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**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**BILINGUALISM AND ATTITUDES TOWARDS FOREIGN LANGUAGE LEARNING**

**THESIS BY**

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**MASTER OF ARTS**

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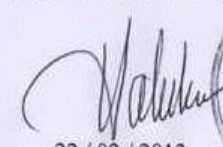
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## ÖZET

### İKİ DİLLİLİK VE YABANCI DİL ÖĞRENİMİNE KARŞI TUTUMLAR

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğrenen tek dilli öğrenciler ile iki dilli öğrencilerin yabancı dil öğrenimine karşı tutumlarındaki farkları saptamaktır. Bu nedenle, öğrencilere Cook tarafından geliştirilen sosyal, psikolojik ve kişisel tek dillilik ile sosyal, psikolojik ve kişisel iki dillilik olmak üzere toplam altı aşamadan oluşan Kişisel Tutum Anketi uygulanmıştır.

Katılımcılar, Çağ Üniversitesi Hazırlık Okulu bünyesinde İngilizce Hazırlık sınıfında okuyan öğrenciler arasından kırkı tek dilli ve kırkı iki dilli olmak üzere toplam seksen kişi olarak seçilmiştir.

Birinci bölümde, problemin tanımı, geçmişte bu konuda yapılan çalışmalar hakkında bilgi, araştırma soruları, hipotezler, tanımlar ve sınırlılıklar verilmiştir. İkinci bölümde tek dillilik, iki dillilik, çok dillilik ve yabancı dil öğrenimine karşı tutumlar üzerine daha önceden yapılan çalışmalara yer verilmiştir. Üçüncü bölümde araştırma modeli, katılımcılar, veri toplama araçları, verilerin toplanması, çözümü ve yorumu açıklanmıştır. Dördüncü bölümde yapılan araştırma sonunda elde edilen verilerin analizi ve yorumlanması bulunmaktadır. Sonuç beşinci bölümde yer almaktadır.

**Anahtar Sözcükler:** Tek Dillilik, İki Dillilik, Çok Dillilik, Tutum, İngiliz Dili, Yabancı Dil Öğrenimi

## **ABSTRACT**

### **BILINGUALISM AND ATTITUDES TOWARDS FOREIGN LANGUAGE LEARNING**

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The aim of this study is to find out the significant differences between the attitudes of the monolingual and bilingual students who are learning English as a Foreign Language. For this reason, the Language Attitude Questionnaire which was developed by Cook and composed of six clusters of social, psychological and personal monolingualism and social, psychological and personal bilingualism was applied to them.

The participants of the study were selected from the Preparatory School of Çağ University students who are studying English. Only eighty students were selected for the study and forty of those eighty students are bilinguals and the other forty of them are monolinguals.

In Chapter One, the statement of the problem, background to the study, research questions, hypotheses, operational definitions and limitations are presented. The related literature on monolingualism, bilingualism, multilingualism and attitudes towards foreign language learning is reviewed in Chapter Two. In Chapter Three, the research design, participants, data collection and data analysis are provided. The data analysis and further comments on the collected and analysed data are included in Chapter Four. Conclusion takes place in Chapter Five.

**Key Words:** Monolingualism, Bilingualism, Multilingualism, Attitudes, English Language, Foreign Language Learning

## ABBREVIATIONS

<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>LAQ</b>	: Language Attitudes Questionnaire
<b>MISC</b>	: Miscellaneous
<b>VC</b>	: Vivian Cook
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>DETE</b>	: Department of Education Training and Employment
<b>ESL</b>	: English as a Second Language

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## CHAPTER 1

### 1. INTRODUCTION

#### 1.1. Background of the study

The term “bilingualism” has different connotations for different people (Saunders, 1988). To some, bilingualism means “native-like control” of two languages (Bloomfield, 1933:56) so called as “ideal bilingualism”. On the other hand, Thiéry (1976) calls a “true” bilingual as someone who would at all times be taken for a native by native speakers of both languages concerned while Haugen (1953:7) suggests that bilingualism begins “at the point where a speaker of one language can produce complete, meaningful utterances in the other language”. This statement also explains what the partial bilingualism stands for. While there is still no absolute definition of bilingualism, there is a surprising fact that there are also different categories of bilingualism such as sequential bilingualism, simultaneous bilingualism, receptive bilingualism, coordinated bilingualism and so on. Briefly, sequential bilingualism, as the name suggests, occurs where a person starts learning the second language after mastering in the first one. Simultaneous bilingualism, on the contrary, shows itself where a person acquires two languages at the same time. On the other hand, receptive bilinguals are the ones who can understand a second language but cannot speak it. Coordinated bilingualism has a totally different explanation. Coordinate bilinguals have the ability to encode and decode both systems which means that they can both understand and produce both languages whereas they may not be able to switch between the languages so easily.

About half the world’s population is somehow bilingual/ multilingual and multilingualism is present in every country of the world (Grosjean, 1982). For this reason, students in a foreign language class can be monolinguals and bilinguals/ multi-linguals in one or two of the local languages. Studies point out that state of bilingualism can provide the students with advantages. According to Peal and Lambert (1962), bilingual children have superior performance compared to monolinguals on verbal and non-verbal tasks. Eisenstein (1977), on the other hand, aimed to investigate the effects of childhood bilingualism on adult foreign language learning skills. The results indicated that childhood bilingualism had a positive effect on adult second language learning ability. In addition to the studies conducted to identify cognitive, neurological, and psychological effects of bilingualism, researchers also

conduct other studies about the effects of multilingualism on attitudes towards language learning. One area of research in their field is attitudes of learners towards language(s).

The importance of attitude and motivation is an inevitable fact in English learning process. Gardner, Lambart and Smythe (1979) made extensive research on attitude and its relation with linguistic performance of learners. They suggested that an L2 learner needs to be psychologically prepared to acquire a second or a foreign language as it is a part of different ethno-linguistic community.

## **1.2. Statement of Problem**

Hermann's question (1980, p. 247) "How is that some people can learn a foreign language quickly and expertly while others, given the same opportunities to learn, utter failures?" started a new phenomenon on linguistic studies. The answer to this question relies on the effect of some kind of attitudes. Recent studies prove that attitude has significant impact on behaviour. As linguistic performance is counted as behaviour, attitude also has an effect on language learning. This study will examine the presence of any effects of bilingualism/ multilingualism on attitudes towards foreign language learning.

## **1.3. Purpose of the Study**

There has been a similar study conducted by Sofu& Şeker (2005) about "The Effects of Childhood Bilingualism on Attitudes Toward Foreign Language Learning". In that study, only Turkish-Arabic bilinguals' responses were selected to investigate the presence of effects of childhood bilingualism on attitudes towards foreign language learning. The group of bilinguals was a homogeneous group and that brings the question to minds "What about other bilinguals?" In this study, the bilinguals were selected from a wider range of languages. The purpose of this study is to identify the relation between bilingualism and language attitudes based on the monolingual and bilingual participants' answers to the Language Acquisition Questionnaire (LAQ) (Cook, 2001).

## **1.4. Significance of the Study**

One person out of two in the world is multilingual. For that reason, there have been many studies conducted about bilingualism in general. When these people come to the foreign language learning class they already have the experience of speaking more than one language at the same time and this makes them different from monolinguals. However, studies on the multilingual situation in classrooms are rare which makes it harder to understand the

bilinguals, their attitude towards foreign language learning, their aptitude of foreign language learning and so on. Via this study, we are aiming to see whether there is a relation between the state of bilingualism and attitude towards foreign language learning. Thus, we will go one step beyond the current level of knowledge about bilingualism.

### **1.5. Research Questions**

- 1) Is there a relationship between bilingualism and attitude towards language learning?
- 2) Does bilingualism have any effects on attitudes towards language learning?
- 3) Is there a difference between the attitudes of homogeneous and heterogeneous groups of bilingual people?

### **1.6. Limitations to the Study**

The sample consisted of the students of Preparatory School of Çağ University. Çağ University is located in Mersin-Tarsus/Yenice in Mediterranean region and the enrolment is approximately 7,000 undergraduate and 500 graduate students. Study participants are all selected from the Preparatory School. The sample did not include other cities of the region, other regions of the country, private and public colleges and universities.

### **1.7. Operational Definitions**

Monolingualism: State of having control over the use of one language.

