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**TEACHER CANDIDATES' ATTITUDES
TOWARDS COMPULSORY ENGLISH COURSES:
THE CASE OF A TURKISH UNIVERSITY FRESHMAN STUDENTS**

THESIS BY

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To my beloved family

ÖZET

ÖĞRETMEN ADAYLARININ ZORUNLU İNGİLİZCE DERSİNE İLİŞKİN TUTUMLARI: BİR TÜRKİYE ÜNİVERSİTESİ ÖRNEĞİ

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Bu çalışmanın amacı öğrencilerin zorunlu İngilizce derslerine yönelik bilişsel, duyuşsal ve davranışsal tutumlarını ve bu tutumların cinsiyet, bölüm, mezun olunan lise, İngilizce öğrenme amaçları ve İngilizce'ye ayırdıkları saatlerle ilişkisini belirlemektir. Bu amaçla birbiriyle iç içe kesitsel anket ve ilişkisel araştırma deseni benimsenmiştir. Araştırmanın örneklemini Siirt Üniversitesi Eğitim Fakültesi'nden gönüllü seçilen 207 öğrenciden oluşmaktadır. Bilgi toplama aracı olarak kısmen uyarlanmış anket kullanılmıştır. Tanımlayıcı istatistik için frekans, yüzdellik, ortalama ve standart sapma, çıkarımsal istatistik için ise bağımsız örneklem t-test, tek yönlü ANOVA ve regresyon analizinden faydalanılmıştır. Bulgular bu istatistikler yolu ile tanımlanıp ve yorumlanmıştır. Bu sonuçlara göre katılımcıların büyük bir çoğunluğu İngilizce dersini geçmeyi amaç edinirken, yarıya yakını İngilizce öğrenmek için hiçbir çaba sarfetmezler. Katılımcılar tutum bileşenlerinde ayırt edilmeksizin hepsinde olumsuz tutum sergilemişlerdir. Önceki çalışmalara zıt olarak, erkek öğrencilerin tutumları kız öğrencilere göre daha olumludur. Türkçe Öğretmenliği'nde okuyan öğrenciler diğer bölümlerde okuyan öğrencilere göre daha olumlu tutum göstermişlerdir. Düz liselerden mezun olan öğrenciler beklenmedik bir şekilde diğer liselerden mezun olan öğrencilere oranla daha olumlu bir tutum sergilemişlerdir. Öğrencilerin İngilizce öğrenme amaçları ile İngilizce'ye ayırdıkları saatlerin sergiledikleri tutumlarda çok az rolü vardır. Bir öneri olarak, dil öğretmenlerinin İngilizce dil yapısını öğretmenin yanında, bireysel farklılıklara ve duyuşsal etmenlere daha fazla odaklanmaları ve İngilizce bilmenin önemini aşlamaları tavsiye edilir.

Anahtar Kelimeler: bireysel farklılıklar, motivasyon, tutum, tutum bileşenleri

ABSTRACT

TEACHER CANDIDATES' ATTITUDES TOWARDS COMPULSORY ENGLISH COURSES: THE CASE OF A TURKISH UNIVERSITY FRESHMAN STUDENTS

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The purpose of this study is to determine the students' attitudes in terms of cognitive, affective, and behavioral components towards the compulsory English courses and the relation to gender, departments, the graduated high schools, goals and hours for studying English. The cross-sectional survey and correlational research design, interlaced within each other, were adopted to achieve this objective. 207 volunteer freshman students were sampled in the Education Faculty of Siirt University. A partially adapted survey was employed as a data collection instrument. For the descriptive statistics, frequency, percentage, mean and standard variation; and for the inferential statistics, independent samples t-test, one-way ANOVA, and regression analyses were executed. The findings were described and interpreted with the aid of statistics. According to the results, while most of the respondents aimed passing the English course, almost half of them did not ever put any effort to acquire English. The participants displayed negative attitudes in all attitudinal components without any differences among the components. Contrary to previous studies, male students displayed more favorable dispositions than females. Learners getting an education in Turkish Language Education department bore more approving attitudes than other departments. The participants graduated from general high schools unexpectedly embraced more favorable dispositions. The participants' goals and hours for studying English had very little share on their attitudes. As a suggestion, the language instructors are advised to deem more on the individual differences and the affective factors besides dictating the structures of English to the learners, and indoctrinate the precious worth of the acknowledgement in English.

Keywords: the individual differences, motivation, attitudes, attitudinal components

ABBREVIATIONS

IDs: Individual Differences

HS: High School

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CHAPTER 1

1. INTRODUCTION

1. 1. Presentation

This chapter deals with five sections. In the first section, the background of the study is delivered, later the statement of the problem, purpose of the study, and research questions follow. Lastly, the operational definitions were explained.

1. 2. Background of the Study

Language has at all times been a tool for communication between the individuals and for international affairs among the nations (Matsuura, 2008). In this context, Crystal (2003) claims that with the swift expansion of globalization acquiring a foreign language has become one of the major objectives of the educational systems all over the world. Of the other languages, English has prevailed and turned to be the only international language acknowledged globally by most people. Supporting the identification of English as a lingua franca, Crystal (2003) declares that 50 countries confirm English as an official language and it functions as an official means of communication in 85% of 12.500 international organizations. Again, Thomas (1996) points out that English is utilized in 75% of the world's mail, 80% of computer data and 85% of all information. Even so, the achievement in acquiring the required proficiency in English has been in debate among the international educational circles and most of the debates have been going around the cognitive and linguistic dimensions such as structures, approaches, theories, methods, instructional techniques and materials. On the other side, the historical, sociopolitical, religious, socio-cultural, personality and sentimental factors influencing the acquisition of a foreign language have been underestimated to a large extent (Brown, 2007).

The educational authorities have concentrated so much on cognitive aspect of language acquisition that the affective dimension of retrieving any aspects of a language was unintentionally undervalued (Burgucu, 2011). Later, it was figured out that the affective dimension of learning L2 plays a crucial role like cognitive dimension. Consequently, the scholars came up with a number of personality, socio-psychological and socio-cultural factors that comprehensively can affect the acquisition of language, and these factors have been discussed and explained within the framework of the individual differences (IDs, hereafter); namely, each learner has different and unique characteristic, thought, feeling, behavior, attitudes towards a language, its community and culture, and learning a language. Motivation and attitudes are among those personality factors and individual differences. Scholars such as Gardner, Dörnyei, and Skehan have started to delve into the effects of these personality factors on language learning and acquisition. Dörnyei (2005) and Skehan (1989) purport that the methods and approaches can be in vain without high motivation and positive disposition towards the target language, community, culture, and the learning environment.

The precious worth of affective agents like motivation and attitudes has also been merited more apparently due to the technological improvements in instructional tools in education. In the era of knowledge and technology, recent technological advances in instructional equipment like smart boards, pens, phones, tablets, notebooks, projectors, prevalence of the internet, and the online educational sites have directed the learning out of school and driven up the significance of out-of-school learning. Accordingly, the role of educational institutions and the function of teachers and instructors in educational settings have been moderately minimized when compared to out-of-school learning and teaching (Halverson & Smith, 2009). Therefore, learners should be encouraged to make use of information technologies to keep attaining the required knowledge of a foreign language out of school, as well. In order to sustain this permanence of learning out of the school, learners'

likes, dislikes, thoughts, behaviors towards language learning should be taken into consideration and directed in a favorable way to attain the achievement in acquiring a foreign language. In this regard, a learner needs a positive tendency towards the new language, its community and culture, and the learning environment; and then one requirement is the advanced information technologies which are more prevalent and relatively cheaper at these times to be exploited inside and outside of the educational contexts.

On the contrary of the mentioned advances, Bayraktaroğlu (2012) remarks that the inadequacy, the averse hard work of learners, and severe workload of instructors in higher educational institutions hinder the retrieving the expertise of English among the learners. One defect is the shortage and rarity of English courses; that is, with just at most three weekly hours, acquiring the needed aspects of a new language is beyond the reality. Therefore, opinions, feelings, acts of learners towards the target language, its community and culture, and the learning situation should be examined more thoroughly; and for this reason, one of the main goals of instructors should be to strengthen the positive dispositions or replace the negative or neutral attitudes with the positive attitudes rather than imposing the linguistic rules and structures of English.

1. 3. Statement of the Problem

The subject of teaching and learning English as a foreign language in most nations as in Turkey has been both controversial and popular since English has turned into a lingua franca. In Turkey, English instruction starts in the primary institutions and proceeds at the higher educational institutions. In most of the universities, the English courses are delivered by the medium of Turkish instruction and with only at most three hours per week for freshman students. Let alone the incompetence in achievement of English in primary institutions, English proficiency is not also at the satisfactory level even during and after the

higher educations.

Higher educational institutions in Turkey experience very great difficulties in achievement of English, and that leads Turkey to be in low rank in international educational investigations which grade the states' success of foreign language learning and teaching (Bayraktaroğlu, 2012). One of the most mentioned indications of this failure is the learners' high rate of failure, reluctance, nonattendance in the English courses. The stated difficulties are also faced by the author of this study in Education Faculty of Siirt University. The informal talks with students, colleagues, and the impressions detracted from the dull atmosphere in the learning environments reveal that the reason behind this problem may lie under the motivation concept and as a part of it the attitudes notion.

Educational circles around the world also agree that the attitudes notion towards learning English is a key impetus in achieving and sustaining the success in acquiring a foreign language. Thereby, many studies, investigations, speeches and discussions have been conducted both around the world and in Turkey. So far, attitudes notion has been comprehensively examined by notable academic scholars such as Gardner, Lambert, Dörnyei, and Skehan, and will probably be investigated more thoroughly by the educational circles. Therefore, the learner disposition towards acquiring the proficiency in English is worth investigating in the educational environments as well as in the educational setting of the author of this study. And as a solution to that problem, a number of recommendations will be inferred and underlined at the end of this study on how to alter the learners' attitudes into favorable ones.

1. 4. Purpose of the Study

The informal talks with the learners and colleagues at the Education Faculty of Siirt University reveal that a great majority of the students mainly experience the problem of reluctance and the tedious atmosphere in the learning environments. The high ratio of failure and absenteeism in the English courses among the learners, as well, led to this investigation due to an assumption that the attitudes could be the reason behind these problems. An empirical research needed to be carried out whether this assumption has any scientific background. Therefore, the purpose of this study is to investigate and have a comprehensive insight of the students' dispositions towards the English course as a foreign language at the Education Faculty of Siirt University. The study will be intensified by thoroughly exploring the attitudes of students from the perspective of three components of attitudes such as cognitive, affective, and behavioristic components.

By attaining a comprehensive perception of dispositions of students towards learning English, the instructors of English will obtain a comprehensive impression on how to ensure the achievement in English, what methods and techniques to employ, and how to motivate students in Education Faculty of Siirt University. Teachers' attaining such knowledge of students' attitudes may also be applicable in other faculties and departments in Siirt University and, surely, to other universities, even in the other stages of education.

1. 5. Research Questions

The research questions were organized to endow an exhaustive explanation to the language learner dispositions towards the English course and the association with the learners' personal and educational background. In this respect, the investigated research questions are as follows:

1. What are the students' attitudes towards the English course as a foreign language?

1.1. What are the students' cognitive attitudes towards the English course as a foreign language?

1.2. What are the students' affective attitudes towards the English course as a foreign language?

1.3. What are the students' behavioral attitudes towards the English course as a foreign language?

2. Is there a relationship between students' attitudes towards the English course and their genders?

3. Is there a relationship between students' attitudes towards the English course and their departments?

4. Is there a relationship between students' attitudes towards the English course and the kinds of high schools they graduated from?

5. Is there a relationship between students' attitudes towards the English course and their reasons of learning English?

6. Is there a relationship between students' attitudes towards the English course and their weekly hours of studying English?

1. 6. Operational Definitions

Several terms that were frequently handled during the investigations and the inscription of the literature review are defined below.

Individual Differences: Dörnyei (2005, p. 4) defines individual differences (IDs) as "dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree."

Motivation: According to Harmer (2007, p. 98) motivation is "some kind of internal drive which pushes someone to do things in order to achieve something".

Intrinsic and extrinsic motivation: Deci (1975) defines intrinsic motivation as that when doing an activity we do not get any reward from outside. Brown (2007) defines that extrinsic motivation is a motive that requires a reward like money, gift, and grades given to the actor as a result of the activity.

Integrative and instrumental motivation (orientations): While *instrumental* motivation means to learn a language for a career, finding a job, getting in contact with foreigners; in *integrative* aspect, students try to get involved in second language culture (Brown, 2007). This dichotomy can also be termed as attitude types (Gardner and Lambert, 1972; Gardner, 1985).

Attitudes: Gardner (1985, p.9) defines attitudes as “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent.”

