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A CASE STUDY:

STUDENTS' ATTITUDES TOWARDS ACADEMIC ENGLISH

COURSES AT FACULTY OF EDUCATION

MASTER OF ARTS THESIS

PREPARED BY

TUĞÇENUR KAVGACI

SUPERVISOR: ASSIST. PROF.DR. SENEM ÜSTÜN KAYA

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ABSTRACT
A CASE STUDY: STUDENTS' ATTITUDES TOWARDS ACADEMIC ENGLISH
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Tuğçenur KAVGACI

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Supervisor: Assist. Prof. Dr. Senem ÜSTÜN KAYA

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This dissertation aimed to find out the attitudes and perceptions of students on learning a foreign language. This study is a comparative study which investigates the attitudes of three groups of students with varied competence in English. The three groups of students from three different departments (Psychological Counseling and Guidance Department, Turkish Language Education and Elementary Mathematics Education Program Department) are taken into investigation in order to reach a conclusion about the attitudes of different groups of learners towards learning a foreign language. Besides, the study also tried to examine in accordance with the attitudes of students, this study also analyzed the competency of students in second language in terms of their age, gender, department, the kind of high-school they finished, their abroad experience, and grade. The population of this study consisted of 192 students. The data of the study were collected with a personal information sheet, the Attitudes towards English Scale, In addition, the data regarding the students' attitudes demonstrated difference in Turkish Language Education (TLE) students' attitudes Therefore, an interview was carried out among TLE students to evaluate the attitudes of TLE students towards foreign languages because individual feedback was essential.

In order to analyze the data of the study, such statistical techniques were employed. Some of the findings of the study are as follows:

1. The participants answered the “English is a very precious and essential lesson” item as strongly agree (Strongly agree: 49, 25.5 %, N=192) (see Table 4: The Students' Perspectives

towards Foreign Language Courses) while 6.3 % of participants stated by choosing strongly agree that “English isn’t an interesting lesson” (Strongly agree: 10, 6.3%, N=192) (see in Table 4: The Students’ Perspectives towards Foreign Language Courses).

2. There is no statistically significant difference between the students’ attitude and competency towards foreign language in accordance with age.

3. There is a statistically significant difference between attitudes towards foreign language and different department groups. In other words, when three departments are taken into analysis, the results indicated TLE has lower attitude compared with PCG and EME departments.

4. The results showed that students at TLE showed lower scores than others in terms of both attitude and competency.

5. The findings suggest that in general the attitudes of students are negative. The reasons are mainly based on; lack of understanding, having difficulty, having difficulty on comprehension and speaking, giving less importance to speaking in EFL courses, lack of strategy on FL courses, problems with curriculum of EFL.

6. The findings were also about the positive attitudes towards learning a second language and students summarized that English is a universal language, necessary, enjoyable, a vehicle to improve personal qualification and a bridge for providing cultural interaction.

7. There is no significant difference in the attitude scores of female students and male students.

8. There is no significant difference in the attitude scores of students who are freshman and students who are sophomore and it also showed that there was no statistically significant difference in competency score among the different grades of students.

9. There is a significant difference in the attitude scores of students who have visited abroad and students who haven’t visited and it also showed that there was no statistically significant difference in competency score between the different grades of students.

As a conclusion, it was discussed in the study that foreign language classroom attitude is an inseparable element during foreign language learning. The results of the data revealed that

different departments influence the attitudes of students towards English. Lastly, the study was concluded with recommendations for further researches and implications.

Keywords: foreign language learning, individual differences, foreign language attitudes.



ÖZET

EĞİTİM FAKÜLTESİNDE AKADEMİK İNGİLİZCE DERSİ ALAN ÖĞRENCİLERİN AKADEMİK İNGİLİZCE DERSİNE YÖNELİK TUTUMLARI: DURUM ÇALIŞMASI

Tuğçenur KAVGACI

Yüksek Lisans Tezi, Eğitim Bilimleri Enstitüsü

Tez Danışmanı: Yrd. Doç. Dr. Senem ÜSTÜN KAYA

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Bu araştırmada Eğitim Fakültesi öğrencilerinin, yabancı dil öğrenmelerine yönelik algılarının incelenmesi amaçlanmıştır. Bu çalışma, farklı dönemlerinde müfredatlarında İngilizce olan üç bölümdeki öğrenci grubunun İngilizce dersine yönelik tutumlarını araştıran karşılaştırmalı bir analizdir. Bu üç fakülte bölümünden PDR Bölümü (Psikolojik Danışma ve Rehberlik), TÖR Bölümü (Türkçe Öğretmenliği Programı) ve MTE Bölümünden (İlköğretim Matematik Öğretmenliği) oluşmaktadır. Ayrıca, bu çalışma, öğrencilerin tutumları doğrultusunda, ikinci dil yeterliliklerini yaş, cinsiyet, kayıtlı oldukları bölüm, mezun oldukları lise türü, yurtdışı deneyimleri ve sınıfları bakımından incelemeyi amaçlamıştır. Bu çalışmanın katılımcıları 192 kişiden oluşmaktadır. Bu araştırmada Yunus Doğan (2016) tarafından geliştirilen “İngilizce Dersine Yönelik Tutum Ölçeği” adlı anketten yararlanılmıştır. Buna ek olarak, öğrencilerin tutumlarına ilişkin veriler, Türkçe Öğretmenliği Programı (TÖR) öğrencilerinin tutumlarında farklılık göstermiştir. Bu nedenle, yabancı dil öğrenimine yönelik Türkçe Öğretmenliği Programı (TÖR) öğrencilerinin bireysel yorumları örnek teşkil edeceği düşüncesi ile bu gruptaki öğrencilerin tutumlarını daha yakından incelemek için öğrenciler ile bir röportaj gerçekleştirilmiştir.

Çalışmanın verilerini analiz etmek için bazı istatistiksel teknikler kullanılmıştır. Araştırmanın bulguları aşağıdaki gibidir:

1. Katılımcıların % 25,5'i "İngilizce çok değerli ve önemli bir derstir" maddesine kesinlikle katılmıyorum seçeneğini işaretlerken (Kesinlikle katılmıyorum: 11, 5,7%, Katılmıyorum:

15,% 7,8; Kararsızım: 36,% 18,8; Katılıyorum: 80, 41,7 % 49,% 25,5, N = 192) (bkz. Tablo 4: Öğrencilerin Yabancı Dil Derslerine Yönelik Bakış Açıları), katılımcıların % 6,3'ü "İngilizce, ilginç bir ders değildir" maddesi için kesinlikle katılıyorum maddesini seçmiştir (Kesinlikle katılmıyorum: 52,% 27,1; Katılmıyorum: 66,% 34,4; Kararsızım: 38,% 19,8; Katılıyorum: 22,% 11,5; Kesinlikle katılıyorum:% 10, 6.3, N = 192) (bkz. Tablo 4: Öğrencilerin Yabancı Dil Derslerine Yönelik Bakış Açıları).

2. Öğrencilerin tutum ve yeterlikleri arasında istatistiksel olarak anlamlı bir fark bulunmamaktadır.
3. Yabancı dile yönelik tutumlar ile farklı bölüm grupları arasında istatistiksel olarak anlamlı fark bulunmamaktadır.
4. Elde edilen sonuçlar, TÖR bölümü öğrencilerinin hem tutum hem de yeterlik açısından diğerlerine göre daha düşük puanlar gösterdiklerini ortaya koydu.
5. Bulgular genel olarak öğrencilerin tutumlarının olumsuz olduğunu ortaya koymaktadır. Nedenleri temel olarak şöyle sıralanabilir: anlayış eksikliği, zorluk çekme, anlama ve konuşma konusunda zorluk çekme, yabancı dil olarak İngilizce derslerinde konuşmaya daha az önem verme, yabancı dil dersleri için strateji eksikliği, yabancı dil olarak İngilizce dersinin müfredatıyla ilgili sorunlar oluşturmaktadır.
6. Bulgular aynı zamanda ikinci bir dili öğrenmeye yönelik öğrencilerin olumlu görüşleri olduğunu da göstermektedir. İngilizcenin evrensel, gerekli, eğlenceli, bir dil olması, kişisel yeterliliği artırmak için bir araç ve kültürel etkileşim sağlamak için bir köprü olduğu şeklinde özetlenmektedir.
7. Kız ve erkek öğrencilerin tutum puanlarında anlamlı bir fark bulunmamaktadır.
8. 1. sınıfa devam eden öğrencilerin ve 2. sınıfa devam eden öğrencilerin tutum puanları arasında anlamlı bir farklılık bulunmadığı gibi, öğrencilerin farklı sınıflarında yeterlik puanı bakımından istatistiksel olarak anlamlı fark bulunmadığı da gösterilmiştir.
9. Yurtdışı ziyaret etmiş öğrencilerin ve ziyaret etmemiş öğrencilerin tutumlarında anlamlı bir farklılık bulunmuştur.

Sonuç olarak, bu çalışmada yabancı dil öğreniminde yabancı dile yönelik sınıf tutumunun ayrılmaz bir unsur olduğu tartışılmıştır. Verilerin sonuçları, farklı bölümlerin öğrencilerin İngilizceye karşı tutumlarını etkilediğini ortaya koymaktadır. Son olarak, çalışma, sonraki araştırmalara ve çıkarımlara yönelik önerilerle sonuçlandırılmıştır.

Anahtar Kelimeler: yabancı dil öğrenimi, bireysel farklılıklar, yabancı dil tutumları.



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ABBREVIATIONS

EFL	English as Foreign Language
FL	Foreign Language
FLL	Foreign Language Learning
N	Sample Size
SPSS	Statistical Package for the Social Sciences
Std.	Standard
TLE	Turkish Language Education
EME	Elementary Mathematics Education
PCG	Psychological Counseling and Guidance Department
Asymp. Sig.	Asymptotic Significance

TABLE OF CONTENTS

ABSTRACT	i
ÖZET	iv
ACKNOWLEDGEMENTS	vii
ABBREVIATIONS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
1. INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the research problem	3
1.3. The aim of the study	3
1.3.1. Research Questions	4
1.4. The significance of the study	4
1.5. The limitations of the study	5
2. LITERATURE REVIEW	7
2.1. Learning a Foreign Language	7
2.1.1. Current situation of Turkey	10
2.2. Attitudes towards Language Learning	15
2.2.1. Definition of Attitude	15
2.2.2. Attitude Determinants	18
2.2.3. Reasons of Positive Attitudes towards Foreign Language Learning	19
2.2.4. Reasons of Negative Attitudes towards Foreign Language Learning	20
2.2.5. Language and Attitude	21
2.2.6. Attitude and Gender	22
2.2.7. Attitude and Social Background	23
2.3. Previous Studies	24

3. METHODOLOGY	28
3.1. The Overview of the Study	28
3.2. The Research Design.....	30
3.3. Setting and Participants	31
3.4. Research Instrument.....	33
3.4.1. Adaptation of the Questionnaire into Turkish Language	34
3.4.2. Pilot testing of the questionnaire.....	34
3.5. Data Collection Process	35
4. FINDINGS AND DISCUSSION.....	36
4.1. Discussion	36
4.2. The question results regarding the students’ perspectives in general terms	42
4.2. Results of the questionnaire in terms of attitude and competency according to “age”	44
4.2.1. In terms of attitude according to age.....	45
4.2.2. In terms of competency according to age	48
4.3. Results of the questionnaire in terms of attitude and competency according to “department”	50
4.3.1. In terms of attitude according to department	50
4.3.2. In terms of competency according to department.....	53
4.3.3. Results of the questionnaire in terms of attitude and competency between PCG and EME Departments.....	55
4.3.4. Results of the questionnaire in terms of attitude and competency between TLE and EME Departments.....	59
4.3.5. Results of the questionnaire in terms of attitude and competency between PCG and TLE Departments.....	65
4.4. Results of the questionnaire in terms of attitude and competency according to “gender”.....	70
4.4.1. In terms of attitude according to gender	70
4.4.2. In terms of competency according to gender	71
5. CONCLUSION	73
5.1. Recommendations	74

REFERENCES.....	75
APPENDICES.....	80
Appendix A: The permission for the use of the questionnaire.....	81
Appendix B: The adapted version of the questionnaire	82
Appendix C: The English version of the adapted version of the questionnaire	85
Appendix D: The recordings of the Interview of TLE students.....	86
Appendix E:.....	90
1. Results of the questionnaire in terms of attitude and competency according to “grade”	90
1.1. In terms of attitude according to grade	90
1.2. In terms of competency according to grade	91
2. Results of the questionnaire in terms of attitude and competency according to “abroad”	92
2.1. In terms of attitude according to abroad	92
2.1.1. In terms of competency according to abroad	93
3. Results of the questionnaire the relationship between attitude and competency	94
4. Post– Follow-Up Interview with the Students of TLE Department.....	96

LIST OF TABLES

Table 1 Distribution of job advertisements in terms of language of print (Doğançay-Aktuna, The Spread of English in Turkey and its Current Sociolinguistic Profile, p. 33).....	13
Table 2 Distribution of Foreign Language Requirements in Job Advertisements (Doğançay-Aktuna , The Spread of English in Turkey and its Current Sociolinguistic Profile, p.34).....	14
Table 3 Demographics of Survey Participants	32
Table 4 The Students’ Perspectives towards Foreign Language Courses.....	42
Table 5 The Descriptive Statistics in terms of Attitude and Competency According to “Age”	45
Table 6 Test Statistics for Attitude and Competency According to Age	49
Table 7 The Descriptive Statics in terms of attitude and competency according to “department”	51
Table 8 The Descriptive Statics of attitude and competency according to PCG and EME Departments	56
Table 9 The Descriptive Statistics of attitude and competency according to TLE and EME Departments	60
Table 10 The Descriptive Statics of attitude and competency according to PCG and TLE Departments	66
Table 11 Descriptive Statics in terms of the relationship between attitude and competency	95

LIST OF FIGURES

Figure 1. Operational Model of the Socioeducational Model (Gardner and Lalonde, Second Language Acquisition: A Social Psychological Perspective, p. 7)	9
Figure 2. Model of Attitude (Baker, Attitudes and Language, p.13)	17
Figure 3.The Overall Research Context Together with the Addressed Variables	29
Figure 4. Independent Mann Whitney U test of attitude according to gender	71
Figure 5.Independent Mann Whitney U test of competency according to gender.....	72
Figure 6. Independent Mann Whitney U test of attitude according to grade	91
Figure 7. Independent Mann Whitney U test of competency according to grade.....	92
Figure 8. Independent Mann Whitney U test of attitude according to abroad	93
Figure 9. Mann- Whitney U Test of competency according to abroad.....	94

1. INTRODUCTION

The first part of this study involves the presentation of background of the study, the objective of the study including research questions, the significance of the study and the limitations.

1.1. Background of the study

English is known to be inevitable part of globalized world. Foreign language learning, therefore, has become more popular recently compared to previous years. In today's world, the importance of learning English is accepted by everyone. There has been a great deal of demands in terms of this issue due to our contemporary and globalized world. Therefore, the number of students learning English language has increased dramatically. Individuals, studying foreign language are provided with many advantages in education, academic life, business life and social network because there is an accepted fact that some learners are tend to have negative attitudes and lack of motivation towards learning a foreign language. Therefore, foreign language learning maintains to be a controversial issue on the educational area. Moreover, the attitudes of students towards language learning are also influential factor during the process of foreign language learning.

The primary aim in this part is to question the term 'attitude'. The definition of attitudes is "a hypothetical construct used to explain the direction and persistence of human behavior" (Baker, 1992, p.10). On the other hand, on her adaptation of Baker, Matsuda (2000) suggested that there are three components; cognitive, affective, and conative (readiness for action) (pp. 28-30). On the other hand, definitions put emphasis on the main idea of an evaluative response towards the subject or situation.

An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor (Eagley and Chaiken, 1998, p. 269).

Gardner (1980) mentions that attitude shows the total feelings of a person towards any particular thing (p. 255-270). Ajzan (1988) maintains that attitude of a person whether positive or negative depends on anything (p. 185). Gardner (1985) strongly advocates that attitude is an essential and crucial element in language learning (p.91-93).

Starks and Paltridge (1996) highlight that attitude is one of the core elements in learning a language (p. 218). Karahan (2007) mentions that attitude is a variable thing and it can change due to many external as well internal personality factors of a person (p. 75). On the other hand, learners also change their thoughts and situations by having different behaviors during FLL. Rifaia (2010) remarks that the attitude towards learning English increases when students involve more in 'class courses'. Additionally, the students get much more benefits by changing their 'learning strategies', therefore it provides them with more assistance in learning English language. In other words, the more difficulty learners face, the more students' attitudes increase towards learning a foreign language. Therefore, attitudes of students occasionally help to overcome challenges (p. 5221).

More importantly, Gardner (2010) discusses that learning a foreign language has several reasons ranging from instrumental to integrative. From Gardner's point of view, motivation owns another qualification like providing students to expand their effort and willingness to learn a foreign language. When we consider it in this perspective, the stronger the motivation of student is, the more it affects the outcomes and academic success.

According to Smith (1971) most learners have negative attitude towards foreign language when they start to take foreign language courses. Students might possibly consider that the course is meaningless, boring or difficult. Altering those attitudes is the prior condition to gain academic success. In order to endeavor success, it is envisioned that attitudes should be clarified to make required changes for students' achievement and motivation (p. 82).

Harmer (2005) emphasizes that the age of students is a key feature since age brings different cognitive skills. For instance, during primary age children learn easily through plays while adults expect different and greater thoughts. Another point of view is that adolescents have less motivation and are uncooperative, thus, they become poor language learners (p. 37). Harmer (2005) explains a number of characteristics that learners are able to engage with abstract thought, have life experiences to draw a conclusion and expectations about the learning process (p. 40). In contrast to young children and teenagers, adults are able to comprehend what and why they are learning. However, at the same time they criticize teaching methods comparing with their previous experiences, and as a result, this makes them anxious and unconfident about foreign language. Williams and Burden (1997) stated that learners worry about their intellectual powers

and maintain creativity when they become adult learners as they concern about diminishing creative powers (p.32).

