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**A PATH ANALYTIC STUDY FOR ENGLISH LANGUAGE
ATTITUDE, AND STUDENTS' BACKGROUND
CHARACTERISTICS IN AN ELT PROGRAM: A CASE STUDY**

**A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
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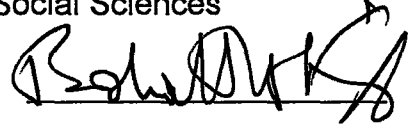
RÜYAM AĞAN KÜÇÜKSÜLEYMANOĞLU

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**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

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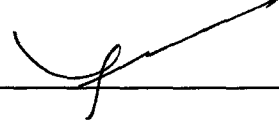
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Prof. Dr. Bahattin AKŞİT

Director

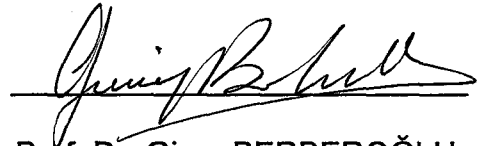
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Prof. Dr. Fersun PAYKOÇ

Head of Department

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Prof. Dr. Giray BERBEROĞLU

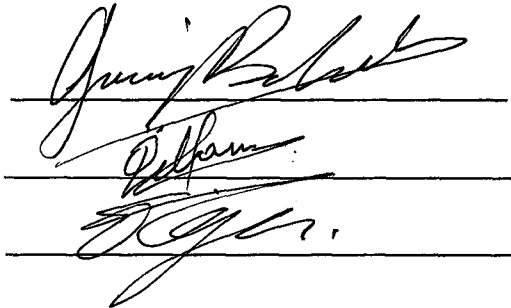
Supervisor

Examining Committee in Charge:

Prof. Dr. Giray BERBEROĞLU

Associate Prof. Dr. Ömer GEBAN

Associate Prof. Dr. Esin TEZER



ABSTRACT

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Ađan Kūçüksüleymanođlu, Rūyam

M.S., Educational Sciences

Supervisor: Prof. Dr. Giray Berberođlu

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The purpose of this study is to investigate the relationships among a set of variables such as sex, grade level, father education level, mother education level, number of siblings, income, number of books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons), desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS) in Bursa Uludađ University, Faculty of Education, English Language Teaching Department.

The subjects of the study consisted of all the students at Uludağ University, Faculty of Education, English Language Teaching Department in Bursa.

A questionnaire and an attitude scale were developed for the purpose of data collection. These questionnaire and attitude scale were developed by the researcher based on the evidence in literature.

Factor analysis and Linear Structural Modelling were used in the data analysis.

The results of the data revealed that some background characteristics affect the attitudes of students toward English. It is expected that the findings of this study have an impact on revising the existing program and developing further ELT curriculum in different educational faculties.

Keywords: Attitude, Foreign Language, Anxiety, Motivation, Interest, Path Analysis

ÖZ

İNGİLİZCE ÖĞRETMENLİĞİ BÖLÜMÜNDE YABANCI DİL ÖĞRENİMİNE KARŞI TUTUMLAR VE BU TUTUMLARI ETKİLEYEN KİŞİLİK FAKTÖRLERİ: VAKA İNCELEMESİ

Ağan Küçüksüleymanoğlu, Rüyam
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Tez Yöneticisi: Prof. Dr. Giray Berberoğlu

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Bu çalışmanın amacı Uludağ Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Ana Bilim Dalı öğrencilerinin cinsiyet, sınıf, baba eğitim düzeyi, anne eğitim düzeyi, kardeş sayısı, gelir düzeyi, kitap sayısı, okuma alışkanlığı (kitap, dergi vs), çalışma alışkanlığı (dersler için ayırdıkları süre), öğretmen olma isteği, öğretmen olmaktan duyulan zevk, başarıyı algısı ve okudukları bölüme ailenin verdiği önem gibi bağımsız değişkenler ile yabancı dil öğrenimine karşı tutumlarını (öğretmen olma isteği, kaygı, ilgi, motivasyon, sınıf faaliyetlerine karşı tutum), metin inceleme dersi notları ve ÖYS sonuçları gibi bağımlı değişkenler arasındaki ilişkiyi incelemektir.

Bu alıřmanın denekleri Bursa Uludađ Üniversitesi, Eđitim Fakóltesi, İngilizce öđretmenliđi Ana Bilim dalı öđrencileridir.

Veri toplamak amacıyla literatürdeki örneklere dayanılarak arařtırmacı tarafından bir anket ve tutum öleđi geliřtirilmiřtir. Elde edilen veriler faktör analiz ve path analiz istatistikleri kullanılarak analiz edilmiřtir.

alıřmanın sonunda bazı kiřilik özelliklerinin öđrencilerin İngilizceye karřı tutumlarını etkilediđi saptanmıřtır. alıřmanın sonuçlarına dayanılarak öđrencilerin tutumlarına bađlı olarak farklı metod ve teknikler geliřtirilmesi önerilmiřtir.

Anahtar Kelimeler: Tutum, Yabancı Dil, Kaygı, Motivasyon, İlgi, Path Analizi

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CHAPTER 1

INTRODUCTION

1.1. Introduction

Interest in foreign language learning is skyrocketing throughout Turkey. This interest creates a serious need for language classes. The latest national survey which was done by the State Statistical Institution in 1995 indicated that all of the public high schools, and private schools and 30% of elementary schools have been teaching foreign languages and this trend is on rise. Also rates of private courses' foreign language enrolments are higher than at any time since 1980s. Much has been written and said about foreign language in the world, yet nobody has claimed to have discovered the magic recipe for effective language learning. Although many people are learning a foreign language, how it is seen that some people can learn a second language (L2) or a foreign language so easily and well while others who seem to have the same opportunities learn it difficulty. Is it the question of a "knack"? Then what is to have a knack for languages? To have "an ear for languages" is to give an excuse rather than an answer. Then the knack for languages lies in a profile of abilities or aptitudes that develop differently from person to person, some profiles favouring the language learning process more than others. This idea makes good sense, but there is likely something more to it than aptitudes and that something is called attitude. It has been said, for instance, particularly the learning of a foreign language is an emotional

experience (Hutchinson & Waters, 1987) and that affective variables might play a role in learning the language of another cultural community as these would influence learners' attitudes toward the language and the people who speak to it (Gardner, 1985).

The sociopsychological feature of foreign language learning is something which has been acknowledged by many researchers. However, the most influential perspective has been the psychological approach devised by Gardner and Lambert in the late 50's and early 60's. Their theoretical underpinnings rise to a theory of language learning which for the first time considered the contextual and affective variables to explain the processes involved. Since then on, many researchers believe that the key to successful language learning and teaching seems to lie not in the analysis of the nature of the language but in understanding the structure of the cognitive and affective processes in mind.

To start with, it would be useful to explain what we understand by attitude particularly language learning attitude. Traditionally, this has been seen as any affective, cognitive or behavioural index of evaluative reactions toward different language varieties of their speakers. Gardner defines attitudes from an operational point of view as "an evaluative reaction to some referent or attitude object, interfered on the basis of the individuals belief or opinions about the referent" (Gardner, 1985: 9). Attitudes include a cognitive, an affective and a conative component. Gardner describes the cognitive component as the individual's belief structure, the affective refers to the emotional reactions, and the conative to the tendency to behave toward the attitude object.

There is abundant research in the field of attitude for second language or foreign language learning. The role of social attitude in

the learning of foreign language has caught the attention of social scientists as well as language teachers. They have carried out empirical studies of this aspect of second language learning. Most of the research carried out has concentrated on the roles of cognitive and affective variables in second or foreign language learning but generally disposition to the language learning situations. Attitudes toward learning languages are more related to achievement than are attitudes toward many other school subject. This has been suggested by several studies measuring attitudes toward varied school subjects, such as the one carried out by Duckworth & Entwistle (1974) in England in which they reported significant correlations among second year pupils. Neidth and Hedlund (1967) assessed attitudes towards three different subjects in a university context and found that attitudes and achievement were significantly related, and that the relationship was particularly greater for the second language, in this case German.

There seems to be consensus in the literature in that attitudes are influenced by many other factors in the student's upbringing. However, attitudes toward learning a second language have been shown to be independent of intelligence and language aptitude (Clement, Gardner & Smythe, 1977).

The available findings indicate that the attitude of a student of a second language toward the other language community plays an important role in his acquisition of the other languages. Students who hold sympathetic attitude toward the other language community are found to be more successful acquiring a second language than those holding unfavourable attitudes. It is believed that attitude toward a foreign language influence the learners' success in learning the new language. Students' good or bad attitude makes life easy or difficult in foreign language classrooms and positive attitudes have

been considered necessary for maximum foreign language learning achievement.

Each student have different attitudes toward foreign language. Alfred Smith collected these different attitudes under four different topics in 1971.

Cognitive Attitude: The students develop a concept of foreign language and foreign language class. They develop a certain feeling about foreign language class and they feel excited, happy, bored, confident, angry, frustrated or inadequate during classroom activities, drills and exams shape their attitude. The cognitive attitude directs the students to make an evaluation. According to their feelings students can conclude various results as 'English is hard so I don't like it' or 'It is good to express my thoughts and ideas in another language'. Then students behave in accordance with his evaluations. They participate actively or do not participate. They do their homework or not and they continue to study or fail.

Dumbbell Attitude: This is a negative attitude. When the students meet only with failure, they see and feel themselves as dumbbells. Pimsleur and his associates (1963) made a survey about that attitude and found out that nearly 20% of students can be placed in this category. As Smith expressed "No one's ego can endure consistent failure. The student will naturally react negatively to the cause of his feelings of stupidity and inadequacy. He will dislike foreign language" (1971: 57)

Irrelevant Attitude: The student with this attitude may have enrolled in a foreign language class for strictly utilitarian reasons such as it meets a requirement, it brings him prestige or recognition

in the community or it has vocational applications. As he has little or no intrinsic interest in the study of the language he may become impatient with the slow process of language acquisition and feel that the meagre returns he is getting for all the effort expended are not meeting his expectations.

Bored and Anonymity Attitude: Students with this attitude find it difficult to tolerate the monotonous routine that goes in the classroom. The students who have such a kind of attitude think that they learn the same old stuff everyday.

Lambert says that:

Students who have acquired a level of competency enabling them to think or dream in the foreign language may find themselves experiencing feelings of fear and unrest. As they advance toward new cultural orientations they may become less attached to the mono linguistic cultural group to which they have previously been uniquely oriented. In an attempt to regain the stable ground and security of the mother tongue and culture, there may be temporary periods when interest is low and some mild hostility appears toward the foreign language (1963 : 117).

As it is seen in the literature review, language attitude is one of the most important affective characteristics in foreign language learning. Attitudes toward foreign language determine the achievement of students. Some research studies (Gardner, 1985; Neidth and Hedlund, 1967; Zamir, 1981, Hutchinson and Waters, 1987) combined the attitudinal changes with some other variables such as motivation, anxiety and achievement scores.

In Turkey, it is worth to investigate the factors affecting the students' attitudes toward foreign language learning.

The purpose of this study is to investigate the relationships among a set of variables such as sex, grade level, father education level, mother education level, number of siblings, income, number of books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons), desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS) in Bursa Uludağ University, Faculty of Education, English Language Teaching Department. In the present study, students in one institution participated to survey questionnaires. Thus, the results of the study should be interpreted in line with the existing situations observed in the curriculum of English department. It is expected that the findings will reflect the experience of students throughout the curriculum, and this study might have an impact on the curriculum revision and development attempts in the ELT programs.