Bilingualism: State of having control over the use of two languages.

Multilingualism: State of having control over the use of more than two languages.

Linguistic Performance: Ability to speak a language.

Attitude: A hypothetical construct representing individual's degree of like or dislike for something.

## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1. Bilingualism

The term “bilingualism” is derived from the Latin words “bi” as “two” and “lingua” as “language” (Cengiz, 2009). Bilingualism can be defined in various categories and extents such as ideal-partial and regular-combined bilingualism (Romaine, 1989:10). For instance, some categorize bilingualism with subheadings such as subtractive bilingualism and additive bilingualism. There are some examples of such language shifts due to different reasons such as immigration. In this century, many people change the country they live in to settle work or get education or for some other reasons. In order to be able to continue their lives in their new environment, these people have to be able to communicate with the local people, and therefore, they need to acquire the local language to some extent. Thus, these people become bilinguals in various degrees. Some tend to leave their previously spoken language as they can no longer retain it at home. Crago, Paradis and Genesee (2004) define this situation in their study. They state that subtractive bilingualism occurs when acquisition of the majority language comes at the cost of loss of the native language. In other words, subtractive bilingualism can be called as replacement of linguistic competence of the former language with the new one during the acquisition process. An example of this language knowledge loss over time (De Bot, 2001) can be observed in Turkish people who have gone abroad and have worked there for decades and forget all about Turkish language as a consequence of not using their former language at all. Van Els (1986: 4) comments on this situation as follows:

The term “language attrition” is sometimes employed for those changes in usage resulting from language contact situations, which are described as “L1 attrition in an L2 environment”.

However, there are some other examples of this kind of bilingualism which can be observed in the colonization processes of the countries such as the British colonies teaching English to the natives in America or the French colonies forcing every people in France and any land under French occupation to speak French only and forget all about their former language. On the other hand, additive bilingualism, as the name suggests, occurs when a person literally add the exponents of the newly acquired language to their current language. In other words,

additive bilingualism occurs when “balanced bilinguals” have age appropriate competence in both languages (Franson, 2011). There are many examples of additive bilingualism situations. As given in the immigration example, people who successfully manage to retain their first language at a point in their lives, are considered as additive bilinguals. For instance, the Middle Eastern immigrants in the United States of America keep speaking their first language within the family while learning English to be able to communicate with others in their new environment. China Town in the United States of America can also be considered as an example as many of the Asian people living in there still use their own language for communication at least with other residents of the China Town beside English. On the other hand, in Caucasian countries, for instance, most people speak not only their first language such as Kazakh, Azeri, Georgian, Armenian and so on, but learn and speak Russian or Turkish as well. They are learning Russian or Turkish as a second language and this second language learning process is not interfering with their first language. This way, those people are able to communicate in both languages. In other words and as the term suggests, those speakers add the new language to their repertoire whereas subtractive bilinguals only replace the language items of their former language with the new one. There is also another type of bilingualism occurring especially when a person starts living in a new environment with a different local language. After having settled and having started to be exposed to the local language through interaction with the new environment or attempting to communicate with speakers of the local language, people tend to say, “I do understand what you mean, but I cannot speak your language.” This is where receptive bilingualism occurs as the bilingual receives the second language as meaningful chunks whereas s/he is still not ready to produce the language. In addition to the definitions of the categories of bilingualism mentioned above, there is another classification of bilingualism. Researchers categorize the types of bilingualism according to the chronological order of the acquisition processes of the languages. In that case, types of bilingualism are named as “Simultaneous Bilingualism” and “Sequential Bilingualism”. As the name suggests, in simultaneous bilingualism, a person acquires both languages at the same time. Bialystok states that in simultaneous bilingual acquisition, processing the new language input must at least be modular in one sense. The linguistic subsystems obtained for one language must surely be obtained for the other language as well (1991). However, in sequential bilingualism, one language is acquired right after mastering in another language. Apart from those categories, McGaun (2010) classifies the types of bilingualism considering the ages where a second language is acquired. He states that there are early and late bilinguals and claims that early bilingual is someone who has



acquired two languages early in childhood (usually received systematic training/learning of a second language before age 6) and adds that late bilingual is someone who has become a bilingual later than childhood (after age 12). He also mentions the terms “Balanced Bilingualism” and “Dominant Bilingualism” with such definitions as follows:

Balanced bilingual is someone whose mastery of two languages is roughly equivalent. Dominant bilingual is someone with greater proficiency in one of his or her languages and uses it significantly more than the other language. There are numerous studies on the types of bilingualism in terms of proficiency levels of the speakers and Cooper’s study (1971) is a good example for this. The findings of the study show that Spanish-English bilinguals had different scores on word naming tasks depending on the type of domain such as school, home or else (cited in Extra& Verhoeven, 1998).

For some researchers, bilingualism is native-like control of two or more languages while many other researchers object to this idea and propose their own definitions as; the ability to produce meaningful utterances in two (or more) languages (Haugen, 1953: 7), the command of at least one language skill (reading, writing, speaking, listening) in another language, the alternate use of several languages and so on (Grosjean, 1982). In his article, Grosjean (1982) mentions bilinguals as “those who use two (or more) languages (or dialects) in their everyday lives while Bloomfield (1933:56), on the contrary, points at the necessity of very well use of each language to be a bilingual.

Hamers and Blanc (2000: 6) looked at bilingualism from a different perspective and defined bilingualism as follows:

Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication: the degree of access will vary along a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, sociological, sociolinguistic, sociocultural and linguistic.

## **2.2. Monolingualism**

There are different definitions of monolingualism as follows:

*Monolingual*

(adj.) “who knows or deals with, one language” - Heinemann Dictionary

(n) “a person who has an active knowledge of only one language, though perhaps a passive knowledge of others.” Longman Dictionary of Language Teaching and Applied Linguistics - (Richard& Schmidt, 2002)

Although these terms seem to be perfectly completing the gap in minds about monolingualism, there remain some problematic parts. According to Richard & Schmidt's definition, a person can passively know some structure in another language but still remains monolingual. However, according to Diebold (1964), bilingualism begins with recognition of words in another language. Besides, Edwards (2010, p.234) mentions bilingualism as follows: "Everyone is bilingual. That is, there is no one in the world (no adult, anyway), who does not know at least a few words in languages other than the maternal variety".

### **2.3. Attitude**

Attitude is one of the factors which affect language learning (Gömleksiz, 2010, p.917). Serin, Serin and Ceylan (2010, p. 1936) support this idea in their study by stating that attitude is a factor in the success of the students in learning second language."

According to Wenden [1991 (cited in Karahan, 2007)], attitude has three components which are 1) cognitive component, 2) evaluative component, and 3) behavioural component. Cognitive component of attitude consists of one's beliefs or perceptions related to an object or situation while evaluative component of attitude categorizes objects or situations as like or dislike. Behavioural component of attitude allow learners to adopt particular behaviours. The theory of Kennedy and Kennedy [1996 (cited in Petric, 2002)] confirms the definition of attitude stated by Wenden [1991 (cited in Karahan, 2007)] via the definition stated as "an attitude towards a certain behaviour and the evaluation of that outcome (p. 75)." On the other hand Gardner (1985) sees an attitude as one of the four components (a goal, effortful behaviour, a desire to attain the goal and attitudes) of motivation.

Karahan (2007) examines the relation between language attitudes towards the English Language and its use in Turkey in her study. A questionnaire which consists of two parts one of which includes demographic information such as gender, age when students start to learn English and the other part includes their attitudes towards the English Language and its use in Turkish contexts is used as the instrument of data collection. As a result of the study of Karahan (2007), it is found that students have mildly positive attitudes towards English language. It is also indicated that female students have more positive attitudes than male students do. Moreover, students do not show high level orientation towards learning English although they realize the importance of it. Like Karahan (2007) considers the gender drawing a conclusion related to her study, Gömleksiz (2010) considers the gender and, in addition to this fact, students' grade level and department variables. He indicates the results of the study show significant differences between attitudes of students regarding students' gender, grade

level and department variables. Gömleksiz (2010) finds similar results to the study of Karahan (2007). He states that, female students have more positive attitudes than male students do. Moreover, with respect to grade level, sophomores tend to adopt English learning than freshmen. It is also found through the study of Gömleksiz (2010, p. 915) that “students of Elementary Mathematics Education, Turkish Language Education, Social Studies Education and Computer Education and Instructional Technology departments have greater interest towards learning English than the students of Early-Childhood Education, Elementary Education and Fine Arts Education departments.”

