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**THE EFFECT OF ERASMUS EXCHANGE PROGRAM ON ATTITUDES
TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE**

THESIS BY

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MASTER OF ARTS

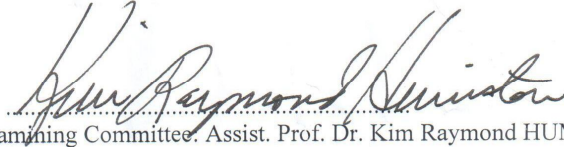
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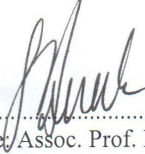
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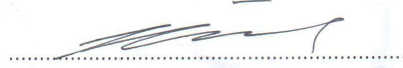
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II

II

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25th April, 2014

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ÖZET

ERASMUS DEĞİŞİM PROGRAMININ İNGİLİZCE YABANCI DİLİ ÖĞRENİMİNE KARŞI TUTUMLAR ÜZERİNDEKİ ETKİSİ

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Küreselleşmenin bir sonucu olarak günümüzde toplumlar birbirine yakınlaşmış ve ticaret, göç, bilgi ve fikir paylaşımı aracılığıyla ülkeler ve kültürler arasında bir bağ kurulmuştur. Erasmus Değişim Programı da bilgi ve kültürlerin paylaşımının bir yoludur. Erasmus Değişim Programı katılımcıların pek çok farklı açıdan düşünmelerine katkı sağlamaktadır. Kültür ve dil kavramları programın sağladığı açılardan bazıları olarak düşünülebilir. Bu bağlamda, kültür paylaşımı kavramı Erasmus Değişim Programları'nın amaçları arasında önemli bir yere sahiptir. Buna ek olarak, İngilizce dili kullanılarak yapılan kültür paylaşımı bu programın avantajlarından biri olarak görülebilir. Gardner'ın (1985) ileri sürdüğü üzere tutumlar öğrenme sürecinin önemli öğelerindendir ve bir öğrenci öğrenmeye karşı ne kadar olumlu tutumlar içinde olursa o kadar başarılı olacaktır. Jenkins'in (2009) çalışması Erasmus Değişim Programı'nın katılımcılara İngilizce'yi anadilleri olmaksızın çok kültürlü bir ortamda kullanma fikrine karşı bir takdir geliştirmelerine katkı sağladığını ortaya koymuştur. Başka bir ifadeyle günümüzde İngilizce önemli bir yere sahiptir ve bu çalışmanın amacı Kahramanmaraş Sütçü İmam Üniversitesi Erasmus öğrencilerinin programdan sonra İngilizce öğrenimine karşı tutum değişikliklerini ortaya çıkarmaktır.

Bu çalışmada 18 öğeden oluşan bir anket ve yarı yapıllı bir görüşmeden yararlanılarak veri toplanmıştır. Çalışmada, farklı Avrupa ülkelerinde bir dönem eğitim almış 65 katılımcı yer almıştır. Bulgular, Erasmus Değişim Programı'nın katılımcıların yabancı dil öğrenmeye karşı var olan olumlu tutumlarını güçlendirmede ya da olumlu tutumlar geliştirmelerini sağlamaları konusunda etkili olduğunu göstermektedir.

Anahtar Kelimeler: Dil, Tutumlar, Kültür, Erasmus Değişim Programı

ABSTRACT

THE EFFECT OF ERASMUS EXCHANGE PROGRAM ON ATTITUDES TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE

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M.A. Thesis, English Language Teaching Department

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As a result of globalization the societies have got closer and there has occurred a link between countries and cultures in terms of trade, immigration, and the exchange of information and ideas. Erasmus Exchange Program is another way of sharing cultures and information. Erasmus Exchange Program has paved the way for participants to think in different dimensions. Culture and language may be preferred as the selection of these dimensions. In this sense, sharing culture plays a major role among the objectives of Erasmus Program. In addition, culture may be represented with the use of EFL among the advantages of this program. Gardner (1985) states that the attitudes are important elements of learning process and suggests that the more positive attitudes a learner develop, the more achievement s/he gets during learning process. The study of Jenkins (2009) revealed that Erasmus Exchange Program helps participants to develop an appreciation towards the idea of being a non-native speaker of English in a multicultural environment. Put another way, English plays another major role and in this study the ultimate purpose has been determined to indicate changes in the attitudes of Erasmus Students at Kahramanmaraş Sütçü İmam University in Turkey towards learning EFL after Erasmus Exchange Program.

18 items in a questionnaire and a semi-structured interview have been conducted within the study. There are 65 participants in this study who studied in different European countries during an educational period. The results of the study indicate that living and studying in a multicultural environment either strengthened their already positive attitudes towards learning EFL or helped the participants to develop positive attitudes.

Key Words: Language, Attitudes, Culture, Erasmus Exchange Program.

ABBREVIATIONS

| | |
|--------------|---|
| EFL | : English Foreign Language |
| ELT | : English Language Teaching |
| Etc | : Et Cetera |
| EU | : European Union |
| HEC | : Higher Education Council |
| INSET | : In-service English Language Teacher Training and Development Unit |
| KSU | : Kahramanmaraş Sütçü İmam University |
| L2 | : Second Language |
| MoNE | : The Ministry of National Education |
| NATO | : North Atlantic Treaty Organization |
| SPSS | : Statistical Package for Social Sciences |
| ZPD | : Zone of Proximal Development |

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CHAPTER I

1. INTRODUCTION

1.1. Background to the Study

Language is the most powerful means of communication in the world and can be considered as a crucial tool for broadening the culture and making it conventional in the world (Abbasi, Asayeshh, Assemi, Janfaza, 2012). English is considered the predominant language of wide-ranging communication and used by millions of people alongside their mother tongues (Gorter, Cenoz, Nunes, Riganti, Onofri, Puzzo, Sachdeva, SUS.DIV). Karahan (2007) states that English has been the most commonly learned and taught foreign language in many countries as it has been in Turkey since the end of World War II. Ethnologue statistics (2006) reveal that three out of four speakers of English use it as a foreign or second language. European Union (EU) has 31 member countries and one out of two people use English as a native or second language (European Commission, 2012).

Every year thousands of students all over the world leave home for the purpose of participating in an educational experience in a country or province other than their home. This experience might take place in a bordering state as in interprovincial exchanges in Canada; in other European countries as in the case of 31-member country exchanges promoted by the Erasmus programme, as part of an Exchange programme among countries of the Asian Pacific border, or in promoted study abroad programmes for students who choose to study in Europe, Latin America, Asia or Africa (Freed, 1995, p.3). The purpose of the students for going abroad differs from each other according to their needs, abilities, interests or expectations for those students. Learning language or improving their linguistic skills is one of these purposes. Dwyer (2004) considers studying abroad as a consequential impact on students in the areas of prolonged language use, academic accomplishment measures, intercultural and personal development, and career choices.

As stated before, one of the most popular programmes for studying abroad is Erasmus exchange programme. Erasmus student exchange programme is promoted by European Union (EU) and it involves undergraduate and graduate students of many fields of study. There is no education fee demanded by the receiving university to the exchange students. It is possible for a student to study abroad from 3 up to 12 months within this exchange programme (Genc&Bada, 2005).

The purpose of the Erasmus programme is defined in Erasmus Mundus Programme Guide (2012) as to strengthen the European Higher Education, to assist the improvement and the enhancement of the career opportunities of the students as well as to increase the intercultural understanding by a cooperation with third party countries, in conformity with EU external policy objectives aiming to promote to the sustainable development of third countries in the domain of higher education. The multicultural education approach which is based on the aspect of cultural diversity regards this basis as an important component of the society (Banks, 1988). It promotes the critical analysis of education system by reviewing current stereotypes and discriminatory elements in order to gain equal education opportunities and advance meaningful educational chances for students whose cultural backgrounds are different (Cenoz & Genesee, 1998; Parla, 1994).

1.2. Statement of the Problem

English as a Foreign Language (EFL) teachers acknowledge that all students are possessed with positive and negative attitudes towards English as a second or foreign language in variable degrees, and thoughtful educational methods that can facilitate students to succeed in understanding and appreciating the foreign culture which can help them change the negative ones (Brown 2000, p. 181). Similarly, it is argued that most members of the language teaching profession realize that the more their students' attitudes are positive and motivation runs high, the more their learning potential increases (Eryıldırım & Ashton, 2006).

One of the most important objectives of Erasmus Exchange Program is to displace prejudices against other nations and develop an understanding among European Countries and create a vision of common Europe throughout student mobilities (Mutlu, 2011). Thus, Erasmus Exchange Programme can be considered as a means of assisting students to achieve an understanding and appreciation of the foreign culture.

Kahramanmaraş Sütçü İmam University (KSU) actively takes part in Erasmus Exchange Program and has run the procedures and provided the opportunity for many outgoing students to study at a variety of European countries for education since 2004. The ultimate purpose of this study is to define whether the Erasmus exchange program has an effect on Kahramanmaraş Sütçü İmam University outgoing students' attitudes towards learning language through living in a different culture for a period or not. It is also aimed to extend our knowledge about the importance of living in a different cultural context in terms of language learning in this study.

1.3. Research Questions

The following research questions constitute the basis for the study:

1. What are the attitudes of KSU Erasmus outgoing students towards learning EFL before their Erasmus Exchange Program?
2. What are the attitudes of KSU Erasmus outgoing students towards learning EFL after their Erasmus Exchange Program?
3. Does Erasmus Exchange Program contribute students to change their attitudes towards learning EFL? If so, to what extent does it change the attitudes of students?

1.4. Significance of the Study

It is possible to say that the studies on attitudes towards language and culture can be separated into two categories: the attitudes of students towards learning language and the linguistic attitudes of students towards target language culture. Crystal (1992) defines “linguistic attitude” as being an individual’s psychological constructions regarding their native language or the languages of others. Baker (1988, cited in Üzümlü, 2007) states that attitudes are learned as sensitivity instead of being gained by inheriting. They are stable to some extent; however, influenced by experiences. On the other hand, culture can be defined as one of the most important elements in teaching and learning language. The integrated relation between culture and language has been widely accepted by people involved in language teaching (Pulverness, 2003). Genç & Bada (2005) consider L2 teaching inaccurate and incomplete without the study of culture.

As stated above, a great deal of study on the culture and language learning has been conducted so far. The general aim and concern of these studies are on the direct relationship between language to be taught and the culture of the spoken language. In addition, though a great deal of investigation is done in respect of international students, most of the studies centered their attention on the achievements of these students in their host countries; the most important views of their experience such as the circulation of knowledge from side to side of different cultures and the supplement to their home countries after they return back have been mostly disregarded (Altbach, 1991; Goodwin & Nacht, 1984, cited in Çelik, 2012).

Identifying students’ attitudes towards language learner will be useful for both teacher and student in the process of language learning and teaching. So, the critical role of the attitudes should be taken into consideration (İnal, Sevim, Saracaloğlu, 2005). The focus of this study is on the changes of attitudes towards language learning through studying abroad, in a different culture. Therefore, this study aims to contribute in the field by extending the knowledge about the effects of Erasmus Program, one of the most well known and highly

appreciated studying abroad programs in Turkey, on the attitudes of students towards language learning.

1.5. Operational Definitions

Erasmus: “Erasmus student exchange programme is organized by EU and it concerns undergraduate and graduate students of all disciplines. The receiving university does not charge tuition fee to the Exchange students. One can study abroad within this exchange program for 3-12 months” (Genc & Bada, 2005).

Culture: “Complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.” (Tylor, 1871 cited in Rohner, 1984).

Attitude: “Attitude is consistent behaviours towards an object” (Triandis 1971, cited in Inal, et al., 2005).

Motivation: “Motivation is the study of why people think and behave as they do” (Graham & Weiner, 1996).

Cultural Competence: “Cultural competence is the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each” (Abbe, Gulick & Herman, 2007, cited in Womack, 2009).

Linguistic Competence: “Linguistic competence is the ability to use the rules of the language to create and interpret utterances in that language” (Ek, 1986; cited in Liddicoat, Papademetre, Scarino, Kohler, 2003).

Bologna Process: “The Bologna Process is an intergovernmental commitment to restructuring higher education systems which extends far beyond the EU” (Keeling, 2006).

European Union: “The European Union (EU) is a political and economic partnership that represents a unique form of cooperation among sovereign countries” (Archick & Mix, 2011).

Globalization: “Globalization is the process of continuing integration of the countries in the world” (Mrak, 2000).

CHAPTER II

2. LITERATURE REVIEW

2.1. Global Education

2.1.1. English Education in Turkey

English is the foremost foreign language possessing an important place in many countries, with the addition of Turkey following the end of World War II. It is not either national or official language in Turkey; however, it is the most extensively taught foreign language at all stages of education. The start of learning English in Turkey changes as high school, primary school or pre-school (Karahana, 2007).

There have been many models for education in Turkey after founding of the Turkish Republic in 1923. In the second half of the 20th century, there occurred two principal reforms in education policy of Turkey. Firstly; “Basic Law of National Education” in 1973 established the overall structure of the national education in Turkey. Secondly, teacher education was reconstructed in 1983 within the Higher Education Council (HEC) instead of Ministry of National Education (MoNE) in the meantime (Tarman, 2010: p. 80 cited in Yavuz & Topkaya, 2013). Turkey is classified under the ‘Expanding Circle’ where English is not used officially but there is growing increase in the usage as a communication tool with European and the other countries of the world (Doğançay, Aktuna, Kızıltepe, 2005). Globalization transferred English into Turkey at a phenomenal level similar to numerous non-English-speaking countries. As a result of the expanse of English, there occurred a consequential need for revising language policy of Turkey (Kırkgöz, 2008).

Kırkgöz (2005) composes a concise review of socio-political context of Turkey in order to comprehend the influence of globalization on Turkey’s language policy. The study explains that Turkey is placed on a strategically significant area of the world connecting the continents of Asia and Europe. In addition to being a member of North Atlantic Treaty Organization (NATO) and a candidate for entering the European Union (EU), Turkey’s importance is not only restricted to NATO and EU countries but also to the whole territory. Therefore, it is specifically important for citizens of Turkey to learn English which is the principal language of international communication together with being the world’s lingua franca of science, technology and business due to the fact that Turkey has a critical strategic and geopolitical status in the world. Different ways in which Turkey reacted to the global

impact of English and the innovations made by the nation regarding its language policy show the association between external and internal national policies at different levels of education.

English is essential for witholding communication with the rest of the world for economic, social and business relations so that Turkey can intensify the process of Westernization and modernization (Demirel, 1990; cited in Kırkgöz, 2009). Kırkgöz (2007) remarks that it is especially important for Turkish citizens to learn English, the principal language for international communication along with lingua franca of science, technology and business, to proceed the international communication and follow the advancements in many areas where English is most popularly used due to the fact that Turkey has an important role in the international area as it is located on a geopolitically and strategically significant area. Being located on with 97% of its total land area in Asia and 3% in Europe makes Turkey to hold a strategically important part of the world. It is a bridge of two continents and language exchange in an effort to contribute to the globalized world. Along with the evolvement of globalization in 1980s together with appearance of American popular culture through entertainment and advertising, the spread of English-medium education was stimulated to a great extent (Zok, 2010).

Within the spread of English, being regarded as the most important communication tool in international area, alongside the globalization (Crystal, 2003; Kachru, 1986 cited in Kırkgöz, 2008) the necessity for reviewing the language policy of many countries, containing Turkey has occurred (Kırkgöz, 2008). Following the establishment of Turkish Republic in 1923, the national government endowed immensely in the educational system with the belief that success of a nation is largely combined with the knowledge and skills of its citizens to promote a modern and democratic country (Çelik, 2012). The first time that English was accepted as an obligatory subject in the curriculum of Turkish primary education in pursuit of a significant education reform was the year of 1997 even though it gained a crucial role as being the most effective language especially in secondary and higher education (Kırkgöz, 2009). Demirel (1987, cited in Keskil, 1999) declares that after World War II improvements in science and technology alongwith the expansion in international relationships persuaded people about the necessity of at least one foreign language to teach younger generations. With this regard, the Ministry of National Education (MoNE) settled upon initiating a new program that would add to enhancement and modernization of foreign language teaching at secondary schools in 1972. A center named Yabancı Diller Öğretimini Geliştirme Merkezi was founded in order to promote foreign language teaching and this center adjusted a suitable syllabus with

the required teaching materials list and the methods of foreign language teaching to be applied. English continuously profited and turned into be the mostly accepted language by the students among all the foreign languages taught in Turkey. As a matter of fact, nothing but only English is taught as a foreign language in nearly all schools today (Keskil, 1999). In the same way as many other countries, Turkey also experienced the effects of global movements in economic and cultural aspects (Friedman, 1994 cited in Acar, 2004). Additionally, Robins (1996; cited in Acar, 2004) claims that globalization affected Turkey in many ways and a sense of engagement and mission took the place of isolationist policies through the factors of the growing transnationalization of markets, the development of global media, mobility of people via tourism and migration and the end of the cold war. Therefore, it can be inferred that the process of globalization for Turkey and the growing demand for learning English are precisely integrated into each other.

English which is considered to be one of the most crucial skills to achieve in Turkey has been taught nearly from the beginning of primary school since 1997 (Kızıldağ, 2009). While not only English but also German and French are also considered as foreign languages; English is the sole language taught as an obligatory course at all education levels including German and French as optional courses in the curriculum of some schools. ELT has experienced many stages of change connected to political and socioeconomic factors since its appearance in Turkish education system. The MNE considered teacher development initiatives superior to many other areas in pursuit of 1997 education reform. As a broadcasting way of promoting curriculum modernization, In-service English Language Teacher Training and Development Unit (INSET) was founded by MoNE to plan seminars and lead in-service training workshops for English language teachers at primary and secondary schools. In the intense process of Turkey's candidacy to become a member of EU, INSET inducted a significant project by the name of 'Training Trainers on European Union' in the second half of 2004. The aim of the unit with this program was to import the teachers to numerous respects of union and to increase teachers' awareness of the EU through any kind of seminars, conferences, publications and projects (Kırkgöz, 2007). In order to increase the number of the trainees within the project from 7,000 to 10,000, an extensive handbook named 'European Union Guidelines for Teachers' was prepared and advertised on the webpage of MoNE for the purpose of broadcasting the new policy all over Turkey (Ustel, 2006, cited in Kırkgöz, 2007). The handbook briefly explained the history of EU, the administrative structure of the union, basic values and principles of the union, Turkey's relationship with the union and procured the necessary information about the teaching and learning dimension encompassing the

education and cultural policy of the union by summarizing the history of educational politics of EU. The handbook provides guidance for teachers to prepare projects to cooperate with EU member countries through the educational programmes such as Socrates, Comenius, Erasmus (Higher Education), Grundtvig (Adult Education), Minerva (New Technologies), Lingua and Leonardo da Vinci including information how to find partners among the EU countries via addresses and websites. Schools are emboldened to produce projects and appealingly, 453 school partnership projects under the title of Comenius programme were accepted and supported financially all over Turkey (Socrates, 2006; cited in Kırkgöz, 2007). The Turkish government has made a good deal of enterprises especially in improving curriculum, teaching methods, teacher training and teacher education institutions because of the fact that English has turned out to be a crucial element of foreign language teaching. Regarding the fluctuating economic and political conditions of Turkey, the governments has increasingly taken educations of citizens especially its youth into consideration that will be able to adjust and learn new language skills at different levels through their educational process and on account of this they will make a contribution to Turkish society. Hence, Turkey is going under a process of change and modernization in ELT systems, especially in primary-level education, in order to keep up with the European language education system and equalizing its current system to new educational standars, especially in the ELT curriculum and the assessment system. Therefore it can be concluded that the governments's latest reforms in ELT indicate the increasing value of English for being a member of the EU (Kırkgöz, 2007). Correspondingly, Alptekin & Tatar (2011; cited in Kırkgöz, 2009) declare that Turkey's acceptance of English as an obligatory foreign language in its education policies is directly associated with its aim of achieving the standards of EU desiring to get a membership for the union in the future.

2.1.2. English Education in Europe

English, doubtlessly, the most broadly used of all living languages, is taught as a foreign language at schools of nearly all countries all over the world (Broughton, Brumfit & Brumfit, Flavell, Hill, Pincas, 2003, cited in Tılfarlıoğlu, 2011). The expansion of English and globalization are undeniably connected to each other (Huppauf, 2004; cited in Coleman, 2006). The European Council (Barcelona March 2002, cited in Council of Europe Language Education, 2005-2007) demanded the member countries to advance the knowledge of essential skills, in especially through teaching foreign languages no less than two starting from a very early age. English desists to become a foreign language since it increasingly takes

the position of being the official and social communication tool in many communities. As performance defines usage, linguistic and cultural habits are closely associated (Coleman, 2006). There is not an exact form of obtainment models of English in Europe. On one hand, some of the European nations are multilingual where English is learned as third language; on the other hand some nations in Europe are officially monolingual who mostly learn English as second language which integrates English as a second language in their curriculums. To give an example; native speakers of Finnish learn Swedish as second language and English as third language. Differently; in some countries like Turkey or Greece most of the citizens learn English as a second language and some ethnic groups learn it as a third language for the purpose of international communication as they use official language as the lingua franca (Doğançay, Aktuna, Kızıltepe, 2005). It is extensively admitted that globalization has made a noteworthy effect on a variety aspects of human life containing language policies of many countries (Kırkgöz, 2009). Globalization has become an important area of discussion for a long time arising from its wide range of effect on socioeconomic, political, cultural and language dimensions of nations (Giddens, 1990; Harley, 1990; Tollefson, 1991; cited in Kırkgöz, 2009). Doğançay & Aktuna (1998) supply a brief description about the factors that initiated the first spread of English as follows: the spread of English in the non-colonised fields of the world following World War II by way of thorough language planning as a result of socio-political and economic events. Then, it took over French which was the language of diplomacy to emerge as the lingua franca for trade, banking, tourism, popular media, science and technology. Finally, many countries even in officially monolingual ones such as the Middle East, Far East and many European nations integrated English into their educational systems so as to reach to these networks of information (p. 25). Internationalization has turned out to be a prevailing inclination in European higher education as a companion to the enlargement in mobilities all over the Europe (Teichler, 2004, p.14; cited in Kasa & Mhamed, 2013). The Bologna and Lisbon schedules strongly supported the mobility around Europe in order to enlarge the impact of Europe in global competition area (van der Wende, 2000, cited in Kasa & Mhamed, 2013). Therefore, there occurred a crucial need for a common language for education and instructions for a qualified education for mobility individuals (Kasa & Mhamed, 2013). The aim of the Bologna Process is to create common educational systems called European Higher Education Area (EHEA) through integrating the national education systems. There have been many countries which took place in that project coming from different cultural backgrounds and although it was a big challenge the project is still going ahead because of the fact that the aim of the Bologna Process is not adapting the national

education systems but is supplying instruments for connection of the education systems across Europe and border countries. Following the establishment of EU and reaching the aim of stronger contacts among European communities, a great need for a common language occurred. Through the spread of globalization across the Europe, the education policy of Europe called Bologna Process aimed the collaboration among the higher education institutions across Europe (Coleman, 2006). English doubtlessly was the mostly agreed lingua franca having the strongest potential all over the world (Crystal, 1997; Wright, 2000; cited in Erling & Hilgendorf, 2006). Language policy of Bologna Process (Phillipson, 2008) is getting more significance than before within the dense political and cultural change in Europe including the fundamental language policy concerns below:

- Continued vitality of national languages,
- Rights for minority languages,
- Diversification in foreign language learning,
- The formation of a European Higher Education Area (the Bologna process) (p.226).

Regarding the fact that Europe is a multicultural and multilingual continent, the initial aim of the Bologna Process was to make use of such diversities as language teaching policy of Europe includes culture integration. However, as many students come together through the exchange programmes all over the Europe and border countries, it is inevitable to need a common language for multinational and multicultural learning groups at higher education institutions (Doiz, Lasagabastar, Sierra, 2011). This challenge has been recognized by the Union and there occurred the crucial need for an action regarding language policies (Rodolfo, 2011). Mackiewicz & Berthoud (2002) declare that mobility programmes supported by EU has a great capacity to create opportunities for the participants to lengthen learning languages and develop positive attitudes towards different cultures. Such heterogeneity among the languages and cultures turned English into an unprecedented situation (Bern, Claes, Bot, Evers, Hasebrink, Huibregtse & Wijst, 2007). Supporting the idea many scholars (Crystal, 2003; Kachru, 1986; Swales, 1990; cited in Kirkgöz, 2009) remark that the globalization bounded to marvellous expansion of English as the lingua franca of international communication has created consequential effects on language policies of countries where English is not spoken as official language.

2.1.3. English Education in Global Context

Globalization is somehow a critical step toward both a more established world and better lives for people (Doku & Asante, 2011). Globalization is a term which has been used

for many years. Hutton & Giddens (2000) defines globalization as the process which makes connections between cultures and makes each other more similar through trade, immigration, and the exchange of information and ideas. Globalization has become one of the most generally used terms to describe the latest status of the world. It gives rise to a wide range of issues and phenomena. Many debates of globalization have focused mainly on economics and politics (Doku & Asante, 2011). However, the effect of globalization on education should not be underestimated. “Internationalisation” and “globalization” have become crucial themes in the 1990s, both in higher education policy discussions and in studies focusing on higher education.

Internationalization helps to create a process of reconsidering the social, cultural and economic roles of higher education institutions and their form in their national higher education system (Enders, 2004). Due to the fact that globalization becomes widespread all over the world, countries and their cultures get closer with each passing day. Global education aims to build a bridge between people and communities, support interconnectedness of the world, and strengthen the relationships between humans and living things. In addition, it enhances the understanding of diversity and contributions of different cultures and values. There has been a significant increase in cultural interaction between cultures and societies among countries especially in the last few years as a result of globalization. It is clear that in the age of globalization, English has gradually become a truly global language and has also been accepted as the *lingua franca* of the world. In the same respect, De Bary (2007) considers English as the first actual global *lingua franca* in terms of extent and effect; also, examines the word “global” not only in a sense of a geographical term, but also in the sense of an extensive usage; that is, the spread of English is a crucial part of globalization. Thus, learning a second language becomes essential for communicating with people from different cultures and countries. De Bary (2007) also suggests that the importance of requirement for international communication is on an undeniable level in our globalized world today. Similarly, Brewster & Girard (2003) claim that the rapid globalization of the world has created the need of speaking in one common language and it has created a “growing trend for using English as a world language”. The more the world becomes a common place for each culture and country and more mutual, the more the necessity of global education gets higher. We have such interrelated economic, political and environmental systems among all countries all around the world that we must raise world awareness among all communities and cultures. This means understanding the interrelatedness of world systems as well as different values and points of view (Tye, 1980). Education from a global point of view stimulates both

students and teachers to reconsider the world. It focuses on students abilities to analyse these concepts and descriptions to have a better understanding of the worldviews of people in other countries and cultures, to go beyond general knowledge gained through media and to challenge ordinary views. Global education accompanies and widens students' understandings of their own communities by locating these in a broader context of global society (Myers, 2006).