1.2. Statement of the Problem

This study is devoted to the examination of relationship between background characteristics and attitudes toward foreign language learning and students achievement in language. For this purpose, a group of exogenous variables were determined and their impact on the attitudes and reading grades and ÖYS scores were assessed. The research questions are as follows:

1) Is there any significant relationship between the exogenous variables such as sex, grade level, father education level, mother education level, number of siblings, income, number of books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons), desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and the endogenous variables such as attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS)?

2) Is there any significant relationship among each of the endogenous variables such as attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS)?

1.3. Limitations

The scope of the study covered only the students of English Language Teaching Department of Education Faculty at Uludağ University. Other universities and departments were not included. Also only attitudes toward English language is assessed. The other foreign languages were not included. Instructional processes such as teaching and learning materials and teaching methods were not included as variables in the research design. Attitude toward language learning was restricted by attitude toward teaching as a profession, anxiety in English, interest in English, motivation in English and attitude toward class activities.

1.4. Significance of the Study

Education is a vital issue for a country. People have been spending great efforts formally and informally for better education. In developing countries like Turkey, foreign language education has an outstanding place because it is well known that to reach technology and the level of over-developed countries foreign language is essential.

In Turkey foreign language education has become an area in which researchers have carried out studies and recommended more to be carried out in the recent years. The present study focuses on the attitudes of the students about English. It attempts to examine what type of attitudes students develop and which factors affect their attitudes. The findings of the present study support the importance of attitudinal features in foreign language. The shortcomings of the curriculum at the English Language Teaching Department of Uludağ University were appeared in the analysis of this research.

Research that has been carried out so far in Turkey is helpful but still needed to be enriched. To find out the attitudes of students toward foreign languages may help educational institutions, curriculum developers, teachers and other responsible institutions dealing with foreign language teaching. Furthermore, when designing the syllabus to be used for the courses attitudes of the learners should be taken into consideration by the methodologists. It appears that positive attitude is a favourable entry point for language courses to be successful. Methodologists may develop new methods and techniques according to different attitudes. Moreover, teachers of foreign languages can benefit from the results of this study.

This study is expected to contribute to the development of a new methodology in English language teaching classrooms according to various attitudes and to inspire researchers to carry out further studies on the same or similar problems.



CHAPTER 2

REVIEW OF LITERATURE

Second language study is not seen as purely an educational matter any more, rather it is seen at the center of social psychology. The domain of social psychology has attracted much attention from people who are interested in explaining people's attitudes, emotion and motivation within a specific context and in the past decades has extended to the area of foreign language learning. It is recognised that second language (L2) learning is a social and psychological phenomenon, and it is important to consider carefully the conditions under which it takes place.

Attitude and personality variables have been found directly relevant to the study of languages for years (Gardner & Lambert, 1959; Gardner, 1960; Anisfield and Lambert, 1961). Other authors such as Hutchinson and Waters (1987) see learning, particularly the learning of a foreign language as an emotional experience, and believe that the feelings that the learning process evokes a crucial bearing on the success or failure of the learning. They emphasise the importance of the affective factor in language learning by reminding that learners are also people with likes, dislikes, fears, weaknesses and prejudices.

A review of literature reveals that many factors are related to the learning of second language. Learning a second language not only depends on the instruction given and the amount of studying

done by the students but also on students' attitudes toward the language. In 1981 Krashen stated that: "Attitudinal factors that relate to L2 acquisition will be those that perform one or both of two functions. First, they will be factors that encourage intake...Second attitudinal factors relating to acquisition will be those that enable the performer to utilize the language heard for acquisition" (p. 21).

In the last two decades there has been considerable interest directed to the relationship between students' attitudes toward the subject being taught and their performance in that subject. According to Oxford & Nyikos (1989) students' attitudes toward a subject influence their achievement.

In 1994 Gruneberg and Sykes carried out a study to investigate the relation between reading achievement and students' attitudes toward reading. In the study they used attitude questionnaire to get the students' opinions and at the end they compared the results with standardised test scores. They found that there was a relationship between achievement in reading and students' attitudes toward reading.

Moreover in 1972 Gardner and Lambert and in 1977 Clement, Gardner and Smythe found positive relationships between attitude and performance. In these studies the subjects performed better when they had positive attitudes toward the language and they were highly motivated. In 1976, Krzyzynski investigated whether there is a positive relationship between motivation, attitude and the results obtained in learning English. To accomplish this task, he presented questionnaires and interviews to secondary school classes in Konin, Poland in the 1973-74 school year. There were two questionnaires. One was used in September 1973 to students and parents and the other was used in March 1974 only to the students. The interviews

were conducted only with the students. Yet, Krzyzynski found that there is no positive relation between motivation, attitude and the results achieved in learning English.

In 1985 Gardner, argued that learners with positive attitudes learn the language faster and retain it for a longer time. A study conducted by Morello (1988) indicated that a student who thought that learning a language was worthwhile experience demonstrated superior performance in the language. Positive attitude toward second language is also related to goal settings. Students are said to have positive attitudes when they are aware of the difficulty of the task and the goal which they are trying to accomplish. When they have accomplished a difficult task they feel self confident. This was the result of Chambers (1994) study. The study concluded that students need to feel that they are progressing in order to have positive attitudes toward the subject matter.

Attitudes toward the subject matter also depend on the number of years the students spend studying it. It seems that students who are asked to take similar courses for several years show a negative change in their attitudes. The study carried out by Morello (1988) stated that senior students had negative attitudes toward French whereas freshman students have relatively positive attitudes. Morello also demonstrated that students who were placed in specific levels according to the results of standardised tests showed more positive attitudes toward French. Giving students a sense of having progressed also creates positive attitudes. In 1988 Morello investigated the attitude progress relation. He concluded that students who made progress showed positive attitudes towards French but those who did not make progress showed negative attitude.

In short, positive attitudes seem to be related to a number of interrelated factors. These include setting goals, making the task worthwhile in the eyes of the students, creating an enjoyable environment and providing a large variety of exercises. Attitude and personality variables have since long been found directly relevant to the study of languages (Gardner & Lambert, 1959; Gardner, 1960; Anisfield & Lambert, 1961).

2.1. Language Attitude and Gender

There have been a lot of studies in recent years about gender related differences in abilities. Boys have been found to have higher scores than girls on spatial and quantitative reasoning tests whereas girls tend to score higher on verbal tests (Filmer-Sankey, 1991; Skehan, 1989). Gender of the students makes a significant difference in learning a second language or foreign language. According to many studies females in general have a more positive attitude than males toward language.

Students' attitudes toward the learning of a foreign language were investigated in several studies (e.g. Burstall, Jamieson, Cohen and Hargreaves, 1974; Eardly, 1984). The general findings of these studies were that boys are less favourably disposed toward foreign language learning than girls. In a longitudinal study of French Education in England and Wales Burstall et. al (1974) reported that girls were more motivated and they held more positive attitudes toward the study of French and achieved higher test scores.

Horner (1970) indicated that the greatest differences between the sexes in favour of girls were in their attitudes toward the importance of the foreign language. Ho (1987) investigated gender

differences in proficiency of English among university students in Hong Kong. He reported female superiority.

Gender differences in the use of language learning, strategies with females using strategies significantly more often than males were found by Ehrman and Oxford in 1989 in four areas: general study strategies functional practice strategies, strategies for searching for and communicating meaning and self management strategies. In 1989, Oxford and Nyikos found similar results in a study of 1200 university students.

Throughout the world, the language learning studies which have examined gender have found that females frequently use more strategies than males to learn languages in a variety of strategy categories and males do not appear to use significantly more than females in any strategy category. In a study involving language proficiency, Wen and Johnson (1991) learned that Chinese females learning English were more proficient than their male counterparts

The role of gender in language learning was examined through self reports concerning males' and females' attitudes, beliefs, strategies, and experiences in language learning. A questionnaire with 11 previously confirmed factors was given to the 138 first year Spanish students. The analysis showed that females reported a higher level of motivation and strategy use in language learning (Bacon, Sucam Mc and Finnemann, 1992).

In 1993 the role of gender in second language learning achievement, motivation and attitude were investigated by Djigunoviç. She used 10 measures to examine the variables and her sample was 340 students from Zagrep primary and secondary schools who were learning English as a second language. Grades

in English practical motivation that is use of English, affective motivation which is whether the learner like the language or not, integration into the target language and culture and teaching setting as a motivator, learning differences as a demotivator, evaluation of English course, difficulty of English course, utility of English course and interest were the 10 measures. At the end, it was found that learning achievement, attitude and motivation clearly differentiated male and female learners whereas measure of demotivation and course utility difficulty showed correlations between gender and age. As a conclusion, it was stated that the most differences between female and male learners vary across age.

In 1986, Batters conducted a project on student and teacher attitude about modern languages. She conducted the study with 950 students of French, German, Italian and Spanish in the 2nd through 4th years of language study. Responses to a questionnaire on perception of gender differences in the language classroom, attitude toward spoken language in the classroom and participation in spoken language in the classroom were reported. The results were as follows: The majority of both boys and girls perceived no gender differences in terms of which sex learns foreign language better. Over 90% of both sexes did not perceive any gender differences regarding the importance of learning in a foreign language. Although boys were more negative than girls in many attitudes, their attitude concerning spoken language were similar to those of girls. The girls spent a great amount of time than boys on attentive activities, while boys spend slightly more time on participatory activities. On the whole, boys reject the notion that language is "girl talk". Students of both sexes feel that language is "teacher talk" and consequently adopt a passive rather than an active attitude in the classroom.

2.2. Language Attitude and Parent

The relationship between parents' and children's attitudes suggests that attitudes toward foreign language are developed in the home before language training starts. To support the view Gardner (1960) gathered information about the attitudes of the students' parents toward the French community. These data supported the notion that the students' orientation toward the second language is likely developed within the family. That is, students with an integrative disposition to learn French had parents who also were integrative in outlook and sympathetic to the French community.

The home influence has been carefully examined in the study of Zamir in 1981. He surveyed the attitudes of parents directly and included in his analysis the parental data along with the complete battery of aptitude, achievement, motivation and attitude measures of students studying French at high school in Ontario. He found that the parents with positive attitudes and have strongly sympathetic attitudes toward second language more actively encouraged their children to learn that language than did parents with less favourable attitudes.

Different life styles came to light, some of which were productive and valuable in the young person's development while others were disruptive and restrictive. One sub group of students who had everything, advantaged background and parents who care and encourage excelled in language learning. But another type of students presented a very disturbing picture. These young people came from less privileged homes did not excel in any academic working including second language learning apparently because they lacked the parental encouragement need for success and motivation (Gardner , 1968).

In 1972 Gardner & Lambert stated that personal motivation derived from a home atmosphere where parents encouraged and in turn were encouraged by their children's progress in learning the language affect the attitude of parents and learners on foreign language.

It was found that Philipino students who approach the study of English with an instrumental orientation and who receive parental support for this outlook were clearly successful in developing proficiency in the language (Lambert & Klineberg, 1967).

As Smith cited in 1971, the parent who has had an unfavourable experience with foreign language study is not likely to recommend it highly to his children. On the other hand, the parent who has had very successful experiences or is bilingual maybe so overzealous about foreign language study for his child that he drives him away from it. The student who grows up in a neighbourhood where there are fictions between ethnic groups or in a family where prejudice against certain ethnic groups exist will not emerge from this atmosphere untouched.