Like Karahan (2007) and Gömleksiz (2010), Serin, Serin and Ceylan (2010) examine students’ attitudes towards English course. They investigate students’ attitudes by considering their socio-economic level, high school type and high school success. “Attitude Scale about English Affective Area” developed by Gömleksiz (2003) is used as the data collecting tool to identify affective characteristics of the students and their attitudes towards the course. Serin, Serin and Ceylan (2010) draw a conclusion as faculty and high school success affects students’ attitude. The students of Education Faculty have higher attitudes towards English than the students of Arts and Sciences. It is also determined through the study of Serin, Serin and Ceylan (2010) that students who have low high school grades have lower attitudes towards English. On the other hand students’ gender, socio-economic level and high school type do not have a significant effect on students’ attitudes.

Based on the review of the related literature, the aim in this study is to find a relation between bilingualism and attitudes towards foreign language learning. A former related research indicates that a homogeneous group of Arabic-Turkish bilinguals show more positive attitudes towards foreign language learning. In this study, the bilingual group consists of Arabic-Turkish, Kurdish-Turkish, German-Turkish, English-Turkish, Zaza-Turkish, Bosnian-Turkish, Russian-Turkish, Persian-Turkish, and Laz-Turkish bilingual participants. Thus, the possible differences between the attitudes of the homogeneous and heterogeneous bilinguals will also be examined.

## CHAPTER 3

### 3. METHODOLOGY

#### 3.1. Research Design

This study was designed as a replication of a previously conducted research by Sofu& Şeker (2005) with small changes. This study is also a descriptive research and for this purpose, eighty students who study English as a Foreign Language in the Preparatory School of Çağ University were chosen as participants. They were asked to fill out a questionnaire. The data were analysed to find out the relevance between the participants' being mono or multi lingual and their attitudes towards foreign language learning. In the previous study which was conducted by Sofu& Şeker (2005), the participants in bilingual group were all Turkish-Arabic bilinguals and the findings of that research show that bilinguals have more positive attitudes toward foreign language learning. Yet, we thought that the study may not fulfil the “bilingual” criteria completely. For this reason, the group of bilinguals in this study was configured heterogeneously. The bilingual participants have several language pairs in this study such as Turkish-Arabic, Turkish-Kurdish, Turkish-German, Turkish-Russian, Turkish-Persian and so on.

#### 3.2. Subjects

The target population for the study is the students studying in Preparatory School of Çağ University. The participants were selected from all 15 classes of the Preparatory School and 389 participants were included in this study. However, since only 46 of the participants (27 Turkish-Arabic, 9 Turkish-Kurdish, 3 Turkish-German, 2 Turkish-English, 1 Turkish-Zaza, 1 Turkish-Bosnian, 1 Turkish-Russian, 1 Turkish-Persian, and 1 Turkish-Laz) were bilinguals we have chosen a group of 40 monolingual students randomly among 343.

In the Personal Information Questionnaire the students were asked to indicate their age, gender, field of education, and family language use. As a result of the Questionnaire, two groups, 40 students each, were formed. Group 1 consists of students who are bilingual (Turkish and other), and Group 2 consists of students who are monolingual Turkish speakers. Ages of the students vary between 17 and 21.

### **3.3. Materials and Questions**

In order to collect data, all the students studying in Preparatory School of Çaç University were asked to complete a Personal Information Questionnaire and the Language Attitudes Questionnaire (LAQ) developed by Vivian Cook (2001). In the Personal Information Questionnaire, the participants were asked to share some information about themselves such as their department they would study, the class they were studying at, their age and gender. Besides, the participants were asked to state whether there were any other languages spoken in their homes and whether they could understand when they hear another language being spoken. The Language Attitudes Questionnaire was composed of six clusters in which there were questions about the participants' perceptions about social, psychological and personal monolingualism and social, psychological and personal bilingualism.

### **3.4. Data Collection**

In the Language Attitudes Questionnaire, Cook's (2001) classification was followed as it is and the statements in the questionnaire were analysed in six groups each of which aims to find participants' opinions about a language learning aspect. In other words, they were directed towards eliciting opinions about social, psychological and personal monolingualism; and social, psychological and personal bilingualism. The questionnaire has two parts: the first part containing questions about participants' linguistic backgrounds and the second part containing statements about language learning, speaking more than one language in daily life, living in another country, and so on. Students were asked to state if they agree or disagree with the statements by showing the degree of agreement or disagreement at a five point Likert scale.

### **3.5. Data Analysis**

The data from LAQ was analysed by Chi-square and Descriptive Statistics in the SPSS (Statistical Package for Social Sciences) Program. The statements were grouped according to the views they involve. For example, the first group consists of statements directed towards learners' feelings about social monolingualism. The second group includes statements about psychological monolingualism. The third group, on the other hand, seeks the personal opinions about monolingualism. The fourth group focuses on second learning issues such as pronunciation, age factor or code-switching. The fifth group focuses on attitudes towards the target language and its community and finally, the sixth group tries to find out attitudes

towards bilingualism. After the analysis of each statement in a group, the total frequency and chi-square results are presented.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND DISCUSSION

#### 4.1. Introduction

80 students who learn English as a second language in Preparatory School of Çağ University were selected as participants in the study. They were asked to give answers to 5 point Likert-scale questionnaires. There were questions about the participants' opinions about social, psychological, and personal monolingualism and social, psychological and personal bilingualism. The participants were asked to give a number to the question from one to five to express to what extend they agree with the statement.

The data from LAQ was analysed by Chi-square and Descriptive Statistics in the SPSS (Statistical Package for Social Sciences) Program. After the analysis of each statement in a group, the total frequency and chi-square results are presented.

#### 4.2. Analysis of the Data

Each question of each of the six questionnaires was analysed by Chi-square and Descriptive Statistics in the SPSS (Statistical Package for Social Sciences) Program.

##### 4.2.1. Social Monolingualism

This cluster has 7 questions about the participants' opinions about social monolingualism (Table 1.A.).

**Table 1.A: Statements about General Factual Feelings about Social Monolingualism**

- 
1. In my country people have an advantage who use one language every day rather than more than one language.
  2. In my country people who speak only one language every day have more friends than people who speak more than one language
  3. In my country most people use only one language every day.
  4. In my country people who use two or more languages every day get better jobs than those who use only one.
  5. In everyday life in my country most people need to speak more than one language.
  6. People who live in my country should all speak the same language.
  7. A country is more successful if the people in it speak more than one language.

The most frequent responses of both groups to the statements on general factual feelings about social monolingualism are displayed in Table 1.B.

**Table 1.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	Strongly Disagree	37,5	Strongly Disagree	62,5
2	Strongly Disagree	35	Strongly Disagree	65
3	Agree	47,5	Agree	25
4	Strongly Agree	71,5	Strongly Agree	57,5
5	Agree	32,5	Agree	28,2
6	*Strongly Agree	27,5	Disagree	40
7	Strongly Agree	37,5	Strongly Agree	60

Note: N= Number of the Statement

\* The statements in which there are differences between bilinguals and monolinguals' responses.

In this cluster of the questionnaire, the statements are directed to find out the participants' attitudes toward being monolingual in the society. Statements 1, 2, 3 and 6 favour monolingualism while statements 4, 5 and 7 support being multilingual. Although the most frequent responses of both monolingual and bilingual participants to Statement 1 are the same, there is a slight difference between the percentages which shows that monolinguals are less likely to believe in the presence of an advantage for using more than one language in the society. According to monolinguals, people who live in Turkey should all speak the same language whereas bilinguals do not share the same view as the monolinguals. According to the previous research conducted by Sofu& Şeker (2005), both groups also strongly disagree with statement 1 but the difference between the responses of homogeneous group of bilinguals and monolinguals is statistically significant whereas there is no statistically significant difference between the responses of heterogeneous group of bilinguals and monolinguals.



