicated that there is a direct relationship between language achievement and the attitudes of people towards the self and the target language group (Von Els et.al., 1977; Brown, 1980).

Tucker, Hamayan and Genesee (1976) administered attitude and aptitude tests to three groups of grade 7 students. In the end of this study, it was concluded that attitude and motivation measures in the target language; namely, French, were much better predictors than aptitude and IQ measures. Children are successful in learning the target language as long as they have a positive attitude towards the language and its native speakers. Thus, it is indicated that positive attitude towards the target language and high need of achievement are the most significant factors in the second language proficiency (Krashen, 1982).

Hatch (1976) investigated the role of affective and attitudinal factors in children's second language acquisition by examining their diaries and found out that there is a close relationship between those variables (Krashen, 1982).

In the 1960s Robert Gardner, Wallace Lambert and their associates conducted a series of researches focusing on the individual differences in the foreign language learning situation which let them construct the beginnings of a sociopsychological theory of second or foreign language learning. Their theory is based on the claim that the successful learner of a second language should be psychologically prepared to adopt characteristic behaviours of another linguistic-cultural group. "The learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language"(Gardner and Lambert, 1972:3).

Several researchers also agreed on Gardner and Lambert's claim that a socially based motivation, in other words, a desire to be valued members of the second language community produced the success in second language learning process (Ellis, 1994).

Gardner, Lalonde and McPherson (1985) investigated the French learners' success and their attitudes towards learning French. After a 6-month-intensive French course the proficiency of the students with less favourable attitudes declined, whereas, that of the learners with favourable attitudes showed little change (Ellis, 1994).

In another research, conducted by Lambert and Anisfeld, the relationship between the attitudes of Canadian students toward learning Hebrew and toward the Jewish culture and

community as well as their verbal intelligence and language aptitude was investigated. The research findings revealed that the students' intellectual capacity and their attitudinal orientation affect their language learning achievement. Nevertheless, while intelligence and linguistic aptitude are stable components of success, the significance of attitude varies from one school to another, affected by the social class of the neighbourhood (Gardner and Lambert, 1972).

Koydemir (1994) investigated the attitudes of the students in Dokuz Eylül University Buca Faculty of Education, Department of German Language Teaching and Ege University Faculty of Literature, Department of German Language and Literature. The sample of the study was composed of the freshmen, sophomores, juniors, and seniors of 1992-1993 academic years. The findings of this study showed that there was a significant difference between the students' attitudes towards German and towards their programmes. The students of Ege University and Dokuz Eylül University had negative attitudes towards German and towards their programmes. This study also indicated that when compared to female students, male students had more negative attitudes.

In a study conducted by Saracaloğlu (2000) the relationship between foreign language trainee teachers' attitudes towards lessons and their level of learning was investigated. The sample group of this study includes 515 subjects from the students of the Foreign Language Departments of Dokuz Eylül University and Ege University. As for the measurement instrument "Attitude towards Foreign Language Scale", which was developed by the researcher was utilized. The findings revealed that there were positive correlations between the trainee teachers' attitudes towards foreign languages and their academic achievement.

Gardner and Lambert conducted their first studies with 11 English-speaking high school students in Montreal who were studying French. In this study, they administrated a number of attitudinal and motivational variables to the students (Van Els et.al., 1977). In the end, it is found out that the students' achievement of French was dependent on their attitude toward the native speakers of the target language as well as aptitude and intelligence.

It was the orientation that apparently provided a strong motivation to learn the other group's language. In the Montreal setting, students with an integrative orientation were more successful in second language learning than those who were instrumentally oriented.

(Gardner and Lambert, 1972:4)

As mentioned above, among the attitudinal variables which affect second language learning process, motivation has an important place.

Hsiang, (1992) carried out a piece of research on Chinese students from Taiwan who were studying English. Fifty-one graduate Chinese students' attitudes towards English and their proficiency in English were investigated. As for testing the students' achievement, their TOEFL scores were utilized. In the end, it was concluded that the students' attitudes towards learning a foreign language, their interest and enthusiasm in learning English and their degree of motivation affected their TOEFL scores. What is more, the motivation of the students was found to be the most significant factor in their English proficiency.

In the scope of the studies carried out on "motivation-achievement relationship" it was found out that integrative orientation and integrative motivation influence the second language learning process to a great extent. Lambert states that integrative orientation "involves an interest in learning a second language because of a sincere and personal interest in the people and culture represented by the other language group" (cited in Ellis, 1994:509). According to Ellis, orientation differs from motivation since "it refers to the underlying reasons for studying a second language; whereas, motivation refers to the directed effort individual learners make to learn the language" (Ellis, 1994:509).

A large scale of researches has been carried out about the orientation of integrative motive and its role in the second language learning process. Most of these studies proved the primacy of integrative motivation in the second language learning phenomenon.

Another study of Gardner focused on the attitudes of the students' parents toward the French community. The findings of this study indicated that the students' attitudes toward the other group are generally developed within the family (Gardner and Lambert, 1972). In other words, in the foreign language context, integratively motivated students' had also family members who were sympathetic to the French community.

The integrative motive is not simply the result of having more experience with French at home. Rather it seems to depend on the family's attitudinal disposition.

(Gardner and Lambert, 1972:5)

In 1968 Feenstra and Lambert examined the attitudes, motivations, aptitudes and achievements of French learning high school students in Ontario, taking into consideration their parents' attitudes towards French speaking communities. Their findings were consistent with the previous studies of Gardner and Lambert. Integrative motivation was indicated as an important factor in the second language learning process. In addition to this, they found a

significant relationship between two generations. That is, parents with positive attitudes toward the other language community motivated their children in the foreign language learning process more than did parents with negative attitudes (Gardner and Lambert, 1972).

In the studies conducted in the 1970s, employing a newly developed technique; “attitude-motivation index” (AMI), Gardner and Smythe (1975) investigated the attitudes of the Canadian Anglophone students towards Francophone communities, the French teacher and the French course as well as their motivation to learn French. They found out that:

Integratively motivated students are not only better achievers, but also have a greater persistence in studying French and they engage more actively in French class activities.

(Von Els et.al., 1977:118)

Another researcher, Spolsky (1969), also underlined the importance of “integrative motivation” within the scope of foreign language learning. Spolsky examined the relationship between English achievement of foreign students in American Universities and their motivation. At the end of this study, he concluded that integratively motivated students were more successful in foreign language learning (Von Els et.al., 1977).

Gliksman (1976), too, found a positive correlation between integrative motivation and second language learning. His studies showed that integratively motivated students “volunteered more frequently in class, were asked more questions by the teacher when not volunteering, gave more correct answers and received more positive reinforcement from the teacher than those without this motivation orientation” (Skenon, 1989:57).

Clément, Smythe and Gardner (1978) investigated the relationships between motivation, persistence and success in second language learning. They tried to find out the underlying reasons that make Canadian students in grades 9, 10 and 11 drop out of a French programme. The findings revealed that motivation is a much more significant factor than language aptitude, classroom anxiety or even second language achievement (Ellis, 1994).

Bialystock and Fröhlich (1977) also concluded that measures of integrative motivation correlated with achievement in a test of reading comprehension for 9th and 10th grade students of French in Toronto (Krashen, 1981).

In the later studies of Gardner it is found out that instrumental motivation, which can be defined as “the external incentives and influences as determinants of learners’ motivational strength” (Ellis, 1994:513), is also an effective factor in second language learning.

