

T.C

KAFKAS UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ATTITUDES OF HIGH SCHOOL STUDENTS TOWARDS
ENGLISH AS A FOREIGN LANGUAGE IN AĞRI PROVINCE

A THESIS FOR THE DEGREE OF MASTER

By Recep Mutlu SALMAN

Supervisor: Assist. Prof. Dr. Gencer ELKILIÇ

KARS, 2011

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KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Recep Mutlu SALMAN'a ait "Attitudes of High School Students Towards English As a Foreign Language in Ağrı Province" konulu çalışma, jürimiz tarafından İngiliz Dili ve Edebiyatı Anabilim Dalı Yüksek Lisans tezi olarak oy birliğiyle kabul edilmiştir.

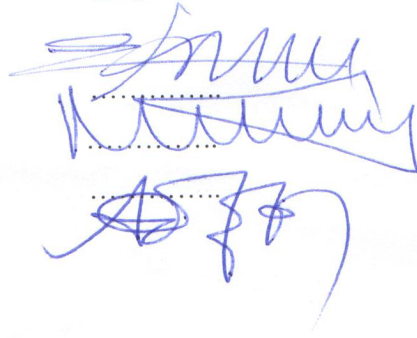
Öğretim Üyesinin Ünvanı, Adı ve Soyadı

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Bu tezin kabulü Sosyal Bilimler Enstitüsü Yönetim Kurulunun/...../200 tarih ve/..... sayılı kararı ile onaylanmıştır.

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Sosyal Bilimler Enstitüsü Müdürü

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ÖZET

Tezin Çeşidi:	Yüksek Lisans Tezi
Tezin Adı:	Ağrı İlindeki Lise Öğrencilerinin Yabancı Dil Olarak İngilizceye Yönelik Tutumları
Tezi Hazırlayanın Adı:	Recep Mutlu SALMAN
Danışman:	Yrd. Doç. Dr. Gencer ELKILIÇ
Tezin Sunulduğu Yıl:	2011
Sayfa Sayısı:	102

Bu çalışmanın amacı Ağrı ilindeki lise öğrencilerinin yabancı dil olarak İngilizceye yönelik tutumlarını belirlemek ve öğrencilerin demografik özellikleriyle tutumları arasında anlamlı bir ilişki olup olmadığını tespit etmektir.

Ağrı ilinde öğrenim gören gelişigüzel seçilmiş yedi liseden toplam 704 lise öğrencisine Mehmet Nuri Gömleksiz tarafından geliştirilen İngilizceye Yönelik Tutum Ölçeği ve araştırmacı tarafından geliştirilen Kişisel Bilgiler Formu uygulanarak veriler toplanmıştır. Verilerin analizinde PASW 18.0 istatistik programı kullanılarak Ki-Kare testi uygulanmıştır. Veri madenciliği kısmında ise Clementine 11.0 programı kullanılarak karar ağaçları oluşturulmuştur.

Araştırma sonucunda Ağrı ilindeki lise öğrencilerinin İngilizceye yönelik tutumları ile cinsiyet ($0,002 < \alpha = 0,05$), ilköğretimde İngilizce dersi alma ($0,009 < \alpha = 0,05$) ve alınan yıl sayısı ($0,044 < \alpha = 0,05$), aile ikameti yeri ($0,000 < \alpha = 0,05$), aile aylık geliri ($0,000 < \alpha = 0,05$), anne eğitim durumu ($0,046 < \alpha = 0,05$), kendine ait bir odaya sahip olma ($0,000 < \alpha = 0,05$), kendine ait bir bilgisayara sahip olma ($0,000 < \alpha = 0,05$), TV de yabancı kanalları izleme ($0,000 < \alpha = 0,05$), İngilizce film izleme ($0,000 < \alpha = 0,05$), İngilizce öğrenmek için özel bir kursa devam etme ($0,000 < \alpha = 0,05$) değişkenleri arasında anlamlı ilişkiler bulunmuştur.

Anahtar Kelimeler: Tutum, dil tutumları, yabancı dil, sosyodilbilim, dil eğitimi

ABSTRACT

Type of Thesis:	Master's Degree Thesis
Title:	Attitudes of High School Students Towards English as a Foreign Language in Ağrı Province
Author:	Recep Mutlu SALMAN
Supervisor:	Assist. Prof. Dr. Gencer ELKILIÇ
Date:	2011
Number of Pages:	102

The objective of this study is to determine the attitudes of high school students towards English as a foreign language in Ağrı province and to explore whether the students' attitudes indicate significant relationship with regard to their demographic properties.

The data were collected by the application of Language Attitude Questionnaire developed by Mehmet Nuri Gömleksiz and Personal Information Questionnaire developed by the researcher to randomly selected 704 high school students in seven high schools in Ağrı province. For data analysis, Chi-square test was used within PASW 18.0 statistics software. Clementine 11.0 software was used as a data mining tool in order to constitute decision trees.

As a result of the research, significant relationship was determined between the attitudes of high school students towards English as a foreign language and gender ($0,002 < \alpha = 0,05$), taking English course at primary school ($0,009 < \alpha = 0,05$) and the number of years the course was taken ($0,044 < \alpha = 0,05$), parents' place of residence ($0,000 < \alpha = 0,05$), parents' monthly income ($0,000 < \alpha = 0,05$), mother's educational status ($0,046 < \alpha = 0,05$), room possession ($0,000 < \alpha = 0,05$), computer possession ($0,000 < \alpha = 0,05$), watching foreign TV channels ($0,000 < \alpha = 0,05$), watching movies in English ($0,000 < \alpha = 0,05$), and attending a private course to learn English ($0,000 < \alpha = 0,05$).

Keywords: Attitude, language attitudes, foreign language, sociolinguistics, language education

ACKNOWLEDGEMENTS

First of all I would like to express my deepest gratitude to my thesis supervisor, Assist. Prof. Dr. Gencer ELKILIÇ, for his invaluable support, kindness and guidance throughout this study. He has always provided me with valuable suggestions and inspiration.

I should also thank to Assoc. Prof. Dr. Mehmet Nuri GÖMLEKSİZ, who developed the questionnaire, for his guidance and constructive feedback in the administration of the questionnaires.

I am grateful to administrative staff in Ağrı Provincial Directorate for National Education, school teachers, friends and students who have helped me during the administration of the questionnaires.

My sincere thanks go to statistician Volkan KATI for his endless support in data analysis. Besides, I would like to thank all of my colleagues who encouraged me from beginning of this thesis till the end.

Finally, I am deeply grateful to my dear wife for her continuous support and patience.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

It is an indisputable fact that the importance of English as a foreign language increases day by day. (Hohenthal, 1998: 8) reports the number of English language speakers as 750 million and no other language is spoken as widely as English. Since English is so widely used, it has often been referred to as a "world language", the lingua franca of the modern era (Graddol, *The Future of English*, 1997). According to a survey about the future of English, Graddol (2000) reports that English will remain as lingua franca for the next 50 years. "All kinds of literature are widely available in English editions, and, without boasting, it can be said that there is scarcely any worthwhile body of knowledge which has not been recorded today, adequately at least, in the English language", says John Wallis in *Grammatica Linguae Anglicanae* (Crystal, 2003:72). Kachru (1986) accepts English as a linguistic key to the global world. In many countries around the world, books, magazines, and newspapers written in English are also available, and English is the most commonly used language of sciences (Graddol, 1997). Due to these and many other facts, English is the most common language in the world; therefore it is taught and learnt as a foreign language in many countries.

The main elements affecting the quality of learning and teaching a foreign language are attitudinal factors. Çakıcı (2001) states that within the scope of psychological factors the role of attitude should be taken into consideration since they are closely related to the success or failure in foreign language learning. According to Brown (1994), attitudes, just as all aspects within the development of cognition and affect in human, develop in early childhood and are the result of parents' and peers' attitudes, contact with people who are different some ways, and interacting affective factors in the human experience. Additionally, Gardner (1985) states that, there is a dramatic correlation between second/foreign language learner's attitudes or motivation and achievement of language.

As for Turkey, teaching and learning of English as a foreign language has been given great importance in the recent decades. However, it has not reached to

the desired level up to now since the individual differences are ignored in our current language education system (Karahana, 2007). For Turkish education system, in order to find out the present attitudinal dispositions of learners towards English as a foreign language, a descriptive framework of historical and sociopolitical conditions that potentially have an effect on learners' attitudes should be taken into account (Üzüm, 2007).

Considering the high school students in Ağrı province, it has been seen that there are attitudinal variations in terms of the students' socio-cultural backgrounds. The questionnaire carried out to determine the attitudes of high school students towards English as a foreign language in Ağrı province has revealed that many variables, from the number of learner's siblings to the place the learner accommodates, shows the motivation level of the learner. Though English courses begin at fourth grade of primary school (Tebliğler Dergisi, 1997), foreign language teaching and learning still remains a problem at high school level.

1.2. Statement of the Problem

Language is an important tool of communication. Spolsky (2004) states that today English has a stronger position in the world than any other contemporary and historical language. Because of this, many people learn English as a second language in the world and the need for a second/foreign language has gained great importance since the world is getting smaller and smaller due to globalization and many other factors (Er, 2009). In this sense, English is referred as the second language in this thesis.

Gardner (1985) assumes that, language teaching is a vain attempt without having positive attitudes towards it. Not only the teacher of language but also the learner should have positive attitudes towards the language in order to learn it. Students' attitudes towards foreign language learning affect their success or failure in achieving competence in a foreign language (Horwitz, 1988). Social and economic factors are also important underlying reasons determining the attitudinal factors of second language learning. These factors have an influence not only on attitudes towards language but also every part of student's educational life.

1.3. Purpose of the Study

The aim of this study is to ascertain the attitudes of high school students towards English as a foreign language in Ağrı province. The study also aims to determine whether there is a significant relationship between the social, economic and cultural background of the high school students studying in Ağrı and their attitude towards English language. The main reasons of the students' attitudes towards English as a foreign language will be investigated. Suggestions will be made in order to enhance the attitudes of students.

The study is conducted to enlighten subsequent studies on language attitudes and their relation between socioeconomic factors with regard to regional aspects.

1.4. Research Questions

- 1-** What are the attitudes of high school students in Ağrı towards English as a foreign language?
- 2-** To what extent the students' school type and grade act in their attitudes towards English language?
- 3-** Is there a significant relation between the gender and attitude towards English as a foreign language?
- 4-** Is there a correlation between the the students' socioeconomic background and their attitudes towards English?
- 5-** What is the effect of parents' socioeconomic background on students' attitudes towards English as a foreign language?
- 6-** What are the main reasons behind the students' positive or negative attitudes towards English?

The outcomes of the questionnaire will be analyzed and according to the results, possible suggestions will be discussed to enhance the attitudes of high school students towards English.

1.5. Significance of the Study

This study will reveal the attitudes of high school students towards English as a foreign language and its relation with their social, economic, and psychological backgrounds. Though the history of research on attitude does not date back to very old, there have been many studies conducted on attitude towards language and language learning recently.

The results of this research may be an important resource for subsequent studies on attitude especially for researches with regard to socioeconomic conditions and attitude relation.

It is also hoped that the results of the study will be beneficial to teachers of English since it provides them with the socioeconomic condition of the students. Thus, the teachers of English will be able to evaluate the achievements and failure of the students considering their attitudes and social backgrounds.

1.6. Assumptions and Limitations of the Study

In this study, it is assumed that the tools used in determining the attitudes of students are valid and reliable. The questionnaire and student information form are answered honestly and sincerely by the students. The selected students who answered the questionnaire represent the population.

The aim of the study is to determine only high school students' attitudes towards English as a foreign language in Ağrı province. Hence primary and elementary students and their attitudes are not in the scope of this study. Since the research is conducted in Ağrı, any study on the attitudes of high school students towards English in any other province or region will surely contribute much to the study.

The questionnaire is applied to randomly selected students from each high school in Ağrı province and totally 706 students participated. Since three high schools in Ağrı have not admitted students yet, 12th grade students of these schools are not in the scope of the study. Therefore the findings of the study are limited to participated students.

On the other hand, due to individual and environmental factors, the students' answers can be changeable and the attitudes can be determined best by conducting a longitudinal study. Foreign language (FL) and second language (SL) have been used interchangeably throughout this study.

1.7. Definition of Terms

Attitude: "An evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985).

English as a Foreign Language: "English taught only as a foreign language, not as a means of communication in a society" (Kocaman, 2000).

Second Language: "Typically an official or societally dominant language needed for education, employment, and other basic purposes" (Saville-Troike, 2005).

Lingua Franca: "A lingua franca (or working language, bridge language, vehicular language) is a language systematically used to make communication possible between people not sharing a mother tongue, in particular when it is a third language, distinct from both mother tongues" (Viacheslav, 2008)

CHAPTER 2

REVIEW OF LITERATURE

2.1. The Importance of Learning a Foreign Language

In the field of second language acquisition, the term 'foreign language' is used to define a language that is generally learned in a formal setting after the acquisition of native language. 'Second language', however, is used more broadly to refer to the acquisition of a language other than the native language but more strictly, second language is learned in a more natural environment similar to acquisition of native language (Marionva-Todd, 2003). For Smith (1994) on the other hand, second language can be defined as a general term for any language other than the first language learned by a given learner or a group of learners.

According to Seven & Engin & Turhan, "English is the mother tongue of nations whose combined political influence, economic soundness, commercial activity, social well-being and scientific and cultural contributions to civilization give impressive support to its numerical precedence".

In today's world the necessity of learning a foreign language is globally accepted. According to Spolsky (1998), the primary function of language is its social mechanism. To develop this social mechanism people need a foreign language in every area of life. (Seven, Engin, & Turhan, 2004)

Many people learn English as a foreign language to be promoted, to have better job, to raise their salaries, to read foreign books, articles etc., to improve their intellectual capacity. Some learn a foreign language to be able to understand foreign movies. Anyone who learns a second language has the chance to see the world from a different perspective. Thanks to a foreign language one can socialize in a different country.

2.2. English Courses Taught at High Schools in Turkey

English language has an important role in Turkish education system. It has been taught to students beginning from the fourth grade. After being taught English as a foreign language for some years students are supposed to have the knowledge

of English in terms of reading, listening, speaking and writing skills (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006).

After graduating from elementary schools, students attend high schools that have a group of types. English language instruction at high schools in Turkey varies according to the school type. Types of high schools in which a foreign language is taught according to the regulations are below:

1. Anatolian High School of Teacher Training (Anadolu Öğretmen Lisesi)
2. High School of Natural and Applied Sciences (Fen Lisesi)
3. High School of Social Sciences (Sosyal Bilimler Lisesi)
4. High School of Arts & Sports (Güzel Sanatlar ve Spor Lisesi)
5. Anatolian High School (Anadolu Lisesi)
6. Anatolian Vocational High School (Anadolu Meslek Lisesi) including various Anatolian Technical High Schools and Anatolian High School of Islamic Studies (Anadolu İmam-Hatip Lisesi)
7. ¹General High Schools (Genel Liseler)

Weekly instruction hours of English at high schools in Turkey change due to the grades and school types. All types of Anatolian High Schools, High Schools of Natural and Applied Sciences, High Schools of Art & Sports have four years of education. Students take 10 hours of English in a week at 9th grade and they get proficient for A2 level in terms of Europass Language Passport in the end of the course (Talim ve Terbiye Kurulu Başkanlığı, 2007). Instruction hours at 10th, 11th and 12th grade decrease to four hours at all types of Anatolian High Schools while students of High Schools of Natural and Applied Sciences, High Schools of Art & Sports, and High School of Social Sciences take three hours of English.

Students in General High Schools and Vocational High Schools take English in very few instruction hours compared to Anatolian High Schools. At General High Schools and Vocational High Schools in Turkey, English courses are taught three hours a week at 9th and 10th grades.

The content of English courses at High Schools in Turkey has been developed by a council the members of which are representatives from Higher Education institutions and Ministry of Education. According to the instruction

¹ According to the notice published by Ministry of Education on 06.05.2010, all of the general high schools in Turkey will have been converted into Anatolian High Schools by 2013.

developed by this council, in terms of the content of English courses at High Schools in Turkey the student acquires the attainments:

- Convenient for his/her development level,
- Cognitive domain (reading comprehension, interpretation, comparison etc.),
- Affective domain (intercultural tolerance, enjoyment of language learning etc.),
- Psycho-motor domain (oral reading, writing, singing songs, skills of mental and muscular coordination such as speaking etc.),
- To improve linguistic, sociolinguistic, and communicative skills including pragmatic skills,
- To improve studying skills such as note taking, underlining, paying attention to the subject, arranging and using materials for self-learning,
- To improve four main language skills equally,
- To improve the intercultural ability to distinguish cultural values of English speaking countries and recognize the culture in which target language lives,
- To enable students to explore their abilities, to recognize their weak and strong traits and to make self-assessment,
- To enable students to learn cooperatively and to share responsibilities while learning,
- To improve speaking and writing skills in order to speak English correctly and fluently

2.3. Attitude in General

Siragusa and Dixon (2008) claim that, whereas the word attitude means a subjective or mental preparation for action, it extends over our beliefs and governs our behaviour. They influence humans' views and organize their relationships. They are the guides and mental postures before responding to a new experience. In recent decades, attitude has been in the concern of many researchers. Additionally, Franzoi (2003) suggests: "The principal reason the attitude concept is so popular is that the aim of psychology is to study behavior, and attitudes are supposed to influence behavior".

Besides attitude, a great deal of importance has been given to social factors such as parents, teachers, society and administrators (Goldenberg, 1996; Ingram, 2004; in Şeker 2003). Gardner (1985: 108) suggests that attitudes are learned,

however genetic and physiological factors in their development should be taken into consideration. Brown (1980: 127 cited in Sarıeyyüpoğlu, 2001) defines "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the results of parents' peers' attitudes, contact with people who are different in any number of ways and interacting affective factors in the human experience." Besides, Harmer (2007) states that that students are mostly affected by the attitudes of people around them.

Fishman and Agheyisi (1970) state that, there is a mentalist and behaviorist viewpoint to language attitudes. According to the mentalist view, attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection". Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way are they quantifiable. According to behaviorism, attitudes are a dependent variable that can be statistically determined by observing actual behavior in social situations. (Dittmar, 1976: 181)

According to Markman and Brendl (2000) human beings perceive objects with regard to currently active goals. The conditions of these particular goals depend on some kinds of important factors such as values, parents' attitudes etc. Attitudes are formed as a result of several major influences, the most important of which is the group that the individual belongs to (Siragusa and Dixon, 2008). Although whether an attitude can always predict a behavior correctly and consistently has been a matter of debate for years, its importance is emphasized due to the influential role it has in understanding and even changing human behaviour. (Brehm & Kassin, 1990 cited in Gökçe, 2008: 12).