Tripartite view of attitudes: Rosenberg and Hovland (1960) introduced that the attitudes comprise of cognitive, affective, and behavioral components; that is, individuals bear thoughts, emotions, and actions in their intentions towards a referent.

CHAPTER 2

2. LITERATURE REVIEW

2. 1. Presentation

Every individual is unique in his/her characteristic, lifestyle, thought, feeling, attitudes, culture, intelligence, and interest in real life. This unique feature of human beings is also encountered in the learning environments and educational institutions by educators and academic scholars. Every learner of educational domains is matchless and has distinctions in thoughts, feelings, learning styles, strategies, motivation, aptitudes, and attitudes among other learners. Therefore, methods and techniques of language learning and teaching may not serve all learners at the same time and degree. Learners' individual differences should be well considered before executing the methods, techniques, or strategies. In this respect, so far, scholars like Gardner (1983, 1985, 1993), Dörnyei (2005) and Skehan (1989) have been paying attention to individual differences by producing books, articles, and papers on this issue.

In this chapter, first individual differences will be covered. Later motivation, its theories, and motivational strategies will be explained. Then, the attitudes notion and types and components of it will be clarified. And lastly, several studies conducted around the world and in Turkey will be reported.

2. 2. The Individual Differences

When the teacher-centered paradigm has evolved into the learner-centered paradigm in education, the learners' thoughts, feelings, learning styles and strategies, intelligence, aptitudes, and attitudes have begun to be considered very influential and also quite diverse among the learners by the education scholars as well as linguists. These various qualities of

learners have begun to be known and described as the individual differences (IDs). In this respect, Dörnyei (2005, p. 4) defines IDs as "dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree." IDs concept is not a newly articulated or discussed term among the academic circles. Ellis (2008) even claims that IDs concept exists earlier than the beginning of Second Language Acquisition.

Thus far, a number of notions have been put forth under the scope of the individual differences. Skehan (1989) and Dörnyei (2005) present language aptitude, motivation, language learning strategies, learning styles, and cognitive styles as the individual differences. However, Brown (2007) puts the above stated individual differences into two domains: cognitive and affective domains.

2. 2. 1. The Cognitive Domain of the IDs

Under the scope of the cognitive domain, the theory of multiple intelligences and learning styles and strategies are worth informing. According to Harmer (2007), the multiple intelligences can be notified within the scope of the individual differences. Viewing back to the history of the multiple intelligence, Gardner (1983) introduced the multiple intelligences (MIs) such as Musical/rhythmical, Verbal/linguistic, Visual/spatial, Bodily/kinesthetic, Logical/mathematical, Intrapersonal and Interpersonal intelligences and later he added the eighth intelligence as Naturalistic intelligence (Gardner, 1993). Two years later, Goleman (1995) brought out the ninth intelligence as Emotional intelligence in 1995.

Within the framework of the learning styles, Brown (2007) presents field independence, left- and right-brain functioning, ambiguity tolerance, reflectivity and impulsivity, and visual, auditory, kinesthetic styles as the learning styles. The other individual difference worth stating is learner strategies. These can be grouped under two titles: learning strategies and communication strategies. According to O'Malley, Chamot, Stewner-

Manzanares, Russo, and Kupper (1985), learning strategies are meta-cognitive, cognitive, and socio-affective strategies; and the communication strategies embody the avoidance and compensatory strategies.

2. 2. 2. The Affective Domain of the IDs

The affective domain of the IDs involves the sentimental dimension of learners which is beginning to be perceived as a crucial key factor in acquiring a foreign language. However, this domain was not previously apprehended very momentarily by the educationist society. Burgucu (2011) states the affective domain of the individual differences has been substantially ignored by the educationalists so far. However, the viewpoint of scholars on affective domain has been fairly changed in the last ages. As quoted from Brown (2007, p. 152), Hilgard (1963, p. 267) points out the importance of the affective domain by stating that "purely cognitive theories of learning will be rejected unless a role is assigned to affectivity." Brown (2007) deals with the affective variations of the IDs in L2 learning and teaching in two aspects: intrinsic and extrinsic aspects.

The intrinsic aspect is the personality factors within the individual which have impacts on the learners from inside. Under these personality factors, self-esteem, attribution theory and self-efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy, extroversion, and motivation can be specified (Brown, 2007).

On the other side, the extrinsic aspect embraces the socio-cultural differences that come out when learners get to know the target culture and community together with its language. Brown (2007) categorizes these socio-cultural variations as stereotypes or generalizations, attitudes, social distance, intercultural competence, language policy and politics, and culture in the language classroom.

Accentuating the significance of the intrinsic aspect of the affective domain of IDs,

Gardner (2005) reveals that affective factors as motivation, attitudes, and anxiety are deemed as important factors in the achievement of L2 in the last five decades. Correspondingly, Gardner (1985, p. 61) highlights "attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language". Hereafter, motivation as an affective factor in the accomplishment of a foreign language was accounted.

2. 3. Motivation

Motivation concept is one of most highlighted agent in the affective domain of the IDs in L2 acquisition. Various definitions of motivation have been put forth by the educationists, scholars, and psychologists studying IDs. As a more generic and comprehensive definition, in the Longman Dictionary of Language Teaching and Applied Linguistics, Richards, Platt, and Platt (1992, p. 343) define motivation as;

[...] the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learners' attitudes, desires, and willingness to expend effort in order to learn the second language.

The motivation concept has been substantially shaped by Robert Gardner, Wallace Lambert, Richard Clement, and their associates (Dörnyei, 1998). Since motivation is a psychological term, scholars have come up with many definitions concerning motivation. In this respect, Brown (2007) informs that motivation can be defined in three schools of thought such as in behavioristic, cognitive, and constructivist view, but the frequently implied word in these views is "needs". Students are required to have a "need" to attain the required skills of a foreign language. On the other hand, Harmer (2007) calls the attention to the incentive inside

the learners and defines motivation as a “some kind of internal drive which pushes someone to do things in order to achieve something” (p. 98).

Rather than investing a great mental effort and time on expounding a really notional and abstract term like motivation, several scholars have defined the motivated learner to emphasize the impacts of motivation on learners. In this regard, Gardner & Masgoret (2003) define a motivated learner as that:

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and is disappointed from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not (p. 128).

In the light of the definitions of motivation and motivated learner, motivation concept can be deduced to affect language learners and accordingly learning atmosphere considerably. Cognizant of the significance of motivation, Dörnyei (2001a) suggests that motivation is the decisive element in the process of acquiring and enhancing the knowledge of a foreign language, and even he claims that "99 % of language learners who really want to learn a foreign language will be able to master a reasonable working of it as a minimum, regardless of their aptitude" (p. 2).

2. 3. 1. Two Dichotomies of Motivation

Besides the definitions of motivation, scholars researching motivation concept have put forth many types and dichotomies of motivation. Two dichotomies have been dominant in the history of motivation theories in the literature of IDs. The first dichotomy involves the integrative and instrumental motivations. While instrumental motivation intends to retrieve

the needed skills of a foreign language for pragmatic values as for a career, finding a job, getting in contact with foreigners; in integrative motivation, learner of L2 exerts to get involved in the second language culture and community (Gardner and Lambert, 1972; Gardner, 1985). This dichotomy of motivation is also more properly named as *orientation* by Dörnyei and Ushioda (2011), and Gardner and MacIntyre (1991). Furthermore, as the orientation term means the direction of someone's attitudes towards the desired object, this dichotomy can also be called as the dichotomy of attitudes.

The other dichotomy is the extrinsic and intrinsic motivation. In this dichotomy, the stress is in the direction of motives, in other words, whether the motives of learners to acquire L2 are coming from inside or outside the learners is the concern of educationists and psychologists. In this context, Deci (1975, p. 23), clarifying the intrinsic motivation rather appropriately, defines it as "engaging in the activities for their own sake and not because they lead to an extrinsic reward..." On the other side, Uba and Huang (1999) elucidate the extrinsic motivation as a motive that requires a reward like money, gift, and grades granted to the actor as a reward of the activity or punishment to avoid. In order to outline these two dichotomies more exhaustively with examples, Brown (2007, p. 175) tables these two dichotomies as illustrated in Table 1:

Table 1. Motivational dichotomies (Brown, 2007. p. 175)

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

2. 3. 2. Motivation Theories

Many theories and explanations regarding motivation have been proposed by a number of psychologists and educational scholars since the affective factors as motivation was presumed to store a substantial effect on learners of L2. Regarding such a broad history of motivation theories, Dörnyei (2005) divides this history into three phases. The first phase is the Social Psychological period (1959-1990) determined by Gardner and his Canadian colleagues and students. The second phase is the Cognitive-situated period characterized by cognitive theories in the educational psychology. The Process-oriented period that adjusts the focus on the instability or change of motivation is the last and living phase of that history.

Robert Gardner, Wallace Lambert, and their associates' motivation theory, termed as Social Psychological Theory, dominates the first phase of the motivation theories. Dörnyei (2005) asserts that the main principle in the social psychological concept is that students' attitudes play a consequential role in the success or failure of acquiring and enhancing a foreign language. This theory consists of three units as integrativeness, attitudes, and motivation. In this equation, the integrativeness and attitudes are the prerequisites for motivation (Dörnyei & Ushioda, 2011).

In the cognitive-situated period, self-determination, attribution, expectancy-value, and self-efficacy theories are produced as a result of the dominance of the cognitive theories in education (Çolak, 2008). Several other theories have come out, as well, during the cognitive era. These theories are the need theories, equity theories, reinforcement theories, Williams and Burden's framework of L2 motivation, and Dörnyei's L2 motivational self-system (Çolak, 2008). Inasmuch as these theories are beyond the scope of this study, they will not be comprehensively explicated.

Dörnyei and Otto (1998) contemplate the motivation concept quite differently from

the previous scholars. They perceive the motivation as an unstable, dynamic, and temporal trait for the language learners in the learning situation; that is, motivation can easily fluctuate during the process of learning the L2. They model the motivation in three phases (Dörnyei & Otto, 1998, p. 48): *preactional*, *actional*, and *postactional* phases, and in all these three phases, motivation is greatly influenced by *the motivational influences*.

Dörnyei (1994, p. 280) delivers a more comprehensive framework of L2 motivation. He identifies the components of motivation in three levels: *language*, *learner*, and *learning situation* level. The related notions on the history of motivation are explicated under each level. He also grants recommendations to the language educators on how to motivate the L2 learners in all these three levels.

Quantitative research principles have been traditionally applied to the L2 motivation investigations. Nevertheless, in the last fifteen years, Dörnyei (2001b, p. 49) points out that the qualitative research have begun to be executed to examine L2 motivation by scholars as Ushioda (1998, 2001), Williams and Burden and colleagues (1999, 2001), Nikolov (1999, 2001), and Syed (2001). In this respect, the new themes like teacher motivation, demotivation, willingness to communicate (WTC), attributions, motivating language learners, and self-motivation have been put forward recently as a result of the qualitative approach (cited in Dörnyei, 2001b).

2. 3. 3. Motivational Strategies

All these theories, concepts, and dichotomies are indispensable for the educators and educational academics to perceive the implications of motivation, yet a number of classroom practices, namely, motivational strategies need to be determined and identified. In this concept, Dörnyei and Guilloteaux (2008, p. 56) remind that methodological developments have been suggested by a number of scholars such as Brophy (2004), Ginsberg and

Wlodkowski (2000), Pintrich and Schunk (2002) in educational psychology; and within the area of language education, Alison and Halliwell (2002), Dörnyei (2001, 2006), Williams and Burden (1997).

Table 2. Ten commandments for motivating language learners (Dörnyei & Csizer, 1998)

-
1. Set a personal example with your own behaviour.
 2. Create a pleasant, relaxed atmosphere in the classroom.
 3. Present the tasks properly.
 4. Develop a good relationship with the learners.
 5. Increase the learners' linguistic self-confidence.
 6. Make the language classes interesting.
 7. Promote learner autonomy.
 8. Personalize the learning process.
 9. Increase the learners' goal-orientedness.
 10. Familiarize learners with the target language culture.
-

Dörnyei and Ushioda (2011) state that many studies have been conducted on what motivation is, but how to canalize this knowledge into practice in the learning environments requires more studies and research to be administered. Out of the managed studies, Dörnyei (2007) comes out with three phases as a result and points out that an educator should go through these three phases to make up a motivational teaching practice in the classroom environments. These phases are a) *generating initial motivation*; b) *maintaining and protecting motivation*; c) *encouraging positive retrospective self-evaluation*. These phases are just the steps that the language educators should undergo in the classrooms, but lack the specific strategies or techniques. To compensate the shortage of strategies, Dörnyei and Csizer (1998) determine ten commandments for motivating the language learners following a study done in Hungary. Later, these ten commandments have also been inspected and discussed by the other researchers as Dörnyei (1998), Dörnyei and Cheng (2007), and Deniz

(2010). These ten commandments are represented in Table 2.