It is stated in Myers (2006) that global education seeks the ways of adapting students to live in a more globalized world and to be active, associated citizens who contribute to forming a better future. So, it can be inferred that one of the reflections of globalization is international education programmes. Every year thousands of students all over the world leave home for the purpose of participating in an educational experience in a country or province other than their home. This experience might take place in a bordering state as in interprovincial exchanges in Canada, in another European country as in the case of 31-member country exchanges promoted by the Erasmus programme, as part of an exchange programme among countries of the Asian Pacific border, or in promoted study abroad programmes for students who choose to study in Europe, Latin America, Asia or Africa (Freed, 1995). The purpose of the students for going abroad differs from one to another in terms of their needs, abilities, interests or expectations. Learning language or improving their linguistic skills is one of these purposes. There is also a need to develop learners' capacity and personality around a set of good values and supply them with positive attitudes. The reason lying behind students' investigation to study abroad is generally the need for becoming better educated on other languages and cultures. On the other hand, people are more able-minded than ever before to encounter different cultures, ideologies and life styles. O'Meara, Mehlinger & Newman (2001) state that today there are new affairs, claims and point of views. In today's world, the academic institutions are more different places than they were forty years ago. More people are travelling and living abroad, and businesses are involved in more globalized affairs. Dwyer (2004) considers studying abroad as a consequential impact on students in the areas of prolonged language use, academic accomplishment measures, intercultural and personal development, and career choices.

Current discussions in language teaching and learning have been connected with the relevance of living in a different cultural context or studying abroad to improve linguistic skills. Teaching languages with the support of cultural context of the target language and improving language skills in real world context has been definitely important. O'Meara et al. (2001) consider languages as being fundamental to begin with but being much more

demanded. We need to have an understanding about the way other societies' styles of communication towards each other in real world context as deep as possible; however, this is a bit complicated. It requires education, friendships, time and participation in different cultures.

2.2. Culture and Language

2.2.1. Language in Cultural Context

Chomsky (2000) claims that the phenomena the language inserts every part of human life, thought and interaction. This is due to the fact that even in the world without any other components humans have a history, cultural evolution and variety in any complexity. Furthermore, Chomsky (2005) states that:

"Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation."

Vygotsky (1978) claims in the sociocultural theory of learning that human learning is a social process and inception of intelligence starts in society or culture. The core of Vygotsky's theoretical model is the idea of the crucial role of social interaction during learning and cognition development process. Vygotsky divided learning into two process:

- interaction with others,
- integration into the individual's mental structure.

In the cultural development of a person every function occurs in two levels: first on the social level among people (interpsychological); then, on the individual level inside the learner (intrapsychological). This theory focuses on interchangeably on voluntary attention, logical memory and formation of concepts. All these functions develop as real relationships among individuals. A following aspect of the theory is based on the idea that the potential for cognitive development is restricted to a "Zone of Proximal Development" (ZPD). The concept of ZPD is defined by Vygotsky (1978) as followed: "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".

In another words, Chaiklin (2003) claims that this "zone" can be defined as an attribution to the intellectual actions and mental functions that a person can use in interaction

with the others when self-governing performance is insufficient. In that case, a teacher or a more experienced peer can assist the learner by “scaffolding” in order to reinforce the learner’s development of knowledge domains or complex skills. In the context of ZPD scaffolding refers to the social and participatory constitution of teaching and learning happening in the ZPD (Christmas, Kudzai, Josiah, 2013). According to Vygotsky’s (1978) model of learning collaborative learning, modelling, discourse and scaffolding are approaches for promoting the intellectual knowledge and skills of learners and expediting intentional learning. In another words, Veresov (1935 p.8, cited in Zichenko, 1996) points out that ”the ideal form can be defined as culture, which the subject finds at the birth... In cultural - historical psychology, development can be characterized as a drama played concerning interaction of real and ideal forms, their transformations and transitions of one in another.”

On the basis of the theories of learning in the cultural context, there have been many studies conducted regarding the relationship between language learning and cultural context. Canale & Swain (1980) support the necessity of realizing the relationship between language and culture in their communicative competence model. This model supports the idea that linguistic, discourse, sociolinguistic and strategic competence embraces aspects of culture and the growth of all these competencies is integrated with cultural awareness. Allwood (1990) claims that the context in which linguistic communication takes place is comprised of both nature and culture. Additionally, he states that if the communication is proceeded with a native speaker of the language in any event, it is also defined as intercultural communication because of the fact that it takes place between people of different cultural backgrounds. Blum-Kulka (1982) argues that the reason of the difficulties that an individual has in accomplishing communicative competence in target language may be the dissimilarities between languages and cultures in every sort of speech-act realization. It is Hymes (1967, cited in Blum-Kulka, 1982) who has suggested the first introduction of the concept of “communicative competence” describing the notion as the fundamental knowledge for the appropriate and effective use of language in context. Correspondingly, Kramsch (1993) underlines the significance of the engagement of the learner with cultural instruction by underlying the necessity of teaching language and culture through founding a globe of interculturality in which culture teaching is conducted as an interpersonal process, difference and crossing disciplinary boundaries. Likewise, Assemi et. al. (2012) consider language as a cultural element that is used as a cultural corresponding system in order to dispath the intention of people by defining cultural background equal to beliefs, values, attitudes, habits, skills and expectations that people own arising from the process of integrating into a special cultural

society. Correlatively to these ideas, Allwood (1990) points out the necessity of including “learning by doing” activities into the curriculum of the students. Allwood assumes that one of the “learning by doing” activities could be the real communication with speakers of the new language via travel or visits. The activity can be a mean of analyzing the notion of culture which counts for a way of language learning and communication in an intercultural context. Language learning process also includes learning about the culture of the people using that language. In another words, language accomplishment can not be seperated from the cultural contexts in which communication takes place (National Standards in Foreign Language Education Project, 1996, p. 27 cited in Peterson & Coltrane, 2003). Peterson & Coltrane (2003) supportively claim that both cultural behaviour and linguistic knowledge is a necessity for a successful communication.

2.2.2. Definition of Culture

It is not easy to define the concept of culture completely as it is a wide concept regarding the life styles, habits, traditions, religions and communication ways of a particular society (Arslan & Arslan, 2012). The National Center for Cultural Competence defines culture as:

“an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” (Goode, Sockalingam, Brown, & Jones, 2000 cited in Peterson & Coltrane, 2003).

So, it can be assumed that language is both an element in the definition of culture and can also be considered as a reflection of nature. In another way, Allwood (1990) defines culture as ‘conventionalization of nature’. A culture can be defined as ‘a collection of traits connected with a community of individuals which is: (i) common to the individuals in the community and (ii) not given by natural (ie biological or physical) necessity.’ Kramsch (1993) suggest that it is crucial to have knowledge about language, culture and context and their relationship among each other in order to use the language effectively in real-life situations.

2.2.3. Cultural Competence

Borau et. al. (2009) describe sociolinguistic competence as the capacity to use and react to the language properly by concerning the setting, topic and the relationship among the

society. Furthermore, state that cultural competence is a category of sociolinguistics comprised by four categories as followed:

- awareness of one's own cultural worldview,
- attitudes towards cultural differences,
- knowledge of different cultural practises and worldviews,
- cross-cultural skills.

In addition, cultural competence assists association of the people all over the world transversely among cultures. An individual who possesses linguistic competence also holds cultural competency (Allwood, 1990). Krasner (1999, cited in Peterson & Coltrane, 2003) claims that if a person is only linguistically competent in a given language, s/he can not be considered as being competent in that language. The individual who learns the target language should be aware of the cultural components of the language and the society in which language is spoken in order to construct an effective communication.

Byram (1989) declares that language and the context in which it is used are directly subordinated to each other and language can not operate alone without the cultural context. The cultural context outlines the criterons of the language which are used by appropriate individuals in a specific context, time and place. Abbe et al. (2007, cited in Womack, 2009) put forward the term cross-cultural competence (3C) defining the term as “a set of cognitive, behavioural, and affective/motivational components that enable individuals to adapt effectively in intercultural environments”. Furthermore, Abbe et al. (2007) define multiculturalism as “an orientation that recognizes, supports, and accommodates a variety of sociocultural practices and traditions . . . and promotes the value of diversity as a core principle”. Supporting the claims given above the findings of the Coalition for Equal Access to Education (2009) reveal that schools should give importance to synthesising cultural diversity into their curriculum.

2.2.4. Studies on Culture and Language

In recent years, most of the textbooks teaching English as foreign language or second language have been integrated with culture corners. This is one of the impacts of studies on culture in language learning and teaching. English has become the language of international education as a result of globalization. Teaching and learning English has gained excessive importance within the last decades and English is used as L2 or foreign language all over the world. At a wide variety of proficiency level, English has been preferred as L2 by millions of people all around the world (Seargeant & Erling, 2011). Therefore, it is probable that the growth of English would be remarkable in its use throughout the world as a second language.

Teaching culture has been taken into consideration as a crucial part of L2 teaching for almost a century (Zhang & McCornac, 2006). One of the most significant elements of a culture is its language (Barfield & Uzarski, 2009). The more the society and economy develop, the more the network of people from a wide range of backgrounds gets stronger (Wu & Meng, 2010). Likewise, Muthusamy, Marimuthu & Sabapathy (2011) suggest that as the world goes into the 21st century, there are various obligations requiring more competent people to communicate with individuals, communities, organizations and nations all around the world. A number of teachers and educationalists have been discussing that an intercultural approach to L2 teaching urges the individuals to reconsider the most fundamental assumptions about what language does and what a language course should investigate to reach. The connection between teaching culture and language takes its roots from the fact that language and culture are interrelated (Cruz, Bonissone & Baff, 1995; Kramsch, 1998; Peck, 1998; Stern, 1983). The significance associated with the concept of culture is demonstrated in a great variety of journal articles, books, and anthologies that have covered many views of cultural knowledge and interaction regarding L2 teaching (Byram, & Fleming, 1998; Kramsch, 1993, 1998).

The main aspect is that culture and language cannot be taught without each other. Similarly, Peck (1998) states that foreign language teaching would be inaccurate and incomplete without including the study of culture. Within the same respect, Muthusamy et al. (2011) point out that while language and culture teaching have been considered separately, current ESL educationalists have begun realizing and emphasizing the insufficiency of linguistic competence without cultural competence. Therefore, the aim of integrating language and culture learning into each other is essential in language education. Currently, intercultural competence has a crucial role in language teaching. Schneider & De Meyer (1991) defines that role as capacity of a person to behave sufficiently in an adaptable way when presented by elements of a foreign culture. It has been noticeable recently that learners of a foreign language are educated with a teaching philosophy which sets goals by presenting the language input with a harmony of culture for the learners to use the target language in correct intercultural registers (Castro, Sercu & Garcia, 2004).

The aim of the intercultural competence can be considered as to prepare students to have a self-perception of their own culture and to develop positive attitudes toward other cultures. Therefore, it can be perceived that the more a language teacher considers the importance of culture in EFL teaching, the more s/he will pursue her/his learners to gain intercultural competence. English language teachers regard culture teaching briefly in the

sense of daily life and routines of the foreign culture(s) combined with English. As English is considered to be a global language, it is common to see the teachers acknowledge many countries as being combined with English language. Some teachers may call “many countries” and some other may call “every country”. This demonstrates the global status of English language (Budharugsa, Suraratdecha, Akanit, Siwaphomchai, 2010).

Using English as a global language requires some principles that may be practiced with the linguistic and social skills, knowledge and attitudes in order to communicate effectively and appropriately in the correct intercultural registers. In this respect, the language user needs intercultural competence. Schneider & De Meyer (1991, p.137) defines intercultural competence as "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures". By having equipped with intercultural competence, an individual can be led to success in using language by taking the others' culture into consideration and anticipating it prospectively. In education, to provide this communication success and build this awareness of intercultural competence, culture in L2 education has gained importance (Zhang & McCornac, 2006). It can be concluded with the following words of Brooks (1964, p. 45):

“Turning to culture, we deliberately shift focus away from language as such towards the people who use the language: where and how they live, what they think, feel and do. It is nowadays commonplace in language pedagogy that language and culture are intertwined, that it is not possible too teach a language without culture, and that culture is the necessary context for language use.”

It is a necessity to learn a foreign language to succeed in intercultural communication among people who come from different cultural backgrounds. Alongside of globalization, there occurred a great need for teachers to develop cultural competence in their classrooms to make sure that the students use the language appropriately in real life situations (Arslan & Arslan, 2012). Tomalin & Stempleski (cited in Arslan & Arslan, 2012) put forth seven goals for teaching culture as followed:

- creating an awareness about the culturally-conditioned behaviours of all people,
- creating an awareness about the social variables including age, sex, social class and the effect of the life environment on speaking, using language and behaviour,
- creating an awareness about the conventional behavior in general situations in the target language,

- creating an awareness about the implications of words and phrases in the target language,
- creating an awareness about evaluating and reshaping the generalizations about the target culture in reference to show evidence,
- teaching essential skills to establish and coordinate information regarding target culture,
- arousing intellectual interest in target culture among students and foster empathy towards the society of target culture.

2.3. Attitudes in Language

2.3.1. Language in Social Context

Many linguists and sociologists attempted to make an exact definition to identify the relationship between language and society (Üzüm, 2007). Downes (1998) states that language is unquestioningly associated with the members of the society where it is spoken the reflection of social factors in their speech is unpreventable. Within development of the social view in language learning and teaching, this relationship became more obvious. Chomsky (1965, cited in Brown, Malmkjaer & Williams, 1996) conceived language from a syntactical point of view and defined linguistic competence as the perfect knowledge of grammar of language spoken by ideal speaker-listener in a totally homogenous society. As Chomsky considered linguistic competence as only perfect knowledge of grammar and neglected some other aspects related to language, Hymes (1966) reacted against the inadequate definition and perception of the term by broadening the term into communicative competence. Hymes (1972, cited in Bagaric & Djigunovic, 2007) defined communicative competence as the ability of using grammatical knowledge in heterogeneous communication contexts by analyzing the Chomsky's linguistic competence from a sociolinguistic point of view.

Canale & Swain (1980) state that linguistic competence is the knowledge of grammatical code such as grammatical rules, vocabulary, pronunciation, spelling and the like. and sociolinguistic competence is the ability of using language with the socio-cultural code such as appropriate application of vocabulary, register, politeness, style in a given situation, etc. In other words, Hymes (1972, cited in Kamiya, 2006) states that in order to regard a person to know a language the person needs to know not only to make a grammatically perfect sentence but also to know the correct register "when to speak, when not, ... what to talk about with whom, when, where, in what manner".

2.3.2. Definition of Attitude

Attitudes have been regarded as a fundamental concept in social psychology and language learning for long. In order to analyse the attitudes of the students it would be better to define the term 'attitude'. There have been many definitions of the term. The first definitions were extended to different components as being cognitive, affective, motivational and behavioural (Schwarz & Bohner, 2001). Allport (1935) states that "attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810).

Culbertson (1968) defined attitudes as "a set of beliefs that the object is either good or bad" and "a tendency to behave toward to object so as to keep or get rid of it". Although there was a consensus on the definition of attitude, theorists have reshaped their ideas on a satisfactory definition of the attitude (Dawes & Smith, 1985). Eagly & Chaiken (1993, p.1) define attitude as 'a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.' In another study conducted by Jowell (2006) attitudes are defined as "being specific to an object or behaviour while beliefs are more generic, relating to a wider worldview, and tend to be more stable". Attitude is "the general and enduring evaluative perception of some person, object or issue (Cacioppo, Petty, Crites, 1994). One of the generally accepted definition of attitude is suggested by Ajzen (1993), "An attitude is an individual's disposition to react with a certain degree of favorableness or unfavorableness to an object, behaviour, person, institution, or event – or to any discriminable aspect of the individuals world".

2.3.3. Studies on Language Attitudes

Attitudes and cultural effect towards learning language have been investigated in many studies and the relationship between these two has been a prominent area for research in education for many years. Most of the studies on the area reported that attitude is a fundamental part of learning and accordingly should be considered as a crucial element of language learning process (İnal et al., 2005).

Culture can be regarded as one of the most considerable reflections of nature. Similarly, language could be considered as the most prototypical of all examples of conventionalization process of nature. However, language is related to culture as an example of a systematic relation between nature and culture. In addition, language is presuming and being presumed by a range of other primarily non-linguistic cultural phenomena. Allwood (1990) defines outcome of all, as that linguistic and cultural competence cannot be separated.

Attitudes are also called as one of the most significant important factors in language learning achievement. There is an exact relation between learning a language and the attitudes towards the languages (Starks & Paltridge 1996: 218 cited in Karahan, 2007). Gardner (1985) considers L2 learners with positive attitudes towards the target culture and people as being more effective learners of the target language than those who do not have such positive attitudes. In his socio-educational model of second learning education (SLA), attitudes toward the learning situation is a crucial part of integrative motivation

In the area of teaching language, it is mostly realized that students' achievement in learning language improves when their attitudes are positive. Correlatively, their attitudes towards the culture of target language community also affect their success in L2 learning. For example, their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language, and also the students' attitudes towards themselves as members of their own culture can influence their ability to learn a second language (Ellis, 1994, cited in Eryıldırım & Ashton, 2006). Although learning language is not an easy process, if students develop positive attitudes towards the language and culture of the target language, it will get easier to be successful in learning language. İnal, Evin, Saraçaloğlu (2007) also show the proof that positive attitudes have an influence on language achievement.

Similarly, it is easier for students having formed positive attitudes to make use of more learning strategies than the ones having negative attitude towards learning a language (Gan, 2004, cited in Üzüm, 2007). According to Brown (2000), attitudes have both cognitive and effective aspects relevant to thoughts and feelings. Attitudes begin developing in the early childhood and parents' and peers' attitudes and interactions with other people may shape the attitudes. Byram (2004, cited in Hosseini & Pourmandnia, 2013) states that there is two point of views between attitude and language learning as resultative and motivational hypothesis. The resultative hypothesis declares that "experience of success affects attitudes toward language, country and people".

It is clear that developing positive attitudes towards foreign language and the foreign culture is one of the most significant factors for achieving in learning. Hemann (1980, cited in Er, 2009) also states that the way how to acquire a language is influenced by attitudes and so, attitudes affect language learning. In order to develop positive attitudes towards target language, culture is one of the main factors to be considered. Byram, Gribgofa & Starley (2007) claim that the feelings, attitudes and motivations of learners regarding the target language itself, the speaker of the language and the culture of the target language influence

the way learners react to the input, which they are subjected to as language is used on social exchanges. To put differently, the scale and grade of L2 learning will be influenced by these affective variables.

2.3.4. Types of Attitudes

Attitudes are considered to be one of the most significant elements during the process of language learning. There have been many studies to define the types of attitudes. Lambert (1967, cited in İnal et al. 2005) divides the language learning attitudes into two categories as 'integrative' and 'instrumental' attitudes. Integrative attitude can be defined as the demand of a person to get knowledge about and have good relationship with the community of target language. Supporting this idea, Uribe et al. (2011) state that it is a necessity to have vultural context to strengthen the positive attitudes. On the other hand, instrumental attitude can be identified as the need of improve oneself by means of language knowledge and competency. Lambert also mentions that integrative type of attitudes are more effective to gain success in language learning.

Stern (1983 cited in Tahaineh & Daana, 2013) classifies the attitudes into three categories:

- a. Attitudes towards the community and people who speak the L2 (group specific attitudes),
- b. Attitudes towards learning the language concerned; and
- c. Attitude towards languages and language learning in general.'

On the other hand, Wenden (1991, cited in Al-Tamimi & Shuib, 2009) states that an attitude is comprised of three constituents. First of all, attitudes have a cognitive constituent including the beliefs or understandings about the objects or situations associated with the attitude. Second, attitudes have an evaluative constituent based on the generalization about being supportive or against towards an object or situation associated with the attitude. Third, attitudes have a behavioral constituent which can be defined as the effect of the attitudes to create a learning behavior for the learners. Bernat & Gvozdenko (2005) suggest that language learning holds the components of social, cultural, contextual, cognitive, affective and personal factors in which there is an important effect of attitudes. As well, Csizer & Dörnyei (2005) support the idea of the importance of attitudes in language learning motivation and the association with choice of language and effort for learning.

In addition, Gardner & Lambert (1972) classify attitudes as Positive, Neutral and Negative. The researcher found a strong relationship between attitudes and outcomes language learning. They concluded that the more attitudes are positive, the more achievement

the learners gain in learning and the more attitudes are negative, the less achievement students gain in learning (p. 5). Strengthening this idea, Bhaskar & Soundiraraj (2013) claim that it is easier for learners who have positive attitudes towards the community of language and the language itself to get competence and achievement in language learning process. It seems clear that there is a consensus among many researchers about the relationship between attitudes and achievement in language learning. To conclude, 'the emotional, motivational and attitudinal states of the language learner play a crucial role in the learning process' (Uribe et al., 2011).

2.3.5. Attitude Formation

Researchers concerned with the concept attitude have theorized about the reason lying behind the formation of attitudes. Likewise, the way of attitude formation has been the concern of many researchers and teachers on account of the fact that attitude has a great effect on behaviours and innermoods consequently on learning. On the ground of this information, one can infer that there is a direct relationship between the growing up environment and language learning (Hamilton & Mineo, 1998). Supporting this idea, Kovacs (2011) remarks that the attitudes and motivations dispatched through the living environment are indispensable roots for the formation of attitudes starting from childhood.

From another point of view, Eagly & Chaiken (2005, p.746) put attitudes into three kinds of categories regarding the durations as followed:

- Enduring attitude through one's lifetime,
- Formed but then changed attitudes,
- Formed but eventually receding and disappearing attitude.

Gawronski & Bodenhausen (2006) deal with the psychological processes result in attitude change by dividing them into as "learning-based attitude change" and "behaviour-induced attitude change". Learning based attitude change has two subcategories. The first one is propositional learning standing for gaining new information about an event or an object. The second one is associative learning connotated with experiences regarding an already known object or event. On the other hand, behaviour-induced attitude change representing the engagement of individuals through the social influence tools although they suppose that they have make their chooses freely. In this case of formation, individuals show different behaviours than their attitudes. If there is not enough external justifications on the attitudes, then the behaviors and attitudes of an individual get balanced (Festinger, 1957; cited in Gawronski & Bodenhausen, 2006).

Schafer & Tait (1981) declare that it is crucial to have knowledge about the factors which effect attitudes. Atitudes, reflection of the beliefs or values of an individual, can not be isolated from these factors. Regarding these information Schafer & Tait (1981) state that the realization of three factors in their model is essential for attitude change:

- Knowledge of the factors which have the possibility of intervening between the intention to behave and actual behaviour,
- The supportive beliefs and values of attitudes,
- The fulfillment of attitudes regarding personal needs.

2.3.6. Attitude and Motivation

The term motivation in L2 learning has been extensively admitted as one of the most fundamental component that impacts the degree and achievement of learning by both teachers and researchers. The first impulsion of L2 motivation study derives from social psychology in view of the fact that language learning of a different community can not be intervened from the learners' social inclinations toward the community of that language (Dörnyei, 1998).

Gardner's Socio-Educational Model (1979, cited in Lovato, 2011) suggests the idea that there are two fundamental differences in the process of language learning: ability and motivation. It is assumed that individuals possessing higher level of ability, intelligence or aptitude are more likely to gain more success in learning than the ones who are less qualified. Correspondingly, higher motivated learners are conceded to be more successful in learning than lower motivated ones as they will employ more effort, be more determined, conscious, organized and ambitious to learn. In the model, both ability and motivation are associated with formal and informal language learning contexts. The formal contexts involve any kind of situation where insrtuction is perceived and informal contexts include all the other situations in which language is used or experienced. According to the theory; while the two of the components ability and motivation would be equivalently implicated in formal contexts, motivation would be more implicated than ability in formal contexts because of the fact that motivation outlines when the individual collaborates in informal contexts. In the model, each context is displayed to foremost both linguistic and non-linguistic accomplishments. In coclusion, it is demonstrated that educational setting and cultural context affect the motivation, excluding ability.

In Gardner's socio-educational model (1985), the concept of motivation is divided into two categories: integrative and instrumental motivation. Integrative motivation refers to positive attitude toward the foreign culture and eagerness to associate as a member of the

foreign society. It can be inferred that the model acknowledges the attitudes toward culture is a component of integrative motivation. On the other hand, instrumental motivation refers to the aim of language acquisition for a specific purpose. Gardner (1985) notes that:

“Integrativeness and Attitudes toward the Learning Situation have the greatest influence on Motivation. Taken together, these results highlight the role that both the educational context and the cultural context play in second language acquisition. Both have a direct effect on motivation, which in turn has a direct effect on language achievement.”

To conclude, a great number of the study conducted by Gardner shows the evidence that learners with integrative motivation are more adventurous in language learning than than the ones with instrumental motivation (Ehrman, Leaver, Oxford, 2003).

CHAPTER III

3. METHODOLOGY

3.1 Introduction

In this chapter; first of all, overall design of the study is introduced. The information about the participants is given and the progress how data collection instruments were developed is explained. Finally; organization of data collection instruments and data analysis methods are introduced.

3. 2. Research Design

The aim of the study was to determine whether Erasmus exchange program has an effect on Kahramanmaraş Sütçü İmam University outgoing students' attitudes towards learning language through living in a different culture for a period or not. For that purpose, in this chapter, the following methodology has been preferred as the basis of the research.

In this study, both qualitative and quantitative data were collected. The basic data instrument is an attitude questionnaire which was administered to the participants before they left the country for Erasmus program and after they came back to Turkey in order to measure the changes in their attitudes towards learning language. To support the data gained through the questionnaire, a semi-structured interview prepared by the researcher was conducted with the participants who were volunteer to answer. The interviews were conducted with each student to find out their feelings and thoughts and the differences between their first and last attitudes. The data collected from the questionnaire have been examined in SPSS descriptive analysis and the data collected from interviews have been examined in content analysis.

The design of the study is centred on the students of Kahramanmaraş Sütçü İmam University Erasmus outgoing students. The data regarding their perceptions and attitudes constructed the determination of the study.

3. 3. Participants of the Study

The participants of this study are outgoing students of Kahramanmaraş Sütçü İmam University through Erasmus Exchange Program. The number of the participants is 65 and their age ranges from 22-26. The selection of the participants is made on the basis of convenience sampling method because of their accessibility and proximity.

3. 4. Data Collection Instruments

In this study, two data collection instruments were operated. A semi-structured interview conducted with all the participants was the supportive data collection procedure due

to the fact that the number of the participants was not enough for a solely quantitative study. In order to support the data gathered through the questionnaire, a semi-structured interview was conducted with the participants.

3.4.1. Attitude Questionnaire

In order to find out whether there is an attitude change towards learning language or not; quantitative data for this study have been collected through an attitude questionnaire. The questionnaire is adapted from Er (2009) which was prepared by Missouri University. It includes questions about attitudes on the basis of five-point Likert Scale. Each item of the questionnaire is ranked as 1- totally agree, 2- agree, 3-not sure, 4- disagree, 5- totally disagree (see appendix 2). There are four main parts in the questionnaire, consisting of 18 questions. In the first part, there are four statements about attitudes towards English; in the second part, there are three statements which reveal instrumental aspects of the attitudes. In the third part, there are nine statements which are designed to shed light on the integrative aspects of the attitudes. In the last part, there are two statements aiming to reveal overall evaluation of English.