In the light of abovementioned definitions and discussions of attitude, and its impact on behaviours; it can be said that attitude is a large scale subject and it has aroused the interest of not only educators, but also the psychologists in recent years.

2.3.1. Definitions of Attitude

Since attitude has been in the focus of many researches it has been defined many times by researchers. According to Krech and Crutchfield (1948) attitude is "an enduring organizational, motivational, emotional, perceptual and cognitive process with respect to some aspects of an individual's world".

Herr (1949) identifies the term attitude as "a tendency or firm resolve to act in a given way under a given set of circumstances."

Triandis (1971) defines attitude as "a manner of consistency toward an object."

Allport (1972) defines attitudes as "a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". In addition to this definition he describes attitude as "a degree of affect for or against an object or a value."

For Fishbein and Ajzen (1975), "attitude can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object". Another definition of attitude by Ajzen (1988) is "the individual's positive or negative evaluation of performing the particular behaviour of interest".

Eiser (1980, cited in Şeker, 2003:22) describes attitude as a subjective experience involving an evaluation of something or somebody. Also he outlines some of the main assumptions implicit in the use of the term "attitude" as:

- Attitudes are subjective experiences,
- Attitudes are experiences of some issue or object in terms of an evaluative dimension,
- Attitudes may be expressed through language,
- Different individuals can agree and disagree in their attitudes,
- People who hold indifferent attitudes towards an object will differ in what they believe is true or false about that object,
- Attitudes are predictably related to social behaviour.

Gardner defines attitude as "an individual's attitude is an evaluative reaction to some referent or attitude object on the basis of the individual's beliefs or opinions about the referent" (1985: 9).

For Nachmias & Nachmias (1992: 241) "attitudes are general orientations that can incline a person to act or react in certain manner when confronted with certain stimuli."

According to Sönmez (1994: 64) "attitude is a product of all life experiences". To Brown (2001: 61) who shares the same description, attitude is

characterized by a large proportion of emotional involvement such as feelings, self, relationships in community.

Wilson, Lindsey, & Schooler (2000) define attitude as a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor.

Smith (1982) claims that an attitude is relatively enduring and can be taught since no one is born liking or disliking an attitude object.

2.3.2 Types of Attitude

Baker (1988, cited in Hohenthal, 1998) states that, since attitudes are complex constructs, different types of categorizations are inevitable. Gardner (1972) divides the attitudes into three main categories as Positive, Neutral and Negative. He attributes the positive attitude having people as receptive and eager to understand. However people who have negative attitudes receive an amount of limited data and ideas after a process of sifting. Supportively, it is claimed that students will have positive attitudes if the teacher shows respect to students' feelings. (İnal, Evin, & Saracaloğlu, 2007).

Gardner and Lambert (1972), who can be regarded as the pioneers of language attitudes studies, emphasize the interrelationships of a variety of attitudes types and underlined the importance of the attitudes the group has and the learners possess towards the foreign languages.

Gardner and Lambert claim a significant relationship between attitudes and language learning achievement. It can be clearly seen that, second language learners take advantage of positive attitudes, and that negative attitudes could lead to decreased motivation because of lack of input and interaction is the disadvantageous situation learners face with (Brown,1994). Gardner (2001) (in Dörnyei, 2005, p.4) states that "language learning without sufficiently positive language attitudes to support is a futile attempt." Due to the fact that attitudes are learned predispositions and could be influenced by exposure to reality, "teachers can aid in dispelling what are often myths about other cultures, and replace those myths with an accurate understanding of the other culture as one that is different from one's own yet to be respected and valued" (Brown,1994: 181).

Another division of attitude is made by Herr (1949) as "socially approved attitudes" and "socially disapproved attitudes". Also, "Socially disapproved attitudes"

have been divided into two separate kinds of attitude as “dominantly intellectual” and “dominantly emotional”. Prejudgments and attitudes towards truths are considered as dominantly intellectual. On the other hand, attitudes due to the belief that something is true or strong desire that it should be true are named as emotional attitudes.

Smith (1982) classifies attitudes as “teacher attitudes” and “learner attitudes”. In this classification teachers’ attitudes affect students’ attitudes. Therefore a teacher who has positive attitudes is able to enable a student to learn foreign language by the help of the positive atmosphere created by the teacher himself/herself.

2.3.3 The Role of Attitude in Learning a Foreign Language

The fact that students’ beliefs about and attitudes toward foreign language learning affect their success or failure in achieving competence in a foreign language is put forward by many researchers (Horwitz, 1988; Jernigan, 2001; Kern, 1995; Miele, 1982; Rifkin, 2000; Strevens, 1978). According to Mantle-Bromley (1995), for example, on condition that it is supported by a positive learning environment, if the learner bears positive beliefs about learning a second language, learning the SL will be easier in that the teacher and students relationship facilitate learning. Saracaloğlu (2000) claims that, there is a positive relationship between affective characteristics and foreign language achievement.

Horwitz (1988) emphasizes the importance of students’ beliefs about foreign language learning since beliefs influence the learning strategies that the students choose and contends that teachers should take the students’ beliefs into consideration if they wish to apply teaching methods that are efficient and well received. Jernigan (2001) supports him by underlying the role of students’ beliefs about foreign language learning in deciding whether to continue or not in their studies and found that teachers plan discussions according to their student’ beliefs.

Gardner (1985: 42) emphasizes the relationship between attitudes toward learning a second language and achievement by stating the difference between foreign language courses and other school subjects:

There are many reasons to expect that a measure of attitudes toward learning a second language would relate to achievement in the language, and the research literature generally supports this belief despite the fact that the nature and type of attitude scales vary considerably from study to study. Furthermore, the literature suggests that it is highly likely that, although such attitudes are related to achievement in language courses, attitudes toward other school subjects are not necessarily related to achievement in these courses. That is, the nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas. (pp. 42)

Attitude formation is also a matter that researchers study in recent years. Gardner and Masgoret (2002), taking attention to the three factors, claim that there is significant relationship between attitudes, and ages and grades of the learners.

Chambers (1999) claims that, the higher attitude the learner has towards the language and learning the easier s/he learns the target language. Thus, attitude towards language is a very important notion and plays a key role in language learning and teaching.

Oxford and Shearin (1994) consider the attitude and language learning relationship from a different point of view by claiming the effect of attitudes and motivation on language acquisition changes according to whether students are learning a second or a foreign language.

Dörnyei (1990), after all stated that foreign language learners often have not got familiar with the target language community enough to form 'true attitudes' about them. However, Hohenthal (1998) claims that attitudes towards a language are mostly shaped by the speaker of the language. He defends the idea that they are crucial in language growth or decay, restoration or destruction.

According to Gardner (1985), parents' positive attitude can lead to positive attitude in their children. This is what Brown (1994), stresses in his great work "Principles of Language Learning and Teaching". He claims that children's attitude is highly influenced by parents' attitude. Additionally, Oskamp (1977) attributes the effect of parents' attitudes in language learning as one of the most important indicators of attitude. Chambers (1999) suggests that peers attitudes have as much impact as parents' attitudes.

2.4. Related Studies

A series of studies have been conducted on attitudes towards languages since the influence of attitude in learning was explored by researchers. It was in 1960s that language researchers began to consider individual differences with regard to social and psychological aspects (Şeker, 2003).

2.4.1. Previous Studies Conducted Abroad

Many of the studies conducted on attitudes towards languages are based on Gardner's theories. Gardner and Lambert (1972) carried out a research in order to find out the relationships between attitudes, motivation, and achievement in different cultural contexts. In this study students in Connecticut, Maine, and Louisiana were given a number of measures to determine their language aptitude, attitudes towards French-speaking community and orientation towards studying French. As a result of the study a strong correlation between positive attitudes towards the target language and achievements was determined.

Lukmani (1972) carried out a research participants of which were 60 Marathi-speaking high school girls who were learning English. Lukmani found out that the students were instrumentally motivated to learn English. However, Lukmani asserts that the students rejected an integrative orientation because it implies a clear rejection of Marathi society. According to this sociolinguistic study Indian students were willing to learn English as foreign language not to be integrated to that culture, but for improving language skills.

Shaw (1978) in his study, "Asian Students' Attitudes toward English", investigated the reasons why students in Singapore, India and Thailand were learning English. After the instrumentation to all three groups it was found that having a relation with native speakers was not, on the whole, an important reason affecting their studying in English. As a result of this study, while in India and Singapore where English is an official language, English was used in order to communicate in domestic situations; in Thailand, on the other hand, it is mostly used to be able to communicate with international communication.

Burstall (1975), on the other hand, investigated the primary and secondary schools in Britain to find the relationship between success and attitudes to learning French. At the end of the study, a strong relationship between attitude and success

was determined as a result of administering a questionnaire including many questions from the country to the jobs of people.

Cummins Lopes and King (1987, cited in Obediat, 2005), with a large-scale study of Portuguese-Canadian students who attend grade 7, aimed to find out the relationship between language use patterns, language attitudes, and bilingual proficiency. The study was conducted on 191 students more than half of whom had Azorean background. After the application of two questionnaires, it was found out that, the students were in favour of speaking English in school environment. However, they preferred to speak Portuguese in family relationships.

Piquemal and Renaud (2006), in their study on 1305 university students enrolled in English and other foreign language classes, investigated the beliefs and attitudes regarding foreign language learning in France. The results suggest that the reasons first-year students typically have for studying a foreign language have more to do with internal factors (e.g., personal attitude) than with external factors (e.g., social value). Moreover, this trend becomes more pronounced with upper-year students whose motivation to learn a foreign language compared with that of first-year students is influenced less by perceived societal beliefs and more by intrinsic reasons.

2.4.2. Previous Studies Conducted in Turkey

Many researches have been conducted in Turkey on attitude and attitude towards foreign languages. While some researchers studied the relationship between attitude and achievement, a group of researchers studies its relation with social and psychological aspects.

Çakıcı (2007) conducted her study in order to determine the attitudes of the freshmen towards English within the scope of common compulsory courses and investigate whether the students' attitudes indicate significant differences with regard to their sex, their departments and the types of high schools from which they have graduated. Çakıcı (2007) revealed a significant relationship between attitudes of freshmen students and their departments. Moreover, the high school type from which the students had graduated was a significant variable to determine students' attitudes.

İnal, Evin, & Saracaloğlu (2007), in their study, aimed to investigate the relation between attitudes towards foreign language and foreign language

achievement. This study indicated that there is a significant relation between student academic achievement and student attitude towards foreign language but statistically no relation between gender and success. According to İnal, Evin, & Saracaloğlu (2007) female students bear more positive attitudes towards foreign language in comparison with males. Similarly, Gökçe (2008), in her MA thesis, conducted a study to examine the attitudes and motivational intensity of 10th grade vocational high school students and to explore whether there is any significant difference between Anatolian high school and high school sections of vocational high schools and whether there is any significant gender difference in terms of attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity. A significant difference was found between Anatolian high school and high school sections of vocational high schools in terms of attitudes and motivational intensity. Students at high school sections were observed to have more positive attitudes and more motivational intensity than students at Anatolian high school sections do. Furthermore, a statistically significant difference was found between female and male students. Female students tend to have more positive attitudes and more motivational intensity than male students do.

In a more recent study was carried out by Elkılıç, Akalın, & Salman (2010) in order to determine the attitudes of Education Faculty students at İbrahim Çeçen University, Ağrı, Turkey, towards compulsory English courses. The results of the study showed that there was a significant difference between the attitudes of male students and female ones.

Bağçeci (2005) conducted a study to find out the attitudes of students to English teaching. Within this study, a questionnaire consisting two parts has been administered to 414 students in 26 high schools in Gaziantep. The findings of the study indicated that, Teaching English is not in accordance with the requirements and demands of the students.

Şeker (2003) made a more sociolinguistic research to determine to what extent the attitudes of ELT students towards language learning change from the time they enter the department to the time they take a one-year preparatory class. The results revealed striking realities on the importance of attitude in language teaching.

Regarding the attitudes of young learners, Firat (2009) carried out a descriptive research by administering an attitude questionnaire to 300 fifth grade students to investigate the nature of young learners' attitudes towards learning

English, and whether these attitudes have any relationship with their language proficiency. The results of this study revealed that students have positive attitudes towards learning English, and that there is not a significant relationship between the attitudes of students and their proficiency level. Atlı (2008) also conducted a study to determine young learners' attitudes towards English and, contrary to Firat (2009), she revealed that the attitude of the pupils change significantly according to the cities, language skills and learning environment.

Üzüm (2007) attempted to find out the English learners' attitudes not only towards English language but also towards English speaking communities. After administering a questionnaire in five universities in Ankara, significant relationship between attitude and language proficiency was not determined.

Yaşar (1997) conducted a study including instructors and students at the universities located in the South Eastern Anatolia he found out, in general, negative attitudes of students towards foreign language medium instruction.

CHAPTER 3

METHODOLOGY

3.1. Participants

The participants of the research are randomly selected high school students who study in Ağrı province (N=704). After being contacted the Provincial Directorate for National Education, the students in Ağrı Anatolian High School of Teacher Training (n=71), Hüseyin Celal Yardımcı High School of Natural and Applied Sciences (n=110), Ağrı Anatolian High School (n=93), Ağrı Dağı Anatolian High School (n=86), Hayrettin Atmaca Anatolian High School (n=100), Ağrı Anatolian High School of Islamic Studies (n=70), and Nurettin Dolgun Anatolian Vocational High School (n=80) were administered the "Personal Information Questionnaire" and "The Language Attitude Questionnaire".

3.2. Instruments

The data for the study was collected via the attitude questionnaire and personal information questionnaire. Both the language attitude questionnaire and the personal information questionnaire involves of Likert scale items aiming to measure the participants' social structures and attitudes.

3.2.1. Personal Information Questionnaire

The objective of this personal information questionnaire is to obtain information about participants' and their families' socio-economic and educational background. The participants have been asked 20 questions including their possession of computer and parents' educational backgrounds.

3.2.2. Language Attitude Questionnaire

The Attitude Scale Questionnaire Towards English as a Foreign Language developed by Gömleksiz (2003) contains totally 55 questions. 18 of these questions are negative and the other 37 are positive statements. Five Point Likert Scale has been used as a means of data analyses. The positive statements have been given rank as 5, 4, 3, 2, 1 beginning from "Strongly Agree" and negative statements have been given rank as 5, 4, 3, 2, 1 beginning from "Strongly Disagree".

The highest point of the questionnaire in the research is 275 while the lowest is 64. According to these points statistical classifications are as below:

k = Number of ranks

c = The variation between two ranks, range of ranks

Range = The variation between the maximum and minimum rates of a sample

$$k = 1 + 3,3 \log n = 1 + 3,3 \log 704 = 10$$

$$c = (\text{Range}) / (\text{Number of ranks}) = (275 - 64) / 10 = 21$$

According to this formula:

1. 64 – 85
2. 86 – 107
3. 108 – 129
4. 130 – 151
5. 152 – 173
6. 174 – 195
7. 196 – 217
8. 218 – 239
9. 240 – 261
10. 262 – 28

are the ranges. However, in order to gain more efficient statistical analyses the range is minimized five ranges two by two. Accordingly the classifications are as below;

Table 3.1 Class Interval and Property of Participants

RANGE	CLASS INTERVAL	CLASS PROPERTY
1	64–107	ATE VERY NEGATIVE
2	108–151	ATE NEGATIVE
3	152–195	ATE PARTLY POSITIVE
4	196–239	ATE POSITIVE
5	240–283	ATE VERY POSITIVE

ATE: Attitude Towards English

Range classes have been developed due to the table above. The table showing frequency and its figure is below:

Table 3.2 Frequency and Percentage Table of Participants

	FREQUENCY	PERCENTAGE (%)
ATE VERY NEGATIVE	16	2,3
ATE NEGATIVE	351	49,9
ATE PARTLY POSITIVE	297	42,2
ATE POSITIVE	37	5,3
ATE VERY POSITIVE	3	,4
TOTAL	704	100,0

ATE: Attitude Towards English

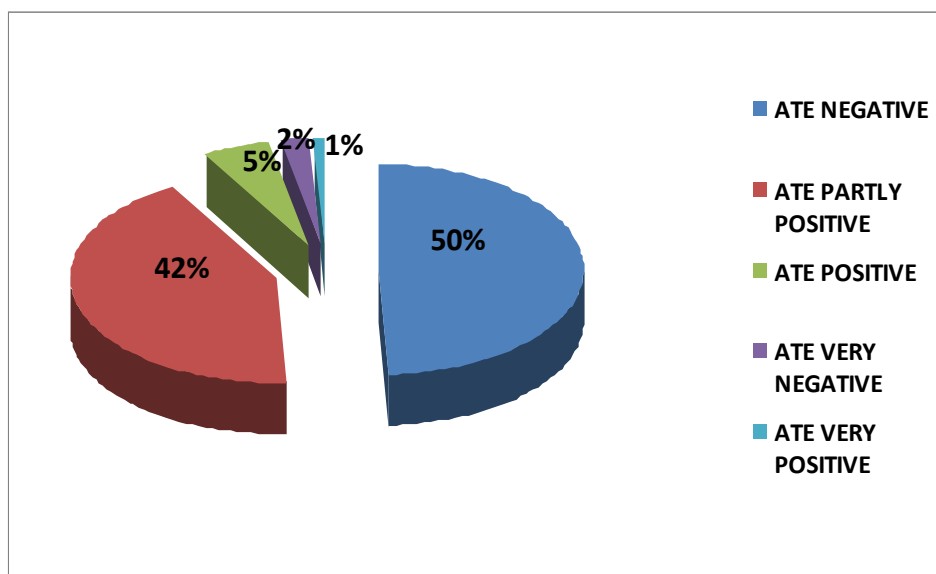


Figure 3. 1 The Pie Chart of Class Properties

ATE: Attitude Towards English

3.3. Procedure

After taking the necessary permissions from Ağrı Provincial Directorate of National Education, the administrators of high schools in Ağrı were called for a convenient time to administer the questionnaires. The questionnaires were administered to seven high schools in 2010-2011 educational year spring semester. For data analysis, Chi-square test was used in PASW 18.0 statistics software. Clementine 11.0 was used as a data mining tool in order to constitute decision trees.

3.3.1. Data Mining

The data stack in the data warehouse is like a mountain made up of the data. It is possible with data mining analysis process to extract the needed data. Data mining is a process which lets us discover the relationships hidden in the data stack and convert them into significant data.

This method contributes to decision process while analyzing the data from a different point of view and reveals undiscovered data.

The aim of data mining is to examine the collected data statistically and to use them in the concerned system. There is not an exact objective that is desired to reach in data mining. However, after the analysis process, the user aims to obtain the estimated and unforeseen data from the beginning till the end (Kati, 2010).