**Table 1.C: General Factual Feelings about Social Monolingualism**

<b>Statements</b>	<b>x<sup>2</sup></b>	<b>df</b>	<b>p</b>
1. In my country people have an advantage who use one language every day rather than more than one language.	7,786	4	0,100
2. In my country people who speak only one language every day have more friends than people who speak more than one language	8,659	4	0,70
3. In my country most people use only one language every day.	8,799	4	0,066
4. In my country people who use two or more languages every day get better jobs than those who use only one.	5,057	4	0,281
5. In everyday life in my country most people need to speak more than one language.	4,102	4	0,392
6. People who live in my country should all speak the same language.	14,101	4	0,007
7. A country is more successful if the people in it speak more than one language.	8,802	4	0,066

Notes: x<sup>2</sup>= Chi square value, df= Degree of Freedom p= Probability note

In addition, there is a statistically significant difference in the responses of both groups to the statement 6 ( $p < 0.05$ ). On the other hand, monolinguals' responses to statement 4 also show that they have the same idea with the bilinguals about the need of an extra language to have the chance of getting a better job. The contradictory responses of both groups may be due to their political views and positions in the society.

#### **4.2.2. Psychological Monolingualism**

In this cluster, there are 12 statements focusing mainly on psychological monolingualism (Table 2.A).

**Table 2.A: Statements for Opinions about Psychological Considerations of Monolingualism**

- 
1. People who speak more than one language have less psychological problems than people who speak only one.
  2. People who speak one language think less clearly than those who speak two or more
  3. People know more if they speak two languages.
  4. People who speak one language get more confused about their identity than people who speak two or more.
  5. People who speak one language are less open-minded than people who speak two or more.
  6. People who speak one language are more trustworthy than people who speak two or more.
  7. People who speak one language are more emotionally stable than people who speak two or more.
  8. Speaking two languages at home is a handicap for a child.
  9. People who use one language all the time usually succeed at their careers more than people who speak more than one language.
  10. People who speak one language every day are more relaxed than people who speak more than one language.
  11. People who speak one language every day have worse memories than those who speak two or more.
  12. People who speak two or more languages think more quickly than those who speak one.

The most frequent responses of both groups to the statements on opinions about psychological considerations of monolingualism are displayed in Table 2.B.

**Table 2.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	Neutral	55	Neutral	50
2	*Neutral	47,5	Disagree	33
3	Agree	42,5	Agree	50
4	Disagree	41	Disagree	43,5
5	*Disagree	30	Agree	30
6	Strongly Disagree	45	Strongly Disagree	37,5
7	Disagree	37	Disagree	37,5
8	Strongly Disagree	35	Strongly Disagree	43,5
9	Strongly Disagree	37,5	Strongly Disagree	62,5
10	*Disagree	27,5	Strongly Disagree	54
11	*Neutral	30	Agree	35
12	Agree	40	Agree	45

Note: N= Number of the Statement

The responses given to statement 1 are very close to each other both in percentage and they both are neutral. This shows that neither of the groups agree or disagree on this statement. On the other hand, the findings of the previous research conducted by Sofu& Şeker (2005) show that monolinguals disagree and homogeneous group of bilinguals agree with this statement. Nevertheless, no statistically significant difference can be seen in neither of the studies. For statement 7, both monolinguals and bilinguals disagree with the statement about the relation between the number of the languages a person speak and emotional stability. The responses for statement 5 have the opposite views with the same percentage of frequency in the answers, yet the difference between the statements is not statistically significant.

**Table 2.C: Opinions about psychological considerations of monolingualism**

Statements	x <sup>2</sup>	df	p
1. People who speak more than one language have less psychological problems than people who speak only one.	2,386	4	0,665
2. People who speak one language think less clearly than those who speak two or more	7,360	4	0,118
3. People know more if they speak two languages.	1,855	4	0,762
4. People who speak one language get more confused about their identity than people who speak two or more.	3,846	4	0,427
5. People who speak one language are less open-minded than people who speak two or more.	1,122	4	0,891
6. People who speak one language are more trustworthy than people who speak two or more.	11,180	4	0,25
7. People who speak one language are more emotionally stable than people who speak two or more.	4,161	4	0,385
8. Speaking two languages at home is a handicap for a child.	6,129	4	0,190
9. People who use one language all the time usually succeed at their careers more than people who speak more than one language.	8,654	4	0,70
10. People who speak one language every day are more relaxed than people who speak more than one language.	18,055	4	0,001
11. People who speak one language every day have worse memories than those who speak two or more.	9,436	4	0,051
12. People who speak two or more languages think more quickly than those who speak one.	2,868	4	0,580

Notes: x<sup>2</sup>= Chi square value, df= Degree of Freedom p= Probability note

Despite the fact that there are differences in the most frequent responses of both groups to the statements about opinions about psychological considerations of monolingualism, when statistically evaluated, the only visible statistical significance in the difference of both groups' responses can be found in statement 10, stating that the people who speak one language every day are more relaxed than who speak more than one. Monolinguals disagree with this statement with 27, 5 % rate of the most frequent answer from their group while the bilinguals strongly disagree with the same statement with 54 % rate of the most

frequent answer. In the previous research conducted by Sofu&Şeker (2005), both monolinguals and heterogeneous group of bilinguals disagree with this statement. This difference between the responses of homogeneous group of bilinguals and heterogeneous group of bilinguals show that heterogeneous group of bilinguals are stricter about the idea of being more relaxed by speaking only one language. The heterogeneous group of bilinguals strongly disagree with that idea.

In spite of being technically non-significant, p value of statement 11 ( $p=0,051$ ) might indicate that there might be a small statistically significant difference between the responses given to the statement. The similar responses given in many of the statements in this cluster might suggest that neither group agree on the presence of a relation between the psychological status and the number of the languages one speaks.

#### **4.2.3. Participants' feelings about monolingualism**

This part includes 7 statements about participants' personal feelings about monolingualism (Table 3.A).

**Table 3.A: Statements for Personal Feelings about Monolingualism**

- 
1. It is important for me to use my first language well rather than to speak other languages.
  2. I will always feel more myself in my first language than in another language.
  3. I would like to be considered a speaker of two languages rather than just a speaker of my first language.
  4. I would feel more at home with people who speak two or more language than with people who speak only my first language.
  5. I would prefer to use one language every day rather than two or more.
  6. I would be happier if I spoke one language every day than if I spoke two or more.
  7. I would feel a less confident person if I spoke one language every day than if I spoke two or more.

In this cluster, the statements are grouped with the unity of personal feelings towards monolingualism and self-identity. Research done by Abraham (1987), and Cargile and Giles (1997) (cited in Sofu and Şeker, 2005) indicate that social identity plays an important role in the formation of language attitudes. For them, the stronger one's identity is, the less positive

attitudes he or she has toward the out group member or the target language. This finding directs the expectations from the study to the presence of a relationship between the participants' social identity and his/her attitudes toward a foreign language.

The most frequent responses of both groups to the statements on personal feelings about monolingualism are displayed in Table 3.B.

**Table 3.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	*Agree	30	Disagree	42,5
2	Disagree	47,5	Disagree	50
3	Strongly Agree	57,5	Strongly Agree	67,5
4	*Disagree	47,5	Agree	30
5	Agree	50	Agree	47,5
6	*Strongly Agree	25	Disagree	40
7	*Disagree	32,5	Agree	27,5

Note: N= Number of the Statement

For statement 1, the most frequent response of the bilinguals is to disagree with the idea about the importance of using one's first language rather than using any other languages while the most frequent response of the monolinguals to that statement is to agree (30 % Agree, 42,5 % Disagree). Nevertheless, there is no statistically significant difference for the first statement. In the previously conducted study by Sofu& Şeker (2005), the responses of both monolinguals and bilinguals to the same statement differ from the responses of the monolinguals and bilinguals in this study. That is, in the previous study, monolinguals pay less attention to the importance of using their L1 whereas monolinguals in this study agree that it is important to use L1 well rather than to speak other languages. On the other hand, responses of the homogeneous and heterogeneous bilinguals to the same statement also differ. The homogeneous group of bilinguals agree with the importance of using their L1 rather than speaking other languages while heterogeneous bilinguals think that it is not important to use L1 rather than speaking other languages. Besides, the difference of the statements of groups in the previous study is statistically significant. Based on the findings of both studies, homogeneous group of bilinguals may be considered as additive bilinguals whereas

occurrence of subtractive bilingualism is more possible for heterogeneous group of bilinguals. Statements 2 and 6 favour being monolingual and suggest a model for a personal identity. Statement 5 suggests a preference about how many languages to be used every day and both groups have the same answer with very close frequency rates (50% Agree, 47, 5% Agree). According to participants' responses for statement 3, both groups favour being considered as speaker of more than one language (57, 5 % Strongly Agree, 67, 5 % Strongly Agree) When compared in the context of statement 4, not surprisingly, bilinguals tend to feel more at home with people who speak two or more language than with people who speak only their first language (47, 5 % Disagree, 30 % Agree).