3.4.2. Semi-Structured Interview

The supportive data collection instrument was a semi-structured interview prepared by the researcher. Laforest (2009) states that semi-structured interviews are applied to gather data especially for the studies working with small number of participants. Furthermore, they help to get a deep understanding about the problems due to the fact that they supply a direct entry into the perceptions and opinions of the participants. The interview was designed following the guidance supplied by Laforest (2009). Regarding the guidance; the preparation of the interview was managed by following the steps and points below:

- Identifying respondents,
- Defining number of respondents,
- Arranging the available time and resources,
- Planning the interview by preparing the instructions and designing the appropriate questions for the research,
- Drawing up the consent form of the interview emphasizing the rules and aims of the interview,
- Contacting the respondent,
- Selection of the place for the interview considering the fact that the place should be neutral, confidential, comfortable, quiet, free of distractions and easily accessible for the respondent,

- Conducting interviews.

The components of the questionnaire were taken into consideration while preparing the questions of the interview. The questions have been formed focusing on the attitudes towards English, instrumental aspects of attitudes, integrative aspects of attitudes and lastly the overall effect of the Erasmus Program on changing the attitudes towards English.

The questions establishing the framework of the interview are as follows:

1. How did you feel about learning English before your Erasmus experience?
2. How do you feel about Erasmus Exchange Program? In which aspects has it contributed you?
3. Do you think the program has helped you in changing your attitudes towards learning language?
4. What do you think about using a common language in an intercultural learning environment?
5. Please share other information regarding this experience.

Taking into consideration the fact that students may add some other information regarding their perceptions through Erasmus Programme, the researcher also asked whether they would like to add some more information or not.

3.5. Data Collection Procedure

The questionnaire was administered before the students go abroad for Erasmus Program. Both the instructions and the questionnaire were given in Turkish in order to prevent comprehension problems and reduce anxiety. They have been informed that there is no effect of the results of the questionnaire on their grades or their education process abroad. Each student was required to write a nickname on their own paper as they are asked to respond to the same questionnaire in the post-questionnaire as they come back to Turkey. Each student has studied in a European country and in multicultural Erasmus classes including students from all over the Europe where all the instructions were given in English approximately for four months. To provide the data for post-questionnaire, after the participants of the students came back to Turkey, they responded to the same questionnaire again in order to analyse whether studying abroad through Erasmus Program has an effect on their attitudes towards learning language or not. Semi-structured interviews have been conducted in order to support, confirm and clarify the data analysed through the questionnaire.

3.6. Data Analysis Procedure

Prasad (2008) claims that being one of the most common analysis way in social sciences including language studies, content analysis through which the data gained through

the semi-structured interview is analyzed in the current study has been used for the data analysis of various themes including social changes and cultural symbols. Furthermore, Prasad states that it is a beneficial research technique which is analysed through coding the useful information into the content categories in order to make inferences. The data collected through interviews were examined in content analysis.

The data collected from the questionnaire have been examined in SPSS descriptive analysis. Jaggi (2003) declares that descriptive analysis is a practical means of analyzing and interpreting data through summarizing the data in a clear and understandable way by using numerical and graphical procedures. The data gained through the questionnaire were estimated and displayed in tables and barcharts.

CHAPTER IV

4. DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter deals with the analysis of data collected through an attitude questionnaire and a semi-structured interview. The quantitative data collected through questionnaire were examined in SPSS descriptive analysis and the qualitative data collected from the semi-structured interview were examined in content analysis.

4.2. Evaluation of the Questionnaire

The data gained through the questionnaire were analyzed through descriptive statistics in SPSS program. The pre-questionnaire and post- questionnaire data of the questionnaire were analysed by categorising the items as follows:

1. Statements to determine the attitudes about learning English
2. Statements to determine instrumental dimension of the attitudes
3. Statements to determine integrative dimension of the attitudes
4. Statements to determine overall evaluation about speaking English (Er, 2009).

4.2.1. Evaluation of Pre-questionnaire Results

This section identifies the results of pre-questionnaire in order to answer the first research question which aims to reveal the attitudes of the students towards learning English before their Erasmus experience, the results of pre-questionnaire were analysed solely regarding the categories of the statements as shown in Table 1, 2, 3 and 4. The responses for each item are presented via bar charts in Figure 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18.

4.2.1.1. Evaluation of the Statements to Determine the Attitudes about Learning English

This part is consisted of the statements investigating the overall attitudes of the students towards learning English before they went abroad within the context of Erasmus Exchange Program. The common point of these statements is that they all reflect either a positive or a negative opinion about learning English. To illuminate, while statement 1 and statement 2 examines the degree of the interests and opinions about learning English, statement 3 and statement 4 investigate whether the students consider English learning

unnecessary or hard to achieve. Therefore, these statements are analysed in the same cluster regarding their common point about English learning.

Table 1

Summary Results for Pre-Questionnaire Items on ‘the Attitudes about Learning English’

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|------|-------------------|------|--------|---------|
| | f | % | f | % | f | % | f | % | f | % | | |
| 1 | 28 | 43.1 | 27 | 41.5 | 6 | 9.2 | 0 | 0 | 4 | 6.2 | 1.8462 | 1.03427 |
| 2 | 18 | 27.7 | 28 | 43.1 | 15 | 23.1 | 3 | 4.6 | 1 | 1.5 | 2.0923 | .91384 |
| 3 | 0 | 0 | 4 | 6.2 | 6 | 9.2 | 20 | 30.8 | 35 | 53.8 | 4.3231 | .88579 |
| 4 | 7 | 10.8 | 14 | 21.5 | 24 | 36.9 | 16 | 24.6 | 4 | 6.2 | 2.9385 | 1.07350 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

4.2.1.1.1 Responses for Statement 1 before Erasmus Exchange Program

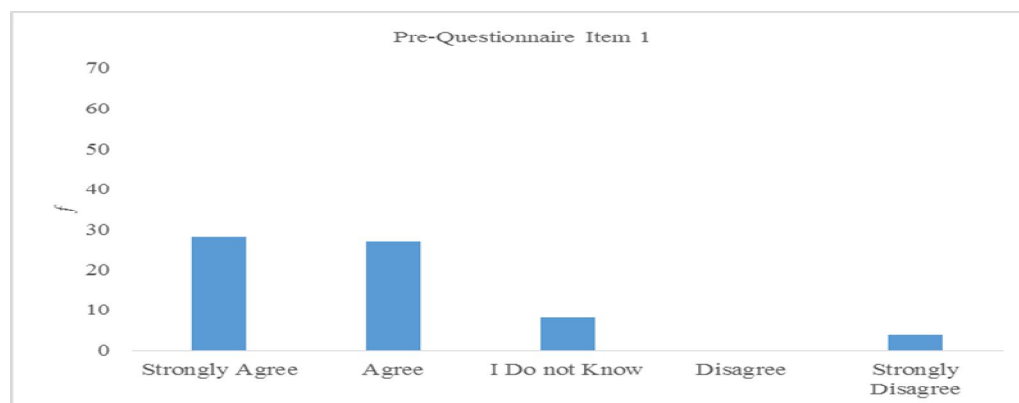


Figure 1 Results of the responses for Item 1 before Erasmus Exchange Program

As Figure 1 displays the results of the item ‘I think foreign language should be a requirement’ out of 65 participants, 55 had already acknowledged the necessity of learning with 28 participants ‘Strongly Agree’ statement and the ones (27) ‘Agree’ with the item English before their Erasmus experience. On the other hand, while 6 participants were neutral toward the necessity of learning English; 4 of the participants didn’t regard learning a foreign language as a requirement by selecting the strongly disagree choice.

4.2.1.1.2 Responses for Statement 2 before Erasmus Exchange Program

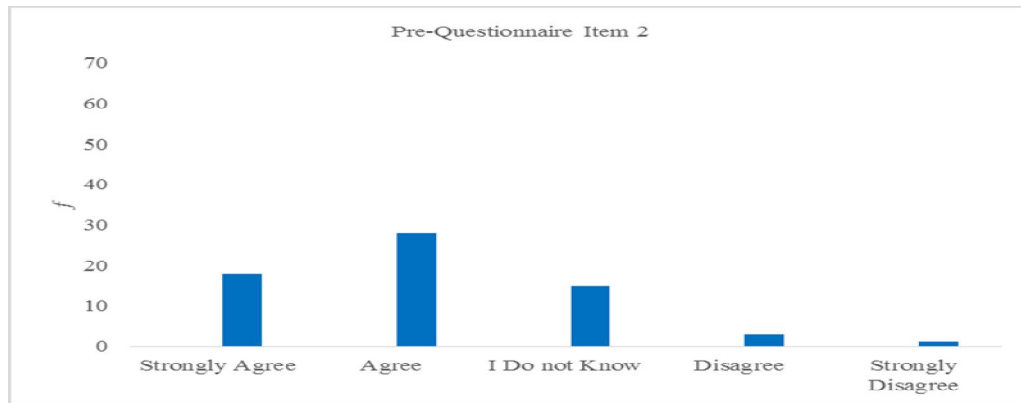


Figure 2 Results of the responses for Item 2 before Erasmus Exchange Program

Figure 2 illustrates the reported attitudes of participants to the item ‘Learning another language interests me’ regarding their interests in learning a different language. While the greatest majority of the students, namely 46 out of 65 students (18 for Strongly Agree and 27 for Agree), expressed their appreciation; a small group of students (15) considered themselves neutral and lastly 4 (3 for Disagree and 1 for Strongly Disagree) of them pointed out that they were not interested in learning another language. From the analysis of this item, it can be inferred that the result of the current item is in accordance with the data of the previous item. Therefore, it can be assumed that most of the students had already considered English language learning not only as a requirement but also as being interesting.

4.2.1.1.3 Responses for Statement 3 before Erasmus Exchange Program

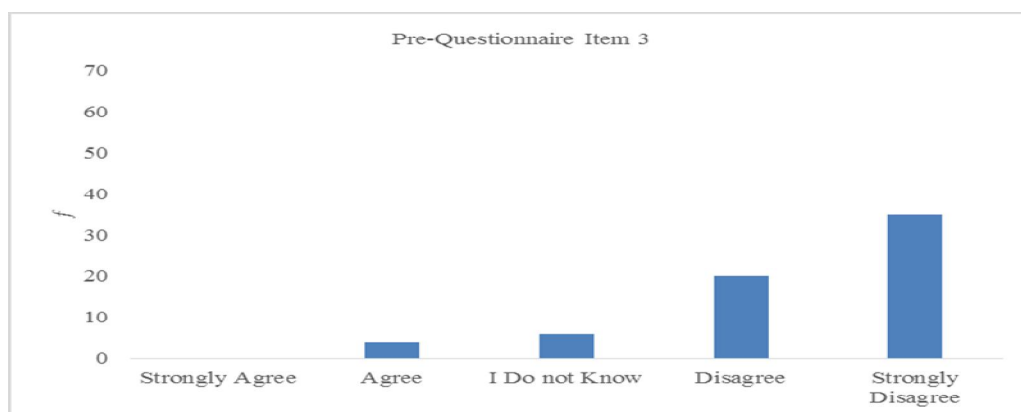


Figure 3 Results of the responses for Item 3 before Erasmus Exchange Program

It is clearly represented on Figure 3 while most of the participants (out of 55, 20 disagree and 35 strongly disagree) tended to disagree with the statement ‘I have never considered learning another language’, a small number of them (6) performed neutrality and

lastly 4 of them (agree) showed that they had no consideration on learning another language. It can easily be inferred from the responses of the participants, most of them are aware of the need of learning another language.

4.2.1.1.4 Responses for Statement 4 before Erasmus Exchange Program

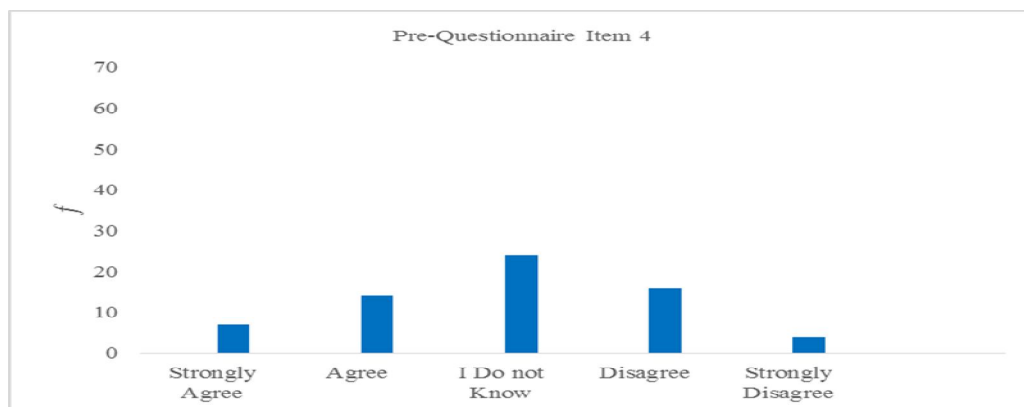


Figure 4 Results of the responses for Item 4 before Erasmus Exchange Program

It is apparently exhibited in the Figure 4 for the responses to the item ‘I would like to learn another language, but I think it is too hard’ that nearly 1 participant out of 3 is not sure about the difficulty of learning English. On the other side, the number of the participants who view learning another language challenging (out of 21, 7 strongly agree and 14 agree) is nearly equal to the number of the ones who don’t agree with the statement (out of 20, 16 disagree and 4 strongly disagree).

Gardner (1985) regards attitudes as a component of motivation. Similarly, Oxford (1996) put emphasis on the importance of attitudes and motivation in language learning by defining motivation as the component “what makes students want to learn languages and what causes them to put forth the effort to persist in this difficult adventure” (p.1). Accordingly, it can be understood that attitudes and motivation is an important element of language learning process. The data analysis results regarding the attitudes about learning English given in Table 1 are analysed in order to gain data of the students’ attitudes towards learning language.

4.2.1.2. Evaluation of the Statements to Determine Instrumental Dimension of Attitudes

This section concerns the analysis of the items regarding language learning as a way to be more prestigious in the society or to get success in a specific area. Statement 5 investigates the degree of prestigious aspect of language in an individual’s educational embracement. Besides, Statement 13 and Statement 14 seek for the degree of functional aspect of language

world in business life and for job opportunities. On account of this purpose, the data gained through these statements explained in the same cluster.

Table 2

Summary Results for ‘the Instrumental Dimensions of Attitudes’

| | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|------|-------------------|------|--------|---------|
| ITEM | f | % | f | % | f | % | f | % | F | % | | |
| 5 | 15 | 23.1 | 36 | 55.4 | 8 | 12.3 | 6 | 9.2 | 0 | 0 | 2.0769 | .85344 |
| 13 | 40 | 61.5 | 21 | 32.3 | 4 | 6.2 | 0 | 0 | 0 | 0 | 1.4462 | .61316 |
| 14 | 8 | 12.3 | 7 | 10.8 | 31 | 47.7 | 11 | 16.9 | 8 | 12.3 | 3.0615 | 1.13022 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

4.2.1.2.1 Responses for Statement 5 before Erasmus Exchange Program

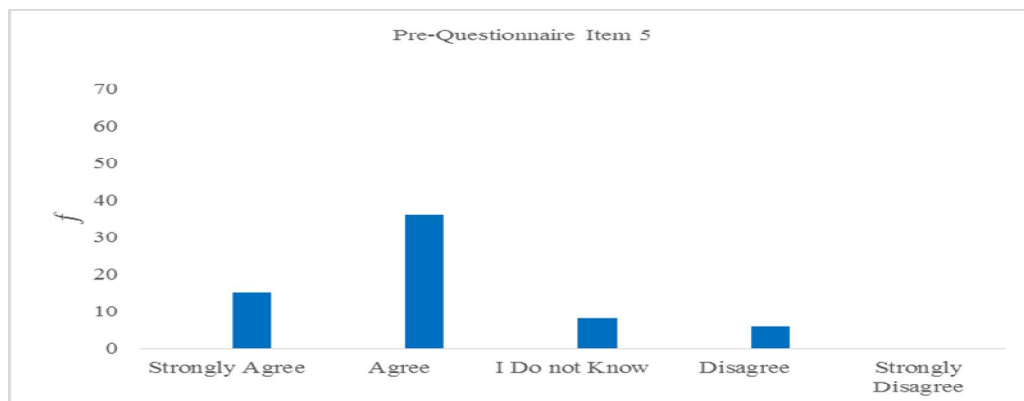


Figure 5 Results of the responses for Item 5 before Erasmus Exchange Program

The item ‘Another language is part of an educated person’s make-up’ displays that most of the participants (out of 51, 15 strongly agree and 36 agree) agree with the statement. It can undoubtedly be inferred from the figure that the participants were already aware of the fact that knowledge of another language is an essential part of the education process of an individual. There were also 8 participants remaining neutral and 6 participants (disagree) who did not regard knowledge of a foreign language as an ability of a well-educated person.

4.2.1.2.2 Responses for Statement 13 before Erasmus Exchange Program

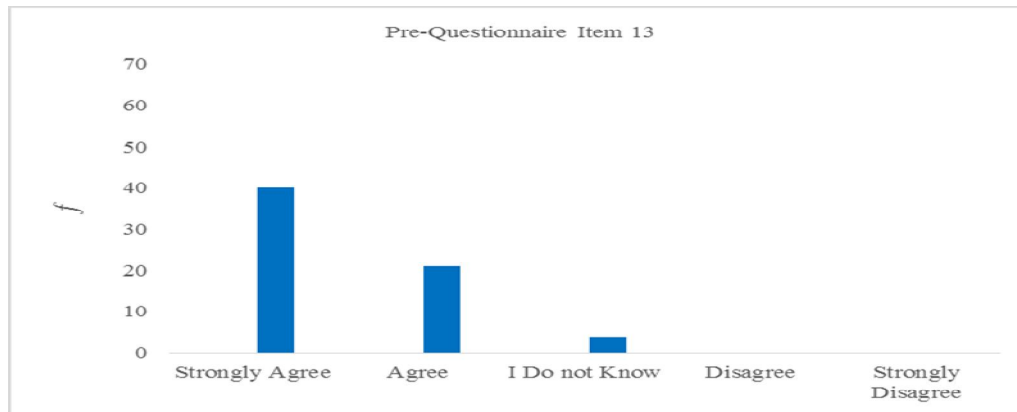


Figure 6 Results of the responses for Item 13 before Erasmus Exchange Program

It can be remarked from the responses to the item ‘It will help me in my future job, make me more marketable’ that nearly all of the participants (out of 61, 40 strongly agree and 21 agree) regard learning another language as a tool for getting better job opportunities or one of the requirements for a better career choice. Nonetheless, there were also 4 participants who remained neutral. The results show that the participants had already acknowledged the benefit of another language in business area before they experienced Erasmus Exchange Programme.

4.2.1.2.3 Responses for Statement 14 before Erasmus Exchange Program

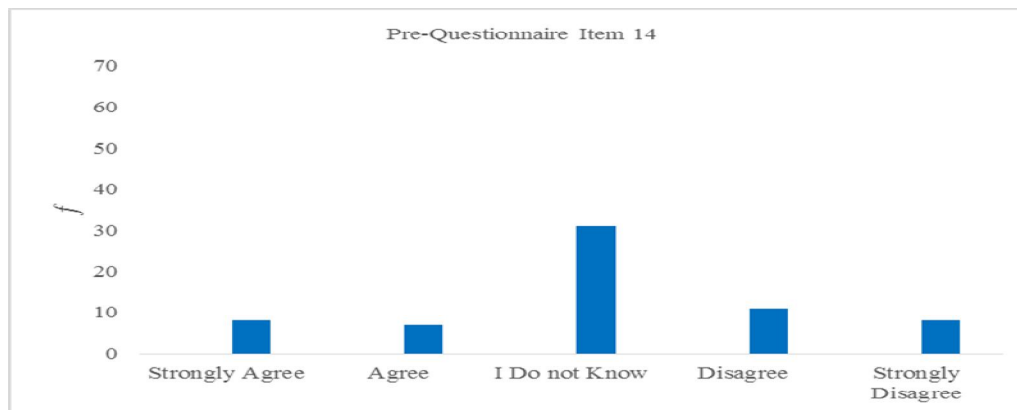


Figure 7 Results of the responses for Item 14 before Erasmus Exchange Program

Figure 7 indicates the results of the responses of the participants to the statement ‘I want to do business abroad’ that nearly half of the participants (31) are not sure about working abroad. As the results are compared to the previous statement, it can be understood that the students realized the importance of another language in job environment, however; they did not decide whether to use their linguistic knowledge in their home country or in another country for career development. On the other hand, there were 22 participants (14

strongly agree and 8 agree) who developed positive attitudes and 19 participants (11 disagree and 8 strongly disagree) who revealed negative attitudes toward the idea of working abroad.

Dörnyei (1998) states that instrumental dimensions can be regarded as one of the most crucial aspect of language learning through which the complicated process which determines social dimensions in foreign language learning. On the other hand, the instrumental aspect of the motivation can be considered as pragmatic aspect of using language (Yeung, 2012). The results of the statements given in Table 2 above are analysed in order to find out attitudes of the participants towards beneficial aspects of language learning for pragmatic contexts such as business, career choice, education, et cetera.

4.2.1.3. Evaluation of the Statements to Determine Integrative Dimension of Attitudes

This part of analysis includes the items based on the instruments reflecting integrative motivation of the participants. These items search for the relationship between culture and language.

Gardner (1972) put forward the language learning theory called ‘Socio-educational Model’. The model supports the idea that if a learner of a specific language develops positive attitudes towards the culture of the target community; therefore the learner can be regarded as ‘integratively motivated’. The theory claims that the more an individual has integrative motivation, the more achievement s/he gains in language learning. However; Lamb (2004) declares that within the globalization the perception of people about English speaking community has changed slightly due to the fact that English has become the lingua franca of the world used by many groups of non-native speakers all over the world. Gardner (2012) also revises his first theory on the light of globalization considering the fact that integrative motivation can be analyzed in different language learning environments rather than only English speaking communities.

Table 3*Summary Results for ‘the Integrative Dimensions of Attitudes’*

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|------|-------------------|------|--------|---------|
| | f | % | f | % | f | % | f | % | F | % | | |
| 6 | 16 | 24.6 | 18 | 27.7 | 22 | 33.8 | 5 | 7.7 | 4 | 6.2 | 2.4308 | 1.13150 |
| 7 | 12 | 18.5 | 25 | 38.5 | 25 | 38.5 | 2 | 3.1 | 1 | 1.5 | 2.3077 | .86464 |
| 8 | 29 | 44.6 | 28 | 43.1 | 5 | 7.7 | 1 | 1.5 | 2 | 3.1 | 1.7538 | .90192 |
| 9 | 17 | 26.2 | 24 | 36.9 | 19 | 29.2 | 2 | 3.1 | 3 | 4.6 | 2.2308 | 1.02727 |
| 10 | 23 | 35.4 | 20 | 30.8 | 20 | 30.8 | 2 | 3.1 | 0 | 0 | 2.0154 | .89254 |
| 11 | 16 | 24.6 | 29 | 44.6 | 12 | 18.5 | 4 | 6.2 | 4 | 6.2 | 2.2462 | 1.09017 |
| 12 | 30 | 46.2 | 20 | 30.8 | 12 | 18.5 | 3 | 4.6 | 0 | 0 | 1.8154 | .89952 |
| 16 | 10 | 15.4 | 17 | 26.2 | 20 | 30.8 | 8 | 12.3 | 10 | 15.4 | 2.8615 | 1.27325 |
| 17 | 22 | 33.8 | 16 | 24.6 | 13 | 20.0 | 6 | 9.2 | 8 | 12.3 | 2.4154 | 1.36808 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

4.2.1.3.1 Responses for Statement 6 before Erasmus Exchange Program

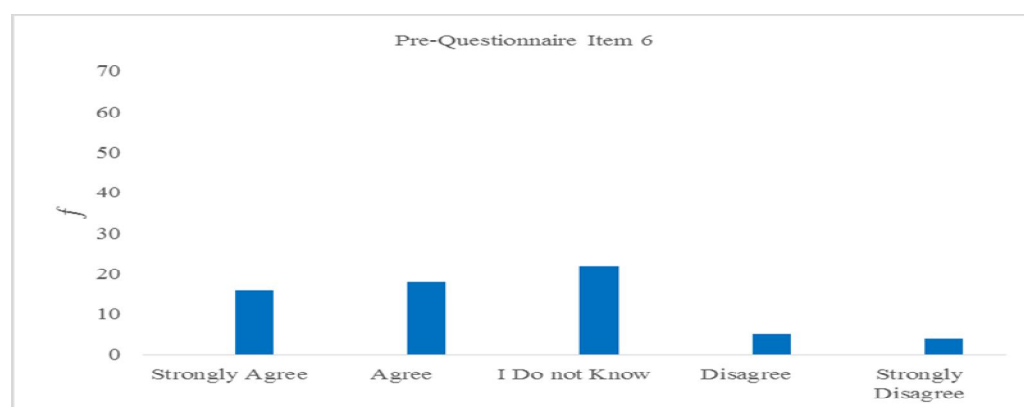


Figure 8 Results of the responses for Item 6 before Erasmus Exchange Program

As figure 8 displays the statement ‘Another language can help me think and analyze better’ investigates the degree of the effect of learning another language on mental abilities. While a great number of the participants (34 – 16 for strongly agree and 18 for agree)

admitted that it has an effect on thinking and analyzing capacity; the number of the participants (22) who remained neutral could not be ignored. This reveals that nearly half of the participants were aware of the impact of language on the mind.

4.2.1.3.2 Responses for Statement 7 before Erasmus Exchange Program

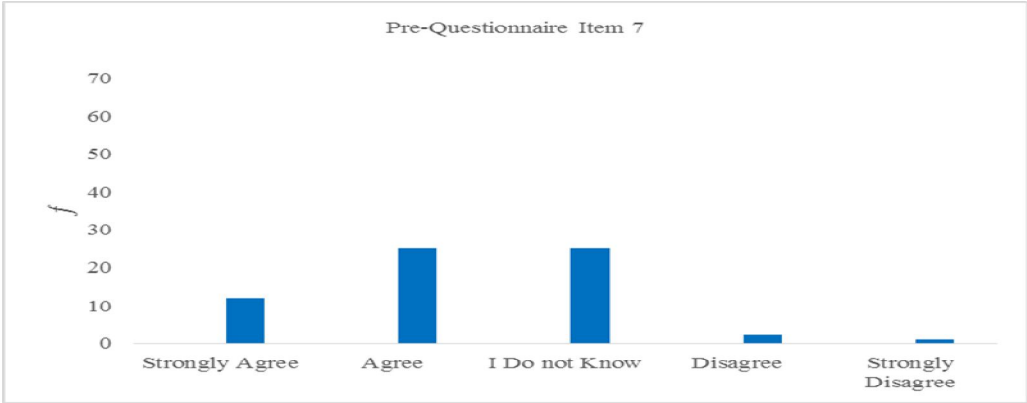


Figure 9 Results of the responses for Item 7 before Erasmus Exchange Program

As it can be clearly inferred from Figure 9 for the statement ‘Another language can open my mind’, a great number of the participants (37 – 12 for strongly agree and 25 for agree) regard another language as a way of being an open-minded individual. On the other side, the number of the participants (25) who had no idea about the effect of another language regarding the statement was also very high. Comparing the results with the previous statement analysis, it can be understood that there is a close relation between the results.