In his study, Jan Zamir investigated about the relation between attitude and sex and attitude and parental background toward second language (1981). As a result sex was found to be a significant factor in choice of studying foreign language as well as in the particular language choose more females choose French and Spanish and more females choose German. In the study, Zamir made a survey concerning language attitude toward the foreign language commonly taught in the USA, French, German, Spanish and Latin. The students were 621 high and junior high school students. Along with the language attitude data, the questionnaire

obtained information about grades in language course, parents' language background, parental educational level, students' prior knowledge of foreign language. Overall attitudes reflected a feeling that foreign language were studied because of educational or parental requirements rather than personal choice on the part of the students.

On the other hand, in his study Obanya (1976) investigated the effects of lack of interest, poor teaching, laziness, lack of aptitude, influence of parents etc. on language attitudes. He found out that influence of parents were felt to be relatively unimportant by students.

2.3. Language Attitude and Socio-economic Status

Fred Genesee (1976) stated in his article that intelligence is not necessarily the only or the most important predictor of second language achievement. He said that economically disadvantaged students had similar listening and speaking skills to socially advantaged students.

On the other hand Wright claimed that "foreign language study is seen as an activity of the wealthy and of females...successful language diversification through immigration and the opening of the EEC is changing many previous attitudes toward foreign language learning" (1993 : 54).

During 1963, arrangements were made by Ministry of Education for a national experiment in foreign language teaching to be carried out in selected primary schools in England and Wales. The study's main aims were to examine the effect of certain pupil variables such as age, sex, socio-economic status, perception of

parental encouragement, employment, expectations, etc. on level of achievement in French and attitude toward the foreign language learning. It was found that, other things being equal, the older children tended to learn French more efficiently than the younger ones. Also throughout the period of the experiment, the girls in the experimental sample scored significantly higher than the boys on all tests measuring achievement in French and finally there was a linear relationship between a student's socio-economic status and his level of achievement in French. (Burstall: 1977)

2.4. Language Attitude and Motivation

Motivation is considered by many researchers to be one of the main determining factors in success in developing a second or foreign language. Motivation determines the extent of active, personal involvement in second language learning. Conversely, unmotivated students are insufficiently involved and therefore they are unable to develop their potential second language skills.

Oxford and Shearin (1994) state that at present, there are several conditions which make understanding of second language learning motivation unclear. The major one is absence of a clear definition of second language learning motivation. They believe that motivation reflects the power to attain a goal and this is reflected in the motivational orientation of the learner. A second source of doubt concerns the motivational differences between second and foreign language learning environments. A second language is that learned in an environment where that language is typically used as the main vehicle of everyday communication with the host society, whereas a foreign language is the one that is learned in a place where that language is not typically used as the medium of ordinary

communication. Moreover, it is restricted to the classroom situation where this need for communication is very limited or non-existent.

According to Gardner and Lambert (1972) an instrumental motivation toward the language learning task, is one characterised by a desire to gain social recognition or economic advantages through knowledge of a foreign language. That is, the learner is interested mainly in using the cultural group and their language as an instrument of personal satisfaction, with few signs of an interest in the other people.

Motivation is a very complex subject which must be understood in terms of its many facets: attitudes held by the student and the community toward the school and toward the language being learned, the necessity for learning the language, the effectiveness of the teacher and the teaching methods, etc. Gardner views it as;

the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is motivation to learn a foreign language is seen as the emphasis given by the individual working or striving to learn the language because of his own desire and the satisfaction experienced in such activity. Thus, motivation is seen to include three components want and affect. Furthermore it is seen to be goal directed, and the goal is to learn the language (Gardner, 1985: 11).

Hutchinson and Waters (1987) see motivation as a highly complex individual matter and add that: "a need to acquire knowledge is a necessary factor accompanying learning, but of

equal, if not greater importance, is the need to actually enjoy the process of acquisition”(p.48).

The motivation and foreign language attitude relationship is one of the most challenging research areas for the researchers. Researchers have mentioned that motivation and interest probably play an important role in second language acquisition but perhaps because of difficulties in measuring them, these aspects have not been given systematic attention. But it is evident that students with strong motivation and desire to learn a second language obtain good grades in that foreign language at school. And motivation and attitude play very important roles in the acquisition of a foreign language.

Gardner and Lambert's (1959) pioneering work in attitudes and motivation, most of which was conducted in Canada, set the basis for many of the previous theories explaining second language learning. Results from their studies indicate that learners' attitudes about the people who speak the target language influence the level of mastery achieved in the learning process, independent of general intelligence and language learning aptitude. As psychologists, Gardner & Lambert try to explain language learning approach from a psychological perspective. They state that learners are psychologically prepared to identify and adopt distinctive linguistic and non-linguistic features of social behaviour based on their perceptions and beliefs regarding native speakers of the second or foreign language. Regarding differential success in language learning, they pinpointed learners' orientation for language study, which they believe directly influences the learner's effort and commitment to learn the foreign language, and consequently his subsequent achievement. Their model has undergone several stages of improvement along the years. A revised version of what is

now called socioeducational model was presented by Gardner and MacIntyre (1992, 1993). In the model they attempt to integrate all the factors taking a part in the language learning process and describe the way they influence and are influenced by it. The schematic presentation of the socioeducational model shows that the sociocultural context appears influencing all aspects of the model suggesting that this is a fundamental and dominant aspect in the process of second language acquisition. The model shows two antecedent factors that must be considered when attempting to study the role of individual difference variables in the process of learning a second language. These are described as biological and experiential in the model, but Gardner and MacIntyre (1993) express that among other examples of such factors would be gender, age, and prior language training. They argue that: "...it seems reasonable to propose for example, that there is a biological foundation for intelligence, that age might influence what language learning strategies are used, or that prior experience with a language could influence levels of language attitudes, motivation and language anxiety" (Gardner & MacIntyre, 1993: p.8).

There are six major different variables identified in the model: Intelligence, language aptitude, and language learning strategies are considered as cognitive individual difference variables and are shown as being relatively independent of one another. Affective variables include language attitudes, motivation and language anxiety. As seen in the model, attitudes have influence on motivation, serving as the affective basis needed for motivation to be maintained. Motivation, in turn is seen as influencing and being influenced by language anxiety. Moreover, these two are shown to exert influence on strategies. The model which was done by Gardner & MacIntyre in 1993 is shown on Table 2.1.

With the exception of the attitudes which exert their influence through motivational orientations, all the other individual difference variables are shown to determine how successful a subject would be in mastering the language in the formal learning environment. As for the informal language context, this is only influenced by motivation since the learner will voluntarily access that context as long as his motivation encourages to do so. The other variables would thus only have an indirect effect upon the informal contexts would have direct effect on the linguistic and non-linguistic outcomes. With this Gardner & MacIntyre (1993) recognise that an individual's reactions to the learning experience will depend to some extent on their relative degree of success. The model also shows that both types of outcomes will influence individual difference variables, that is achievement will influence the choice of learning strategies used by the learner whereas non-linguistic outcomes would influence language attitudes, motivation and language anxiety.

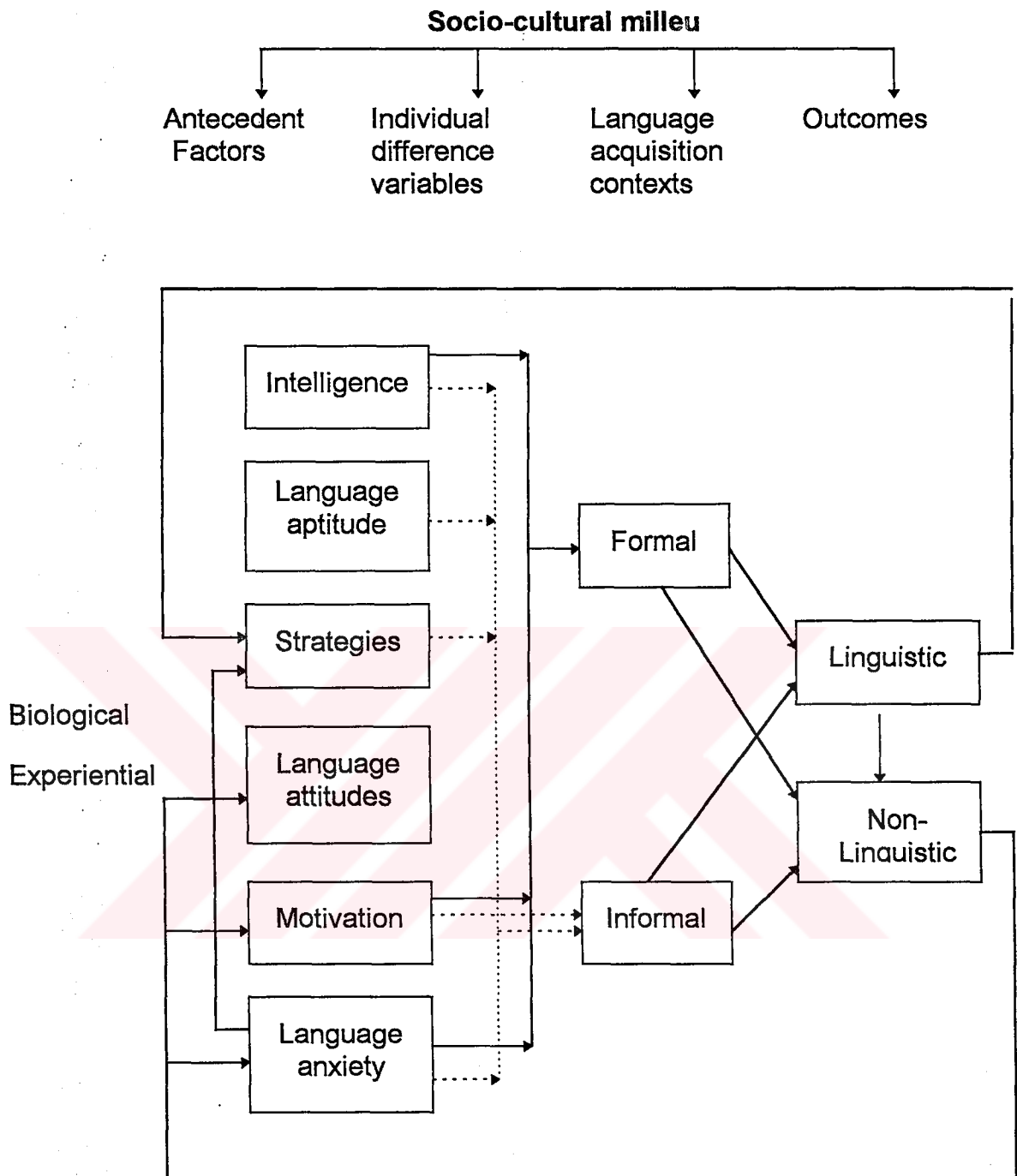


Table 2.1. Schematic Representation of the Socioeducational Model

In 1973 Creed compared the attitudes of students in an individualised German language class with those of students enrolled in a traditional classroom program. During the first week of school, a battery of attitude inventories was administered to the two

classes. The questionnaire presented statements designed to assess the students' attitudes toward German speaking people and their culture, and to measure the students' integrative and instrumental orientation to language study. The most discriminating section of the questionnaire assessed the students' attitudes toward learning a foreign language. Results of the questionnaire indicate that the students' personal goals for second language learning are of a very practical nature.