According to Frawley data mining is "discovering the data that is unknown, but potentially useful". Berry and Linoff describe data mining as "The process of discovering and analysis on extensive data stack in order to determine significant rules and patterns". (cited in Öğüt, 2005).

3.3.2. Decision Trees

Many problem-solving professionals agree that, to be able to solve a confusing problem, the first step should be the subdivision of the problem. Decision trees help us how to subdivide the problem and they show the sequential nature of decision process (Anderson et al., 2005). Decision trees are tree-shaped graphical exhibitions emerged as a result of induction.

While ranging the decision trees with regard to certain possibilities, a decision problem leads to another decision problem which is related to the previous one. This is called sequential decision model. This model is the most common of administering models and it is a type of manual designed decision trees. In this study, sequential model of decision trees is used since it include many decisions related to each other (Kati, 2010).

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1.1 Demographic Information of the Participants

The demographic information of the students regarding each of the items is given in the figures below:

Table 4.1 Distribution of the Students According to the School Type

	FREQUENCY	PERCENTAGE (%)
HIGH SCHOOL OF NATURAL AND APPLIED SCIENCES and ANATOLIAN HIGH SCHOOL OF TEACHER TRAINING	181	25,7
ANATOLIAN HIGH SCHOOL	349	49,6
GENERAL HIGH SCHOOL	94	13,4
ANATOLIAN VOCATIONAL HIGH SCHOOL	80	11,4
TOTAL	704	100,0

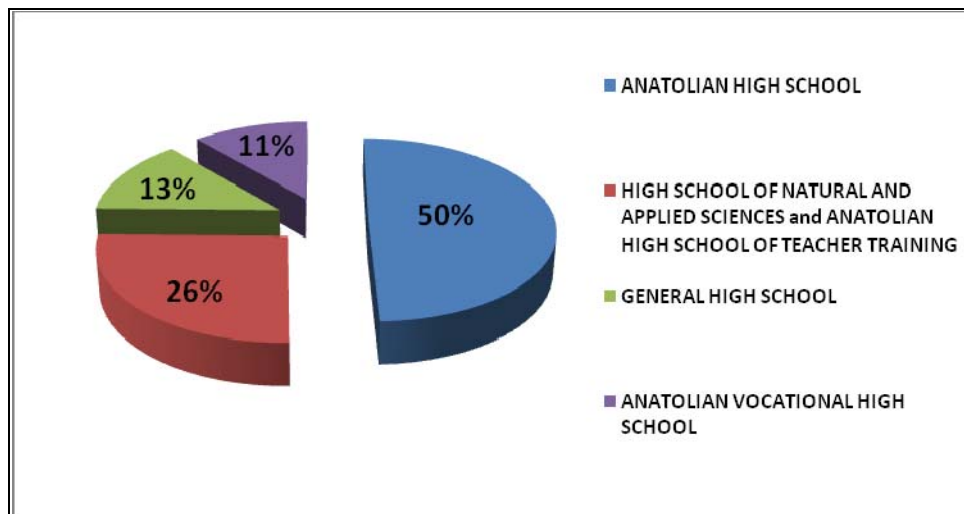


Figure 4.1 The Pie Chart of the Students According to the School Type

As it is shown in **Table 4.1** and **Figure 4.1**, approximately half of the students who participated in the questionnaire study at General Anatolian High Schools. Students who study at High School of Natural and Applied Sciences and Anatolian High School of Teacher Training constitute 26 % of the participants. Since General High Schools will have been converted to General Anatolian High Schools and this process started in 2010, only 13 % of participants constitute General High School students. Besides this, 11 % of participants are students of Anatolian Vocational High School.

Table 4.2 Distribution of the Students According to Grade

	FREQUENCY	PERCENTAGE (%)
GRADE 9	245	34,8
GRADE 10	234	33,2
GRADE 11	143	20,3
GRADE 12	82	11,6
TOTAL	704	100,0

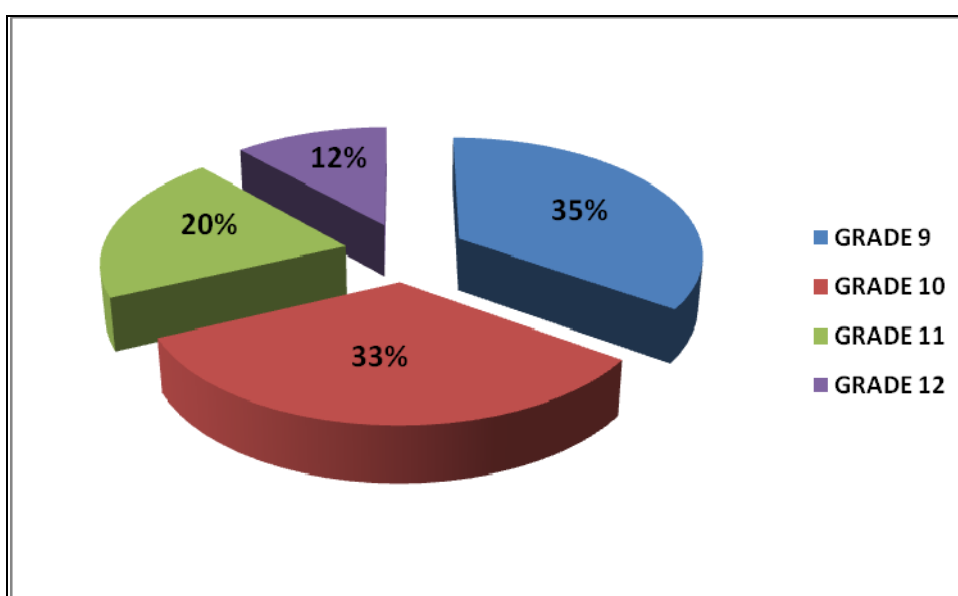


Figure 4.2 The Pie Chart of the Students According to Grade

According to **Table 4.2**, and **Figure 4.2**, most of the students who answered the Attitude Questionnaire are 9th and 10th grade students. With the number of totally 479 they constitute 68 % of the participants.

On the other hand, 20 % of the participants are 11th grade students and with the percentage of 12 %, 12th grade students represent the minimum percentile. The reason why 12th grade students are very few is that in the period of questionnaire application, the students were getting prepared to National University Entrance Exam.

Table 4.3 Distribution of the Students According to Gender

	FREQUENCY	PERCENTAGE (%)
FEMALE	293	41,6
MALE	411	58,4
TOTAL	704	100,0

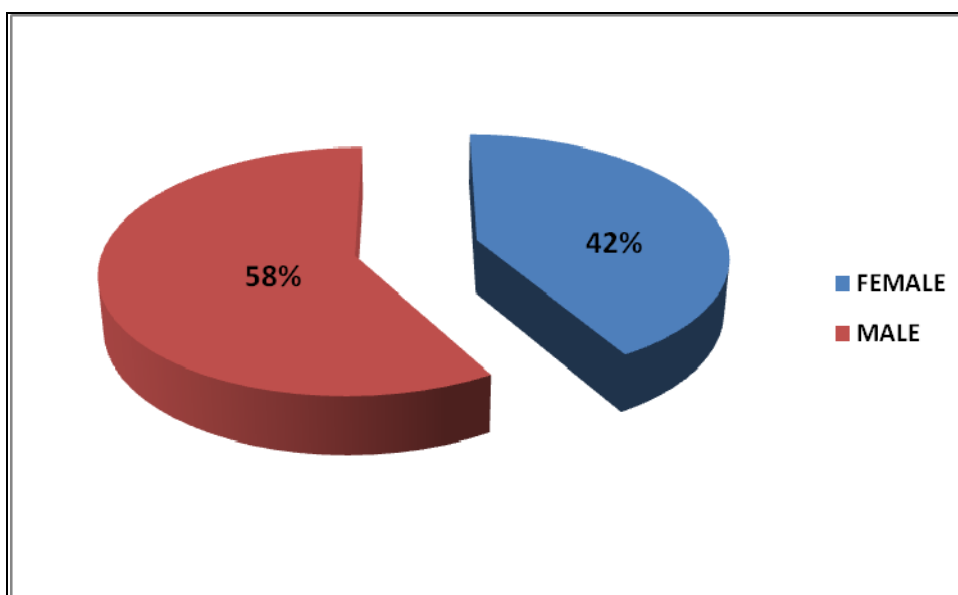


Figure 4.3 The Pie Chart of the Students According to Gender

As it can be seen from **Table 4.3** and **Figure 4.3**, male students constitute 58 % of students and females are less with the percentage of 42 %. According to statistics of Ministry of Education in 2010-2011 educational year, the distribution of

gender at high schools in Ağrı province is 1434 male to 766 female students (Ağrı İl Milli Eğitim Müdürlüğü, 2010).

Table 4.4 Distribution of the Students According to Graduation

	FREQUENCY	PERCENTAGE (%)
PUBLIC	691	98,2
PRIVATE	13	1,8
TOTAL	704	100,0

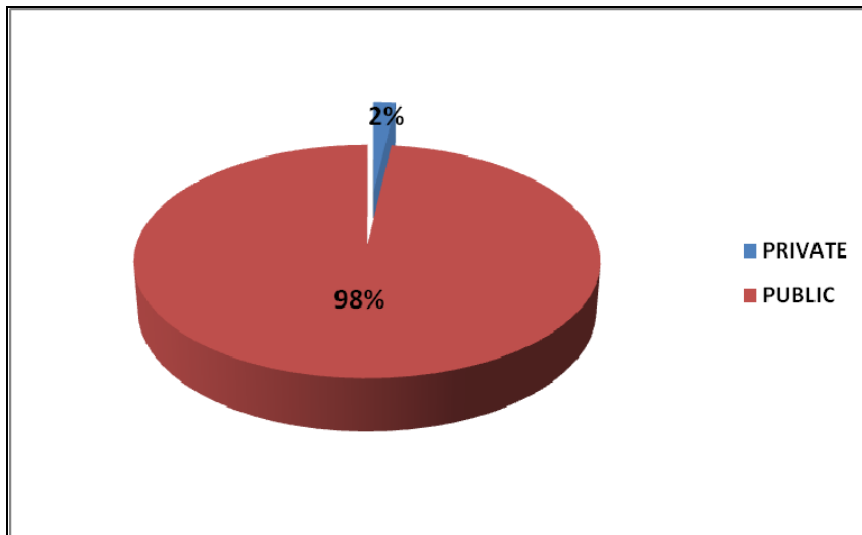


Figure 4.4 The Pie Chart of the Students According to Graduation

As seen in **Table 4.4** and **Figure 4.4**, 98 % of students, almost all of the students, graduated from Public Primary Schools. The rest with 2 % percentile graduated from Private Primary Schools.

Table 4.5 Distribution of the Students According to Taking English Course at Primary School

	FREQUENCY	PERCENTAGE (%)
YES	671	95,3
NO	33	4,7
TOTAL	704	100,0

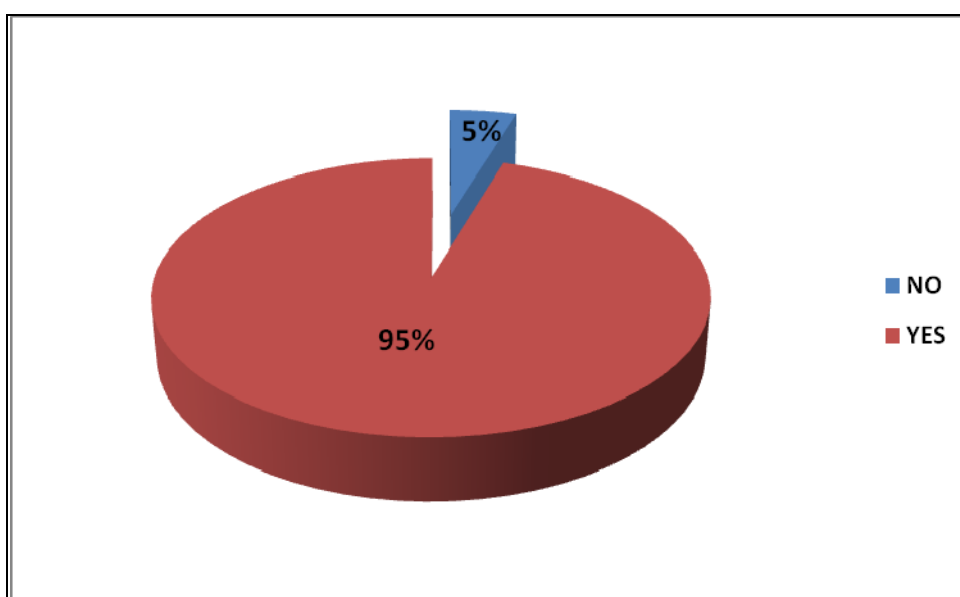


Figure 4.5 The Pie Chart of Students According to Taking English Course at Primary School

The **Figure 4.5** reveals that 95 % of the students who participated in the questionnaire took English course at Primary School. This percentile can be regarded as average since English course takes place in the curriculum of from 4th to 8th grades. 5 % of participants with the number of 33 students represent the students who lack of teacher of English, particularly in villages.

Table 4.6 Distribution of the Students According to the Years They Took English Course

	FREQUENCY	PERCENTAGE (%)
1-2 YEARS	57	8,5
3-4 YEARS	184	27,4
5 YEARS	356	53,1
8 YEARS	74	11,0
TOTAL	671	100,0

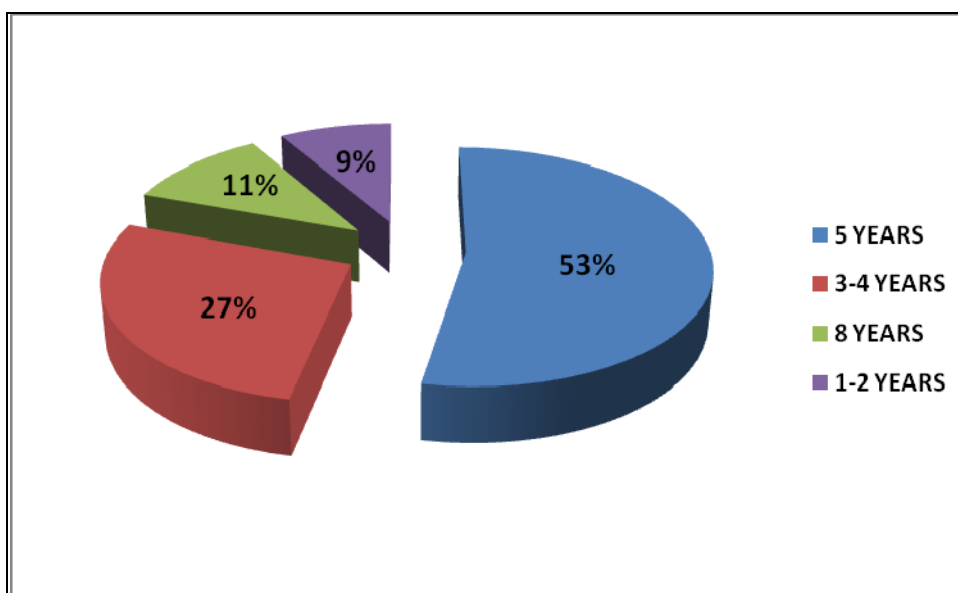


Figure 4.6 The Pie Chart of Students According to the Years They Took English Course

The years students take English course at primary school may be changeable due to environmental and social factors. As the **Table 4.6** and **Figure 4.6** show, while 11 %of students took English course at Primary School for 8 years, which is normally expected according to the curriculum, 89 % of students took English course for less than 8 years.

Table 4.7 Distribution of the Students According to Number of Siblings

	FREQUENCY	PERCENTAGE (%)
0-1	34	4,8
2-3	117	16,6
4-5	243	34,5
5+	310	44,0
TOTAL	704	100,0

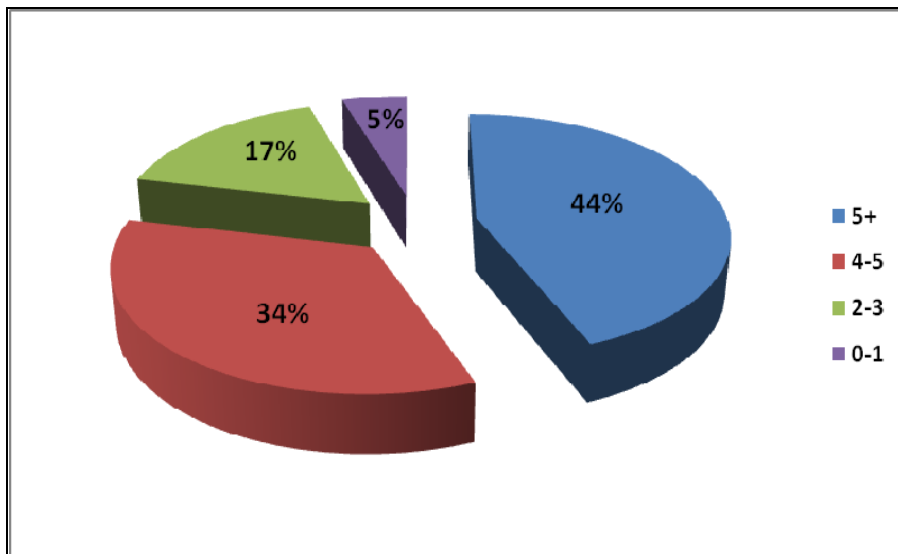


Figure 4.7 The Pie Charts of Students According to Number of Siblings

As it can be seen in **Figure 4.7**, 77 % of the students, who participated in the questionnaire, have 4 or more siblings. This result can be explained with social and psychological factors affecting the family structures of the regional culture in Turkey. As it is aimed to find out only the relationship between the number of siblings and ATE, a more sociological study can be conducted regarding the reasons for number of siblings.