Aneta Pavlenko, Adrian Blackledge, Ingrid Piller and Marya Teutsch-Dwyer (2001) mentioned that there are many investigations dealing with gender and foreign language acquisition. Those investigations reveal that there is a possible superiority of female learners in terms of competence (p. 104). For Ekstrand (1980), due to the differences in basic cognitive variables, culture, attention span and brain functions, girls seem superior in competence of a second language (p. 205- 209).

1.2. Statement of the research problem

Foreign language learning and attitude can be considered as two inseparable elements during FLL. Different studies have focused on the role of attitudes in first language, second language, foreign language teaching and learning contexts. Moreover, the previous studies have focused on the impacts on and advantages of motivation in terms of academic achievement in foreign language learning. Although the argument concerning the potentially divisive nature of these different terms is an important one, the current study concerns itself with investigating the perceptions of students of Faculty of Education towards foreign language learning. The participants of this study will be adult learners, students from PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments at Başkent University. In Psychological Counseling and Guidance Department, students have 30% of English in their curricula while in Turkish Language Education, students have English in their curricula until their third year and in Elementary Mathematics Education Program, it is until their second year. Therefore, this study is a comparative analysis that investigates the attitudes of three different groups of students from different departments with varied levels of competence in English.

1.3. The aim of the study

The aim of this study is to examine the attitudes and perceptions of young adult learners attending Ankara Başkent University. The students are attending three different departments: Psychological Counseling and Guidance Department (30% of English in their curricula) and Turkish Language Education (first three years English in their curricula) and Elementary Mathematics Education Program (first two years English in their curricula). Their attitudes of

acquiring a foreign language and the impacts of language learning will be studied in this comparative research. In this way, this study has an objective to define attitudes and perception of the mentioned groups of students towards learning and practicing English. Therefore, the research highlights the following research questions:

1.3.1. Research Questions

The research highlights the following research questions:

1. What are the perspectives of students towards foreign language courses at Faculty of Education at Başkent University?
2. Is there any significant difference between age and attitudes towards English Language Course with regard to four subcategories including Desire, Motivation, Preference and Fear?
3. Is there any significant difference between age and competency on English Language Course with four subcategories including Reading, Listening, Writing and Speaking?
4. Is there any significant difference between department and attitudes towards English Language Course with regard to four subcategories including Desire, Motivation, Preference and Fear?
5. Is there any significant difference between department and competency level of the students on English Language Course with four subcategories including Reading, Listening, Writing and Speaking?
6. Is there any significant difference between gender of students and their attitudes towards English Language Course?
7. Is there any significant difference between competency scores on Attitudes towards English Language Course Scale and gender?

1.4. The significance of the study

The aforementioned research, which investigates perspectives of young adult learners, is likely to demonstrate precious inferences for theoretical framework. Attitude has been counted as the inevitable figure for foreign language learning. In foreign language learning, both attitudes of teachers and students should be taken into consideration. Several studies carried out on attitudes have varied from teachers' attitudes to students' attitudes. Some examined how teachers react

towards foreign language learning while others give importance to students' attitudes. Secondly, gender has also an important role in terms of attitudes in foreign language competence. When foreign language is the subject, gender differences are taken as an effective factor to evaluate success of FLL. Furthermore, some studies dealt with the skills, such as grammar and students' perceptions towards grammar. On the other hand, it is notable that attitude and motivation are the interrelated terms for success and interest on foreign language. The improvement of language attitude is constant constituent of foreign language. In addition, in this research, the objective is to investigate whether there is a crucial relation between backgrounds of students according to their department, gender, age and desire to learn. In other words, this study aims at investigating the perceptions of students of Faculty of Education towards foreign language learning. In Psychological Counseling and Guidance Department, students have 30% of English in their curricula while in Turkish Language Education, students have English in their curricula until their third year and in Elementary Mathematics Education Program, it is until their second year. Therefore, this study is a comparative analysis that investigates the attitudes of three different groups of students with varied levels of competence in English.

Although there have been many studies, as stated before, the striking fact is that through this study, attitudes and perceptions of undergraduate students (from different departments) towards a second language will be investigated within a comparative analysis.

1.5. The limitations of the study

The study is restricted in terms of participants and data which will be gathered from young adult learners at Başkent University. The participant group, who are from Departments of Psychological Counseling and Guidance, Turkish Language Education and Elementary Mathematics Education Program, is chosen intentionally. Since learners have 30% of English in their curricula in Psychological Counseling and Guidance Department and till second and third year English Lessons in Turkish Language Education and Elementary Mathematics Education Program, it is intended to examine their attitudes and perceptions in a comparative analysis. Therefore, it is not true to generalize the findings of the study to different settings, periods and groups. These findings portray the attitudes of the sample groups. On the other hand, the data

obtained from this research were limited to the content of adapted research instrument used (the questionnaire and the modified personal information part).



2. LITERATURE REVIEW

This part of thesis study explains the related body of literature and necessary conceptual framework. It consists of four parts which proceed step by step. On the first part of the literature review, descriptions of related terms are pointed out. Therefore, “learning a foreign language” is discussed and Turkey’s current situation in FLL is examined with referring different sources. The second part focuses on definition, constituents and determinants of attitude in general. In fact, the main terms are presented in the beginning of the review and it, third part, maintains with the reasons of positive and negative attitudes towards FLL. The third part of the review deals with attitude and gender, attitude and age, attitude and social background to determine the relationship between attitude and the forenamed terms with the comprehensive summary of several studies. In the last part, it shows a detailed summary of related studies conducted in different concepts. Firstly, in this setting it emphasizes the students’ and teachers’ attitudes towards learning a foreign language according to the analysis of the related studies. In other words, it summarizes the studies which examine the attitudes of both students and teachers towards different languages and in different concepts with the help of varied approaches and methodologies.

2.1. Learning a Foreign Language

Language is the common way to communicate and along with globalization, learning new languages become vividly prevalent. In other words, there has been a growing interest towards foreign languages which is believed to constitute the great part of today’s world in recent years. On the other hand, foreign language acquisition needs effort, hard work and patience. Language is basically different issue with set of words, grammatical rules and pronunciations (p. 4-5). Before mentioning about the spread and current situation of learning foreign language, it would be necessary to give the definition of learning a second language competence. Learning a foreign language is broadly defined by Myles and Mitchell (1998) as “learning any language, to any level, provided only that the learning of the “second” language takes place sometime later than the acquisition of the first language” (p. 6). According to Gardner (1985), foreign language learning includes two main tasks. “*Cognitive*” and “*emotional*” are two essential constituents of acquisition. However, another language refers to another “ethno linguistic community”. In other words, grammar rules, different word articulations belong to another community. That’s the

reason for having emotional variable which has a remarkable point during language learning process. Besides, aptitude, attitude and motivation are independent factors in second language learning; however, they are both interpreted as having success on foreign language learning.

One of the most significant magic recipes for learning a foreign language is “attitude”. The vitality of attitude can be seen in every field of the world. As it is pointed out, the issue which makes the foreign language learning process more challenging or more convenient is related to students’ attitudes in the classroom. Attitudes are not only behavioral tendency or an emotion, but also they are based on the composition of cognition-emotion-behavior tendency (Kağıtçıbaşı, 1999, p. 103). One of the most crucial indicators of an effective property of students is their attitudes towards any subject (Brown, 2001; Gardner and Lambert, 1972; Karasakal and Saracaloğlu, 2009; Kaya et al. 2009; Stern, 1983).

It is a common belief among the educators that whilst the positive attitudes make students more successful during learning process, negative attitudes lead to failure. Several studies have shed light on the level of success on language learning with their attitudes and how these successes affect the students (Krashen, 1981; Savignon, 1983; Karahan, 2007). Many researchers have focused on the models of foreign language learning. For instance, Gardner and Lalonde (1985) put forward “*socio-educational model of second language acquisition*”. According to this type of model, second language acquisition is directed by the motivation which includes three parts; “*the desire (or wanting)*”, “*the motivational intensity*” (or endeavoring) and “*attitude*” towards foreign language learning. Gardner and Lalonde (1985) call it as “tripartite complex” (p. 5). Only having desire for an objective is not adequate to fulfill motivation. If a person is motivated, he should work a lot to accomplish his objective. Socio educational model proposes this method as mentioned below.

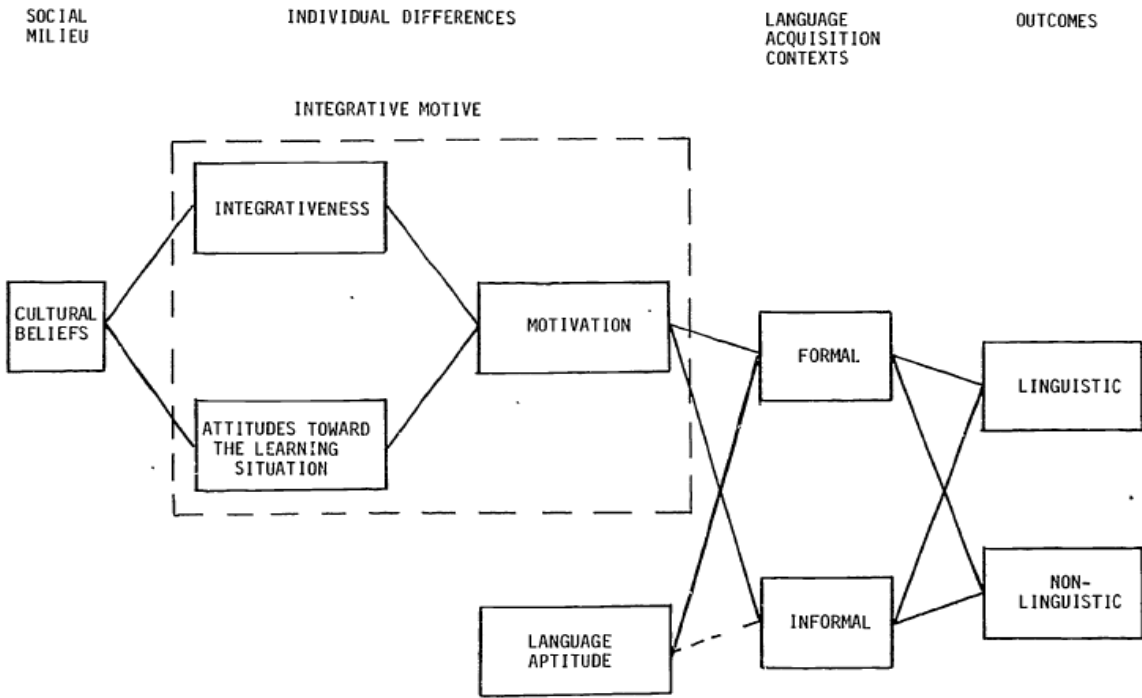


Figure 1. Operational Model of the Socioeducational Model (Gardner and Lalonde, Second Language Acquisition: A Social Psychological Perspective, p. 7)

“Integrativeness” is generally used as a label for a will of different ethnic groups and target language group. With the aim of measuring “Integrativeness”, Gardner and Lalonde (1985) explained that they used attitudes towards language community. Second label is “attitudes toward the learning situation”. As classroom environment is the main element for language learning, Gardner and Lalonde (1985) believed that instructors’ behaviors towards lecture and materials have a great influence on students’ motivation.

In socio-educational model, Gardner and Lalonde (1985) divide language learning into two main parts as formal and informal language acquisition. “Formal language acquisition context’ is dealing with instructions. Main aim is to give instruction of second language. The most popular example for this type is language classroom. On the other hand, “informal language acquisition context” can be described as the reverse form of the latter. Within this context, there is a chance to be exposed to other language, yet the primary aim is not give instruction. For this type, examples are like television shows, books and communicating with other languages native speakers (p. 7).

2.1.1. Current situation of Turkey

Language is known to provide nations to communicate effectively. Every country, nation and even tribes find their own ways to convey their messages. Some of them prefer using their own language whilst others accept different language to keep pace with new advancements easily. English accepted as the most common language around the world and spread gradually. However, it did not enter our life with its peak; it starts with little steps and prevailed throughout the world. Since British Empire captured many areas, the colonization expanded in the areas of Asia and Africa. Therefore, English began to be used by those colonized groups. “Post-colonial nations” put English in many forms that lead to extend their “nonnative varieties” (Doğançay-Aktuna, 1998, p. 24).

There have been various factors based on the spread of English worldwide as official language. First of all, the wealth and demand of United States made this issue inevitable. Due to the regulations in social policy and economy since World War II, English has become crucial with the aid of attentive language planning and French known as language of diplomacy remained in the background. Secondly, education system has put emphasis on English to access new networks. In banking sector, popular media, science and technology; English has become significant and it has been linked with education, in other words it has been believed that through teaching English, reaching these innovations will be faster. Monolingual countries and areas like Middle East, Far East and European nations have also contributed to English sympathy. Actually, ‘third parties’ have put considerable effort for accepting English widely. The function and international value of English as a final point (Fishman, 1992, p. 19-26) press on governments to expand access of English on the educational policy. Finally, people from around the world in return, are willing to be rewarded and reaching facilities (Doğançay - Aktuna, 1998, p. 25).

As a main topic, when it comes to the relationship between English and Turkish people, English has a historical background that can be summarized first like colonization and demands. Therefore, it would be proper to start with primary contact of English with our citizens. First interactions started with Ottoman Empire and United States around 1830s as they signed a trade agreement. Then, numerous missionaries were given right to build schools like Robert College which had its first graduate in 1903. Nevertheless, since the number of illiterate Turkish citizen were a lot, only minorities children had access to train in English. Throughout 1820 and 1923, “foreign owned” schools could create their own program according to their will. However, after

1923 education was secularized and gave a chance to increase the number of literate people; therefore, the only focus was on the mother tongue to enrich Turkish culture. On the other hand, this objective altered towards foreign language because of influential reasons. In other words, adapting words for science and technology was realized by authorities.

English as “lingua franca” provide more benefits for location when examined in terms of globalized world. Doğançay-Aktuna (1998) states Kachru’s (1986, p. 1-18) framework in which languages’ spread patterns and their functional areas are explained via circles. Doğançay-Aktuna (1998) explained it as follows;

In Kachru’s (1986) framework of concentric circles of world English, next to the norm-providing, native speaking countries of the inner circle, there are the outer and expanding circles that describe the global users and uses of English. In the outer circle countries, English either enjoys the privilege of being the official or co-official language – though it is a non-native language for the majority of the people – or it is given special status due to historical reasons, without being officialised. India, Nigeria, the Philippines, Botswana are examples of the Former, while Malaysia, Kenya, Pakistan exemplify the latter (p. 30).

Turkey has a place in the expanding circle countries. Like Japan, the Middle East and European countries, English is given priority as a second language. As explained above, English own irreplaceable place in internationalized world and there is a general belief that it assists on science and technology while modernizing. Doğançay-Aktuna (1998) stated that English is not used as a native language in place of performing as a variation. Instead of performing as an official language, English performs more in education and private sector from international business to tourism. Virtually, people have more opportunities and as a result with the objective of having connection with world and for personal improvement English is on the stage so as to learn and teach (p. 30-31).

In Turkey, English has become the compulsory course in education life in both private and state schools. Despite the increasing number of English “medium” schools, as a second language, English is also in the curricula of those schools and is given more preference compared to other languages. Nonetheless, the wealthier people are, the better quality of English is instructed. The distribution of time, materials, methods and qualified instructors is not equal in terms of form of students’ school. Doğançay- Aktuna (1998) divided “highly competitive secondary schools” with foreign languages as follows:

- a. English is regarded as the main medium of curriculum

- b. French, German or Italian are regarded as the medium of curriculum accompanied with English as an obligatory subject

In the second type of school according to division of Doğançay- Aktuna (1998), English is not seen as prior as in the first group. In spite of having less interest among those schools, fluent students obtain qualified education through improved materials and instructors many of which are native speakers. In short, instead of drawbacks, more positive effects can be seen after graduating “highly competitive secondary schools”.

In addition to schools, private courses are also common among adults. Due to having pleasure for obtaining high level of English proficiency in business life, these courses are efficient and have become an industry in Turkey. Therefore, people are looking forward to finding a solution to ease the difficulties of learning a second or third language. Some people enroll private courses to improve their skills while some choose their departments according to their curriculum including English lessons. Like schools, there are also differences in qualifications in this field. It would be true to make a conclusion that though day by day the spread of English come to light, the quality and range of it hinders better acquisition of English (p.32-33).

Additionally, nobody comes up with a definite solution to this disappointing result for foreign language background. Therefore, there are deficiencies on the issue of learning foreign languages in a correct way. Besides, Oktay (2015) stated that a common prejudice towards foreign language learning has appeared recently, the common belief is that in Turkey the process for acquiring foreign language is challenging. If a learner has a desire for FLL, s/he should go, travel and live abroad fulfill these requirements. In his study “*foreign language teaching: a problem in Turkish education*”, Oktay (2015) emphasized that because of growing relation among foreign language teaching, strategies and classroom environment, learners have affected negatively and acquisition is not fully completed. Therefore, findings show the main reason behind failures of FLL. Nonetheless, some regulations and laws are applied. Through law of 2923, for instance, some changes are brought, yet, they are not sufficient to solve the problem (p. 285).

However, the market value of English should also be taken into consideration. In Turkey, English is not only a necessity but also a “must” in city life as stated by Doğançay-Aktuna (1998, p. 33). Doğançay-Aktuna (1998) carried out a survey of job advertisements, collected from

Turkish daily newspapers with the largest circulation. Since there are human resources sections on Sundays, 15 Sunday editions of those two newspapers were occasionally collected. Advertisements were listed and requirements were numbered and contexts were examined.

In the survey, 419 advertisements were given for 773 positions in different sectors; on the other hand, there is a notable point that 22 % of them were in English published in these Turkish newspapers. Below in Table 1, the statistical data indicates the range of job advertisements according to the language chosen.