For Hermann (1980), learning takes place when the learner wants something. Thus in their view, learning requires the interplay of four essential components: motivation (the wanting aspect), perception (the noticing aspect), responding (the doing aspect) and reward or reinforcement (the receiving aspect). If any component is neglected learning will not take place, that is to say, if motivation is set to zero or if no reward were forthcoming for responses made learning would be disrupted.

American students of Japanese as a foreign language is described in which attitude, motivation, risk taking and anxiety were compared to the learners' final grades. As a result attitude and motivation emerged as a strong predictor of final grades. In addition attitude and motivation underwent negative changes between the autumn and spring quarters and grades for the spring quarter were lower than those for autumn (Samimy: 1994).

The distinction between interest and instrumental motivation factors affecting success in second language learning was examined. A questionnaire was administered to Japanese high school students intermediate learners of English as a second language (N= 47 females) to determine which motivation type plays a greater role in language learning achievement. It was found that

interest and motivation positively affects the students' learning attitudes and leads to better learning achievement. The other variables positively affecting learning achievement were students' attitude toward parents and teacher and parents' proficiency in English and attitude toward English education (Yoshitomi: 1990).

2.5. Language Attitude and Anxiety

A number of explanations have been offered to account for why students have difficulties with foreign language as it is typically thought in school settings. Intelligence, for the most part, has been ruled out as having much significance in the determination of foreign language learning potential (Carroll, 1981; Genesee, 1976; Pimsleur et al, 1963). However other factors such as affective variables that is motivation, attitude, anxiety and native language skills (oral and written language, listening, speaking) are said to influence foreign language learning. Among the affective explanations recent attention has been given to the role of anxiety (Horwitz, 1990, 1991; Madson, Harold, Bruce Brown and Rondall Jones, 1991; Scovels, 1991). Proponents of the anxiety hypothesis suggest that foreign language learners have a mental block, similar to that experienced by some students in Math, test taking and speech making.

Over the past few years foreign language educators have hypothesised that anxiety plays a role in success or failure in the foreign language classroom. High levels of anxiety can interfere with the foreign language learning (Horwitz and Cope, 1986; Gardner and MacIntyre, 1991). Foreign language researchers have speculated that anxiety in the foreign language classroom is specific to language learning and have proposed that language anxiety is distinct from other forms of anxiety (Gardner and MacIntyre, 1991). Ely (1986), for example describes language in terms of

“communication apprehension” or the fear that an individual has about oral communication.

Horwitz and Young (1991) suggest that anxiety in the foreign language classroom occurs primarily because the student has to speak the foreign language in front of a group. Gardner and MacIntyre (1991) distinguish between general anxiety and communicative anxiety. They also propose that anxiety plays little part in the learner’s first experiences with the foreign language and that language aptitude and motivation are the dominant factors in the early stages of foreign language learning. Foreign language anxiety develops if the student’s subsequent experience with the foreign language are not positive. Poor foreign language performance, in turn, reinforces foreign language anxiety. (Gardner, Smythe, Clement and Glikzman: 1976) have suggested negative correlations between language classroom anxiety and second language proficiency. Foreign language anxiety is experienced by many students in various facets of foreign language learning. Foreign language anxiety appears to be negatively correlated with foreign language grades.

The evidences in the review of the literature prove that girls have more positive attitude toward language learning. Secondly, attitudes toward foreign language are developed at home. If the parents encourage the learners and also if they are sympathetic about learning a foreign language, such learners develop positive attitudes and consequently they are more successful than the others. Furthermore, in some research it was found that socio-economic status (SES) is very much related with the attitudes toward foreign language. The students from higher SES have more positive attitudes and more successful in foreign language learning because high SES students are expected to be more familiar with foreign

cultures. Achievement, motivation and interest are all influenced from attitudes. The development of the language attitudes, which have been the focus of many theoretical and empirical research, is an immutable component of modern language education and in this research what is going to be done is to investigate whether there is a significant relation between background characteristics of a student such as sex, grade level, father education level, mother education level, number of siblings, income, number of books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons), desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and what is the relationship among these background characteristics such as attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS).

CHAPTER 3

DESIGN OF THE STUDY

This chapter is devoted to the presentation of the methodological procedures utilized in this study. The major topics are the subjects of the study, the instrument, the data collection and data analysis. The subject of the study section deals with the way in which the sample of this study is selected. The instrument and data collection concern with the procedures employed in the collection of the data of the study. The data analysis section addresses itself to the operational definitions of the dependent and independent variables of the study, and to the explanation of the statistical techniques which are employed in the analysis of the data of the study.

3.1. Subjects of the Study

In this study students of English Language Teaching Department, in the Faculty of Education at Uludağ University, Bursa, during the first semester of 1996 -1997 academic year were chosen as the subjects of the study. The subjects used in the study with respect to their grade levels and gender are shown below:

GRADES	NUMBER OF GIRLS	NUMBER OF BOYS
Preparatory Class	66	30
First Grade	68	32
Second Grade	67	30
Third Grade	67	39
Fourth Grade	63	40
TOTAL	331	171

Table 3.1. Subjects of the Study

3.2. Instrument

For the purpose of data collection a questionnaire and an attitude scale were used. All instruments were developed by the researcher based on the related empirical and theoretical review of the literature.

The questionnaire has three sections (See Appendix A). In the first section, 15 questions were asked to detect personal information about the student such as sex, grade level, father education level, mother education level, number of siblings, income, number of books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons). In the second section there were eight questions related to general attitudes of students toward English and English teaching profession such as desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program. In the third section, there is an attitude scale which was developed to investigate the students' perception about English. The students were asked to express their perceptions about 43 statements on a five-point, Likert type scale ranging from strongly agree to strongly disagree. (1=strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree). In the scale there were five dimensions. These were attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA). Of 43 statements 15 items are negative. The questionnaire can be seen in Appendix A.

In order to check the validity of the instruments used in this study, the researcher used a great deal of theoretical and empirical research findings and consulted to the experts in both Educational Sciences and Foreign Language Education Departments at The

Middle East Technical University. In addition, teachers at Uludağ University Educational Faculty, English Language Teaching Department were also asked to examine the content and clarity of the items. Based on the feedback received some items were restated, changed and extended. Reliability of the instrument was checked by estimating the consistency of the items in each subdimension by utilizing the Cronbach α coefficients. The α coefficients of teaching as a profession, anxiety, interest, motivation and classroom activities were found to be .87, .81, .80, .77 and .70 respectively.

A pilot study was not done for this questionnaire because it was planned to collect data from the whole population and any other group which resembles to the studied one was not found. Furthermore, the content of the questionnaire and attitude scale was decided and examined very carefully. As many questions as possible were asked for the sub-dimensions so the problems which would appear later will be eliminated by discarding some of the questions.

3.3. Data Collection

The data of the present study was collected in two sessions. First, the questionnaire and attitude scale were administered to the students during 10 days in December, 1996. The average time took to answer the questionnaire and attitude scale was approximately 25 minutes. Collecting University Entrance Exam grades and Reading course scores formed the second session of the data collection process. This information was gathered from the Directory of Student Affairs by the researcher during the first week of January, 1997. The data collection process was completed in about 20 days.

3.4. Data Analysis

In this study, the coded data was analysed by utilizing statistical techniques called Factor Analysis and Linear Structural Modelling. For this purpose the Statistical Packages for Social Sciences (SPSS) software and LISREL VII were used. (Jöreskog, K.G., Sorbom, D., 1988)

First of all factor analysis was carried out for the attitude scale. "Factor analysis is a method for determining the number and nature of underlying variables among larger numbers of measures. More sufficiently a method for determining k underlying variables (factors) from n sets of measures k being less than n " (Kerlinger, 1979: 368). As Kerlinger indicated in 1976 "Factor analysis has two basic purposes: to explore variable areas in order to identify the factors presumably underlying the variables; and as in all scientifically to test hypothesis about the relations among variables" (p.370).

Then, Linear Structural Relations was applied to the data. "LISREL is a very versatile approach that may be used for the analysis of the casual models with multiple indicators of latent variables, reciprocal causation, measurement errors, correlated errors, and correlated residuals to name but a few" (Pedhazur, 1963: 637). LISREL is based on maximum-likelihood statistical estimation. It has two main subdivisions as structural equation model and measurement model. The relationship among exogenous (independent) and endogenous (dependent) variables refers to the structural equation model and the relationship between unobserved and observed variables refers to the measurement model. As a

summary, "The virtue of LISREL , however is that it is well suited for the analysis of complex models that are characteristics of much of social and behavioural research" (Pedhazur, 1963: 677).

3.5. Results of Factor Analysis

Principal axis factoring with varimax rotation was used for 43 attitudinal statements. Varimax solution revealed 5 factors (attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA) with eigenvalues greater than 1.00. It was decided to use the items clustered in five factors for the following analyses of this research. The first five eigenvalues are 10.01225, 2.53815, 1.99389, 1.52739, 1.04223 respectively. And these factors explain 39.8 % of the total variance. Items to be used in the further analyses were selected with in each respective factor. The Factor Loading table can be seen in appendix B.

When the items clustered in different factors were closely evaluated, it was observed that the first factor includes items related to teaching English as a profession such as "I like the idea of being an English teacher." This factor was named as **attitudes toward teaching profession**. It has 4th, 14th, 18th, 19th, 23rd and 26th items of the questionnaire (See Appendix A).

The second factor was basically clustered the items which are negative and reflect negative feelings and opinions of students such as "I am disappointed because of studying at the ELT Department." Thus this dimension was named as **anxiety in English**. This factor has 6th, 27th, 30th, 31st, 32nd, 33rd, 36th and 39th items (See Appendix A).

The third factor included items which reflect desire for learning more English, improvement in English etc. Such as "I want to learn more in English." Thus this dimension was named as **motivation in English**. It has 9th, 13th, 21st, 24th, 29th and 34th statements. (See Appendix A).

The fourth factor contained items which are basically reflected some actions related to learning English such as "I like writing in English." Thus this factor was named as **motivation in English**. This factor has 5th, 7th, 16th, 17th, 25th, 37th and 38th statements (See Appendix A).

The last factor includes items related to the attitudes of students toward classroom activities in English courses such as "I participate all the activities done in the classroom." It has 1st, 2nd, 3rd, 10th, 11th and 28th statements (See Appendix A). This factor was named as **attitude toward class activities**.

CHAPTER 4

FINDINGS OF THE STUDY

This chapter addresses itself to the presentation of the findings of the study obtained by analysing the data.

The path analysis model was used as bivariate regression analysis in this study. The just identified model was run exploring all the possible relationships among the exogenous and endogenous variables, and the relationships among the endogenous variables.

The following section reports the significant direct relations between the variables. The t-test used in order to retain the significant relations in the model tested. The relations which are significant at $\alpha=0.05$ level are retained in the following charts and tables. The final model retains the significant relations. The figures summarise the significant relations only among the set of exogenous and endogenous variables.

The abbreviations used in the tables are as follows:

Attitude toward English as a Profession	TP
Anxiety in English	AE
Motivation in English	ME
Attitudes toward Class Activities	CA
Reading Course Scores	RS
Second Stage University Entrance Exam	ÖYS
Father Educational Level	FED
Mother Educational Level	MED

Number of Siblings	SIB
Number of Books	BOOK
Reading Habits	RH
Studying Habits	SH
Desire for being a Teacher	DBT
Enjoyment in Teaching	ET
Perception of Success	PERCEPT
Family's Perceived Importance of the Program	FAMIMP

The significant maximum likelihood standardized coefficients are summarized in the following tables. For the ease of understanding the tables are divided into parts. In the tables Beta stands for the relations among the endogenous variables, and Gamma stands for the relations among the exogenous and endogenous variables.