Gardner and MacIntyre (1991) conducted a piece of research in which 46 university students were given \$10 if they succeeded in a paired-associate (English-French) vocabulary task, while the other students were only told to do their best. The students who were rewarded did better than the others. When the possibility of reward was extinguished the students ceased to spend time on studying. Gardner and MacIntyre viewed the elimination of paying extra effort whenever the reward is eliminated as a disadvantage of “instrumental motivation” (Ellis, 1994).

Miller (1971) carried out a study on the students of Kentucky University who study French as a foreign language. He investigated the attitudes of these students towards French. In the end, the findings revealed that the main reason of the students' desire in learning French was their academic career, namely; they were instrumentally motivated (Koydemir, 1994).

The majority of the studies carried out on motivation explained integrative and instrumental motivation as a cause of achievement. However, some researches illustrated that the reverse relationship between motivation and achievement is also correct, namely; learners' motivation is also strongly affected by their achievement.

Savignon (1972) as a result of his studies concluded that the students' willingness to learn the target language increased with their gains in this area. Hermann (1980) also claimed that it is success that contributes to motivation rather than vice-versa. Berwick and Ross (1989) conducted a study on 90 first-year Japanese university students who take obligatory English classes. First of all, they administrated a pre-test and found little evidence of motivation. At the end of the English course, a post test was given and it is found out that the students' motivation increased in this period due to their growing success and interest in second language (Ellis, 1994).

Thus, as a result of several researches, it is indicated that the relationship between motivation and achievement is an interactive one. “A high level of motivation does stimulate learning, but perceived success in achieving second language goals can help to maintain existing motivation and create new types” (Ellis, 1994: 515).

In her MA thesis, Çalış (1995) investigated the condition of foreign language teaching in universities. The sample of the study was taken from of the freshmen of the School of Economics at Celal Bayar University. An attitude scale towards foreign language was administrated to the students in order to find out their behaviours and attitudes towards learning foreign language. The findings of this study revealed that:

- the majority of the students are not content with the foreign language teaching system in Turkey,
- the main problem of the students about foreign language teaching is the great diversities in the class,
- most of the students demand “Preparatory Classes” in order to equalize the students’ level of foreign language in the class,
- the majority of the students think that foreign language will be helpful in job applications,
- the students think that foreign language learning problem should be solved in secondary schools so as to study the foreign language in advanced level in higher education and be able to use it in their academic studies.

(Çalış, 1995)

Songün (1983) conducted research on attitudes towards foreign language learning, which was among the first studies of this kind in Turkey. He aimed to find out the attitudes of teachers of English and their secondary school students, taking his sample group from the Eastern part of Turkey. The data of this study indicated that teachers of English find learning-teaching opportunities insufficient, whereas, their students claim that the subjects are too difficult to learn. Related to these findings, the students had negative attitudes towards English lessons (Koydemir, 1994).

Saracaloğlu (1992) developed an attitude scale towards foreign language learning and administrated it to the students of English Language and Literature, German Language and Literature, History, Geography, Psychology, Astronomy, Chemistry and Biology Departments at Ege University. The findings of this study indicated that the students of the two foreign language departments had more positive attitudes towards the language they study when compared to the students of the other departments. Besides, the attitudes of the graduates of Anatolian High Schools and Private High Schools toward foreign language were found to be more positive. It was also concluded that the attitudes of female students towards foreign language was more positive. In brief, the attitudes towards a foreign language differ significantly according to the students’ department, classes, sex and the type of high schools from which they have graduated and their age of living abroad (Saracaloğlu, 1996:73-92).

2.2. THE RESEARCH ON ATTITUDE TOWARDS BEING A TEACHER

An effective teacher should not only be a specialist of his field and methodology but also be tolerant, devoted and hard-working. To this end, the attitudes of the teacher towards teaching profession gain great amount of importance and becomes a subject to be investigated for several researchers.

Davies (1968) conducted a study on 300 students of an Education Faculty in England. He investigated the students' attitudes towards their programme. The findings revealed that the attitudes of female students were much more positive than those of the male students (Koydemir, 1994).

Derricot (1968) investigated student attitudes towards pedagogy courses, taking his sample group from three different faculties of education in England. After the data collection from 1400 students, it was found that:

- A significant difference exists between the attitudes of male and female students,
- Female students had started this department with a much more positive attitude towards pedagogy courses and continued in that way,
- The attitudes of both male and female students towards pedagogy courses developed in a positive way during the 3-year-long education period.

(Koydemir, 1994)

Shannon (1974) carried out a research on 246 students of an Education Faculty in Scotland. He analyzed the character development of the students and their attitudes towards the education of their programme until their graduation time. This study revealed that the attitudes of the students were positive and remained the same in the education period (Koydemir, 1994).

Abdullah and Abduldaim (1982), two researchers from Libya, investigated the attitudes of the students in Garyunus University Beyda Faculty of Education. The sample of this study consisted of 280 students from ten different departments. In the end, it was found out that the students in departments of Biology, Chemistry, Geography, History, Philosophy, Physics and Sociology had positive attitudes towards their programmes. However, the students of Management, Planning, Mathematics and English Departments had negative

attitudes towards the lessons of their field. On the other hand, the attitudes of the student of all ten departments found to be positive towards the pedagogy courses (Koydemir, 1994).

In Garyunus University, another research was conducted by Rıza and Al-Makhzoumi (1984) on the attitudes of the students of Education and Literature Faculties towards their departments. The sample of this study included 550 students from English and Arabic Literature Departments, as well as, Philosophy, Psychology and Pedagogy Departments. The findings revealed that:

- the attitudes of the students of both Faculty of Arts and Faculty of Education were positive towards their departments,
- the students of English Language and Literature, Psychology and Pedagogy Departments had much more positive attitudes towards their departments than the students of the other two departments,
- the attitudes of the students of English Language and Literature Department towards their department became gradually more negative during the 4-year-education period, whereas, the attitudes of the Psychology and Pedagogy Departments remained the same as that of the first year,
- female students had a much more positive attitude towards their departments than male students.

(Koydemir, 1994)

In Turkey, as well as abroad, teachers' attitudes towards teaching profession and their job satisfaction have been a focus of attention for several researchers.

Fidan and Baykul (cited in Serin, 2001) claim that developed countries which have solved their problems in teacher education are successful in their educational reforms. Aydın also points out that one of the most important features of the education period is teacher education besides curriculum and teaching methods and materials (cited in Serin, 2001). Despite this great importance of teachers according to the Turkish National Education Ministry Report (MEB, 1982):

The importance given to the teachers in the society is decreasing while the dissatisfaction of the teachers towards their job and working conditions is increasing day by day. Thus, teaching as a profession is losing its value for the new generation and is becoming the last choice in the university entrance exam.

This decline in the demand for being a teacher is due to several variables such as, low salaries, stressful working hours and long years of education. In Turkey, when their working conditions and their long period of education are taken into consideration, the economic conditions of the teachers are quite unsatisfactory.

Sönmez (1989) investigated the economic conditions of teachers in Turkey and compared their situation with that of the other professions. The salaries of the teachers were lower than those of the officers and policemen despite the equality of their education period, the risk factor and difficulty of their works. Besides, it was found that both male and female teachers have an additional job for living on. The findings also showed that %63 of teachers continues their work as a teacher in order to be retired, %24 of teachers in order to spend time, and only %13 of teachers do this job since they still like it. These findings are eye-catching and indicate serious problems for Turkey's education system and the future of the next generations. Tekişik (1987) also argues that the salary of a teacher in Turkey is the second lowest amount of money among 43 countries.

Several researchers conducted studies in order to find out the attitudes of the teachers and student teachers towards teaching profession.