Table 1

Distribution of job advertisements in terms of language of print (Doğançay-Aktuna, The Spread of English in Turkey and its Current Sociolinguistic Profile, p. 33)

Language Of Print	Number of Advertisement	Number of Positions Advertised
Turkish	328 (78.3%)	627 (81.1 %)
English	91 (21.7%)	146 (18.9)
Total	419	773

“Out of the 146 positions advertised in English, 20 (13.7%) did not mention knowledge of a foreign language at all” to put it another way since providing advertisement in expectations are given clearly. Ahmad (1993) highlighted in his book “The Making of Modern Turkey” that although newspapers are published in Turkey, advertisements are given in English. Through these advertisements, it is also told that if applicants are unable to comprehend these job requirements, there is no need for them to apply for these positions (p. 210).

The distribution of FL requirements in job advertisements are given in Table 2, 426 (55.1%) were looking for foreign language in the applicants apart from 773 openings as below mentioned Table 2 indicates. On the other hand, 44.9 % did not search foreign language.

Table 2

Distribution of Foreign Language Requirements in Job Advertisements (Doğançay-Aktuna, 1998, The Spread of English in Turkey and its Current Sociolinguistic Profile, p.34)

	N	(%)
English Only	289	67.8
English and One or More FL	81	19.0
Other FL/ group of FLs Excluding English		
German	21	4.9
French	4	0.9
Italian	2	0.5
Spanish	1	
Italian/French	1	0.2
Mentioning knowledge of a FL but not naming any one in particular	27	6.3
Total	426	

About 68% of jobs which include import and export, sales, assistance and management are in the search of English language and mention in advertisements having a “knowledge of English” or high level of English. Besides, employers have preferences on choosing applicants like eliminating them according to their universities. Ahmad (1993) emphasizes that after having encountered advertisements in English or understanding the necessity of foreign language, English has become a sign of bright career, naturally, parents attracted numerous schools and universities to provide their children better foreign language acquisition (p.210). Thus, universities with English curriculum are selected and other graduates from Turkish medium universities are not preferred. With this survey, it would be hard to conclude that level of English should be high, nonetheless, the positions mention in ads indicate that there is a need for improved foreign language.

On the other hand, Turkish society considers English as a cause of “degeneration”. Despite having place in the “outer circle countries”, citizens are afraid of being seized by foreign language. Doğançay-Aktuna (1998) mentioned Fishman’s explanation as follows:

The spread of English as a lingua franca is not always viewed with unmitigated pleasure. International bilingualism may be well and good in its place, but it can have rather unexpected and undesired intranational consequences as well — or so it is believed. ¼ It should come as no surprise that many nations have responded at policy level to the spread of English, to define its desired as well as undesired functions and domains (Fishman, 1977, p. 330–31).

To conclude, English proves its importance and therefore in education and business areas especially in big cities English have widely spread. Second point is that English has become a mean of powerful group and divides into supporters and opposers. As it is obviously stated above, English is the most common language and studied foreign language after Turkish, Doğançay-Aktuna (1998) mentioned (p. 37).

2.2. Attitudes towards Language Learning

2.2.1. Definition of Attitude

“*Attitude*” is a broad term which involves many key concepts. As language learning is a new concept for most learners, their attitudes play crucial role. It has introduced as the dominant element while acquiring a new language. There have been studies conducted how attitudes affected foreign language process. Before explaining different attitudes towards foreign language, the definition of attitude and its constituents should be deeply examined.

Attitudes towards language learning are defined in *Longman Dictionary of Language Teaching and Applied Linguistics* as:

The attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning (Richard and Schmidt, 2010, p. 314).

Bartram (2010) suggested that there is a broad sense accepted by both social psychologists and public, thus, bridges can be constructed so as to correlate “research, theory, practice and policy” (p.40). For instance, Oller and Perkins (1980) state that no direct correlation

can be found between second language proficiency and learner attitude. On the other hand, Baker (1992) highlighted that there are reasons for showing attitude as a “central explanatory variable”.

Gardner (1985) defines attitude with four components; a goal, a desire to reach the aim and attitudes and arduous behavior of motivation (cited in Yüksel, 2013) although Gardner added that it is hard to propose its essence (1985, p. 8). On the other hand Plato explained classically, attitude is divided among constituents. “*Cognitive component, evaluative component, and behavioural component*” are the forms in terms of attitude (cited in Karahan, 2007). “*Cognitive component*” symbolizes individuals’ beliefs or perceptions according to a situation. “*evaluative component of attitude*” classifies elements in respect to like or dislike. “*Behavioral component*” allow learners to adopt specific behaviors.

Baker (1992) emphasized that these can be “tripartite” which are explained in three sections.

- Cognitive constituents
- Affective constituents
- Conative constituents

In other words, Baker (1992) divides structure of attitude into three parts. According to this structural division, cognitive elements include “thoughts and beliefs”. Within the cognitive component, considerations have a significant part. The affective component involves feelings towards subject. Baker (1992) states that the harmonization among cognitive and affective component cannot be clearly found. Sometimes learners have an approach language positively and people are interested in learning a foreign language. On the other hand, in some cases learners’ attitudes and feelings might be negative due to many reasons. Bias, prejudices, fears, worries, and concerns lead to negative attitudes and doubts are inevitable as stated by Baker as “Overtly stated attitudes may hide covert beliefs” (p.12)

The conative component of an attitude includes getting ready for the action. “*will*” or “*intention*” of a person directs a person towards language. Baker illustrated that if a person has a positive attitude to be bilingual, s/he is already prepared for participating in language classes. This example demonstrates “*the possibility of action component often but not always being an indicator of external behavior*” (p.12-13).

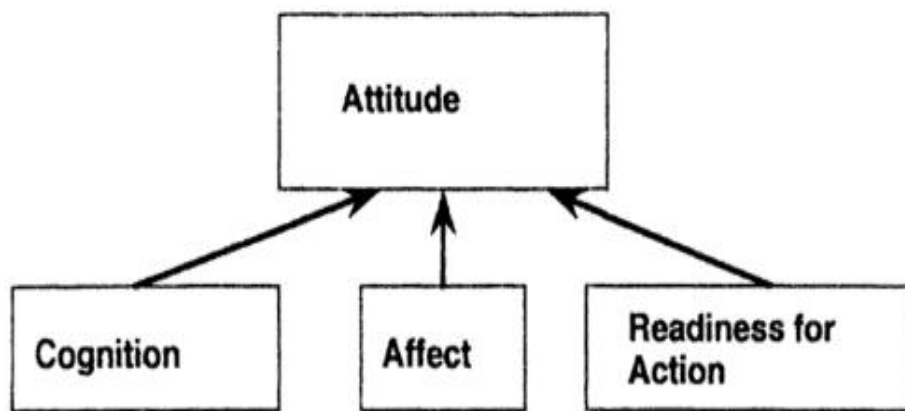


Figure 2. Model of Attitude (Baker, *Attitudes and Language*, p.13)

Ajzen (1988) interpreted the table as follows:

The hierarchical model of attitude, then, offers the following account of the way in which attitudes affect behavior. The actual or symbolic presence of an object elicits a generally favorable or unfavorable evaluative reaction, the attitude towards the object. This attitude, in turn, predisposes cognitive, affective, and conative responses to the object, responses whose evaluative tone is consistent with the overall attitude (p.22-3).

Gardner (1985, p. 39-49) discusses five main characteristics of attitudes in terms of properties of learners towards language learning (cited in Baker, 1988):

- a- Attitudes are able to be thought about and have effects like having emotions attached to them.
- b- Attitudes instead of having two sides are dimensional—they vary in degree of favorability/unfavorable parts.
- c- Attitudes direct an individual to behave in a certain way, but the relationship among attitudes is weak.
- d- Attitudes are learnt, not inherited or genetically provided.
- e- Attitudes dispose to maintain, yet can be modified by experience (cited by Kanjira, 2008, p.33).

Attitude is known to be remarkable element of language learning process. It has been generally the main topic of discussions based on whether it influences the process of foreign language learning or not. On the other hand, importance of attitude is proven and there are several factors that demonstrate why attitude is necessary.

Attitude can sufficiently be described, reliable and valid for measurements because it has a vital place for the studies of foreign language educators (Baker, 1992, p. 20). When it is examined as an instance, during acquiring a language, attitudes towards foreign language demonstrate the evolution of it.

Another reason for supporting the importance of attitude is supported by attitude's constant existence and usage of attitude is proven. The attitude is accepted as one of the key concepts of social psychology or even as the most distinctive and indispensable concept in social psychology (Jaspers, 1978 p. 256).

The repetition of proving attitude is undeniably seen on the issues of researches and practices. In a wide range of subjects, attitude can be realized similar to the concepts of race, sport and languages.

2.2.2. Attitude Determinants

When attitude is considered as a predictor of success in foreign language, there are four categories related to second language acquisition:

These are "*affective variables*", "*cognitive variables*", "*pedagogical variable*" and "*environmental language-relevant variables*". These are divided into two groups; while two which are "*affective variables*", "*cognitive variables*" of these categories associated with personal differences of foreign language learner, the others which are "*pedagogical variable*" and "*environmental language-relevant variables*" deal with the features of the learning environment (Parry, T. S., & Stansfield, C. W., 1990, p. 179).

Although the primary two categories, "*affective variables and cognitive variables*" are mainly examined by language authorities and researchers, it seems meaningful to observe the other two, "*pedagogical variable and environmental language-relevant variables*", as a result of having an enormous impact on individuals' levels of proficiency.

"*Affective variables*" is the first category. According to characteristics of individuals, their perceptions and impressions are altered emotionally towards foreign language. Therefore, their impressions and point of view determine how to react a foreign language. It can be

illustrated in numerous ways. To illustrate, anxiety, sociability, and empathy, attitudinal and motivational behaviors attribute to some types of language learning styles and strategies.

Secondly, “*cognitive variables*” is another category for relevant variables. Every learner own verbal and intellectual skills and combine them with the foreign language learning situation so that it makes easier to compete with the language materials. Cognitive variables can be exemplified with language aptitude, intelligence and some kind of language learning styles.

“*Pedagogical variable*” refers to the third category and at the same time shows the importance of context of language learning. With the aid of materials, teaching aids, classroom setting, there is a connection and relation among individual students’ reactions. The interaction of this equipment with learners provides learners to acquire and benefit.

Final category, “*environmental language-relevant variables*” constitute the fact that learning environment plays an essential role from socio-cultural milieu to community shared beliefs. Possibilities may occur to experience language outside the classroom (p. 179-83).

Obviously, so as to comprehend differences among learners, these above-mentioned categories should be taken into consideration. In every classroom, both sociocultural environment and context reflect and correlate with individual difference variables. Though attitude is the main concern for foreign language learning process, variations among individuals and aptitude of language have significant roles. Additionally, while arguing the variations and measures of personality, attitude in foreign language acquisition, common and idiosyncratic differences are crucial to distinguish.

2.2.3. Reasons of Positive Attitudes towards Foreign Language Learning

Foreign language learning is a completely different and difficult process for individuals. Although some of them act negatively towards it, others give more importance and care as they have more positive attitude towards it. There has been an increase in the number of people who advocate strongly that if a person is positive, the outcome is positive. Therefore, it has been believed that positive attitude provides eagerness while negative thoughts decrease the willingness towards it. Although negative approaches are more common than positive among learners, there are several factors for learners to have positive attitude towards FLL (p. 90).

First point of positive attitudes towards FLL is that if a learner has knowledge of more than two languages, s/he reacts towards language in a good way, suggested Cook and Singleton.

Cook and Singleton illustrates this point of view with “bilingual writers”. This example is Vladimir Nabokov who produced his piece “*Lolita*” in two languages. Due to the fact that he knows these two languages equally well, he decided to give a masterpiece in two languages to address more than that languages’ community.

Second factor for having positive attitude towards foreign language is that positive feelings come easily to light when there is a connection between “*language and culture*”. If there are similarities, especially for immigrants, learner have tendency to empathize differences like rules from their native languages. Thus, they maintain a positive attitude during process of language learning (p.101-102).

The last but not the least factor on the topic of positive attitude is being successful on examinations. Since they are well in their exams and class, their self-confidence start to improve directly. The higher their self-confidence of students is, the more eagerness towards foreign language students has. Meanwhile, they become willing to use this foreign language. Therefore, success is always a good mean for encouraging learners towards foreign language (p.101-102).

All in all, as mentioned above, there have been many factors for being positive for foreign language. It can be obviously concluded that positive judgments leads to positive results. To overcome difficulties and differences of another language these factors should be taken into consideration.

2.2.4. Reasons of Negative Attitudes towards Foreign Language Learning

Differences occur among all human beings in respect to the mental capabilities and personal involvement. Human beings vary in their understanding, competencies, skills, age, gender, background, comprehension, and other aspects of personality. As language is an uncommon issue for learners, it is inevitable for them to encounter these difficulties. Moreover, these challenges make individuals to have negative attitudes towards foreign language learning. Garrett (2010) argued that in every level of language attitude appears, it can be ranged from words to pronunciation (p. 9). These difficulties are classified as explained below;

With regard to grammar skill, this type shows the greatest negative attitude towards language. Cheshire (1998) shed light on the lists of complaints and grammar took place in the top ten complaints provided by BBC Radio Four Series *English Now* in 1986 (p.114).

Learners asserted that there is no logic and sense issue in terms of grammar according to their thoughts. To illustrate, two negatives must omit each other to form a positive utterance. In fact, English gives positive meaning even if there are two negative words used. Learners couldn't understand the logic behind it. Or the apostrophe is also complex for complainers. Garrett (2010) also emphasized that apostrophes in plurals were concerned more than others; yet, errors of apostrophes are not thought vital. Another usage that makes learners completely uncertain is that ending sentences or questions with prepositions. For instance; "there are some usages learners vexed by" (p. 9). As it is given in instance, sentences are finished with prepositions without getting any noun. Therefore, it constitutes another difficulty for them to comprehend the deep meaning of the utterance.

Indigenous people are leading this conflict in order to survive and revive; they need to adapt that language. Canada is the place where various researches carried out as it hosts multilingual environment. There are challenges for immigrant people to adapt the language more complex than their languages. Thus, they believe that they face some negative situations.

"*Labelling*" also evokes attitudes (p.11). Quist (2001) illustrated this point with immigrants' minority languages. They are negatively welcomed from majority language communities (p.42). They develop languages among them to convey their messages for trade. This communication style is called "mongrel jargons" and "*macaronis lingos*" (Holmes, 2001, p. 84). Additionally, labeling occurs towards these people occur which is the reason of another negative attitude.

All in all, attitudes vary according to level and environment. Through those studies, Garnett (2010) put an emphasis on providing explanations for "linguistic variation and change". However, there is a link between attitude and social psychology. To illustrate, it gives us "how we position ourselves socially and how we relate to other individuals and groups". When it comes to the essentiality of attitude, in the field of language attitudes, variations are compromised and therefore it leads to examining and studying them. Differences not only bring some implications and are also seen in terms of ethnicity and social groups (p.16).

2.2.5. Language and Attitude

Attitudes change over time, as the changes occur in socioeconomic situations of people. There is a general belief in language policy that attitudes are able to change. As stated by Baker

(1992) if a learner is an immigrant, their attitude towards language is positive due to the majority of tongue and culture (p.97).

Another point mentioned by Baker (1992) is that the more language is tried to survive, the more positive attitude becomes essential. If the change of attitude over a language is expected to examine, it may be started to evaluate from “portrayal” of how language attitudes have altered over ages. Thoughts, problems and even fashion can enlighten the factors of changing attitude. Another detail about changing way of attitude is that improvements on mass communication, industrialized world and migrations can be reactions towards attitudes (p. 97-98).

2.2.6. Attitude and Gender

More and more attention has been given on gender differences, since the differences among individuals are significant on education, therefore, there have been several research related to sex differences on the issue of attitudes towards FL. Cook (2008) stated that the UK Assessment of Performance Unit (1986) clarified that English girls have better level of French than English boys in every skill except speaking. Besides, according to Cook (2008), there is a general popularity towards SL among girls in every country (p. 152).

Gender differences have notable influence in foreign language learning. Numerous studies have shown that females are more interested than males towards FLL and according to a famous psychologist; women express themselves through language well compared with men (Wang, 2015, p. 66).

Students’ attitudes according to gender differences have been studied by researchers frequently (e.g. Burstall, 1975; Cook, 2008; Eardly 1984, Wang, 2015; Zoghi, Kazemi, Kalani, 2013). According to the findings of researches, boys’ attitudes are less positive than girls.

Gender differences can be examined under different topics, such as physical, educational and environmental factors. Studies have demonstrated that women’s pronunciation abilities are developed earlier than those of men so that speaking and listening skills of women can be more developed than men. Wang (2015) put forward that so as to acquire English well; learners have both good “image thinking” and good abstract logical thinking ability. Moreover, girls have these two characteristics which is another reason for having better results. Wang (2015) also give some concluding points for teaching strategies. On the first part, some teaching measures for girls can be prepared including using their perception and using sensitive materials as girls are competent

on understanding visual language and establishing a new image. Secondly, instructors can reinforce the knowledge of learners thanks to their memory (p. 66-69).

Recently, Zoghi, Kazemi and Kalani (2013) have published a study on “*the Effect of Gender on Language Learning*”. Although male and female students develop themselves equally in courses, girls’ outperformance has higher marks in EFL than boys. The participants of the study are guidance school students are between 12-14 years old. The findings indicate that according to gender, females’ total success was better in all regions in “Dezful” in their EFL achievement test. Besides, from these results, obviously, it can be concluded that instructors should be informed beforehand so as not to encounter these difficulties on FLL courses (p. 1124-8).

2.2.7. Attitude and Social Background

As mentioned above, several factors are considered as the effective constituents for the process of foreign language learning and among these factors, there is also social background, in other words social situation, and it also can be classified as “*cultural*” situation. Additionally, social situation doesn’t stand out alone, in that political, “*historical and economic*” variables are included. They influence the process completely (Cargile et al., 1994, p. 226). Actually, sociocultural impact has shown great value in terms of formation of language attitude. With the aim of analysis, three main headings are listed as follows:

- Learners’ social surroundings,
- Learners’ perspectives and experiences of foreign language speaking and its society,
- The perception toward social status of the language gained.