**Table 3.C: Personal Feelings about Monolingualism**

Statements	$\chi^2$	df	p
1. It is important for me to use my first language well rather than to speak other languages.	5,980	4	0,201
2. I will always feel more myself in my first language than in another language.	4,060	4	0,398
3. I would like to be considered a speaker of two languages rather than just a speaker of my first language.	1,897	4	0,762
4. I would feel more at home with people who speak two or more language than with people who speak only my first language.	13,452	4	0,09
5. I would prefer to use one language every day rather than two or more.	14,041	4	0,07
6. I would be happier if I spoke one language every day than if I spoke two or more.	14,878	4	0,005
7. I would feel a less confident person if I spoke one language every day than if I spoke two or more.	10,617	4	0,031

Notes:  $\chi^2$ = Chi square value, df= Degree of Freedom p= Probability note

It is also indicated in the table that there is a statistically significant difference in the responses for statement 6 ( $p < 0.05$ ). Their most frequent responses for the statement vary as 25% Strongly Agree, 40% Disagree.

#### **4.2.4. Opinions about second language learning**

The 8 statements in this cluster are directed toward eliciting participants' opinions about second language learning.

**Table 4.A: MISC VC Statements**

- 
1. The people who speak a language best are those who know only one language rather than two or more.
  2. Native speakers make the best language teachers.
  3. You should try not to use your first language while you are learning another language.
  4. It is important not to have an accent in another language.
  5. Switching between languages in a conversation is rude even if the other person knows both languages.
  6. Children learn second languages better than adults.
  7. People who go to live in a new country should give up their own language.
  8. It is difficult to learn a second language in a classroom.

The most frequent responses of both groups to the statements on personal feelings about monolingualism are displayed in Table 4.B.



**Table 4.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	Disagree	39,5	Disagree	33,5
2	*Neutral	29	Agree	22
3	*Strongly Agree	39,5	Agree	31,5
4	Agree	29	Agree	46
5	*Disagree	25	Agree	31,5
6	Strongly Agree	47,5	Strongly Agree	63
7	*Disagree	39,5	Strongly Disagree	50
8	Agree	23,5	Agree	39,5

Note: N= Number of the Statement

In this cluster, the statements are generally about foreign language effective learning styles, ages, environments and the manners of speaking languages (Sofu and Şeker, 2005). There is a noticeable difference between the responses of the monolinguals and bilinguals in statement 5. Bilinguals' most frequent response to the idea of being rude for switching between the languages spoken regardless of the audience's knowledge about both languages is to agree with 31,5 % rate while most of the monolinguals tend to disagree with this statement with 25 % rate. For statement 1, both groups give parallel responses with various percentages (39, 5% Disagree, 33, 5% Disagree). Both monolinguals and bilinguals disagree with the idea suggesting that the speakers of only one language speak their language better than those who know two or more languages. The idea of a native speaker being the best teacher of a foreign language is supported by bilinguals (22% Agree), while monolinguals have a neutral attitude towards this statement (29% Neutral). Yet, the both groups of the previous study conducted by Sofu& Şeker (2005), disagree with this statement, that is, they do believe that there is no relation between being a native speaker of a language and teaching that language effectively.

**Table 4.C: MISC VC Items**

Statements	x <sup>2</sup>	df	p
1. The people who speak a language best are those who know only one language rather than two or more.	5,051	4	0,282
2. Native speakers make the best language teachers.	3,078	4	0,545
3. You should try not to use your first language while you are learning another language.	5,364	4	0,252
4. It is important not to have an accent in another language.	8,768	4	0,067
5. Switching between languages in a conversation is rude even if the other person knows both languages.	4,008	4	0,405
6. Children learn second languages better than adults.	6,492	4	0,165
7. People who go to live in a new country should give up their own language.	4,632	4	0,327
8. It is difficult to learn a second language in a classroom.	4,918	4	0,296

Notes: x<sup>2</sup>= Chi square value, df= Degree of Freedom p= Probability note

Nevertheless, there is no statistically significant difference between the responses given by neither groups. Responses given to statement 4 might be the reasonable explanation for responses given to statement 1 as both groups favour a foreign language without accent and their assumption “native speakers do not have an accent” might play a big role in their thoughts and consequently, their responses. Despite being towards the same direction, monolinguals’ and bilinguals’ responses vary for statement 7. Monolinguals’ most frequent response to the statement that people who go to live in a new country should give up their own language is “Disagree” with 39,5 % frequency rate whereas bilinguals strongly disagree with 50 % frequency rate. In spite of the absence of statistical significance in the difference between the groups’ responses to the statement, it is obvious that bilinguals favour multilingualism regardless of the environment or the new language spoken while monolinguals show less strict attitudes towards giving up the first language in a new environment where another language is spoken. This difference suggests that bilinguals

consider knowing more than one language in any case as a necessity whereas monolinguals favour the presence of only one language.

The responses given to statement 8 clearly suggests that the participants of this study from both groups find it difficult to learn a second language in a classroom in different extents (23, 5% Agree, 39, 5% Agree). Both groups' responses to statement 6 are also parallel to each other as both monolinguals and bilinguals strongly agree that children learn second languages better than adults. The reason for bilinguals' responses' rates being higher than those of monolinguals might be that they already learnt their second languages somewhere out the school and this might have lead them to think that they can learn a foreign language outside the classroom more easily than in it.

#### **4.2.5. Type of motivation**

The 8 statements in this cluster are named as Gardner's 8 as they are connected to eight types of intelligences (Gardner, 1983) to some extent. The main aim of the statements is to find out which type of motivation the participants have.

**Table 5.A: Statements About Gardner's 8**

- 
1. Speaking or learning another language is important to me because it will allow me to be more at ease with people who speak that language.
  2. Speaking or learning another language is important to me only because I need it for my career.
  3. Speaking or learning another language is important to me because I will be able to meet and to more kinds of people.
  4. Speaking or learning another language is important to me because it will make me more knowledgeable.
  5. Speaking or learning another language is important to me because I will be able to enjoy the films and books of the people who speak it better.
  6. Speaking or learning another language is important to me because I think it will someday be useful in getting a good job.

7. Speaking or learning another language is important to me because I will be able to take part more freely in the activities of other cultural groups.
8. Speaking or learning another language is important to me because other people will respect me more if I know another language.

The most frequent responses of both groups to the statements about Gardner's 8 types of intelligence are displayed in Table 5.B.

**Table 5.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	Strongly Agree	42,5	Strongly Agree	67,5
2	*Agree	40	Disagree	40
3	Strongly Agree	55	Strongly Agree	72,5
4	Strongly Agree	37,5	Strongly Agree	60
5	Strongly Agree	43,5	Strongly Agree	60
6	Strongly Agree	57,5	Strongly Agree	72,5
7	Strongly Agree	41	Strongly Agree	60
8	*Neutral	27,5	Strongly Agree	37,5

Note: N= Number of the Statement

In this cluster, the statements are about integrative motivations (Gardner, 1985) and participants' attitudes toward the target culture and in general terms, society. Despite having no statistically significant difference, both groups' responses differ for statement 8 as well. This difference indicates that, bilinguals strongly agree with the statement that knowing a second language will bring other people's respect to a person with 37, 5 % frequency rate while most of the monolingual participants have neutral attitudes towards this statement (%27, 5 Neutral).