4.2.1.3.3 Responses for Statement 8 before Erasmus Exchange Program

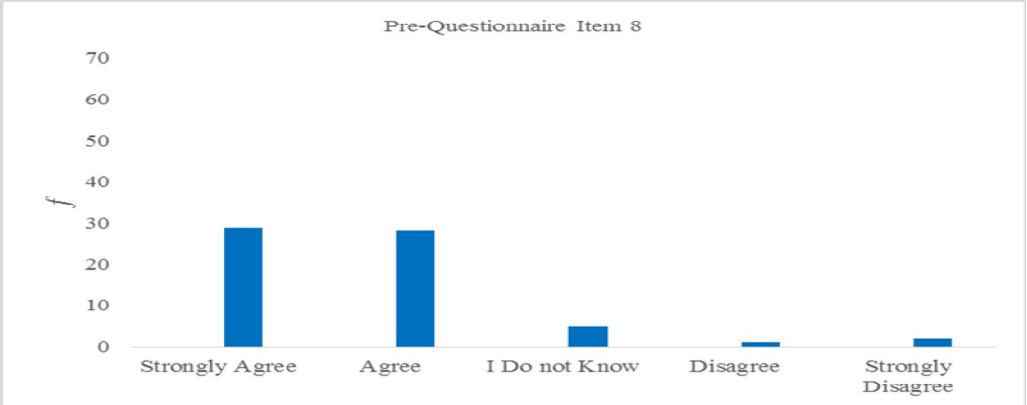


Figure 10 Results of the responses for Item 8 before Erasmus Exchange Program

As the results of the responses to the statement ‘It will help me understand others better’ are obviously displayed on Figure 10, nearly all of the students (57 – 29 for strongly agree and 27 for agree) regarded knowledge of another language as a mean of developing an

understanding towards other people of the world. The results can be associated with the idea that English has become the lingua franca of the world.

4.2.1.3.4 Responses for Statement 9 before Erasmus Exchange Program

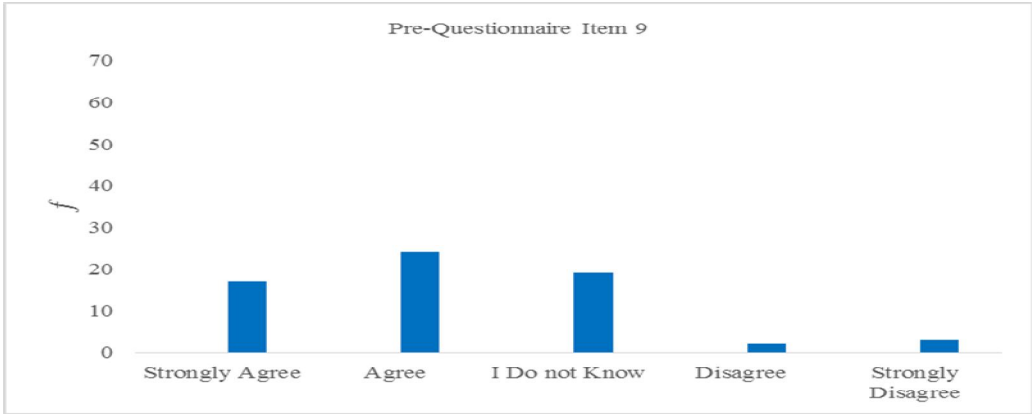


Figure 11 Results of the responses for Item 9 before Erasmus Exchange Program

Figure 11 reveals that majority of the participants (41, 17 for strongly agree and 24 for agree) were eager to gain knowledge about different cultures, literature and history. However; there were a great number of participants (19) who remained neutral to the idea of discovering other cultures, literature and history.

4.2.1.3.5 Responses for Statement 10 before Erasmus Exchange Program

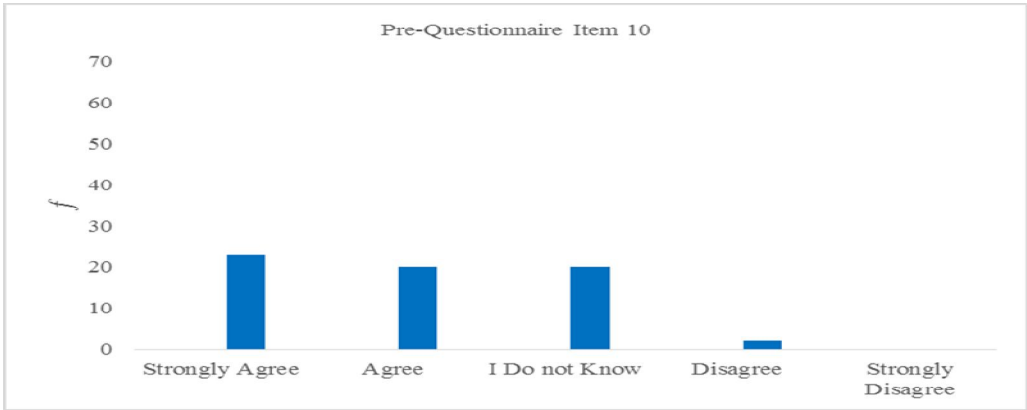


Figure 12 Results of the responses for Item 10 before Erasmus Exchange Program

On the basis of the data displayed on Figure 12 the absolute majority of the participants (43 – 23 for strongly agree and 20 for agree) viewed another language as a helpful way of extending cultural opinions. On the other hand nearly 1 participant out of 3 was in the opinion remaining neutral towards the statement ‘It will broaden my cultural views’.

4.2.1.3.6 Responses for Statement 11 before Erasmus Exchange Program

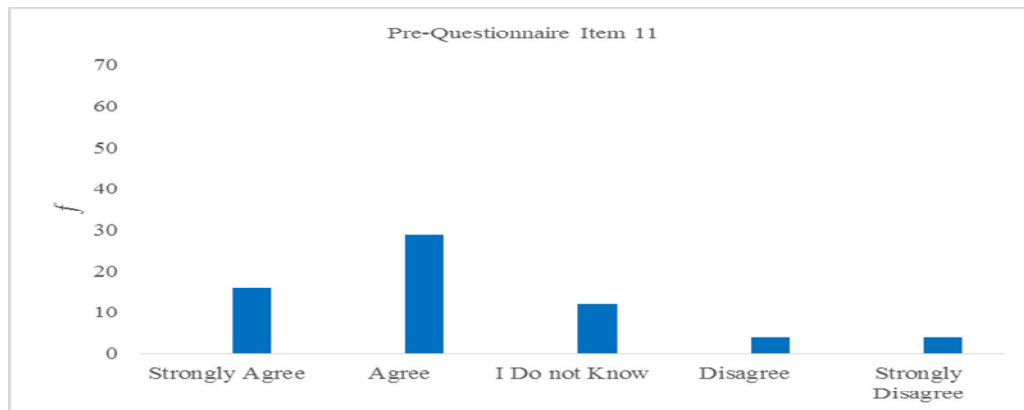


Figure 13 Results of the responses for Item 11 before Erasmus Exchange Program

Being a sophisticated person can be viewed as to be a constituent of the cultural infrastructure of an individual. Just as Figure 13 reveals the results of the responses to the statement 'Speaking another language would make me more sophisticated' show again that most of the students (45 – 16 for strongly agree and 29 for agree) viewed language learning as an important component of a well-educated individual. Nevertheless, there were 12 participants who had not developed an idea about the effect of language learning on their cultural vision.

4.2.1.3.7 Responses for Statement 12 before Erasmus Exchange Program

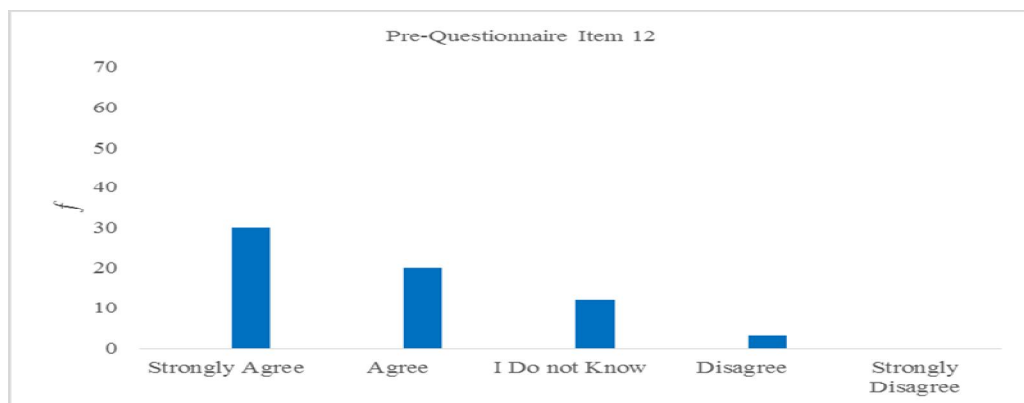


Figure 14 Results of the responses for Item 12 before Erasmus Exchange Program

The results of the statement 'I would like to travel abroad' as shown on Figure 14 may be considered one of the mostly agreed upon (50 – 30 for strongly agree and 20 for agree) items. The result can be considered as a result of the fact that all of the participants would travel abroad for an education period in the context of Erasmus Exchange Programme. Estimating the fact that there were 12 participants who had no idea about their desire to travel abroad can be interpreted as they did not consider Erasmus Exchange as a travel.

4.2.1.3.8 Responses for Statement 16 before Erasmus Exchange Program

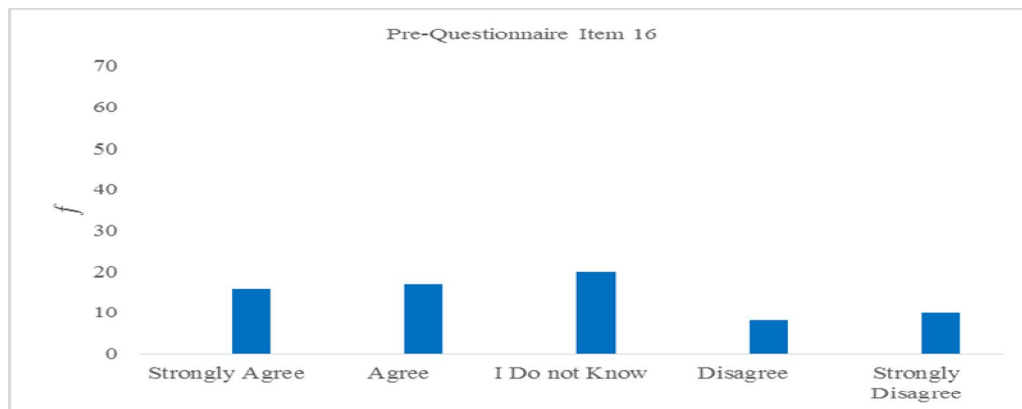


Figure 15 Results of the responses for Item 16 before Erasmus Exchange Program

It is clear from Figure 15 nearly all kind of attitudes of participants towards the statement ‘It helps me get in touch with family/history/tradition/heritage’ which has a cultural view were distributed equally. 27 (10 for strongly agree and 17 for agree) of the participants developed positive attitudes while 20 of them remained neutral and 18 (8 for disagree and strongly disagree) of them exhibited negative attitudes towards the idea.

4.2.1.3.9 Responses for Statement 17 before Erasmus Exchange Program

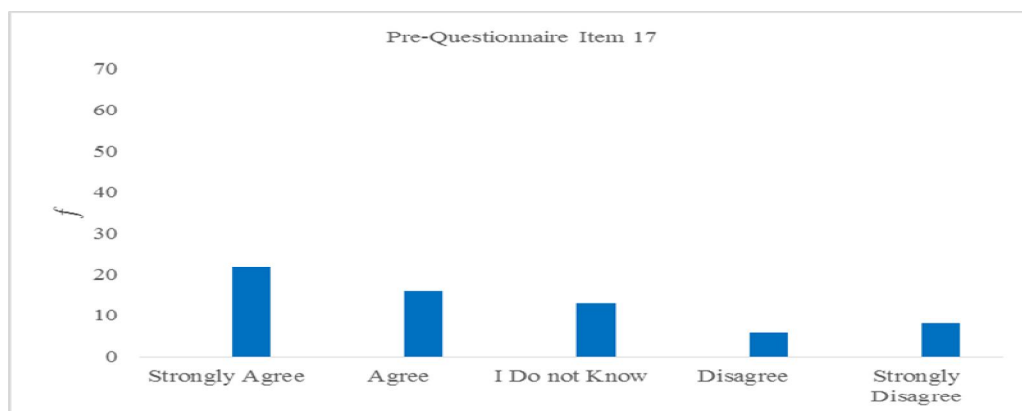


Figure 16 Results of the responses for Item 17 before Erasmus Exchange Program

Describing the data given on the Figure 16, most of the participants minded another language as a connotation of social aspect of life. 51 (38 for strongly agree and 13 for agree) of the participants agreed upon the statement that ‘Speaking another language would allow me to meet more girls/guys’. On one hand, 13 of the students remained neutral and 14 (6 for disagree and 8 for strongly disagree) of the students stated that they don’t need to know another language to find friends.

In order to make an overall evaluation of the responses in the integrative motivation cluster, most of the students were already integratively motivated before their Erasmus

Exchange experience. However; there was considerable number of participants who had not developed any idea regarding the ideas given in the statements.

Gardner & Lambert (1972) defined integrative motivation as the interest in target language community also including the target culture supporting the idea that developing positive attitudes towards target culture is an important factor in language learning achievement. More recently, Gardner (2007) extends his first theory from integrativeness of target language culture to openness to other cultural communities by mentioning the effect of educational environment is doubtlessly significant on the development of attitudes towards learning language. Therefore; regarding the points given above, greater number of the statements regarding cultural and integrative motivational components are classified in this cluster.

4.2.1.4. Evaluation of the Statements to Determine Overall Evaluation about Speaking English

There are two statements investigating overall attitudes of participants towards learning language.

Table 4

Summary Results for ‘Overall Evaluation about Speaking English’

| | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|----------|------|--------------|------|----------|-----|-------------------|-----|--------|---------|
| ITEM | <i>f</i> | % | <i>f</i> | % | <i>F</i> | % | <i>f</i> | % | <i>F</i> | % | | |
| 15 | 20 | 30.8 | 23 | 35.4 | 12 | 18.5 | 6 | 9.2 | 4 | 6.2 | 2.2462 | 1.17301 |
| 18 | 32 | 49.2 | 25 | 38.5 | 7 | 10.8 | 0 | 0 | 1 | 1.5 | 1.6615 | .79602 |

Note: Column Values: *f*= Population, M= Mean, SD= Standard Deviation

4.2.1.4.1 Responses for Statement 15 before Erasmus Exchange Program

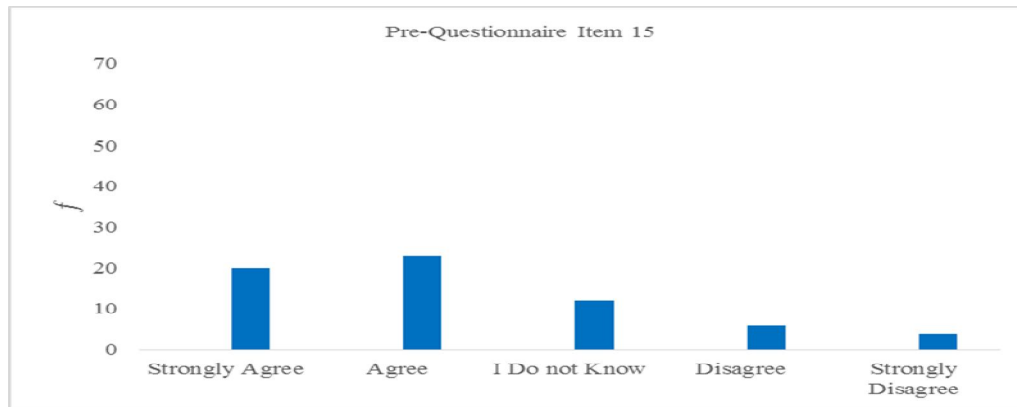


Figure 17 Results of the responses for Item 15 before Erasmus Exchange Program

As Figure 17 clearly shows the responses given to the statement ‘With more Turkish speaking another language, the Turkey will be more competitive’ were highly dominated by positive attitudes (43 – 20 for strongly agree and 23 for agree). Therefore, it can be understood that most of the participants admitted the importance of English in the international platform. However; while 13 participants remained neutral toward the statement, 10 (6 disagree and 4 strongly disagree) participants displayed indifference on the statement.

4.2.1.4.2 Responses for Statement 18 before Erasmus Exchange Program

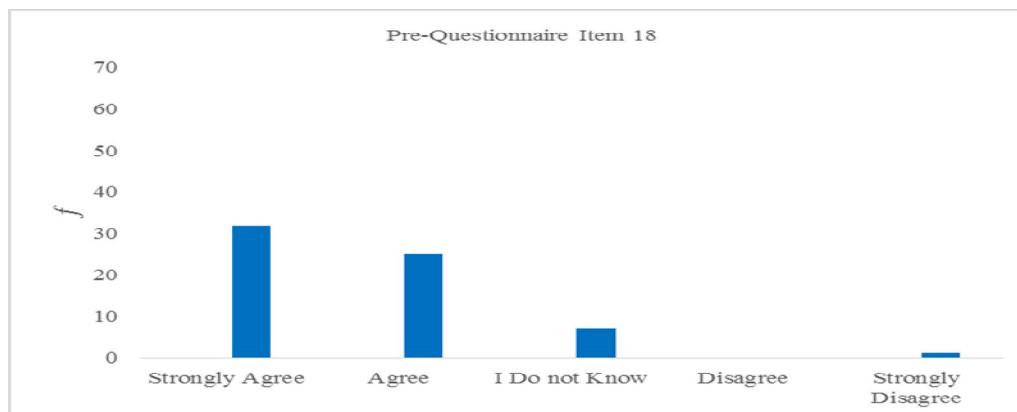


Figure 18 Results of the responses for Item 18 before Erasmus Exchange Program

Nearly all of the participants (57 – 32 for strongly agree and 25 for agree) responded to the item ‘Overall I think to speak another language is very important’ which seeks for an overall evaluation about learning another language regarding its significance in the same way. On the other hand 7 participants remained neutral and 1 (strongly disagree) participant remained indifferent to the statement. The results of the item are correlated with the results of all the other components of the questionnaire.

In order to make an overall evaluation about the whole pre-questionnaire results; it can clearly be concluded that while a great number of the participants had already positive attitudes towards learning language; there were also many students who had not developed either positive or negative attitudes towards language learning. In addition, a small number of the participants had negative attitudes towards learning language before their Erasmus Exchange Program experience.

Gardner & Lambert (1972) defined integrative motivation as the interest in target language community also including the target culture supporting the idea that developing positive attitudes towards target culture is an important factor in language learning achievement. More recently, Gardner (2007) extends his first theory from integrativeness of target language culture to openness to other cultural communities by mentioning the effect of educational environment is doubtlessly significant on the development of attitudes towards learning language. Therefore; regarding the points given above, greater number of the statements regarding cultural and integrative motivational components are classified in this cluster.

4.3. Evaluation of the Post-Questionnaire Results

This section represents the results of the post-questionnaire in order to answer the second research question that aims to reveal the attitudes of the students towards learning English after their Erasmus experience, the results of the post-questionnaire was analyzed regarding the categories of the statements as given in tables 5, 6, 7 and 8. The responses for each item are presented through bar charts in Figure 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 and 36.

4.3.1. Statements to Determine the Attitudes about Learning English after Erasmus Exchange Experience

This part of data analysis represents the results of post-questionnaire on the items evaluating attitudes about learning English. The results are presented in Table 5 and clear explanations of each item are displayed in Figure 19, 20, 21 and 22.

Table 5*Summary Results for Post-Questionnaire Items on 'the Attitudes about Learning English'*

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|------|-------------------|------|--------|---------|
| | f | % | f | % | f | % | f | % | F | % | | |
| 1 | 48 | 73.8 | 11 | 16.9 | 2 | 3.1 | 1 | 1.5 | 3 | 4.6 | 1.4615 | .98547 |
| 2 | 37 | 56.9 | 23 | 35.4 | 0 | 0 | 1 | 1.5 | 4 | 6.2 | 1.6462 | 1.03729 |
| 3 | 2 | 3.1 | 1 | 1.5 | 3 | 4.6 | 18 | 27.7 | 41 | 63.1 | 4.4615 | .90272 |
| 4 | 5 | 7.7 | 5 | 7.7 | 8 | 12.3 | 33 | 50.8 | 14 | 21.5 | 3.7077 | 1.12809 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

Table 5 briefly shows the results of the responses of the participants regarding their attitudes about learning English after their Erasmus Exchange experience.

4.3.1.1 Responses for Statement 1 after Erasmus Exchange Programme

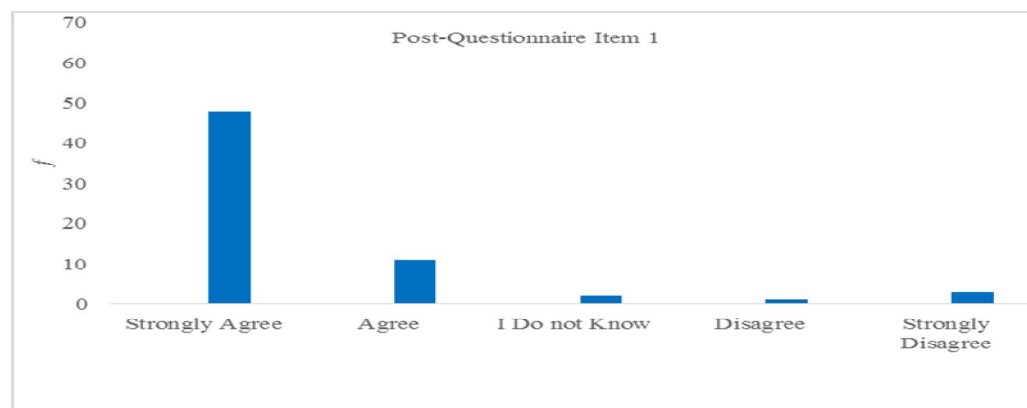


Figure 19 Results of the responses for Item 1 after Erasmus Exchange Program

As Figure 19 displays out of 65 participants, 48 strongly agreed and 27 only agreed upon the statement 'I think foreign language should be a requirement' searching for the requirement of learning English after their Erasmus experience. On the other hand, while 2 participants are still neutral toward the necessity of learning English; 4 of the participants (1 for disagree and 3 for strongly disagree) didn't regard learning a foreign language as a requirement.

4.3.1.2 Responses for Statement 2 after Erasmus Exchange Programme

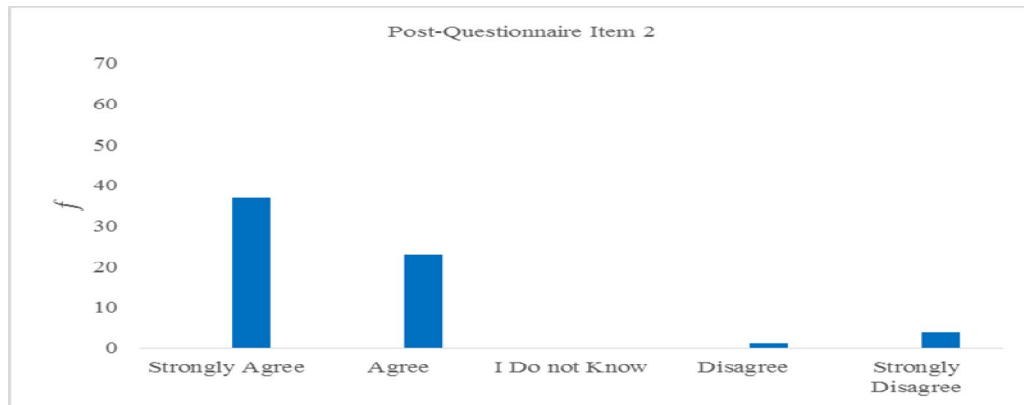


Figure 20 Results of the responses for Item 2 after Erasmus Exchange Program

As Figure 20 displays out of a total amount of 65 students 37 of them chose the option of ‘Strongly Agree’ and 23 of them selected the option of ‘Agree’ for the statement ‘Learning another language interests me’. It can be inferred that most of the students maintained their positive attitudes. However, there is only 1 participant who disagreed with the item and 4 strongly disagreed with the opinion that language learning is a requirement after their Erasmus experience.

4.3.1.3 Responses for Statement 3 after Erasmus Exchange Programme

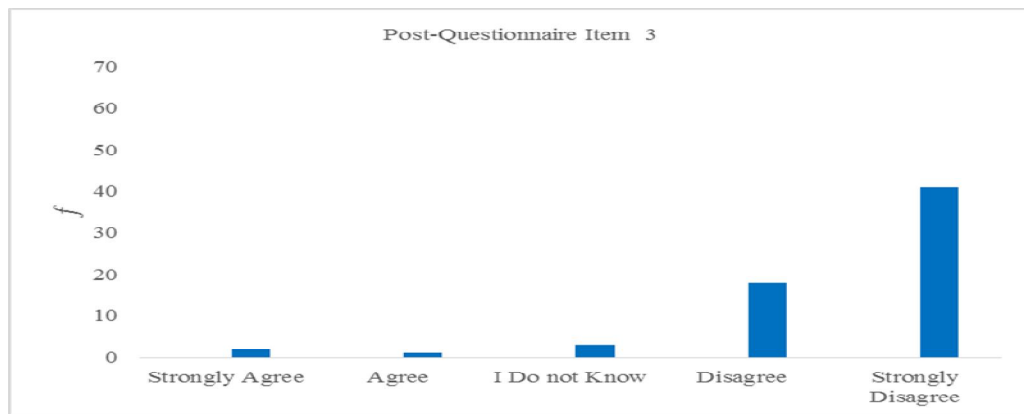


Figure 21 Results of the responses for Item 3 after Erasmus Exchange Program

It is clearly represented on Figure 21 while most of the participants (out of 59, 18 disagree and 41 strongly disagree) tended to disagree with the statement ‘I have never considered learning another language’, again a small number of them (3) still performed neutrality and lastly only 3 of them (2 strongly agree and 1 agree) showed that they still had no consideration on learning another language. It can easily be inferred from the responses of the participants, most of them are still aware of the need of learning another language.