2. 4. Attitudes

Whenever a language learner begins to get inside the knowledge of a foreign language, he does not only attain the structures, rules, and skills of a language but also moves into "a new language, a new culture, a new way of thinking, feeling, and acting" (Brown, 2007, p. 1). These new traits of a learner may lead to a cognitive and affective reaction on learners towards the related shareholders of a language like community, culture, and tradition; and this reaction is called as "attitudes" (Gökçe, 2008). In addition, these attitudes of the language learners can orient in three directions: positive, negative, and neutral.

The notion of attitudes is both prevailing and complex in the L2 learning and teaching research. The first reason behind the popularity of attitudes notion is that it affects the motivation to a large extent as it is acknowledged as the element of motivation (Spolsky, 1989). The other cause is the great impact of attitudes on human behavior (Franzoi, 2003). In this respect, Gardner (2001) emphasizes the influence of attitudes on learning by remarking that "language learning without sufficiently positive language attitudes to support is a futile attempt" (cited in Dörnyei, 2005, p. 4).

The attitudes notion is also a complicated term like motivation. Abundance of definitions and the psychological aspect of attitudes may be the result or (and) the reason of the complexity of attitudes. Many definitions have been uttered by the psychologists and educational scholars up to this time. The foremost definition of attitudes is articulated by Gardner. According to Gardner (1985, p. 9), the attitude is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent." The attitudes term is also stated among the goals of Gardner's motivation theory. Gardner (1985) puts the attitudes in one of the major elements of motivation as seen in this

equation (Skehan, 1989, p. 54): *Motivation = Effort + Desire to Achieve a Goal + Attitudes.*

Rather than giving an abstract definition of attitudes, some qualities can be attributed to attitudes, as well. Correspondingly, Baker (1988) mentions about five basic qualities of attitudes as follows:

1. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).
2. Attitudes are dimensional rather than bipolar – they vary in degree of favourability / unfavourability.
3. Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.
4. Attitudes are learnt, not inherited or genetically endowed.
5. Attitudes tend to persist but they can be modified by experience.

Among these items, the fourth and fifth items deserve the attention as they intend that attitudes is not a firm, stable trait, on the contrary, it can be fluctuated into positive or negative attitudes through the experience, teacher's intervention, and the environmental influences in language acquisition. The factors bearing a contingency in this attitudinal change may be the family, the school, the press, age, gender, upbringing, culture, historical background, and socio-political view. Therefore, the educators hold a consequential duty on this attitudinal fluctuation by considering and intervening the agents above.

The attitudes notion is also the concern of the educational institutions and manifested among the objectives of foreign language education in Turkey. Gökçe (2008) also highlights that as stated in the Regulation of Foreign Language Education and Teaching (Milli Eğitim Bakanlığı, Yabancı Dil Eğitimi and Öğretimi Yönetmeliği, 2006), "developing positive

attitudes towards the foreign language teaching" is one of the objectives of foreign language teaching in the formal institutions in Turkey (Tebliğler Dergisi, 2006, p. 2).

2. 4. 1. Types of Attitudes

The attitudes notion is not totally an undivided term; on the contrary, it embodies types and components. Gardner and Lambert (1972) determine two types of attitudes according to the learners' direction of disposition. The first type is the *attitudes towards the target language community*, target culture, and custom which is defined as "*social attitudes*". For the reason that the focus of learners' disposition is on the target community and culture, this sort of attitude is far from the learners' immediate context in foreign language learning. The second type is the *specific attitudes*; that is, *attitudes towards learning the language*. This type of attitudes is the attitudes towards the immediate context of acquiring a foreign language. Gardner (1985) defines this type of attitudes as "educational attitudes", as well, because of the focus on the educational environment. *Educational (specific) attitudes*, which are the main focus of this study, are the attitudes towards the learning situation, language educator, school, classroom, class friends, and educational instruments, activities, and techniques.

2. 4. 2. The Components of Attitudes

As stated in the previous inscriptions, many definitions have been made on attitudes by educationalist and psychologists thus far, but two principal views about attitudes happened to be adopted by educational and psychological circles; tricomponent (tripartite) view and single component view (Brehm and Kassin, 1990; Franzoi, 2003). According to tripartite view, attitudes consist of three components named as cognitive, affective, behavioral attitudes (Rosenberg and Hovland, 1960). While the cognitive attitudes mean an individual's knowledge, opinion and belief about a topic such as a foreign language, the affective attitude

is the emotional or feeling aspect of attitudes towards the language. And lastly, behavioral attitudes give the behavioristic feature of an individual's attitudes towards the foreign language. In order to be more explicative, Brehm and Kassin (1990) summarize the model like that:

According to this tricomponent view, attitudes are, in part, an affective reaction. To have an attitude about something is to evaluate it favorably, unfavorably, or with mixed emotions. Second, attitudes have a behavioral component, in that they predispose people to behave in a particular manner toward an object. Third, attitudes have a strong cognitive component. How you feel about an object depends, in part, on your beliefs about that object (pp. 438-439).

On the other hand, the proponents of the single component view allege that the elements in tripartite model may not be consistent among themselves; that is, there may not be a cause-effect relation within each other. Considering that, Feldman (1995) determines the attitudes notion as a just one single complement which focuses on evaluative-affective component. According to this model, the attitude is “a positive or negative evaluation of an individual, behavior, belief or thing” (Feldman, 1995, p. 314). In this study, the tripartite model is embraced and learners' attitudes will be interpreted according to three components of attitudes to comprehend the attitudes notion more comprehensively and for the reason that the L2 learners' beliefs, likes, and behaviors may not be in accord within each other.

Many investigations on attitudes and its relation to other concepts like achievement, learning styles, learning strategies, and motivation have been carried out around the world up to date. In the following two sections, a number of studies conducted just on attitudes itself will be uncovered. Initially, a number of studies carried out around the world and then several studies executed in Turkey were depicted.

2. 5. The Global Studies on Attitudes

Researchers all around the world have examined L2 learner dispositions towards acquiring a foreign language. Most of the studies have been administered on attitudes towards the English language. Those studies have been mostly executed in Asian, South American, European, and African countries. Several of these studies were mentioned from each continent. The first study worth mentioning is of Dörnyei (2005). He investigated the learners' attitudes towards English as a foreign language and target community in Hungary. The results revealed that the attitudes of learners were instrumental, namely, they bore the desire to acquire the needed skills of English for a successful career, yet they did not embody a favorable posture towards the dominance of English in Hungary.

As frequently inquired in many studies, Kobayashi (2002) also examined the role of gender in L2 learners' attitudes towards English in Japan. The results conveyed that the female learners had a higher approving disposition towards learning English than male students. Kobayashi (2002) based the reason lying behind this outcome on the social identity of females in Japan. The other rationale is that learning English is a more feminized area in education; that is, learning English is sensed as a more suitable domain to females in Japan Society.

The other study is from South America conducted by Friedrich (2000) in Brazil. Friedrich (2000) discovered that language learners carried both integrative and instrumental attitudes (orientations). Language learners perceived English as an international language and wished to attain the proficiency of English both to be a part of that global society and get a better job and promotion. Furthermore, regarding the social attitudes, students perceived American English as a more familiar language, on the other hand, British English as more comprehensible.

A study similar to this present research was managed by Abidin, Mohammadi, and Alzwari (2012) in Libya on secondary school students concerning the emotional, cognitive, and behavioral components of attitudes and the relation of attitudes to gender, field of study, and year of study. Abidin et al (2012) discovered that learners of English did not hold a favorable posture towards learning English regarding all the components of attitudes. On the other side, students' attitudes varied regarding their gender and field of study, but not year of study.

2. 6. The Local Studies on Attitudes

In Turkey, many investigations have been conducted on learners' attitudes thus far. Most of them have been concentrated on motivation and attitudes, and with different learner groups ranging from primary to university L2 learners. Studies just on attitudes and with higher education students were unveiled in this part. Üzümlü (2007), in his study administered to preparatory school students in five Ankara universities, suggested that learners valued English due to the cultural products of English speaking societies and instrumental worth of English as a global language. Though, they also had inconsistent attitudes towards the target communities due to their nation's historical background and sociopolitical relationship with the target communities.

Genç and Aksu (2004) conducted a research in a more specific environment. They investigated the students' attitudes towards English as a compulsory course from 4 different faculties at Inönü University and the relation to their gender, faculties, and types of high schools where they graduated. The results indicated that the students generally held approving disposition towards English, but not motivated enough to acquire the proficiency of the English language.

Çakıcı (2007) conducted a research similar to this study in terms of the setting as he examined the freshmen learners' attitudes towards English as compulsory course at Dokuz Eylül University. He concluded that half of the students held dismissive attitudes towards the English course. While the students' attitudes vary regarding their departments and the types of the graduated high schools, there was not a significant distinction between learners' attitudes and their gender. The most remarkable result is that students in Anatolian high schools where English instruction is more prevalent than the State high schools held more unfavorable attitudes than the latter.

Additionally, Aydoslu (2005) composed a thesis on L2 learners' attitudes towards English as a compulsory course at the Burdur Education Faculty of Suleyman Demirel University. Aydoslu examined the attitudes of learners regarding its emotional, cognitive, and behavioral components and their relation to students' genders, their departments, kinds of graduated high schools, reasons for learning English, and their weekly hours of studying English except doing assignments and studying for the exams. The focus of this present study is also on the components of attitudes and their correlation with the above variables at the Education Faculty of Siirt University. In another way of saying, this research is a replication work of Aydoslu's study in a different setting. The results of Aydoslu's study will be compared with forthcoming results of this study.

There is no need and place to include all the studies conducted around the world and in Turkey. While, a general agreement of the results among attitudinal studies may not be alleged to have, Üzüm (2007, p. 21) lists a number of common points of those attitudinal studies as follows:

1. Integrative motivation has been proven to enhance second language acquisition, but it is inappropriate to claim that it is the 'sine qua non' of this process (Chimezie, 1973; Shaw, 1983).

2. Instrumental motivation has also proven to increase achievement in language acquisition (Chimezie, 1973; Shaw, 1983).
3. Instrumental motivation along with integrative motivation could be claimed to make the best effect (Cooper and Fishman, 1977, Dörnyei, 2006).
4. Ethnocentric approach and linguistic nationalism may trigger negative attitudes towards English (Fishman, 1977)
5. Learners from different contexts may have unfavorable and dismissive attitudes towards English and perceive it as a threat to their national identity.

Each L2 learner has unique traits, feelings, thoughts, learning styles and strategies and these differences are called as the individual differences (IDs). Without taking these individual differences into account in the educational contexts, acquisition, educating, and enhancing the required skills of a foreign language may not be achievable no matter what methods and techniques are applied. One of the principal and most investigated individual differences is attitudes, yet it requires to be examined from fairly different viewpoints and aspects. In this study, language learners' attitudes with its components towards learning English as a compulsory course at universities and the relation to students' gender, departments, kinds of graduated high schools, reasons for learning English, and their weekly hours of studying English except doing assignments and studying for the exams were inquired.

CHAPTER 3

3. METHODOLOGY

3. 1. Presentation

This study aims to discover the students' dispositions towards the compulsory English course at universities. In this chapter, the methodology on how to analyze the students' attitudes was clarified. First, the overall design of the research was explained, and then the setting, participants, data collection instrument and procedure, and data analysis were delineated.

3. 2. Design of the Research

The objective of the present study is to inquire teacher candidates' attitudes towards the English course as a foreign language in terms of the variables attained from the participants' responses through the personal information survey and the attitude scale. In order to achieve this objective, a completely quantitative research design was adopted and among the methods of the quantitative research, cross-sectional survey and correlational research methods, which were interwoven within each other, were favored.

The survey studies are conducted for the purpose of reaching to the opinions of a large community or group about a specific issue by gathering information from a representative sample of this community (Fraenkel, Wallen, and Hyun, 2012). Cross-sectional survey is one type of the surveys in which the sample is selected from the predetermined population and the survey is operated at just one point in time (Cohen, Manion, and Morrison, 2013). On the other side, correlational method is favored by the researchers on account of the intention to describe the level and way of the relation between at least two variables by using a correlation coefficient (Fraenkel et al, 2012).

For this aim, a survey developed by Aydoslu (2005) was administered. The survey

was applied to the freshmen students at the Education Faculty of Siirt University. It is composed of two sections. The first part is about the attendee's personal and educational information as their genders, graduated high schools, departments, reasons for learning English, and the hours of studying English. The next division is the attitude scale which comprises the cognitive, affective, and behavioristic attitude items.