Çelenk (1988) conducted a research in order to find out the attitudes of the prospective teachers towards "being a teacher". The sample group was formed by the students of Bursa, Ağrı and Niğde Faculties of Education and likert-type attitude scale was administrated to these students. The findings of this study revealed that there was no significant difference between three faculties. Besides, the attitudes of the students who chose their department since they wanted to be a teacher and who did not enter another exam for changing it, were found to have higher scores in the "Attitude Toward Being a Teacher Scale" (Koydemir, 1994).

Akboy and Semercioğlu (1991) made a comparative study between the students of French and English Language Teaching Departments in Buca Faculty of Education of Dokuz Eylül University, taking into consideration their attitudes towards their programmes and their expectations for the future. The researchers administrated an attitude scale to the preparatory class students and seniors of both departments in order to find out their thoughts about their department and their reasons for choosing it, as well as their future plans. The findings of this research showed that:

- the attitudes of the students' of French Language and Teaching Department towards "being a teacher" was found to be more positive than those of the students' of English Language and Teaching Department,

- however, while the students of English Language and Teaching Department preserve their positive attitudes till their graduation, the positive attitudes of the students of French Language and Teaching Department decline in due time,
- the students who expect to be teachers after their graduation think that methodology lessons are important while the others find those lessons unnecessary,
- the majority of the students of English Language Teaching Department think that they will easily find a job after their graduation; however, the students of French Language Teaching Department are doubtful about job opportunities,
- the students who are less hopeful about finding a job have more negative attitudes towards their departments.

(Koydemir, 1994)

Serin *et al.* (2001) conducted some research in order to find out the factors that affect the attitudes of the teachers towards their teaching profession. They took their sample group from primary and secondary school teachers in İzmir. A questionnaire requesting demographic information and “Attitude Scale towards Teaching Profession” developed by Semerci (1999), was administrated to 209 teachers from five different branches. The findings of the research indicated that the attitudes of teachers towards teaching profession were at high level and affected by age, the university they graduated from, their willingness in choosing the profession, the degree of satisfaction from working conditions and their self-concept with regard to their efficiency. A more detailed analysis indicated that the attitudes of the teachers towards teaching profession do not indicate any significant difference with regard to their gender. Both male and female teachers have positive attitude towards teaching profession; however, that of the male teachers is a little bit higher. The second finding of this research is related to the teachers’ branches. It is found out that there is not a significant difference between the attitudes of the teachers and their branches. The findings also revealed that there is a significant difference between the attitudes of the teachers’ towards their profession and their age. The attitudes of the teachers between the ages of 31-35 is less positive than the other age groups, whereas the teachers older than 41 have the most positive attitudes towards their profession. Serin *et al* interprets this finding with the job satisfaction of older teachers as a result of their experience and knowledge of teaching. Accordingly, there is a significant difference between the attitudes of the teachers towards their profession

and their working period as a teacher. Namely, teachers with more than 16 years teaching experience have the highest degrees in the attitude scale. Another result of the research is that there is no significant difference between the attitudes of the teachers towards the teaching profession and their being either married or unmarried. There is also a significant difference between the attitudes of the teachers and the type of university which they graduated from. That is, the graduates of two-year-long high schools and education institutes have much more positive attitudes compared to the graduates of “Education” and “Language and Literature” faculties. Another interesting finding of this research is about the department choice of the teachers. It is found out that the teachers who chose the education faculties of the universities since they like the teaching profession have much more positive attitudes towards their job. Finally, it is revealed that the attitudes of the teachers who are content with their working conditions and their school are more positive than that of the other teachers.

Kesercioglu *et al* (2000) investigated the attitudes of the prospective teachers of biology towards the job of teaching. The sample group consisted of 123 students from Dokuz Eylül University, Buca Faculty of Education, Biology Department. The attitudes of the student teachers towards being a teacher are analyzed with regard to the type of high school they graduated from, their gender, class, graduation degree, the profession of their parents, the fact that whether there is a teacher in their families as well as their reasons for choosing this department in the university entrance exam. In the end, it is found out that there is not any significant difference between the attitudes of the prospective teachers’ of biology and the above mentioned variables.

Bozkurt *et al.* (2000) conducted a research in order to find out the factors that affect the attitudes of the prospective teachers towards being a teacher. The study is carried out on 168 students at Dokuz Eylül University, Buca Faculty of Education, Departments of Counselling and Guidance, Teaching Primary School and Science. The findings of the research indicated that the attitudes of the students towards teaching profession were at “medium” level and is influenced by the departments, the types of high schools from which they have graduated, the reasons for the preference of the departments, and the attitudes of the university instructors towards students. However, there is not any significant difference between grade, gender, and high school graduation degree, socio-economic condition of the family, having a teacher in the family, rank of the department preferences, being pleased with the education given and to be educated in the departments. A more detailed analysis of the findings revealed that:

- There is a significant relationship between the attitudes of the students towards the teaching profession and their departments. The students of Counselling and Guidance Department have the most positive attitudes towards teaching profession; however, their attitudes are also at medium level. On the other hand, the students of Teaching Primary School and Science Departments have the lowest attitudes towards being a teacher.
- The types of high schools from which the students graduated affect the students' attitudes towards teaching profession to a great extent. The highest score in the attitude scale belongs to the graduates of Anatolian High School. What is more interesting is that the graduates of Teacher High Schools have the least positive attitudes toward teaching profession.
- There is a meaningful relationship between the attitudes of the students toward teaching profession and their reasons for choosing this department. The students who have selected the teaching department since they would like to be a teacher have the lowest scores in the attitude scale. Bozkurt *et al.* claim that the underlying reason of this interesting finding may be the negative attitudes of the society towards teaching profession and dissatisfaction of the teachers about their working conditions.

CHAPTER 3

METHOD

The research model, the sample and the universe of the study, data collecting instruments used in the research, the analysis of the data gathered by means of measurement instruments and the statistical process have been described and examined in this chapter of the study.

3.1 The Model of the Research

This research is a survey-type descriptive study.

3.2 The Universe and the Sample of the Study

The universe of the research is the students of Department of English Language Teaching of Buca Faculty of Education at Dokuz Eylül University in the spring term of 2003-2004 academic years.

The sample of this research consists of the freshmen, sophomores, juniors and seniors of English Language Teaching Department of Buca Faculty of Education at Dokuz Eylül University.

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 choice either in the questionnaire or in the personal information form have been disregarded and their responses have been eliminated. Because of this, they have been removed from the sample group. After these processes, the sample of the research is composed of 540 students. The distribution of the students included in the sample with regard to sex is shown in table 3.1.

Table 3.1.
The Distribution of the Students in the Sample with regard to Sex

SEX	N	%
FEMALE	406	75.2
MALE	134	24.8
TOTAL	540	100.0

The distribution of the students involved in the sample with respect to the department is presented in Table 3.2.

Table 3.2.

The Distribution of the Students in the Sample with regard to their High School

HIGH SCHOOL	n	%
State High School	11	2.0
Anatolian High School	55	10.2
Vocational High School	11	2.0
Super High School	82	15.2
Anatolian Teacher High School	371	68.7
Private High School	10	1.9
TOTAL	540	100.0

The distribution of the students in the sample with respect to the class they are in is given in table 3.3.

Table 3.3.

The Distribution of the Students in the Sample with regard to Class

CLASS	n	%
Freshmen	110	20.4
Sophomores	113	20.9
Juniors	150	27.8
Seniors	167	30.9
TOTAL	540	100.0

The distribution of the students in the sample with respect to their economic condition is indicated in table 3.4.