4.3.1.4 Responses for Statement 4 after Erasmus Exchange Programme

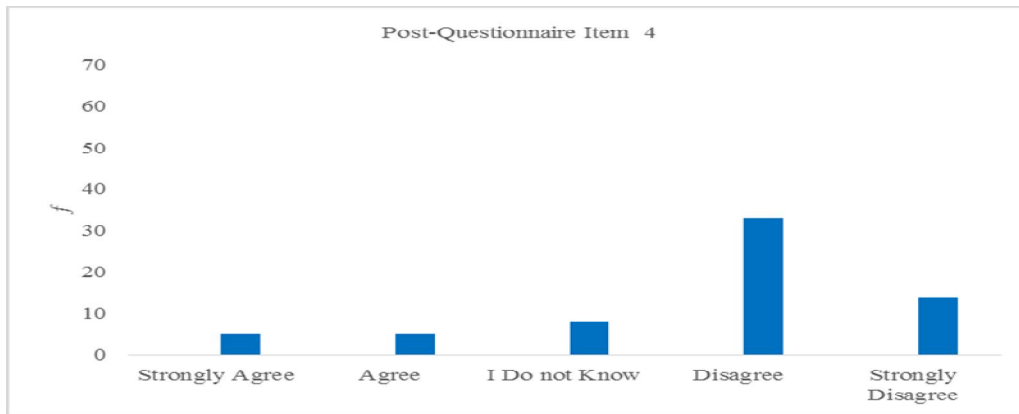


Figure 22 Results of the responses for Item 4 after Erasmus Exchange Program

The statement ‘I would like to learn another language, but I think it is too hard’ can be considered as the mostly disagreed item of the questionnaire by the participants after Erasmus Exchange Programme. The results indicate that 33 participants disagreed and 14 students strongly disagreed with the item. On the other hand, there are still 8 participants who hasn’t developed an idea on the item yet and 10 participants (5 strongly agree and 5 agree) continued preserved their consideration about difficulty of language learning. Therefore, it can be inferred that majority of the participants do not consider learning another language as a hard process.

4.3.2. Statements to Determine Instrumental Dimension of Attitudes after Erasmus Exchange Experience

This part of data analysis indicates the results of post-questionnaire on the items evaluating instrumental dimension of attitudes such as better career opportunities or prestigious contributions that derive from foreign language knowledge. The results are presented in Table 6 and deeper explanations of each item are displayed in Figure 23, 24 and 25.

Table 6*Summary Results for Post-Questionnaire Items on ‘Instrumental Dimension of Attitudes’*

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|-----|-------------------|-----|--------|---------|
| | f | % | f | % | f | % | f | % | F | % | | |
| 5 | 48 | 73.8 | 9 | 13.8 | 4 | 6.2 | 2 | 3.1 | 2 | 3.1 | 1.4769 | .96998 |
| 13 | 52 | 80.0 | 10 | 15.4 | 2 | 3.1 | 0 | 0 | 1 | 1.5 | 1.2769 | .67332 |
| 14 | 33 | 50.8 | 15 | 23.1 | 8 | 12.3 | 4 | 6.2 | 5 | 7.7 | 1.9692 | 1.26206 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

The results of the answers of participants to the items evaluating the instrumental dimension of their attitudes towards language learning after their Erasmus Exchange experience.

4.3.2.1 Responses for Statement 5 after Erasmus Exchange Programme

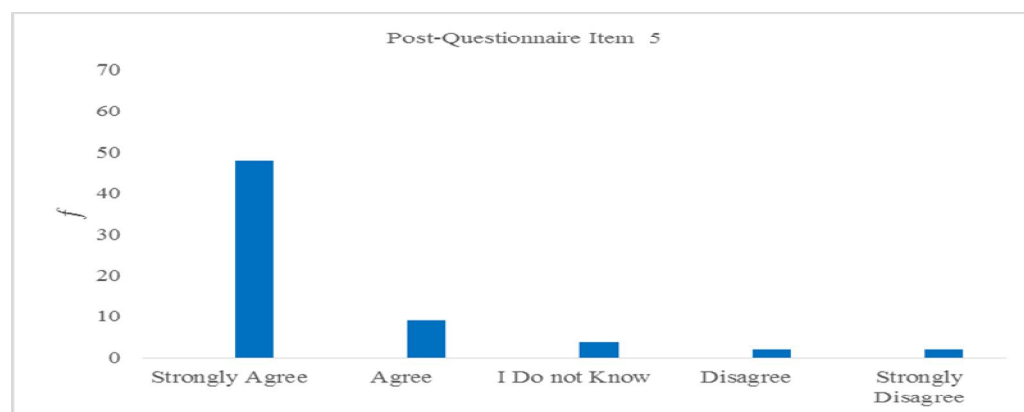


Figure 23 Results of the responses for Item 5 after Erasmus Exchange Program

Figure 23 displays that the statement ‘Another language is part of an educated person’s make-up’ can be viewed as one of the most strongly agreed item after Erasmus Exchange experience. 57 participants (48 strongly agree and 9 agree) supported the idea that a foreign language is an important tool for an individual in order to be perceived a well-equipped person. This result can be interpreted on the basis of the fact that Erasmus Exchange Program was also a period of their educational life during which instruction and communication language was English. Still, there were 4 participants who showed neutrality

again and the other 4 participants (2 disagree and 2 strongly disagree) did not admit importance of foreign language learning for being an educationally qualified person.

4.3.2.2 Responses for Statement 13 after Erasmus Exchange Programme

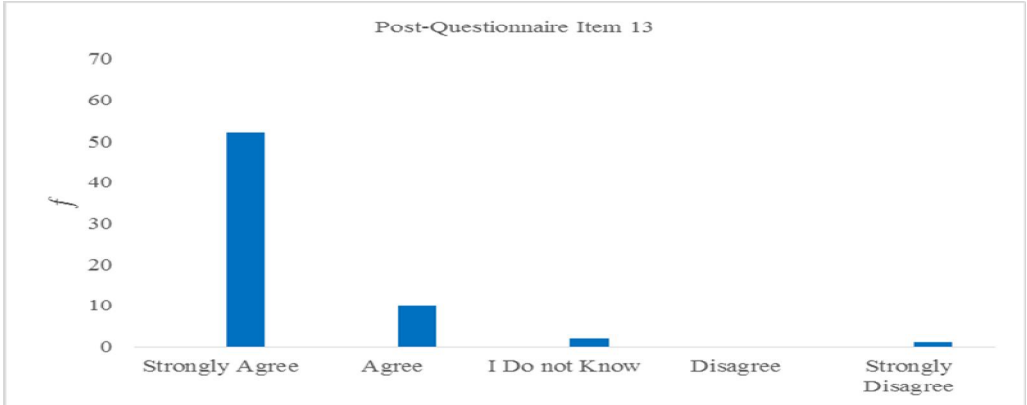


Figure 24 Results of the responses for Item 13 after Erasmus Exchange Program

It is clear from Figure 24 that a great number of the participants were in the idea of making use of foreign language in their prospective jobs. To define the proportion of each item 52 participants strongly agreed and 10 students agreed with the statement ‘It will help me in my future job, make me more marketable’. 2 participants developed no idea and conversely to the majority participants only 1 participant strongly disagreed with the item.

4.3.2.3 Responses for Statement 14 after Erasmus Exchange Programme

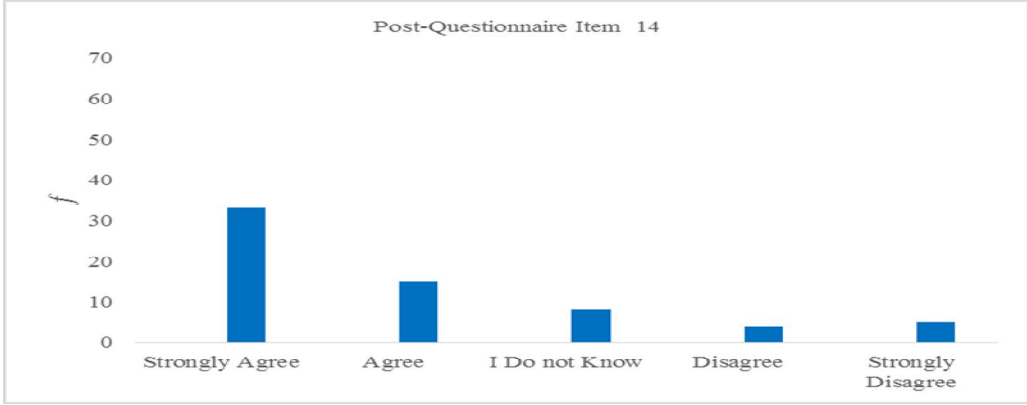


Figure 25 Results of the responses for Item 14 after Erasmus Exchange Program

It is pointed out in Figure 25, the majority of the participants, namely 48 of them (33 strongly agree and 15 agree) were in the opinion of working in another country rather than their own country. There were also 8 participants who still did not develop an idea about the statement ‘I want to do business abroad’ in addition to the other 9 participants (4 disagree and 5 strongly disagree) who did not think about working in another country.

4.3.3. Statements to Determine Integrative Dimension of Attitudes after Erasmus Exchange Experience

This section of data analysis points out the results of post-questionnaire on the items quantifying integrative dimension of attitudes such as the relationship between language and the culture and community of the language. The results are presented in Table 7 and deeper explanations of each item are presented in Figure 26, 27, 28, 29, 30, 31, 32 and 33.

Table 7

Summary Results for Post-Questionnaire Items on 'Integrative Dimension of Attitudes'

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|-----|----------|------|-------------------|-----|--------|---------|
| | f | % | f | % | f | % | f | % | f | % | | |
| 6 | 40 | 61.5 | 18 | 27.7 | 3 | 4.6 | 2 | 3.1 | 2 | 3.1 | 1.5846 | .95020 |
| 7 | 30 | 60.0 | 19 | 29.2 | 4 | 6.2 | 3 | 4.6 | 0 | 0 | 1.5538 | .81069 |
| 8 | 51 | 78.5 | 10 | 15.4 | 2 | 3.1 | 1 | 1.5 | 1 | 1.5 | 1.3231 | .75224 |
| 9 | 37 | 56.9 | 19 | 29.2 | 6 | 9.2 | 2 | 3.1 | 1 | 1.5 | 1.6308 | .89389 |
| 10 | 42 | 64.6 | 19 | 29.2 | 3 | 4.6 | 1 | 1.5 | 0 | 0 | 1.4308 | .66071 |
| 11 | 42 | 64.6 | 14 | 21.5 | 5 | 7.7 | 2 | 3.1 | 2 | 3.1 | 1.5846 | .98254 |
| 12 | 47 | 72.3 | 13 | 20.0 | 2 | 3.1 | 1 | 1.5 | 2 | 3.1 | 1.4308 | .88334 |
| 16 | 19 | 29.2 | 26 | 40.0 | 6 | 9.2 | 9 | 13.8 | 5 | 7.7 | 2.3077 | 1.24904 |
| 17 | 38 | 58.5 | 13 | 20.0 | 6 | 9.2 | 2 | 3.1 | 6 | 9.2 | 1.8462 | 1.27758 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

Table 7 presents the summary information about the responses of the participants to the items concerning integrative dimension of their attitudes towards learning language after their Erasmus Exchange experience.

4.3.3.1 Responses for Statement 6 after Erasmus Exchange Programme

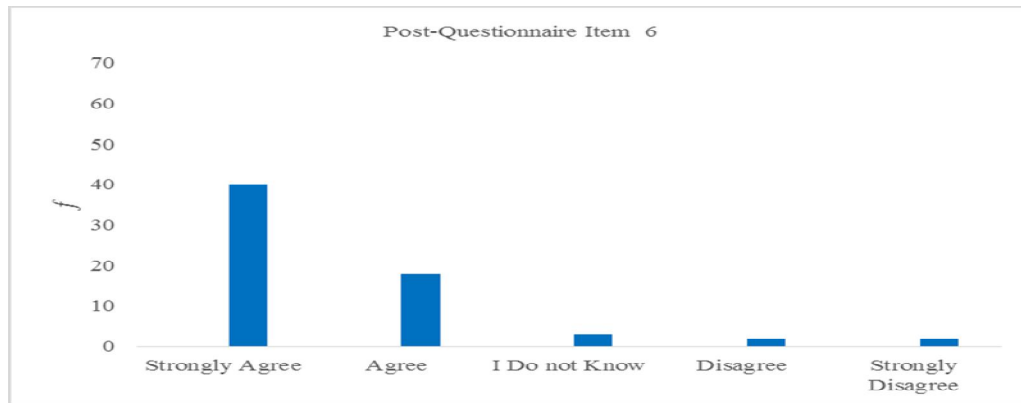


Figure 26 Results of the responses for Item 6 after Erasmus Exchange Program

Figure 26 displays the results of the responses to the statement ‘Another language can help me think and analyze better’ seeking for their attitudes about the effects of another language on thinking and analysing abilities. A great number of participants (58 – 40 for strongly agree and 18 for agree) were made up their mind about the fact that language had an impact on their mental abilities. On the other side, 3 participants still remained neutral and few participants (2 for disagree and 2 for strongly disagree) revealed that they did not consider another language as an effective tool on their mind.

4.3.3.2 Responses for Statement 7 after Erasmus Exchange Programme

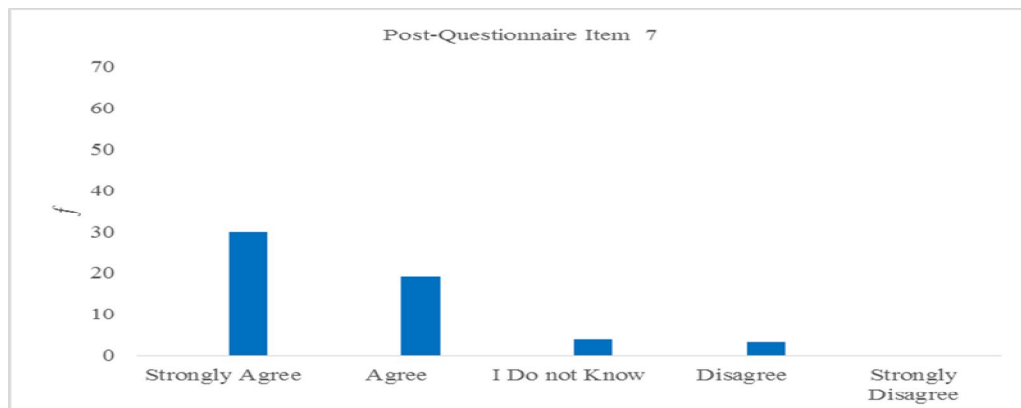


Figure 27 Results of the responses for Item 7 after Erasmus Exchange Program

The results of the responses to the statement ‘Another language can open my mind’ given in Figure 27 clearly display that, correlatively to the previous item; the majority of the participants (49 – 30 for strongly agree and 19 for agree) regarded the knowledge of a foreign language as a way of developing a open-minded personality. There were only 4 neutral

participants and 2 participants (disagree) who did not regard another language important to be an open-minded person.

4.3.3.3 Responses for Statement 8 after Erasmus Exchange Programme

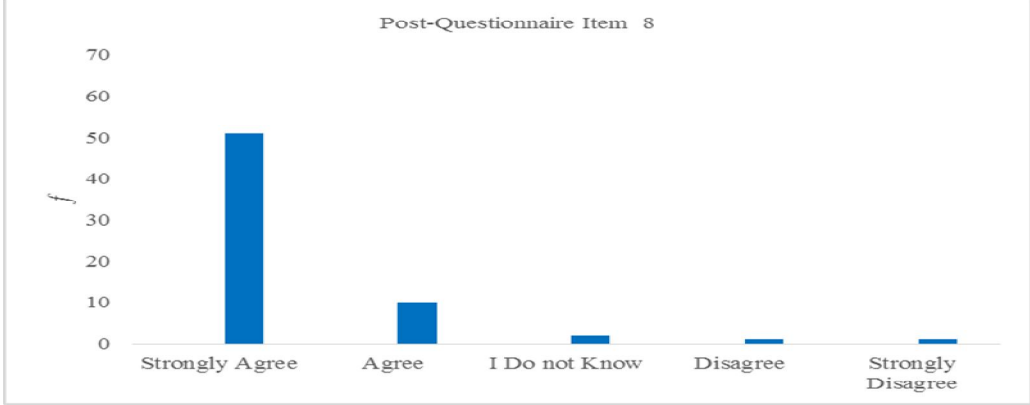


Figure 28 Results of the responses for Item 8 after Erasmus Exchange Program

The results presented in Figure 28 display that nearly all of the participants (61 – 51 for strongly agree and 10 for agree) admitted the fact that English is a tool to develop an understanding towards the people all over the world as it has become the common communication tool of the world within globalization. However, there were 2 participants who decided to remain neutral and 2 participants (1 for disagree and 1 for strongly disagree) revealed that they do not think in the same way with the majority of participants about the statement ‘It will help me understand others better.’

4.3.3.4 Responses for Statement 9 after Erasmus Exchange Programme

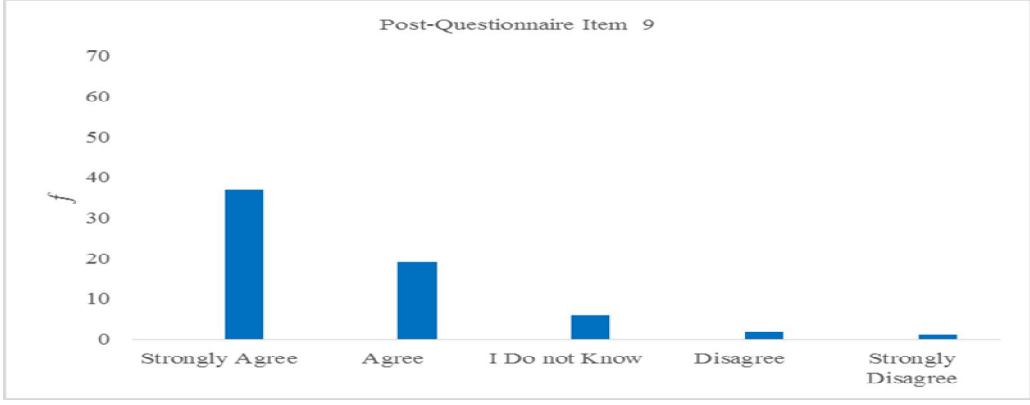


Figure 29 Results of the responses for Item 9 after Erasmus Exchange Program

The results shown in Figure 29 indicate that out of 65; 56 (37 for strongly agree and 19 for agree) participants were interested in gaining knowledge about the different cultures, literatures and histories. The fact that majority of the participants enjoyed learning about

different communities can be inferred to the fact that they experienced an education period in multicultural educational environments. On the other side, there are 6 participants who had no idea on the statement ‘I would like to enjoy another’s culture, literature, history’ and 3 participants (3 for disagree and 1 for strongly disagree) who did not agree with the idea.

4.3.3.5 Responses for Statement 10 after Erasmus Exchange Programme

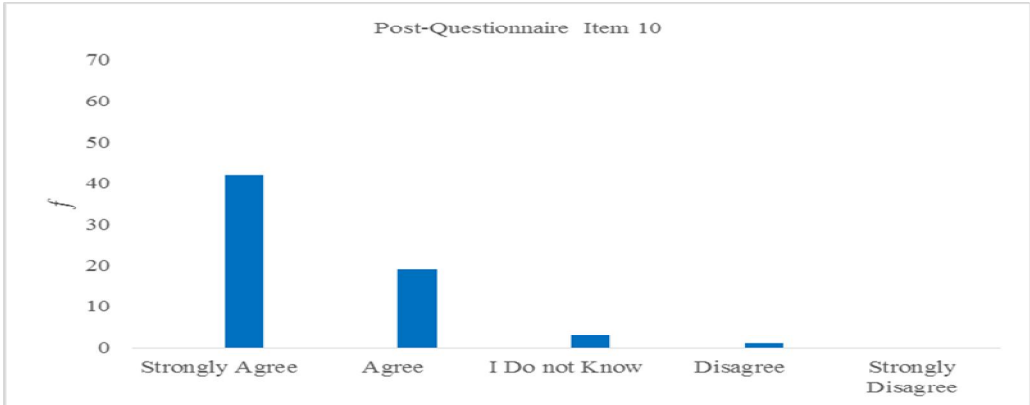


Figure 30 Results of the responses for Item 10 after Erasmus Exchange Program

The results of the statement ‘It will broaden my cultural views’ displayed in Figure 30 are strongly correlated with the previous item which also seeks for opinions about the cultural understanding of the participants. The results indicate that 61 (42 for strongly agree and 19 for agree) developed positive attitudes toward learning different cultures. Yet, there were again 3 participants who remained neutral toward other cultures and 1 (disagree) participant did not mind about learning another culture.

4.3.3.6 Responses for Statement 11 after Erasmus Exchange Programme

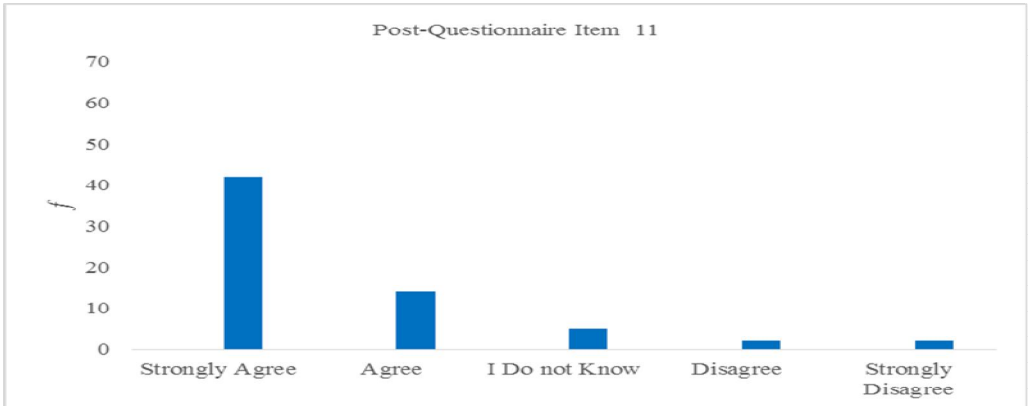


Figure 31 Results of the responses for Item 11 after Erasmus Exchange Program

As Figure 31 displays the results of the statements ‘Speaking another language would make me more sophisticated’, a great number of participants (56 – 42 for strongly agree and

14 for agree) admitted the effect of a foreign language on their vision to be a well-educated and sophisticate individual. The results are again interrelated with the responses of the statements measuring the integrative aspects of participants’ attitudes. Nevertheless, there were still 5 participants who held over the opinion of being neutral and 4 (2 for disagree and 2 for strongly disagree) participants revealed that they did not need another language to become a sophisticated person.

4.3.3.7 Responses for Statement 12 after Erasmus Exchange Programme

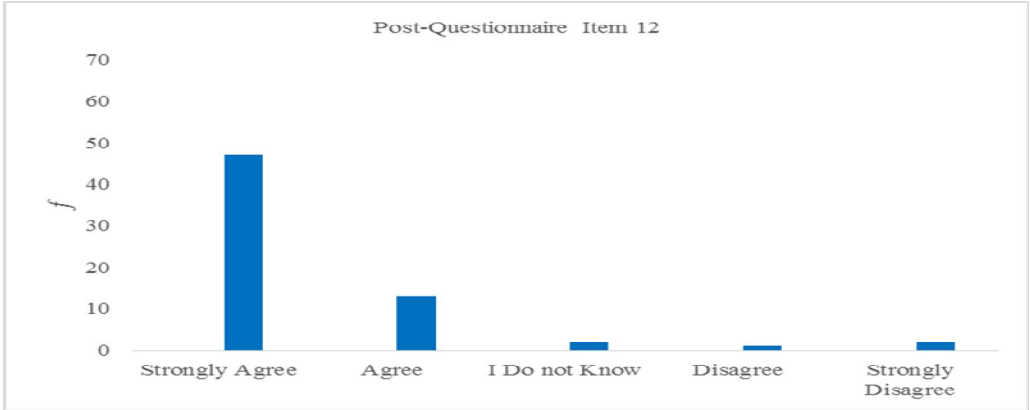


Figure 32 Results of the responses for Item 12 after Erasmus Exchange Program

Figure 32 reveals that greater number of participants (60 – 47 for strongly agree and 13 for agree) showed their desire to see different countries through travelling. It can be inferred from the results of the statement ‘I would like to travel abroad’ that living in a different country for an education period encouraged them for further visits to abroad. Still, there were 2 participants who again did not form a view on travelling abroad and 3 participants (1 for disagree and 2 for strongly disagree) were indifferent to visiting different countries.

4.3.3.8 Responses for Statement 16 after Erasmus Exchange Programme

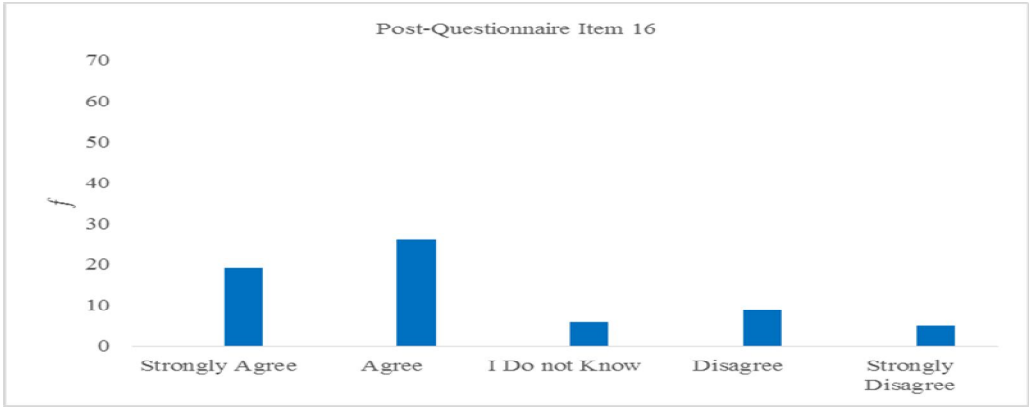


Figure 33 Results of the responses for Item 16 after Erasmus Exchange Program

Figure 33 shows that 45 (19 for strongly agree and 26 for agree) participants constituted positive attitudes toward the idea of language back-up for getting in touch with the concepts of family, history, tradition and heritage. On the contrary, there were 14 (9 for disagree and 5 for strongly disagree) participants who were indifferent to the idea given in the statement ‘It helps me get in touch with family/history/tradition/heritage’ and 6 participants who remained neutral.

4.3.3.9 Responses for Statement 17 after Erasmus Exchange Programme

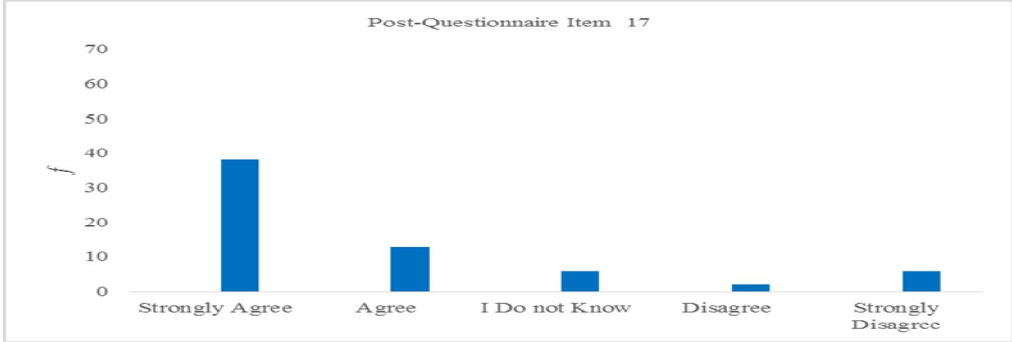


Figure 34 Results of the responses for Item 17 after Erasmus Exchange Program

The results given in Figure 34 display that most of the participants (51 – 38 for strongly agree and 13 for agree) realized the importance of another language to develop friendship and connection with another people. Therefore, it can be understood that using foreign language was an important way of communicating with different people from different countries. On the other side, there were also 6 participants who were neutral to the idea given in the statement ‘Speaking another language would allow me to meet more girls/guys’ and 8 (2 for disagree and 6 for strongly disagree) participants who again did not regard a foreign language as a communication tool for corresponding with different people.