**Table 5.C: Gardner's 8**

Statements	x <sup>2</sup>	df	p
1. Speaking or learning another language is important to me because it will allow me to be more at ease with people who speak that language.	6,558	4	0,161
2. Speaking or learning another language is important to me only because I need it for my career.	11,807	4	0,019
3. Speaking or learning another language is important to me because I will be able to meet and to more kinds of people.	3,488	3	0,322
4. Speaking or learning another language is important to me because it will make me more knowledgeable.	9,780	4	0,044
5. Speaking or learning another language is important to me because I will be able to enjoy the films and books of the people who speak it better.	5,326	3	0,149
6. Speaking or learning another language is important to me because I think it will someday be useful in getting a good job.	3,581	4	0,466
7. Speaking or learning another language is important to me because I will be able to take part more freely in the activities of other cultural groups.	7,232	4	0,124
8. Speaking or learning another language is important to me because other people will respect me more if I know another language.	8,592	4	0,072

Notes: x<sup>2</sup>= Chi square value, df= Degree of Freedom p= Probability note

There are two items where statistically significant differences can be observed. In responses given to statement 4, there is a statistically significant difference ( $p < 0.05$ ) although both groups believe in the importance of speaking or learning another language to become more knowledgeable. Despite being parallel, the percentage rates of the statements vary. Only 37, 5 % of the monolinguals strongly agree with that statement while 60 % of the bilinguals

share the same view. The participants of both groups of the previously conducted study by Sofu& Şeker (2005) also strongly agree without no statistically significant difference in the responses given. The other statistically significant difference can be seen in the responses given to the statement 2. While 40 % of the monolinguals agree that speaking or learning another language is important only for career, 40 % of the bilinguals disagree with this statement. It suggests that monolinguals think about foreign languages as a tool for career and it will not affect anything but their career. On the other hand, bilinguals believe that speaking or learning a new language is important not only for career, but also for many other things such as making friends or integrating to a group and so on. Yet, findings of the previous study of Sofu& Şeker (2005) on this subject show that both groups disagree with that statement (55 % Disagree, 47, 5 % Disagree).

It can clearly be understood in Table 5.B from the most frequent responses of both groups, both monolinguals and bilinguals have positive attitudes towards the statements indicating the possible effects of speaking or learning another language on being more at ease with the other speakers of that language or the importance of speaking or learning another language to help be able to meet more kinds of people (Statements 1 and 3). Yet, despite having no statistical significance, the difference in the percentages of the most frequent responses of both groups suggest that bilinguals strongly agree with those ideas at a higher rate. This can implied as more bilinguals have positive attitudes towards speaking or learning another language for these statements. The members of both groups also strongly agree that speaking or learning another language is important for them for their social relations, careers and entertainment. In other words, for statement 7, both monolinguals and bilinguals strongly agree that it is important to speak or learn another language to be able to take part more freely in the activities of other cultural groups. The most frequent responses of the groups for this statement also differ (41 % Strongly Agree, 60 % Strongly Agree) in favour of the bilinguals' choice. Monolinguals and bilinguals also strongly agree with the suggestion in statement 6 at different frequency rates. 57, 5 % of the monolinguals believe that speaking or learning another language will be useful for getting a better job someday in the future, while the frequency rate of the same response of the bilinguals for that statement is 72, 5 %. When the percentages of the most frequent responses of both groups to statement 5 are compared, it can easily be seen that bilinguals find speaking or learning another language useful to enjoy the films and books of the people who speak the target language and they strongly agree with that idea with 60% rate while monolinguals only have 43, 5 % rate for the same response.

Nevertheless, those percentage rates are the most frequent responses of both groups and that implies the attitudes of monolinguals and bilinguals towards this statement are parallel.

#### **4.2.6. Attitudes toward second language learning**

The last cluster includes 8 statements searching for the attitudes of the participants toward second language learning.

**Table 6.A: Selection of Statements from Baker's Attitudes to Bilingualism Test**

- 
1. It is important to be able to speak two languages.
  2. Knowing two languages makes people cleverer.
  3. Being able to write in two languages is important.
  4. All school in my country should teach pupils to speak in two languages.
  5. Children in my country should learn to read two languages.
  6. People who speak two languages can have more friends than those who speak one language.
  7. People may earn more money if they speak two languages.
  8. People know more if they speak two languages.

The most frequent responses of both groups to the statements about attitudes towards second language learning are displayed in Table 6.B.

**Table 6.B: Percentages of the most significant responses for the two groups.**

N	Monolinguals		Bilinguals	
	The Most Frequent Response	%	The Most Frequent Response	%
1	Strongly Agree	20	Strongly Agree	35
2	*Strongly Agree	32,5	Agree	52,5
3	*Neutral	57,5	Strongly Agree	70
4	Strongly Agree	47,5	Strongly Agree	50
5	Strongly Agree	52,5	Strongly Agree	47,5
6	Strongly Agree	40	Strongly Agree	52,5
7	Strongly Agree	55	Strongly Agree	47,5
8	*Neutral	40	Strongly Agree	57,5

Note: N= Number of the Statement

This cluster includes statements directed to find out the participants' opinions about the intellectual, social and economic effects that learning another language might have on people in the country. A statistically significant difference can easily be seen in the responses given to statement 2 ( $p=0,009$ ) and the surprising fact about statement 2 is that 32, 5 % of the monolinguals strongly agree that knowing two languages makes people cleverer while the most frequent response of bilinguals to the same statement is "Agree" at 52, 5 % rate. Another statistically significant difference in the responses given can be observed for statement 5. Although both groups strongly agree with the suggestion that children in the participant's country should learn to read to read two languages, the rates of their responses to this statement differ significantly. While the percentage rate of monolinguals' most frequent response is "Strongly Agree" at 52, 5 %, bilinguals' strongly agree with that suggestion at 47, 5 % rate. The monolinguals are also neutral about statement 3 indicating that it is important to be able to write in two languages at 57, 5 % rate while bilinguals strongly agree with that statement at 70 % rate. Nonetheless, there is no statistically significant difference in the responses given to this statement by both groups.



**Table 6.C: Selection from Baker's Attitudes to Bilingualism Test**

Statements	x <sup>2</sup>	df	p
1. It is important to be able to speak two languages.	4,563	3	0,207
2. Knowing two languages makes people cleverer.	13,463	4	0,009
3. Being able to write in two languages is important.	4,243	3	0,236
4. All school in my country should teach pupils to speak in two languages.	4,650	4	0,325
5. Children in my country should learn to read two languages.	12,234	4	0,016
6. People who speak two languages can have more friends than those who speak one language.	1,779	4	0,776
7. People may earn more money if they speak two languages.	3,695	4	0,449
8. People know more if they speak two languages.	7,365	4	0,118

Notes: x<sup>2</sup>= Chi square value, df= Degree of Freedom p= Probability note

Another difference in the most frequent responses of monolinguals and bilinguals without statistically significant difference can be observed for statement 8. In statement 8, it is said that people know more if they speak two languages and 40 % of the monolinguals are neutral about this statement while 57, 5 % of the bilinguals strongly agree with that idea. The monolingual participants of the previously conducted study by Sofu& Şeker (2005) strongly agree with the same statement at 40 % frequency rate which means the monolinguals of the previous research believe more in the presence of a positive effect of bilingualism on intelligence. For the statements 1, 4, 6 and 7, the most frequent responses of both groups are parallel whereas the rates of the responses vary and the differences observed have further suggestions about both monolinguals' and bilinguals opinions about being bilingual and attitudes towards foreign language learning. For instance, in statement 7, more monolinguals strongly agree (55%) with the idea of having the probability of earning more money by speaking two languages than bilinguals (47, 5%). These rates and responses explain the most frequent responses of both groups to statement 1. Both monolinguals and bilinguals strongly

agree on the importance of being able to speak two languages at different rates (20% Strongly Agree, 35% Strongly Agree). For this reason, both groups strongly agree with statement 4. The participants believe that it is important to be able to speak two languages and since the official place for education is schools, most of the participants strongly agree that all schools in their country should teach pupils to speak in two languages. The most frequent responses of both groups to statement 6 also show that both monolinguals and bilinguals strongly agree that people who speak two languages can have more friends than those who speak one language. This agreement clearly indicates that both monolinguals and bilinguals believe in the positive contributions of being bilingual to a person's social life.

## CHAPTER FIVE

### 5. CONCLUSION

#### 5.1. Summary and Conclusion

The purpose of this study was to find out whether there is a relationship between bilingualism and attitudes towards foreign language learning and identify that relationship in terms of effectiveness on attitudes towards foreign language learning. The significant differences between the responses of both groups indicate that bilinguals have a more positive attitude towards foreign language learning than monolinguals do. Their responses to the statements about their self-identity and group-identity are more conservative as they tend to add new languages to their linguistic repertoires (DETE, 2012) while not giving up on the previous culture, identity or language.