Table 3.4.
**The Distribution of the Students in the Sample with regard to the
Economic Condition of their Parents**

MONTHLY INCOME	n	%
Less than 300 Million	50	9.3
300-500 Million TL.	118	21.9
500 Million-1 Billion TL.	266	49.3
More than 1 Billion TL.	106	19.6
TOTAL	540	100.0

The distribution of the students in the sample with respect to the question whether they have a teacher in their family is given in table 3.5.

Table 3.5.
**The Distribution of the Students in the Sample with regard to whether there is a
Teacher in their Families**

TEACHER	n	%
MOTHER	19	3.5
FATHER	51	9.4
BOTH	31	5.7
NONE	439	81.3
TOTAL	540	100.0

3.3. Data Collecting Instruments

In this research, the data have been obtained as a result of administration of the two attitude scales. The first of these attitude scales which was developed by Altunay (2002) is towards English and towards exams, lesson programme and physical conditions. The latter scale which was developed by Semerci (1999) is towards being a teacher.

The first questionnaire aims to gather information related to the attitudes of freshmen, sophomores, juniors and seniors towards English, towards their lesson programme and its application, towards the examinations in their department and towards the physical conditions of their department.

This questionnaire consists of five parts. The first part which is called "Personal Information Form" is composed of four questions related to the students themselves aiming to collect information about their gender, class, the high school they graduated from, the economic condition of their parents and the profession of their parents (whether there is a teacher in their family). In the second part of this questionnaire there are seventeen statements that attempted to determine the attitudes of the students towards English. The third part includes eighteen statements which aim to gather information about the students' attitudes towards their lesson programme. The fourth part consists of fifteen statements related to the students' attitudes towards the examinations at their department. The last part of the questionnaire which is composed of seven statements aims to find out the attitudes of the students towards the physical conditions of the school.

The second attitude scale which consists of thirty statements aims to learn about the attitudes of the students towards "being a teacher".

In both of the attitude scales a five-point Likert-Type Scale was used to determine the level of the students' agreement or disagreement on the items. These items are both in affirmative and negative forms and they are presented randomly in order to enable the students to be honest. Besides, for avoiding possible misunderstandings the questionnaire was prepared in the students' mother tongue.

The responses were evaluated by grading the statement sentences like:

A: Strongly Agree, B: Agree, C: Undecided, D: Disagree, E: Strongly Disagree.

The attitude scale towards "English" is presented in Appendix 1 and the attitude scale towards "Being a teacher" is presented in Appendix 2.

3.4. Development of the Questionnaires

In the preparation of the “Attitude Scale towards English, towards Exams, Lesson Programme and Physical Conditions”, first of all, a pool of items has been created. These items were formed by sentences which will distinguish whether the students have positive or negative opinions about English and the conditions of their school. The items which were found to be insufficient or unnecessary have been removed from the scale. The opinions of the specialists from different fields have been taken and the needed corrections have been made in the light of that advice. The pilot study of the questionnaire for reliability was conducted with 120 students in the preparatory classes of İzmir Teknoloji Enstitüsü in December 2002. The findings of this administration revealed that the correlations of Alpha Reliability Coefficients were as follows:

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

In the preparation of the second attitude scale which was developed by Semerci in 1999 a similar procedure was followed. In the end of the pilot study of this attitude scale, the findings indicated that Alpha Reliability Coefficients were 0.68.

3.5. Data Collection

The questionnaires were administered to all of the participants in the sample group by the researcher herself so as to make the necessary explanations and answer the possible questions of the students. Throughout the administration of the two attitude scales, the researcher asked for the help of the instructors.

Both of the questionnaires were distributed simultaneously at previously arranged times. A brief information was given to the students about the purpose of the research, its possible benefits and its components and they are asked to answer the questions sincerely.

3.6. Analysis of Data

The obtained data were analysed by using SPSS 11.0 Statistics Programme. In the analysis of the data, Frequency, Mean, Percentage and Standard Deviation have been used to describe and express the data. When the two groups were compared and contrasted t-test was used. In the comparison of more than two groups, the Analysis of Variance was used. Finally, Scheffé test was used to determine the origin of the differences between groups.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

In this part of the study, the data obtained by methods and techniques explained in the third chapter and the findings gathered as a result of the analysis done by statistical techniques in connection with each research question and interpretations based on those findings are presented in two sections; namely, the findings related to “Attitudes towards English” and “Attitudes towards being a Teacher”.

4.1. Findings Related to Students’ Attitudes towards English

In this section of the study, the findings related to the first attitude scale; namely “Attitude toward English Scale” are presented.

4.1.1. The Relationship between the Attitudes of the Students towards English and their Gender

The first research question of the study serves to find out whether the students’ attitudes towards English indicate significant differences with regard to sex or not.

As for the analysis of this problem, the scores, which the male and female students in the sample group got from the attitude scale towards English, were put together. Later, means and Standard Deviations of these scores are calculated. Afterwards, t-Test has applied in order to determine whether differences between the means of the male and the female students are significant or not.

The findings are shown in table 4.1.1.

Table 4.1.1 The Arithmetic Means, Standard Deviations, Degrees of Freedom, t Values, p Values and the Levels of Significance of the Scores of Students' Attitudes towards English with regard to Gender

SEX	N	\bar{X}	sd	df	t	sig	Level of Significance
FEMALE	406	52.73	4.10				
				538	1.671	.711	p>.05
MALE	134	53.44	4.75				

The attitude scale towards English was carried out on 540 students in the Department of English Language Teaching at Buca Faculty of Education of Dokuz Eylül University. The findings reveal that the means of the male and female students are very close to each other. However, the means of the male students are a little bit higher than those of the female students. Namely, the mean of the male students is: 53.44; whereas, the mean of the female students is: 52.73. The findings also show that the standard deviation of the male students is 4.75 and that of the female students is 4,10. Later on, t-test is applied so as to find out whether the differences between the attitudes of the male students and the female students are significant or not.

The calculation results indicated that t-value is -1.671. This value shows that there is no significant difference between the attitudes of the male students towards English and those of the female students at the level of 0.05.

4.1.2. The Relationship between the Students' Attitudes towards English and the Types of High Schools from which they have graduated

The second research problem of this study serves to indicate whether the attitudes of the students towards English indicate significant differences with respect to the types of high school the students have graduated from or not.

Afterwards, the Means and Standard Deviations of these scores are calculated.

As there is no "Fen Lisesi" graduate in this study this type of high school is ignored.

Table 4.1.2. The Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards English with regard to the Types of High Schools from which they have graduated

HIGH SCHOOL	N	\bar{X}	sd
State High School	11	52.36	4.96
Anatolian High School	55	53.14	4.64
Vocational High School	11	54.27	3.84
Super High School	82	52.67	3.88
Anatolian Teacher High School	371	52.94	4.28
Private School	10	51.50	5.10

The findings in table 4.1.2. reveal that the highest mean belongs to the graduates of Anatolian High School. On the other hand, Private School graduates have the lowest mean.

Afterwards, variance analysis was applied in order to find out whether there is a significant relationship between the students' attitudes and the types of high school they have graduated from.

The findings gathered from that process are presented in table 4.1.3

Table 4.1.3. The Results of Variance Analysis of the Scores of the Students' Attitudes towards English with regard to the Types of High Schools from which they have graduated

SOURCE OF VARIANCE	Sum of Squares	Degree of Freedom	Mean Square	f	sig	The level of Significance
Between Groups	51.814	5	10.363			
Within Groups	9819.095	534	18.388	0.564	0.728	P>0.05
TOTAL	9870.909	539				

The figures in table 4.1.3 indicate that there is no significant difference between the types of High School they have graduated from and their attitudes towards English.