The cross-sectional survey research design was executed firstly, later it was interlaced with the correlational analyses done between the variables. The reason behind applying a survey is that the researcher does not have any influence on the participants in surveys and the participants are able to frankly bestow their opinion without interference by the researcher (Jaeger, 1988). Firstly, students' genders, their departments, their graduated high schools, the reasons for learning English, the hours they study English and the students' attitudes towards the English course were surveyed in the questionnaire. Later, the correlational analyses were operated between the stated variables of the first section and the attitude scale. The objective of conducting correlational design is to figure out the degree of the associations between students' genders, their departments, their graduated high schools, the reasons for learning English, the hours they study English and their cognitive, affective, and behavioristic attitudes towards the compulsory English course.

3. 3. Setting

The research was carried out at the Education Faculty of Siirt University in the spring term of 2013-2014 academic year, and the subjects were the freshmen students from mostly eastern and southern parts of Turkey. This setting of Education Faculty was chosen for several reasons. The first and foremost rationale is that almost all the teachers in educational institutions set an example to their students. Thereby, besides English teachers, teachers of other educational domains also play a vital role in emphasizing the significance of learning English. Thus, the teacher candidates' attitudes towards English are worth investigating. The

other reason is that the Education Faculty is the oldest and the most crowded faculty among the other faculties and schools at Siirt University which may give a more valid result. Lastly and, more generally, the high rate of failure, reluctance, absenteeism, and lack of solemnity in the English courses among the students are the other major reasons in aiming to figure out whether these reasons have any scientific worth or testify the presumption of the author that the attitudes might lie as the main cause behind those mentioned matters.

Siirt University was founded in 2007. Previously, just a few vocational high schools and Education Faculty had been offering education. Afterwards, some other faculties like economics and administrative, engineering, agriculture, and science and arts faculties were founded. The Education Faculty of Siirt University had been providing education under the roof of Dicle University until 2007, when it was connected to Siirt University. Now, it provides teacher trainings with 6 departments at the undergraduate level. These departments are Computer and Instructional Technology Education, Primary School Teacher Education, Science Education, Social Sciences Education, Primary Mathematics Education, and Turkish Language Education. Master degrees in education sciences and Turkish education began to be provided in 2014.

In all the departments, English course is available for at least 2 hours per week in the first year of bachelor's degree. The aim of this course is to enable students to have the required knowledge and skills of English. At most two teachers are employed to instruct in the English lessons in those departments. The instructors do not make use of any joint instructional equipment, textbooks, practice books or any other supporting materials. Each teacher has textbooks or other instructional equipment of his own.

3. 4. Participants

The population of this study is the freshmen students at the Education Faculty of Siirt University, including 6 departments which involve approximately 460 students. The sample was chosen from the volunteer students in the departments who desired to participate to fill out the survey. Volunteer sampling was used as a sampling method because it was believed to be more efficient for the purpose of not launching the investigation with the participation of unwilling students since this may lead to question the validity and reliability of the study. The sample is 207 students chosen from volunteer ones from the departments of Education Faculty such as Primary School Teacher Education (35), Turkish Language Education (43), Social Sciences Education (36), Science Education (38), Primary Mathematics Education (28), Computer and Instructional Technology Education (27).

3. 5. Data Collection Instrument

A survey was utilized to discover the students' dispositions towards the English course. The survey was first constructed and applied by Aydoslu (2005) for her master dissertation. Her permission had been taken to adapt or use this survey in this current study. Therefore, this survey was a partial replication of the survey developed by Aydoslu (2005).

This survey consists of two parts. The first part is about their personal and educational information for learners. This part originally comprises variables such as their gender, departments, the graduated high schools, their goals for learning English, and the hours they study English; however, in this study, education type was omitted since the departments in Education Faculty of Siirt University do not anymore provide the evening education.

The second part is an attitude scale which was kept as it was and it includes 30 5-Likert-type items. The scale is intended to divide into three groups by considering the

components of attitudes as a result of the factor analyses executed in the original study (Aydoslu, 2005). These items are grouped like that:

1. The cognitive items are 2, 3, 15, 19, 30. (5 items)
2. The affective items are 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 20, 22, 23, 25, 26, 27, 28, 29. (21 items)
3. The behavioristic items are 10, 16, 21, 24. (4 items)

Furthermore, this scale contains 15 positive and 15 negative items. The positive items are 1, 2, 3, 6, 7, 10, 11, 15, 16, 19, 21, 24, 27, 28, and 29 items. And these items are graded as; (*I totally agree: 5*), (*I agree: 4*), (*Uncertain: 3*), (*I do not agree: 2*), (*I never agree: 1*).

On the other hand, the negative items are 4, 5, 8, 9, 12, 13, 14, 17, 18, 20, 22, 23, 25, 26, and 30 items. The stated negative items were reverse-scaled while entering the students' responses into SPSS.

The reliability of this attitude scale as a whole and together with its subscales were tested. The results of these tests were shown in Table 3. For the reliability of the attitude scale as a whole from 30 items, Cronbach Alpha (α) reliability test indicated the internal consistency of .94, a high level of reliability. The scale consists of 3 subscales; cognitive, affective, and behavioral subscales. For the reliability of the cognitive subscale of the attitude scale from 5 items, Cronbach Alpha reliability test evinced the internal consistency of .67, moderately high level of reliability. For the subscale reliability of the affective subcomponent of 21 items, the Cronbach Alpha reliability test showed the internal consistency of .92, a fairly high level of reliability. And lastly, as to the reliability of the behavioral subscale of this attitude scale from 4 items, the Cronbach Alpha reliability test indicated the internal consistency of .75, moderately high level of reliability. These values sufficiently fulfill the reliability prerequisite for the research.

Table 3. The reliability statistics of the attitudes scale

The attitude scale	Cronbach's Alpha	N of Items
The whole scale	,94	30
The cognitive items	,67	5
The affective items	,92	21
The behavioristic items	,75	4

3. 6. Data Collection Procedure

The survey was handed out to all departments almost equally by direct administration mode of data collection; that is, the researcher himself had handed out the survey to the participants in the class during lesson-time in a week. The learners who consented to participate in this investigation were sampled. Subsequent to collecting the surveys from the respondents, their responses were coded into SPSS 20. While inserting the responses, the negative items in the attitude scale were reverse-scaled. And lastly, descriptive and inferential analyses were conducted to answer the research questions.

3. 7. Data Analysis

Data which was gathered from the students' questionnaires was entered into SPSS 20 for Windows (Statistical Package for the Social Sciences). The findings were first analyzed by using SPSS and then interpreted by descriptive and inferential statistics. For the variables in the personal data division of the survey, the descriptive statistics as the frequency and percentage were displayed; for the description of the attitudinal components [1st research question (RQ, hereafter)], mean and standard variation scores were interpreted; to explore the relation of the attitudes to gender variable (2nd RQ), inferential statistics like independent samples t-test was implemented; descriptive statistics like mean and standard deviation and

inferential statistics like the One-way ANOVA analysis including LSD test was conducted to endow the relation between the learners' attitudes and department and graduated high school variables (3rd and 4th RQs); for the last two RQs, regression analyses were executed to explain the goal and hour variables' portion on learners' attitudes. The descriptive and inferential statistics for these research questions were exhibited in separate tables under each research question. The results were interpreted and made inferences in accordance with the results of these statistics.

CHAPTER 4

4. RESULTS

4. 1. Presentation

In this chapter the data attained through the questionnaire were analyzed via SPSS and interpreted as a result of these analyses. As the questionnaire was consisted of two sections; personal data survey and attitude scale, the descriptive analyses were applied to the first section, later correlational and inferential analyses were conducted between the variables on the first and second division of the survey. In the analyses of the attitude scale, the attitudes of students towards the compulsory English course were interpreted through three attitudinal components; behavioral, cognitive, and affective. The findings were primarily described later interpreted by making use of inferential statistics. In this results chapter, each research question was answered by imparting the analyses and their interpretations with inferences.

4. 2. The Analyses of Variables in the Personal Data Section

In this division of chapter 4, the variables in the personal data section of the survey are depicted by delivering the descriptive statistics. The analyses regarding participants' gender, studying departments, graduated high schools, goals for studying English, and the hours they study English apart from the hours for preparing the lesson and exam were delivered respectively.

4. 2. 1. The Dispersion of Gender

Table 4 shows the dispersion concerning learners' gender. As shown in Table 4, there are 92 (44.4 %) females and 115 (55.6 %) males in the sample group. It is evident that the number of male learners is in majority as compared to the female students in the sample of this study at the Education Faculty of Siirt University.

Table 4. The dispersion regarding gender

Gender	Frequency	Percent
Female	92	44,4
Male	115	55,6
Total	207	100,0

4. 2. 2. The Dispersion of Departments

Table 5 exhibits that 35 (16.9 %) students get an education at Primary School Teacher Education. 43 (20.8 %) students study in Turkish Language Education. 36 (17.4 %) students study Social Sciences Education. 38 (18.4 %) students study Science Education. 28 (13.5 %) students study Primary Mathematics Education. 27 (13.0 %) students study Computer and Instructional Technology Education. As the outcomes demonstrate, the respondents did not disperse equally among the departments because of the volunteer participation. The participants at Turkish Language Education department participated in the present research fairly voluntarily.

Table 5. The dispersion regarding the students' departments

Departments	Frequency	Percent
Primary School Teacher Education	35	16,9
Turkish Language Education	43	20,8
Social Sciences Education	36	17,4
Science Education	38	18,4
Primary Mathematics Education	28	13,5
Computer and Instructional Technology Education	27	13,0
Total	207	100,0

4. 2. 3. The Dispersion of Graduated High Schools

In the Table 6, it is demonstrated that 139 (67.1 %) students graduated from general high schools. 2 (1.0 %) students graduated from Special High Schools. 32 (15.5 %) students graduated from Anatolian high schools. 4 (1.9 %) students graduated from Anatolian Teacher High Schools. Only one student (0.5 %) graduated from Science High Schools. 17 (8.2 %) students graduated from Vocational High Schools. 7 (3.4 %) students graduated from Technical High Schools. Lastly, 5 (2.4 %) students graduated from other high schools. This table infers that most of the students at the Education Faculty are graduates of general high schools around Turkey.

Table 6. The dispersion regarding the graduated high schools

Graduated high schools	Frequency	Percent
General high school	139	67,1
Private high school	2	1,0
Anatolian high school	32	15,5
Anatolian teacher high school	4	1,9
Science high school	1	,5
Vocational high school	17	8,2
Technical high school	7	3,4
Other high schools	5	2,4
Total	207	100,0

4. 2. 4. The Dispersion of Goals

As shown in Table 7, all of the goals in this scale are instrumental goals rather than integrative goals. Table 7 indicates that 92 (44.4 %) students study English to pass the lesson. 29 (14.0 %) students study English to get in contact with foreigners. 19 (9.2 %) students study English to find a better job. 8 (3.9 %) students study English to go abroad. 37 (17.9 %) students study English to make a career. 10 (4.8 %) students are uncertain about studying

English. 12 (5.8 %) students study English for other reasons. Through this table, it can be inferred that as the aforementioned goals are instrumental, half of the students (N:92) are rather pragmatic; that is, their only goals are to pass the English lesson even if they may not acquire any knowledge or skills of English. Making career is favored as the second goal to learn English among the participants (N:37). This result is a bit worth mentioning because even if the percentage of this goal is low, its being second in the placements of the goals means that there is a group of learners who aims to retrieve the required skills of English rather than just passing the lesson. The other arresting result is that out of 207 participants only 8 learners hold the going abroad goal to acquire English, this means that even if English is perceived as an international language, very few learners attempt to acquire English for going abroad, acknowledging other nations, and getting in contact with the international communities.

Table 7. The dispersion regarding the students' goals to study English

Goals	Frequency	Percent
Pass the lesson	92	44,4
Get in contact with foreigners	29	14,0
Find a better job	19	9,2
Go abroad	8	3,9
Make a career	37	17,9
Uncertain	10	4,8
Others	12	5,8
Total	207	100,0

4. 2. 5. The Dispersion of Hours

Based on the outcomes of Table 8, 159 (76.8 %) students do not ever study English. 36 (17.4 %) students study English between 1 and 2 hours per week. 4 (1.9 %) students study English between 3 and 4 hours. 5 (2.4 %) students study English between 5 and 6 hours.

Lastly, 3 (1.4 %) students study more than 6 hours. This result indicates the extent to how students appreciate English. 77 percent of the participants do not endeavor to acquire the knowledge of English. This outcome means that either the learners do not hold any motives or the learning atmosphere and the activities implemented in the class are not satisfactorily encouraging to invest effort to acquire the aspects of English in their leisure time. Even passing the English course (44 %) as a goal is not sufficiently motivating for the learners to spare some time to attain the needed knowledge of English. If the percentage was lower for the “not ever study”, it would be inferred that passing the English course as a goal is adequately an impulsive incentive to put effort in acquiring the knowledge of English.