With statistically significant difference in the responses of both groups, both monolinguals and bilinguals believe that knowing more than one language will make them more knowledgeable and wiser. For this belief, opinions of homogeneous and heterogeneous groups of bilinguals are parallel. This finding suggests that both monolinguals and bilinguals favour the positive effects of multilingualism. Besides, despite having no statistical significance, there are some other striking differences in the responses that the participants gave to the statements. For instance, monolinguals agree with the statement that they need to learn another language only for their careers whereas bilinguals disagree with that statement. They think that learning a second language will also be helpful in many other aspects of their lives.

There are also differences between the opinions of homogeneous group of bilinguals and heterogeneous group of bilinguals. It can be inferred from the findings of the previously conducted research effects of childhood bilingualism on attitudes toward foreign language learning that homogeneous group of bilinguals are more conservative about psychological considerations of bilingualism. They believe and agree that people who speak only one language are less open minded than those who speak two or more. However, heterogeneous group of bilinguals disagree with this statement, that is, they do not think that bilingualism has an effect on the creativity of a person.

Another striking difference between the responses of the homogeneous group of bilinguals and heterogeneous group of bilinguals is in the importance of using one's first language well rather than to speak other languages for him/her. While homogeneous group of bilinguals oppose to the statement that it is important to use one's first language well rather than to speak other languages, the heterogeneous group of bilinguals show more of additive bilingual behaviours towards this idea.

It is necessary to add that heterogeneous group of bilinguals are have more flexible attitudes towards code-switching in a conversation. No matter how positive attitudes the homogeneous bilinguals have towards bilingualism, they give importance to consistency in the choice of language to be spoken in daily life.

The findings clearly show that bilinguals' responses to the statements about attitudes towards foreign language learning are more positive in terms of both the responses given and the percentage rates of the same responses given. This can be considered as a proof of the presence of a positive effect of bilingualism on attitudes towards foreign language learning.

## **5.2. Recommendations for Further Research**

Foreign language learning has always been one of the most complex components of educational sciences. There has been extensive research on foreign language learning to identify its components, to explain the learning styles, to set up approaches or to explain the ones already set up and so on. Amongst the findings of the research carried out, attitudes have been found to be one of the most significant components of effective learning. Longman Dictionary of Language Teaching and Applied Linguistics explains "Language Attitudes" as follows:

[Language attitude is] the attitude which speakers of different languages or language varieties have towards each other's' languages or to their own language. Expressions of positive or negative feelings to a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language (2002, p. 286).

The statement also implies that positive attitudes towards language learning might reflect impressions of linguistic difficulty or simplicity. As the findings of this study shows

that bilinguals have more positive attitudes towards foreign language learning, and the definition of language attitudes implies, a statement as “bilinguals have more positive attitudes towards language learning and therefore they might have better achievements than monolinguals” can be considered. Yet, that is another crucial variable to be investigated in future studies.

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## 7. LIST OF APPENDICES

### 7.1. Appendix 1: General Factual Feelings about Social Monolingualism

<b>General Factual Feelings about Social Monolingualism</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. In my country people have an advantage who use one language every day rather than more than one language.	5	4	3	2	1
2. In my country people who speak only one language every day have more friends than people who speak more than one language	5	4	3	2	1
3. In my country most people use only one language every day.	5	4	3	2	1
4. In my country people who use two or more languages every day get better jobs than those who use only one.	5	4	3	2	1
5. In everyday life in my country most people need to speak more than one language.	5	4	3	2	1
6. People who live in my country should all speak the same language.	5	4	3	2	1
7. A country is more successful if the people in it speak more than one language.	5	4	3	2	1

## 7.2. Appendix 2: Opinions about psychological considerations of monolingualism

<b>Opinions about psychological considerations of monolingualism</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. People who speak more than one language have less psychological problems than people who speak only one.	5	4	3	2	1
2. People who speak one language think less clearly than those who speak two or more	5	4	3	2	1
3. People know more if they speak two languages.	5	4	3	2	1
4. People who speak one language get more confused about their identity than people who speak two or more.	5	4	3	2	1
5. People who speak one language are less open-minded than people who speak two or more.	5	4	3	2	1
6. People who speak one language are more trustworthy than people who speak two or more.	5	4	3	2	1
7. People who speak one language are more emotionally stable than people who speak two or more.	5	4	3	2	1
8. Speaking two languages at home is a handicap for a child.	5	4	3	2	1
9. People who use one language all the time usually succeed at their careers more than people who speak more than one language.	5	4	3	2	1
10. People who speak one language every day are more relaxed than people who speak more than one language.	5	4	3	2	1
11. People who speak one language every day have worse memories than those who speak two or more.	5	4	3	2	1
12. People who speak two or more languages think more quickly than those who speak one.	5	4	3	2	1

### 7.3. Appendix 3: Personal Feelings about Monolingualism

<b>Personal Feelings about Monolingualism</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. It is important for me to use my first language well rather than to speak other languages.	5	4	3	2	1
2. I will always feel more myself in my first language than in another language.	5	4	3	2	1
3. I would like to be considered a speaker of two languages rather than just a speaker of my first language.	5	4	3	2	1
4. I would feel more at home with people who speak two or more language than with people who speak only my first language.	5	4	3	2	1
5. I would prefer to use one language every day rather than two or more.	5	4	3	2	1
6. I would be happier if I spoke one language every day than if I spoke two or more.	5	4	3	2	1
7. I would feel a less confident person if I spoke one language every day than if I spoke two or more.	5	4	3	2	1

#### 7.4. Appendix 4: MISC VC Items

MISC VC Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The people who speak a language best are those who know only one language rather than two or more.	5	4	3	2	1
2. Native speakers make the best language teachers.	5	4	3	2	1
3. You should try not to use your first language while you are learning another language.	5	4	3	2	1
4. It is important not to have an accent in another language.	5	4	3	2	1
5. Switching between languages in a conversation is rude even if the other person knows both languages.	5	4	3	2	1
6. Children learn second languages better than adults.	5	4	3	2	1
7. People who go to live in a new country should give up their own language.	5	4	3	2	1
8. It is difficult to learn a second language in a classroom.	5	4	3	2	1

## 7.5. Appendix 5: Gardner's 8

<b>Gardner's 8</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Speaking or learning another language is important to me because it will allow me to be more at ease with people who speak that language.	5	4	3	2	1
2. Speaking or learning another language is important to me only because I need it for my career.	5	4	3	2	1
3. Speaking or learning another language is important to me because I will be able to meet and to more kinds of people.	5	4	3	2	1
4. Speaking or learning another language is important to me because it will make me more knowledgeable.	5	4	3	2	1
5. Speaking or learning another language is important to me because I will be able to enjoy the films and books of the people who speak it better.	5	4	3	2	1
6. Speaking or learning another language is important to me because I think it will someday be useful in getting a good job.	5	4	3	2	1
7. Speaking or learning another language is important to me because I will be able to take part more freely in the activities of other cultural groups.	5	4	3	2	1
8. Speaking or learning another language is important to me because other people will respect me more if I know another language.	5	4	3	2	1

## 7.6. Appendix 6: Selection from Baker's Attitudes to Bilingualism Test

<b>Selection from Baker's Attitudes to Bilingualism Test</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. It is important to be able to speak two languages.	5	4	3	2	1
2. Knowing two languages makes people cleverer.	5	4	3	2	1
3. Being able to write in two languages is important.	5	4	3	2	1
4. All school in my country should teach pupils to speak in two languages.	5	4	3	2	1
5. Children in my country should learn to read two languages.	5	4	3	2	1
6. People who speak two languages can have more friends than those who speak one language.	5	4	3	2	1
7. People may earn more money if they speak two languages.	5	4	3	2	1
8. People know more if they speak two languages.	5	4	3	2	1



## 7.7. Appendix 7: Dile Karşı Tutum Anketi

Dile Karşı Tutum Anketi

Language Attitudes Questionnaire

Lütfen aşağıda verilen soruları yanıtlayınız. Vereceğiniz cevaplar gizli kalacaktır.

Please answer the following questions. All your answers will be confidential.