4.1.3. The Relationship between the Students' Attitudes towards English And Their Grade

The third research question of this study aims to find out whether the attitudes of the students towards English indicate significant difference with respect to the class they are in or not.

First of all, the Means and Standard Deviations of the scores, which the students obtain from attitude scale towards English, are calculated.

Table 4.1.4. The Arithmetic Means and Standard Deviations of the Scores of the Students Attitudes towards English with regard to Their Grade

CLASS	N	\bar{X}	SD
Freshmen	110	51.92	3.30
Sophomores	113	53.49	4.25
Juniors	150	52.53	4.32
Seniors	167	53.50	4.67

According to the findings in Table 4.4, the highest mean belongs to seniors; whereas, the lowest mean belongs to freshmen.

The variance analysis is applied to understand whether the differences between the students' attitudes and their classes are significant or not.

The findings are shown in table 4.1.5

Table 4.1.5. The Results of Variance Analysis of the Scores of the Students' Attitudes towards English with regard to Their Grade

SOURCE OF VARIANCE	Sum of Squares	Degree of Freedom	Mean square	f	sig	The Level of Significance
Between Groups	226.173	3	75.391			
Within Groups	9644.736	536	17.994	4.190	.006*	P<0.01
TOTAL	9870.909	539				

* The mean difference is significant at .01 level.

In table 4.1.5 it is indicated that there is are significant differences between the students' attitudes and their classes.

4.1.4. The Relationship between the Students' Attitudes towards English and the Economic Condition of Their Families

The fourth research question of this study serves to find out whether the attitudes of the students' denote significant differences with regard to the economic condition of their families.

At first, the Means and Standard Deviations of the scores, which the students obtained from attitude scale towards English, were calculated.

The findings obtained from this process are presented in table 4.1.6.

Table 4.1.6. Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards English and the Economic Condition of Their Families

MONTHLY INCOME	N	\bar{X}	SD
Less than 300 Million TL.	50	51.96	4.30
300-500 Million TL.	118	52.99	4.31
500 Million-1 Billion TL.	266	52.58	4.23
More than 1 Billion TL.	106	54.10	4.14

According to the data collected in Table 4.1.6. the highest mean belongs to the students' parents who have more than one billion TL. On the other hand, the students whose parents have less than 300 Million TL monthly income have the lowest mean.

The variance analysis is applied to understand whether the differences between the students' attitudes and the economic condition of their families indicate a significant difference.

Table 4.1.7. The Results of Variance Analysis of the Scores of the Students' Attitudes towards English with regard to the Economic Condition of Their Families

Sources of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	sig	The Level of Significance
Between Groups	225.459	3	75.153			
Within Groups	9445.450	536	17.995	4.176	0.006*	p<0.01
TOTAL	9870.909	539				

*The mean difference is significant at .01 level.

The findings on table 4.1.7 reveal that there are significant differences between the students' attitudes toward English and the economic condition of their families.

4.1.5. The Relationship between the Students' Attitudes towards English with Regard to Whether There is a Teacher in Their Families

Another research question of this study aims to investigate whether the students' attitudes towards English change according to the fact that they have a teacher in their families.

As for the analysis of this problem, the Means and Standard Deviations of the scores, which the students in the sample group got from the attitude scale towards English, are calculated.

Table 4.1.8. The Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards English with Regard to Whether there is a Teacher in Their Families

FAMILY	N	\bar{X}	SD
MOTHER	19	53.78	3.62
FATHER	51	52.94	3.72
BOTH	31	53.32	3.81
NONE	439	52.84	4.40

According to the findings in Table 4.1.8., the highest mean belongs to the students whose mother is a teacher. On the other hand, the lowest mean belongs to the students who have no teacher in their family.

The variance analysis is applied to understand whether the differences between the students' attitudes and the profession of their parents; namely, with regard to whether there is a teacher in their families.

The findings have been shown in Table 4.1.9

Table 4.1.9. The Results of Variance Analysis of the Scores of Students' Attitudes towards English with Regard to Whether There Is a Teacher in Their Families

Sources of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	sig	The Level of Significance
Between Groups	21.999	3	7.333			P>0.05
Within Groups	9848.911	536	18.375	0.399	0.754	
TOTAL	9870.909	539				

The figures on table 4.1.10 show that there is no significant difference between the students' attitudes toward English with regard to whether there is a teacher in their families.

Afterwards, Scheffé Test is applied to determine the origin of the difference which appeared as a result of Variance Analysis.

Table 4.1.10. The Results of Scheffé Test according to Class

CLASS		MEAN DIFFERENCE	STANDARD ERROR	SIG.	THE LEVEL OF SIGNIFICANCE
1→	2	-1.5683	.5682	0.056	P>0.05
1→	3	-.6061	.5325	0.730	P>0.05
1→	4	-1.5817*	.5209	0.027	P<0.05*
2→	3	.9622	.5284	0.346	P>0.05
2→	4	-1.3407E-02	.5167	1.000	P>0.05
3→	4	-.9756	.4772	0.244	P>0.05

*The mean difference is significant at .05 level.

Abbreviations:

1. Freshmen
2. Sophomores
3. Juniors
4. Senior

The findings in Table 4.1.10 indicate that there is a significant difference between the attitudes of the freshmen and the attitudes of the seniors. In other words, the students in the last class have much more positive attitudes towards English than the students in the first class of the ELT Department.

Table 4.1.11. The Results of Scheffé Test of the Scores of the Students' Attitudes Towards English with regard to the Economic Condition of Families

MONTHLY INCOME	MEAN DIFFERENCE	STANDARD ERROR	SIG	THE LEVEL OF SIGNIFICANCE
1 → 2	-1.0315	0.7158	0.557	P>0.05
1 → 3	-.6227	0.6539	0.824	P>0.05
1 → 4	-2.1438*	0.7278	0.035	P<0.05*
2 → 3	.4088	0.4692	0.859	P>0.05
2 → 4	-1.1122	0.5677	0.281	P>0.05
3 → 4	-1.5211*	0.4873	0.022	P>0.05

*The mean difference is significant at .05 level.

Abbreviations:

1. Less than 300 million TL. per month
2. 300-500 million TL. per month
3. 500 million-1 billion TL. per month
4. More than 1 billion TL. per month

The findings in Table 4.1.11 reveal that there is a significant difference between the attitudes of the students whose parents have less than 300 million TL monthly income and the attitudes of the students whose parents gain more than 1 billion TL per month.

4.2. Findings Related to Students' Attitudes towards Being a Teacher

In this section the findings of the "Attitude toward Being a Teacher Scale" are presented.

4.2.1. The Findings Related to the Relationship between the Attitudes of the Students towards Being a Teacher and their Gender

The sixth research question of this study aims to find out whether the students' attitudes towards "being a teacher" indicate significant differences with regard to sex or not.

In the analysis of this problem, the scores, which the male and female students in the sample group got from the attitude scale towards "being a teacher" are put together. Then, means and Standard Deviations of those scores are calculated. Lastly, t-test is applied in

order to determine whether differences between the means of the male and the female students are significant or not.

The findings of this process are shown in table 4.2.1.

Table 4.2.1. The Arithmetic Means, Standard Deviations, Degrees of Freedom, t Values, p Values and the Levels of Significance of the Scores of Students' Attitudes towards being a Teacher with regard to Gender

SEX	N	\bar{X}	sd	df	t	sig	The Level of Significance
FEMALE	406	76.28	5.50	538	-1.787	0.74	p>0.05
MALE	134	77.33	6.99				

The attitude scale towards “being a teacher” was administrated to 540 students in the Department of English Language and Teaching at Buca Faculty of Education of Dokuz Eylül University. The findings indicate that the means of the male and female students are very close to each other. However, the means of the male students are a little bit higher than those of the female students. In other words, the mean of the male students is: 77.33; while, the mean of the female students is: 76.28. The findings also reveal that the standard deviation of the male students is 6.99 and that of the female students is 5.50. Afterwards, t-test is applied in order to find out whether the differences between the attitudes of the male students and the female students are significant or not.