Table 4.8 Distribution of the Students According to Place of Residence

	FREQUENCY	PERCENTAGE (%)
WITH FAMILY	461	65,5
PUBLIC DORM	206	29,3
PRIVATE DORM	24	3,4
OTHER	10	1,4
OWN HOME	3	0,4
TOTAL	704	100,0

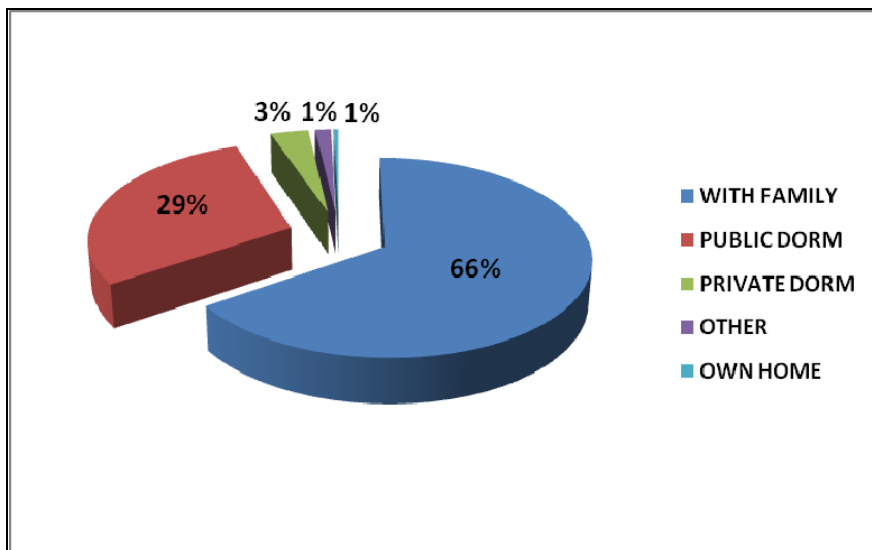


Figure 4.8 The Pie Chart of Students According to Place of Residence

As **Figure 4.8** and **Table 4.8** reveals, a great deal of students who participated in the study reside at their own homes. The majority of students, except the ones who stay with family, reside at public dorms. Due to the fact that dorms are available in many high schools, students who are from far villages and districts prefer to stay in these dorms.

Table 4.9 Distribution of the Students According to Parents' Place of Residence

	FREQUENCY	PERCENTAGE (%)
CITY CENTRE	363	51,6
TOWN CENTRE	229	32,5
VILLAGE	112	15,9
TOTAL	704	100,0

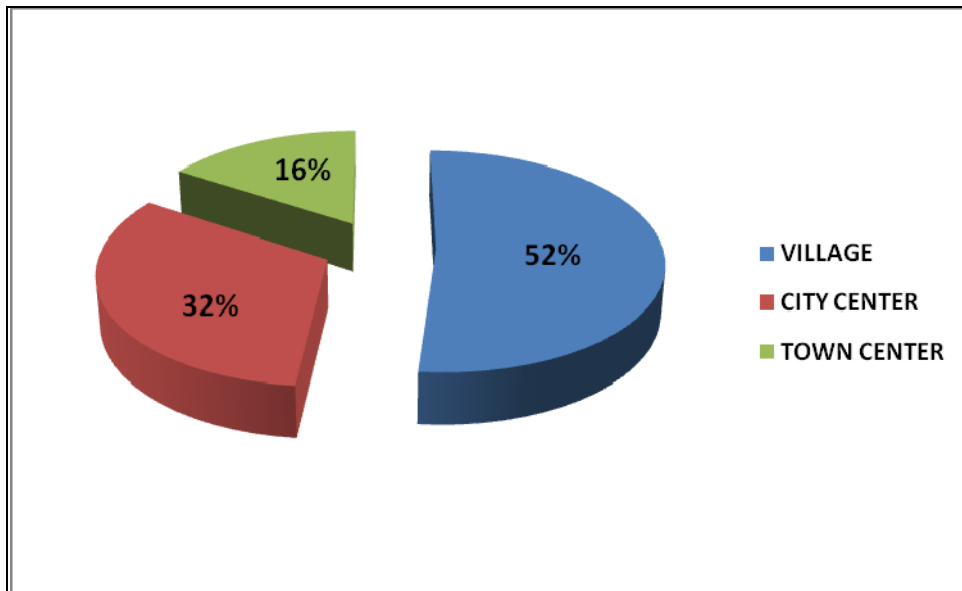


Figure 4.9 The Pie Chart of the Students According to Parents' Place of Residence

According to the **Figure 4.9** more than half of the students' parents reside in villages. Parents residing in city center follow them with 32 % percentile. 16 % of students' parents reside in town center.

Table 4.10 Distribution of the Students According to Father's Occupation

	FREQUENCY	PERCENTAGE (%)
OFFICER	168	23,9
TRADESMEN	103	14,6
WORKER	107	15,2
SELF-EMPLOYED	230	32,7
UNEMPLOYED	96	13,6
TOTAL	704	100,0

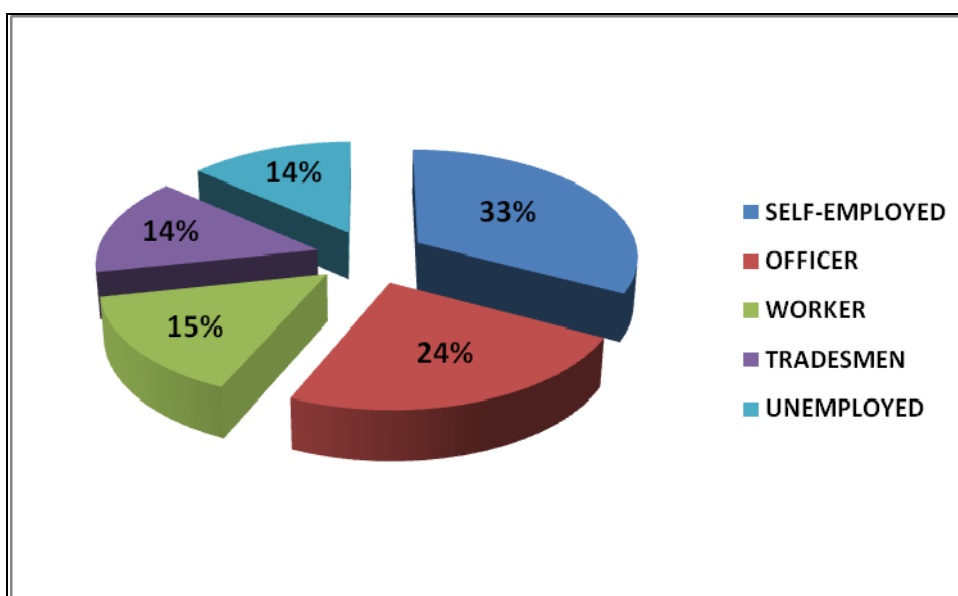


Figure 4.10 The Pie Chart of Students According to Father's Occupation

As **Figure 4.10** exhibits, 33 % of students' fathers are self-employed. The students, whose father is an officer, follow them with 24 % percentile. 15 % of students' fathers are workers and 14 % are unemployed. With regard to this figure, it can be said that fathers of students, who participated this study, are occupied with various jobs.

Table 4.11 Distribution of the Students According to Mother's Occupation

	FREQUENCY	PERCENTAGE (%)
OFFICER	19	2,7
TRADESWOMEN	8	1,1
WORKER	14	2,0
HOUSEWIFE	663	94,2
TOTAL	704	100,0

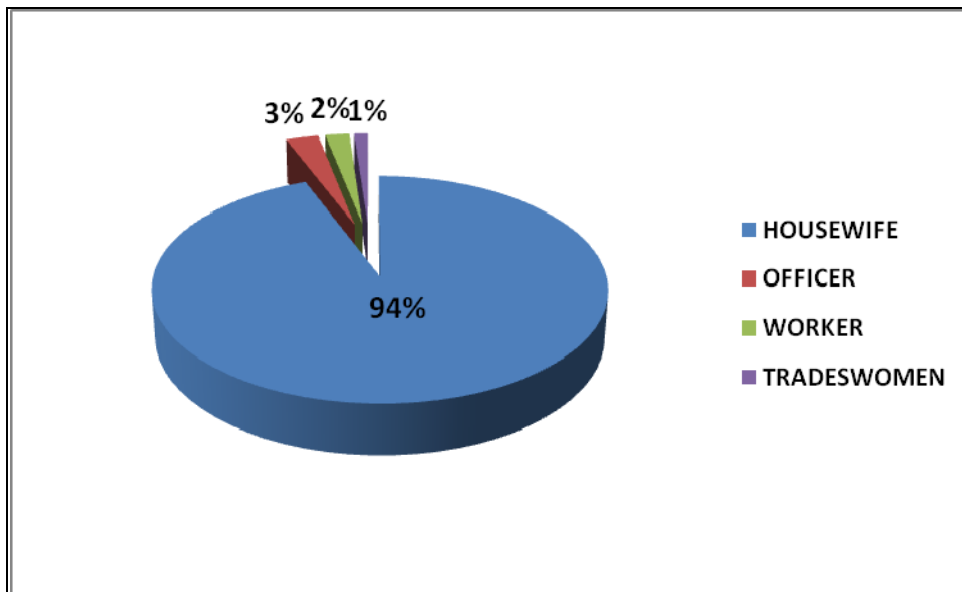


Figure 4.11 The Pie Chart of Students According to Mother's Occupation

As **Figure 4.11** shows 94 % of students' mothers are housewives. This is remarkable since almost all of the students' mothers are housewives and with regard to this statistical information, their educational status is very low. This relation will be shown in the **Figure 4.14**. Very few of students' mothers have occupations other than housewifery with 3 % percentage officers, 2 % workers and 1 % tradeswomen.

Table 4.12 Distribution of the Students According to Parents' Monthly Income

	FREQUENCY	PERCENTAGE (%)
0-500 TL	241	34,2
501-1000 TL	203	28,8
1001-2000 TL	226	32,1
2001 TL and more	34	4,8
Total	704	100,0

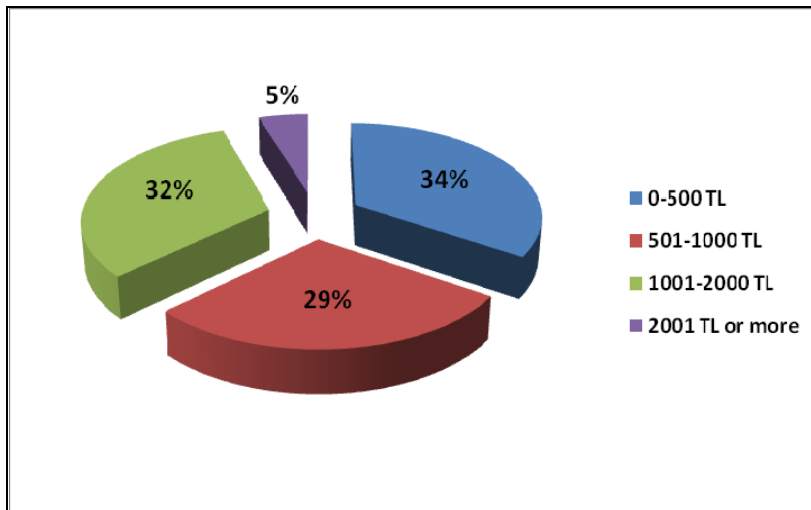


Figure 4.12 The Pie Chart of Students According to Parents' Monthly Income

As can be seen in **Figure 4.12**, except a percentile of 5%, 95 % of students' parents' monthly income is less than 2000 TL. 34 % of parents' income is 500 TL or less and 29 % have between 500 and 1000 TL income level.

Table 4.13 Distribution of the Students According to Father’s Educational Status

	FREQUENCY	PERCENTAGE (%)
BEFORE PRIMARY SCHOOL	68	9,7
PRIMARY SCHOOL	320	45,5
SECONDARY SCHOOL	119	16,9
HIGH SCHOOL	129	18,3
COLLEGE/UNIVERSITY	63	8,9
GRADUATE	5	0,7
TOTAL	704	100,0

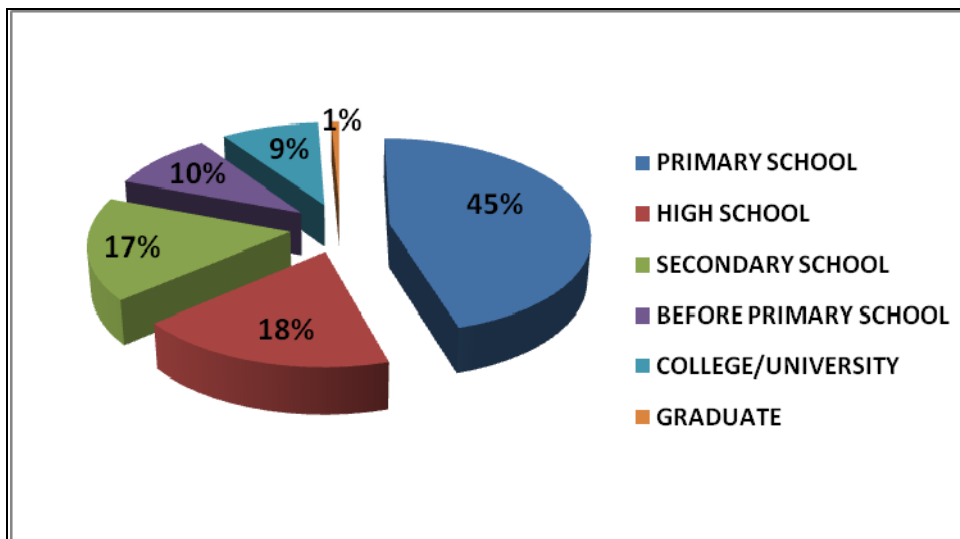


Figure 4.13 The Pie Chart of Students According to Father’s Educational Status

That 55 % of students’ fathers are graduates of primary school or less is a very remarkable distribution. As it can be seen in **Figure 4.13**, only 9 % of students’ fathers graduated from a higher education institution. This and the other percentiles of 18 % high school, 17 % secondary school, and 9 % primary school

graduates reveal the low educational level of fathers of high school students in Ağrı province.

Table 4.14 Distribution of the Students According to Mother's Educational Status

	FREQUENCY	PERCENTAGE (%)
BEFORE PRIMARY SCHOOL	269	38,2
PRIMARY SCHOOL	340	48,3
SECONDARY SCHOOL	50	7,1
HIGH SCHOOL	33	4,7
COLLEGE/UNIVERSITY	12	1,7
TOTAL	704	100,0

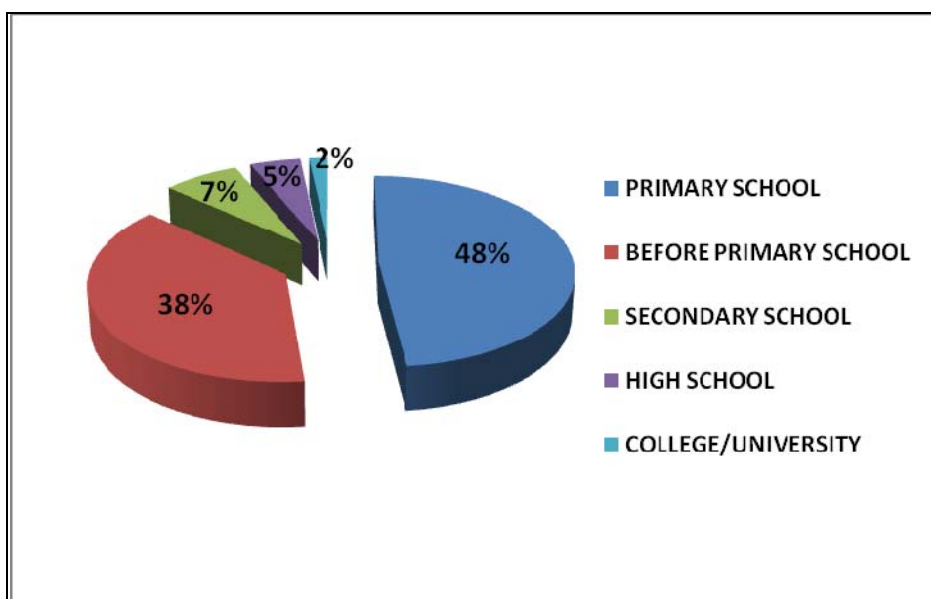


Figure 4.14 The Pie Chart of Students According to Mother's Educational Status

As it can be seen in **Figure 4.14**, 38 % of students' mothers did not attend even primary school. Also, 48 % of students' mothers graduated from primary school. According to these distributions students' mother's educational level is lower

than their fathers' educational level and the **Figure 4.11** is related to this pie chart since it shows that 94 % of students' mothers are housewives.

Table 4.15 Distribution of the Students According to the Possession of Room

	FREQUENCY	PERCENTAGE (%)
YES	291	41,3
NO	413	58,7
TOTAL	704	100,0

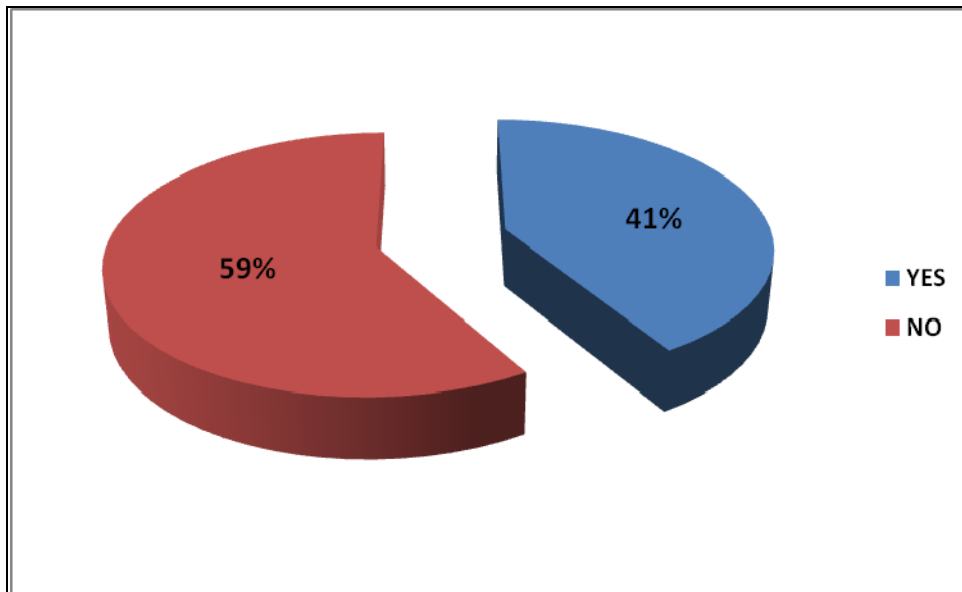


Figure 4.15 The Pie Chart of Students According to Possession of Room

According to **Figure 4.15**, 41 % of students, who participated in the questionnaire, have their own room while 59 % do not. The relationship between ATE and students' possession of their own room is found out in data analysis chapter.