BETA

	<u>TP</u>	<u>AE</u>	<u>IE</u>	<u>ME</u>	<u>CA</u>	<u>RS</u>	<u>ÖYS</u>
TP	.000	.000	.000	.000	.000	.000	.000
AE	.409	.000	.000	.000	.000	.000	.000
	(5.724)						
IE	.317	.508	.000	.000	.000	.000	.000
	(4.499)	(10.897)					
ME	.097	.083	.277	.000	.000	.000	.000
			(5.734)				
CA	-.049	.356	.176	.192	.000	.000	.000
		(7.675)	(3.954)	(4.379)			
RS	-.040	.120	.068	-.172	-.030	.000	.000
				(-2.738)			
ÖYS	-.038	.083	-.094	-.021	-.023	.228	.000
						(5.175)	

**Table 4.1. Path Analytic Model For The English Attitude Survey
And Their Respective t-values**

GAMMA							
	<u>SEX</u>	<u>GRADE</u>	<u>FED</u>	<u>MED</u>	<u>SIB</u>	<u>INCOME</u>	<u>BOOK</u>
TP	.086 (2.716)	.063 (2.209)	-.013	.010	.035	-.005	.043
AE	-.150 (-3.233)	.159 (3.799)	.071	-.022	.027	-.025	-.046
IE	.087 (1.960)	.019	-.140 (-2.760)	.129 (2.380)	-.017	.065	.008
ME	.026	.110 (2.788)	.006	-.050	-.030	-.035	-.021
CA	-.057	.009	-.052	.001	-.018	-.047	-.026
RS	-.034	-.250 (-5.030)	.006	.038	-.078	-.032	-.045
ÖYS	-.095 (-1.942)	-.356 (-7.791)	.045	-.039	.035	-.151 (-3.161)	-.029

GAMMA						
	<u>RH</u>	<u>SH</u>	<u>DBT</u>	<u>ET</u>	<u>PERCEPT</u>	<u>FAMIMP</u>
TP	.004	.045	.267 (7.392)	.530 (14.150)	.115 (4.017)	.176 (5.677)
AE	.002	-.127 (-2.901)	-.069	-.074	.285 (6.734)	.143 (3.061)
IE	-.075	.042	-.110 (-2.067)	-.028	-.038	-.089 (-1.990)
ME	.114 (2.864)	-.269 (-6.542)	-.004	.040	.199 (4.798)	-.020
CA	.014	-.037	-.068	.032	.161 (4.249)	.186 (4.742)
RS	.015	-.086	.021	-.018	.038	.020
ÖYS	.075	-.028	.017	.024	-.049	-.010

**Table 4.2. Path Analytic Model For The English Attitude Survey
And Their Respective t-values**

The following Path Analysis charts indicate the significant relations among the variables.