These are the foremost factors on the issue of social background (p.65). When social surrounding is considered, parents, family and friends are first elements coming to mind. As Schultz (2005) explains a child’s world is not only shaped by his/her experience but also “parental attitudes” accomplish both teaching and modeling (p. 126). It is worth noting that although parents have knowledge of FL, it doesn’t mean that learners’ are positively influenced. Their attitudes change according to their parents approach towards them or some of them reject knowledge of their parents. Another point is given about friends and peers mentioned by Bartram (2010) that studies noted that if there is positive attitude, positive orientations appear. In fact,

“the influence on attitude is in a superficial sense”. Therefore, group attitudes are shaped with the social pressure (p. 66-70).

2.3. Previous Studies

Great number of studies on language attitudes with different perspectives have been carried out; *Teacher Candidates Attitudes towards English as a Foreign Language; English as a Foreign Language; The relationship between past language learning experiences and foreign language anxiety of Turkish university EFL students; Second Year Pupils’ Attitudes Towards French, German and Spanish, The Effect of Attitudes towards Turkish and English Courses on Academic Achievement, An Investigation Of Students’ Perspectives On Foreign Language Anxiety, Attitudes of Learners Toward English: a Case of Chinese College Students* (Aydoslu, 2005; Çakar, 2009; Filmer- Sankey, 1991; Kazazoğlu, 2013; Von Wörde, 1998; Yang Yu, 2010). Language learning is composed of different variables. The attitude is not only irreplaceable but also vital part of FLL’s challenging process. Some of these studies dealt with teachers’ attitudes instead of students as instructor is another key part of it. The other rest of studies are carried out both on different languages and courses.

In their great work, “Students Attitudes towards Learning English Grammar”, Akay and Toroman (2015) adds that while learning foreign language, English as second language creates several problems. The main reason on this problem is believed that there is no equal distribution on four skills especially for teaching grammar. According to results, different students from different faculties ranging from Humanities, Economics, Tourism, Communication and Business Administration show different attitudes towards grammar. The striking factor behind it was examined by Akay and Toroman (2015) that different faculties’ students expect in a different way. While faculties of Humanities and Economics demand more foreign language to use and speak fluently in formal issues, Tourism, Communication and Business and Administration departments are eager to use their four skills. Therefore, if curricula are designed through the needs of faculty students, the consequences of these problems can be easily solved.

Aslan (2009) states that gender and language learning success rates are two directly proportional elements. The findings of this study emphasized that gender and success are two important parts that are connected to each other. Female learners obtained higher scores than male students. As a result of this study, females are more successful than males according to

achievement test. Aslan (2009) mentions that attitudes of genders should be examined in other detailed studies.

The findings of “*an investigation into the Academic English Language Needs of Students at Yildiz Technical University and Disciplinary Teachers’ Attitudes towards English-Medium Instruction At The Tertiary Level*” highlighted that attitudes and perspectives of teachers on the subject of English medium instruction. Güler (2004) clarified that perspectives of foreign language instructors can reveal the students’ needs. No matter what departments of students are, students give priority to English as a foreign language. According to results, reading is remarkable for foreign language. Another conclusion drawn by Güler (2004) is that mother tongue is so useful that it should be used during FLL courses since English medium has become an obstacle for understanding topic given by instructor. This is the reason for their student’s lack of comprehension.

A number of studies addressed attitudes of teachers, gender, students, however, different age group of learners are less examined compared with others. Bushenhofen (1998) discussed the attitudes of different age groups. The participants are 12th grade students and first year university students. The conclusion was drawn from this study is that both of the groups have a positive attitude. There are differences on the attitudes in accordance with the content of language and the types of activities applied to them and these differences are originated from their social, linguistic and educational environment.

Another study carried out by Üzüm (2007) highlighted learners’ attitudes towards English language and English speaking societies in five themes; native language loyalty, instrumental orientation, cultural interest, intercultural contact and attitudes. The findings demonstrated that learners are aware of the benefits of English language knowledge; therefore, they might have favorable attitudes towards English spoken countries without any consideration of gender. Üzüm (2007) pointed out that unfavorable attitudes are generally towards government of these societies not towards their citizens. Learners also add that they are eager to travel and visit these countries (p. 113-126).

In the study “*Aptitude, Attitudes, and Anxiety: A Study of Their Relationships to Achievement in the Foreign Language Classroom*”, Trylong (1987) investigates 216 university students’ attitudes who learned French as a foreign language. The relationship between students’ language ability, attitudes and anxiety levels, achievements in written and oral exams and

semester grades are evaluated in the study. Analysis show that there is a negative relationship between anxiety and success, however, a positive relationship occurs between positive attitudes and success. Furthermore, there was a negative relationship between anxiety and attitudes; multiple correlations tests have indicated that they disclose the total variance of all achievement areas, rather than ability and attitude alone, without the ability, attitude and anxiety.

Gardner et al. (1997) carried out a study of 102 (82 girls and 20 boys) university students studying French as a foreign language demonstrated the attitudes towards foreign languages, motivation, self-confidence, anxiety, ability, learning strategies and conducted a model test that examines the relationships among 34 different individuals under different variables. In the analysis of the data, explanatory and confirmatory factor analyzes, correlation tests were used and the test of the created model was done in AMOS program. At the end of the study, significant correlations were found between variables and academic achievement. At the end of the study, the attitudes towards the language were the motivations which included three components: "*attitudes towards learning French*", "*desire to learn French*" and "*motivational intensity*"; motivation is both "*self-confidence*" and "*language learning strategies*"; "*Motivation*", "*language ability*" and "*language learning strategies*" are all the predecessors of "*language success*"; "*Domain independence*" is related to "*language ability*" in a meaningful way; it can be obviously seen that language success leads to "*self-confidence*".

In the review of literature the explanations above prove that attitude has been counted as the significant figure for foreign language learning. In foreign language learning, both teachers and students attitudes should be taken into consideration. Several studies carried out on attitudes have varied from teachers' attitudes to students' attitudes. Some examined how teachers react towards foreign language while others give importance to students' attitudes. However, their foreign language differs according to their residence country like French, German. Secondly, gender has also important in terms of attitudes for foreign language. When foreign language is the subject, gender differences are taken as an effective factor for evaluating success of FLL. Furthermore, some studies dealt with the skills such as grammar and students' perceptions towards grammar. On the other hand, it is notable that attitude and motivation are the interrelated terms for success and interest on foreign language. The improvement of language attitude is constant constituent of modern language. In addition to them, in this research, the objective is to investigate whether there is a crucial relation between backgrounds of students according to their

department, gender, age, enjoyment in learning. In other words, this study aims at investigating the perceptions of students of Faculty of Education towards foreign language learning. The participants of this study will be adult learners, students from PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments. In Psychological Counseling and Guidance Department, students have 30% of English in their curricula while in Turkish Language Education, students have English in their curricula until their third year and in Elementary Mathematics Education Program, it is until their second year. Therefore, this study is a comparative analysis that investigates the attitudes of three different groups of students with varied levels of competence in English.

3. METHODOLOGY

This part is allocated for presenting the methodological process used with the overview of the study including the aim of research and research questions. The main parts of this chapter comprised of the research design, setting and participants, the research instrument and data collection process.

3.1. The Overview of the Study

This study is mainly devoted to examine the attitudes and perceptions of young adult learners attending Başkent University Faculty of Education, Ankara. The students are attending three different departments: Psychological Counseling and Guidance Department (30% of English in their curricula), Turkish Language Education (first three years English in their curricula) and Elementary Mathematics Education Program (first two years English in their curricula).

Moreover, their attitudes of acquiring a foreign language and the impacts of language learning will be studied in a comparative research. In this way, this study has an objective to define attitudes and perception of the mentioned groups of students towards learning and practicing English. Therefore, the research highlights the following research questions:

1. What are the perspectives of students towards foreign language courses at Faculty of Education at Başkent University?
2. Is there any significant difference between age and attitudes towards English Language Course with four subcategories including Desire, Motivation, Preference and Fear?
3. Is there any significant difference between age and competency on English Language Course with four subcategories including Reading, Listening, Writing and Speaking?
4. Is there any significant difference between department and attitudes towards English Language Course with four subcategories including Desire, Motivation, Preference and Fear?
5. Is there any significant difference between department and competency on English Language Course with four subcategories including Reading, Listening, Writing and Speaking?
6. Is there any significant difference between gender of students and their attitudes towards English Language Course?

7. Is there any significant difference between competency scores on Attitudes towards English Language Course Scale and gender?

The components of research are given in Figure 3. The Overall Research Context Together with the Addressed Variables. The main part of this study is students' attitudes towards foreign language courses and the mentioned point is analyzed by taking into consideration the addressed variables such as gender, age, type of high school students graduated from, department student is enrolled in, other language knowledge and English proficiency level according to their thoughts. See Figure 3. Below The Overall Research Context Together with the Addressed Variables.

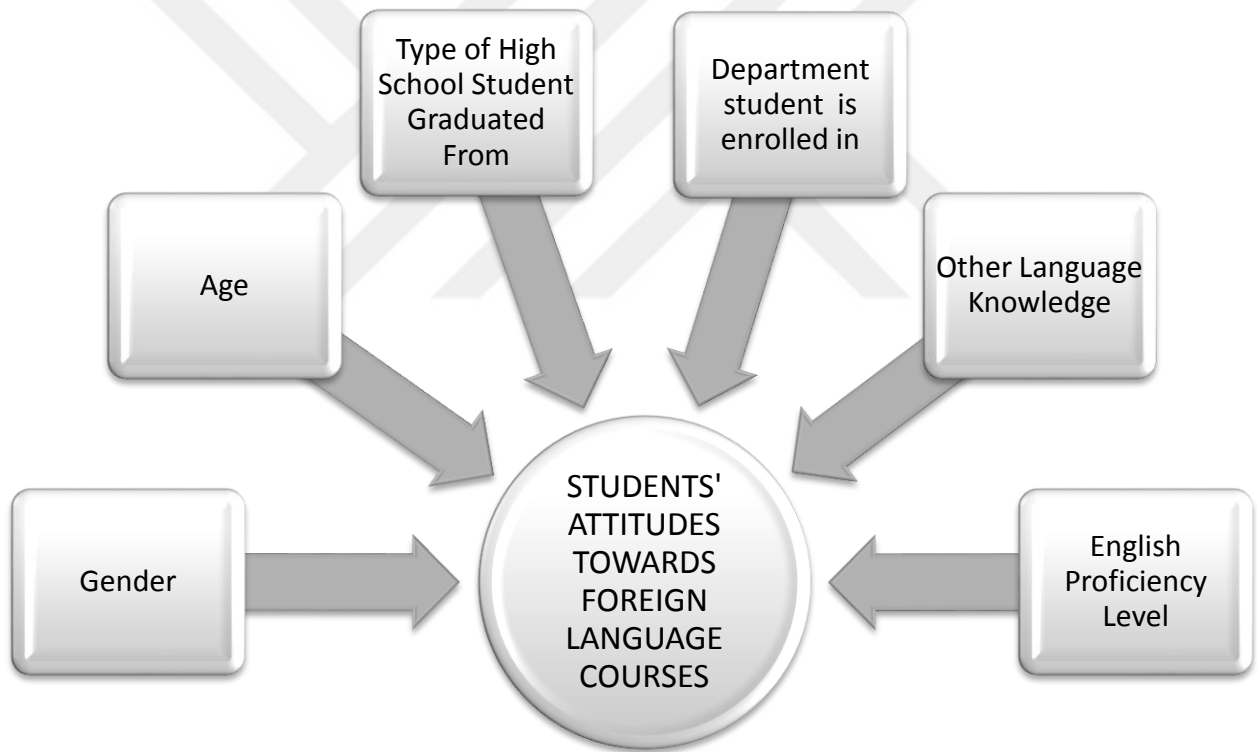


Figure 3. The Overall Research Context Together with the Addressed Variables

3.2. The Research Design

The research has been built upon a quantitative data collection method. As Creswell explained in his great work “*Research Design Qualitative, Quantitative and Mixed Methods Approaches*”, quantitative approach focuses on follows:

A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (Cresswell, 2003, p. 18).

This quantitative research focused on investigating the attitudes of three different groups of students who attend Başkent University: (30% of English in their curriculum) Psychological Counseling and Guidance Department, Turkish Language Education (first three years English as Academic English courses) and Elementary Mathematics Education Program (first two years English as Academic English Courses). The purpose of the study is instructed to the participants beforehand. The major data instrument is a questionnaire. The questionnaires will be brought during a regular class hour and students will respond to the questions individually. As it is well known, survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Babbie 1990 cited in Creswell 2009). Additionally, the findings of this study are examined with SPSS program.

With the light of the results of the questionnaire in terms of attitude and competency between PCG and EME and TLE Departments, three departments are examined. As a result, TLE has low attitude and competency score. In order to describe attitudes of TLE students towards foreign languages, it is necessary to study individual unique language situations. Therefore, a questionnaire including 5 questions was created investigating the individuals’ attitudes and reasons for having positive or negative attitudes. Therefore, qualitative approach is also implemented in this research. As Denzin and Lincoln (1994) defined qualitative research as:

Qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts - that describe routine and problematic moments and meaning in individuals’ lives (Denzin and Lincoln, 1994, p.2).

The students of TLE department answers and the conversations allow for a thorough analysis and help to understand individual histories.

3.3. Setting and Participants

The survey was carried out at Başkent University in the departments of Psychological Counseling and Guidance, Turkish Language Education and Elementary Mathematics Education Program in the fall term of 2016-2017 academic years. The departments were selected intentionally so that it is intended to examine their attitudes and perceptions in a comparative analysis.

The participants are attending three different departments: Psychological Counseling and Guidance Department (30% of English (30% of English in their curriculum) and Turkish Language Education (first three years English as Academic English Courses) and Elementary Mathematics Education Program (first two years English as Academic Courses). In Psychological Counseling and Guidance Department, learners have 30% of English in their curricula. The students have English in their curricula until their third year and in Elementary Mathematics Education Program, it is until their second year. That's why first and second grades of these departments' students are observed to find out their attitudes while taking foreign language courses. Among these participants, there were more female than male (162 women versus 30 men). The mean age of these faculty students ranged from 17-25. The English learning means of these participants should also be overviewed under the headings of the type of high school student graduated from, other language knowledge, and English proficiency level.

The findings of 192 people participating in the survey are shown in Table 3 below.

Table 3

Demographics of Survey Participants

Measure and Item	Frequency	Percentage
Gender		
Female	162	84.4
Male	30	15.6
Age		
17-20	132	68.8
21-24	53	27.6
>=25	7	3.6
Department		
Elementary Mathematics Education Program	41	21.4
Psychological Counseling and Guidance Department	55	28.6
Turkish Language Education	96	50.0
Year		
Freshman	96	50.00
Sophomore	96	50.00
The Type of High School Graduated From		
Science High School	2	1.0
Anatolian High School	109	56.8
Private High School	17	8.9
State High School	44	22.9
Vocational High School	14	7.3
Anatolian Teacher High School	3	1.6
Open High School	1	.5
Anatolian Vocational High School	1	.5

Measure and Item	Frequency	Percentage
Abroad		
Yes	39	20.4
No	152	79.6
Foreign Languages		
German		
Yes	32	16.7
No	160	83.3
French		
Yes	4	2.1
No	188	197.9

3.4. Research Instrument

The research instrument of this quantitative study was a questionnaire called “Scale of Attitudes towards English Language Course” which was developed by Yunus Doğan. Primarily, our purpose is to find out the attitudes and perceptions of students on learning a foreign language. This study is a comparative study which investigates the attitudes of three groups of students with varied competence in English. The three groups of students from three different departments (Psychological Counseling and Guidance Department, Turkish Language Education and Elementary Mathematics Education Program Department) are taken into investigation in order to reach a conclusion about the attitudes of different groups of learners towards learning a foreign language, particularly English.

The first part of questionnaire, personal information form, is designed to obtain general information about students’ profile. This general information section includes gender, age, the type of high school student graduated from and language proficiency. In other words, the personal information form is a form that questions the demographics of the students, such as the gender of the students, the department they attended, the type of high school they graduated,

whether they have experience abroad, other languages apart from Turkish and English (see Appendix A).

In the second part of the questionnaire the scale consists of 19 items is in 5 Likert format. The items are rated on a five point level of agreement. These are Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5). In Aiken's (1979) factor analysis study, four-dimensional structure emerged. These are Mathematical Desire (1, 5, 9, 13, 17 and 21), Mathematical Motivation (2, 6, 10, 14, 18 and 22), Mathematical Preference (3, 7, 11, 15, 19, 23 items) and Fear of Mathematics (items 4, 8, 12, 16, 20 and 24). 3 of the items in each dimension are negative and 3 are positive. However, the questionnaire was adapted into “Scale of Attitudes towards English Language Course” by Yunus Doğan (2016), thus, these questions are related to foreign language course instead of math. Therefore, four-dimensional structure are described and can be interpreted as foreign language desire (1, 5, 9, 13, 17), foreign language motivation (2, 6, 10, 14, 18), foreign language preference (3, 7, 11, 15, 19 items) and fear of foreign language (items 4, 8, 12, 16). (For the permission to use the questionnaire, see Appendix B).

3.4.1. Adaptation of the Questionnaire into Turkish Language

Firstly, the questionnaire was carried out for science and math lessons; on the other hand, it was adapted and conducted to students in terms of English as a foreign language. In order to avoid possible problems in terms of comprehension, the questionnaire was applied to the students in Turkish language. The translation procedures for the questionnaire were observed by two experts who know two languages and cultures well; however, the English version of the questionnaire was not required to make changes by the experts.