Table 4.16 Distribution of the Students According to the Possession of Computer

	FREQUENCY	PERCENTAGE (%)
YES	257	36,5
NO	447	63,5
TOTAL	704	100,0

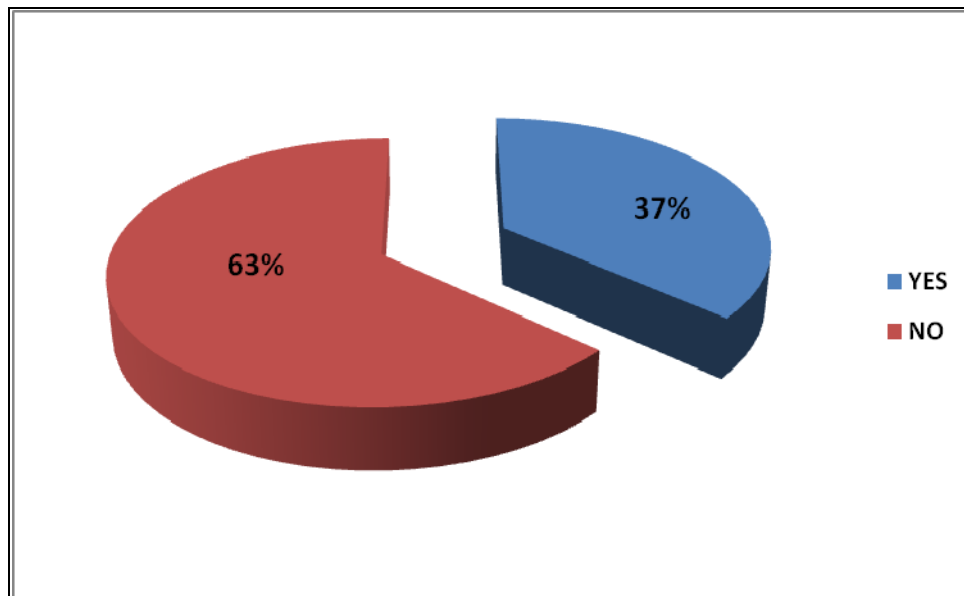


Figure 4.16 The Pie Chart of Students According to Possession of Computer

According to **Figure 4.16**, 37 % of students who participated in the questionnaire possess a computer while 59 % do not. The relationship between ATE and students' possession of computer is found out in data analysis chapter.

Table 4.17 Distribution of the Students According to the Number of Family Members

	FREQUENCY	PERCENTAGE (%)
1-3 MEMBERS	93	13,2
4-6 MEMBERS	232	33,0
7-9 MEMBERS	224	31,8
MORE THAN 9	155	22,0
TOTAL	704	100,0

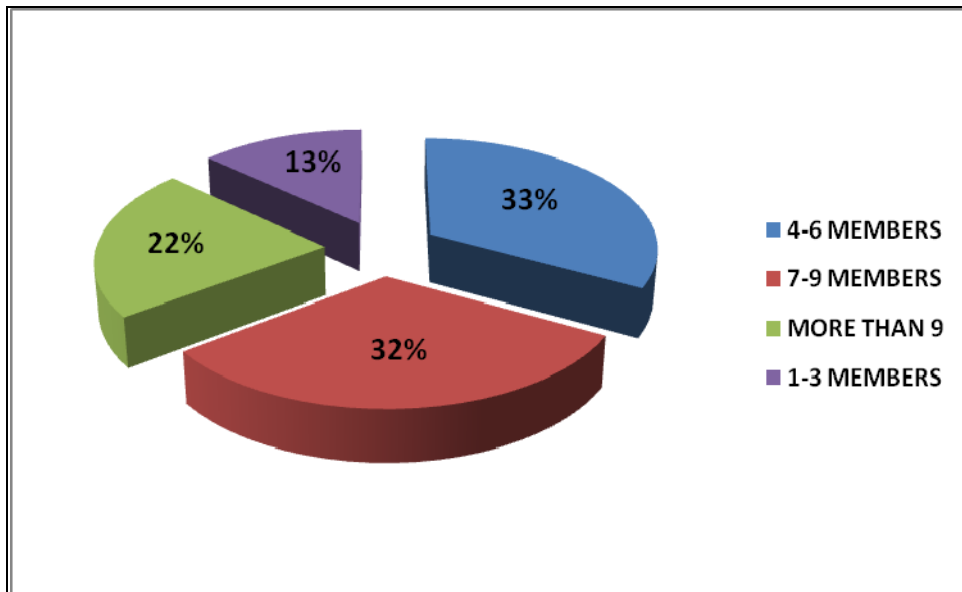


Figure 4.17 The Pie Chart of Students According to the Number of Family Members

Figure 4.17 demonstrates that most of the students who participated in the questionnaire have crowded families. 54 % of the students have crowded families from 7 members to 9, or more. This demonstration can be explained more elaborately by the help of sociological and cultural researches.

Table 4.18 Distribution of the Students According to the Interest in Watching Foreign Channels

	FREQUENCY	PERCENTAGE (%)
YES	323	45,9
NO	381	54,1
TOTAL	704	100,0

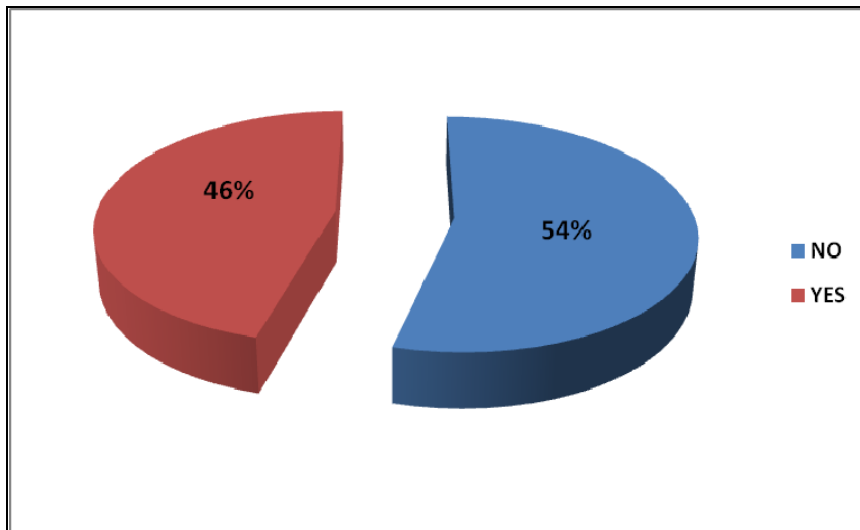


Figure 4.18 The Pie Chart of Students According to the Interest in Watching Foreign Channels

It can be observed in **Figure 4.18** that 46 % of students are interested in watching foreign channels on TV while 54 % are not. The relationship between their ATE and interest in watching foreign channels will be shown in data analysis and findings chapter.

Table 4.19 Distribution of the Students According to Interest in Watching Foreign Movies

	FREQUENCY	PERCENTAGE (%)
YES	326	46,3
NO	378	53,7
TOTAL	704	100,0

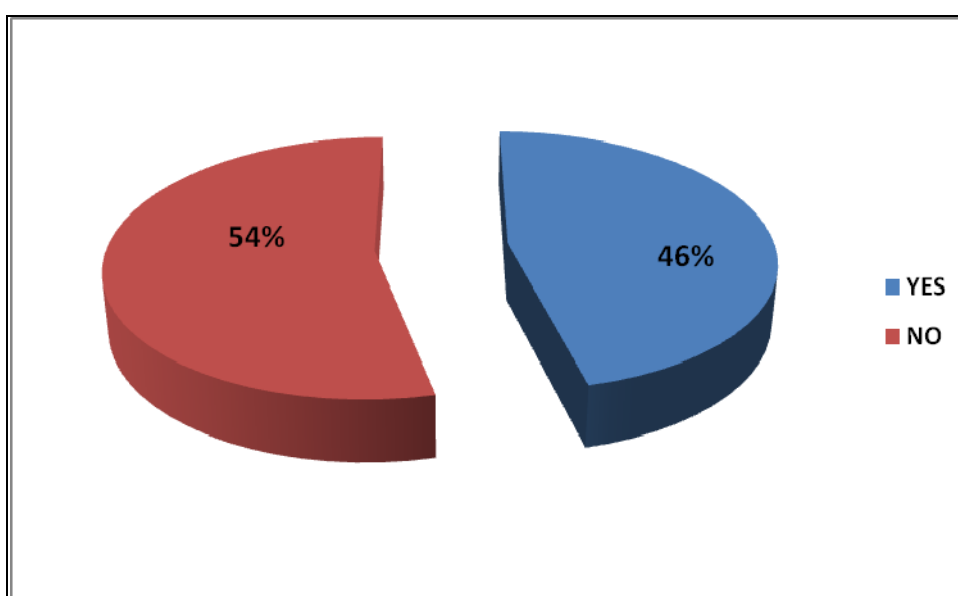


Figure 4.19 The Pie Chart of Students According to Interest in Watching Foreign Movies

It can be observed in **Figure 4.19** that 46 % of students are interested in watching foreign channels on TV while 54 % are not. It is remarkable that, the percentiles are the same with **Figure 4.18** which exhibits the students' interest in watching foreign TV channels. The relationship between ATE and interest in watching foreign movies will be shown elaborately in data analysis and findings chapter.

Table 4.20 Distribution of the Students According to the Attendance to a Private Course

	FREQUENCY	PERCENTAGE (%)
YES	45	6,4
NO	659	93,6
TOTAL	704	100,0

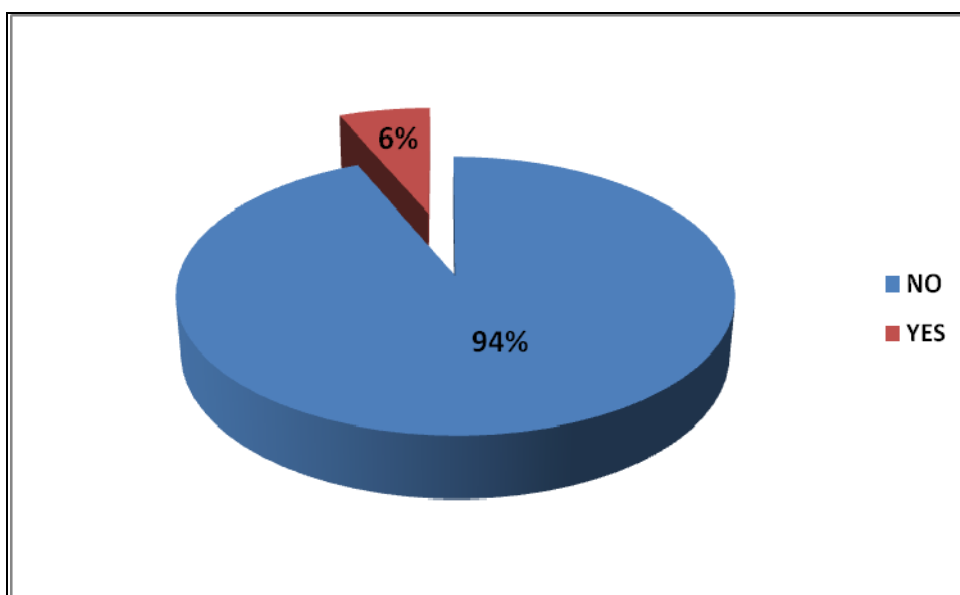


Figure 4.20 The Pie Chart of Students According to the Attendance to a Private Course

None of the students, except 6 % percentile, attend a private course to learn English. The students, who attend a private course, represent a little part of the pie and the relationship between ATE and attendance to a private course in order to learn English will be shown in data analysis and findings chapter.

4.1. The Analysis of Comparing ATE and Students' Personal Information

The technique to compare the students' ATE with the personal information of students is Chi-Square analysis. Chi-Square analysis is a non-parametric test which is used to determine whether there is a statistically significant relationship between two classifying variables or not within frequency and cross tables. In this test, it is hypothesized that there is a statistical independency between the variables. The hypothesis is tested by comparing the χ^2 in convenient degrees of freedom and significance level with the χ^2 calculated with table value. The formulas are used according to the source numbers of cross tables. Pearson, Yates or Fisher Chi-Square tests are applied according to the observation numbers in sources. In the cases that Pearson Chi-Square test is not convenient, other tests are used. In Pearson Chi-Square Test, the equation above is used for a r*c sized cross table (Sheskin, 2004)

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(f_{ij} - f_{ij}^1)^2}{f_{ij}^1}, \text{ Degree of Freedom}=(r-1).(c-1)$$

In the equation:

f_{ij} : The observed frequency value is in i. line and j. column in the cross table.

f_{ij}^1 : The expected frequency value is in i. line and j. column is the cross table.

4.1.1. The Relationship between ATE and School Type

The percentages and numbers of participants in each school type and their level of attitudes has been shown in **Table 4.21**.

Table 4.21 The Relationship between ATE and School Type

		SCHOOL TYPE					
		HIGH SCHOOL OF NATURAL AND APPLIED SCIENCES and ANATOLIAN HIGH SCHOOL OF TEACHER TRAINING	ANATOLIAN HIGH SCHOOL	GENERAL HIGH SCHOOL	VOCATIONAL HIGH SCHOOL	TOTAL	
SCORE	ATE VERY NEGATIVE	COUNT	2	10	4	0	16
		% SCORE	12,5%	62,5%	25,0%	,0%	100,0%
		% SCHOOL	1,1%	2,9%	4,3%	,0%	2,3%
		% TOTAL	,3%	1,4%	,6%	,0%	2,3%
ATE NEGATIVE		COUNT	98	171	40	42	351
		% SCORE	27,9%	48,7%	11,4%	12,0%	100,0%
		% SCHOOL	54,1%	49,0%	42,6%	52,5%	49,9%
		% TOTAL	13,9%	24,3%	5,7%	6,0%	49,9%
ATE PARTLY POSITIVE		COUNT	72	152	40	33	297
		% SCORE	24,2%	51,2%	13,5%	11,1%	100,0%
		% SCHOOL	39,8%	43,6%	42,6%	41,3%	42,2%
		% TOTAL	10,2%	21,6%	5,7%	4,7%	42,2%
ATE POSITIVE		COUNT	7	16	9	5	37
		% SCORE	18,9%	43,2%	24,3%	13,5%	100,0%
		% SCHOOL	3,9%	4,6%	9,6%	6,3%	5,3%
		% TOTAL	1,0%	2,3%	1,3%	,7%	5,3%
ATE VERY POSITIVE		COUNT	2	0	1	0	3
		% SCORE	66,7%	,0%	33,3%	,0%	100,0%
		% SCHOOL	1,1%	,0%	1,1%	,0%	,4%
		% TOTAL	,3%	,0%	,1%	,0%	,4%
TOTAL		COUNT	181	349	94	80	704
		% SCORE	25,7%	49,6%	13,4%	11,4%	100,0%
		% SCHOOL	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	25,7%	49,6%	13,4%	11,4%	100,0%

ATE: Attitude Towards English

As it can be seen in **Table 4.21**, 48 %, 7 of students, who have negative ATE, are Anatolian High School students. On the other hand the analysis revealed that, there is no very negative ATE in the Vocational High School. The analyses also

indicate that students, who have very positive ATE, are studying at schools other than Anatolian High Schools and Vocational High School.

Table 4.22 Chi-Square Test for the Relationship between ATE and school type

CHI-SQUARE TEST			
	VALUE	DEGREES OF FREEDOM	p VALUE
Pearson Chi-Square	16,460	12	,171
Likelihood Ratio	18,567	12	,100
Linear Correction	,929	1	,335
Observation Count	704		

With regard to **Table 4.22**, the p value of Pearson Chi-square is 0,171. It can be said with 5 % margin of error that, there is no significant statistical relationship ($p > \alpha = 0,05$) between ATE and school type variables (p: probability value, α :significance level).

4.1.2. The Relationship between ATE and Grade

Table 4.23 The Relationship between ATE and Grade

SCORE	ATE VERY	COUNT	GRADE				TOTAL
			9	10	11	12	
			5	8	1	2	16
	NEGATIVE	% SCORE	31,3%	50,0%	6,3%	12,5%	100,0%
		% GRADE	2,0%	3,4%	,7%	2,4%	2,3%
		% TOTAL	,7%	1,1%	,1%	,3%	2,3%
	ATE NEGATIVE	COUNT	139	110	64	38	351
		% SCORE	39,6%	31,3%	18,2%	10,8%	100,0%
		% GRADE	56,7%	47,0%	44,8%	46,3%	49,9%
		% TOTAL	19,7%	15,6%	9,1%	5,4%	49,9%
	ATE PARTY	COUNT	91	104	68	34	297
	POSITIVE	% SCORE	30,6%	35,0%	22,9%	11,4%	100,0%
		% GRADE	37,1%	44,4%	47,6%	41,5%	42,2%
		% TOTAL	12,9%	14,8%	9,7%	4,8%	42,2%
	ATE POSITIVE	COUNT	8	11	10	8	37
		% SCORE	21,6%	29,7%	27,0%	21,6%	100,0%
		% GRADE	3,3%	4,7%	7,0%	9,8%	5,3%
		% TOTAL	1,1%	1,6%	1,4%	1,1%	5,3%
	ATE VERY	COUNT	2	1	0	0	3
	POSITIVE	% SCORE	66,7%	33,3%	,0%	,0%	100,0%
		% GRADE	,8%	,4%	,0%	,0%	,4%
		% TOTAL	,3%	,1%	,0%	,0%	,4%
		COUNT	245	234	143	82	704
	TOTAL	% SCORE	34,8%	33,2%	20,3%	11,6%	100,0%
		% GRADE	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	34,8%	33,2%	20,3%	11,6%	100,0%

ATE: Attitude Towards English

According to **Table 4.23**, the students, who have very positive ATE, are other than 11th and 12th grades. Two students in 9th grade and one student in 10th grade have very positive ATE. The table also reveals that, students, who have positive attitudes, are almost equally distributed in 9th, 10th, 11th and 12nd grades. Additionally, according to the **Table 4.23**, most of the students, who have very negative ATE, are 9th and 10th grade students.

Table 4.24 Chi-Square Test for the Relationship between ATE and Grade

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	17,178	12	,143
Likelihood Ratio	17,887	12	,119
Linear Correction	6,086	1	,014
Observation Count	704		

Table 4.24 reveals that, the p value of Pearson Chi-square is 0,143. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and grade ($p > \alpha = 0,05$).