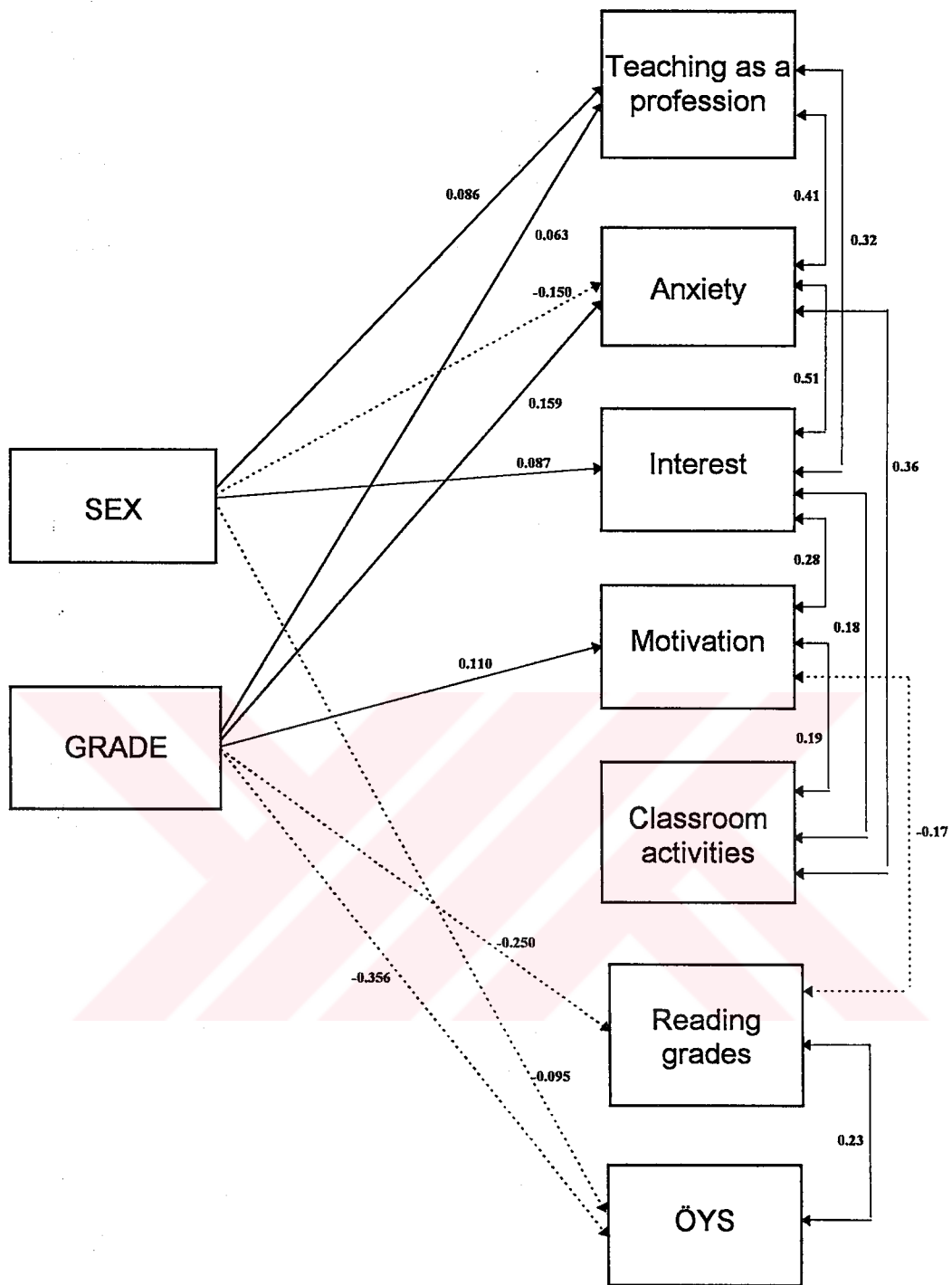


Table 4.3.A Path Diagram Of The Linear Structural Modelling

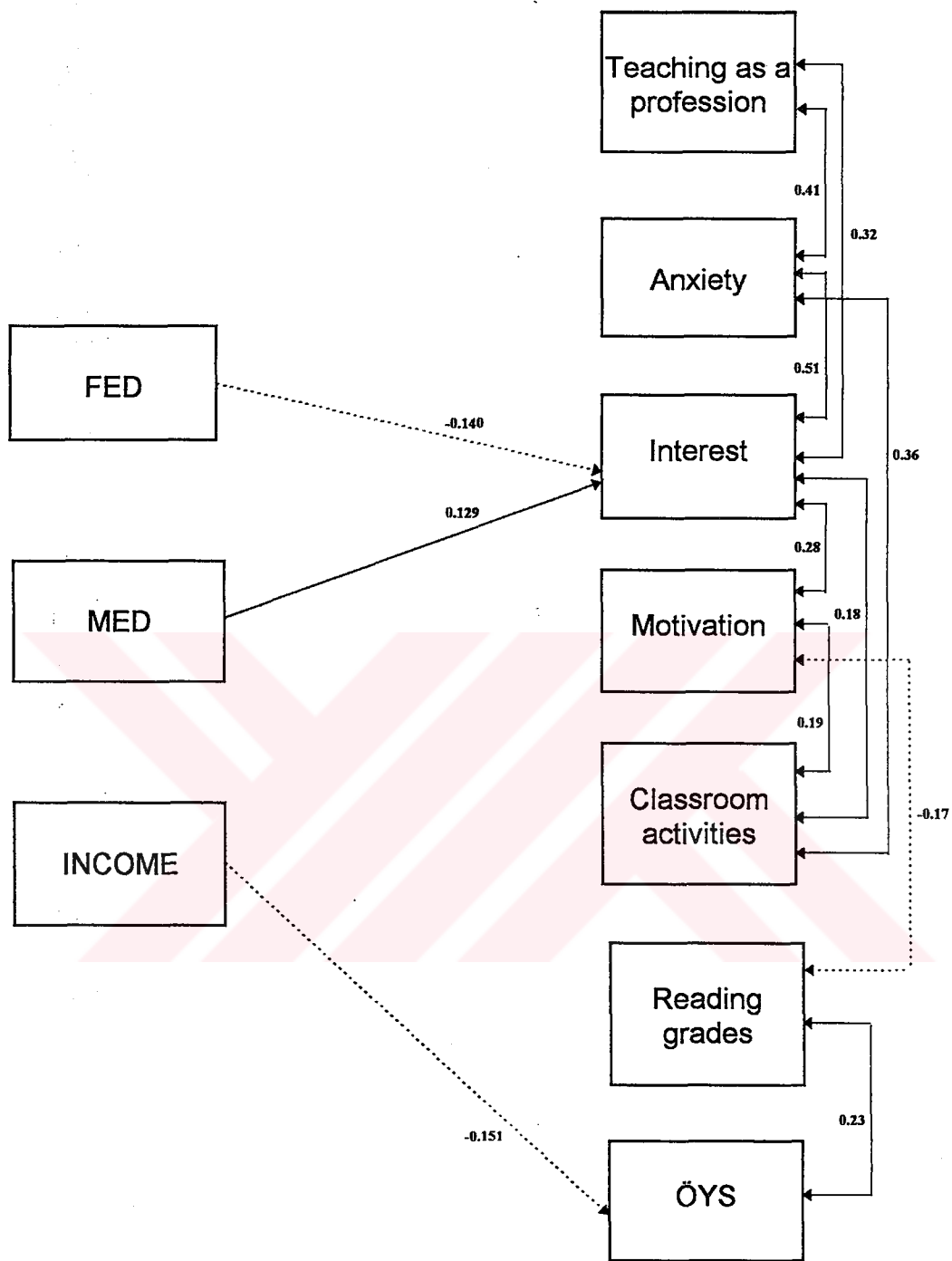


Table 4.3.B Path Diagram Of The Linear Structural Modelling

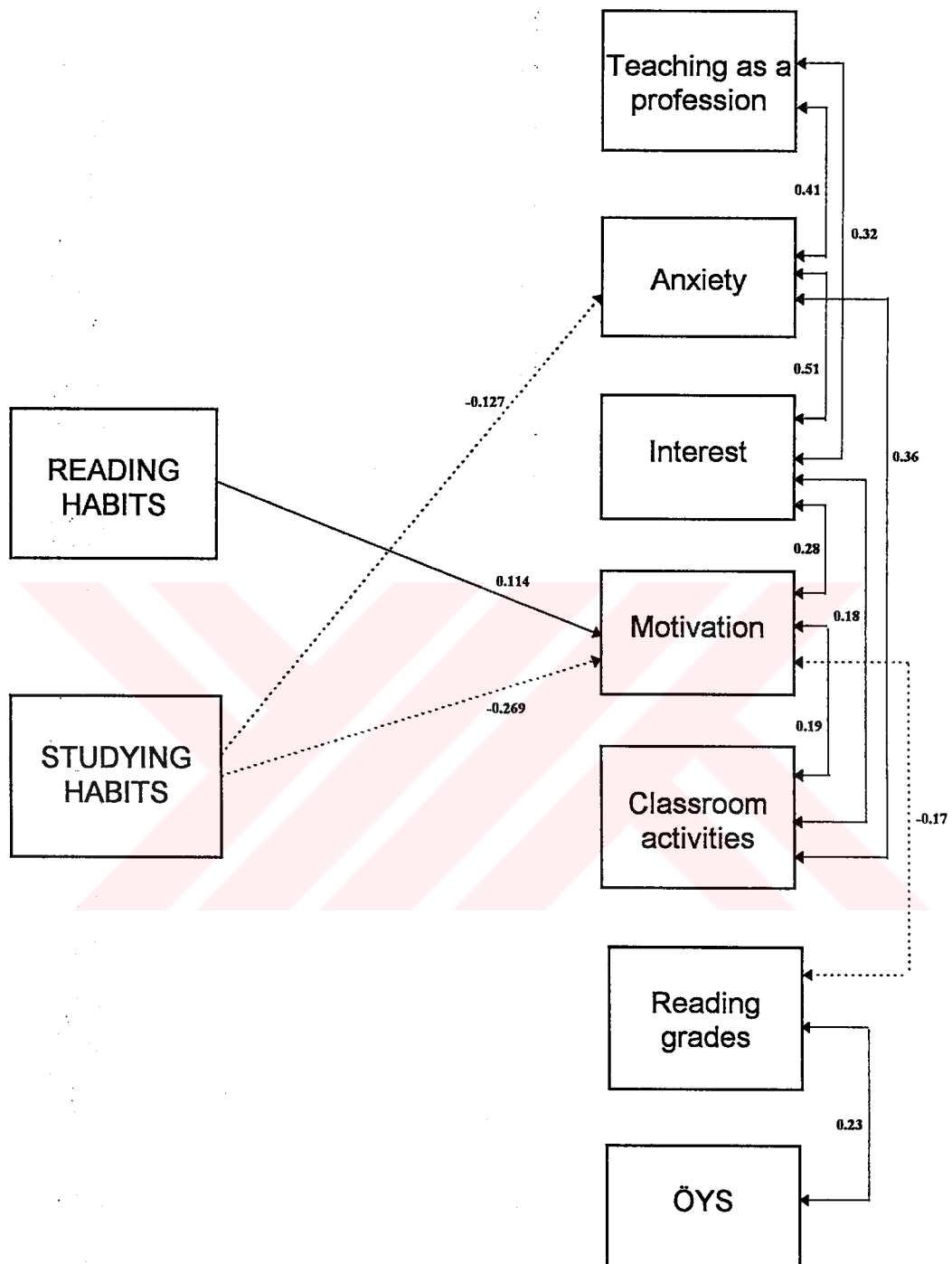


Table 4.3.C Path Diagram Of The Linear Structural Modelling

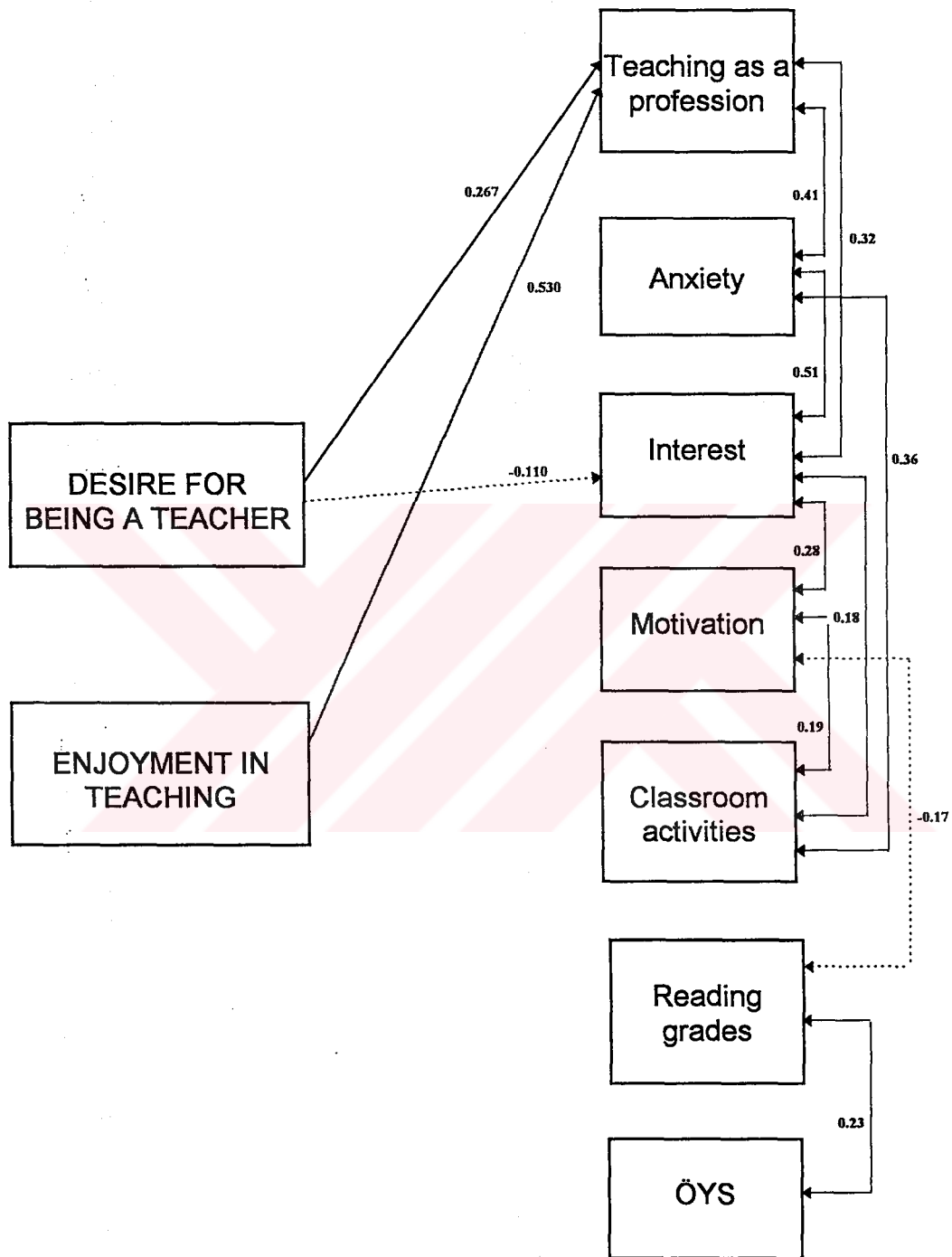


Table 4.3.D Path Diagram Of The Linear Structural Modelling

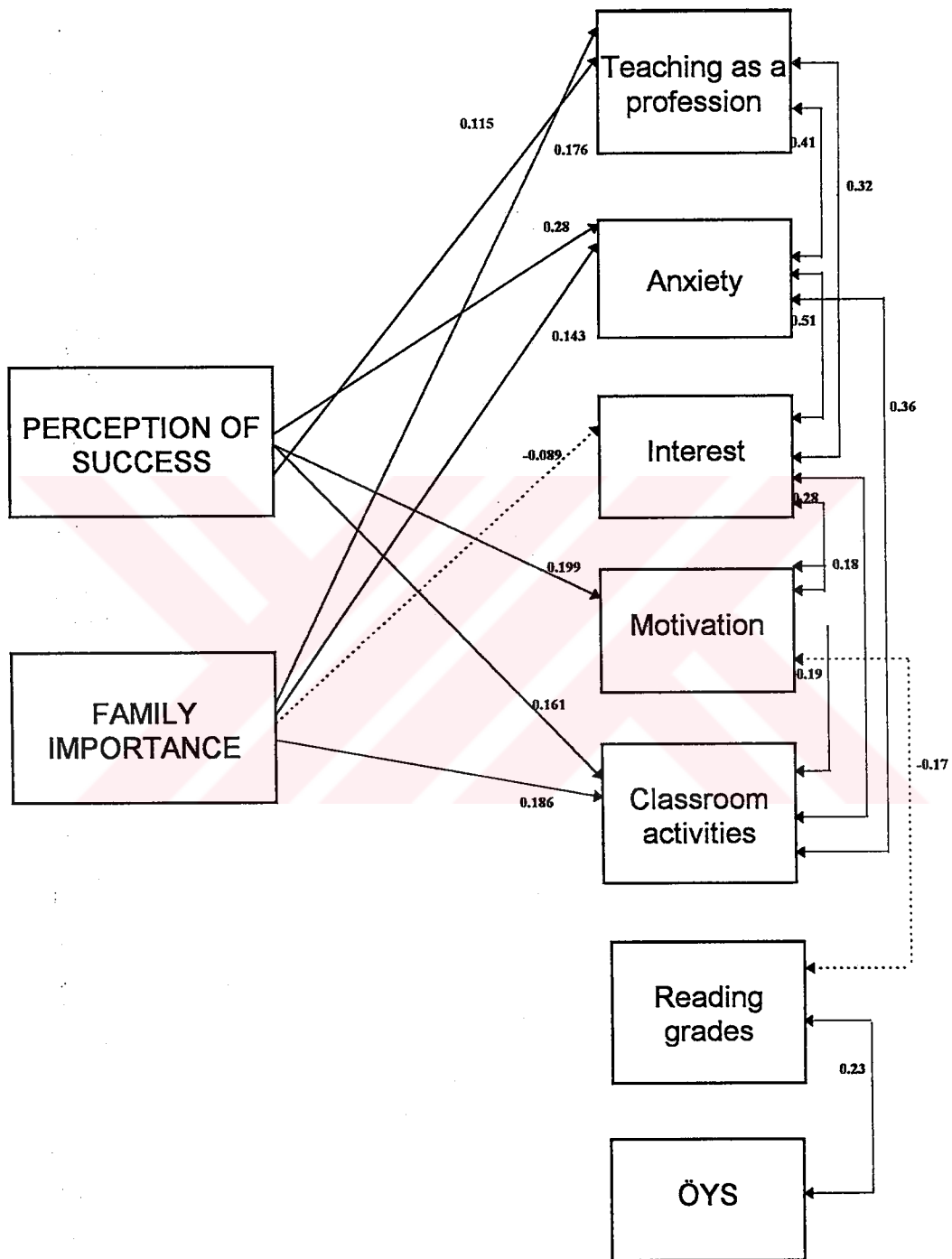


Table 4.3.E Path Diagram Of The Linear Structural Modelling

CHAPTER 5

DISCUSSION SUGGESTIONS AND RECOMMENDATIONS

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

5.1 Discussion

This study investigated whether there is a significant relation between some demographic variables of a student such as sex and grade level, variables related to socio-economic status such as father education level, mother education level, income, and variables related to some students' characteristics such as reading habits, study habits, desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and the variables related to attitudes such as the attitudes of the students toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS), and second stage university exam scores (ÖYS) in Uludağ University Department of English Language Teaching (ELT).