3.4.2. Pilot testing of the questionnaire

The pilot testing of the questionnaire was applied in a different context. The scale was originally developed by Aiken (1979) with four factors to obtain attitudes of students towards math and science courses. The reliability coefficient of the scale was found to be .81 by Aiken (1979). This data collection tool was adapted to Turkish by Tunç-Özgür (2003) and applied to Başkent University preparatory class students at the end of the scale. The Cronbach Alpha reliability coefficient of the scale was .77. For the scale, no validity study was done by Tunç-Özgür (2003) and it was seen that the scale was used as one dimension. This data collection tool was also used by Çelebi (2009) and the Cronbach Alpha coefficient was reported as .87. Also

Çimen (2011) used the scale in his work and calculated the Cronbach's alpha coefficient as .89. The last validity study for the scale was performed by Tuncer, Berkant and Doğan (2014). This validity study was carried out on 271 students who won the programs of the Faculty of Engineering of Firat University and received foreign language preparatory training. These students are excluded from this research. According to the explanatory factor analysis, the factor loadings of the scale have a four factor structure ranging from 526 to 804. The fact that the factor loadings are considered to be limit values, over 320, and that there is no overlap between item factor loads, it is stated that the four factorial structure of the scale is appropriate according to the results of the explanatory factor analysis. The total variance explained by these four factorial structures of the scale was 54,180%, and other findings 94 supporting the usability of the Cronbach's alpha coefficient for the scale and the 865 finding scale were expressed as 94. When the compliance indices of the confirmatory factor analysis of this scale are examined, it is seen that X^2 / sd value is 1,929, IFI, CFI and GFI values are 1 and RMSEA and SRMR values are close to 0. It was stated that the scale validity study was successful in the related literature. For this scale, the reliability study was carried out within this research and the Cronbach's Alpha coefficient of scale was calculated as .841.

3.5. Data Collection Process

The data collection of the study was carried out at Başkent University as mentioned above. The participants of this study were adult learners, students from PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments. In Psychological Counseling and Guidance Department, students have 30% of English in their curricula while in Turkish Language Education, students have English in their curricula until their third year and in Elementary Mathematics Education Program, it is until their second year. Therefore, this study is a comparative analysis that investigates the attitudes of three different groups of students with varied levels of competence in English. This actual stage was accomplished in the fall semester of 2016-2017 academic years, in November. This process was fulfilled according to sample. Each stage of the questionnaire distribution was followed by researcher carefully.

4. FINDINGS AND DISCUSSION

This part of the study is devoted to analyze the data obtained from the questionnaire. In this study, the coded data was analyzed by using statistical techniques called Statistical Packages for Social Sciences software (SPSS). The descriptive statistics were obtained by using this statistical program. These descriptive statistics involved the mean values, standard deviations and the percentages according to students' attitudes and perspectives in terms of certain independent variables.

Tests indicated that the data wasn't normally distributed across groups from PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments at Faculty of Education at Başkent University. Standard deviations and therefore variances were unequal across groups, sample sizes are largely unequal. Due to the non-normality of the group distribution, unequal variances between groups and unequal samples sizes, a The Kruskal-Wallis was conducted with age and department as the independent variables, and scores on the Scale of Attitudes towards English Language Course as dependent variable

The Kruskal-Wallis H test was conducted to determine if there are statistically significant differences between attitudes towards foreign language and different age groups (Dependent variable: "attitudes towards foreign language", measured on a 5-point scale from "strongly disagree" to "strongly agree", and your independent variable is "age", which has three independent groups: "17-20", "21-24" and " 25 and Above ").

In the presence of a significant the Kruskal-Wallis test, Mann-Whitney tests were conducted to determine where the difference occurred between groups, A Bonferroni correction was implemented for each follow up man Whitney test to protect against inflation of Type I error rate.

The aim of these analyses is to find out the answers to the following mentioned research questions described in this study:

4.1. Discussion

This study investigated whether there is a difference between attitude scores on Attitudes towards English Language Course Scale with four subcategories (subcategory 1: Desire,

subcategory 2: Motivation, subcategory 3: Preference, subcategory 4: Fear), additionally competency scores with four subcategories (subcategory 1: Reading, subcategory 2: Listening, subcategory 3: Writing, subcategory 4: Speaking) and age, department, gender and grade.

The sample of the present study is limited to the participant group that is from Departments of Psychological Counseling and Guidance, Turkish Language Education and Elementary Mathematics Education Program. Thus, the researcher will also combine her own observation with the interpretation of results in the discussion.

The data presented previously showed that the perspectives of students towards foreign language courses at Faculty of Education at Başkent University are observed since this thesis is designed to examine the attitudes of students from PCG, TLE and EME Departments at Faculty of Education at Başkent University (as seen in *4.1. The question results regarding the students' perspectives in general terms*). According to the first research question, the objective was to examine the students' perspectives towards foreign language courses at Faculty of Education at Başkent University. The frequency and percentage distributions of the answers given by the 192 participants to the attitude scale for the English course are analyzed. 25.5% of participants answered the "English is a very precious and essential lesson" item as strongly agree (Strongly disagree: 11, 5.7 %, Disagree: 15, 7.8%, Undecided: 36, 18.8 %, Agree:80, 41.7%, Strongly agree: 49, 25.5 %, N=192 as shown in Table 4: The Students' Perspectives towards Foreign Language Courses) while 6.3 % of participants stated by choosing strongly agree that "English isn't an interesting lesson" (Strongly disagree: 52, 27.1%, Disagree: 66, 34.4%, Undecided: 38, 19.8%, Agree:22, 11.5%, Strongly agree: 10, 6.3%, N=192 as shown in Table 4: The Students' Perspectives towards Foreign Language Courses).

Secondly, the analysis presents the students' attitude and competency towards foreign language in accordance with the age (as seen in *4.2. Results of the questionnaire in terms of attitude and competency according to "age"*). The Kruskal-Wallis H test was conducted to determine if there are statistically significant differences between attitudes towards foreign language and different age groups; however, it showed that there was no statistically significant difference in attitude score among the different age groups. And Kruskal-Wallis H test also showed that there was no statistically significant difference in competency score between the different age groups.

Thirdly, the students at the department of Faculty of Education were taken as variable in the analysis process (as seen in 4.3. *Results of the questionnaire in terms of attitude and competency according to “department”*). When dealing with department of students, attitude and competency towards foreign language are examined. The Kruskal-Wallis H test was conducted to determine if there are statistically significant differences between attitudes towards foreign language and different department groups. The Kruskal-Wallis H test showed that there was no statistically significant difference in attitude score among different departments. And Kruskal-Wallis H test also showed that there was no statistically significant difference in competency score between the different departments. To sum up, as it was mentioned in 4.3.3. Results of the questionnaire in terms of attitude and competency between PCG and EME Departments, 4.3.4. Results of the questionnaire in terms of attitude and competency between TLE and EME Departments, 4.3.5. Results of the questionnaire in terms of attitude and competency between PCG and TLE Departments, as the Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups PCG, TLE and EME Departments. When three departments were examined in detail, the results showed that TLE’s **attitude and competency scores were lower** than others. Firstly, EME and PCG departments were evaluated and there was no statistically significant difference in motivation, competency, and reading, listening, speaking and writing scores. However, secondly, when EME and TLE were taken into consideration, there was a significant difference. Follow up test indicated that when motivation, competency, writing and speaking scores of EME were higher than TLE whereas reading and listening of those showed no significant difference. Thirdly, the same results were also obtained when comparing PCG and TLE. Instead of motivation, TLE’s competency, reading, listening, writing and speaking scores clearly demonstrated low mean rank in comparison to PCG.

When three departments were examined in detail, the results showed that students at TLE showed lower scores than others in terms of both attitude and competency. Therefore, the interview is carried out among TLE students to evaluate the attitudes of TLE students towards foreign language learning because it was essential to analyze students’ personal perceptions. This paper has given an account of fifteen students of TLE department. The interview questions set out to determine different attitudes of students concerning their courses and languages to find

reasons for different attitudes in order to describe influential factors. The findings suggest that in general the attitudes of students are negative. The reasons are mainly:

- lack of comprehension,
- having difficulty in grammar and syntax,
- having difficulty in speaking,
- lack of awareness about strategy use,
- problems with curriculum during semester.

The students mentioned that they have great challenges on understanding EFL. Besides, the interviewees stated that in their FL curricula during their education life, they had difficulty mostly in speaking. It depends on vocabulary which avoided them to improve their other skills. They believe that foreign language education has no contribution to their language competency even though English is a universal foreign language. Also, the answers showed that they do not want to take any other course instead of English.

The second major finding was about the positive attitudes learning a second language and students summarized that English is:

- a universal language,
- necessary,
- enjoyable,
- a vehicle to improve personal qualifications,
- a bridge to provide cultural interaction.

In the cases of positive attitudes, it is clearly shown that the students are highly aware of the significance of learning English and would desire to succeed in it. Although they have positive attitudes, they do not want more English courses because they believe the course hours are adequate. On the other hand, they like learning FL; therefore, their attitudes are positive. Some of them stated that they attend other FL courses (in other departments).

Fourthly, the study portrays the students' attitude and competency towards foreign language learning in accordance with gender (as seen in 4.4. *Results of the questionnaire in terms of attitude and competency according to "gender"*). A Mann-Whitney U test was conducted to determine whether there was a difference between the attitude scores of female students and male students. Results of that analysis indicated that there was no significant difference between the

attitude scores of female students and male students. It also showed that there was no statistically significant difference in competency score between the different genders.

On the fifth part, the students' attitude and competency towards foreign language are presented in accordance with their grade (as seen in 4.5. *Results of the questionnaire in terms of attitude and competency according to "grade"*). A Mann-Whitney U test was conducted to determine whether there was a significant difference in the attitude scores of students who are freshman and students who are sophomore. Results of that analysis indicated that there was no significant difference in the attitude scores of students who are freshman and students who are sophomore and it also showed that there was no statistically significant difference in competency score among the different grades of students.

Finally, it is necessary to note that the abroad experience of the students of Faculty of Education was taken as variable in the analysis process and it is explained in terms of both attitude and competency. A Mann-Whitney U test was conducted to determine whether there was a significant difference in the attitude scores of students who have visited abroad and students who haven't visited. Results of that analysis indicated that there was a significant difference in the attitude scores of students who have visited abroad and students who haven't visited and it also showed that there was no statistically significant difference in competency score between the different grades of students.

The purpose of this study is to find out the attitudes and perceptions of students on learning a foreign language. This study is a comparative study which investigates the attitudes of three groups of students with varied competence in English. The three groups of students from three different departments (Psychological Counseling and Guidance Department, Turkish Language Education and Elementary Mathematics Education Program Department) are taken into investigation in order to reach a conclusion about the attitudes of different groups of learners towards learning a foreign language.

In addition, this study also aims to investigate the differences among a set of variables such as gender, grade level, graduated high school, department, attitudes and competency.

The subjects of the study consisted of three departments at Faculty of Education in Başkent University: TLE, EME, PCG departments. A "questionnaire" and an attitude scale were developed for the purpose of data collection. These questionnaire and attitude scale were developed by the researcher mentioned in methodology part. The results of the data revealed that

different departments affect the attitudes of students towards English. It is expected that the findings of this study reflected the experience of the students throughout the curriculum and this study can be used as a curriculum evaluation study. Based on the findings of the study, it was suggested that finding the attitudes of students towards language may provide educational institutions, teachers, curriculum developers to develop new methods and techniques in order to minimize the negative attitudes of language learners.



4.2. The question results regarding the students' perspectives in general terms

As it was mentioned above, this thesis is designed to examine the attitudes of students from PCG, TLE and EME Departments at Faculty of Education at Başkent University. Within the scope of the first research question, the objective was to examine the students' perspectives towards foreign language courses at Faculty of Education at Başkent University.

Research Question 1: *What are the perspectives of students towards foreign language courses at Faculty of Education at Başkent University?*

In this part of data analysis, the results of two perspectives are presented in a broad view. These statistical analyses contain mean scores, standard deviations and percentages of agreement levels for all items.

Table 4 gives students perspectives towards Foreign Language Courses through questions with 5 Likert format. The items are rated on a five point level of agreement. These are Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5).

Table 4

The Students' Perspectives towards Foreign Language Courses

	N	Mean	SD	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. English isn't an interesting lesson	192	2.35	1.17	52 (27.1%)	66 (34.4%)	38 (19.8%)	22 (11.5%)	10 (6.3%)
2. I want to improve my English skills and learn this language more	192	4.04	1.22	18 (9.4%)	6 (3.1%)	12 (6.3%)	68 (35.4%)	86 (44.8%)
3. English is a very precious and essential lesson	192	3.74	1.10	11 (5.7%)	15 (7.8%)	36 (18.8%)	80 (41.7%)	49 (25.5%)
4. English makes me feel anxious	192	2.53	1.33	55 (28.6%)	49 (25.5%)	36 (18.8%)	31 (16.1%)	19 (9.9%)

	N	Mean	SD	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. Generally I enjoy learning English	192	3.07	1.30	30 (15.6%)	34 (17.7%)	44 (22.9%)	51 (26.6%)	28 (14.6%)
6. I want to take more English lessons than required	192	3.34	1.24	19 (9.9%)	26 (13.5%)	58 (30.2%)	47 (24.5%)	41 (21.5%)
7. According to people, other lessons are more important than English	192	3.08	1.20	18 (9.4%)	49 (25.5%)	50 (26%)	46 (24%)	27 (14.1%)
8. I am very calm while studying English	192	3.37	1.16	15 (7.8%)	31 (16.1%)	41 (21.4%)	74 (38.5%)	29 (15.1%)
9. I rarely like studying English	192	2.76	1.18	30 (15.6%)	59 (30.7%)	41 (21.5%)	49 (25.5%)	12 (6.3%)
10. I am curious about learning more English information	192	3.60	1.22	16 (8.3%)	16 (8.3%)	49 (25.5%)	55 (28.6%)	54 (28.1%)
11. English improves our brain and teaches how to think	192	3.67	1.08	10 (5.2%)	15 (7.8%)	44 (22.9%)	76 (39.6%)	43 (22.4%)
12. English is pleasurable and incentive for me	192	3.53	1.16	15 (7.8%)	18 (9.4%)	46 (24%)	68 (35.4%)	40 (20.8%)
13. I don't want to take English lessons more than required	192	2.78	1.34	42 (21.9%)	44 (22.9%)	41 (21.4%)	36 (18.8%)	25 (13%)

	N	Mean	SD	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14. Trying to understand English doesn't make me feel worried	192	3.54	1.10	13 (6.8%)	19 (9.9%)	40 (20.8%)	83 (43.2%)	31 (16.1%)
15. English is meaningless and boring	192	2.21	1.17	57 (29.7%)	75 (39.1%)	25 (13%)	16 (8.3%)	13 (6.8%)
16. I try to take English lesson as much as I can take	192	3.57	1.09	13 (6.8%)	16 (8.3%)	41 (22.4%)	82 (42.7%)	34 (17.7%)
17. English is one of the lessons I am afraid of	192	2.37	1.34	64 (33.3%)	54 (28.1%)	27 (14.1%)	23 (12%)	20 (10.4%)
18. I enjoy doing English exercises	192	3.37	1.15	18 (9.4%)	18 (9.4%)	59 (30.7%)	63 (32.8%)	31 (16.1%)
19. I am not so eager to study English more	192	2.74	1.28	40 (20.8%)	48 (25%)	42 (21.9%)	42 (21.9%)	18 (9.4%)

Table 4 shows the frequency and percentage distributions of the answers given by the 192 participants to the attitude scale for the English course. 25.5% of participants answered the “English is a very precious and essential lesson” item as Strongly Agree while 6.3 % of participants stated by choosing Strongly Agree that “English isn’t an interesting lesson”.

4.2. Results of the questionnaire in terms of attitude and competency according to “age”

The second part of the analysis portrays the students’ attitude and competency towards foreign language in accordance with the age. When dealing with attitude and age, four subcategories: desire, motivation, preference and fear were taken into consideration whereas four competencies of students were examined when analyzing competency and age.

The section puts emphasis on the following research questions in two ways:

4.2.1. In terms of attitude according to age

In this part of analysis, students' attitudes and age are examined by dealing with four subcategories: desire, motivation, preference and fear. The research question is as follows;

Research question 2: *Is there any significant difference between age and attitudes towards English Language Course with four subcategories including Desire, Motivation, Preference and Fear?*

The Kruskal-Wallis H test was conducted to determine whether there are statistically significant differences between attitudes towards foreign language and different age groups (Dependent variable: "attitudes towards foreign language", measured on a 5-point scale from "strongly disagree" to "strongly agree", and your independent variable is "age", which has three independent groups: "17-20", "21-24" and " 25 and Above "). See Table 5a The Descriptive Statistics in terms of Attitude and Competency According to "Age", Table 5b The Descriptive Ranks in terms of Attitude and Competency According to "Age", Table 5c The Test Statistics in terms of Attitude and Competency According to "Age".

Table 5

The Descriptive Statistics in terms of Attitude and Competency According to "Age"

	N	Mean	Std. Deviation	Minimum	Maximum
Attitude towards EFL Course	192	3.2038	.43776	1.63	4.11
Competency on Reading	192	2.4022	.82576	1.00	4.00
Competency on Listening	192	2.1058	.78562	1.00	4.00
Competency on Writing	192	2.1452	.80275	1.00	4.00
Competency on Speaking	192	1.7717	.73937	1.00	4.00
Total Competency	192	2.1514	.60262	1.00	4.00
Desire	192	3.0143	.50118	1.20	4.60
Motivation	192	3.3651	.67107	1.00	5.00
Preference	192	3.1931	.50314	1.60	4.80
Fear	192	3.2523	.59028	1.00	4.50

Age	192	1.3490	.54925	1.00	3.00
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(a) *The Descriptive Statistics in terms of Attitude and Competency According to “Age”*

	Age	N	Mean Rank
Attitude towards EFL Course	17-20	132	94.31
	21-24	53	97.23
	25 and above	7	132.21
Competency on Reading	17-20	132	95.07
	21-24	53	99.57
	25 and above	7	100.29
Competency on Listening	17-20	132	96.85
	21-24	53	94.58
	25 and above	7	104.36
Competency on Writing	17-20	132	96.53
	21-24	53	95.66
	25 and above	7	102.21
Competency on Speaking	17-20	132	95.08
	21-24	53	94.42
	25 and above	7	131.50
Total Competency	17-20	132	94.27
	21-24	53	98.29
	25 and above	7	125.00
Desire	17-20	132	97.15
	21-24	53	94.25
	25 and above	7	101.29
Motivation	17-20	132	95.03
	21-24	53	96.08
	25 and above	7	127.29
Preference	17-20	132	94.22
	21-24	53	98.02
	25 and above	7	128.07
Fear	17-20	132	93.64
	21-24	53	99.49
	25 and above	7	127.86

(b) *The Descriptive Ranks in terms of Attitude and Competency According to “Age”*

	Attitude towards EFL Course	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Total Competency	Desire	Motivation	Preference	Fear
Chi-Square	3.111	.314	.236	.097	3.342	2.134	.159	2.263	2.562	2.791
Df	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.211	.855	.889	.953	.188	.344	.924	.323	.278	.248

a. Kruskal Wallis Test

b. Grouping Variable: Age

(c) The Test Statistics in terms of Attitude and Competency According to “Age”

The Kruskal-Wallis H test showed that there was no statistically significant difference in attitude score between the different age groups, $\chi^2(2) = 3.111, p = 0.211$, with a mean rank attitude score of 94.31 for Age Group (17-20), 97.23 for Age Group (21-24), and 132.21 for Age Group (25 and Above).