4.3.4. Statements to Determine Overall Evaluation about Speaking English after Erasmus Exchange Experience

This section of data analysis denotes the results of post-questionnaire on the items that assess overall attitudes of participants toward speaking English after their Erasmus Exchange experience. The results are shown in Table 8 and deeper explanations of each item are presented in Figure 35 and 36.

Table 8

Summary Results for Post-Questionnaire Items on ‘Overall Evaluation about Speaking English’

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|------|----------------|------|-------|------|--------------|------|----------|-----|-------------------|-----|--------|--------|
| | f | % | f | % | f | % | f | % | f | % | | |
| 15 | 30 | 46.2 | 25 | 38.5 | 7 | 10.8 | 2 | 3.1 | 1 | 1.5 | 1.7538 | .88443 |
| 18 | 53 | 81.5 | 6 | 9.2 | 5 | 7.7 | 1 | 1.5 | 0 | 0 | 1.2923 | .67830 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

Table 8 figures out the summary information about the responses of the participants to the items pertaining to overall attitudes of them toward speaking English after their Erasmus Exchange experience.

4.3.4.1 Responses for Statement 15 after Erasmus Exchange Programme

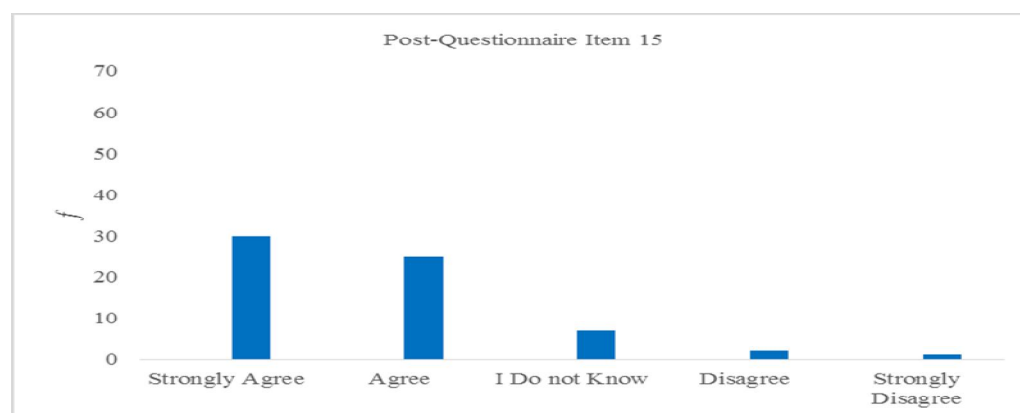


Figure 35 Results of the responses for Item 15 after Erasmus Exchange Program

The results given in Figure 35 indicate that the majority of participants (55 – 30 for strongly agree and 25 for agree) tended to accept the fact that the more citizens of a country speak a foreign language, the more achievement that country gains in international area. On the other hand, 7 participants were still neutral to the statement ‘With more Turkish speaking another language, the Turkey will be more competitive’ and 3 (2 disagree and 1 strongly disagree) participants view English important for a country to compete with other nations and countries.

4.3.4.2 Responses for Statement 18 after Erasmus Exchange Programme

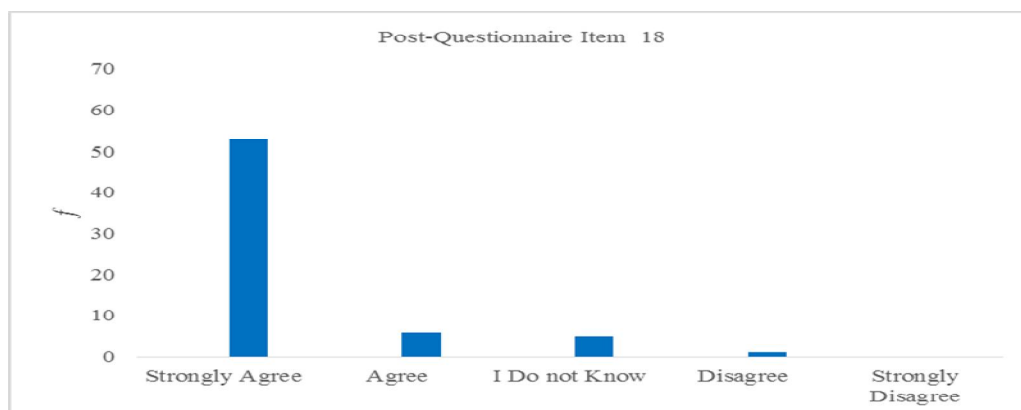


Figure 36 Results of the responses for Item 18 after Erasmus Exchange Program

Figure 36 reveals the results of the responses to the statement ‘Overall I think to speak another language is very important’ that out of 65 participants 59 (53 for strongly agree and 6 for agree) acknowledged the significance of speaking another language. 5 participants declared that they had no view regarding the overall evaluation of importance of speaking another language on only 1 (disagree) participant displayed that s/he did not regard knowledge of another language was not essential.

Summing up the data gained through post-questionnaire analysis; it can be inferred that most of the participants seem to have developed more positive attitudes toward learning English after their Erasmus Exchange experience. However; the few of the participants either remained neutral or displayed negative attitudes toward learning language even after Erasmus Exchange Programme.

4.4. Comparison of the Pre-Questionnaire and Post-Questionnaire Results

This part represents the comparison of the attitudes of students towards learning language by the analysis of pre-questionnaire and post-questionnaire data in tables 9, 10, 11 and 12. In order to identify the differences between the attitudes, the results of the pre-questionnaire and post-questionnaire are presented in the same tables. The results of the pre-questionnaire and post-questionnaire comparison for each item are presented through bar charts in Figure 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53 and 54.

4.4.1. Statements to Determine the Attitudes about Learning English

This part of data analysis represents the differences between pre-questionnaire and post-questionnaire results on the items evaluating attitudes about learning English. The results

are presented in Table 9 and clear explanations and comparison of each item are displayed in Figure 37, 38, 39 and 40.

It can be clearly understood from Table 9 that there have been a significant shift from the choices ‘Agree’ and ‘I Do not know’ to the choice ‘Strongly Agree’. Therefore; it can be inferred that Erasmus Exchange Program has an effect on the students’ attitudes towards learning language either in terms of strengthening their already positive attitudes or in the way of developing a positive attitude towards the language learning.

Table 9

Summary Results of Pre-Questionnaire and Post-Questionnaire Comparison for ‘the Attitudes about Learning English’

| ITEM | StronglyAgree | | Agree | | I Don't Know | | Disagree | | StronglyDisagree | | M | SD |
|-------|---------------|------|-------|------|--------------|------|----------|------|------------------|------|--------|---------|
| | f | % | f | % | f | % | f | % | F | % | | |
| Pre1 | 28 | 43.1 | 27 | 41.5 | 6 | 9.2 | 0 | 0 | 4 | 6.2 | 1.8462 | 1.03427 |
| Post1 | 48 | 73.8 | 11 | 16.9 | 2 | 3.1 | 1 | 1.5 | 3 | 4.6 | 1.4615 | .98547 |
| Pre2 | 18 | 27.7 | 28 | 43.1 | 15 | 23.1 | 3 | 4.6 | 1 | 1.5 | 2.0923 | .91384 |
| Post2 | 37 | 56.9 | 23 | 35.4 | 0 | 0 | 1 | 1.5 | 4 | 6.2 | 1.6462 | 1.03729 |
| Pre3 | 0 | 0 | 4 | 6.2 | 6 | 9.2 | 20 | 30.8 | 35 | 53.8 | 4.3231 | .88579 |
| Post3 | 2 | 3.1 | 1 | 1.5 | 3 | 4.6 | 18 | 27.7 | 41 | 63.1 | 4.4615 | .90272 |
| Pre4 | 7 | 10.8 | 14 | 21.5 | 24 | 36.9 | 16 | 24.6 | 4 | 6.2 | 2.9385 | 1.07350 |
| Post4 | 5 | 7.7 | 5 | 7.7 | 8 | 12.3 | 33 | 50.8 | 14 | 21.5 | 3.7077 | 1.12809 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

4.4.1.1 Comparison of the Responses for Statement 1 before and after Erasmus Exchange Programme

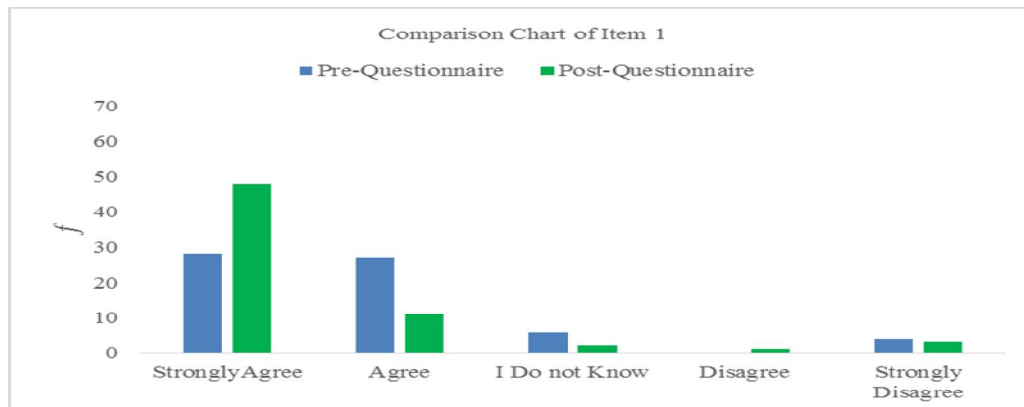


Figure 37 Comparison of the Results of responses for Item 1 before and after Erasmus Exchange Program

According to the data shown in Figure 37, the greatest improvements in attitudes between two questionnaires were in the choices of from agree to strongly agree and from I do not know to develop a positive attitude. It can undoubtedly be inferred from Table 9 and Figure 37 that the number of the participants for positive attitudes increased from 55 to 59. Equally important to this improvement, the number of the participants who selected the choice of ‘agree’ before their Erasmus Exchange experience changed their attitudes to more positive ones as the number of participants who selected ‘strongly agree’ choice increased from 28 to 48. Furthermore, there is also a decrease in the number of the participants who had not developed any kind of attitude toward the necessity of learning language before their Erasmus Exchange experience. The number of the participants who selected the choice ‘I do not know’ decreased from 6 to 2. However, as it is clear on Figure 37 the number of the participants, who had not regarded learning a foreign language as a requirement remained same even after Erasmus Exchange experience. Yet, the only difference between pre-questionnaire and post-questionnaire results for negative attitudes toward the statement is that there is only one participant who selected ‘disagree’ instead of ‘strongly disagree’ after Erasmus Exchange experience. It may be understood that such an educational experience decreased the level of negative attitudes of 1 participant.

Therefore, it can be inferred that Erasmus Exchange Programme either had effects on the participants who had already developed positive attitudes towards the idea of foreign language learning is a requirement to strengthen their positive attitudes to more positive ones or on the participants who had not developed any kind of attitude before their experience to form positive attitudes.

4.4.1.2 Comparison of the Responses for Statement 2 before and after Erasmus Exchange Programme

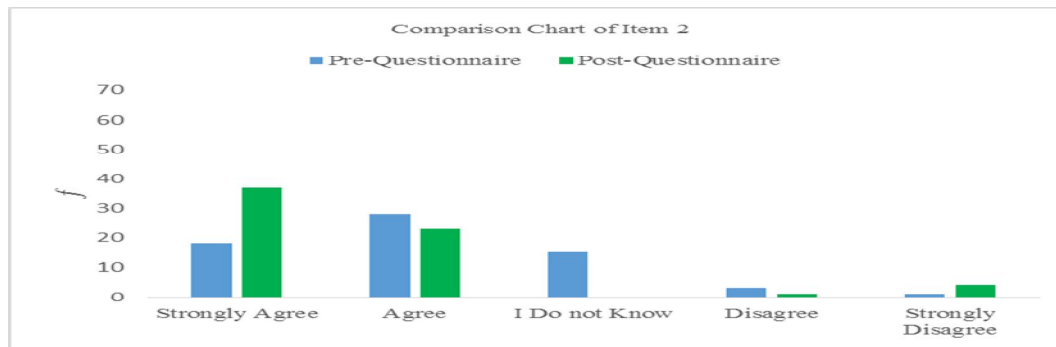


Figure 38 Comparison of the Results of responses for Item 2 before and after Erasmus Exchange Program

The results displayed in Figure 38 obviously show that there is an explicit shift to positive or more positive attitudes in the same manner of the previous item. The number of the participants who selected the choice of ‘Strongly Agree’ extended from 18 to 37 which can be inferred as Erasmus Exchange Programme contributed to the participants to reinforce their already positive attitudes to more positive ones based on their interests in learning language. In addition, according to pre-questionnaire results there were 15 participants who were not sure about whether they were interested in learning another language or not. The results of the post-questionnaire point out that there were not any participants who remained neutral after Erasmus Exchange experience. It can be certainly understood that all neutral participants apart from only 1 participant developed positive attitudes toward the statement. Regarding the negative opinions for the statement, only 1 more participant substituted to develop a negative attitude. Additionally, the number of the participants who selected the choice of ‘disagree’ decreased from 3 to 1, therefore; the number of the participants who selected the option of ‘strongly disagree’ increased from 1 to 4 after Erasmus Exchange experience.

On the whole, the result of the pre and post-questionnaire clearly show that the participants who considered learning another language interesting strengthened their interests and the ones who had not developed any idea concerning their interest in learning a foreign language became interested in learning after Erasmus Exchange Programme. A small number of the participants showed that learning another language did not interest them.

4.4.1.3 Comparison of the Responses for Statement 3 before and after Erasmus Exchange Programme

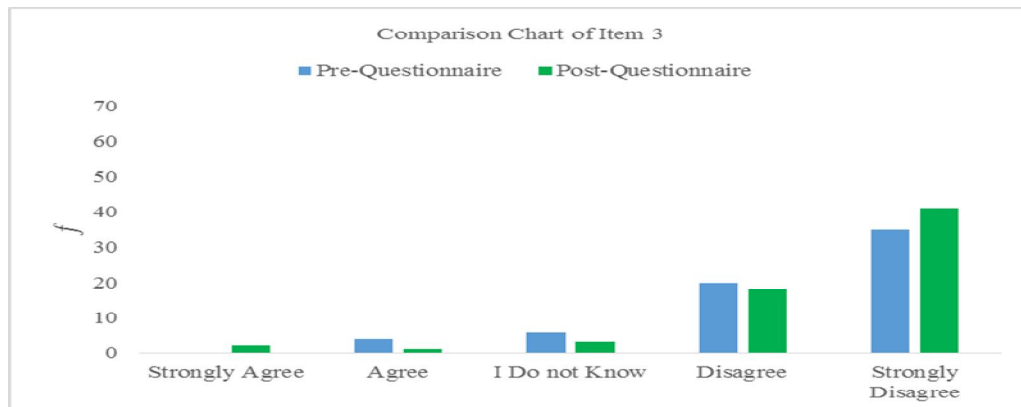


Figure 39 Comparison of the Results of responses for Item 3 before and after Erasmus Exchange Program

It is apparently displayed on Figure 39 that the responses to the statement indicate that there is an increase on the concerns of the participants' consideration of learning another language. The most noticeable difference concerning their attitudes is that there is a shift from already positive ones to more positive ones and from neutral ones to positive ones. After Erasmus Exchange experience, the number of the participants who selected 'strongly disagree' increased from 35 to 41. Additionally, 3 neutral participants out of 6 and 1 participant with negative opinions out of 4 changed their ideas to positive ones.

Thus, it can be understood the Erasmus Exchange Program has helped the participant to re-consider their opinions about their consideration on learning another language which resulted in either intensifying their positive attitudes or developing positive attitudes from neutral or negative ones.

4.4.1.4 Comparison of the Responses for Statement 4 before and after Erasmus Exchange Programme

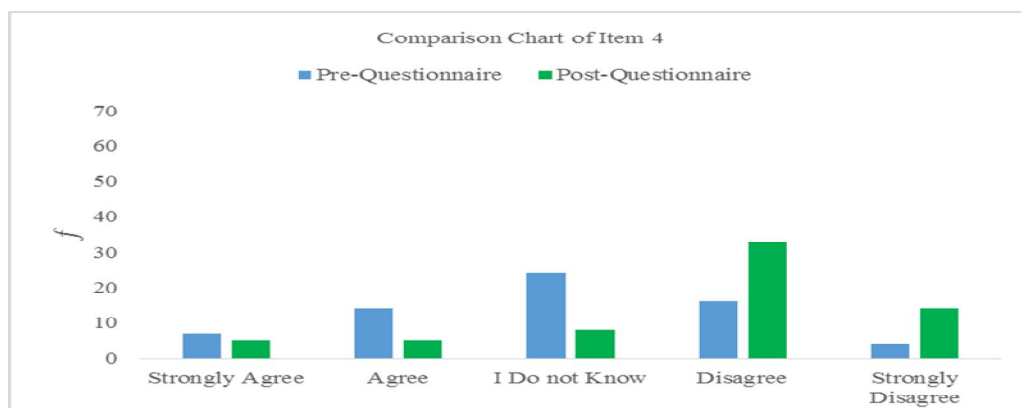


Figure 40 Comparison of the Results of responses for Item 4 before and after Erasmus Exchange Program

As compared with the pre-questionnaire and post-questionnaire, the results given in Figure 40 show considerable decreases in the numbers of the participants who regarded learning another language as a challenge or did not develop any idea concerning the difficulty of learning another language. At the same time, there is also a reduction in the number of the participants who selected the choice of 'disagree'. The results indicate that there is a shift from the choice of 'disagree' to 'strongly disagree'.

Hence, it can be claimed that; through Erasmus Exchange Program, most of the participants realized that learning another language is not a hard process for them.

In order to make an overall summary of the results of the statements evaluating the attitudes about speaking English; it can be stated that most of the participants had already developed positive attitudes toward speaking English. On the other side, a noticeable number of the participants had not developed either a negative or a positive attitude about speaking English. The results of the post-questionnaire after Erasmus Programme, it is clearly pointed out that Erasmus Exchange experience helped participants not only enhance their already positive attitudes to stronger ones but also contributed to the neutral participants to develop positive attitudes about speaking English.

4.4.2. Statements to Determine Instrumental Dimension of Attitudes

This part of data analysis displays the differences between pre-questionnaire and post-questionnaire results on the items evaluating instrumental dimension of attitudes. The results are presented in Table 10 and further explanations and comparison of each item are displayed in Figure 41, 42 and 43.

Table 10

Summary Results of Pre-Questionnaire and Post-Questionnaire Comparison for Instrumental Dimension of Attitudes'

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|--------|----------------|------|-------|------|--------------|------|----------|------|-------------------|------|--------|---------|
| | f | % | f | % | f | % | f | % | f | % | | |
| Pre5 | 15 | 23.1 | 36 | 55.4 | 8 | 12.3 | 6 | 9.2 | | | 2.0769 | .85344 |
| Post5 | 48 | 73.8 | 9 | 13.8 | 4 | 6.2 | 2 | 3.1 | 2 | 3.1 | 1.4769 | .96998 |
| Pre13 | 40 | 61.5 | 21 | 32.3 | 4 | 6.2 | | | | | 1.4462 | .61316 |
| Post13 | 52 | 80.0 | 10 | 15.4 | 2 | 3.1 | | | 1 | 1.5 | 1.2769 | .67332 |
| Pre14 | 8 | 12.3 | 7 | 10.8 | 31 | 47.7 | 11 | 16.9 | 8 | 12.3 | 3.0615 | 1.13022 |
| Post14 | 33 | 50.8 | 15 | 23.1 | 8 | 12.3 | 4 | 6.2 | 5 | 7.7 | 1.9692 | 1.26206 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

It is obviously displayed in Table 10 the change of the attitudes of participants regarding the instrumental dimensions of their attitudes has occurred in the same manner of the previous 4 items. There seems again an alteration from their neutral attitudes to positive ones or a change from already positive ones to relatively more positive attitudes. Furthermore, there are also some participants who seem to change their negative attitudes to the positive ones.

4.4.2.1 Comparison of the Responses for Statement 5 before and after Erasmus Exchange Programme

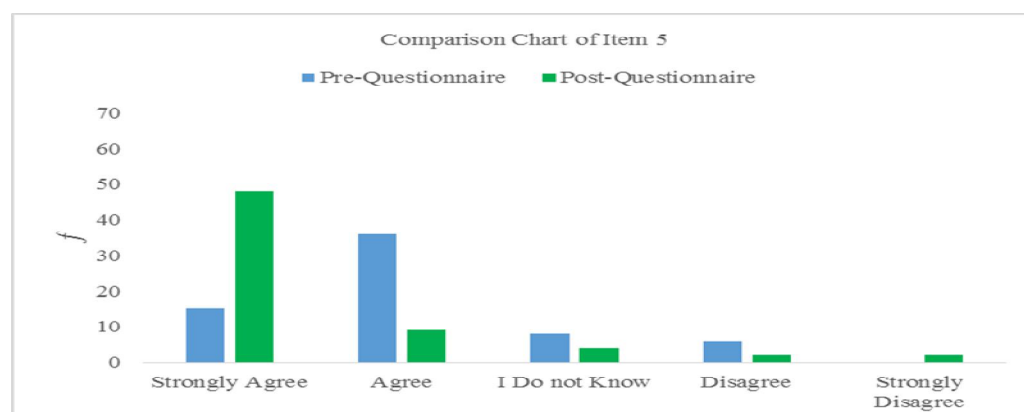


Figure 41 Comparison of the Results of responses for Item 5 before and after Erasmus Exchange Program

As Figure 41 illustrates, the most considerable enhancement between pre-questionnaire and post-questionnaire appeared in the choices from agree to strongly agree. As displayed in table 10 and Figure 41, the number of the participants possessing positive attitudes increased from 51 to 57. Besides, the number of the participants who selected the choice of ‘agree’ before Erasmus Exchange Program decreased from 36 to 9 which resulted in an increase in the number of ‘strongly agree’ choice, namely from 15 to 48. On the other side, not only 4 participants who had not developed any attitude before Erasmus Exchange Program and 2 participants with negative ones turned out to develop positive attitudes after Erasmus Exchange Program.

To sum up the results regarding the perceptions of the participants on foreign language as a crucial component of a well-educated person, the majority of the participants had already perceived foreign language as an essential tool for a good educational make-up. Viewing the results of the post-questionnaire after Erasmus Exchange Program, it is apparent that Erasmus Exchange Program affected many of the participants with positive attitudes in the way of strengthening their positive views. Additionally, it also had an effect on the participants who were neutral or possessed with negative attitudes to develop positive ones. Therefore, it can be understood that Erasmus Exchange Program had a positive effect on participants to acknowledge the importance of foreign language on an individual’s educational make-up.

4.4.2.2 Comparison of the Responses for Statement 13 before and after Erasmus Exchange Programme

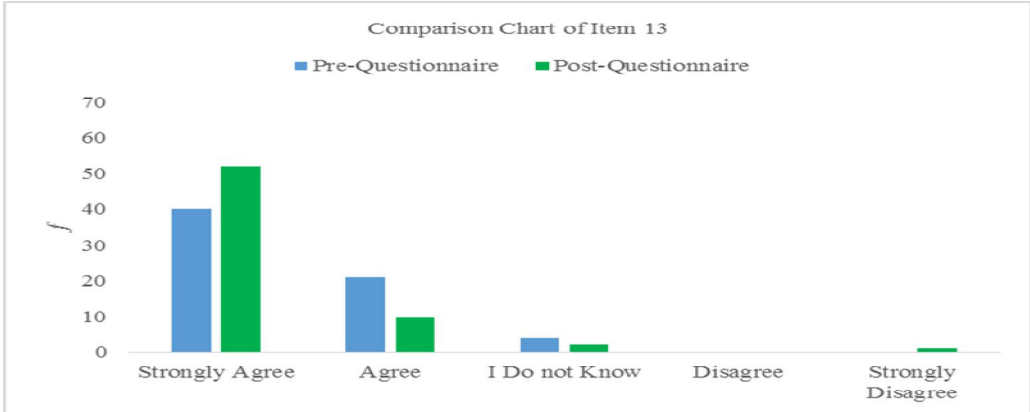


Figure 42 Comparison of the Results of responses for Item 13 before and after Erasmus Exchange Program

Figure 42 displays that there is not a major difference between pre-questionnaire and post-questionnaire results on the positive views about the effect of a foreign language on career choices. It is clear that the majority of the participants had already acknowledged the

importance of a foreign language for better career choices and any job opportunities. However, when comparing the proportions of ‘agree’ and ‘strongly agree’ choices; it is apparent that there is a great shift from previous to former. The number of the participants who selected ‘strongly agree’ choice increased from 40 to 52. In contrast; although there was not any participant who had negative attitudes before Erasmus Exchange Program, only 1 participant selected ‘strongly disagree’ choice after Erasmus Exchange experience.

To make a conclusion about the comparison of the results; it is clearly figured out that majority of the participants had already been aware of the fact that knowledge of a foreign language is a requirement for better career opportunities. In the same sense of the previous statement, Erasmus Exchange Program not only helped the participants to enhance their already positive attitudes, but also but also helped some of the neutral ones to develop positive attitudes.

4.4.2.3 Comparison of the Responses for Statement 14 before and after Erasmus Exchange Programme

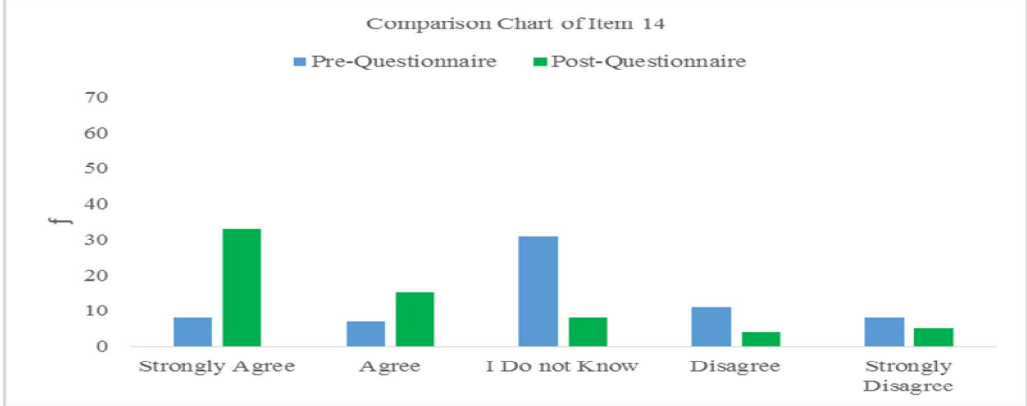


Figure 43 Comparison of the Results of responses for Item 14 before and after Erasmus Exchange Program

As displayed in Figure 43, the most striking change occurred in this statement among the others in this cluster. It is apparent that the majority of the participants had not developed any idea about working abroad or not before Erasmus Exchange Program. In addition, nearly 1 participant out of 3 had not thought about working in another country. Comparing the results; before and after Erasmus Exchange Program, there occurred a great increase in the number of the participants developing positive attitudes, namely from 15 to 48. Viewing the decrease in the number of the participants who remained neutral before their experience from 31 to 8, it can clearly be inferred that living in a different country for a period was a beneficial experience for participants to develop a consideration about living in a foreign country.