The sample of the present study is limited to the ELT students of Uludağ University. Thus, in the discussion the researcher will also combine her own observation with the interpretation of the results. When the effects between the demographic variables such as sex

and grade level on the dependent variables were closely inspected, it was observed that girls are getting higher scores at the ÖYS exam. This might be due to the females superiority in the proficiency of English among students, as evidenced by the literature (Ho, 1987; Ehrman and Oxford, 1989; Wen and Johnson, 1991). Also being a teacher has still been considered as a female occupation. On the other hand boys have more positive attitudes toward teaching as a profession. They are more interested and more anxious in English. They are interested in English as they want to be teachers but they are anxious because they feel themselves less confident as teachers.

Teaching profession has still low status in Turkey. When students first come to the department, they have various ideals. Most of the students want to be businessman or they want to work in banks or other managements rather than schools. But after years they realise that everything is not so easy. Only knowing English does not mean a lot. Furthermore, in the 3rd and 4th years they take some courses such as methodology, linguistics and comparative English, related to teaching profession and they feel positive attitudes toward teaching as a profession. While the students grade increase, their wish to be teachers increases. The students in the 3rd and 4th grades are more motivated when they are compared to the 1st and 2nd year students. Owing to the fact that when they are in the higher grade levels they evaluate their conditions more realistically and start to be motivated in English. In the 3rd and 4th grades students feel they have no confidence with the acquired knowledge in the department. Moreover, in the 4th year they go to practice teaching and notice that teaching does not mean to stand at the behind the desk and read what you have but has some other requirements. Then they make a self evaluation to find out how much of these requirements they have and finally they feel anxious.

Being a teacher does not bring any materialistic or spiritual gain. In Turkey the students from high SES do not prefer teaching as a profession but the students from low SES perceive teaching profession as a guarantee because after finishing the university they are sure that they can be employed at least for the government and they can earn their living so being a teacher is a life boat for them. In as much as the students from high SES could not have social and financial benefits, they do not want to be teachers. But as a last chance they write and try teaching departments at the university exams because they think that even being a teacher is better than not entering university. Because of all these reasons, there is a negative relation between ÖYS and income. Semin (1972) supported this result in his research with a sample of 4187 high school graduates applying for Istanbul University Entrance exams. His survey indicated that socio-economic background is significantly associated with students' exam scores. His findings indicated that parental education and family income are strongly related to academic achievement. Every year entering scores of Uludağ University, Faculty of Education, ELT department are increasing. In 1993, the bottom score was 392 but in 1997 it is 458 therefore, prep and 1st year students' university entrance exam scores are higher than 3rd and 4th students. The higher scores in the recent exams clarify that more hardworking students are coming to the department every year. These students continue their success at the department, they also get higher grades in the reading courses when they are compared to the higher grade levels. Because they are generally graduated from Anatolian or private high schools and also attended some private courses or took lessons for the university exam. They have very strong background of English.

Parents are very influential on the attitudes of children toward foreign language (Gardner, 1960, 1968; Smith, 1971; Zamir, 1981). In this research, it is stated that there is a negative relation between father education level and interest whereas the relationship is positive between mother educational level and interest. The analysis of the data showed that in this sample the fathers are mostly university graduates and mothers are secondary school graduates. The students whose fathers have low education are interested in English. The students observe the negative effects of low education on their fathers and they attach importance to their courses and very much interested in their lessons. The father educational level and mean of the interest sub-scale score is shown on Table 5.1.

1	Illiterate	1.417
2	Primary School	1.69
3	Secondary School	1.546
4	High School	1.70
5	University	1.587
6	Higher Education	1.75

Table 5.1. Mean Scores of Father Educational Level

The negative relation between father education level and interest sub-scale score is an artifact rather a consistent trend throughout education levels. When the means of different education levels on interest scores are closely inspected there seems to be an increase in the mean scores except junior high schools and university levels. The relatively lower means at these categories created a negative relation between these two variables. Thus the greater mean observed in this category 6 which is university graduate and the lowest mean observed in category 1 which is illiterate imply a significant contribution from father educational level on interest scores of the students. On the other hand, positive and

significant relations on mother educational level and interest in English were observed. Mothers are models for their children. Whenever the students experience that their mothers are educated, they show more interest to their courses, in other words they imitate their mothers.

There is a negative relation between reading course scores and grade levels. Content of the tests used in Bursa Uludağ University ELT Department may cause this negative relationship since throughout the years reading classes are not prerequisite to each other, and the content of the reading curricula across the grade levels are very different. Thus, using reading course grades in the path analysis might have created a different metric across the grade levels. Also the course content and the content of the tests used in reading courses are not compatible. This is evidenced by the inconsistencies between the course syllabus and the questions asked in the examinations. For instance, in the 4th year reading syllabus the aim is to examine the pieces of Romantic age in detail but in the test content only true false questions are used. This is one of the greatest complaint of the students. There is also a problem of matching the students ability and the difficulty of the reading classes. For instance, in the 1st and 2nd years when the students are highly motivated and interested a very simple curriculum is implemented. In years students loose their motivation also they loose their accuracy and fluency in English, this time a very advanced curriculum is started to be implemented. In short, the curriculum and the level of students never match throughout five years. Texts and syllabus as used by the university ELT department and in the preference of some educators to limit the first and second years of the foreign language study to only certain language skills.

Most of the students read magazines and newspapers once or two times in a week. But motivated students have regular reading habits. In Turkey most of the time teachers complain that students do not have proper study habits or they do not know how and what to study. In this research it is found that there is a negative relation between anxiety and study habits. The results of the questionnaire revealed that the students spend only mostly one hour or less for studying English in a week which is quite limited time. As the students do not have studying habits they are anxious about their achievement. Motivated students listen to the lessons very carefully. At the department no outside work is given to the students. Students feel that they can succeed without too much effort so they loose their studying habits. Due to this feeling the relationship between motivation and studying habits is negative. The more motivated the students are, the less study habits they have. If language learners do not believe that their performance lead somewhere or is ultimately valuable, their motivation will be lowered. Goals should be specific, hard but achievable, accepted by the students, and accompanied by feedback about progress. As Oxford and Shearin says: "Students must believe that the probable results are worth the effort expended... If the learner feels that many years of arduous L2 learning are likely to produce slender outcomes (in terms of proficiency, enjoyment, social interaction, or language utility on the job), the learner will become less motivated to continue" (1994: 19-20).

It has been about half a century that educational researchers have been dealing with the influence of family background on educational outcome. While everyone agrees that family background is important the question of just how important has not been fully answered. But it is known that family background characteristics of students have relatively greater impacts on their achievements. The

students who are encouraged by their family take the courses more seriously because they feel responsibility toward their parents and on the behalf of their responsibility, they give importance to classroom activities and they are more successful. In 1980 Hermann also found out that the students whose parents care and encourage succeed in language learning. Lambert and Klineberg (1967) and Smith (1971) also supported this idea. In this research, the encouraged students want to be teachers. Parents may emphasise the importance and necessity of being a teacher and students carry this idea to the school environment with them. The students whose families give importance to their departments also feel anxiety because as they imply when their families give so much importance they feel pressure on themselves and pressure brings anxiety.

The students who perceive themselves successful in the classroom and in English courses attach importance to classroom activities because they know that they can launch every kind of activity. Also the students reported that there are not many activities used in the classroom. Most of the courses are lecture type. The teachers come, tell their courses and go away and whenever there is a classroom activity only the motivated students participate. The others are not really interested in what is going on. The students who perceive themselves successful and who like teaching have positive attitudes toward teaching profession. They really want to be teachers therefore they are motivated and they participate in the classroom activities.

There is a positive relation between desire for teaching and interest. Gardner and Smythe (1981) indicated that an interested student is one who wants to achieve a particular goal, willing to put considerable effort to achieve the goal and find satisfaction in the process of achieving the goal. "If goals are unclear, if the student's

expectancy of success is weak, or if the student's sense of self-efficacy is low, the student is unlikely to use higher-order thinking strategies or any other kind of useful learning strategies, because progress in learning the language just does not seem possible" (Oxford & Shearin: 1994, 22).

The higher interest of students brings higher motivation. The students who are interested in English are motivated in the lesson and they are more successful when they are compared to the others. On account of the activities held in the classroom such students are sometimes not really willing toward classroom activities. If the activities are old fashioned, very familiar or beyond the students, they do not want to take part and as a very direct result of not taking part in the activities they lose their motivation and interest. In this research, the relationship between interest, motivation and classroom activities are not outstanding. As a direct result of the characteristics of the classroom activities used in the department. Students might demonstrate a particular motivational orientation but not be highly motivated to implement it.

The relationship between class activities and interest is positive. Oxford and Shearin (1994) pointed out that the exact reasons why students are studying a new language can be integrative or instrumental in the Gardnerian sense, or simply a language requirement and that they might even change over time. Knowing this information will be very valuable as an aid to the teachers who could include activities based on items found to be relevant to the students' interests. It would also be valuable for syllabus designers who can use it to prepare materials aimed at specific contexts. Oxford and Shearin (1994) believe that teachers can help shape their students' beliefs about success. They also stress that teachers can help students heighten their motivation by

pointing out the advantages of L2 learning such as a vehicle to cultural awareness and friendship, a career enhance, and a key to the world peace.

The students' motivation increase in respect to their reading scores. In 1993 Gardner and MacIntyre claimed that students' reactions to learning will depend on their degree of success. Achievement in courses influence the motivation. Oxford and Shearin "the learner must believe that the probable results are worth the effort expended. For students to be motivated they need repeated evidence -often from teachers but also from successful users of the target language who were once in the student's own position- that the benefits of L2 learning outweigh the cost" (1994: 20). The students feel confidence when they believe that they have control over the outcomes they become motivated. Positive attitudes may provide higher results and higher results may provide more positive attitudes.

The analysis of the data showed that at Uludağ University ELT Department females are more succesful than males in ÖYS exams. They get higher scores and females prefer teaching departments more frequently than males. But during the attendance at the department males are more interested than females toward English. They also have more positive attitudes toward teaching as a profession and due to the evaluation of the department males are more anxious than females. At the higher grade levels the students have more positive attitudes toward teaching as a profession because at these stages they acquire more courses related to teaching profession and develop positive feelings. So if more occupational courses can be given to the students starting from the first years the students might be more willing toward teaching profession. The students from low SES prefer teaching as an

occupation whereas the students from high SES do not, The status of Uludağ University ELT Department is increasing every other year because every year the entrance scores of the department increase, Both mothers and fathers have significant impacts on the attitudes of students toward English. The ones who have low father education level are more interested in English. Furthermore, the mothers affect their children positively about English. The students have weak studying habits and they are not interested in classroom activities due to the curriculum. The reading course grades decrease when the grade levels increase. The students who have desire for teaching and who have positive attitudes toward teaching as a profession are interested and motivated in English but the rest is uninterested in English.

5.2. Recommendations

This section covers some recommendations for further research studies.

1-The researchers can carry out further research on attitudes toward foreign language including some other variables

2-The researchers who will conduct further studies should include other foreign languages.

3-The researcher can apply this study to the students at different ages and live in different environments.

4-The researcher can carry out the same study in other universities and make a comparative study.

5.3. Summary of the Study

The purpose of this study is to investigate the relationships among a set of variables such as sex, grade level, father education level, mother education level, number of siblings, income, number of

books, reading habits (books, magazines and etc.), study habits (how many hours they spend for their lessons), desire for teaching, enjoyment in teaching, perception of success and family's perceived importance of the program and attitude toward teaching as a profession (TP), anxiety in English (AE), interest in English (IE), motivation in English (ME), attitude toward class activities (CA), reading course scores (RS) and second stage university exam scores (ÖYS) in Bursa Uludağ University, Faculty of Education, English Language Teaching Department.