As it was mentioned above analysis was also conducted according to four subcategories (subcategory 1: Desire, subcategory 2: Motivation, subcategory 3: Preference, subcategory 4: Fear) and age

a) Subcategory 1: Desire:

A Kruskal-Wallis H test showed that there was no statistically significant difference in desire score between the different age groups, $\chi^2(2) = 0.159, p = 0.924$, with a mean rank desire score of 97.15 for Age Group (17-20), 94.25 for Age Group (21-24), and 101.29 for Age Group (25 and Above).

b) Subcategory 2: Motivation

A Kruskal-Wallis H test showed that there was no statistically significant difference in motivation score between the different age groups, $\chi^2(2) = 2.263, p = 0.323$, with a mean rank motivation score of 97.03 for Age Group (17-20), 96.08 for Age Group (21-24), and 127.29 for Age Group (25 and Above).

c) Subcategory 3: Preference

A Kruskal-Wallis H test showed that there was no statistically significant difference in preference score between the different age groups, $\chi^2(2) = 2.562, p = 0.278$, with a mean rank preference score of 94.22 for Age Group (17-20), 98.02 for Age Group (21-24), and 128.07 for Age Group (25 and Above).

d) Subcategory 4: Fear

A Kruskal-Wallis H test showed that there was no statistically significant difference in Fear score between the different age groups, $\chi^2(2) = 2.791, p = 0.248$, with a mean rank Fear score of 93.64 for Age Group (17-20), 99.49 for Age Group (21-24), and 127.86 for Age Group (25 and Above).

4.2.2. In terms of competency according to age

This section puts emphasis on the “competency” variable and age. The students’ attitudes according to their age are observed according to four different competencies.

Research question 3: *Is there any significant difference between age and competency on English Language Course with four subcategories including Reading, Listening, Writing and Speaking?*

A Kruskal-Wallis H test showed that there was no statistically significant difference in competency score between the different age groups, $\chi^2(2) = 2.134, p = 0.344$, with a mean rank competency score of 94.27 for Age Group (17-20), 98.29 for Age Group (21-24), and 125.00 for Age Group (25 and Above). See Table 8.4.2.2.1 Test Statistics for competency according to age. See Table 6 Test Statistics for competency according to age.

Table 6

Test Statistics for Attitude and Competency According to Age

	Attitude towards EFL Course	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Total Competency	Desire	Motivation	Preference	Fear
Chi-Square	3.111	.314	.236	.097	3.342	2.134	.159	2.263	2.562	2.791
Df	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.211	.855	.889	.953	.188	.344	.924	.323	.278	.248

a. Kruskal Wallis Test

b. Grouping Variable: Age

a) Reading Competency

A Kruskal-Wallis H test showed that there was no statistically significant difference in reading competency between the different age groups, $\chi^2(2) = 0.314$, $p = 0.855$, with a mean rank reading competency score of 95.07 for Age Group (17-20), 99.57 for Age Group (21-24), and 100.29 for Age Group (25 and Above).

b) Listening Competency

A Kruskal-Wallis H test showed that there was no statistically significant difference in listening competency between the different age groups, $\chi^2(2) = 0.236$, $p = 0.889$, with a mean rank listening competency score of 96.85 for Age Group (17-20), 95.58 for Age Group (21-24), and 104.36 for Age Group (25 and Above).

c) Writing Competency

A Kruskal-Wallis H test showed that there was no statistically significant difference in writing competency between the different age groups, $\chi^2(2) = 0.097$, $p = 0.953$, with a mean rank writing competency score of 96.53 for Age Group (17-20), 95.66 for Age Group (21-24), and 102.21 for Age Group (25 and Above).

d) Speaking Competency

A Kruskal-Wallis H test showed that there was no statistically significant difference in speaking competency between the different age groups, $\chi^2(2) = 3.342$, $p = 0.188$, with a mean

rank speaking competency score of 96.08 for Age Group (17-20), 95.42 for Age Group (21-24), and 131.50 for Age Group (25 and Above).

4.3. Results of the questionnaire in terms of attitude and competency according to “department”

This section of the analysis aimed to answer the research question. At this point, it is necessary to note that the department of Faculty of Education students was taken as variable in the analysis process. When dealing with attitude and department of students, four subcategories: desire, motivation, preference and Fear were taken into consideration whereas four competencies of students were examined when analyzing competency and age. This part also analyzed in two sub-headings;

4.3.1. In terms of attitude according to department

In this part of analysis, students’ attitudes and age are examined by dealing with four subcategories: desire, motivation, preference and Fear. The research question is as follows;

Research question 4: *Is there any significant difference between department and attitudes towards English Language Course with four subcategories including Desire, Motivation, Preference and Fear?*

The Kruskal-Wallis H test was conducted to determine if there are statistically significant differences between attitudes towards foreign language and different department groups (Dependent variable: "attitudes towards foreign language", measured on a 5-point scale from "strongly disagree" to "strongly agree", and your independent variable is "age", which has three independent groups: "17-20", "21-24" and 25 and Above). See Table 7a The Descriptive Statics in terms of attitude and competency according to “department”, Table 7b The Descriptive Ranks in terms of attitude according to “department” and Table 7c The Test Statistics in terms of attitude according to “department”.

Table 7

The Descriptive Statics in terms of attitude and competency according to “department”

	N	Mean	Std. Deviation	Minimum	Maximum
Attitude towards EFL Course	192	3.2038	.43776	1.63	4.11
Competency on Reading	192	2.4022	.82576	1.00	4.00
Competency on Listening	192	2.1058	.78562	1.00	4.00
Competency on Writing	192	2.1452	.80275	1.00	4.00
Competency on Speaking	192	1.7717	.73937	1.00	4.00
Total Competency	192	2.1514	.60262	1.00	4.00
Desire	192	3.0143	.50118	1.20	4.60
Motivation	192	3.3651	.67107	1.00	5.00
Preference	192	3.1931	.50314	1.60	4.80
Fear	192	3.2523	.59028	1.00	4.50
Department	192	2.2865	.79674	1.00	3.00

(a) *The Descriptive Statics in terms of attitude and competency according to “department”*

	Department	N	Mean Rank
Attitude towards EFL Course	EME	41	109.48
	PCG	55	99.95
	TLE	96	88.98
Competency on Reading	EME	41	107.22
	PCG	55	111.24
	TLE	96	83.48
Competency on Listening	EME	41	101.59
	PCG	55	108.48
	TLE	96	87.46
Competency on Writing	EME	41	109.91
	PCG	55	109.46
	TLE	96	83.34
Competency on Speaking	EME	41	113.48
	PCG	55	105.59
	TLE	96	84.04

	Department	N	Mean Rank
Total Competency	EME	41	111.22
	PCG	55	108.80
	TLE	96	83.17
Desire	EME	41	94.95
	PCG	55	104.05
	TLE	96	92.84
Motivation	EME	41	115.22
	PCG	55	99.23
	TLE	96	86.94
Preference	EME	41	105.61
	PCG	55	97.08
	TLE	96	92.28
Fear	EME	41	108.01
	PCG	55	96.59
	TLE	96	91.53

(b) *The Descriptive Ranks in terms of attitude and competency according to “department”*

	Attitude towards EFL Course	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Total Competency	Desire	Motivation	Preference	Fear
Chi-Square	4.214	11.88	6.155	12.126	11.733	11.2	1.486	7.69	1.689	2.58
Df	2	3	2	2	2	31	2	2	2	1
Asymp. Sig.	.122	.003	.046	.002	.003	.004	.476	.021	.430	.275

a. Kruskal Wallis Test

b. Grouping Variable: Department

(c) *The Test Statistics in terms of attitude and competency according to “department”*

The Kruskal-Wallis H test showed that there was no statistically significant difference in attitude score among different departments, $\chi^2(2) = 4.214$, $p = 0.211$, with a mean rank attitude score of 109.48 for Elementary Mathematics Education Program, 99.95 for Psychological Counseling and Guidance, and 88.98 for Turkish Language Education .

As it was mentioned above analysis was also conducted according to four subcategories (subcategory 1: Desire, subcategory 2: Motivation, subcategory 3: Preference, subcategory 4: Fear) and department.

a) Subcategory 1: Desire

The Kruskal-Wallis H test showed that there was no statistically significant difference in desire score among different departments, $\chi^2(2) = 1.486$, $p = 0.476$, with a mean rank desire score of 94.95 for Elementary Mathematics Education Program, 104.05 for Psychological Counseling and Guidance, and 92.84 for Turkish Language Education .

b) Subcategory 2: Motivation

The Kruskal-Wallis H test showed that there was no statistically significant difference in motivation score among different departments, $\chi^2(2) = 7.692$, $p = 0.021$, with a mean rank motivation score of 115.22 for Elementary Mathematics Education Program, 99.23 for Psychological Counseling and Guidance, and 86.94 for Turkish Language Education .

c) Subcategory 3: Preference

The Kruskal-Wallis H test showed that there was no statistically significant difference in preference score among different departments, $\chi^2(2) = 1.689$, $p = 0.430$, with a mean rank preference score of 105.61 for Elementary Mathematics Education Program, 97.08 for Psychological Counseling and Guidance, and 86.94 for Turkish Language Education .

d) Subcategory 4: Fear

The Kruskal-Wallis H test showed that there was no statistically significant difference in Fear score among different departments, $\chi^2(2) = 2.581$, $p = 0.275$, with a mean rank Fear score of 108.01 for Elementary Mathematics Education Program, 96.59 for Psychological Counseling and Guidance, and 91.53 for Turkish Language Education .

4.3.2. In terms of competency according to department

This section puts emphasis on the “competency” variable and department. The students’ attitudes according to their departments are observed according to four different competencies:

Research question 5: *Is there any significant difference between department and competency on English Language Course with four subcategories including Reading, Listening, Writing and Speaking (skills)?*

The Kruskal-Wallis H test showed that there was no statistically significant difference in competence score among different departments, $\chi^2(2) = 11.231$, $p = 0.004$, with a mean rank competence score of 111.22 for Elementary Mathematics Education Program, 108.80 for Psychological Counseling and Guidance, and 83.17 for Turkish Language Education.

a) Reading Competency

The Kruskal-Wallis H test showed that there was no statistically significant difference in reading competency score among different departments, $\chi^2(2) = 11.883$, $p = 0.003$, with a mean rank reading competency score of 107.22 for Elementary Mathematics Education Program, 111.24 for Psychological Counseling and Guidance, and 83.48 for Turkish Language Education.

b) Listening Competency

The Kruskal-Wallis H test showed that there was no statistically significant difference in listening competency score among different departments, $\chi^2(2) = 6.155$, $p = 0.046$, with a mean rank listening competency score of 101.59 for Elementary Mathematics Education Program, 108.48 for Psychological Counseling and Guidance, and 87.46 for Turkish Language Education.

c) Writing Competency

The Kruskal-Wallis H test showed that there was no statistically significant difference in writing competency score among different departments, $\chi^2(2) = 12.126$, $p = 0.002$, with a mean rank writing competency score of 109.91 for Elementary Mathematics Education Program, 109.46 for Psychological Counseling and Guidance, and 83.34 for Turkish Language Education .

d) Speaking Competency

The Kruskal-Wallis H test showed that there was no statistically significant difference in speaking competency score among different departments, $\chi^2(2) = 11.733$, $p = 0.003$, with a mean rank speaking competency score of 113.48 for Elementary Mathematics Education Program, 105.59 for Psychological Counseling and Guidance, and 84.04 for Turkish Language Education.

4.3.3. Results of the questionnaire in terms of attitude and competency between PCG and EME Departments

This section of the analysis aimed to answer the research question. At this point, it is necessary to note that PCG and EME Departments were taken as variable in the analysis process. When dealing with attitude and departments, a subcategory: motivation was taken into consideration, however, four competencies of students were examined when analyzing competency and departments. This part also analyzed in two sub-headings;

4.3.3.1. In terms of attitude according to PCG and EME Departments

In this part of analysis, PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments are examined by dealing with a subcategory: motivation. The research question is as follows;

Research question 4.1: *Is there a difference between PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of attitude scores on Attitudes towards English Language Course Scale with a subcategory: motivation?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments. See Table 8a The Descriptive Statics of attitude and competency according to PCG and EME Departments, Table 8b The Descriptive Ranks of attitude and competency according to PCG and EME Department and Table 8c The Test Statistics of attitude according to PCG and EME Departments.

Table 8

The Descriptive Statics of attitude and competency according to PCG and EME Departments

	N	Mean	Std. Deviation	Minimum	Maximum
Total Competency	192	2.1514	.60262	1.00	4.00
Competency on Reading	192	2.4022	.82576	1.00	4.00
Competency on Listening	192	2.1058	.78562	1.00	4.00
Competency on Writing	192	2.1452	.80275	1.00	4.00
Competency on Speaking	192	1.7717	.73937	1.00	4.00
Motivation	192	3.3651	.67107	1.00	5.00
Department	192	2.2865	.79674	1.00	3.00

(a) *The Descriptive Statics of attitude and competency according to PCG and EME Departments*

	Department	N	Mean Rank	Sums of Ranks
Total Competency	EME	41	49.11	2013.50
	PCG	55	48.05	2642.50
Competency on Reading	EME	41	47.41	1944.00
	PCG	55	49.31	2712.00
Competency on Listening	EME	41	46.73	1916.00
	PCG	55	49.82	2740.00
Competency on Writing	EME	41	48.70	1996.50
	PCG	55	48.35	2659.50
Competency on Speaking	EME	41	51.05	2093.00
	PCG	55	46.60	2563.00
Motivation	EME	41	53.57	2196.50
	PCG	55	44.72	2459.50

(b) *The Descriptive Ranks of attitude and competency according to PCG and EME Department*

	Total Competency	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Motivation
Mann-Whitney U	1102.500	1083.000	1055.000	.1119.500	1023.000	919.500
Wilcoxon W	2642.500	1944.000	1916.000	2659.500	2563.000	2459.500

Z	-.187	-.356	-.576	-.063	-.835	-1.551
Asymp. Sig. (2-tailed)	.852	.722	.565	.949	.404	.121

a. Grouping Variable: Department

(c) *The Test Statistics of attitude according to PCG and EME Departments*

a) **Subcategory 2: Motivation**

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of subcategory: motivation. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 53.57 for EME and 44.72 for PCG.

4.3.3.2. **In terms of competency according to PCG and EME Departments**

This section puts emphasis on the “competency” variable and PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments. The students’ attitudes according to their departments are observed according to four different competencies:

Research question 5.1: *Is there a difference between PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of competency scores on Attitudes towards English Language Course Scale with four subcategories (subcategory 1: Reading, subcategory 2: Listening, subcategory 3: Writing, subcategory 4: Speaking)?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The

results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of total competency. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 49.11 for EME and 48.05 for PCG. See Table 8a The Descriptive Statics of attitude and competency according to PCG and EME Departments, Table 8b The Descriptive Ranks of attitude and competency according to PCG and EME Department and Table 8c The Test Statistics of attitude according to PCG and EME Departments.

a) Reading Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of reading competency. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 47.41 for EME and 49.31 for PCG.

b) Listening Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of listening competency. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 46.73 for EME and 49.82 for PCG.

c) Writing Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of writing competency. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 48.70 for EME and 48.35 for PCG.

d) Speaking Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance and EME (Elementary Mathematics Education Program) Departments in terms of speaking competency. There was a statistically no significant difference in motivation score among PCG and EME Departments, with a mean rank motivation score of 51.05 for EME and 46.60 for PCG.

4.3.4. Results of the questionnaire in terms of attitude and competency between TLE and EME Departments

This section of the analysis aimed to answer the research question. At this point, it is necessary to note that TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments were taken as variable in the analysis process. When dealing with attitude and departments, a subcategory: motivation was taken into consideration, however, four competencies of students were examined when analyzing competency and departments. This part also analyzed in two sub-headings;

4.3.4.1. In terms of attitude according to TLE and EME Departments

In this part of analysis, TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments are examined by dealing with a subcategory: motivation. The research question is as follows;

Research question 4.2: *Is there a difference between TLE (Turkish Language Education) and EME (Elementary Mathematics Education) Departments in terms of attitude scores on Attitudes towards English Language Course Scale with a subcategory: motivation?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the TLE and EME Departments. See Table 9a The Descriptive Statistics of attitude and competency according to TLE and EME Departments, Table 9b The Descriptive Ranks of attitude and competency according to TLE and EME Departments and Table 9c The Test Statistics of attitude and competency according to TLE and EME Departments.