4.1.3. The Relationship between ATE and Gender

Table 4.25 The Relationship between ATE and Gender

SCORE	ATE VERY	COUNT	GENDER		
			FEMALE	MALE	TOTAL
	NEGATIVE	COUNT	6	10	16
		% SCORE	37,5%	62,5%	100,0%
		% GENDER	2,0%	2,4%	2,3%
		% TOTAL	,9%	1,4%	2,3%
	ATE NEGATIVE	COUNT	133	218	351
		% SCORE	37,9%	62,1%	100,0%
		% GENDER	45,4%	53,0%	49,9%
		% TOTAL	18,9%	31,0%	49,9%
	ATE PARTLY	COUNT	128	169	297
	POSITIVE	% SCORE	43,1%	56,9%	100,0%
		% GENDER	43,7%	41,1%	42,2%
		% TOTAL	18,2%	24,0%	42,2%
	ATE POSITIVE	COUNT	26	11	37
		% SCORE	70,3%	29,7%	100,0%
		% GENDER	8,9%	2,7%	5,3%
		% TOTAL	3,7%	1,6%	5,3%
	ATE VERY	COUNT	0	3	3
	POSITIVE	% SCORE	,0%	100,0%	100,0%
		% GENDER	,0%	,7%	,4%
		% TOTAL	,0%	,4%	,4%
		COUNT	293	411	704
	TOTAL	% SCORE	41,6%	58,4%	100,0%
		% GENDER	100,0%	100,0%	100,0%
		% TOTAL	41,6%	58,4%	100,0%

ATE: Attitude Towards English

The most remarkable analysis of **Table 4.25** is that, all of the students, who have very positive ATE, are male. However, in general, female students' attitudes are rather positive with respect to male students.

Table 4.26 Chi-Square Test for the Relationship between ATE and gender

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	17,025	4	0.002
Likelihood Ratio	18,025	4	0.001
Linear Correction	6,943	1	0.008
Observation Count	704		

Table 4.26 exhibits that, the p value of Pearson Chi-square is 0,002. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and gender ($p > \alpha = 0,05$). This relationship:

Table 4.27 Eta table showing the relationship between ATE and gender

Eta	SCORE	
	If dependent	,612
	GENDER	
	If dependent	,549

is determined by Eta coefficient. Eta coefficient, 0612, is taken into account since attitude scale score is dependent to gender. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship it has been determined that, female students have more positive ATE than male students.

4.1.4. The Relationship between ATE and Graduation Type

Table 4.28 The Relationship between ATE and Graduation Type

SCORE	ATE VERY	COUNT	SCHOOL TYPE OF GRADUATION		
			PUBLIC	PRIVATE	TOTAL
NEGATIVE		15	1		16
	% SCORE	93,8%	6,3%		100,0%
	% SCHOOL TYPE OF GRADUATION	2,2%	7,7%		2,3%
ATE NEGATIVE	% TOTAL	2,1%	,1%		2,3%
	COUNT	347	4		351
	% SCORE	98,9%	1,1%		100,0%
ATE PARTLY POSITIVE	% SCHOOL TYPE OF GRADUATION	50,2%	30,8%		49,9%
	% TOTAL	49,3%	,6%		49,9%
	COUNT	289	8		297
ATE POSITIVE	% SCORE	97,3%	2,7%		100,0%
	% SCHOOL TYPE OF GRADUATION	41,8%	61,5%		42,2%
	% TOTAL	41,1%	1,1%		42,2%
ATE VERY POSITIVE	COUNT	37	0		37
	% SCORE	100,0%	,0%		100,0%
	% SCHOOL TYPE OF GRADUATION	5,4%	,0%		5,3%
TOTAL	% TOTAL	5,3%	,0%		5,3%
	COUNT	3	0		3
	% SCORE	100,0%	,0%		100,0%
TOTAL	% SCHOOL TYPE OF GRADUATION	,4%	,0%		,4%
	% TOTAL	,4%	,0%		,4%
	COUNT	691	13		704
TOTAL	% SCORE	98,2%	1,8%		100,0%
	% SCHOOL TYPE OF GRADUATION	100,0%	100,0%		100,0%
	% TOTAL	98,2%	1,8%		100,0%

ATE: Attitude Towards English

Table 4.28 exhibits that, only one student, who has very negative ATE, has graduated from a private elementary school. On the other hand only 1,1 % of students, who have negative ATE, have graduated from a private elementary

school. All of the students (100%), who have positive and very positive ATE have graduated from public primary schools.

Table 4.29 Chi-Square Test for the Relationship between ATE and graduation type

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	4,608	4	,330
Likelihood Ratio	4,703	4	,319
Linear Correction	,014	1	,905
Observation Count	704		

According to **Table 4.29**, the p value of Pearson Chi-square is 0,330. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and graduation type ($p > \alpha = 0,05$).

4.1.5. The Relationship between ATE and Taking English Course

Table 4.30 The Relationship between ATE and Taking English Course

SCORE	ATE		ENGLISH COURSE TAKING AT ELEMENTARY SCHOOL		
			YES	NO	TOTAL
	VERY	COUNT	16	0	16
	NEGATIVE	% PUAN	100,0%	,0%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	2,4%	,0%	2,3%
		% TOTAL	2,3%	,0%	2,3%
	ATE	COUNT	338	13	351
	NEGATIVE	% SCORE	96,3%	3,7%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	50,4%	39,4%	49,9%
		% TOTAL	48,0%	1,8%	49,9%
	ATE PARTLY	COUNT	283	14	297
	POSITIVE	% SCORE	95,3%	4,7%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	42,2%	42,4%	42,2%
		% TOTAL	40,2%	2,0%	42,2%
	ATE	COUNT	32	5	37
	POSITIVE	% SCORE	86,5%	13,5%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	4,8%	15,2%	5,3%
		% TOTAL	4,5%	,7%	5,3%
	ATE VERY	COUNT	2	1	3
	POSITIVE	% SCORE	66,7%	33,3%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	,3%	3,0%	,4%
		% TOTAL	,3%	,1%	,4%
		COUNT	671	33	704
	TOTAL	% SCORE	95,3%	4,7%	100,0%
		% TAKING ENGLISH COURSE AT PRIMARY SCHOOL	100,0%	100,0%	100,0%
		% TOTAL	95,3%	4,7%	100,0%

ATE: Attitude Towards English

As it can be seen in **Table 4.30**, all of the students, who have very negative ATE, took English course at primary school.

Table 4.31 Chi-Square Test for the Relationship between ATE and Taking English Course

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	13,509	4	,009
Likelihood Ratio	9,216	4	,056
Linear Correction	7,362	1	,007
Observation Count	704		

According to the **Table 4.31**, the p value of Pearson Chi-square is 0,009. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and students' taking English course at primary school ($p < \alpha = 0,05$). This relationship;

Table 4.32 Eta table showing the relationship between ATE and taking English course at primary school

Eta	SCORE	,702
	When dependent	
	TAKING ENGLISH COURSE	
	AT ELEMENTARY SCHOOL	,639
	When dependent	

is determined by Eta coefficient. Eta coefficient, 0702, is taken into account since attitude scale score is dependent to taking English course at primary school. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined that, students, who took English course at primary school, have revealed their attitudes towards English as a foreign language more clearly than the ones who did not take English course. Furthermore, an average range is observed

from ATE very negative to ATE very positive for the students who took English course at primary school.

4.1.6. The Relationship between ATE and the Years Students Took English Course

Table 4.33 The Relationship between ATE and the Years Students Took English Course

			YEARS STUDENTS TOOK ENGLISH COURSE					
			0 YEAR	1-2 YEARS	3-4 YEARS	5 YEARS	8 YEARS	TOTAL
SCORE	ATE VERY NEGATIVE	COUNT	0	1	5	6	4	16
		% SCORE	,0%	6,3%	31,3%	37,5%	25,0%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	,0%	1,8%	2,7%	1,7%	5,4%	2,3%
		% TOTAL	,0%	,1%	,7%	,9%	,6%	2,3%
ATE NEGATIVE	COUNT		13	33	80	188	37	351
		% SCORE	3,7%	9,4%	22,8%	53,6%	10,5%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	39,4%	57,9%	43,5%	52,8%	50,0%	49,9%
		% TOTAL	1,8%	4,7%	11,4%	26,7%	5,3%	49,9%
ATE PARTLY POSITIVE	SAYI		14	22	86	144	31	297
		% SCORE	4,7%	7,4%	29,0%	48,5%	10,4%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	42,4%	38,6%	46,7%	40,4%	41,9%	42,2%
		% TOTAL	2,0%	3,1%	12,2%	20,5%	4,4%	42,2%
ATE POSITIVE	COUNT		5	1	12	17	2	37
		% SCORE	13,5%	2,7%	32,4%	45,9%	5,4%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	15,2%	1,8%	6,5%	4,8%	2,7%	5,3%
		% TOTAL	,7%	,1%	1,7%	2,4%	,3%	5,3%
ATE VERY POSITIVE	COUNT		1	0	1	1	0	3
		% SCORE	33,3%	,0%	33,3%	33,3%	,0%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	3,0%	,0%	,5%	,3%	,0%	,4%
		% TOTAL	,1%	,0%	,1%	,1%	,0%	,4%
TOTAL	COUNT		33	57	184	356	74	704
		% SCORE	4,7%	8,1%	26,1%	50,6%	10,5%	100,0%
		% YEARS STUDENTS TOOK ENGLISH COURSE	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	4,7%	8,1%	26,1%	50,6%	10,5%	100,0%

ATE: Attitude Towards English

As the table reveals, students, who have very negative ATE, took English course at primary school. 46 % of the students, who have positive ATE, took English course for five years at primary school. 53 % of students, who have negative ATE, also took English course for five years. Students, who took English course at primary school for one and two or eight years, are those other than the students who have very positive ATE.

Table 4.34 Chi-square Test for the Relationship between ATE and the Years Students Took English Course

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	24,794	16	,044
Likelihood Ratio	20,820	16	,186
Linear Correction	5,055	1	,025
Observation Count	704		

According to the **Table 4.34**, the p value of Pearson Chi-square is 0,044. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and the years English course was taken ($p < \alpha = 0,05$). This relationship;

Table 4.35 Gamma Test for the Relationship between ATE and the Years Students Took English Course

	VALUE	P VALUE
GAMMA	-0,601	0,049
OBSERVATION	704	

is determined by Gamma coefficient since both of the variables are ordered variables. The Gamma coefficient is $-0,601$, which demonstrates a strong

relationship due to being proximate to -1 and having negative direction. In other terms, seeing that the coefficient is proximate to -1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it can be said with 5 % margin of error that, the higher ATE the students have, the less number of years students took English course and the lower ATE the students have, the more number of years the students took English course.

4.1.7. The Relationship between ATE and Sibling Number

Table 4.36 The Relationship between ATE and Sibling Number

			SIBLING NUMBER				
SCORE	ATE VERY	COUNT	0-1	2-3	4-5	5+	TOTAL
	NEGATIVE	COUNT	1	1	4	10	16
		% SCORE	6,3%	6,3%	25,0%	62,5%	100,0%
		% SIBLING NUMBER	2,9%	,9%	1,6%	3,2%	2,3%
		% TOTAL	,1%	,1%	,6%	1,4%	2,3%
	ATE NEGATIVE	COUNT	14	64	119	154	351
		% SCORE	4,0%	18,2%	33,9%	43,9%	100,0%
		% SIBLING NUMBER	41,2%	54,7%	49,0%	49,7%	49,9%
		% TOTAL	2,0%	9,1%	16,9%	21,9%	49,9%
	ATE PARTLY	COUNT	19	46	102	130	297
	POSITIVE	% SCORE	6,4%	15,5%	34,3%	43,8%	100,0%
		% SIBLING NUMBER	55,9%	39,3%	42,0%	41,9%	42,2%
		% TOTAL	2,7%	6,5%	14,5%	18,5%	42,2%
	ATE POSITIVE	COUNT	0	6	17	14	37
		% SCORE	,0%	16,2%	45,9%	37,8%	100,0%
		% SIBLING NUMBER	,0%	5,1%	7,0%	4,5%	5,3%
		% TOTAL	,0%	,9%	2,4%	2,0%	5,3%
	ATE VERY	COUNT	0	0	1	2	3
	POSITIVE	% SCORE	,0%	,0%	33,3%	66,7%	100,0%
		% SIBLING NUMBER	,0%	,0%	,4%	,6%	,4%
		% TOTAL	,0%	,0%	,1%	,3%	,4%
	TOTAL	COUNT	34	117	243	310	704
		% SCORE	4,8%	16,6%	34,5%	44,0%	100,0%
		% SIBLING NUMBER	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	4,8%	16,6%	34,5%	44,0%	100,0%

ATE: Attitude Towards English

Table 4.36 shows that, 62,5 % of the students, who have very negative ATE, and 66,7 % of the students, who have very positive ATE, have more than five siblings. Among the students, who have positive ATE and very positive ATE, there are not any students who have one or no siblings.

Table 4.37 The Chi-square Test for The Relationship between ATE and Sibling Number

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	10,120	12	,605
Likelihood Ratio	12,488	12	,407
Linear Correction	,057	1	,811
Observation Count	704		

The p value of Pearson Chi-square is 0,605. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and number of siblings ($p > \alpha = 0,05$).

4.1.8. The Relationship between ATE and Place of Residence

Table 4.38 The Relationship between ATE and Place of Residence

SCORE	ATE		PLACE OF RESIDENCE					TOTAL
			WITH FAMILY	PUBLIC DORM	PRIVATE DORM	OTHERS	OWN HOME	
VERY NEGATIVE		COUNT	10	6	0	0	0	16
		% SCORE	62,5%	37,5%	,0%	,0%	,0%	100,0%
		% PLACE OF RESIDENCE	2,2%	2,9%	,0%	,0%	,0%	2,3%
NEGATIVE		% TOTAL	1,4%	,9%	,0%	,0%	,0%	2,3%
		COUNT	234	100	11	4	2	351
		% SCORE	66,7%	28,5%	3,1%	1,1%	,6%	100,0%
PARTLY POSITIVE		% PLACE OF RESIDENCE	50,8%	48,5%	45,8%	40,0%	66,7%	49,9%
		% TOTAL	33,2%	14,2%	1,6%	,6%	,3%	49,9%
		COUNT	190	89	12	5	1	297
POSITIVE		% SCORE	64,0%	30,0%	4,0%	1,7%	,3%	100,0%
		% PLACE OF RESIDENCE	41,2%	43,2%	50,0%	50,0%	33,3%	42,2%
		% TOTAL	27,0%	12,6%	1,7%	,7%	,1%	42,2%
VERY POSITIVE		COUNT	26	9	1	1	0	37
		% SCORE	70,3%	24,3%	2,7%	2,7%	,0%	100,0%
		% PLACE OF RESIDENCE	5,6%	4,4%	4,2%	10,0%	,0%	5,3%
TOTAL		% TOTAL	3,7%	1,3%	,1%	,1%	,0%	5,3%
		COUNT	1	2	0	0	0	3
		% SCORE	33,3%	66,7%	,0%	,0%	,0%	100,0%
TOTAL		% PLACE OF RESIDENCE	,2%	1,0%	,0%	,0%	,0%	,4%
		% TOTAL	,1%	,3%	,0%	,0%	,0%	,4%
		COUNT	461	206	24	10	3	704
TOTAL		% SCORE	65,5%	29,3%	3,4%	1,4%	,4%	100,0%
		% PLACE OF RESIDENCE	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	65,5%	29,3%	3,4%	1,4%	,4%	100,0%

ATE: Attitude Towards English

As it can be seen in **Table 4.38**, all of the students, who have very negative ATE, stay at public dorm and with their family. All of the students, who have very positive ATE, stay at public dorm and with their family. 70, 3 % of the students, who have positive ATE, stay with their family.

Table 4.39 Chi-square Test for the Relation between ATE and Place of Residence

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	5,668	16	,991
Likelihood Ratio	6,421	16	,983
Linear Correction	,359	1	,549
Observation Count	704		

The p value of Pearson Chi-square is 0,991. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and students' place of residence ($p > \alpha = 0,05$).

4.1.9. The Relationship between ATE and Parents' Place of Residence

Table 4.40 The Relationship between ATE and Parents' Place of Residence

SCORE	ATE VERY NEGATIVE	COUNT	PARENTS' PLACE OF RESIDENCE			TOTAL
			CITY CENTRE	TOWN CENTRE	VILLAGE	
			3	2	11	16
		% SCORE	18,8%	12,5%	68,8%	100,0%
		% PARENTS' PLACE OF RESIDENCE	1,3%	1,8%	3,0%	2,3%
		% TOTAL	,4%	,3%	1,6%	2,3%
	ATE NEGATIVE	COUNT	50	22	279	351
		% SCORE	14,2%	6,3%	79,5%	100,0%
		% PARENTS' PLACE OF RESIDENCE	21,8%	19,6%	76,9%	49,9%
		% TOTAL	7,1%	3,1%	39,6%	49,9%
	ATE PARTLY POSITIVE	COUNT	150	83	64	297
		% SCORE	50,5%	27,9%	21,5%	100,0%
		% PARENTS' PLACE OF RESIDENCE	65,5%	74,1%	17,6%	42,2%
		% TOTAL	21,3%	11,8%	9,1%	42,2%
	ATE POSITIVE	COUNT	24	4	9	37
		% SCORE	64,9%	10,8%	24,3%	100,0%
		% PARENTS' PLACE OF RESIDENCE	10,5%	3,6%	2,5%	5,3%
		% TOTAL	3,4%	,6%	1,3%	5,3%
	ATE VERY POSITIVE	COUNT	2	1	0	3
		% SCORE	66,7%	33,3%	,0%	100,0%
		% PARENTS' PLACE OF RESIDENCE	,9%	,9%	,0%	,4%
		% TOTAL	,3%	,1%	,0%	,4%
		COUNT	229	112	363	704
	TOTAL	% SCORE	32,5%	15,9%	51,6%	100,0%
		% PARENTS' PLACE OF RESIDENCE	100,0%	100,0%	100,0%	100,0%
		% TOTAL	32,5%	15,9%	51,6%	100,0%

ATE: Attitude Towards English

Parents of 68, 8 % of students, who have very negative ATE, and parents of 79, 5 % of students, who have negative ate, reside at a village. Parents of students, who have very positive ATE, do not reside at a village.

Table 4.41 Chi-square Test for Relationship between ATE and Parents' Place of Residence

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	241,088	8	,000
Likelihood Ratio	254,705	8	,000
Linear Correction	164,392	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and parents' place of residence ($p < \alpha = 0,05$). This relationship;

Table 4.42 Eta Test for Relationship between ATE and Parents' Place of Residence

Eta	SCORE	,509
	When dependent	
	PARENTS' PLACE OF RESIDENCE	,532
	When dependent	

is determined by Eta coefficient. Eta coefficient, 0509, is taken into account since attitude scale score is dependent to parents' place of residence. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined that, students, whose parents reside at a village, have lower ATE than the students whose parents reside at town center or city center. And it can be said with 5 % margin of error, students, whose parents reside at city center, have higher ATE in comparison with others.