Table 8. The dispersion regarding the students’ studying hours

Hours	Frequency	Percent
Not ever study	159	76,8
1-2 hours	36	17,4
3-4 hours	4	1,9
5-6 hours	5	2,4
More	3	1,4
Total	207	100,0

4. 3. The Analyses on the Attitude Scale

In this division, descriptive and inferential analyses were implemented and exhibited to bestow a detailed explication to the research questions. The answers to the research questions were delivered by describing the analyses and interpreting the outcomes by making inferences.

4. 3. 1. The Findings on the First Research Question

The first research question is as follows:

1. What are the students' attitudes towards English as a foreign language?
 - 1.1. What are the students' cognitive attitudes towards English as a foreign language?
 - 1.2. What are the students' affective attitudes towards English as a foreign language?
 - 1.3. What are the students' behavioral attitudes towards English as a foreign language?

Most of the studies conducted on attitudes subject were executed by presuming the attitudes as an intact component without breaking up. Very few investigations were carried out on the components or dimensions of attitudes. As this study investigates these components of attitudes, the reason behind asking the first stated question is to discover whether there is any distinction between the attitudinal components. Descriptive analyses as mean and standard deviation scores were implemented for this aim and the findings of this analysis were described and interpreted to explicate the first research question.

Table 9. Descriptive analysis of the attitudinal components

Attitudinal components	N	Mean	Std. Deviation
Cognitive	207	15,3671	4,64784
Affective	207	58,2222	21,31500
Behavioral	207	9,1063	3,91516

Table 9 gives the descriptive analyses concerning the participants' attitudes, including attitudinal components. The descriptive statistics as mean scores on attitudinal components were interpreted to give a thorough response to the first research question and made deductions.

Before proceeding with the descriptive findings, it is requisite to acknowledge on the items in the aforementioned attitude scale. The attitude scale is comprised of 5 cognitive, 21

affective, and 4 behavioral items. That means in cognitive items, the total scores range from 5 to 25; of affective items, the total scores range from 21 to 105; and of behavioral items, the total scores range from 4 to 20.

In cognitive component, a total score of 20 or more means the strongly positive attitude, a total score between 15 and 19 indicate the moderately positive attitudes, a score of 14 and less shows negative attitudes. As the mean score is shown in Table 9, the learners have very slightly positive attitudes (Mean: 15,36).

As for the affective attitudinal component, a total score of 84 or more implies that the participants hold the strongly positive attitudes, a total score between 63 and 83 demonstrates the moderately positive attitudes, a score of 62 and less represents the negative attitudes. As seen in Table 9, the students hold negative affective attitudes (Mean: 58,22).

In behavioral items on the attitude scale, a total score of 16 or more signifies that the learners have the strongly positive attitudes, a total score from 12 to 15 shows the moderately positive attitudes, a score of 11 and less indicates the negative attitudes. The mean score in Table 9 indicates that the participants again embody negative attitudes (Mean: 9,10) in terms of the behavioral dimension of attitudes.

In essence, it can be stated that while negative attitudes came out in affective and behavioral attitudinal components, only in cognitive attitudes the participants embody approving dispositions even if the level is fairly low. Overall, the findings point out that the participants' posture towards learning English do not alter from one attitudinal component to another which is contradicting with the presumption of the researcher in the current study. In this context, the results of this section support the single component view, one of views on attitudes which claims that the attitudes notion is a single component without any constituents. Briefly, the results show that the learners demonstrate negative dispositions in all attitudinal dimensions.

The relation of attitudinal components to the variables in the first section of the survey will be explored by answering the 2, 3, 4, 5, and 6 research questions. The attitudinal components' relation to the participants' gender, field of education at the Education Faculty, graduated high schools, goals for learning English, and hours of studying English will be uncovered here by describing the statistics and making inferences from these statistics.

4. 3. 2. The Findings on the Second Research Question

The second research question is as follows:

2. Is there a relationship between students' attitudes towards English and their genders?

A very great number of studies have been directed to check the association between students' attitudes and gender, but most of them inquired the attitudes as a whole component in relation to gender issues. However, in this study, students' attitudes in terms of gender were investigated through three dimensions; cognitive, affective, and behavioral dimensions. For this aim, independent samples t-test was primarily executed, and then described and clarified by making inferences to respond the second research question.

Table 10. T-test result regarding the cognitive attitudes towards the English lesson

Gender	N	Mean	sd	df	t	*p
Female	92	14,7826	4,82855	205	1,625	,106
Male	115	15,8348	4,46415			

*p < 0,05

Table 10 shows the results regarding the relation between the students' cognitive attitudes and their gender. According to that outcome in the table, there is not any statistically significant difference in cognitive attitudes between females and males towards English lesson [$t(205) = 1.625, p > .05$]. The mean scores of females (Mean=14.78) and males (Mean=15, 83) are close to each other.

Table 11. T-test result regarding the affective attitudes towards the English lesson

Gender	N	Mean	sd	df	t	*p
Female	92	52,9674	21,63049	205	3,245	,001
Male	115	62,4261	20,18383			

*p < 0,05

The results regarding the association between the students' affective attitudes and their gender were exhibited in Table 11. As the results in the table exhibits, there is a statistically significant difference in affective attitudes between females and males towards the English lesson [t(205)=3.245, p<.05]. The mean scores of females (Mean=52,96) and males (Mean=62,42) are not close to each other. Males have much more approving feelings than females towards the English lesson.

Table 12. T-test result regarding the behavioral attitudes towards the English lesson

Gender	N	Mean	sd	df	t	*p
Female	92	7,9674	3,84151	205	3,868	,000
Male	115	10,0174	3,74630			

*p < 0,01

Table 12 displays the results concerning the relation between the students' behavioral attitudes and their gender. The p score in the table signifies that there is statistically significant difference in behavioral attitudes between females and males towards the English lesson [t(205)= 3,868, p<.05]. This score gives a similar result to the result of affective attitudes. The mean score of males (Mean=10,01) is higher than the one for females (Mean=7,96). It is inferred from this result that males held more approving behavioral attitudes than females like in affective attitudinal dimension.

Concisely, the illustrated results infer that the learners of English do not have any different cognitive attitudes in terms of gender. However, in terms of affective and behavioral attitudes, males have more favorable attitudes towards the English course than females. That males' holding more affective attitudes and behavioral attitudes than females towards learning

English is the worthwhile result because this result contradicts most of the previous studies conducted on gender variable.

4. 3. 3. The Findings on the Third Research Question

The third research question is as follows:

3. Is there a relationship between students' attitudes towards English and their departments?

Descriptive statistics as the mean scores and inferential statistics as one-way ANOVA and LSD analyses were executed and interpreted to deliver a comprehensive answer to the third research question.

Table 13. The descriptive statistics regarding participants' cognitive attitudes according to their departments

Departments	N	Mean	Std. Deviation
Primary School Teacher Education	35	15,6286	4,22239
Turkish Language Education	43	17,3721	4,56187
Social Sciences Education	36	15,6667	4,24937
Science Education	38	14,4211	5,18642
Primary Mathematics Education	28	14,3214	4,05566
Computer and Instructional Technology Education	27	13,8519	4,77738

The mean scores regarding the participants' cognitive attitudes in terms of departments were demonstrated in Table 13. As shown in the table, the highest mean score (Mean: 17,37) of cognitive attitudes belongs to the learners at Turkish Language Education. Succeeding that department, the mean scores of cognitive attitudes at the Social Sciences (Mean: 15,66), Primary School Teacher (Mean: 15,62), Science (Mean: 14,42), and Primary Mathematics Education (Mean: 14,32) follow respectively. The least mean score (Mean: 13,85) on the cognitive attitudes was found at Computer and Instructional Technology

Education department. However, these scores do not yield whether these differences are significant or not between the departments; for that reason, One-way ANOVA and LSD inference statistics were applied. The ANOVA and LSD statistics bestow the results on differences and their significance.

Table 14. The inferential statistics on participants' cognitive attitudes according to their departments (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	305,101	5	61,020	2,959	,013	2 - 4,5,6
Within Groups	4144,996	201	20,622			
Total	4450,097	206				

*p < 0,05

1. Primary School Teacher Education, 2. Turkish Language Education, 3. Social Sciences Education, 4. Science Education, 5. Primary Mathematics Education, 6. Computer and Instructional Technology Education

As shown in table 14, the p score evinces there is a statistically significant difference in cognitive attitudes among the departments of participants [F(5.201)=2,959; p < 0,05]. In other words, these differences are worth mentioning in terms of between which departments there are differences in cognitive attitudes. It is ascertained from LSD results that there is a meaningful difference between Turkish Language Education and Science Education, Primary Mathematics Education, Computer, Instructional Technology Education in favor of Turkish Language Education.

Table 15. The descriptive statistics regarding participants' affective attitudes according to their departments

Departments	N	Mean	Std. Deviation
Primary School Teacher Education	35	55,0286	19,83088
Turkish Language Education	43	71,2558	22,12851
Social Sciences Education	36	59,2500	17,66413
Science Education	38	52,3684	21,23284
Primary Mathematics Education	28	56,5357	23,03376
Computer and Instructional Technology Education	27	50,2222	16,31265

Table 15 evinces the mean scores regarding the participants' affective attitudes in terms of departments. As shown in the table, the highest mean score (Mean: 71,25) of affective attitudes again belongs to the learners of Turkish Language Education. Following that department, the mean scores of affective attitudes at Social Sciences (Mean: 59,25), Primary Mathematics (Mean: 56,53), Primary School Teacher (Mean: 55,02), and Science Education (Mean: 52,36) follow respectively. The least mean score (Mean: 50,22) on affective attitudes is again found at Computer and Instructional Technology Education department. However, these scores do not give the differences among the departments, for that reason one-way ANOVA and LSD inference statistics were applied to decide on the significance of these score differences in the affective attitudes among the departments. Table 16 delivers the statistics that show the significance of these differences among the departments.

Table 16. The inferential statistics on participants' affective attitudes according to their departments (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	10809,397	5	2161,879	5,249	,000	2-1,3,4,5,6
Within Groups	82782,381	201	411,853			
Total	93591,778	206				

*p < 0,05

1. Primary School Teacher Education, 2. Turkish Language Education, 3. Social Sciences Education, 4. Science Education, 5. Primary Mathematics Education, 6. Computer and Instructional Technology Education

Table 16 verifies from the p score that there is a statistically significant difference in affective attitudes among the learners of Education Faculty departments [F(5.201)= 5,249; p < 0,05]. The LSD results say that only the learners of Turkish Language Education again have more different affective attitudes than other departments.

Table 17. The descriptive statistics regarding participants' behavioral attitudes according to their departments

Departments	N	Mean	Std. Deviation
Primary School Teacher Education	35	8,8571	3,20975
Turkish Language Education	43	10,9767	4,81312
Social Sciences Education	36	9,4722	3,47634
Science Education	38	8,1842	3,71887
Primary Mathematics Education	28	8,3214	3,70239
Computer and Instructional Technology Education	27	8,0741	3,36184

The mean scores of the participants' behavioral attitudes are revealed in Table 17. According to these results, as shown in the table, participants who study in Turkish Language Education department again embody the highest mean score (Mean: 10,97) on behavioral

attitudes as in other attitudinal dimensions mentioned previously. Social Sciences Education stands at the next highest mean score position (Mean: 9,47), followed by four departments respectively; Primary School Teacher (Mean: 8,85), Primary Mathematics (Mean: 8,32), Science Education (Mean: 8,18), and lastly again Computer and Instructional Technology Education (Mean: 8,07). To determine whether these differences in behavioral attitudes among the departments attribute any significance, one-way ANOVA and LSD inferential statistics were executed. Table 18 displays these statistics that unveil the significance of the differences among the departments.

Table 18. The inferential statistics on participants' behavioral attitudes according to their departments (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	235,758	5	47,152	3,244	,008	2-1,4,5,6
Within Groups	2921,904	201	14,537			
Total	3157,662	206				

*p < 0,05

1. Primary School Teacher Education, 2. Turkish Language Education, 3. Social Sciences Education, 4. Science Education, 5. Primary Mathematics Education, 6. Computer and Instructional Technology Education

ANOVA and LSD results of significance of these differences between the departments are inscribed in Table 18. As revealed in the table, the p score was computed as p = ,008 and this indicates that there is a statistically significant difference in behavioral attitudes among the learners of Education Faculty departments [F(5.201)= 3,244; p < 0,05]. The LSD outcomes brought out the similar results as the ones on cognitive and affective attitudes. According to the results, there is a statistically meaningful distinction between learners at Turkish Language Education and learners at Primary School Teacher Education, Science Education, Primary Mathematics Education, Computer and Instructional Technology Education departments.