Table 9

The Descriptive Statistics of attitude and competency according to TLE and EME Departments

	N	Mean	Std. Deviation	Minimum	Maximum
Total Competency	192	2.1514	.60262	1.00	4.00
Competency on Reading	192	2.4022	.82576	1.00	4.00
Competency on Listening	192	2.1058	.78562	1.00	4.00
Competency on Writing	192	2.1452	.80275	1.00	4.00
Competency on Speaking	192	1.7717	.73937	1.00	4.00
Motivation	192	3.3651	.67107	1.00	5.00

	N	Mean	Std. Deviation	Minimum	Maximum
Department	192	2.2865	.79674	1.00	3.00

(a) *The Descriptive Statistics of attitude and competency according to TLE and EME Departments*

	Department	N	Mean Rank	Sums of Ranks
Total Competency	EME	41	83.11	3407.50
	TLE	96	62.97	6045.50
Competency on Reading	EME	41	80.80	3313.00
	TLE	96	63.96	6140.00
Competency on Listening	EME	41	75.85	3110.00
	TLE	96	66.07	6343.00
Competency on Writing	EME	41	82.22	3371.00
	TLE	96	63.35	6082.00
Competency on Speaking	EME	41	83.43	3420.50
	TLE	96	62.84	6032.50
Motivation	EME	41	82.65	3388.50
	TLE	96	63.17	6064.50

(b) *The Descriptive Ranks of attitude and competency according to TLE and EME Departments*

	Total Competency	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Motivation
Mann-Whitney U	1389.500	1484.000	1687.000	1426.000	1376.500	1408.500
Wilcoxon W	6045.500	6140.000	6343.000	6082.000	6032.500	6064.500
Z	-2.735	-2.381	-1.398	-2.701	-2.983	-2.640
Asymp. Sig. (2-tailed)	.006	.017	.162	.007	.003	.008

a. Grouping Variable Department

(c) *The Test Statistics of attitude and competency according to TLE and EME Departments*

a) Subcategory 2: Motivation

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of subcategory: motivation. There was a statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 82.65 for Elementary Mathematics Education Program and 63.17 for Turkish Language Education. EME's mean rank is higher than TLE.

4.3.4.2. In terms of competency according to TLE and EME Departments

This section puts emphasis on the “competency” variable and TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments. The students’ attitudes according to their departments are observed according to four different competencies:

Research question 5.2: *Is there a difference between TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of competency scores on Attitudes towards English Language Course Scale with four subcategories (subcategory 1: Reading, subcategory 2: Listening, subcategory 3: Writing, subcategory 4: Speaking)?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of total competency. There was a statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 83.11 for Elementary Mathematics Education Program and 62.97 for Turkish Language Education. EME’s mean rank is higher than TLE’s mean rank. See Table 9a The Descriptive Statistics of attitude and competency according to TLE and EME Departments, Table 9b The Descriptive Ranks of attitude and competency according to TLE and EME Departments and Table 9c The Test Statistics of attitude and competency according to TLE and EME Departments.

a) Reading Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of

reading competency. There was a statistically no significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 80.80 for Elementary Mathematics Education Program and 63.95 for Turkish Language Education.

b) Listening Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of listening competency. There was a no statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 75.85 for Elementary Mathematics Education Program and 66.07 for Turkish Language Education.

c) Writing Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of writing competency. There was a statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 82.22 for Elementary Mathematics Education Program and 63.35 for Turkish Language Education. EME's mean rank is higher than TLE.

d) Speaking Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments in terms of speaking competency. There was a statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 83.43 for Elementary Mathematics Education Program and 62.84 for Turkish Language Education. EME's mean rank is higher than TLE.

4.3.5. Results of the questionnaire in terms of attitude and competency between PCG and TLE Departments

This section of the analysis aimed to answer the research question. At this point, it is necessary to note that PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments were taken as variable in the analysis process. When dealing with attitude and departments, a subcategory: motivation was taken into consideration, however, four competencies of students were examined when analyzing competency and departments. This part also analyzed in two sub-headings;

4.3.5.1. In terms of attitude according to PCG and TLE Departments

In this part of analysis, PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments are examined by dealing with a subcategory: motivation. The research question is as follows;

Research question 4.3: *Is there a difference between PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of attitude scores on Attitudes towards English Language Course Scale with a subcategory: motivation?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG and TLE Departments. See Table 10a The Descriptive Statics of attitude and competency according to PCG and TLE Departments, Table 10b The Descriptive Ranks of attitude and competency according to PCG and TLE Departments and Table 10c The Test Statics of attitude and competency according to PCG and TLE Departments.

Table 10

The Descriptive Statics of attitude and competency according to PCG and TLE Departments

	N	Mean	Std. Deviation	Minimum	Maximum
Total Competency	192	2.1514	.60262	1.00	4.00
Competency on Reading	192	2.4022	.82576	1.00	4.00
Competency on Listening	192	2.1058	.78562	1.00	4.00
Competency on Writing	192	2.1452	.80275	1.00	4.00
Competency on Speaking	192	1.7717	.73937	1.00	4.00
Motivation	192	3.3651	.67107	1.00	5.00
Department	192	2.2865	.79674	1.00	3.00

(a) *The Descriptive Statics of attitude and competency according to PCG and TLE Departments*

	Department	N	Mean Rank	Sums of Ranks
Total Competency	PCG	55	88.75	4881.50
	TLE	96	68.69	6594.50
Competency on Reading	PCG	55	89.93	4946.00
	TLE	96	68.02	6530.00
Competency on Listening	PCG	55	86.66	4766.50
	TLE	96	69.89.07	6709.50
Competency on Writing	PCG	55	89.11	4901.00
	TLE	96	68.49	6575.00

Competency on Speaking	PCG	55	86.99	4784.50
	TLE	96	69.70	6691.50
Motivation	PCG	55	82.51	4538.00
	TLE	96	72.27	6938.00

(b) *The Descriptive Ranks of attitude and competency according to PCG and TLE Departments*

	Total Competency	Competency on Reading	Competency on Listening	Competency on Writing	Competency on Speaking	Motivation
Mann-Whitney U	1938.500	1874.000	2053.500	1919.000	2035.500	2282.000
Wilcoxon W	6594.500	6530.000	6709.500	6575.000	6691.500	6938.000
Z	-2.730	-3.125	-2.423	-2.965	-2.541	-1.390
Asymp. Sig. (2-tailed)	.006	.002	.015	.003	.011	.164

a. Grouping Variable: Department

(c) *The Test Statics of attitude and competency according to PCG and TLE Departments*

a) Subcategory 1: Motivation

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated no significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of subcategory: motivation. There was a statistically no significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 82.51 for PCG and 72.27 for TLE.

4.3.5.2. In terms of competency according to PCG and TLE Departments

This section puts emphasis on the “competency” variable and PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments. The students’ attitudes according to their departments are observed according to four different competencies:

Research question 5.3: *Is there a difference between PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of competency scores on Attitudes towards English Language Course Scale with four subcategories (subcategory 1: Reading, subcategory 2: Listening, subcategory 3: Writing, subcategory 4: Speaking)?*

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of total competency. There was a statistically significant difference in motivation score among TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, with a mean rank motivation score of 82.51 for PCG and 72.27 for TLE. PCG's mean rank is higher than TLE. There was a statistically significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 88.75 for PCG and 68.69 for TLE. PCG's mean rank is higher than TLE's mean rank. See Table 10a The Descriptive Statics of attitude and competency according to PCG and TLE Departments, Table 10b The Descriptive Ranks of attitude and competency according to PCG and TLE Departments and Table 10c The Test Statics of attitude and competency according to PCG and TLE Departments.

a) Reading Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of reading competency. There was a statistically significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 89.93 for PCG and 68.02 for TLE. PCG's mean rank is higher than TLE's mean rank.

b) Listening Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of listening competency. There was a statistically significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 86.66 for PCG and 69.89 for TLE. PCG's mean rank is higher than TLE's mean rank.

c) Writing Competency

Follow-up tests were conducted to evaluate pairwise differences among the three groups, PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of writing competency. There was a statistically significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 89.11 for PCG and 68.49 for TLE. PCG's mean rank is higher than TLE's mean rank.

d) Speaking Competency

Since The Kruskal-Wallis H test was significant, follow-up tests were conducted to evaluate pairwise differences among the three groups PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program) Departments, controlling for Type I error tests by using the Bonferroni approach. The results of these tests indicated a significant difference between the PCG (Psychological Counseling and Guidance) and TLE (Turkish Language Education) Departments in terms of speaking competency. There was a statistically significant difference in motivation score among TLE and PCG Departments, with a mean rank motivation score of 86.99 for PCG and 69.70 for TLE. PCG's mean rank is higher than TLE's mean rank.

4.4. Results of the questionnaire in terms of attitude and competency according to “gender”

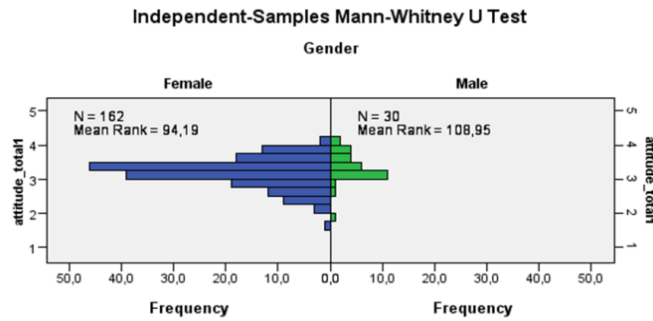
This section of the analysis aimed to answer the research question. At this point, it is necessary to note that the gender of Faculty of Education students was taken as variable in the analysis process and it is explained in terms of both attitude and competency.

4.4.1. In terms of attitude according to gender

The result of questionnaire is explained below attitudes of students according to their genders. Following research question is emphasized as follows;

Research question 6: *Is there any significant difference between gender of students and their attitudes towards English Language Course?*

A Mann-Whitney U test was conducted to determine whether there was a difference in the attitude scores of female students and male students. Results of that analysis indicated that there was no significant difference in the attitude scores of female students and male students, $z = 2.803$, $N = 192$, $p = .181$ ($p > .05$). See Figure 4. Independent Mann Whitney U test of attitude according to gender.



Total N	192
Mann-Whitney U	2.803,500
Wilcoxon W	3.268,500
Test Statistic	2.803,500
Standard Error	279,314
Standardized Test Statistic	1,337
Asymptotic Sig. (2-sided test)	,181

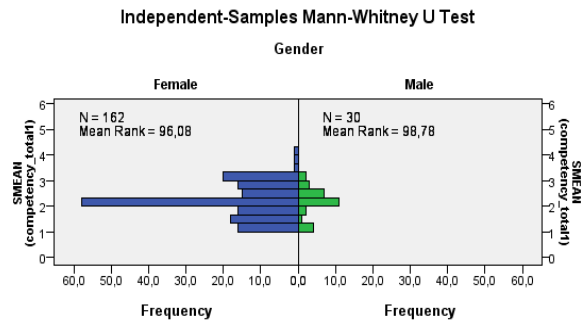
Figure 4. Independent Mann Whitney U test of attitude according to gender

4.4.2. In terms of competency according to gender

The result of questionnaire is explained below competency of students according to their genders. Following research question is emphasized as follows;

Research question 7: *Is there any significant difference between competency scores on Attitudes towards English Language Course Scale and gender?*

A Mann-Whitney U test was conducted to determine whether there was a difference in the competency scores of female students and male students. Results of that analysis indicated that there was no significant difference in the competency scores of female students and male students, $z = 2.498$, $N = 192$, $p = .805$ ($p > .05$). See Figure 5. Independent Mann Whitney U test of competency according to gender.



Total N	192
Mann-Whitney U	2.498,500
Wilcoxon W	2.963,500
Test Statistic	2.498,500
Standard Error	277,919
Standardized Test Statistic	,246
Asymptotic Sig. (2-sided test)	,805

*Figure 5.*Independent Mann Whitney U test of competency according to gender.

5. CONCLUSION

This chapter presents the summary and the interpretation of the findings reported in previous chapter, suggestions based on the discussion and recommendations for further researches.

According to the first research question, 25.5% of participants answered the “English is a very precious and essential lesson” item as strongly while 6.3 % of participants stated by choosing strongly agree that “English isn’t an interesting lesson”. According to the second and third research questions, the Kruskal-Wallis H test showed that there was no statistically significant difference in attitude score among the different age groups.in competency score between the different age groups. According to the fourth and fifth research questions, the Kruskal-Wallis H test showed that there was no statistically significant difference in attitude score among different departments and in competency score between the different departments.

When three departments were examined in detail, the results showed that TLT’s attitude and competency scores were lower than others. There was no statistically significant difference in motivation, competency, and reading, listening, speaking and writing scores. However, when EME and TLT were taken into consideration, there was a significant difference. Motivation, competency, writing and speaking scores of EME were higher than TLT whereas reading and listening of those showed no significant difference. Thirdly, the same results were also obtained when comparing PCG and TLT. Instead of motivation, TLT’s competency, reading, listening, writing and speaking scores clearly demonstrated low mean rank in comparison to PCG.

According to the sixth and seventh research question, results of the analysis indicated that there was no significant difference between the attitude scores of female students and male students. There was no statistically significant difference in competency score between the different genders. Results of the analysis indicated that there was no significant difference in the attitude scores of students and in competency score among the different grades of students.

To sum up, the subjects of the study consisted of three departments at Faculty of Education in Başkent University: TLT, EME, PCG departments. A “questionnaire” and an attitude scale were developed for the purpose of data collection. These questionnaire and attitude scale were

developed by the researcher mentioned in methodology part. The results of the data revealed that different departments affect the attitudes of students towards English. The findings of this study reflected the experience of the students throughout the curriculum and this study can be used as a curriculum evaluation study. Based on the findings of the study, it was suggested that finding the attitudes of students towards language may provide educational institutions, teachers, curriculum developers to develop new methods and techniques in order to minimize the negative attitudes of language learners.

5.1. Recommendations

This section presents some suggestions for further research studies.

- The research can carry out further research on attitudes towards foreign language including some other variables such as background knowledge, students' learning styles and interests.
- The researchers, who will conduct further studies, should give importance to number of participants' gender equality because in departments of this study, the number of girls number outweighed boys.
- The researcher can apply this questionnaire to different departments apart from PCG (Psychological Counseling and Guidance), TLE (Turkish Language Education) and EME (Elementary Mathematics Education Program).
- The researcher can conduct the same study in other universities (state or private) and make a comparative study.
- It would be precious to provide opportunities to encounter the target- language speakers and communities, physically and/or electronically such as developing new technologies for their skills or sending them to abroad to improve their languages.
- If the students have limited facilities, the university/school authorities can use materials and approaches which offer insight into the life and culture of students.

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APPENDICES



Appendix A: The permission for the use of the questionnaire



Tugce kavgcı <petitetuuce@gmail.com>

İngilizce Dersine Yönelik Tutum Ölçeği

5 ileti

Tugce kavgcı <petitetuuce@gmail.com>
Alıcı: jonah.saidson@gmail.com

18 Ekim 2016 17:40

Merhaba Yunus Bey,

Ben Başkent Üniversitesi yüksek lisans öğrencisiyim. Bu yıl bir tez çalışması yapıyorum ve sizin doktora tezinizde kullandığınız "İngilizce Dersine Yönelik Tutum Ölçeği" konuma uygun, bu nedenle söz konusu ölçeği kullanmak için izninizi almak istiyorum. Bu konuda bana yardımcı olmanız mümkün olabilir mi?

İlginize teşekkür ederim.
Tuğçenur Kavgacı

Jonah Saidson <jonah.saidson@gmail.com>
Alıcı: Tugce kavgcı <petitetuuce@gmail.com>

18 Ekim 2016 17:48

Merhaba Tuğçe Hanım,

Tabii ki referans göstermek kaydıyla ölçeği kullanabilirsiniz. Ölçek ile ilgili sormak istediğiniz herhangi bir şey olursa, her zaman açığım. İyi çalışmalar.

Dr. Yunus Doğan
Fırat Üniversitesi

18 Ekim 2016 17:40 tarihinde Tugce kavgcı <petitetuuce@gmail.com> yazdı:
[Alıntılanan metin gizlendi]

Appendix B: The adapted version of the questionnaire

KİŞİSEL BİLGİ FORMU

Sevgili Öğrenciler,

Aşağıda sizden istenen bilgiler bilimsel bir araştırmada kullanılacaktır. Bilgi toplamaya yönelik olup, sizin değerlendirilmeniz için kesinlikle kullanılmayacaktır. Sorulara vereceğiniz içten ve dürüst cevaplar çalışmanın doğru ve güvenilir sonuçlar vermesi açısından büyük önem taşımaktadır. Katılımınız ve ayırdığınız zaman için teşekkür ederim.

Cinsiyet:

1. Kız 2. Erkek

Yaş:

a. 17-20 b. 21-24 c. 24 ve üzeri

Bölüm:

Mezun Olduğu Okul Türü:

1. Fen Lisesi
2. Anadolu Lisesi
3. Özel Okul
4. Devlet Lisesi
5. Meslek Lisesi

Daha önce hiç yurtdışında bulundunuz mu?

1. Evet 2. Hayır

Türkçe dışında başka bir dil biliyor musunuz?

1. İngilizce
2. Almanca
3. Fransızca

İngilizceye ne ölçüde yetkinsiniz?

	Çok İyi	İyi	Yeterli	Hiç Yeterli Değil
Okuma				
Dinleme				
Yazma				
Konuşma				



İngilizce Dersine Yönelik Tutum Ölçeği

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce çok ilgi çekici bir ders değildir.					
2. İngilizce becerilerimi geliştirmek ve bu dili daha fazla öğrenmek isterim.					
3. İngilizce çok değerli ve gerekli bir derstir.					
4. İngilizce kendimi gergin ve rahatsız hissetmemi sebep oluyor.					
5. Genellikle okulda İngilizce öğrenmekten zevk aldım.					
6. Almam gerekenden daha fazla İngilizce dersi almak isterim					
7. İnsanlar için diğer dersler İngilizceden daha önemlidir.					
8. İngilizce çalışırken son derece sakinim					
9. İngilizce çalışmayı nadiren severim.					
10. Daha fazla İngilizce bilgisi öğrenmeye meraklıyım					
11. İngilizce beynimizi geliştirir ve düşünmeyi öğretir					
12. İngilizce benim için zevkli ve güdüleyicidir.					
13. Almam gerekenden daha fazla İngilizce dersi almak istemem					
14. İngilizceyi anlamaya çalışmak beni endişelendirmez.					
15. İngilizce anlamsız ve sıkıcıdır.					
16. Eğitimim boyunca alabildiğim kadar İngilizce almaya çalışırım					
17. İngilizce benim en çok korktuğum derslerden biridir.					
18. İngilizce alıştırmalar yapmayı severim.					
19. İngilizceyi çok çalışmak için çok istekli değilim.					