The subjects of the study consisted of all the students at Uludağ University, Faculty of Education, English Language Teaching department in Bursa.

A questionnaire and an attitude scale were developed for the purpose of data collection. These questionnaire and attitude scale were developed by the researcher based on the evidence in literature.

The obtained data were analysed using Factor analysis and Linear Structural Modelling in SPSS Software.

The results of the data revealed that background characteristics affect the attitudes of students toward 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 toward foreign language may help

educational institutions, teachers, methodologists and curriculum developers to prepare new methods and techniques.



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APPENDIX A

YÖNERGE

ODTÜ Eğitim Fakültesinde yapılmakta olan bir araştırma için İngilizce öğretmenliği bölümündeki öğrencilerle ilgili birtakım kişisel bilgilere, öğrenme yöntemlerine ve İngilizce alanına yönelik tutumlarına ilişkin bilgilere ihtiyaç duyulmaktadır. Bu amaçla düzenlemiş olduğum anket üç bölümden oluşmaktadır.

İlk bölümde kişisel bilgiler ikinci bölümde genel tutumlar, son bölümde ise İngilizceye yönelik tutumlar yer almaktadır. Lütfen her soruyu dikkatle okuyarak cevaplandırın. Ankette verdiğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, kesinlikle gizli tutulacaktır. Araştırmanın geçerliği açısından cevaplarınızın doğru ve eksiksiz olması zorunludur. Anketi doldururken lütfen atlanmış soru bırakmamaya ve tüm soruları eksiksiz cevaplandırmaya özen gösteriniz. Katkılarınız için şimdiden teşekkür ederim.

Rüyam KÜÇÜKSÜLEYMANOĞLU

I. KİŞİSEL BİLGİLER

Aşağıdaki sorularda size uygun gelen yanıtı yuvarlak içine alınız.

- 1) Adınız Soyadınız:
- 2) Cinsiyetiniz:
 - a) Kız
 - b) Erkek
- 3) Sınıfınız:
 - a) Hazırlık
 - b) 1. Sınıf
 - c) 2. Sınıf
 - d) 3. Sınıf
 - e) 4. Sınıf
- 4) ÖYS tercih sıralamasında bu bölüm kaçınıcı tercihinizdir?.....
- 5) Hangi orta öğretim kurumundan mezun oldunuz?
 - a) Genel Lise
 - b) Kolej
 - c) Anadolu Lisesi
 - d) Meslek Lisesi (Ticaret, İmam hatip, vb.)
 - e) Başka, belirtiniz:.....
- 6) Babanızın eğitim düzeyi nedir?
 - a) Okur yazar değil
 - b) İlkokul
 - c) Ortaokul
 - d) Lise
 - e) Üniversite
 - f) Y.Lisans / Doktora

- 7) Annenizin eğitim düzeyi nedir?
 a) Okur yazar değil b) İlkokul c) Ortaokul
 d) Lise e) Üniversite f) Y.Lisans / Doktora
- 8) Siz hariç kaç kardeşiniz? (Sizden büyük ve sizdek küçük olanlar dahil)
 a) Kardeşim yok b) 1 c) 2 - 3
 d) 4 - 5 e) 6 ve üstü
- 9) Ailenizin aylık geliri ne kadardır?
 a) 30 milyondan az b) 30-60 milyon
 c) 60-100 milyon d) 100 milyondan fazla
- 10) Aileniz nerede yaşıyor?
 a) Büyük şehir b) Şehir
 c) Kasaba d) Köy
- 11) Bursa' da nerede ikamet etmektesiniz?
 a) Ailemin yanında b) Yalnız başıma kirada c) Kendi evimde
 d) Özel yurttta e) Devlet yurdunda f) Arkadaşlarımla kirada
- 12) Kaldığınız yerde çalışmak için ayrı odanız var mı?
 a) Evet b) Hayır
- 13) Kendinize ait ders kitapları da dahil ortalama kaç kitabınız var?
 a) 0 -10 b) 11 - 24 c) 25 - 100 d) 100' den fazla
- 14) Mesleki alanınızla ilgili ders kitapları dışında dergi kitap vs. ne kadar sıklıkla okuyorsunuz?
 a) Hemen her gün b) Haftada 1-2 kez c) Ayda 1-2 kez d) Hemen hiç
- 15) Ders çalışmaya ve ödevlerinize her gün ortalama ne kadar zaman ayırıyorsunuz?
 a) Hemen hiç b) 1 saat ve daha az c) 2 - 3 saat
 d) 4 - 5 saat e) 6 saat ve fazla

II. GENEL TUTUMLAR

Aşağıdaki sorularda size uygun gelen seçeneği yuvarlak içine alınız.

- 16) Mezun olunca öğretmen olarak çalışmak istiyorum.
 a) Evet b) Hayır
- 17) İngilizce derslerinde başarılı olduğuma inanıyorum.
 a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım
 d) Katılmıyorum e) Kesinlikle katılmıyorum
- 18) Ailem okuduğum bölüme önem verir.
 a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım
 d) Katılmıyorum e) Kesinlikle katılmıyorum
- 19) Mezun olunca iyi bir iş bulacağıma inanıyorum.
 a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım
 d) Katılmıyorum e) Kesinlikle katılmıyorum
- 20) Öğretmenlik mesleğini seviyorum.
 a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım
 d) Katılmıyorum e) Kesinlikle katılmıyorum
- 21) Öğrencilere İngilizce öğretirken keyif alacağıma inanıyorum.
 a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım
 d) Katılmıyorum e) Kesinlikle katılmıyorum
- 22) Daha önceden İngilizce biliyor muydunuz?
 a) Evet b) Hayır
- 23) Cevabınız evet ise derecesi nedir?
 a) Çok iyi b) İyi c) Orta
 d) Kötü e) Çok Kötü

Ders kitapları dışında başka İngilizce kaynaklar da okuyorum	.10045	.03261	.04461	.62356	.03807
İngilizce öğrenmek zevklidir	.41879	.34764	.01266	.27933	.19414
İngilizce dersleri sıkıcıdır	.14657	.33325	.09386	.32385	.02224
İngilizce derslerinde kendimi rahat hissediyorum	.04671	.39728	.07423	.32947	.13873
İngilizce derslerine korku ve endişe içinde giriyorum	.03982	.59747	.00375	.01226	.02773
İngilizce derslerindeki aktivitelere istekli bir şekilde katılıyorum	.08982	.34785	.18812	.44398	.18554
İngilizce çalışırken rahat ve sakinimdir	.13729	.30625	-.01800	.36570	.06727



T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

lizce bölümünde okumak beni rıklığına uğrattı					
lizce çalışırken rahat ve sakinimdir					
lizce bilgimi geliştirmek ve bu daha çok çalışmak istiyorum					
lizce dersleri ilginç <i>değildir</i>					
lizceyi anlamaya çalışmak beni andırıyor					
az İngilizce dersi almak n					
lizce korkulu rüyamdır					
lizce ile ilgili yeni şeyler öğrenmek n					
lizce kişinin kendini geliştirmesine eder					
lizce çalışmak için istekli <i>değilim</i>					
lizceyi iyi bir şekilde öğrenmek den geleni yapıyorum					
s kitapları dışında başka İngilizce ar da okuyorum					
lizce çalışmayı <i>sevmiyorum</i>					
lizce gündelik yaşam içinde <i>değildir</i>					
lizce genel kültürün gelişmesine bulunur					
ı insanların İngilizce bilmesi <i>değildir</i>					
lizce <i>bilmeseler de</i> insanların başarılı olacağına inanıyorum					

APPEDIX B

FACTOR LOADINGS OF THE ATTITUDE SCALE

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
İngilizce öğretmeni olma fikri hoşuma gidiyor	.10808	.09519	.78778	.06773	.00937
İngilizce öğretmenliği isteyerek tercih ettiğim bir meslektir	.20359	.04117	.83710	.03448	-.02531
İngilizce öğretmeni olmak bana hep ilginç bir iş olarak gözükür	.07922	.01464	.65167	.23237	.04822
İngilizce öğretmeni olma fikrinden nefret ediyorum	.41982	.39172	.50615	.15576	.13578
İngilizce öğretmeni olmayı eskiden beri isterdim	.10043	-.04150	.73051	.25833	-.00944
İngilizce bölümünü seçtiğim için mutluyum	.15447	.24623	.67238	-.00577	.00410
İngilizcede başarılı olacağım konusunda kuşkularım var	.09320	.53352	.01881	.17390	-.04122
İngilizce bölümünde okumak beni hayal kırıklığına uğrattı	.31025	.43052	.21342	.17409	.08066
İngilizce dersleri ilginç <i>değildir</i>	.35651	.51723	.22842	.19216	.08647
İngilizceyi anlamaya çalışmak beni endişelendiriyor	.13196	.54121	-.06226	.19836	-.08822
Daha az İngilizce dersi almak istiyorum	.38988	.39688	.06455	.14436	-.00252
İngilizce korkulu rüyamdır	.45729	.58577	.07590	.01902	-.03547
İngilizce çalışmak için istekli <i>değilim</i>	.40381	.46357	.28097	.20350	.13223
İngilizce çalışmayı <i>sevmiyorum</i>	.15993	.36018	.23815	.27994	.22059
İngilizceyle ilgili yeni bilgiler öğrenmek istiyorum	.37457	.24977	.14699	.16798	.17956
İngilizcemi ilerletmek için daha çok zaman harcamak istiyorum	.41158	.00954	.19829	.19429	.32823
İngilizce ile ilgili her türlü aktivite hoşuma gider	.45196	.19699	.08863	.34050	.20292
İngilizce bilgimi geliştirmek ve bu konuda daha fazla çalışmak istiyorum	.72729	.08847	.19616	.20459	.09428
İngilizce bilgimi geliştirmek ve bu konuda daha çok çalışmak istiyorum	.65791	.09000	.14062	.14477	.03424
İngilizce ile ilgili yeni şeyler öğrenmek istiyorum	.70279	.25441	.11571	.15331	-.00761
Boş zamanlarımda İngilizce kitaplar okurum	.11279	.05042	.08375	.71701	-.07509
İngilizce derslerinde verilen ödevleri yapmaktan zevk alıyorum	.07401	.10849	.29408	.56342	.07071
İngilizce yazı yazmaktan hoşlanıyorum	.10058	.16052	.17121	.30283	.12146
İngilizceyle ilgili yeni yayınları takip ediyorum	.11464	.09745	-.01160	.52172	.18930
İngilizceyi sevdiğim için hiçbir dersi kaçırmam	.07380	.13512	.23705	.48541	.13360
İngilizceyi iyi bir şekilde öğrenmek için elimden geleni yapıyorum	.07372	.20510	.08178	.46830	.19806

Ders kitapları dışında başka İngilizce kaynaklar da okuyorum	.10045	.03261	.04461	.62356	.03807
İngilizce öğrenmek zevklidir	.41879	.34764	.01266	.27933	.19414
İngilizce dersleri sıkıcıdır	.14657	.33325	.09386	.32385	.02224
İngilizce derslerinde kendimi rahat hissediyorum	.04671	.39728	.07423	.32947	.13873
İngilizce derslerine korku ve endişe içinde giriyorum	.03982	.59747	.00375	.01226	.02773
İngilizce derslerindeki aktivitelere istekli bir şekilde katılıyorum	.08982	.34785	.18812	.44398	.18554
İngilizce çalışırken rahat ve sakinimdir	.13729	.30625	-.01800	.36570	.06727



T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