In short, in all attitudinal components, learners at Turkish Language Education demonstrate the highest approving attitudes and learners at Computer and Instructional Technology Education display the lowest positive attitudes among the learners at other departments. The reason behind the high scores at Turkish Language Education may be attributed to that as learners' field of education in this department is language, they appreciate the worth of acquiring a foreign language.

4. 3. 4. The Findings on the Fourth Research Question

The fourth research question is as follows:

4. Is there a relationship between students' attitudes towards English and the kinds of high schools they graduated from?

The participants' cognitive, affective and behavioral attitudes with respect to graduated high schools (H.S., hereafter) and attitude differences between these schools were examined below. The fourth question was interpreted through one-way ANOVA and LSD analyses. The following tables and analyses were described and interpreted to give a thorough explanation to the fourth research question.

Table 19. The descriptive statistics on participants' cognitive attitudes in terms of graduated high schools

Graduated high schools	N	Mean	Std. Deviation
General high school	139	15,9856	4,56036
Private high school	2	10,5000	2,12132
Anatolian high school	32	15,0313	4,37356
Anatolian teacher high school	4	14,7500	4,85627
Science high school	1	13,0000	.
Vocational high school	17	12,4706	4,74497
Technical high school	7	14,1429	5,92814
Other high schools	5	14,8000	4,32435

As analyzed in Table 19, the results evince that learners graduated from general high schools grasp the highest mean score (Mean: 15,98) on cognitive attitudes. After that school, Anatolian High Schools come next by getting the second highest score (Mean: 15,03) on cognitive attitudes. These two schools are followed by other high schools (Mean: 14,80), Anatolian Teacher H.S. (Mean: 14,75), Technical H.S. (Mean: 14,14), Science H.S. (Mean: 13,00), and Vocational H.S. (Mean: 12,47). The most striking result is that Private H.S. (Mean: 10,50), where English is more commonly instructed than other schools, holds the last position in this rank of cognitive attitudes.

Even though it is perceived to have a distinction between the high schools on cognitive attitudes, ANOVA and LSD analysis were implemented to decide on the significance of these differences. Table 20 presents these results.

Table 20. The inferential statistics on participants' cognitive attitudes in terms of graduated high schools (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	266,014	7	38,002			
Within Groups	4184,082	199	21,026	1,807	,088	
Total	4450,097	206				

*p < 0,05

As the p score is indicated in Table 20, there is not any statistically significant difference between the graduated high schools on cognitive attitudes, hence, the column of LSD test aiming to examine the differences between high schools is blank [F(7.199)= 1,807; p < 0,05].

Table 21. The descriptive statistics on participants' affective attitudes in terms of graduated high schools

Graduated high schools	N	Mean	Std. Deviation
General high school	139	60,9568	21,58061
Private high school	2	34,0000	7,07107
Anatolian high school	32	57,9063	22,51503
Anatolian teacher high school	4	45,5000	7,32575
Science high school	1	49,0000	.
Vocational high school	17	48,1176	16,41220
Technical high school	7	50,8571	19,72670
Other high schools	5	50,6000	18,68957

Table 21 reveals the descriptive statistics including mean scores of participants' affective attitudes with respect to the graduated high schools. The results of the analyses elucidate that learners graduated from general high schools again bear the highest positive affective attitudes as shown in the mean score (Mean: 60,95). Learners in Anatolian High Schools (H.S) have the next highest scores on affective attitudes (Mean: 57,90). Technical H.S. (Mean: 50,85), other high schools (Mean: 50,60), Science H.S. (Mean: 49,00), Vocational H.S. (Mean: 48,11), and Anatolian Teacher H.S. (Mean: 45,50) are the next four schools with less higher positive attitudes on affective dimension. As it was surprising on cognitive attitudinal component, Private H.S. (Mean: 34,00) again holds the last position on the mean scores of affective attitudes, even though language education is the major theme in these private schools.

Although the distinction on affective attitudes between the high schools can be obviously seen in table 21 and in its explanation, ANOVA and LSD test was executed to see the significance of these differences. Table 22 shows these results.

Table 22. The inferential statistics on participants' affective attitudes in terms of graduated high schools (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	5354,496	7	764,928			
Within Groups	88237,282	199	443,403	1,725	,105	
Total	93591,778	206				

*p < 0,05

In Table 22, the ANOVA results display that the differences between the graduated high schools on affective attitudes are not statistically significant, therefore, no results were appeared in LSD test column [F(7.199)= 1,725; p < 0,05].

Table 23. The descriptive statistics on participants' behavioral attitudes in terms of graduated high schools

Graduated high schools	N	Mean	Std. Deviation
General high school	139	9,6619	3,92235
Private high school	2	4,5000	,70711
Anatolian high school	32	8,6875	4,23836
Anatolian teacher high school	4	6,5000	2,38048
Science high school	1	8,0000	.
Vocational high school	17	7,3529	2,64436
Technical high school	7	7,2857	3,90360
Other high schools	5	9,0000	3,93700

As can be seen in Table 23, the descriptive analyses, including the mean scores and standard deviations of participants' behavioral attitudes in terms of graduated high schools are exhibited hereafter. According to the results of the analyses, participants graduated from general high schools again hold the highest positive behavioral attitudes as shown in the mean score (Mean: 9,66). The next high school, which has the next highest mean scores on

behavioral attitudes is the other high schools (Mean: 9,00), which is followed by Anatolian H.S. (Mean: 8,68), Science H.S. (Mean: 8,00), Vocational H.S. (Mean: 7,35), Technical H.S. (Mean: 7,28), and Anatolian Teacher H.S. (Mean: 6,50). The same startling result as in other attitudinal components came out in the behavioral attitudes component, as well. The learners at Private H.S. have the least favorable behavioral attitudes towards learning English as it is seen in the mean score (Mean: 4,50).

The mentioned statistics show the apparent differences in behavioral attitudes among the graduated high schools, yet there was a need to see whether these distinctions are significant or not. For this purpose, ANOVA and LSD test was applied. Table 24 reveals these results.

Table 24. The inferential statistics on participants' behavioral attitudes in terms of graduated high schools (ANOVA)

	Sum of Squares	df	Mean Square	F	*p	LSD
Between Groups	194,868	7	27,838			
Within Groups	2962,794	199	14,888	1,870	,076	
Total	3157,662	206				

*p < 0,05

Table 24 illustrates the results of ANOVA and LSD analyses which display that the distinctions between the graduated high schools on behavioral attitudes. The p score indicates that there is not statistically significant difference between the schools, and hence LSD test didn't bring out any results. [F(7.199)= 1,870; p < 0,05].

To summarize the aforementioned results, firstly the results are not in the expected direction of the research of the present study. Learners graduated from general high schools hold more approving attitudes towards English course, and learners graduated from Private H. S. embody the least favorable attitudes towards the English course. Private H. S. graduates' having such unfavorable attitudes is a surprising result of this study since English instruction

takes place more intensively and meticulously cared at these schools than other high schools. Out of this result, one can deduce that frequency of studying and importance attached to English courses may not always yield to approving dispositions towards the English course in learners.

4. 3. 5. The Findings of the Fifth and Sixth Research Questions

The fifth and sixth research questions are as follows:

5. Is there a relationship between students' attitudes towards English and their reasons of learning English?

6. Is there a relationship between students' attitudes towards English and their weekly hours of studying English?

Multiple regression-linear analyses were executed to determine the strength of attitudinal components' relation to the goals for learning English and the hours the students study English. For that purpose, three tables were demonstrated and elucidated to deliver an exhaustive response to the two research questions.

Table 25. The results of regression analysis concerning the prediction of cognitive attitudes

Variables	B	Std. Error B	β	<i>t</i>	p	Bivariate r	Partial r
Constant	18,418	,675		27,275	,000		
GOAL	-,641	,155	-,275	-4,139	,000	-,302	-,278
HOUR	-,952	,368	-,172	-2,591	,010	-,215	-,178
R = ,347 ^a R ² = ,120 F = 13,934 p = ,000 ^b							

a. Dependent variable: Cognitive attitudes

b. Predictors: (constant), Goal, Hour

Table 25 demonstrates the regression analysis results for the cognitive attitudes in relation to goals and hour predictors. As a result of analyses on bivariate and partial correlations between dependent variable (cognitive attitudes) and predictors (goal, hour), a

low and negative correlation ($r = -0,30$) was found between cognitive attitudes and goals for studying English, whereas controlling the other predictor variable (hour), the correlation between these two variables was found to be lower and again negative ($r = -0,28$). Between cognitive attitudes and the hours that students give effort to learn English, the correlation is very little and negative ($r = -0,21$), even this score was lowered and negative when the other predictor variable (goal) is controlled ($r = -0,18$).

The correlation between cognitive attitudes and goal and hour variables was found to be at a low but a significant level ($R = ,347$). The two mentioned variables account for 12 percent of cognitive attitudes variance ($R^2 = ,120$). The p scores indicate that goal ($p = ,000$) and hour ($p = ,010$) variables are statistically significant predictors of cognitive attitudes ($p < ,01$).

Table 26. The results of regression analysis concerning the prediction of affective attitudes

Variables	B	Std. Error B	β	t	p	Bivariate r	Partial r
Constant	73,953	3,051		24,236	,000		
GOAL	-3,014	,699	-,282	-4,310	,000	-,316	-,289
HOUR	-5,496	1,661	-,217	-3,308	,001	-,261	-,226
R = ,382 ^a R ² = ,146 F = 17,408 p = ,000 ^b							

a. Dependent variable: Affective attitudes

b. Predictors: (constant), Goal, Hour

The regression analyses for affective attitudes in relation to the goal and hour predictor variables are displayed in Table 26 and the results are almost similar to the result of predicting cognitive attitudes in Table 25. Analyses on bivariate and partial correlations between a dependent variable (affective attitudes) and predictors (goal, hour) reveal that there is a low and negative correlation ($r = -0,32$) between affective attitudes and goals for studying English, whereas controlling the other predictor variable (hour), the correlation between these two variables was found to be lower and again negative ($r = -0,29$). Between the affective attitudes

and the hours students learn English, the correlation is very little and negative ($r = -0,26$), even this score is lower and negative when the other predictor variable (goal) is controlled ($r = -0,23$).

The correlation between cognitive attitudes and goal, and hour variables is at a low and a significant level ($R = ,382$). The two mentioned variables explain 14 percent of affective attitudes variance ($R^2 = ,146$). It can be inferred from the p scores that goal ($p = ,000$) and hour ($p = ,001$) variables are statistically significant predictors of affective attitudes ($p < ,01$).

Table 27. The results of regression analysis concerning the prediction of behavioral attitudes

Variables	B	Std. Error B	β	t	p	Bivariate r	Partial r
Constant	11,883	,558		21,291	,000		
GOAL	-,661	,128	-,337	-5,169	,000	-,361	-,340
HOUR	-,709	,304	-,152	-2,333	,021	-,205	-,161
R = ,391 ^a		R ² = ,153		F = 18,413		p = ,000 ^b	

a. Dependent variable: Behavioral attitudes

b. Predictors: (constant), Goal, Hour

As it is seen in Table 27, the regression analyses for behavioral attitudes in relation to the goal and hour predictor variables are conducted and exhibited. The results derived out of this table above were again found to be similar to the results of Table 25 and 26. As it is discerned from the analyses on bivariate and partial correlations between a dependent variable (behavioral attitudes) and predictors (goal, hour), a low and negative correlation ($r = -0,36$) was discovered to be between affective attitudes and goals for studying English, whereas controlling other predictor variable (hour), the correlation between these two variables was found to be lower and negative ($r = -0,34$). Between behavioral attitudes and the hours students learn English, the correlation is very little and negative ($r = -0,20$), and when the other predictor variable (goal) is controlled, this score gets lower but again negative ($r = -0,16$)

The correlation between the behavioral attitudes and goal, and hour variables was found to be at a low and a significant level ($R = ,391$). The two mentioned variables explain 15 percent of behavioral attitudes variance ($R^2 = ,153$). One can deduce from the p scores that goal ($p = ,000$) and hour ($p = ,021$) variables are statistically significant predictors of behavioral attitudes ($p < ,01$).

To sum up the results yielded from regression analyses, the p scores in the tables indicate that there is a significant connection between the attitudinal components and the students' hours and goals for studying English. However, this relation in all attitudinal components is very low and negative. The relation is low because these two predictors (goal, hour) account for very little of attitudes; that is, approximately between 12 and 15 percent.