The calculation results showed that t-value is -1.787. This value indicates that there is no significant difference between the attitudes of the male students towards being a teacher and those of the female students at the level of 0.05.

4.2.2. The Relationship between the Students' Attitudes towards Being a Teacher and the Types of High Schools from which they have graduated

The seventh research problem of this study serves to indicate whether the attitudes of the students towards "being a teacher" indicate significant differences with respect to the types of high school the students have graduated from or not.

Afterwards, the Means and Standard Deviations of these scores are calculated.

As there is no "Fen Lisesi" graduate in this study this type of high school is ignored.

Table 4.2.2. The Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards being a Teacher with regard to the Types of High Schools from which they have graduated

HIGH SCHOOL	N	\bar{X}	sd
State High School	11	77.81	7.76
Anatolian High School	55	75.49	6.48
Vocational High School	11	76.45	9.10
Super High School	82	76.62	5.95
Anatolian Teacher High School	371	76.61	5.69
Private High School	10	77.80	5.11

The findings in table 4.2.2 reveal that the highest mean belongs to the graduates of State High Schools. On the other hand, Anatolian High School graduates have the lowest mean.

Afterwards, variance analysis is applied in order to find out whether there is a significant relationship between the students' attitudes and the types of high school they have graduated from.

The findings gathered from that process are presented in table 4.2.3.

Table 4.2.3. The Results of Variance Analysis of the Scores of the Students' Attitudes towards Being a Teacher with regard to the Types of High Schools from which they have graduated

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	Sig.	The level of Significance
Between Groups	97.062	5	19.412	0.551	0.738	p>0.05
Within Groups	18812.871	534	35.230			
TOTAL	18909.933	539				

The figures in table 4.2.3 indicate that there is no significant difference between the types of High School they have graduated from and their attitudes towards "Being a Teacher".

4.2.3. The Relationship between the Students' Attitudes towards Being a Teacher and the Class they are in

The eighth research question of this study aims to find out whether the attitudes of the students towards being a teacher indicate significant difference with respect to the class they are in or not.

Firstly, the Means and Standard Deviations of the scores, which the students obtain from attitude scale towards English, are calculated.

Table 4.2.4. The Arithmetic Means and Standard Deviations of the Scores of the Students Attitudes towards being a Teacher with regard to Their Grade

CLASS	N	\bar{X}	sd
Freshmen	110	76.06	5.27
Sophomores	113	76.99	6.09
Juniors	150	76.59	5.08
Seniors	167	76.51	6.85

According to the findings in Table 4.2.4, the highest mean belongs to sophomores; whereas, the lowest mean belongs to freshmen.

The variance analysis is applied so as to understand whether the differences between the students' attitudes and their classes are significant or not.

The findings are shown in table 4.2.5.

Table 4.2.5. The Results of Variance Analysis of the Scores of the Students' Attitudes towards Being a Teacher with regard to Their Grade

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	Sig.	The Level of Significance
Between Groups	48.482	3	16.161	0.459	0.711	p>0.05
Within Groups	18861.452	536	35.189			
TOTAL	18909.933	539				

In table 4.2.5 it is indicated that there is no significant relationship between the students' attitudes and their classes.

4.2.4. The Relationship between the Students' Attitudes towards Being a Teacher and the Economic Condition of Their Families

The ninth research question of this study serves to find out whether the attitudes of the students towards "Being a Teacher" denote significant differences with regard to the economic condition of their families.

At first, the Means and Standard Deviations of the scores, which the students obtained from attitude scale towards English, were calculated.

The findings obtained from this process are presented in table 4.2.6

Table 4.2.6. Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards being a Teacher and the Economic Condition of Their Families

monthly income	N	\bar{X}	sd
Less than 300 Million TL.	50	75.32	6.09
300 Million-500 Million TL.	118	75.66	5.51
500 Million-1 Billion TL.	266	76.80	5.77
More Than 1 Billion TL.	106	77.44	6.49

According to the data collected in Table 4.2.6 the highest mean belongs to the students' parents who have more than one billion TL. On the other hand, the students' parents who have less than 300 Million TL monthly income have the lowest mean.

The variance analysis is applied to understand whether the differences between the students' attitudes and the economic condition of their families indicate a significant difference.

Table 4.2.7. The Results of Variance Analysis of the Scores of the Students' Attitudes towards Being a Teacher with regard to the Economic Condition of Their Families

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	sig	The Level of Significance
Between Groups	268.948	3	89.649	2.578	0.053	p>0.05
Within Groups	18640.985	536	34.778			
TOTAL	18909.933	539				

The findings on table 4.2.7 indicate that there is no significant difference between the students' attitudes toward "Being a Teacher" and the economic condition of their families.

4.2.5. The Relationship between the Students' Attitudes towards Being a Teacher with Regard to Whether there is a Teacher in Their Families:

The last research question of this study aims to find out whether the students' attitudes towards "Being a Teacher" change according to the fact that they have a teacher between their parents.

As for the analysis of this problem, the Means and Standard Deviations of the scores, which the students in the sample group got from the attitude scale towards "Being a Teacher", are calculated.

Table 4.2.8. The Arithmetic Means and Standard Deviations of the Scores of the Students' Attitudes towards being a Teacher with Regard to Whether there is a Teacher in Their Families

FAMILY	N	\bar{X}	sd
MOTHER	19	76.68	5.64
FATHER	51	77.68	6.39
BOTH	31	78.03	5.89
NONE	439	76.30	5.92

According to the findings in Table 4.2.8., the highest mean belongs to the students whose both mother and father are teachers. On the other hand, the lowest mean belongs to the students who have no teacher in their family.

The variance analysis is applied to understand whether the differences between the students' attitudes towards "Being a Teacher" and the profession of their parents; in other words, with regard to whether there is a teacher between their parents.

The findings have been shown in Table 4.2.9.

Table 4.2.9. The Results of Variance Analysis of the Scores of Students' Attitudes towards Being a Teacher with Regard to Whether There Is a Teacher in Their Families

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	f	sig	Level of Significance
Between Groups	161.570	3	53.857	1.540	0.203	p>0.05
Within Groups	18748.363	536	34.978			
TOTAL	18909.933	539				

The figures on table 4.2.9 show that there is no significant difference between the students' attitudes toward "Being a Teacher" with regard to whether there is a teacher in their families.

4.9. Correlations between Students' Attitudes towards English and the Programme, Examinations, the Physical Conditions of School and Being a Teacher

Table 4.3. Correlations between Students' Attitudes towards English and the Programme, Examinations, the Physical Conditions of School and Being a Teacher

ATTITUDE TOWARDS	ENGLISH	PROGRAMME	EXAMINATIONS	PHYSICAL CONDITIONS	BEING A TEACHER
ENGLISH	-				
LESSON PROGRAM	0,21**	-			
EXAMINATIONS	0,062	0,22**	-		
PHYSICAL CONDITIONS	-0,003	0,090*	-0,147**	-	
BEING A TEACHER	0,108*	0,106*	0,050	0,089	-

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

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

There is a significant difference between the attitudes of the students towards English and lesson programme and the students' attitudes towards English and towards being a teacher.

Another finding of this research is that there is a significant difference between the attitudes of the students towards lesson programme, English, examinations, physical conditions and being a teacher.