4.1.10. The Relationship between ATE and Father's Occupation

Table 4.43 The Relationship between ATE and Students' Father's Occupation

SCORE	ATE VERY NEGATIVE	COUNT	FATHER'S OCCUPATION					TOTAL
			OFFICER	TRADES MEN	WORKER	SELF- EMPLOYED	UNEMPLOYED	
		4	2	3	5	2	16	
		% SCORE	25,0%	12,5%	18,8%	31,3%	12,5%	100,0%
		% FATHER'S OCCUPATION	2,4%	1,9%	2,8%	2,2%	2,1%	2,3%
		% TOTAL	,6%	,3%	,4%	,7%	,3%	2,3%
	ATE NEGATIVE	COUNT	82	43	58	119	49	351
		% SCORE	23,4%	12,3%	16,5%	33,9%	14,0%	100,0%
		% FATHER'S OCCUPATION	48,8%	41,7%	54,2%	51,7%	51,0%	49,9%
		% TOTAL	11,6%	6,1%	8,2%	16,9%	7,0%	49,9%
	ATE PARTLY POSITIVE	COUNT	71	53	40	97	36	297
		% TOTAL	23,9%	17,8%	13,5%	32,7%	12,1%	100,0%
		% FATHER'S OCCUPATION	42,3%	51,5%	37,4%	42,2%	37,5%	42,2%
		% TOTAL	10,1%	7,5%	5,7%	13,8%	5,1%	42,2%
	ATE POSITIVE	COUNT	9	5	6	8	9	37
		% SCORE	24,3%	13,5%	16,2%	21,6%	24,3%	100,0%
		% FATHER'S OCCUPATION	5,4%	4,9%	5,6%	3,5%	9,4%	5,3%
		% TOTAL	1,3%	,7%	,9%	1,1%	1,3%	5,3%
	ATE VERY POSITIVE	COUNT	2	0	0	1	0	3
		% SCORE	66,7%	,0%	,0%	33,3%	,0%	100,0%
		% FATHER'S OCCUPATION	1,2%	,0%	,0%	,4%	,0%	,4%
		% TOTAL	,3%	,0%	,0%	,1%	,0%	,4%
		COUNT	168	103	107	230	96	704
	TOTAL	% SCORE	23,9%	14,6%	15,2%	32,7%	13,6%	100,0%
		% FATHER'S OCCUPATION	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	23,9%	14,6%	15,2%	32,7%	13,6%	100,0%

ATE: Attitude Towards English

With regard to **Table 4.43**, fathers of students, who have very positive ATE, are either officer or self-employed. Fathers of 31,3 % of students, who have very negative ATE, are self-employed. Fathers of students, who have positive ATE, are almost equally distributed in terms of occupation.

Table 4.44 Chi-square Test for the Relationship between ATE and Father's Occupation

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	13,541	16	,633
Likelihood Ratio	13,646	16	,625
Linear Correction	,623	1	,430
Observation Count	704		

The p value of Pearson Chi-square is 0,633. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and father's occupation ($p > \alpha = 0,05$).

4.1.11. The Relationship between the ATE and Mother's Occupation

Table 4.45 The Relationship between the ATE and Mother's Occupation

SCORE	ATE VERY	COUNT	MOTHER'S OCCUPATION				TOTAL
			OFFICER	WOMEN	WORKER	HOUSEWIFE	
NEGATIVE		COUNT	0	0	1	15	16
		% SCORE	,0%	,0%	6,3%	93,8%	100,0%
		% MOTHER'S OCCUPATION	,0%	,0%	7,1%	2,3%	2,3%
		% TOTAL	,0%	,0%	,1%	2,1%	2,3%
ATE NEGATIVE		COUNT	10	3	6	332	351
		% SCORE	2,8%	,9%	1,7%	94,6%	100,0%
		% MOTHER'S OCCUPATION	52,6%	37,5%	42,9%	50,1%	49,9%
		% TOTAL	1,4%	,4%	,9%	47,2%	49,9%
ATE PARTLY POSITIVE		COUNT	8	5	7	277	297
		% SCORE	2,7%	1,7%	2,4%	93,3%	100,0%
		% MOTHER'S OCCUPATION	42,1%	62,5%	50,0%	41,8%	42,2%
		% TOTAL	1,1%	,7%	1,0%	39,3%	42,2%
ATE POSITIVE		COUNT	1	0	0	36	37
		% SCORE	2,7%	,0%	,0%	97,3%	100,0%
		% MOTHER'S OCCUPATION	5,3%	,0%	,0%	5,4%	5,3%
		% TOTAL	,1%	,0%	,0%	5,1%	5,3%
ATE VERY POSITIVE		COUNT	0	0	0	3	3
		% SCORE	,0%	,0%	,0%	100,0%	100,0%
		% MOTHER'S OCCUPATION	,0%	,0%	,0%	,5%	,4%
		% TOTAL	,0%	,0%	,0%	,4%	,4%
TOTAL		COUNT	19	8	14	663	704
		% SCORE	2,7%	1,1%	2,0%	94,2%	100,0%
		% MOTHER'S OCCUPATION	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	2,7%	1,1%	2,0%	94,2%	100,0%

ATE: Attitude Towards English

It can be referred according to **Table 4.25** that, mothers of students who have very positive ATE, are housewives. Also, mothers of students who have positive ATE, are others than the students whose mother is tradeswomen and

workers. Mothers of 93,8 %of students, who have very negative ATE, are housewives.

Table 4.46 Chi-square Test for the Relationship between ATE and Mother's Occupation

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	4,884	12	,962
Likelihood Ratio	6,210	12	,905
Linear Correction	,012	1	,914
Observation Count	704		

The p value of Pearson Chi-square is 0,962. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and mother's occupation ($p > \alpha = 0,05$).

4.1.12. The Relationship between ATE and Parents' Monthly Income

Table 4.47 The Relationship between the ATE and Parents' Monthly Income

SCORE	ATE VERY	COUNT	PARENTS MONTHLY INCOME				TOTAL
			0-500 TL	501-1000 TL	1001-2000 TL	2001 TL or more	
	NEGATIVE	COUNT	11	2	3	0	16
		% SCORE	68,8%	12,5%	18,8%	,0%	100,0%
		% PARENTS' MONTHLY INCOME	4,6%	1,0%	1,3%	,0%	2,3%
		% TOTAL	1,6%	,3%	,4%	,0%	2,3%
	ATE NEGATIVE	COUNT	178	80	82	11	351
		% TOTAL	50,7%	22,8%	23,4%	3,1%	100,0%
		% PARENTS' MONTHLY INCOME	73,9%	39,4%	36,3%	32,4%	49,9%
		% TOTAL	25,3%	11,4%	11,6%	1,6%	49,9%
	ATE PARTLY POSITIVE	COUNT	49	104	128	16	297
		% SCORE	16,5%	35,0%	43,1%	5,4%	100,0%
		% PARENTS' MONTHLY INCOME	20,3%	51,2%	56,6%	47,1%	42,2%
		% TOTAL	7,0%	14,8%	18,2%	2,3%	42,2%
	ATE POSITIVE	COUNT	3	17	11	6	37
		% SCORE	8,1%	45,9%	29,7%	16,2%	100,0%
		% PARENTS' MONTHLY INCOME	1,2%	8,4%	4,9%	17,6%	5,3%
		% TOTAL	,4%	2,4%	1,6%	,9%	5,3%
	ATE VERY POSITIVE	COUNT	0	0	2	1	3
		% SCORE	,0%	,0%	66,7%	33,3%	100,0%
		% PARENTS' MONTHLY INCOME	,0%	,0%	,9%	2,9%	,4%
		% TOTAL	,0%	,0%	,3%	,1%	,4%
	TOTAL	COUNT	241	203	226	34	704
		% SCORE	34,2%	28,8%	32,1%	4,8%	100,0%
		% PARENTS' MONTHLY INCOME	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	34,2%	28,8%	32,1%	4,8%	100,0%

ATE: Attitude Towards English

Parents of students, who have very negative ATE, do not earn more than 2001 TL a month. Parents of students, who have very positive ATE, are at lowest between 1001-2000 TL monthly income levels. Parental monthly income of most of the students, who have very negative ATE, and negative ATE, is between 0-500 TL.

Table 4.48 Chi-square Test for the Relationship between ATE and Parents' Monthly Income

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi Square	123,229	12	,000
Likelihood Ratio	124,000	12	,000
Linear Correction	80,721	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and parents' monthly income ($p < \alpha = 0,05$). This relationship;

Table 4.49 Gamma Test for Relationship between ATE and Parents' Monthly Income

	VALUE	P VALUE
GAMMA	0,577	0,000
OBSERVATION	704	

is determined by Gamma coefficient since both of the variables are ordered variables. The Gamma coefficient is 0,577, which demonstrates a strong relationship due to being proximate to 1 and having regular direction. With regard to this relationship, it can be referred with 5 % margin of error that, the higher monthly income is, the higher ATE is observed and the lower monthly income is, the lower ATE is observed.

4.1.13. The Relationship between the ATE and Father's Educational Status

Table 4.50 The Relationship between the ATE and Father's Educational Status

FATHER'S EDUCATIONAL STATUS

		BEFORE							
		PRIMARY	PRIMARY	SECONDARY	HIGH	COLLEGE/	GRADUATE	TOTAL	
SCORE	ATE VERY	COUNT	SCHOOL	SCHOOL	SCHOOL	SCHOOL	UNIVERSITY		
	NEGATIVE	0	10	0	5	1	0	16	
	% SCORE	,0%	62,5%	,0%	31,3%	6,3%	,0%	100,0%	
	% FATHER'S								
	EDUCATIONAL	,0%	3,1%	,0%	3,9%	1,6%	,0%	2,3%	
	STATUS								
	% TOTAL	,0%	1,4%	,0%	,7%	,1%	,0%	2,3%	
	COUNT	23	164	59	69	33	3	351	
	NEGATIVE	6,6%	46,7%	16,8%	19,7%	9,4%	,9%	100,0%	
	% SCORE								
	% FATHER'S								
	EDUCATIONAL	33,8%	51,3%	49,6%	53,5%	52,4%	60,0%	49,9%	
	STATUS								
	% TOTAL	3,3%	23,3%	8,4%	9,8%	4,7%	,4%	49,9%	
	COUNT	38	129	55	49	24	2	297	
	PARTLY	12,8%	43,4%	18,5%	16,5%	8,1%	,7%	100,0%	
	POSITIVE								
	% SCORE								
	% FATHER'S								
	EDUCATIONAL	55,9%	40,3%	46,2%	38,0%	38,1%	40,0%	42,2%	
	STATUS								
	% TOTAL	5,4%	18,3%	7,8%	7,0%	3,4%	,3%	42,2%	
	COUNT	7	16	4	6	4	0	37	
	POSITIVE	18,9%	43,2%	10,8%	16,2%	10,8%	,0%	100,0%	
	% SCORE								
	% FATHER'S								
	EDUCATIONAL	10,3%	5,0%	3,4%	4,7%	6,3%	,0%	5,3%	
	STATUS								
	% TOTAL	1,0%	2,3%	,6%	,9%	,6%	,0%	5,3%	
	COUNT	0	1	1	0	1	0	3	
	POSITIVE	,0%	33,3%	33,3%	,0%	33,3%	,0%	100,0%	
	% SCORE								
	% FATHER'S								
	EDUCATIONAL	,0%	,3%	,8%	,0%	1,6%	,0%	,4%	
	STATUS								
	% TOTAL	,0%	,1%	,1%	,0%	,1%	,0%	,4%	
	COUNT	68	320	119	129	63	5	704	
TOTAL	% SCORE	9,7%	45,5%	16,9%	18,3%	8,9%	,7%	100,0%	
	% FATHER'S								
	EDUCATIONAL	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	
	STATUS								
	% TOTAL	9,7%	45,5%	16,9%	18,3%	8,9%	,7%	100,0%	

ATE: Attitude Towards English

Fathers of 62, 5 % of students, who have very negative ATE, are graduates of primary school. Fathers of students, who have very positive ATE, are graduates of primary and secondary schools or university and college.

Table 4.51 Chi-square Test for the Relationship between ATE and Father's Educational Status

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	23,740	20	,254
Likelihood Ratio	27,514	20	,121
Linear Correction	2,452	1	,117
Observation Count	704		

The p value of Pearson Chi-square is 0,254. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and father's educational status ($p > \alpha = 0,05$).

4.1.14. The Relationship between ATE and Mother's Educational Status

Table 4.52 The Relationship between the ATE and Mother's Educational Status

			MOTHER'S EDUCATIONAL STATUS					
			BEFORE					
SCORE	ATE VERY	COUNT	PRIMARY	PRIMARY	SECONDARY	HIGH	COLLEGE/	TOTAL
	NEGATIVE	% SCORE	SCHOOL	SCHOOL	SCHOOL	SCHOOL	UNIVERSITY	
			6	6	2	2	0	16
			37,5%	37,5%	12,5%	12,5%	,0%	100,0%
		% MOTHER'S						
		EDUCATIONAL	2,2%	1,8%	4,0%	6,1%	,0%	2,3%
		STATUS						
		% TOTAL	,9%	,9%	,3%	,3%	,0%	2,3%
	ATE	COUNT	122	170	30	24	5	351
	NEGATIVE	% SCORE	34,8%	48,4%	8,5%	6,8%	1,4%	100,0%
		% MOTHER'S						
		EDUCATIONAL	45,4%	50,0%	60,0%	72,7%	41,7%	49,9%
		STATUS						
		% TOTAL	17,3%	24,1%	4,3%	3,4%	,7%	49,9%
	ATE	COUNT	121	149	15	7	5	297
	PARTLY	% SCORE	40,7%	50,2%	5,1%	2,4%	1,7%	100,0%
	POSITIVE	% MOTHER'S						
		EDUCATIONAL	45,0%	43,8%	30,0%	21,2%	41,7%	42,2%
		STATUS						
		% TOTAL	17,2%	21,2%	2,1%	1,0%	,7%	42,2%
	ATE	COUNT	18	15	2	0	2	37
	POSITIVE	% SCORE	48,6%	40,5%	5,4%	,0%	5,4%	100,0%
		% MOTHER'S						
		EDUCATIONAL	6,7%	4,4%	4,0%	,0%	16,7%	5,3%
		STATUS						
		% TOTAL	2,6%	2,1%	,3%	,0%	,3%	5,3%
	ATE VERY	COUNT	2	0	1	0	0	3
	POSITIVE	% SCORE	66,7%	,0%	33,3%	,0%	,0%	100,0%
		% MOTHER'S						
		EDUCATIONAL	,7%	,0%	2,0%	,0%	,0%	,4%
		STATUS						
		% TOTAL	,3%	,0%	,1%	,0%	,0%	,4%
		COUNT	269	340	50	33	12	704
	TOTAL	% SCORE	38,2%	48,3%	7,1%	4,7%	1,7%	100,0%
		% MOTHER'S						
		EDUCATIONAL	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		STATUS						
		% TOTAL	38,2%	48,3%	7,1%	4,7%	1,7%	100,0%

ATE: Attitude Towards English

As it can be seen in **Table 4.52**, among mothers of students, who have very negative ATE, and very positive ATE, there is no one whose educational status is university/college. 75 % of mothers of students, who have very negative ATE, are primary school graduates or less.

Table 4.53 Chi-square Test for the Relationship between ATE and Mother's Educational Status

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	26,624	16	,046
Likelihood Ratio	27,387	16	,037
Linear Correction	6,783	1	,009
Observation Count	704		

The p value of Pearson Chi-square is 0,046. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and mother's educational status ($p < \alpha = 0,05$). This relationship;

Table 4.54 Gamma Test for Relationship between ATE and Mother's Educational Status

	VALUE	P VALUE
GAMMA	-0,463	0,006
OBSERVATION	704	

is determined by Gamma coefficient since both of the variables are ordered variables. The Gamma coefficient is -0,463, which demonstrates a strong relationship due to being proximate to -1 and having negative direction. With regard to this relationship, it can be referred with 5 % margin of error that, the more positive ATE the students have, the lower is the mother's educational status.

4.1.15. The Relationship between ATE and Room Possession

Table 4.55 The Relationship between ATE and Room Possession

		ROOM POSSESSION			
		YES	NO	TOTAL	
SCORE	ATE VERY	COUNT	4	12	16
	NEGATIVE	% SCORE	25,0%	75,0%	100,0%
		% ROOM POSSESSION	1,4%	2,9%	2,3%
		% TOTAL	,6%	1,7%	2,3%
	ATE NEGATIVE	COUNT	41	310	351
		% SCORE	11,7%	88,3%	100,0%
		% ROOM POSSESSION	14,1%	75,1%	49,9%
		% TOTAL	5,8%	44,0%	49,9%
	ATE PARTLY	COUNT	221	76	297
		% SCORE	74,4%	25,6%	100,0%
		% ROOM POSSESSION	75,9%	18,4%	42,2%
	ATE POSITIVE	COUNT	22	15	37
% SCORE		59,5%	40,5%	100,0%	
% ROOM POSSESSION		7,6%	3,6%	5,3%	
% TOTAL		3,1%	2,1%	5,3%	
ATE VERY	COUNT	3	0	3	
	% SCORE	100,0%	,0%	100,0%	
	% ROOM POSSESSION	1,0%	,0%	,4%	
	% TOTAL	,4%	,0%	,4%	
TOPLAM	COUNT	291	413	704	
	% SCORE	41,3%	58,7%	100,0%	
	% ROOM POSSESSION	100,0%	100,0%	100,0%	
		% TOTAL	41,3%	58,7%	100,0%

ATE: Attitude Towards English

All of the students, who have very positive ATE, have their own rooms.
75 % of students, who have very negative ATE, have not their own room.

Table 4.56 Chi-square Test for the Relationship between ATE and Room Possession

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	272,308	4	,000
Likelihood Ratio	295,845	4	,000
Linear Correction	196,284	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and possession of his/her own room ($p < \alpha = 0,05$). This relationship;

Table 4.57 Eta Test for Relationship between ATE and Possession of Room

Eta	SCORE	
	When dependent	,528
	ROOM POSSESSION	
	When dependent	,622

is determined by Eta coefficient. Eta coefficient, 0528, is taken into account since attitude scale score is dependent to possession of his/her own room. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined with 5 % margin of error that, students, who have his/her own room, have more positive ATE than the students, who do not have his/her own room.