The negative relation intends that the goals and hours for studying English may decrease the students' favorable dispositions. In other words, even though almost half of the participants (Table 7) have the "passing the English course" as their goal, this goal might lower their attitudes in all dimensions. As it can be distinguished from the hours of studying in Table 8, 77 % of participants never put an exertion to learn the needed knowledge of English, and an increase in this score may lead to less approving attitudes in the learners.

CHAPTER 5

5. CONCLUSION

5. 1. Presentation

This chapter firstly summarizes the study and then discusses the findings with the previous studies. Afterwards, limitations of the study, suggestions for further research, and pedagogical implications were endowed. And finally, the conclusion was inscribed.

5. 2. Overview of the Study

Foreign language education has been a controversial issue among the education cycles for years all around the world. One of the aspects of these debates is the individual differences (IDs). Motivation and as a constituent of it, attitudes have been two of the most complicated and investigated factors in the IDs research literature. A great number of educational scholars have proposed a number of ideas and theories on attitudes. Gardner (1985), one of these specialists, identifies attitudes as one of the outstanding elements of motivation. Attitudes have been conventionally presumed as an intact component by educational scholars and psychologists naming it a single component view. However, Rosenberg and Hovland (1960) argue for tripartite view and introduce the attitudinal components as cognitive, affective, and behavioral attitudes. On the other hand, in terms of the orientation of attitudes, Gardner and Lambert (1972) engage the attention to “*social attitudes*”, attitudes towards the target language community and culture; and “*educational attitudes*”, attitudes towards learning the foreign language. The target of the current study is on tripartite view and *educational attitudes*.

The reluctance, absenteeism, and low accomplishments of the learners in the English courses have been customarily the main matters that colleagues in language education have

consistently complained among themselves at Siirt University. For that reason, surmising the attitudes as the main reason lying behind these problems, the main objective of this study is to explore the learners' cognitive, affective, and behavioral attitudes towards compulsory English courses in terms of genders, departments, graduated high schools, goals and hours of discovering English.

In order to reach the objective of this study, a completely quantitative research was conducted and by quantitative methods, the cross-sectional survey and correlational methods were embraced. The cross-sectional survey study was administered in order to ensure the objectivity of the participants' responses without the influence of the researcher. The correlational research technique is appropriated to explore whether there is any association between the participants' personal and educational background and their cognitive, affective, and behavioral dispositions.

The survey was partially adapted from the survey formed by Aydoslu (2005) as a data collection instrument. The survey is comprised of two sections; the personal data and attitude scale. The variables in the personal data section are gender, departments, graduated high schools, goals for learning English, and the hours of studying English. The attitude scale involves 30 5-Likert-type items concerning cognitive (5), affective (21), and behavioral (4) components of attitudes. Half of the items are negative items and these items were reverse-scaled while entering them into SPSS 20.

The Education Faculty was favored to manage this investigation since this faculty is the oldest and has the most crowded student population among the other faculties and schools at Siirt University. Moreover, the participants' being the candidate teachers in educational institutions in the following years is one of the other prime reasons behind preferring this setting. The target faculty of this research includes 6 departments. While the population is

about 460 freshmen students, the survey was handed out to the volunteer 207 students as a sample.

The responses of the participants in the survey were coded into SPSS 20. In the analysis step, descriptive analyses such as mean and standard deviation scores were firstly carried out for the variables in the personal data section and the attitude scale. Later, the correlational analyses and inferential statistics such as independent samples t-test, ANOVA, and LSD were executed to explore whether there is any relation between the variables in the first division of the survey and the attitude scale. For the last two questions, regression analyses were performed to explain the goal and hour variables' share on the learners' attitudes. All these analyses were exhibited in the tables in order.

The analyses were firstly executed to grant an extensive response to the research questions, and then these answers were bestowed under each research question by describing and interpreting the results of these statistics displayed in the tables. Lastly, a concise summary of the results was delivered at the end of the each research question.

5. 3. Discussion of the Results

The focus of this study was about the attitudes, one of the agents of the IDs, in terms of cognitive, affective, and behavioral dimensions. The findings on the research questions were hereafter discussed by comparing them with the outcomes of the previous studies. Each discussion was fulfilled under the research questions in succession. Prior to proceeding with the discussion of the research questions, the interpretations and inferences on the variables of the first section of the survey were abridged.

5. 3. 1. Summary of the Variables

The sample of this study is comprised of 92 females and 115 males. The dispersion of the respondents among the departments is like that; 35 in Primary School Teacher Education, 43 in Turkish Language Education, 36 in Social Sciences Education, 38 in Science Education, 28 in Primary Mathematics Education, and 27 in Computer and Instructional Technology Education.

A majority of the participants (139) graduated from general high schools, and the dispersion of the other high schools follows like that; 32 students from Anatolian H.S, 17 from Vocational H.S, 7 from Technical H.S, 5 from other high schools, 4 from Anatolian teacher H.S, 2 from private H.S, and 1 student from Science H.S. This finding deduces that the plurality of the students is graduates of general high schools in the population of the Education Faculty.

The majority of the goals for learning English in the fourth variable are the instrumental goals such as passing the lesson, getting in contact with foreigners, finding a better job, going abroad, and making a career. 92 individuals favored “pass the lesson” as their goal, 37 preferred “make a career”; and in addition, 29 “get in contact with foreigners”, 19 “find a better job”, 8 “go abroad” was the scattering of the other preferred goals among the participants. Furthermore, while 10 individuals were uncertain about their goals for studying English, 12 participants noted down other goals that were not listed in the survey. The goal of “pass the lesson” being almost half of the participants’ goal indicates that acknowledging English doesn’t mean anything for these students apart from passing the lesson.

159 learners of English do not ever put any exertion to attain the required aspects of English except for sparing time for the exam and lesson. While only 36 learners educate themselves in English by investing time 1-2 hours of their free time, only 12 respondents

exceed 2 hours per week in acquiring the knowledge of English apart from the hours for the exam and the lesson.

5. 3. 2. Discussion of Differences in Attitudinal Components

A very massive number of investigations have been conducted around the world on attitude issue, one of the factors in IDs. While a number of these studies have been administered by presuming the attitude as a whole constituent, in some of these studies, the attitudes have been postulated and inquired in three components as cognitive, affective, and behavioral attitudes. Hereafter, the findings were discussed within the outcomes of the current study and with other previous studies.

As exhibited in Table 9, the participants featured dismissive dispositions on the affective (Mean:58,22) and behavioral (Mean:9,10) attitudinal components. Only in cognitive attitudinal dimension (Mean:15,36), the learners demonstrated slightly positive attitudes if it is worthwhile to state it as positively because, as the score is very near to the score of negative attitudes, it is more rational to regard the finding as a negative attitude. Briefly, the participants embodied disapproving dispositions in all dimensions of attitudes, and this result contradicts with the presumption of the researcher that the learner dispositions might alter from one attitudinal component to another one. Consequently, this outcome upholds the other empirical research which did not determine any discernable differences between cognitive, affective, and behavioral posture related to specific attitude; that is to say, it justifies the single component view (Eagly, Alice, and Chaiken, 1998).

These overall findings indicate the learners do not deliberate tolerably favorable in the necessity and the importance of the English lessons. This may stem from the learners' inability or ignorance of English structure and skills. As the learners have very little proficiency and knowledge of English, this led the students to be ignorant on how to discover

and acquire the required knowledge of English. Furthermore, these disapproving cognitive attitudes may be both the reason and result of the dismissive sentimental attitudes.

The low score on the behavioral component of attitude remarks that the participants have a very little desire in action to acquire any aspects of English. They do not embody any desire to invest effort to do anything to acquire English. The low score can be attributed to the learning environment, the impression of the instructors, their instructional techniques, the activities, and the homework provided to the learners. The other rationale can be the low score attained in the cognitive dimension of attitudes. The learning environment, the style of the instructor, and the activities performed in the class being ineffective could also have resulted in such a low score in behavioral dimension. This low score can also be supported by the 76.8 % of students' not ever studying English except for exams and lesson in their free time as shown in Table 8.

While the result of this study is in line with several studies, it is contradicting with a number of them. Abidin et al (2012), embracing *a tripartite view* of attitudes in his study, found negative attitudes in secondary school students in all attitudinal components. In similar settings to this study and with the adoption of *single component* view, parallel results came out, as well. For instance, negative attitude was discovered among the learners in Çakıcı's study (2007) conducted in a higher educational institution. However, Genç and Aksu (2004) found the counter results that learners at a higher educational institution embodied approving attitudes towards the compulsory English course.

As the participants in this present study will be the teachers in educational institutions in the following years, this means that these teachers may unwillingly transfer the dismissive attitudes to their learners. Later, these learners will again bring the negative attitudes to the higher educational institutions. This crucial setting in terms of the contingency of the transfer of attitudes was also examined by other researchers, as well. For instance, Elkılıç, Akalın, and Salman (2010) discovered that the learners of Education Faculty embodied negative

attitudes towards English course. Consequently, as William and Burden (1997, p. 88) propose that “it is undoubtedly true that learners bring many individual characteristics to the learning process”, this may create a vicious circle of negative attitudes among the individuals from lower to higher level of education.

To sum up, it can be concluded that a low score in one of these attitudinal components may greatly influence other components; that is, they affect each other. In other words, the dimensions of attitudes have a great correlation among themselves and each of them may be the cause or the result of each other. The other deduction out of these results is that single component view of attitudes has a right to be supported as no differences between the components of attitudes came out. On the other hand, the learners in Education Faculty deserve more attention in terms of the indoctrination of favorable attitudes because of the contingency of transferring their attitudes to their students.

5. 3. 3. Discussion of Gender Differences

Gender-related differences have been thoroughly examined in all educational domains as well as in foreign language education. The results of this study indicated that males and females did not differ in terms of cognitive attitudes whereas males revealed more favorable attitudes in affective and behavioral attitudinal components. However, the males’ exhibiting favorable attitudes in affective and behavioral dimension is conflicting with Aydoslu (2005). This result is also contrary to other investigations. Abidin et al (2012) discovered that the dispositions of female learners are delicately higher than that of male ones in secondary schools. This result is also in parallel with most of the studies in the literature such as Elkılıç et al (2010), Kobayashi (2002), Burgucu (2011) and Karahan (2007). Conversely, Çakıcı (2007), Karaş (1996), and Saracaloğlu (1996) encountered no difference between gender-related attitudes.

5. 3. 4. Discussion of Department Differences

The studies, investigating the learners' tendency towards the English course at universities, predominantly attempted to explore the association with learners' departments. The thought-provoking outcome of this aspect of the research was that learners at Turkish Language Education dominated the other departments by exhibiting positive attitudes in all attitudinal components; though, Aydoslu (2005) unveiled that Physical Training and Sports Education students demonstrated the highest level of positive attitudes in all attitudinal components. This result can be interpreted that as the learners at Turkish Language Education deal with the structures, rules, skills, teaching methodologies, strategies, and styles of learning a language, they appreciate the worth of acknowledging a foreign language. This finding can be supported by Gardner and Lambert's (1959, p. 290) statement that an individual who acknowledges the structures of English could succeed in French courses focusing on grammar (cited in Krashen, 1981). This outcome is overlapping with the study of Çakıcı (2007) who determined approving attitudes in the students of Turkish Language Education department. On the other hand, Burgucu (2011) found that learners studying at a language and mathematic related programs manifested more favorable attitudes than other programs and continued claiming that language learning and mathematic might have a positive connection.

5. 3. 5. Discussion of High School Differences

Most of the research carried out to explore the learners' attitudes towards the English course has also investigated the association of attitudes with graduated high schools on account of the possibility of students' bringing the attitudes with them from the high schools. The salient result was that no attitudinal differences came out among the graduated high schools; nevertheless, the respondents graduated from the general high schools surprisingly appeared to maintain the highest level of attitudes in all attitudinal components. The most striking finding arose when learners graduated from the private high schools where English

instruction is the one of the consequential priorities in the curriculum exhibited the lowest level of attitudes; quite the contrary, Aydoslu (2005) obtained the highest level of attitudes in the learners graduated from those schools. On the other side, two respondents graduated from private high schools were sampled in this study and this number can be criticized in terms of arousing such a low score in attitudinal components. Parallel findings to this result also came out of the study of Çakıcı (2007); that is, she also encountered with more approving attitudes in the State high schools than Anatolian high schools. Her reason that the intensive training of English might have caused boredom and unfavorable attitudes of learners might also justify learners' dismissive dispositions in the private high schools.