Finally, it is found out that there is a significant difference between the attitudes of the students towards the physical conditions of their department and examinations.

CHAPTER 5

CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

In this chapter, the conclusions obtained from the findings of the two attitude scales' analysis, discussions of these conclusions and suggestions will be presented.

5.1. CONCLUSIONS AND DISCUSSIONS

In the first part of this section, the results of the attitude scale towards "English" and in the second part, the findings of the attitude scale towards "Being a Teacher" are revealed.

5.1.1. Conclusions and Discussions Related to the Attitudes towards English

On the basis of the research results, the attitude of the male students towards English was found to be very close to that of the female students. Namely, the mean scores of the male students (53.44) are only a little bit higher than that of the female students (52.73). In other words, there was not a significant difference between sex and the attitudes of the students. This finding contradicts the assumption that female students have more positive attitudes towards language learning within the limits of this study.

For instance, Gardner and Lambert (1972) investigated the relationship between gender and attitude towards learning French, taking their sample group from the American high school students in the state of Maine. It was found out that the positive attitudes and motivation to learn the foreign language of the girls was higher than that of the boys.

Burstall (1975) also analyzed the relationship between gender and attitudes towards French. The sample of the research comprised 6000 eight-year-old primary school students in England. The findings revealed that the girls had much more positive attitudes toward learning French than the boys did (cited in Çakıcı, 2001).

Spolsky (1989) conducted a piece of research in order to find out the attitudes of the students learning Hebrew as a second language in Israel. It was found out that the attitude of the girls towards learning Hebrew, Israelis and Israel culture were much more positive than that of the boys.

Saracaloğlu (1992) conducted a research on the students of English Language and Literature, German Language and Literature, History, Geography, Psychology, Astronomy, Chemistry and Biology Departments at Ege University and analyzed their attitudes towards foreign language. The results of this research also denote that the attitudes of female students towards foreign language learning were much more positive.

Koydemir (1994), in her MA Thesis, compared the attitudes of the students in Dokuz Eylül University Buca Faculty of Education, Department of German Language Teaching and Ege University Faculty of Literature, Department of German Language and Literature. Although neither boys nor girls had positive attitudes towards learning German and their programmes, it was concluded that the girls in the sample group exhibit less negative attitudes towards learning German.

Kızıltepe (1998) also investigated the relationship between the students' attitudes towards learning a foreign language and their gender. At the end of this study, the female students were found to have a much more positive attitude towards learning English when compared to the male students (cited in Tonbul, 2001).

Tonbul (2001) conducted an experimental study on 62 primary school students in the 2000-2001 academic years. According to the findings of the final test of achievement in English, girls' scores were higher than those of the boys, in other words, girls were much more successful in foreign language learning. Since attitude and achievement are closely related to each other girls in the sample group are expected to have more positive attitudes towards foreign language.

Similar to the findings of this research, there are cases contradictory to most of the former studies in literature. In these cases, either there is no significant difference between sex and attitude or the boys' attitudes toward foreign language are found to be more positive.

A case that illustrates this is the research of the Oxford Project for Diversification of First Language Teaching (OXPROD) carried out in 1993. This study aimed to find out the difficulties of students learning French, German or Spanish as their foreign language. The findings of data analysis indicated that male students have more positive attitude towards learning a foreign language than do girls (cited in Çakıcı, 2001).

A similar study was conducted by İnal (1998) on the students of Faculty of Physical Sciences at Abant İzzet Baysal University. The attitudes of these students towards foreign language; English, was found to indicate no significant difference according to the gender.

Another example of this kind of study was carried out by Çakıcı (2001). She investigated the attitudes of the university students towards English within the scope of

common compulsory courses. The findings of this study revealed that there was not a significant difference between sex and the attitudes of the students.

The results of this research also denote that there is not a significant difference between the attitudes of the students towards English and the type of high school from which they have graduated. The findings show that the Vocational High School graduates have the highest mean (54.27), whereas, the lowest mean (51.50) belongs to the graduates of Private Schools. Anatolian High School graduates are found to have the second highest mean score.

Contrary to the researcher's expectations, the lowest mean belongs to the graduates of Private High Schools. The graduates of these schools are believed to be proficient in English and accordingly have positive attitudes towards it. Thus, the findings of this study showing that they have the least positive attitude towards English may be explained by their boredom of this language during the long years of education.

Çakıcı (2001) in her MA Thesis also investigated the attitudes of the university students towards English and found out that there is a significant difference between their attitudes and the types of High School from which they have graduated. The findings revealed that the Anatolian High School graduates have the lowest mean score, while the graduates of the State High School have the highest mean score.

Another finding of the research indicates that there is a significant difference between the students' attitudes towards English and the class they are in. The highest mean and the most positive attitudes towards English belong to seniors. On the other hand, freshmen have the lowest mean and the least positive attitudes towards English. This finding of the research may be the result of the difficulties that freshmen come face to face. As they have just started a new life leaving their families behind, the students in the first class have several problems. They have to deal with difficulties related to residence, money and adaptation to the different atmosphere of the university. However, seniors have the highest mean and the most positive attitudes towards English. This result may be due to the fact that these students have already adopted themselves to their department and its main subject; "English". After long years of education they start to see "English" as the main part of their future job, thus they ignore the negative sides.

The findings also indicate that the students' economic situation has a direct effect on their attitudes towards English and towards their departments. The most positive attitude towards English belongs to the students whose parents have more than 1 billion TL monthly income. Since these students do not have financial problems, they can easily reach the course materials and other necessary resources whenever they want. What is more, they have a

better educational background; they are generally graduates of Private Schools where they have an intensive education of English or they have got the chance of joining different courses. Consequently, the students with the highest income have much more positive attitudes toward English. On the other end of the spectrum, the students whose parents have less than 300 Million TL monthly income have the least positive attitudes toward English. This can be the result of the limited educational opportunities of the family due to their financial problems.

According to the results of the first questionnaire analysis, it is also found out that the students whose mother is a teacher have a much more positive attitude than the other students, whereas, the students who do not have any teacher in their families have the least positive attitudes toward English and their departments. However, a detailed analysis indicated that there is not a direct relationship between the students' attitudes towards English and the fact that whether there is a teacher in their family.

5.1.2. Conclusions and Discussions Related to the Attitudes towards Being a Teacher

According to the findings of the "Attitude Scale towards Teaching Profession", it is revealed that the attitudes of male students are more positive in comparison with that of the female students. On the other hand, a detailed analysis indicated that this finding is not significant statistically. A study which has parallel results to the findings of this research is conducted by Serin *et al.* (2001). They administrated the attitude scale toward teaching profession to the teachers working in primary and secondary school teachers; however, this does not indicate a significant difference. Şahin (1992), Luke and Cope (1994), Erden (1995), Kesercioğlu *et al* (2000) Saracaloğlu (2000) (cited in Serin *et al*, 2001) and Kesercioğlu *et al* (2000) also found out that there is no significant difference between attitudes towards being a teacher and gender. On the other hand, some other researches prove that the attitudes of the females are much more positive towards teaching profession. To exemplify, the researches conducted on university students by Aşkar and Erden (1986), Aşkar and Çelenk (1988), Saracaloğlu (1991, 1992) (cited in Serin *et al.*, 2001) revealed that the attitudes of girls are much more positive. The fact that there is no significant relationship between teachers' attitudes towards their profession and gender may be due to the global trend that removes the sex difference in occupations.