Accordingly, nearly half of the participants who had not considered working abroad before changed their negative attitudes.

To conclude, it is apparent that Erasmus Exchange Program seems to become a beneficial experience for the participants to develop positive attitudes regarding their opinions to work in abroad. The major changes on the attitudes of participants can be interpreted as a result of a real abroad experience to dissolve prejudices. It can be understood that the participants realized the good aspects of living in a different country.

In order to make a brief explanation about the differences between pre-questionnaire and post-questionnaire results on the instrumental dimensions of language learning, it is clearly recognized that the majority of the participants had already realized the importance of a foreign language regarding its pragmatic aspects in their lives. They were only curious about working in a different country. After their Erasmus Exchange Experience, the majority of the participants turned to show either positive or more positive attitudes toward learning language. Therefore, it can be inferred that Erasmus Exchange Program helped the participants to admit English as a beneficial tool for their future plans, career choices and education lives.

4.4.3. Statements to Determine Integrative Dimension of Attitudes

This section of data analysis figures out the differences between pre-questionnaire and post-questionnaire results on the items seeking for the integrative dimension of attitudes. The results are presented in Table 11 and further explanations and comparison of each item are displayed in Figure 44, 45, 46, 47, 48, 49, 50 and 51.

It can be clearly understood from Table 11 the changes on the attitudes of participants regarding the integrative dimensions have appeared in the same way of the instrumental dimensions. Simultaneously, there seems again an alteration from their neutral attitudes to positive ones or a change from already positive ones to relatively more positive attitudes. Furthermore, there are also some participants who seem to change their negative attitudes to the positive ones. In contrast, there are still some participants who did not come up with either a positive or a negative attitude and there are some participants who revealed negative attitudes toward learning language from the aspect of integrative dimension.

Table 11

Summary Results of Pre-Questionnaire and Post-Questionnaire Comparison for 'Integrative Dimension of Attitudes'

| ITEM | StronglyAgree | | Agree | | I Don't Know | | Disagree | | StronglyDisagree | | M | SD |
|--------|---------------|------|----------|------|--------------|------|----------|------|------------------|------|--------|---------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>F</i> | % | | |
| Pre6 | 16 | 24.6 | 18 | 27.7 | 22 | 33.8 | 5 | 7.7 | 4 | 6.2 | 2.4308 | 1.13150 |
| Post6 | 40 | 61.5 | 18 | 27.7 | 3 | 4.6 | 2 | 3.1 | 2 | 3.1 | 1.5846 | .95020 |
| Pre7 | 12 | 18.5 | 25 | 38.5 | 25 | 38.5 | 2 | 3.1 | 1 | 1.5 | 2.3077 | .86464 |
| Post7 | 30 | 60.0 | 19 | 29.2 | 4 | 6.2 | 3 | 4.6 | 0 | 0 | 1.5538 | .81069 |
| Pre8 | 29 | 44.6 | 28 | 43.1 | 5 | 7.7 | 1 | 1.5 | 2 | 3.1 | 1.7538 | .90192 |
| Post8 | 51 | 78.5 | 10 | 15.4 | 2 | 3.1 | 1 | 1.5 | 1 | 1.5 | 1.3231 | .75224 |
| Pre9 | 17 | 26.2 | 24 | 36.9 | 19 | 29.2 | 2 | 3.1 | 3 | 4.6 | 2.2308 | 1.02727 |
| Post9 | 37 | 56.9 | 19 | 29.2 | 6 | 9.2 | 2 | 3.1 | 1 | 1.5 | 1.6308 | .89389 |
| Pre10 | 23 | 35.4 | 20 | 30.8 | 20 | 30.8 | 2 | 3.1 | 0 | 0 | 2.0154 | .89254 |
| Post10 | 42 | 64.6 | 19 | 29.2 | 3 | 4.6 | 1 | 1.5 | 0 | 0 | 1.4308 | .66071 |
| Pre11 | 16 | 24.6 | 29 | 44.6 | 12 | 18.5 | 4 | 6.2 | 4 | 6.2 | 2.2462 | 1.09017 |
| Post11 | 42 | 64.6 | 14 | 21.5 | 5 | 7.7 | 2 | 3.1 | 2 | 3.1 | 1.5846 | .98254 |
| Pre12 | 30 | 46.2 | 20 | 30.8 | 12 | 18.5 | 3 | 4.6 | 0 | 0 | 1.8154 | .89952 |
| Post12 | 47 | 72.3 | 13 | 20.0 | 2 | 3.1 | 1 | 1.5 | 2 | 3.1 | 1.4308 | .88334 |
| Pre16 | 10 | 15.4 | 17 | 26.2 | 20 | 30.8 | 8 | 12.3 | 10 | 15.4 | 2.8615 | 1.27325 |
| Post16 | 19 | 29.2 | 26 | 40.0 | 6 | 9.2 | 9 | 13.8 | 5 | 7.7 | 2.3077 | 1.24904 |
| Pre17 | 22 | 33.8 | 16 | 24.6 | 13 | 20.0 | 6 | 9.2 | 8 | 12.3 | 2.4154 | 1.36808 |
| Post17 | 38 | 58.5 | 13 | 20.0 | 6 | 9.2 | 2 | 3.1 | 6 | 9.2 | 1.8462 | 1.27758 |

Note: Column Values: *f*= Population, M= Mean, SD= Standard Deviation

4.4.3.1 Comparison of the Responses for Statement 6 before and after Erasmus Exchange Programme

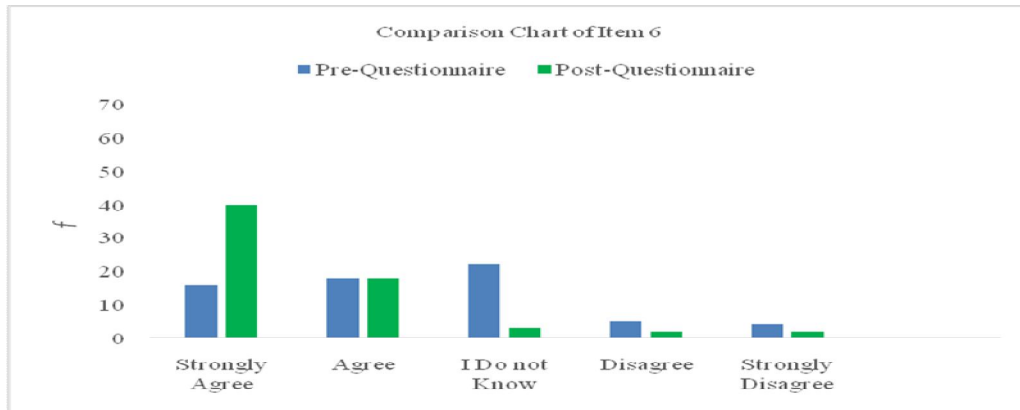


Figure 44 Comparison of the Results of responses for Item 6 before and after Erasmus Exchange Program

Figure 44 reveals that before Erasmus Exchange Program, nearly 1 participant out of 3 had developed neither a negative nor a positive attitude toward the idea that another language had an effect on mental abilities. However, the number of the neutral participants decreased from 22 to 3 after Erasmus Exchange Program. Considering the fact that the number of participants who selected ‘agree’ option remained same as 18, the number of participants who selected ‘strongly agree’ option increased from 16 to 40 and the number of participants who developed negative attitudes decreased from 13 to 6; it can be concluded that through Erasmus Exchange Program some participants with neutral and negative attitudes developed positive attitudes toward the idea that another language has an effect on thinking and analysing abilities.

Therefore, it can be inferred that Erasmus Exchange Program had an effect on participants to realize the beneficial aspects of another language on their mental abilities such as thinking and analyzing in an improved way.

4.4.3.2 Comparison of the Responses for Statement 7 before and after Erasmus Exchange Programme

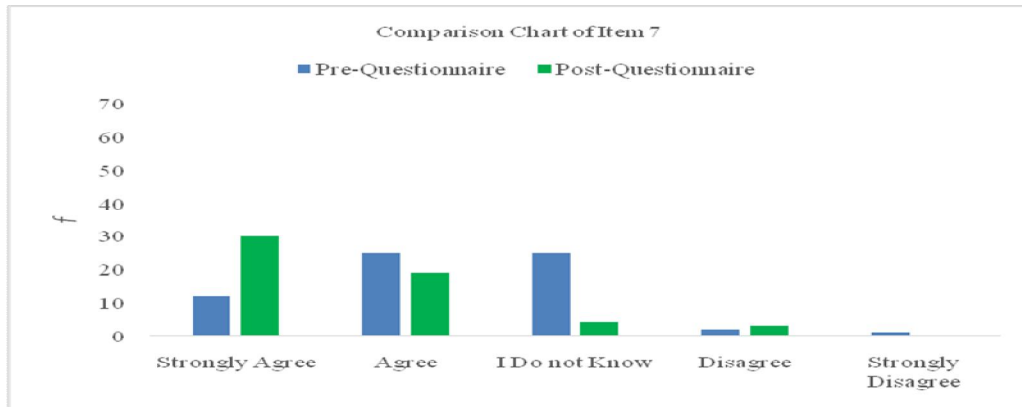


Figure 45 Comparison of the Results of responses for Item 7 before and after Erasmus Exchange Program

Figure 45 displays that in the same way of the previous item, a noticeable number of the participants had remained neutral toward the idea of another language had the ability to make individuals open-minded. The results indicate that the number of participants who selected 'strongly agree' choice increased from 12 to 30. Therefore, the number of participants who selected 'agree' choice decreased from 25 to 19 and the number of participants who selectet 'I do not know' choice decreased from 25 to 4.

Thus, it can be inferred that Erasmus Exchange Program helped participants either to strengthen their already positive attitudes or develop positive attitudes instead of neutral ones by realizing the fact that another language can open an individual's mind.

4.4.3.3 Comparison of the Responses for Statement 8 before and after Erasmus Exchange Programme

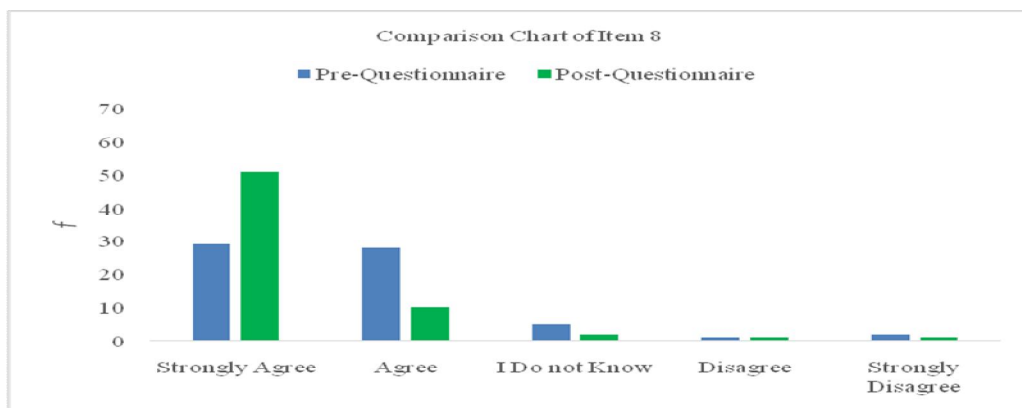


Figure 46 Comparison of the Results of responses for Item 8 before and after Erasmus Exchange Program

Figure 46 clearly displays that most of the participants, namely 57, had admitted the fact that a foreign language helps an individual to develop a understanding toward other people. The major change regarding their attitudes is shown as a shift from choice of ‘agree’ to ‘strongly agree’. It is apparently shown in table 11 and Figure 46 that the number of participants who selected ‘agree’ choice decreased from 28 to 10; accordingly, the number of the participants who selected ‘strongly agree’ choice increased from 29 to 51. In the same manner, there occurred a minor decrease in the number of participants namely 1 participant changed his/her negative attitude after Erasmus Exchange Program.

In conclusion; it can be inferred that the participants had already acknowledged the requirement of a foreign language to develop a better understanding toward other people. It is apparent from the comparison of the results, the participants strengthen their already positive attitudes regarding the view of the statement by living in a multicultural atmosphere through Erasmus Exchange Program.

4.4.3.4 Comparison of the Responses for Statement 9 before and after Erasmus Exchange Programme

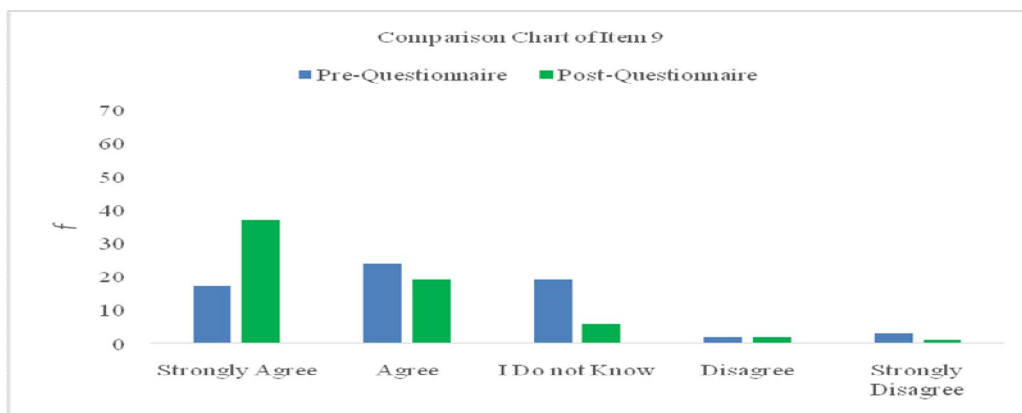


Figure 47 Comparison of the Results of responses for Item 9 before and after Erasmus Exchange Program

It is apparently displayed on Figure 47, correlatively with the other statements, the greatest change in attitudes of participants between two questionnaires were from ‘agree’ to ‘strongly agree’ choice and from ‘I do not know’ to choices standing or positive attitudes either ‘agree’ or ‘strongly agree’. Numberly speaking; the number of participants who were interested in experiencing another’s culture, literature and history increased from 41 to 56. In addition; the number of participants who had not decided whether to learn different culture, literature and history decreased from 19 to 6. Lastly, the number of participants who were indifferent to learning different culture, literature, and history decreased from 5 to 3 showing

that 2 participants out of 5 changed their mind after they experienced an educational period in a different cultural society.

Therefore, it can be claimed that Erasmus Exchange Program is a beneficial way for participants either to strengthen their already positive attitudes or to develop positive attitudes from negative and neutral ones in respect of creating an interest in different cultural, historical and literal aspects of other societies.

4.4.3.5 Comparison of the Responses for Statement 10 before and after Erasmus Exchange Programme

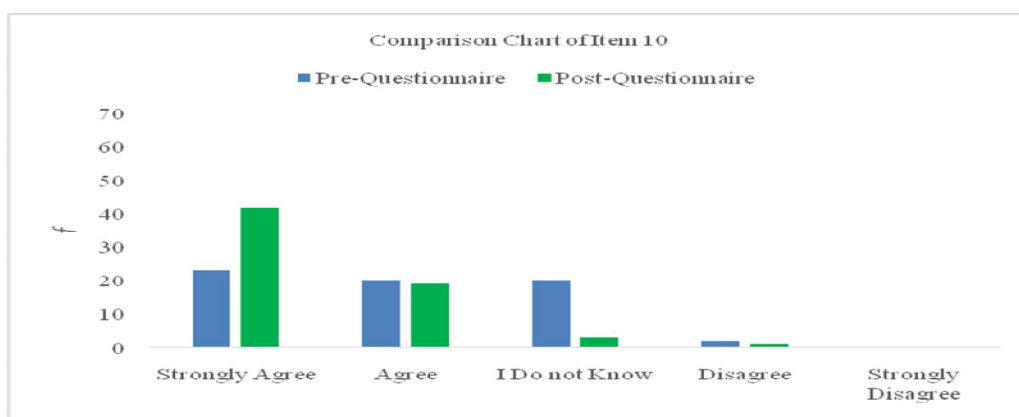


Figure 48 Comparison of the Results of responses for Item 10 before and after Erasmus Exchange Program

The results given in Figure 48 clearly shows that nearly 1 participant out of 3 was not sure about the view that a foreign language would enrich their cultural views before Erasmus Exchange Program. On the other side, there were 45 participants who regarded foreign language as a crucial tool to have variable cultural views. The comparison of pre-questionnaire and post-questionnaire results indicate that in the same way with the other results of the questionnaire items; the number of participants who selected ‘strongly agree’ increased from 23 to 42. Similarly, the number of the participants who had not developed any kind of attitude toward the view of that language is a way of discovering new cultural items decreased from 20 to 3 which resulted in an increase on the positive responses.

Thus, this can be inferred that the participants either strengthened their positive attitudes or developed positive attitudes instead of neutral ones through living in a different cultural context after Erasmus Exchange Program.

4.4.3.6 Comparison of the Responses for Statement 11 before and after Erasmus Exchange Programme

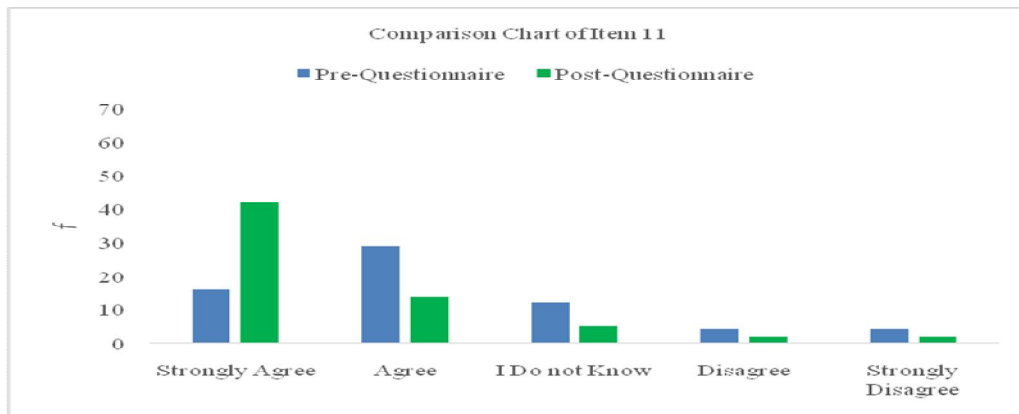


Figure 49 Comparison of the Results of responses for Item 11 before and after Erasmus Exchange Program

As compared with the results of pre-questionnaire, the post-questionnaire results are obviously displayed in Figure 49 that there is a great shift from the option of ‘agree’ to ‘strongly disagree’ or from the choice of ‘I do not know’ to positive ones either ‘agree’ or ‘strongly agree’. To explain in proportions, the number of participants who selected the option of ‘strongly agree’ increased from 16 to 42. Correlatively, the number of the participants who had not developed any idea whether they would gain more sophistication or not by knowing a foreign language decreased from 12 to 5. There are also 4 participants who stopped thinking negatively toward the idea after Erasmus Exchange Program.

To sum up, it can be understood that the Erasmus Exchange Program helped participants to have a perception that knowledge of another language is a component of a sophisticated person, either by empowering their already positive attitudes or developing positive attitudes instead of neutral or negative ones.

4.4.3.7 Comparison of the Responses for Statement 12 before and after Erasmus Exchange Programme

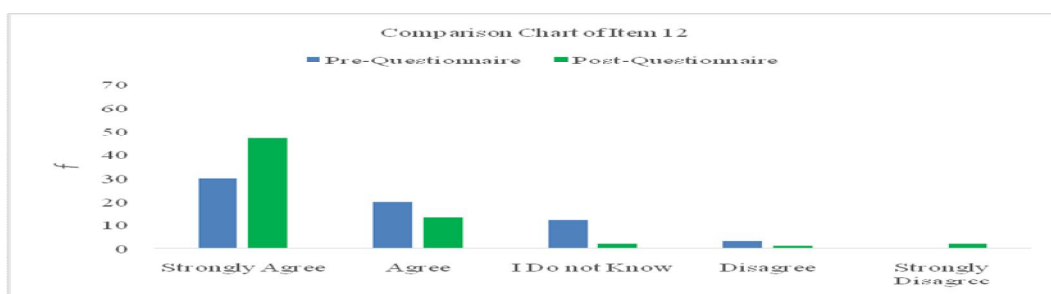


Figure 50 Comparison of the Results of responses for Item 12 before and after Erasmus Exchange Program

As it is clearly shown on Figure 50, one of the mostly agreed upon statement is on the desire of participants to travel abroad. The majority of the positive attitudes can be interpreted on the basis of the fact that the students would live in another country for an education period. The comparison of the results indicate that Erasmus Exchange Program supported the participants either to strengthen their already positive attitudes or either to develop positive ones other than neutral ones. However, there is only 1 participant who shifted from ‘disagree’ to ‘strongly disagree.’ This result can be understood as the participant did not like the life abroad. But in general, it is slightly apparent on Figure 50 that the number of the participants who selected ‘strongly agree’ increased from 30 to 47. Correlatively, the number of participants who selected the choice of ‘agree’ decreased from 20 to 13 and the ones who selected ‘I do not know’ choice decreased from 12 to 2.

In the already positive attitudes or helped them to develop positive ones although it strengthened same respect with the other statements, it is clear that Erasmus Exchange Program enhanced their the negative attitudes for only 1 participant.

4.4.3.8 Comparison of the Responses for Statement 16 before and after Erasmus Exchange Programme

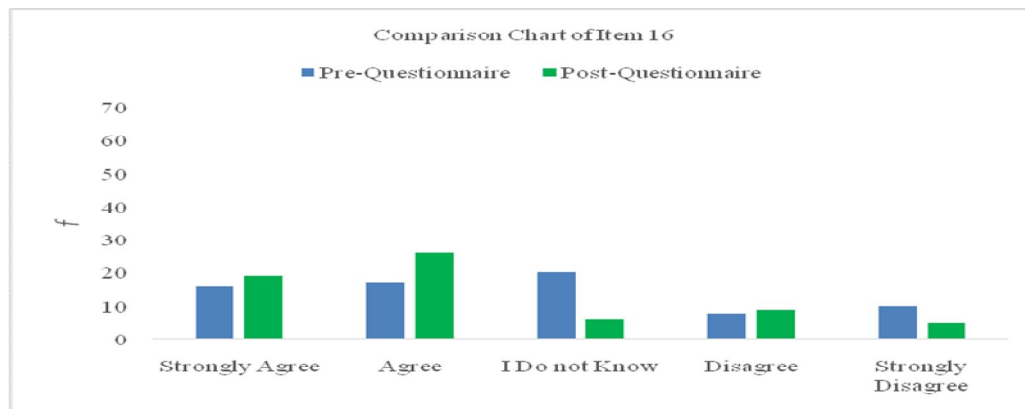


Figure 51 Comparison of the Results of responses for Item 16 before and after Erasmus Exchange Program

Figure 51 displays that after Erasmus Exchange Program, there seems to be a shift from both negative and neutral attitudes to positive ones. The results indicate that the number of participants who selected ‘strongly agree’ choice increased from 10 to 19 and the number of participants who selected ‘agree’ choice increased from 17 to 26. Correlatively, there is a decrease in the number of participants who selected the option of ‘I do not know’ from 20 to 6 and there is also a decrease in the number of choices ‘disagree’ and ‘strongly disagree’ from 18 to 14.

Therefore, it can be understood that nearly 1 out of 3 participants were not sure about the support of another language to get in touch with family, history, traditions or heritage before Erasmus Exchange Program. Nearly equal to that number, other participants did not agree with the idea that it is beneficial for them to make a connection with family, history, tradition and heritage. However, there were other participants possessing positive attitudes. The results clearly indicate that Erasmus Exchange Program participants to recognize the support of a foreign language to get in touch with family, history, tradition and heritage to a large proportion either by reinforcing the positive ones or by crating positive attitudes.

4.4.3.9 Comparison of the Responses for Statement 17 before and after Erasmus Exchange Programme

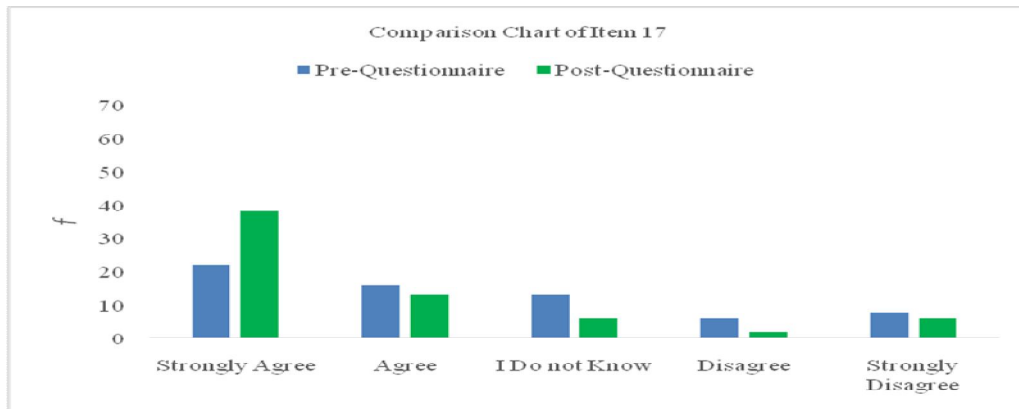


Figure 52 Comparison of the Results of responses for Item 17 before and after Erasmus Exchange Program

Figure 52 apparently shows that most of the participants had regarded foreign language as a communication tool to develop friendship with other people after Erasmus Exchange Program. The results indicate that the number of participants who selected ‘strongly agree’ choice increased from 22 to 38. Accordingly, the number of neutral participants decreased from 13 to 6 and the number of the ones who were indifferent to the idea given in the statement decreased from 14 to 8.

Therefore, it can be understood that the participants acknowledged the importance of a foreign language to develop relationship or friendship with a range wide of people after their Erasmus Exchange Program either by strengthening their already positive views or changing their neutral or negative views into positive ones.,

4.4.4. Statements to Determine Overall Evaluation about Speaking English

This section of data analysis shows the differences between pre-questionnaire and post-questionnaire results on the items evaluating overall attitudes about speaking English. The results are presented in Table 12 and detailed explanations and comparison of each item are displayed in Figure 53 and 54.

Table 12

Summary Results of Pre-Questionnaire and Post-Questionnaire Comparison for ‘Overall Evaluation about Speaking English’

| ITEM | Strongly Agree | | Agree | | I Don't Know | | Disagree | | Strongly Disagree | | M | SD |
|--------|----------------|------|-------|------|--------------|------|----------|-----|-------------------|-----|--------|---------|
| | f | % | f | % | F | % | f | % | F | % | | |
| Pre15 | 20 | 30.8 | 23 | 35.4 | 12 | 18.5 | 6 | 9.2 | 4 | 6.2 | 2.2462 | 1.17301 |
| Post15 | 30 | 46.2 | 25 | 38.5 | 7 | 10.8 | 2 | 3.1 | 1 | 1.5 | 1.7538 | .88443 |
| Pre18 | 32 | 49.2 | 25 | 38.5 | 7 | 10.8 | 0 | 0 | 1 | 1.5 | 1.6615 | .79602 |
| Post18 | 53 | 81.5 | 6 | 9.2 | 5 | 7.7 | 1 | 1.5 | 0 | 0 | 1.2923 | .67830 |

Note: Column Values: f= Population, M= Mean, SD= Standard Deviation

It is apparently shown on Table 12, the changes on the overall attitudes of participants toward speaking English have appeared in the same way of the previous clusters. In the same sense, there seems again an alteration from their neutral attitudes to positive ones or a shift from already positive ones to relatively more positive attitudes. Additionally, there are also some participants who did not come up with either a positive or negative attitude and there are some participants who revealed negative attitudes toward speaking English even after Erasmus program.