5. 3. 6. Discussion of Goal and Hour Differences

Attaining success or refraining from failure might be greatly influenced by the goals for and hours of studying a foreign language. Therefore, the learners' attitudes in relation to goals and hours have been explored in this investigation. Based on the results, respondents' main purpose in studying English is to pass the English course, which is an instrumental goal, and most of them do not ever invest any effort in their leisure time for acquiring the required aspects of English except for the time and effort spent in the lesson and exam. As the participants' main goal is to pass the course in acquiring English, they invest their time and effort only for the lessons and exams. These goal and hour variables explain only about 14 % of learners' attitudes; that is to say, passing the course as a goal and not ever studying do not cast any effect on the respondents' attitudes. This result is slightly consistent with that of Aydoslu (2005) because she also discovered low level and negative relation between attitudes and goal, and hour variables. This outcome can also be supported by the study of Çolak (2008) who reached that learners just revise their knowledge and familiarity of English before exams, but not any time.

5. 4. Limitations of the Study

There are a number of limitations of this study. The first limitation is that this study is restricted to the narrow context of freshman students (N=207) at the Education Faculty of Siirt University in 2013-2014 academic year, thereby the generalizability of the results to other learners in other faculties and schools in Siirt University, not to mention the other learners in Turkey, can be put into question.

As the attitudes notion is a changeable feature of a learner rather than a stable feature, the study's being constricted to freshmen students and excluding the upper grades is the other limitation of the study because in the case of inclusion of upper graders, the way and level of the change of the learners' attitudes could be observed and bestow a more exhaustive explanation to attitude notion.

The respondents' attitudes in relation to only 5 variables as gender, departments, graduated high schools, goals, and hour variables were examined even though other undetermined variables and factors might have had a great effect on attitudes. Another limitation is more related with the data collection instrument; that is, the survey might disguise or restrict the respondents' real feelings, opinion, and inclinations.

The other limitation is that students' dispositions towards English may alter regarding the instructors from whom they acquire the knowledge of English. This instructor factor can greatly influence the feelings, thoughts and behaviors of the respondents towards learning English, thus in this study, the attitudes of the learners could have been greatly affected by the instructors.

As the students' attitudes towards the English course may differ from the attitudes towards English as a language and the attitudes towards the community and culture of the English language, this investigation is restricted to attitudes towards English as a compulsory course at universities. And finally, since a qualitative research together with quantitative

research on such a socio-psychological notion as attitudes could bestow a more expository and exhaustive results, restriction of this investigation to a quantitative research is the last limitation of this study.

5. 5. Suggestions for Further Research

Subsequent to bestowing the limitations of this study, several suggestions can be put forward for the concerned researchers to compensate those limitations. For instance, this type of study can be broadened to assure the generalization by including the other faculties, universities, the schools of the Ministry of National Education, and even the schools from other countries. As the participants are constricted to freshmen students, a more longitudinal study can be put into action by including other upper grades for the purpose that the attitude concept is a changeable feature rather than a stable feature that exists in a foreign language learner. A qualitative research conducted together with quantitative research on such a socio-psychological notion as attitude can bestow a more expository and exhaustive results. In this respect, in-depth interviews or open-ended questions can be carried out to get the bare thoughts and ideas of the learners with both the approving and disapproving dispositions to shed light on the reasons and rationale behind the outcomes. Recommendations to promote favorable attitudes were endowed in 5. 6 division of this chapter in this study and these advices can be tested in an empirical research whether they assist in developing favorable posture in learners or not. The contingency that factors like success and failure might have an influence on the favorable or unfavorable learner dispositions can also be examined by interested investigators.

The large diversity of the results on attitudes around the world indicates that one cannot purport any general and true cause of positive or negative attitudes for attaining the success or abstain from the failure in foreign language education. As every human being retains a unique reality in his/her thought, feelings, and behaviors, this leads us to appeal to

attitudes topic, one of the crucial factors in the IDs, in light of the postmodernist paradigm which is becoming the prevalent issue in education sciences as well as in foreign language education (Fahim and Pishghadam, 2009). In other words, every human being embodies a reality, and this exclusive reality should be taken into account more cautiously and comprehensively in developing favorable dispositions particularly in each learner. Consequently, scholars of the educational sciences should get aware of the necessity of stepping slightly out of the modernist approach and approximating to the postmodernist paradigm in foreign language education.

5. 6. Pedagogical Implications

Statement of a problem without bestowing the solution for it would be in vain. Following the statement of the problem, feasible recommendations from a great range of researchers' advices on promoting the positive dispositions were delivered for instructors to be implemented in the classroom environment. First of all, Gökçe (2008) advises the language teachers to keep in mind that attitude is a can-be-developed feature, not an inherent and stable feature. In this respect, Çakıcı (2007) accentuates the responsibility of developing positive dispositions to be on instructors. These responsibilities were mentioned below in terms of the style of instructors and instructional materials, and a technique named "free talk session" can be proposed.

With regard to the instructional style of the instructors, several of the influential advices can be inscribed. For instance, rather than persisting on a single approach, relevant diversified approaches in an eclectic way could be espoused by the educators. Feedback and formative assessment could be exploited fairly more effectively. Genç and Aksu (2004) counsel the language teachers to capture the attention of the language learners and take the individual differences into consideration as interests, needs, expectations, social backgrounds, gender, departments, and graduated high schools. Teachers need to make up an encouraging,

authentic, personalized, and relaxing atmosphere in the classrooms (Abidin et al, 2012). According to Çolak (2008), it is of utmost significance to apply motivational strategies in order to promote the favorable attitudes. And lastly, Oroujlou and Vahedi (2011) underline the creation of contexts that will help the students to be in a mood of accomplishment, rendering pair and group work activities to ensure the students' confidence, and assisting the learners to form their own short-term goals.

In terms of instructional materials, Aydoslu (2005) advises the language teachers to organize instructional techniques, activities, supplementary resources other than the English textbooks, and the up-to-date visual materials (videos, movies, songs, games, pictures, sketches, etc.) in accord with learners' needs, expectations, and interests. Teachers are advised to emphasize the use of the information technologies as computers, smart boards and phones, tablets, and online educational sites on internet to sustain the learning outside of the school, and stimulate them to be autonomous learners by training them "to learn how to learn" (Çolak, 2008; Gökçe, 2008).

Instructors could organize free talk sessions between ten and fifteen minutes to arrange a rapport in the first weeks or during the term to decide on and develop their instructional style and see the process in the development of positive attitudes. During these sessions, teachers can highlight the importance of pragmatic benefits of knowledge and proficiency in English (Üzüm, 2007), and passing the English course would rather not be dictated as the only goal of acquiring English, which may have a great influence on the increase of learners' hours of studying English. Moreover, the language teachers could educate the language learners to behave in a tolerant, welcoming manner to target culture and community.

5. 7. Conclusion

With regard to responsibility of educators in learning and teaching environments, educators should concentrate more on individual differences as attitudes rather than putting excessive exertion on instructional methods and techniques while ignoring the affective factors. As one of the main formal objectives of the language educators is to “develop positive attitudes toward foreign language teaching” (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, Tebliğler Dergisi, 2006, p. 2), language teachers should keep this objective in mind and promote positive attitudes in learners.

Succinctly, the last and foremost word in promoting positive attitudes is to make the learners hold a great affection and respect towards the instructors, the learning environment, learning English, English itself, its culture and community, and global culture and community; and then the continuum of learning and teaching of a foreign language will proceed spontaneously.

6. REFERENCES

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7. APPENDIX

7. Appendix 1: The Survey

Öğretmen Adaylarının İngilizce Dersine İlişkin Tutumları (SIÜ Örneği)

Değerli öğrenci;

Siirt Üniversitesi Eğitim Fakültesi'nde yapılmakta olan “*Öğretmen Adaylarının İngilizce Dersine İlişkin Tutumları (SIÜ Örneği)*” konulu bir araştırma için Siirt Üniversitesi Eğitim Fakültesi I.ve II. sınıf öğrencileriyle ilgili kişisel bilgilere ve İngilizce dersine ilişkin tutumlarına dair bilgilere ihtiyaç duyulmaktadır.

Bu amaçla tarafımda yeniden düzenlenmiş olan ölçeğin (Aydoslu, 2005) ilk bölümünde *kişisel bilgiler anketi*, ikinci bölümünde ise *İngilizce dersine yönelik tutum maddeleri* yer almaktadır. Lütfen her soruyu dikkatle cevaplandırınız. Ankette verdiğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, kesinlikle gizli tutulacaktır. Anketi doldururken tüm soruları eksiksiz cevaplamaya özen gösteriniz. Katkılarınız için şimdiden teşekkür ederim.

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**Katılımcının
Adı - Soyadı:**

Bu ankete tamamen kendi isteğimle katılıyorum ve vereceğim bilgilerin bilimsel bir çalışmada kullanılacağını biliyorum ve kullanılmasına izin veriyorum.

İmza:

I. BÖLÜM KİŞİSEL BİLGİLER ANKETİ

Aşağıdaki sorular çoktan seçmeli olarak düzenlenmiştir. Size uygun olan seçeneğin içine (X) işareti koyunuz.

<p>1. Cinsiyetiniz: (.....) Kız (.....) Erkek</p> <p>2. Anabilim / Ana Sanat Dalınız:</p> <p>(.....) Sınıf Öğretmenliği (.....) Türkçe Öğretmenliği (.....) Sosyal Bilgiler Öğretmenliği (.....) Fen Bilgisi Öğretmenliği (.....) İlköğretim Matematik Öğretmenliği (.....) Bilgisayar ve Öğretim Teknolojileri Öğretmenliği</p> <p>3. Mezun Olduğunuz Lise Türü:</p> <p>(.....) Genel Lise (.....) Özel Lise (.....) Anadolu Lisesi (.....) Anadolu Öğretmen Lisesi (.....) Fen Lisesi (.....) Meslek Lisesi (Tam adını yazınız.)</p> <p>(.....) Teknik Lise (Tam adını yazınız.)</p> <p>(.....) Diğer (lütfen belirtiniz)</p>	<p>4. En çok hangi amaçla İngilizce öğreniyorsunuz? (Sadece birini işaretleyiniz.)</p> <p>(.....) Dersten geçmek (.....) Yabancılarla iletişim kurmak (.....) İyi bir iş bulmak (.....) Yurt dışına gitmek (.....) Kariyer yapmak (.....) Kararsızım. (.....) Diğer (lütfen belirtiniz)</p> <p>5. Derse ve sınava hazırlanmak dışında haftada kaç saat İngilizce çalışıyorsunuz?</p> <p>(.....) Hiç çalışmıyorum. (.....) 1-2 saat (.....) 3-4 saat (.....) 5-6 saat (.....) 7-8 saat (.....) Daha fazla (lütfen belirtiniz)</p>
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II. BÖLÜM - İNGİLİZCE DERSİNE YÖNELİK TUTUM MADDELERİ Aşağıdaki cümlelerin karşısında size en uygun olan kısmı (X) işaretleyiniz. Adınızı yazmayınız ve soru atlamayınız. Muhammed Fatih Gökmen	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
TUTUMLAR					
1. İngilizce sevdiğim bir derstir.					
2. İngilizce'yi kullanabileceğim web sitelerine girerim.					
3. İngilizce şarkılar dinlerim.					
4. İngilizce dersinden korkuyorum.					
5. İngilizce zor bir derstir.					
6. İngilizce dersinde zaman çabuk geçiyor.					
7. İngilizce zevkli geçen bir derstir.					
8. Mümkün olsa İngilizce dersi yerine başka bir ders almak isterdim.					
9. Türkçe alt yazısız ya da dublajsız İngilizce filmleri izlemem.					
10. İngilizce bilmenin iş şansımı artıracağını düşünüyorum.					
11. İngilizce hikaye kitapları okurum.					
12. İngilizce sınavından çekinirim.					
13. İngilizce dersini sıkıcı buluyorum.					
14. İngilizce ders kitaplarını çalışmaktan hoşlanmam.					
15. İngilizce yayın yapan televizyon kanallarını izlerim.					
16. İngilizce bilgimi artırmak için daha çok zaman harcamak istiyorum.					
17. İlkokuldan itibaren İngilizce dersi verilmesine karşıyım.					
18. İngilizce'den nefret ediyorum.					
19. İngilizce oyunlar oynarım.					
20. İngilizce öğrenmek benim için son derece gereksizdir.					
21. İngilizce'yi yaşamımda birçok şekilde kullanacağıma inanıyorum.					
22. İngilizce dersi benim için boşa zaman harcamaktır.					
23. İngilizce ders saatinin sayısı azaltılırsa mutlu olurum.					
24. İngilizce derslerinde işlenen konular önemlidir.					
25. İngilizce derslerinde İngilizce konuşmaktan hoşlanmam.					
26. İngilizce çalışmak sinirimi bozar.					
27. İngilizce yazılabileceğim yabancı arkadaşlar edinmeye çalışırım.					
28. İngilizce dersini kaçırmak istemem.					
29. İngilizce ödevlerini yapmaktan zevk alırım.					
30. İngilizce çalışarak zamanımı boşa harcamam.					