Another finding of the research is that the attitudes of prospective teachers of English towards teaching profession do not change according to the type of high school they graduated from. However, the findings also reveal that the most positive attitudes belong to the graduates of State High Schools, whereas the graduates of Anatolian High Schools have the least positive attitudes towards teaching profession. The lowest scores of the graduates of Anatolian High Schools may be due to their high expectations in the university entrance exams; namely, they might have wanted to have a more advantageous job with a high salary, since they are quite successful students. Contrary to the researcher's expectations the graduates of Anatolian Teacher High Schools have quite low degrees in the attitude scale compared to other students. This finding draws attention to the effectiveness of this kind of high school where it is aimed to educate prospective teachers from the young ages. Other researchers have also investigated the relationship between these variables. There are other researchers who investigated the relationship between the attitudes of students towards being a teacher and the type of high school they graduated from. Kesercioğlu *et al.* (2000), in their study conducted on the prospective teachers of Biology at Dokuz Eylül University, found out that there is not a significant relationship between the attitudes of the students towards teaching profession and the type of high school from which they graduated. A contradictory result is found by Bozkurt *et al.* (2000). They carried out a study on the prospective teachers of Dokuz Eylül University from three different departments; Counselling and Guidance, Teaching Primary School and Science. In the end, it is revealed that the types of high schools from which the students graduated influence the students' attitudes towards teaching profession to a great extent. The graduates of Anatolian High School have the most positive attitudes towards teaching profession. In accordance with this study, the graduates of Teacher High Schools have the least positive attitudes toward teaching profession.

The third research area of this study is the relationship between the attitudes of the students towards being a teacher and the class they are in. The analysis showed that the most positive attitudes belong to sophomores, whereas, freshmen have the lowest scores in the attitude scale. However, these findings are not meaningful statistically, they can be interpreted clearly. This result reveals the fact that when the students first come to the university; they deal with several problems such as accommodation, different responsibilities and adaptation to a new city and new people. On the other hand, sophomores have already dealt with this kind of troubles and are able to concentrate on their lessons and prepare themselves to their future occupation. There are other studies which support the same finding. For instance, in a study made by Kesercioğlu *et al.* (2000), it is found out that there is

not any significant difference between the attitudes of the prospective teachers of biology and the class of the students. Bozkurt *et al.* (2000) conducted a research aiming to investigate the effective factors in the attitude development of the prospective teachers towards being a teacher. The sample of the study consisted of 168 students at Dokuz Eylül University, Buca Faculty of Education, Departments of Counselling and Guidance, Teaching Primary School and Science. In the end it is found out that there is no meaningful relationship between the attitudes of the students towards teaching profession and their class.

The students whose parents have more than 1 billion TL monthly income have the most positive attitudes toward being a teacher; whereas, the least positive attitudes belong to the students whose parents have less than 300 Million TL monthly income. Because the students whose parents have more than 1 billion TL monthly income do not have money problems, they have a better educational background; they can reach necessary resources without difficulty and have comfortable working conditions. Thus, the students with the highest income have much more positive attitudes toward English. On the other hand, the students whose parents have less than 300 Million TL monthly income have the least positive attitudes toward English. This can be explained by the unsatisfactory educational opportunities of the family due to their financial problems. However, a detailed analysis reveals that there is not any significant relationship between the economic condition of the students and their attitudes toward being a teacher. A study which has parallel results to the findings of this study is conducted by Bozkurt *et al.* (2000) on the prospective teachers of Dokuz Eylül University from the Departments of Counselling and Guidance, Teaching Primary School and Science. The findings of this research indicated that the attitudes of the students towards teaching profession were at medium level and are not affected by the socio-economic conditions of their families.

Another research question of this study aims to find out the relationship between the students' attitudes towards being a teacher with regard to whether there is a teacher in their families. The findings revealed that the students whose mother and father are teachers have the most positive attitudes toward teaching and the students who do not have any teacher in their families have the least positive attitudes toward English and their departments. Whereas, a detailed analysis revealed that there is not a meaningful relationship between the students' attitudes towards English and the fact that whether there is a teacher in their family. In accordance with this finding, Kesercioğlu *et al.* (2000) in their study conducted on the prospective teachers of biology, have found out that there is not a direct relationship between

the students' attitudes towards being a teacher and whether there is a teacher in their families. Bozkurt *et al.* (2000) carried out a research on the students at Dokuz Eylül University, Buca Faculty of Education, Departments of Counselling and Guidance, Teaching Primary School and Science and they also revealed that there is no significant relationship between these two variables.

The last research finding of this study is that there is a significant difference between the attitudes of the students towards English and towards being a teacher. This result may be due to the fact that the students with positive attitudes towards English have a desire to teach this language to their prospective students since they find their branch quite necessary and they want to make them know and like this language as much as they do.

5.2 SUGGESTIONS

In the light of the findings of the research, certain suggestions can be given. This study has aimed to investigate the relationship between the attitudes of the students of Dokuz Eylül University, Buca Faculty of Education, Department of English Language Teaching towards English and towards teaching profession.

Since the sample of the study is constrained by the students of only one department of a university, the findings have validity merely for the students in the sample group, in the 2003-2004 academic years. The sample of the research can be widened with the administration of the attitude scales to different universities in different time periods.

This study has found out the relationships between the students' gender, class, the type of high school they graduated from, socio-economic condition and profession of their parents and the two main subjects of the research; namely, attitudes toward English and toward being a teacher. These factors can be multiplied in order to obtain much more detailed information about the subject.

The growing interest after the 1980s in the researches related to affective factors such as attitude and motivation should continue with new studies on different sample groups. Thus, the importance of affective factors, as well as cognitive ones should be underlined.

The students' attitudes are affected by several factors like parents, social-cultural issues, achievement etc. However, perhaps the most important factors among these are the teachers and the teaching methods they utilize. Teachers have the necessary power to change the attitudes of the students. Thus, they should learn about the attitudes of the students and try to create positive attitudes towards the foreign language and change the existing negative

attitudes by analyzing their underlying reasons. The negative attitudes may stem from the methods and techniques of the teacher or the materials he uses. Teacher should be able to change his techniques and methods if these are the source of the students' negative attitudes. A teacher should also keep up with the developments in his field and try to adopt these to his teaching period. What is more, in the preparation of lesson plans, different learning styles should be taken into consideration.

Motivation, as well as attitude is an important affective factor which influences the success of the students in language learning. In order to increase the students' motivation and develop their positive attitudes towards the lesson, the most suitable coursebooks, interesting audiovisual materials such as interesting pictures, photographs, audio-cassettes, films etc. should be made use of during the lesson hours. In addition to this, the activities should be made enjoyable as much as possible. The students should meet the culture of the countries whose language is the target language so that these students might have an interest for foreign language learning; furthermore, they will see the authentic use of the language. The pedagogy lessons should also be interesting for motivating the prospective teachers and make them like their future profession.

The education faculties should help their students to acquire the importance of their future profession and see the positive sides of it. The instructors in these faculties should be able to have a humanistic perspective and exemplify the characteristics of an effective teacher who likes his students and who is successful during the education period.

Moreover, the attitudes of the student teachers should be positive towards their profession since this will affect the future of their prospective students. To this end, all of the necessary changes should be made such as developing the education quality of faculties, the physical conditions of the departments and giving importance to the self-development of the university instructors.

Necessary developments should be made in the living and working conditions of the teachers in Turkey. For instance, the salaries should be raised, accommodation problems should be solved, and the social activity centres should be founded for teachers. In this way, the place of teachers in the society would be much more valuable and the prospective teachers may have positive attitudes towards their future job.

Prospective teachers of English should internalize the importance of their profession and should have positive attitudes towards not only their branch; English, but also towards being a teacher. Whatever needed should be made in order to train such effective teachers of English.

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