4.4.4.1 Comparison of the Responses for Statement 15 before and after Erasmus Exchange Programme

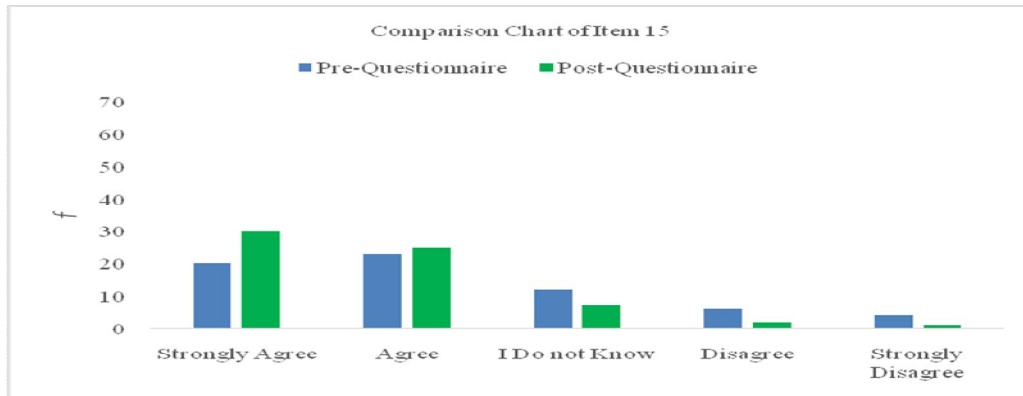


Figure 53 Comparison of the Results of responses for Item 15 before and after Erasmus Exchange Program

It is obviously displayed on Figure 53, a great number of participants had respected foreign language as a way of improvement for a country among other countries before Erasmus Exchange Program. On the contrary, there were 12 participants who had remained neutral and 10 participants who had not agreed with the idea that foreign language counted for competitiveness of a country. However; the results indicate that the number of participants who selected ‘strongly agree’ increased from 20 to 30, the number of participants who remained neutral decreased from 12 to 7 and lastly the number of participants who showed negative attitudes decreased from 10 to 3.

Hence; it can be assumed that Erasmus Exchange Program created a realization among participants that the more citizens of a country know a foreign language, the more competitiveness that specific country gains in international area.

4.4.4.2 Comparison of the Responses for Statement 18 before and after Erasmus Exchange Programme

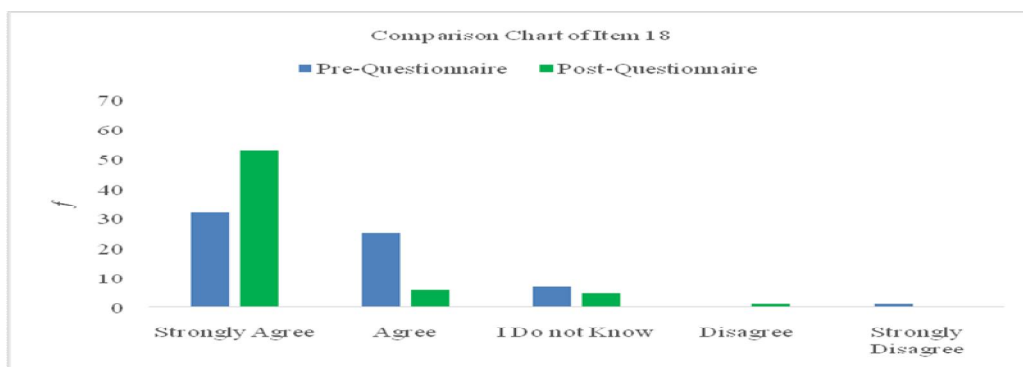


Figure 54 Comparison of the Results of responses for Item 18 before and after Erasmus Exchange Program

Figure 54 illustrates that the most remarkable change in the attitudes of participants seems to be the obvious shift from 'agree' choice to 'strongly agree' choice. The results reveal that the number of participants who selected 'strongly agree' choice increased from 32 to 53. It can be interpreted that the participants had already been aware of the importance of speaking another language.

Erasmus Exchange Program helped the participants to improve their positive attitudes to a stronger degree. This can be referred as the participants were in need of speaking English to a great extent as English was the communication language for all participants from different countries as lingua franca of the world.

In order to make an overall evaluation about the attitudes of the participants toward speaking English; it can be mentioned that Erasmus Exchange Program helped the participants to improve their attitudes toward the importance of foreign language in national and international aspects. Therefore, it can be concluded that Erasmus Exchange Program mostly helped participants to improve their positive attitudes and it helped to change negative or neutral attitudes for a small number of participants.

CHAPTER V

5. CONCLUSION

5.1 Introduction

This chapter deals with the conclusion of the present study by presenting discussion of the findings and implications and suggestions for further studies.

5.2 Summary of the Study

The main purpose of the study was to find out the contribution of Erasmus Exchange Program on the attitudes of students towards English. The study aimed to find out the answers of the research questions as follows:

1. What are the attitudes of Kahramanmaraş Sütçü İmam University (KSU) Erasmus outgoing students towards learning EFL before their Erasmus Exchange Program?
2. What are the attitudes of Kahramanmaraş Sütçü İmam University (KSU) Erasmus outgoing students towards learning EFL after their Erasmus Exchange Program?
3. Does Erasmus Exchange Program contribute students to change their attitudes towards learning EFL? If so, to what extent does it change the attitudes of students?

The study also investigated cultural and sociopolitical elements that might have an influence on the attitudes of learners. A five-point Likert Scale language attitude questionnaire which was prepared by Missouri University and adapted from Er (2009) was used in order to collect data about the attitudes of the students who studied abroad for an educational period. The participants of the study were 65 Erasmus outgoing students of Kahramanmaraş Sütçü İmam University. In addition to the quantitative data gathered through the questionnaire, qualitative data regarding the attitudes and changes on their attitudes were gathered through a semi-structured interview prepared by the researcher. Interviews were conducted with 10 participants who were eager to respond to the questionnaire by supplying their contact information on the questionnaire form. The participants were asked about their attitudes toward learning EFL before their Erasmus Exchange experience and the contributions of Erasmus Program on their attitudes through living in an international education context and using English as a common language among students who come from different countries, linguistic and cultural backgrounds. The analysis of the data was made according to the information gathered through both the questionnaire and the interview to make a quantitative analysis and a qualitative analysis. The data collected through the questionnaire was examined

in IBM SPSS Statistics Version 22 for Mac (Statistical Package of Social Sciences) and the data gathered through the interviews were examined in content analysis.

The analysis of the items were made in four different clusters comprised by the statements reflecting a common theme. The findings of the research were explained with attribution to following four themes:

1. Statements to determine the attitudes about learning English,
2. Statements to determine the instrumental dimension of the attitudes,
3. Statements to determine the integrative dimension of the attitudes,
4. Statements to determine overall evaluation about speaking English.

5.3 Summary of the Findings

Summary of the findings are presented regarding the clusters of attitudes about learning English, instrumental dimension of the attitudes, integrative dimension of the attitudes and overall evaluation about speaking English.

5.3.1 Discussion of Attitudes About Learning English

The first cluster of the questionnaire was comprised of the statements measuring the attitudes of participants about learning English. The statements of this cluster resembled in that they all measured the general attitudes of the participants regarding the learning EFL. The first statement claimed that learning EFL should be an obligation and the second statement investigated the interest of participants in learning EFL. On the other hand, while the third statement investigated whether the participants concern learning EFL or not, the last statement in this cluster searched for their consideration about difficulty of learning EFL although they desire to learn.

Comparison of the pre-questionnaire and post-questionnaire results obviously shows that most of the participants had already developed positive attitudes towards learning EFL before their Erasmus Exchange experience. In the same respect, the results indicate that through Erasmus Exchange Program, most of the participants who already possessed positive attitudes toward learning EFL reinforced their already positive attitudes. Furthermore, the program also made a contribution to the participants who had not developed either a negative or a positive attitude with a notable number to develop positive attitudes by creating an awareness the importance of learning EFL. The program also helped the participants to realize the necessity of learning English especially when it is required to be used in a different

country. The strongest implication of the participants' responses was an acknowledgement that they realized the importance of learning EFL when they had to use it in real life situations:

I have been learning English since 4th grade of primary education. However, I used my linguistic skills which was based on solely grammatical knowledge in order to do my homeworks or to pass my exams. When I was in abroad, I realized that I had to speak a common language with people coming from different countries of the world to survive during my stay (Interviewee 4).

The importance of English was not appreciated by my family, therefore; I did not pay much attention to learn English. In addition, the region in which I grew up was not popular with tourists so, I did not need to speak English at any time. The only thing that I paid attention about English was the knowledge of appropriate grammar in order to pass my exams. Like minded with my family, I was prejudious towards learning English as I never needed to use it in my life apart from my English lessons at school. However, when I went abroad as an exchange student, I recognized that I could not speak Turkish all the time as most of the students were from different countries and none of my instructors and local people knew Turkish. While I was a bit anxious about speaking English at the beginning, I enjoyed speaking another language, then. My point of view about learning English has changed totally after my Erasmus experience. I became aware of the necessity of speaking English and realized that only not only English but also different languages other than English are essential for an individual (Interviewee 7).

The responses of the participants concerning their attitudes towards learning English, clarified the fact that the participants acknowledged the importance of English as a communication tool either by strengthening their already positive attitudes or developing positive ones after Erasmus Exchange Program. Gardner (1985) remarks that there is a direct relationship between positive attitude, high motivation, and achievement level of an individual. Similarly, İnal et al. (2005) state that it is crucial to be aware of the attitudes either negative or positive because the discovery of the attitudes will be beneficial for both teacher and students during the process of learning and teaching language. Gardner (1985) also suggests that creating a learning environment which tends to create positive attitudes and motivation for learners is also an essential part of language teaching. With the same respect, Oxford & Shearin (1994) claim that the learning environment is an important stimulus for

learners as they are exposed to the language in real-life situations. Therefore, it can be assumed that creating a learning environment in which real-life communication situations are presented can be a constructive aspect of language teaching and creating positive attitudes among learners.

5.3.2 Discussion of Instrumental Dimension of Language

The second cluster of the questionnaire was comprised of the statements measuring the pragmatic aspects of participants' attitudes toward learning English. The statements of this cluster resembled each other in that they all measured the necessity of a foreign language for a better educational vision, career opportunities and working abroad. The first statement claimed that knowledge of EFL is a crucial aspect of a well-educated person. The second statement searched for their attitudes towards the idea that an individual who speaks a foreign language is more marketable and the last statement of the cluster investigated their desire to have a job opportunity in a different country.

The results of the comparison of pre-questionnaire and post-questionnaire revealed that most of the participants were instrumentally motivated toward learning EFL before their exchange experience especially for the first and the second statement. The post-questionnaire results display that the program made a major contribution to participants in terms of reinforcing their positive attitudes or develop positive ones rather than neutral or negative ones. Erasmus + Programme Guide (2014) declares that reinforcing the acquisition of competencies such as knowledge, skills and attitudes along with the notable foreign language competency with a view to enhancing the participants' personal development and employability in the European labour market. On the basis of this aim, the results of Erasmus Mundus Graduate Impact Survey (2007-2009) displays that 25,4 % of the participants stated that they improved their linguistic skills and 26,5 % of them declared that Erasmus Exchange Program contributed to their communication skills which create better career or educational choices for them. Correlated with the results of this study, the participants perceived that knowledge of a foreign language makes them eligible for better jobs and business:

I always questioned the reason of learning English as I did not use it outside the school environment. However, after my Erasmus experience, I realized that to be a competitive person in the market of different countries and Turkey, a person who can speak another language is more eligible than the others (Interviewee 3).

Erasmus Exchange Program helped me to develop a better understanding towards learning a foreign language. I found out that there are many job opportunities in Europe and they all require for a foreign language. I admitted that English is the language of the world and if an individual speaks English, s/he can find a job easily (Interviewee 9).

I realized that there are lots of MA and Ph.D. opportunities in Europe. However, I need better linguistic competence to be accepted to such education programs. I will pay more attention to learning English (Interviewee 5).

The less people speak English around me, the more chance I gain in getting a better job. Knowledge of English will be more marketable (Interviewee 1).

As the responses of the participants display, the program helped to understand or deepen their understanding regarding the importance of English in the fields of education and business. On the other hand, the most striking change in the attitudes of the participants before and after Erasmus experience was about their desire to work abroad in this cluster. The majority of the participants remained neutral towards the idea of working in a different country before their Erasmus experience. However, the results of the post-questionnaire evidently shows that experiencing the life in a different country helped the participants to settle upon a negative attitude towards working in a different country. The program encouraged the participants to take part in business or other educational programs abroad:

At the beginning of the program, I was so anxious about making mistakes that I couldn't speak even a word. However, I liked the life abroad so much that I realized the necessity of speaking English to survive. I am pretty sure that I will go abroad again for education, travelling or working, therefore; I will improve my linguistic skills before going again (Interviewee 2).

I was in the opinion that everybody spoke English perfectly in abroad. I was not eager to speak English because of my fear to make mistakes. However, I realized by communicating with the others, most of the people did not speak English perfectly as it was not their mother tongue. This realization reduced my anxiety and I gained self-confidence. I was afraid to live in a different country before my exchange experience, but now I am thinking about registering a language school abroad (Interviewee 6).

The responses of the interviewees shed a light on the quantitative data gathered through the questionnaire. It is apparent that Erasmus Exchange Program contributed to the participants both by empowering their positive attitudes and by generating positive attitudes. Gardner & McIntyre (1991) claim that instrumental motivation is an important component which makes learning easier and the individuals who are instrumentally motivated are more eager to learn. Ahmadi (2011) regards university environments as one of the most important factors which has an influence on motivation. On the ground of the data gained through the current study and evidence of the similar studies (Kızıltepe, 1999; Şeker, 2003; Dörnyei, 2005), it can be understood that the learners tend to develop positive attitudes by realizing the importance of English in the aspects of pragmatic usage.

5.3.3 Discussion of Integrative Dimension of Language

The third cluster of the questionnaire was comprised of the statements measuring the integrative aspects of participants' attitudes toward learning English. The statements of this cluster were similar in that they all searched for the interests and admirations of participants toward different cultures correlated with languages, the mental benefits of speaking a foreign language and development of personal relationships through a foreign language.

The results of the comparison of pre-questionnaire and post-questionnaire showed that the program contributed to the participants either by empowering their already positive attitudes or by replacing the neutral or negative attitudes by positive ones. Dörnyei, Csizer & Nemeth (2006) declare that being one of the most crucial elements in language learning process, instrumental dimension of motivation has not been clearly identified yet and has still been a term of interest. However, Gardner (2001, p.5, cited in Dörnyei et al., 2006) defines the concept as follows:

reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve, complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both community.

Parallel to the definition of the concept, the qualitative results gained through the interviews, the participants showed a development of understanding toward different cultural groups through the program and perception of a need of a common language made a change on their prejudices towards different communities and foreign language:

After I came back from the program, I explained the profits that I gained by discovering cultural similarities to my family. It was such a salutary experience for my individual and personal development that even my family accepted that a different language that would be in common use all over the world is crucial for self-development of a person. Due to the fact that I used English in real-life situations; I made friends through speaking English and I realized all people lived in a common world and it was easy to understand every individual only by using the same language. My prejudices broke down against learning English and I developed self-confidence in personal relationships (Interviewee 7).

Another striking awareness that developed among the participants were about different cultural identities:

At the beginning of the program, all the participants presented some basic words of their mother tongue and some basic cultural elements of their society. However; to explain these elements, we needed a common language for everybody coming from different countries, cultural and linguistic backgrounds. We used English as a means of communication among us and thanks to English language, I learnt a variety of cultures and discovered cultural similarities and differences (Interviewee 2).

I forgot about the idea of a sole nationality. We were like only one nation all together as we were speaking a common language, English. We had to speak a common language, otherwise; we could not achieve our goals regarding the program (Interviewee 10).

It was great amusement to speak English in a multicultural environment. At the beginning I was a bit afraid to make mistakes as I felt that I was representing my country and the whole society of Turkey. However, when I realized that all people coming from different countries made mistakes and did not feel embarrassed, my anxiety decreased. I gained self-confidence and I used my body language if I could not explain myself clearly. There were lots of different accents, pronunciation styles and body languages. It was marvellous (Interviewee 8).

Before the program, I felt that I could never been to abroad alone and succeeded in English speaking. When I had to use it in real-life, I developed self-confidence. Now, I believe that I will speak even better (Interviewee 3).

The program is an ideal way to discover new cultures and improve linguistic skills (Interviewee 4).

The responses of the participants during the interview explicitly shows that the program enriched the perceptions of the participants towards different societies, cultures and languages. The results of the current study resembles with the study conducted by Aktan, Sari & Kaymak (2010) which resulted in high level of cultural and linguistic development among participants. Similarly, Erasmus Mundus Graduate Impact Survey (2007-2009) displays that the program evoke curiosity and interest towards different cultures and plays an important role in the development of English skills. The results of the present study regarding the integrative dimensions are coherent to the objectives of the program declared in Erasmus + Program Guide (2014) which aims to increase the awareness about multiculturalism and multilingualism through breaking down the prejudices. On the other hand, similar to the present study, the results of the Erasmus Mundus Graduate Impact Survey (2007-2009) figures out that most of the graduates declared that they gained intercultural competence, communication competence and self-confidence to a wide range after the program. Additionally, they perceived a major improvement in their English knowledge. As discussed above, the findings gathered through the present study show that the real-life communication and a different cultural atmosphere for education enhances the linguistic knowledge and development of positive attitudes towards language learning.

5.3.4 Discussion of Overall Evaluation about Speaking English

The last cluster of the questionnaire was comprised of the statements aiming to define overall attitudes towards speaking English. The statements of this cluster were related to each other in that they present an overall view considering English as a communication tool. The first statement of the cluster claims that the more citizens of a country learn English the more development and prestige that country gains among other countries. The second statement of the cluster also being the last item of the questionnaire measures the views of the participants considering English as a crucial tool.

The results of the comparison of pre-questionnaire and post-questionnaire apparently shows that the program raised the awareness of the participants about the importance of English in national and international areas. Correspondingly, the interview results also display that the perceptions of the participants about the importance of English shifted to a positive way:

English is a world language today. Even an individual likes or dislikes, s/he must learn to be approved in many areas all over the world (Interviewee 3).

Knowledge of English is an inseparable part of a well-educated person (Interviewee 4).

If I could not speak English, I could not establish new friendships and learn different cultural views (Interviewee 7).

During the Erasmus Program, I represented my country and was proud of speaking English a Turkish girl (Interviewee 4).

If we want to enter European Union, all of us must pay attention to learning English to make Turkey a well-developed country (Interviewee 5).

Before Erasmus Program, I believed that I only needed grammar but now I realize that I can speak English and I need to improve my communicative skills (Interviewee 6).

If an individual wants to survive in any country all over the world, s/he must speak English because of the fact that English is the global language (Interviewee 10).

The results of the interviews shows that the program was a beneficial tool for the participants to admit the overall importance of speaking English. Erasmus + Programme Guide (2014) regards the skills and attitudes which all individuals need for personal fulfilment and development as a key component of the program. The program also aims to improve the linguistic skills of the participants during their stay in abroad. Correlative to the objectives of the program, results of the present study shows similarity with the study conducted by Jenkins (2009) in the way of developing an appreciation towards being a non-native speaker of English in a multicultural context no matter they made mistakes. Similarly, the study of Genc & Bada (2005) displays that raising cultural awareness among learners greatly contributes to the positive attitude development and therefore to the achievement in learning language. The results are also similar to another study conducted by Užpalienė & Vaičiūnienė (2012) in that the program which prepares multicultural learning environments for participants to advance their linguistic skills; to create a cultural understanding towards other societies; to contribute their personal and professional development and to enrich their mental and analysis aspects, is a beneficial tool for enhancing language skills.

5.4 Implications and Recommendations for Further Study

In conclusion, the present study investigated the learners' attitudes with the reference of four subjects, the attitudes about learning English; instrumental dimension of the attitudes, integrative dimension of the attitudes and overall attitudes; about speaking English. Most of the participants had already developed positive attitudes towards learning language before their Erasmus Exchange experience, but there was also a considerable number of participants who had not developed either a negative or a positive attitude. The program helped the participants either to improve their positive attitudes or develop positive attitudes. It also changed the negative attitudes of a small number of participants.

The study supports the idea that the direct exposure to the language in real-life situations helps the learners to perceive importance of learning EFL. In addition, using English as a common language in a multicultural environment enhances the positive attitudes or creates positive attitudes towards language. As Gardner (1985) states that positive attitudes and achievement in learning are directly interrelated to each other. Therefore, creating positive attitudes among learners is crucial during teaching process. Regarding the results of the study, it can be understood that creating learning environments in which language is used in real-life situations is a crucial step to create an awareness about the necessity of learning English. As the results of the current study clearly display, the learners acknowledge the importance of learning a foreign language by being directly exposed to the language. Therefore, more importance should be given to create opportunities for learners directly to interact with people coming from different cultural and linguistics backgrounds. Teachers should create learning atmospheres in which the participants will have to speak English to communicate with other people. Taking the increase of the number of foreign students at higher education institutions due to globalization into consideration, multicultural classrooms can be designed for English classes. The exchange programs should be supported to a considerable extent at schools for students and language instructors as it will be beneficial for teachers to transfer their acquisition of language from multicultural environments into their classrooms.

Given the fact that learning cultural elements have also contributed to develop positive attitudes towards English, teachers should include cultural elements which can raise multicultural awareness among learners. As Shemshadsara (2012) suggests that culture and language are inseparable concepts and the teachers should prepare their learners for intercultural communication through integrating cultural elements into their classrooms. The

teachers should create opportunities for their learners to contact with different people coming from different cultural backgrounds. Cultural trips where students have an interaction with people from different backgrounds who speak English can be arranged as a part of language learning process.

A further study should be designed to compare the attitude changes of participants after staying in a native English speaking country and in a non-native English speaking country. The research may investigate the difference between the effect of target culture and the effect of multicultural learning environments on attitudes of the learners.

As this study investigated the attitude changes after an exchange program, another study may search for the change in the level of linguistic achievement of the participants after changing their attitudes.

5.5. Limitations of the Study

This study principally aimed to investigate attitude changes of participants towards learning language after an exchange program. It would have been better to include more participants by administering the questionnaire in different universities. More studies need to be done concerning the level of generalizability of the study to student populations outside of the KSU environment.

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7. APPENDICES

7.1. Appendix 1: The Attitude Question in English

Dear Students,

In this questionnaire, it is aimed to evaluate your attitudes towards English and it does not serve for any scores in your own studies. You are kindly asked to answer the questions and indicate how strongly you agree or disagree. Please use a tick to indicate your answer to the appropriate degrees as shown (1) Totally Agree, (2) Agree, (3) Not Sure, (4) Disagree and (5) Strongly Disagree.

| What do you think? | Totally Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|---------------|-------|----------|----------|-------------------|
| S1) Do you think foreign language should be a requirement? | | | | | |
| S2) Learning another language interests me. | | | | | |
| S3) I have never considered learning another language. | | | | | |
| S4) I would like to learn another language, but I think it's too hard. | | | | | |
| S5) Another language is part of an educated person's make-up. | | | | | |
| S6) Another language can help me think and analyze better. | | | | | |
| S7) Another language can open my mind. | | | | | |
| S8) It will help me understand others better. | | | | | |
| S9) I would like to enjoy another's culture, literature, history. | | | | | |
| S10) It will broaden my cultural views. | | | | | |
| S11) Speaking another language would make me more sophisticated. | | | | | |
| S12) I would like to travel abroad. | | | | | |
| S13) It will help me in my future job, make me more marketable. | | | | | |
| S14) I want to do business abroad. | | | | | |
| S15) With more Americans speaking another language, the US will be more competitive. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| S16) It helps me get in touch with family/history/tradition/heritage. | | | | | |
| S17) Speaking another language would allow me to meet more girls/guys. | | | | | |
| S18) Overall I think to speak another language is very important. | | | | | |

7.2. Appendix 2: The Attitude Question in Turkish

Sevgili Öğrenciler,

Bu anket sizin İngilizce dil tutumunuzu belirlemek üzere hazırlanmış olup hiç bir şekilde not değeri verilmeyecektir. Aşağıdaki sorulara, kendi düşünceniz doğrultusunda Kesinlikle katılmıyorum (1), Katılmıyorum (2), Emin değilim (3), Katılıyorum (4) ve Kesinlikle katılıyorum (5) seçeneklerinden size en uygun olanını işaretleyerek cevap veriniz.

| What do you think? | Kesinlikle Katılıyorum | Katılıyorum | Emin Değilim | Katılmıyorum | Kesinlikle Katılmıyorum |
|---|------------------------|-------------|--------------|--------------|-------------------------|
| S1) İngilizce öğrenmek şart olmalı. | | | | | |
| S2) İngilizce öğrenmek ilgimi çekiyor. | | | | | |
| S3) İngilizce öğrenmeyi hiç düşünmedim. | | | | | |
| S4) İngilizce öğrenmek istiyorum ama bence çok zor. | | | | | |
| S5) İngilizce, eğitimli bireyin ayrılmaz bir parçası. | | | | | |
| S6) İngilizce öğrenmek düşünme ve analiz etme yeteneğimi geliştirir. | | | | | |
| S7) İngilizce öğrenmek zihnimi açabilir. | | | | | |
| S8) İngilizce öğrenmek diğer (yabancı) insanları daha iyi anlamama yardımcı olur. | | | | | |
| S9) Diğer insanların kültür, edebiyat ve tarihlerini öğrenmek istiyorum. | | | | | |
| S10) İngilizce öğrenmek kültürel bakış açımı genişletecek. | | | | | |
| S11) İngilizce konuşmak beni daha kültürlü yapar. | | | | | |
| S12) Yurt dışına gitmek isterim. | | | | | |
| S13) İngilizce öğrenmek bana iş bulma konusunda yardımcı olur. | | | | | |
| S14) Yurt dışında çalışmak istiyorum. | | | | | |
| S15) Ne kadar Türk insanı İngilizce öğrenirse Türkiye'nin diğer ülkelerle rekabet gücü o kadar artar. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| S16) İngilizce öğrenmek benim aile, tarih, gelenekler, kültürel miras gibi konularda bilgi sahibi olmamı sağlıyor. | | | | | |
| S17) İngilizce konuşmak bana daha fazla kız/erkek arkadaş edinme imkânı sunar. | | | | | |
| S18) Sonuç olarak İngilizce konuşmak çok önemlidir. | | | | | |

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