Bölüm: Department:		
Sınıf (Hz. A, Hz. B, Hz. C... ) : Class (Prep. A, Prep. B, Prep. C... ) :		
Yaş: Age:		
Cinsiyet: Gender:	MALE/ERKEK	FEMALE/KADIN
Evinizde Türkçe' den başka kullanılan bir dil var mı? Is there any other language than Turkish spoken in your home?	YES/EVET	NO/HAYIR
Varsa belirtiniz:..... Please state if any:.....		
Türkçe 'den başka bir dil duyunca anlayabiliyor musunuz? Can you understand when you hear another language?	YES/EVET	NO/HAYIR
Varsa belirtiniz:..... Please state if any:.....		

Lütfen size en uygun seçeneği işaretleyiniz.

Please choose the best option that fits you.

Toplumsal tek dillilik hakkındaki genel geçer duygular	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Ülkemde günlük yaşantısında tek dil konuşan insanlar, birden fazla dil konuşan insanlara kıyasla daha avantajlıdır.	5	4	3	2	1
2. Ülkemde günlük yaşantısında yalnızca bir dil konuşan insanlar, birden fazla dil konuşan insanlardan daha fazla arkadaşça sahiptirler.	5	4	3	2	1
3. Ülkemde çoğu insan yalnız bir dil kullanır.	5	4	3	2	1
4. Ülkemde, günlük yaşantısında iki ya da daha fazla dil konuşan insanlar, yalnız bir dil kullananlardan daha iyi işler edinirler.	5	4	3	2	1
5. Ülkemde günlük yaşamda çoğu insan birden fazla dil konuşmaya ihtiyaç duyar.	5	4	3	2	1
6. Ülkemde yaşayan insanların hepsi aynı dili konuşmalıdır.	5	4	3	2	1
7. İçindeki insanlar birden fazla dil konuşursa, bir ülke daha başarılı olur.	5	4	3	2	1

Tek dilliliğin psikolojik çıkarımları hakkındaki fikirler	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Birden fazla dil konuşan insanların yalnız bir dil konuşan insanlardan daha az psikolojik problemleri vardır.	5	4	3	2	1
2. Bir dil konuşan insanlar, iki ya da daha fazlasını konuşanlardan daha az net düşünürler.	5	4	3	2	1
3. İnsanlar iki dil konuşursa daha çok şey bilirler.	5	4	3	2	1
4. Bir dili konuşan insanlar, iki ya da daha fazla dili konuşan insanlardan daha fazla kimlik kargaşası yaşarlar.	5	4	3	2	1
5. Bir dili konuşan insanlar, iki ya da daha fazla dil konuşan insanlardan daha az açık görüşlüdür.	5	4	3	2	1
6. Bir dili konuşanlar, iki ya da daha fazla dili konuşanlardan daha sözüne güvenilirlerdir.	5	4	3	2	1
7. Bir dili konuşanlar, duygusal açıdan iki ya da daha fazla dil konuşan insanlardan daha istikrarlıdır.	5	4	3	2	1
8. Evde iki dil konuşmak, bir çocuk için engel durumundadır.	5	4	3	2	1
9. Her zaman tek bir dil kullanan insanlar, kariyerlerinde genellikle birden fazla dil konuşan insanlardan daha başarılı olurlar.	5	4	3	2	1
10. Günlük yaşamlarında bir dil konuşan insanlar, birden fazla dil konuşan insanlardan daha rahattırlar.	5	4	3	2	1
11. Günlük yaşamlarında bir dil konuşan insanlar, birden fazla dil konuşan insanlardan daha zayıf hafızaya sahiptirler.	5	4	3	2	1
12. İki ya da daha fazla dil konuşan insanlar, bir dil konuşan insanlardan daha hızlı düşünürler.	5	4	3	2	1

Tek dillilikle ilgili şahsi duygular	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Benim için ana dilimi iyi konuşmak, diğer dilleri konuşmaktan daha önemlidir.	5	4	3	2	1
2. Ana dilimi konuşurken kendimi daima diğer dilleri konuşurkenkinden daha fazla kendim gibi hissedirim.	5	4	3	2	1
3. Sadece ana dilim yerine, iki dili konuşan biri olarak görülmek isterim.	5	4	3	2	1
4. Sadece ana dilimi konuşan insanlara kıyasla, iki ya da daha fazla dili konuşan insanlarla kendimi daha çok evimde gibi hissedirim.	5	4	3	2	1
5. Günlük yaşantımda iki ya da daha fazlası yerine yalnız bir dili konuşmayı tercih ederim.	5	4	3	2	1
6. Günlük yaşantımda iki ya da daha fazlası yerine bir dili konuşsam daha mutlu olurum.	5	4	3	2	1
7. Günlük yaşantımda iki ya da daha fazlası yerine bir dili konuşsam, daha az güvende hissedirim.	5	4	3	2	1

Çeşitli V. C. İfadeleri	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Bir dili en iyi konuşanlar, iki ya da fazlası yerine yalnızca bir tane dili konuşanlardır.	5	4	3	2	1
2. En iyi dil öğretmenleri, ana dili öğrettikleri dil olanlardan çıkar.	5	4	3	2	1
3. Başka bir dil öğrenirken, ana dil kullanılmamaya çalışılmalıdır.	5	4	3	2	1
4. Başka bir dili aksansız konuşmak önemlidir.	5	4	3	2	1
5. Konuşma esnasında, karşıdaki kişi iki dili de bilse bile, diller arasında geçiş yapmak kabadır.	5	4	3	2	1
6. Çocuklar ikinci dili yetişkinlerden daha iyi öğrenirler.	5	4	3	2	1
7. Yeni bir ülkeye taşınan insanlar, ana dillerini konuşmayı bırakmalıdır.	5	4	3	2	1
8. İkinci dili sınıfta öğrenmek zordur.	5	4	3	2	1

Gardner'ın Sekizlisi	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü o dili konuşan insanlarla daha rahat olmamı sağlar.	5	4	3	2	1
2. Başka bir dili konuşmak ya da öğrenmek yalnızca kariyerimde ihtiyaç duyduğum için önemlidir.	5	4	3	2	1
3. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü böylece çok daha fazla türde insan tanıyabilirim.	5	4	3	2	1
4. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü bu beni daha bilgili yapar.	5	4	3	2	1
5. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü böylece ben de o dili konuşan insanların film ve kitaplarının tadını çıkarabilirim.	5	4	3	2	1
6. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü bence bir gün iyi bir iş edinirken faydalı olacaktır.	5	4	3	2	1
7. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü böylece diğer kültürel toplulukların etkinliklerinde daha rahatça yer alabilirim.	5	4	3	2	1
8. Başka bir dili konuşmak ya da öğrenmek benim için önemlidir çünkü eğer başka bir dil bilirse diğer insanlar bana daha fazla saygı duyarlar.	5	4	3	2	1

Baker'ın İki Dilliliğe Karşı Tutum Testinden Seçmeler	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. İki dil konuşabilmek önemlidir.	5	4	3	2	1
2. İki dil bilmek insanları daha zeki yapar.	5	4	3	2	1
3. İki dilde yazabilmek önemlidir.	5	4	3	2	1
4. Ülkemdeki bütün okulların öğrencilere iki dilde konuşmayı öğretmesi gerekir.	5	4	3	2	1
5. Ülkemdeki çocukların iki dilde okumayı öğrenmesi gerekir.	5	4	3	2	1
6. İki dil konuşan insanlar, tek dil konuşan insanlardan daha fazla arkadaşına sahip olabilirler.	5	4	3	2	1
7. İnsanlar iki dil konuşurlarsa daha fazla para kazanabilirler.	5	4	3	2	1
8. İnsanlar iki dil konuşurlarsa daha çok bilirler.	5	4	3	2	1

## 8. CURRICULUM VITAE

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## ACADEMIC

<u>Degree</u>	<u>Date</u>	<u>Department</u>	<u>Institution</u>
M.A.	February, 2013	ELT	Çağ University, Mersin
B.A.	June, 2010	ELT	Çağ University, Mersin

## EMPLOYMENT

<u>Date</u>	<u>Place</u>	<u>Duty</u>
2012-	METU NCC SFL	Instructor
2011- 2012	American Cultural Association Language Schools	Teacher