Appendix C: The English version of the adapted version of the questionnaire

Attitude Scale towards English Course

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. English isn't an interesting lesson					
2. I want to improve my English skills and learn this language more.					
3. English is a very precious and essential lesson.					
4. English makes me feel anxious and disturbed.					
5. Generally I enjoy learning English.					
6. I want to take more English lessons than required.					
7. According to people, other lessons are more important than English.					
8. I am very calm while studying English.					
9. I rarely like studying English.					
10. I am curious about learning more English information.					
11. English improves our brain and teaches how to think.					
12. English is pleasurable and incentive for me.					
13. I don't want to take English lessons more than required					
14. Trying to understand English doesn't make me feel worried.					
15. English is meaningless and boring.					
16. I try to take English lesson as much as I can take.					
17. English is one of the lessons I afraid of.					
18. I enjoy doing English exercises.					
19. I am not so eager to study English more.					

Appendix D: The recordings of the Interview of TLE students

•İngilizce ye karşı tutumunuz nedir?	• Olumlu olmasının nedenleri nelerdir?	• Olumsuz olmasının nedenleri nelerdir?	• İngilizce ders saatlerinin artırılmasını ister miydiniz?	• Başka şansınız olsaydı bu derslerin yerine başka bir ders almak ister miydiniz? Hangi dersler olurdu?	• Genel olarak dil derslerine karşı tutumunuz nedir?
Olumlu	Gerekli bir dil öğrenmem gerekiyor onu biliyorum		İsterim , daha detaylı olmasını isterim derslerin.		Dil dersine karşı tutumum çok güzel ek dil dersi alıyorum zaten
Olumlu	Zevkli bir ders		Hayır istemem		Başka dil dersi istememedim.
Olumlu	Mesela buradan örnek vereyim. Hazırlık okudum ben, eğer hazırlık olmasaydı dışardan da bir şekilde takviye edecektim ama şuan pratikte yeterli olmadığı biliyorum anlıyorum ama konuşma düzeyinde yurtdışına çıkmam gerektiğinin farkındayım.		Bu dönem aslında kendi alan derslerim çok yoğun olduğu için azaltılması bile, bu dönem için konuşuyorum ama derslerimin yoğunluğu daha az olsa daha çok olmasını isterim tabi		Dil öğrenmeyi seviyorum ve yatkın olduğumu düşünüyorum.
Olumlu	Dünya dili olduğunu düşünüyorum, evrensel bir dil dünyanın her yerinde konuşuluyor o yüzden öğrenilmesi gerektiğini düşünüyorum. Herkesle		Bu dönem derslerimiz yoğun olduğu için, bu dönem için konuşmamız gerekirse artırılmaması daha iyi olur.		Dil öğrenmeyi seviyorum. Almanca lisede öğrenmiştik 2 sene kadar, İngilizce de vardı ama doğru dillerini de merak ediyorum Mesela Korece Japonca Çince.

	anlaşabilmek için bilmemiz gerekiyor, öğrenilmesi gerektiğini düşünüyorum.			
Olumlu	Gerekli olduğunu düşünüyorum çünkü günlük yaşamda kullanabileceğimiz bir dil olduğunu düşünüyorum o yüzden gerekli olduğunu düşünüyorum. İnsanın kendisini geliştirmesi açısından önemli olduğunu düşünüyorum. Diyalog açısından önemli olduğunu düşünüyorum çünkü ortak bir dil.	İstemem ben yeterli olduğunu düşünüyorum.		İyi severim dil derslerini.
Olumlu	Evrensel bir dil her şeyden önce, insanın şeyini de belirliyor, kültürel bakış açısını da belirler.	Bence gayet ders saatleri yeterli.		Seviyorum İngilizceyi, güzel cümle kuramasam da güzel çok seviyorum
Olumsuz		Zorlandığım için olumsuz olduğunu düşünüyorum	Hayır,	Öğrenmem zor olacağı için ben yine olumsuz derdim.
Olumsuz		Zorlanıyorum ve anlamıyorum	Hayır	Genel olarak dil öğrenmede zorlandığım için sevmiyorum

Olumsuz	Siyasi bir bakış açım var İngilizceyi pek sevmemekle birlikte İngiltere'nin yaptığı sömürgeleri düşününce İngilizceden soğuyorum.	İngilizce dışında farklı bir ders almak isterdim. Diğer Türk cumhuriyetleri nin konuştuğu yerel dillerden öğrenmek isterdim.	Başka insanların dilleriyle onlarla anlaşmak güzel bir şey onun için dil öğrenmek güzeldir.
Olumsuz	Çünkü konuşamıyorum ve zor anlıyorum.	Almanca almak isterdim. Daha iyi olur daha heyecanlı giderim derslere.	
Olumsuz	Bizim okuldaki İngilizce için olumsuz çünkü konuşmaya dair bir şey işlemiyoruz. Hep sınava yönelik vocab falan. Bu geçici oluyor ezberlediklerimiz. Daha sonra unutuluyor, konuşmaya yönelik değil. Konuşmaya yönelik değil konuşmuyoruz, konuşmaya yönelik değil	İngilizce şuan dünya dili olduğu için onu öğrenmek isterdim konuşmak	Ben vocab çalışmayı seviyorum ama ilerlemiyor
Olumsuz	Ben küçük yaştan beri İng. dersi alıyorum fakat burada hazırlıkta okumama rağmen İngilizceye dair çok az bilgim var yani ben genelde arkadaşlarım falan yurtdışına gitsem daha iyi olur gibisinden söylüyorlar, yurtdışına gitmek daha iyi gelir ona,	Almanca almak isterdim mesela	Biraz da o kültürle alakalı bir şey olabilir diye düşünüyorum. Almanca almak isterdim.

yani burada
öğrenmek açısından
Buradaki eğitimin
bana bir şey
kattığını
düşünmüyorum

Olumsuz	Evrensel bir dil olduğu için öğrenilmesi gerektiğini düşünüyorum ama üniversitemizde speaking ağırlıklı olmadığı için yurtdışına gittiğimiz zaman yeterli derecede insanlarla iletişim sağlayamıyoruz, bu da öğrenmemizin pek de iyi olmadığını gösteriyor aslında.	Alınan İng. dersini başka şekilde almak daha iyi olur demin de dediğim gibi evrensel bir dil olduğu için hem eğitim hayatımızda hem kariyerimizde daha etkili olacağını düşünüyorum.	Zaten Türkçe eğitimi okuyoruz hani dil öğrenilmesi gereken bir ölçüt diye düşünüyorum, daha da geliştirilse daha öğrenme odaklı olsa ezber odaklı olmasa daha güzel ilerleyebileceği mizi düşünüyorum
Olumsuz	İngilizceye karşı bakış açım, anlamadığım için ve zorlandığım için çok fazla sevemiyorum İngilizceyi Yazılışı, okunuşu ayrı, benim için hepsi problem -Okuldaki İngilizce dersi için tutumun nasıl? Onlar bize öğretiyorlar ama ben anlamıyorum sorun belki de bende olabilir	Düşünmem gerekiyor, evet Fransızca olabilir.	Hiç denemedim ama denemem gerekir, şuan fazla bir yorum yapamam.
Olumsuz	Çünkü aynı şeyler var, değişmiyor kurallar aynı Dersler aynı....		

Appendix E:

In data analysis part, following analysis are also conducted to find out the mentioned research questions.

1. Results of the questionnaire in terms of attitude and competency according to “grade”

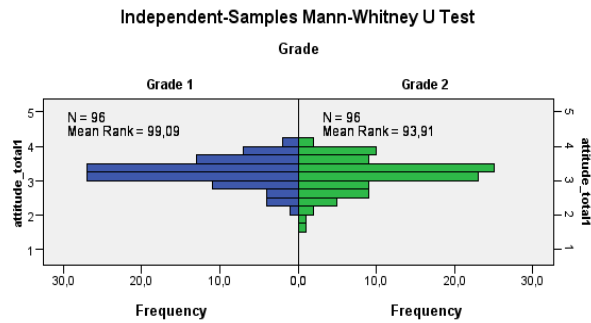
This part of the analysis portrays the students’ attitude and competency towards foreign language in accordance with their grade. This section of the analysis aimed to answer the research question. At this point, it is necessary to note that the grade of Faculty of Education students was taken as variable in the analysis process and it is explained in terms of both attitude and competency.

1.1. In terms of attitude according to grade

The result of questionnaire is explained below attitudes of students according to their grades. Following research question is emphasized as follows:

Research question: *Is there a difference between grade of students and their attitudes towards foreign language?*

A Mann-Whitney U test was conducted to determine whether there was a significant difference in the attitude scores of students who are freshman and students who are sophomore. Results of that analysis indicated that there was no significant difference in the attitude scores of students whose grades are 1 and students whose grades are 2, $z = 4.369$, $N = 192$, $p = .518$ ($p > .05$). See Figure 6. Independent Mann Whitney U test of attitude according to grade.



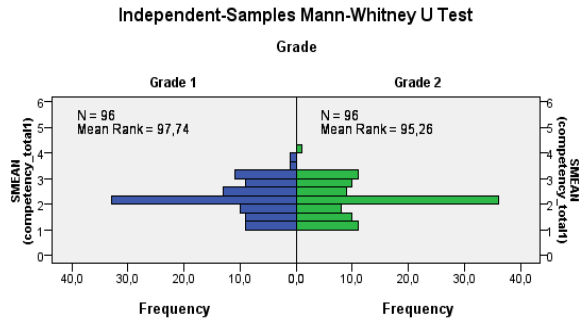
Total N	192
Mann-Whitney U	4.359,500
Wilcoxon W	9.015,500
Test Statistic	4.359,500
Standard Error	384,632
Standardized Test Statistic	-.646
Asymptotic Sig. (2-sided test)	.518

Figure 6. Independent Mann Whitney U test of attitude according to grade

1.2. In terms of competency according to grade

This section puts emphasis on the “competency” variable and grade. The students’ competency according to their grade is observed according to four different competencies:

A Mann-Whitney U test was conducted to determine whether there was a significant difference in the competency scores of students who are freshman and students who are sophomore. Results of that analysis indicated that there was no significant difference in the competency scores of students whose grades are 1 and students whose grades are 2, $z = 4.489$, $N = 192$, $p = .756$ ($p > .05$). See Figure 7. Independent Mann Whitney U test of competency according to grade.



Total N	192
Mann-Whitney U	4.489,000
Wilcoxon W	9.145,000
Test Statistic	4.489,000
Standard Error	382,712
Standardized Test Statistic	-.311
Asymptotic Sig. (2-sided test)	.756

Figure 7. Independent Mann Whitney U test of competency according to grade

2. Results of the questionnaire in terms of attitude and competency according to “abroad”

This section of the analysis aimed to answer the research question. At this point, it is necessary to note that the abroad experience of Faculty of Education students was taken as variable in the analysis process and it is explained in terms of both attitude and competency.

2.1. In terms of attitude according to abroad

In this part of analysis, students’ attitudes and their abroad variables are examined. The research question is as follows;

Research question: *Is there a difference between experiencing of abroad and students’ attitudes towards foreign language?*

A Mann-Whitney U test was conducted to determine whether there was a significant difference in the attitude scores of students who have visited abroad and students who haven’t visited. Results of that analysis indicated that there was a significant difference in the attitude scores of students who have been abroad and students who haven’t been, $z = 3.608$, $N = 191$,

$p=.036(p < .05)$. Attitude scores of students who have been abroad (Mean Rank: 112, 51, $N=39$) are higher than the students who haven't been abroad (Mean Rank: 91, 76, $N= 152$). See Figure 8. Independent Mann Whitney U test of attitude according to abroad.

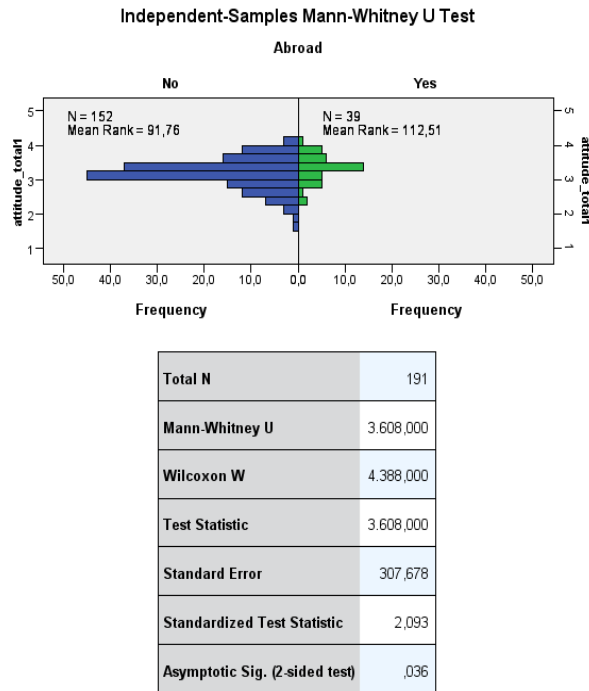


Figure 8. Independent Mann Whitney U test of attitude according to abroad

2.1.1. In terms of competency according to abroad

This section puts emphasis on the “competency” variable and abroad variable. The students’ competency according to their grade is observed according to four different competencies:

Research question: *Is there a difference between experiencing of abroad and students’ competency towards foreign language?*

A Mann-Whitney U test was conducted to determine whether there was a significant difference in the attitude scores of students who have been abroad and students who haven't been. Results of that analysis indicated that there was a significant difference in the attitude scores of students who have been abroad and students who haven't been, $z = 3.714$, $N= 191$, $p=.014(p <$

.05). Attitude scores of students who have been abroad (Mean Rank: 115, 24, N=39) are higher than the students who haven't been abroad (Mean Rank: 91, 06, N= 152). See Figure 9. Mann-Whitney U Test of competency according to abroad.

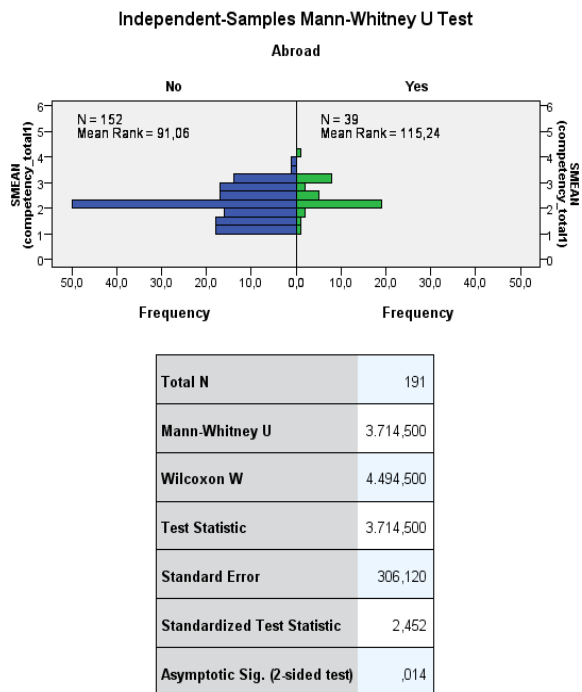


Figure 9. Mann-Whitney U Test of competency according to abroad.

3. Results of the questionnaire the relationship between attitude and competency

This part of the analysis portrays the relationship of students' attitude and competency towards foreign language. This section of the analysis aimed to answer the research question. At this point, it is necessary to note that the grade of Faculty of Education students was taken as variable in the analysis process and it is explained in terms of both attitude and competency.

Research question:

Is there a relationship between attitudes and competency of students towards foreign language courses at Faculty of Education at Başkent University?

Table 11

Descriptive Statics in terms of the relationship between attitude and competency

			Competency	Attitude
			Total	
Spearsmans' rho	Competency	Correlation	1.000	.366
		Coefficient		
		Sig.(2tailed)	.	.000
		N	192	192
	Attitude	Correlation	.366	1.000
		Coefficient		
		Sig.(2tailed)	.000	.
		N	192	192

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

A Spearman's rank-order correlation was conducted in order to determine the relationship between 192 students' attitude and competency scores. There was a weak, positive correlation/relationship between attitude and competency scores, which was statistically significant ($r_s(192) = .366, p = .000$). The more positive attitude students have the more students feel confident towards foreign language courses.

4. Post– Follow-Up Interview with the Students of TLE Department

With the light of the results of the questionnaire in terms of attitude and competency between PCG and EME and TLE Departments, three departments are examined. As a result, the Kruskal-Wallis H test was significant, follow-up test was conducted to evaluate pairwise differences among the three groups PCG, TLE and EME Departments. This indicated that TLE has low attitude and competency score.

In order to describe attitudes of TLE students towards foreign languages, it is necessary to study individual unique language situations. Therefore a questionnaire including 5 questions was created investigating the individuals' attitudes and reasons for having positive or negative attitudes, increasing the hours of foreign language and having other courses if they have a chance, general attitude towards foreign language courses. Hence, fifteen students of TLE department were selected. They attend freshman and sophomore.

The questionnaire can be divided into two main areas. The first questions deal with the attitude of student towards English foreign language. The second part is intended to examine if they have positive or negative attitude towards English Foreign language. At this point, while creating the questionnaire, the question divided into two parts. If the answer is positive, what the reasons are having the positive attitude whereas if the answer is negative, what the reasons are having the negative attitude. Positive attitude respondents are asked whether they want more English courses. On the other hand, negative attitude respondents are asked if they had a chance, would they like to attend other course. At the end of the interview, there is a common question for participants "Generally, what is your attitude towards foreign language courses?" Besides, it is meant to clarify if they have positive attitude towards EFL, what the attitudes towards FL would be.

It was interesting to record and analyze actual language behavior in order to fully proof the students of TLE department answers. However, the variety of questions and the positive and negative distinction in the questions created a wide picture. The students of TLE department answers and the conversations allow for a thorough analysis and help to understand individual histories.