4.1.16. The Relationship between ATE and Computer Possession

Table 4.58 The Relationship between the ATE and Computer Possession

SCORE	ATE VERY	COUNT	COMPUTER POSSESSION		
			YES	NO	TOTAL
	NEGATIVE	COUNT	0	16	16
		% SCORE	,0%	100,0%	100,0%
		% COMPUTER POSSESSION	,0%	3,6%	2,3%
		% TOTAL	,0%	2,3%	2,3%
	ATE NEGATIVE	COUNT	35	316	351
		% SCORE	10,0%	90,0%	100,0%
		% COMPUTER POSSESSION	13,6%	70,7%	49,9%
		% TOTAL	5,0%	44,9%	49,9%
	ATE PARTLY	COUNT	187	110	297
	POSITIVE	% SCORE	63,0%	37,0%	100,0%
		% COMPUTER POSSESSION	72,8%	24,6%	42,2%
		% TOTAL	26,6%	15,6%	42,2%
	ATE POSITIVE	COUNT	32	5	37
		% SCORE	86,5%	13,5%	100,0%
		% COMPUTER POSSESSION	12,5%	1,1%	5,3%
		% TOTAL	4,5%	,7%	5,3%
	ATE VERY	COUNT	3	0	3
	POSITIVE	% SCORE	100,0%	,0%	100,0%
		% COMPUTER POSSESSION	1,2%	,0%	,4%
		% TOTAL	,4%	,0%	,4%
	TOTAL	COUNT	257	447	704
		% SCORE	36,5%	63,5%	100,0%
		% COMPUTER POSSESSION	100,0%	100,0%	100,0%
		% TOTAL	36,5%	63,5%	100,0%

ATE: Attitude Towards English

Table 4.58 reveals that all of the students, who have very positive ATE, possess his/her own computer. Any of the students, who have very negative ATE, do not possess his/her own computer.

Table 4.59 Chi-square Test for the Relationship between ATE and Computer Possession

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	250,601	4	,000
Likelihood Ratio	275,420	4	,000
Linear Correction	232,212	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and possession of his/her own computer ($p < \alpha = 0,05$). This relationship;

Table 4.60 Eta Test for Relationship between ATE and Computer Possession

Eta	SCORE	,575
	When dependent	
	COMPUTER POSSESSION	,597
	When dependent	

is determined by Eta coefficient. Eta coefficient, 0575, is taken into account since attitude scale score is dependent to possession of his/her own computer. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined with 5 % margin of error that, students, who have his/her own computer, have more positive ATE than the students who do not have his/her own computer.

4.1.17. The Relationship between ATE and Number of Family Members

Table 4.61 The Relationship between the ATE and Number of Family Members

SCORE	ATE VERY NEGATIVE	COUNT	NUMBER OF FAMILY MEMBERS				TOTAL
			1-3 MEMBERS	4-6 MEMBERS	7-9 MEMBERS	MORE THAN 9 MEMBERS	
			0	6	5	5	16
		% SCORE	,0%	37,5%	31,3%	31,3%	100,0%
		% NUMBER OF FAMILY MEMBERS	,0%	2,6%	2,2%	3,2%	2,3%
		% TOTAL	,0%	,9%	,7%	,7%	2,3%
	ATE NEGATIVE	COUNT	49	114	104	84	351
		% SCORE	14,0%	32,5%	29,6%	23,9%	100,0%
		% NUMBER OF FAMILY MEMBERS	52,7%	49,1%	46,4%	54,2%	49,9%
		% TOTAL	7,0%	16,2%	14,8%	11,9%	49,9%
	ATE PARTLY POSITIVE	COUNT	41	97	106	53	297
		% SCORE	13,8%	32,7%	35,7%	17,8%	100,0%
		% NUMBER OF FAMILY MEMBERS	44,1%	41,8%	47,3%	34,2%	42,2%
		% TOTAL	5,8%	13,8%	15,1%	7,5%	42,2%
	ATE POSITIVE	COUNT	3	15	8	11	37
		% SCORE	8,1%	40,5%	21,6%	29,7%	100,0%
		% NUMBER OF FAMILY MEMBERS	3,2%	6,5%	3,6%	7,1%	5,3%
		% TOPLAM	,4%	2,1%	1,1%	1,6%	5,3%
	ATE VERY POSITIVE	COUNT	0	0	1	2	3
		% SCORE	,0%	,0%	33,3%	66,7%	100,0%
		% NUMBER OF FAMILY MEMBERS	,0%	,0%	,4%	1,3%	,4%
		% TOTAL	,0%	,0%	,1%	,3%	,4%
		COUNT	93	232	224	155	704
	TOTAL	% SCORE	13,2%	33,0%	31,8%	22,0%	100,0%
		% NUMBER OF FAMILY MEMBERS	100,0%	100,0%	100,0%	100,0%	100,0%
		% TOTAL	13,2%	33,0%	31,8%	22,0%	100,0%

ATE: Attitude Towards English

More than 1-3 members stay in the home of students who have very negative ATE. More than 9 members stay in the home of 66, 7 % of students who have very positive ATE.

Table 4.62 Chi-square Test for the Relationship between ATE and Number of Family Members

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	15,643	12	,208
Likelihood Ratio	18,333	12	,106
Linear Correction	,032	1	,857
Observation Count	704		

The p value of Pearson Chi-square is 0,208. It can be said with 5 % margin of error that, there is no significant statistical relationship between ATE and number of family members ($p > \alpha = 0,05$).

4.1.18. The Relationship between ATE and Students' Watching Foreign Channels

Table 4.63 The Relationship between the ATE and Watching Foreign Channels

SCORE	ATE VERY	COUNT	WATCHING FOREIGN CHANNELS		
			YES	NO	TOTAL
	NEGATIVE	COUNT	0	16	16
		% SCORE	,0%	100,0%	100,0%
		% WATCHING FOREIGN CHANNELS	,0%	4,2%	2,3%
		% TOTAL	,0%	2,3%	2,3%
	ATE NEGATIVE	COUNT	31	320	351
		% SCORE	8,8%	91,2%	100,0%
		% WATCHING FOREIGN CHANNELS	9,6%	84,0%	49,9%
		% TOTAL	4,4%	45,5%	49,9%
	ATE PARTLY	COUNT	254	43	297
	POSITIVE	% PUAN	85,5%	14,5%	100,0%
		% WATCHING FOREIGN CHANNELS	78,6%	11,3%	42,2%
		% TOTAL	36,1%	6,1%	42,2%
	ATE POSITIVE	COUNT	35	2	37
		% SCORE	94,6%	5,4%	100,0%
		% WATCHING FOREIGN CHANNELS	10,8%	,5%	5,3%
		% TOTAL	5,0%	,3%	5,3%
	ATE VERY	COUNT	3	0	3
	POSITIVE	% SCORE	100,0%	,0%	100,0%
		% WATCHING FOREIGN CHANNELS	,9%	,0%	,4%
		% TOTAL	,4%	,0%	,4%
	TOTAL	COUNT	323	381	704
		% SCORE	45,9%	54,1%	100,0%
		% WATCHING FOREIGN CHANNELS	100,0%	100,0%	100,0%
		% TOTAL	45,9%	54,1%	100,0%

ATE: Attitude Towards English

According to **Table 4.63** it can be said that, none of the students, who have very negative ATE, watch foreign channels on TV. All of the students, who have very positive ATE, watch foreign channels. 96,6 % of students, who have positive ATE, watch foreign channels.

Table 4.64 Chi-square Test for the Relationship between ATE and Watching Foreign Channels

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	434,457	4	,000
Likelihood Ratio	500,319	4	,000
Linear Correction	369,625	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and watching foreign channels ($p < \alpha = 0,05$). This relationship;

Table 4.65 Eta Test for Relationship between ATE and Watching Foreign Channels

Eta	SCORE	,725
	When dependent	
	STUDENTS' WATCHING FOREIGN CHANNELS when dependent	,786

is determined by Eta coefficient. Eta coefficient, 0725, is taken into account since attitude scale score is dependent watching foreign channels on TV. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined with 5 % margin of error that, students, who watch foreign channels on TV, have more positive ATE than the students who do not watch foreign channels on TV.

4.1.19. The Relationship between ATE and Watching Foreign Movies

Table 4.66 The Relationship between the ATE and Watching Foreign Movies

SCORE	ATE VERY	COUNT	WATCHING FOREIGN MOVIES		TOTAL
			YES	NO	
	NEGATIVE	COUNT	4	12	16
		% SCORE	25,0%	75,0%	100,0%
		% WATCHING FOREIGN MOVIES	1,2%	3,2%	2,3%
		% TOTAL	,6%	1,7%	2,3%
	ATE NEGATIVE	COUNT	52	299	351
		% SCORE	14,8%	85,2%	100,0%
		% WATCHING FOREIGN MOVIES	16,0%	79,1%	49,9%
		% TOTAL	7,4%	42,5%	49,9%
	ATE PARTLY	COUNT	234	63	297
	POSITIVE	% SCORE	78,8%	21,2%	100,0%
		% WATCHING FOREIGN MOVIES	71,8%	16,7%	42,2%
		% TOTAL	33,2%	8,9%	42,2%
	ATE POSITIVE	COUNT	33	4	37
		% SCORE	89,2%	10,8%	100,0%
		% WATCHING FOREIGN MOVIES	10,1%	1,1%	5,3%
		% TOTAL	4,7%	,6%	5,3%
	ATE VERY	COUNT	3	0	3
	POSITIVE	% SCORE	100,0%	,0%	100,0%
		% WATCHING FOREIGN MOVIES	,9%	,0%	,4%
		% TOTAL	,4%	,0%	,4%
		COUNT	326	378	704
		% SCORE	46,3%	53,7%	100,0%
	TOTAL	% WATCHING FOREIGN MOVIES	100,0%	100,0%	100,0%
		% TOTAL	46,3%	53,7%	100,0%

ATE: Attitude Towards English

All of the students, who have very positive ATE, are interested in watching foreign movies. 75 % of students, who have very negative ATE, are not interested in watching foreign movies.

Table 4.67 Chi-square Test for the Relationship between ATE and Watching Foreign Movies

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	299,794	4	,000
Likelihood Ratio	327,335	4	,000
Linear Correction	249,400	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and interest in watching foreign movies ($p < \alpha = 0,05$). This relationship;

Table 4.68 Eta Test for Relationship between ATE and Watching Foreign Movies

Eta	SCORE	
	When dependent	,596
	STUDENTS' INTEREST IN WATCHING FOREIGN MOVIES	,653
	When dependent	

is determined by Eta coefficient. Eta coefficient, 0596, is taken into account since attitude scale score is dependent to interest in watching foreign movies. In other terms, seeing that the coefficient is proximate to 1, a significant relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined with 5 % margin error that, students, who are interested in watching foreign movies, have more positive ATE than the students who are not interested in watching foreign movies.

4.1.20. The Relationship between ATE and Attendance to a Private Course

Table 4.69 The Relationship between ATE and Attendance to a Private Course

		ATTENDANCE TO A PRIVATE ENGLISH COURSE			
		YES	NO	TOTAL	
SCORE	ATE VERY NEGATIVE	COUNT	0	16	16
		% SCORE	,0%	100,0%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	,0%	2,4%	2,3%
		% TOTAL	,0%	2,3%	2,3%
ATE NEGATIVE		COUNT	7	344	351
		% SCORE	2,0%	98,0%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	15,6%	52,2%	49,9%
		% TOTAL	1,0%	48,9%	49,9%
PARTLY POSITIVE		COUNT	35	262	297
		% SCORE	11,8%	88,2%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	77,8%	39,8%	42,2%
		% TOTAL	5,0%	37,2%	42,2%
ATE POSITIVE		COUNT	3	34	37
		% SCORE	8,1%	91,9%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	6,7%	5,2%	5,3%
		% TOTAL	,4%	4,8%	5,3%
ATE VERY POSITIVE		COUNT	0	3	3
		% SCORE	,0%	100,0%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	,0%	,5%	,4%
		% TOTAL	,0%	,4%	,4%
TOTAL		COUNT	45	659	704
		% SCORE	6,4%	93,6%	100,0%
		% ATTENDANCE TO A PRIVATE ENGLISH COURSE	100,0%	100,0%	100,0%
		% TOTAL	6,4%	93,6%	100,0%

ATE: Attitude Towards English

According to **Table 4.69**, none of the students, who have very negative ATE, and very positive ATE, attend a private course to learn English. 91,9 % of students, who have positive ATE, do not attend a private course to learn English.

Table 4.70 Chi-square Test for the Relationship between ATE and Attendance to a Private English Course

CHI-SQUARE TESTS			
	VALUE	DEGRESS OF FREEDOM	p VALUE
Pearson Chi-Square	27,259	4	,000
Likelihood Rate	29,689	4	,000
Linear Correction	17,505	1	,000
Observation Count	704		

The p value of Pearson Chi-square is 0,000. It can be said with 5 % margin of error that, there is a significant statistical relationship between ATE and attendance to a private course ($p < \alpha = 0,05$). This relationship;

Table 4.71 Eta Test for Relationship between ATE and Attendance to a Private English Course

Eta	SCORE	
	When dependent	,358
	ATTENDANCE TO A PRIVATE COURSE	
	When dependent	,397

is determined by Eta coefficient. Eta coefficient, 0358, is taken into account since attitude scale score is dependent to attendance to a private course. In other terms, seeing that the coefficient is proximate to 0, a low degree relationship has been observed with 5 % margin of error. With regard to this relationship, it has been determined with 5 % margin error that, students, who do not attend to a private course to learn English, have more positive ATE than the students who attend to a private course to learn English.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Discussion of the Findings

According to the questionnaire administered to 704 high school students in Ağrı province, the student profile of this city with regard to ATE has been examined. It has been revealed according to the results that, 49,8 % of students have negative ATE while, 42,1 % have partly positive ATE. Other scales constitute 8,1% of students.

As a result of the answers the participants gave to the questionnaires, in constituting the decision trees, the most striking variable is "watching foreign channels on TV". The other variables are given below according to their order of importance in decision trees analysis:

- Parents' place of residence,
- Possession of room,
- Parents' monthly income,
- The number of years English course was taken,
- Number of siblings.

The following conclusions can be drawn in the first branch of decision trees:

78 % of students who answered "Do you watch foreign channels on TV" item as "yes" have partly positive ATE.

In accordance with the question above, among the students who answered the abovementioned question as "yes", ATE of 85,1 % of students, whose parents reside in city center or town center, are partly positive. On the other hand, ATE of 61 % of students, whose parents reside in a village have partly positive attitudes.

Among the students, who answered "Do you watch foreign channels on TV" item as "yes", and whose family reside in city center or town center, and whose parents' monthly income is 2001 TL and more, 61 % of students have partly positive ATE. In the other two ranges of monthly income, 87 % of students have partly positive ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "yes", and whose family reside in city center or town center, and whose parents' monthly income is 2001 TL and more, and who took English course for 0-5 years, 55,5 % of students have positive ATE while 88, 8 % of the students who took English course for 1-2, 3-4, and 8 years have partly positive ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "yes", and whose family reside in village, and who possess a room, 81,5 % have partly positive ATE while 46 % of students, who do not possess a room, have partly positive ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "yes", and whose family reside in village, and who do not possess a room, and who study at High School of Natural and Applied Sciences, Anatolian High School of Teacher Training and General Anatolian High School, 55 % of students have partly positive ATE; while 90 % of students who study at General High School and Anatolian Vocational High School have negative ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "yes", and whose family reside in village, and who do not possess a room, and who study at High School of Natural and Applied Sciences, Anatolian High School of Teacher Training and General Anatolian High School, and whose mother's educational status primary and secondary school, 44 % have negative ATE; while 86,6 % of students, whose mother's educational status is less than primary school, have partly positive ATE.

The following conclusions can be drawn in the second branch of decision trees:

83, 9 % of students who answered "Do you watch foreign channels on TV" item as "no" have partly positive ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "no", 48 % of them, who possess a room, have negative ATE; while 92, 5 % of them who do not possess a room have negative ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "no", and who possess a room, 67,5 % of them, whose parents reside in city center and town center, have partly positive ATE; while 73,5% of them, whose parents reside in a village, have negative ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "no", and who possess a room, and whose parents reside in city center and town center, 53, 5 % of them, whose mother's educational status is primary and secondary school, have partly positive ATE; while all of the students whose mother's educational status is less than primary school, have partly positive ATE.

Among the students, who answered "Do you watch foreign channels on TV" item as "no", and who possess a room, and whose parents reside in city center and town center, and whose mother's educational status is primary and secondary school, 88, 8 % of them who possess 0-1 and 2-3 siblings, have partly positive ATE; while 52, 6 % of them, who possess 4-5 and more than 5 siblings, have negative ATE.

5.2. Conclusion

As a result of the research, significant relationship was determined between the attitudes of high school students towards English as a foreign language and gender, taking English course at primary school and the number of years the course was taken, parents' place of residence, parents' monthly income, mother's educational status, room possession, computer possession, watching foreign TV channels, watching movies in English, and attending a private course to learn English.

5.3. Suggestions for Further Study

In the present study attitudes of students have been found out and significant relationships between the attitudes and social and economic backgrounds are examined. For a further study, a nationwide scale can be conducted since this research is limited a Ağrı province. Moreover, a research on different levels of students, or adults can be conducted to determine the difference between attitude and age groups more clearly.

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APPENDIX A
THE DOCUMENT OF FORMAL CONSENT

T.C.
AĞRI VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı :B.08.4.MEM.4.04.00.050/050 03757 01 MAR 2011

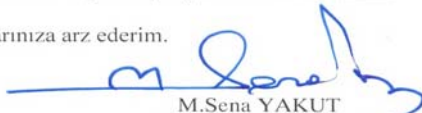
Konu : Anket Uygulanması.

VALİLİK MAKAMINA
AĞRI

İlimiz İbrahim Çeçen Üniversitesi Eğitim Fakültesi Okutmanı R.Mutlu SALMAN'ın Ağrı İlinde öğrenim gören lise öğrencilerinin İngilizceye yönelik tutumlarının ölçülmesi amacıyla yüksek lisans tezinde kullanacağından anket yapmak isteği ile Okutman R.Mutlu SALMAN'ın 01/03/2011 tarihli dilekçesi ile 2 adet anket görüş formu ilişikte sunulmuştur.


Müdürlüğümüzce; İlimiz İbrahim Çeçen Üniversitesi Eğitim Fakültesi Okutmanı R.Mutlu SALMAN'ın Ağrı İlinde öğrenim gören lise öğrencilerinin İngilizceye yönelik tutumlarının ölçülmesi amacıyla anket yapması uygun görülmektedir.


Makamlarınızca da uygun görülmesi halinde Olurlarınıza arz ederim.



M.Sena YAKUT
Millî Eğitim Müdür V.


OLUR
G. (.../03/2011)
Bahadır GÜNEŞ
Vali a.
Vali Yardımcısı

EKİ:
1 Adet Dilekçe.
2 Adet Anket Formu.


AĞRI MİLLÎ EĞİTİM MÜDÜRLÜĞÜ
Kağızman Cad. AĞRI
http://agri.meb.gov.tr e-posta : agrimem@meb.gov.tr
İrtibat için: İ.YUŞAN Kültür Şb. Şefi
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APPENDIX B

PERSONAL INFORMATION QUESTIONNAIRE: ENGLISH VERSION

Dear Student,

This questionnaire was designed for academic study at Department of English Language and Literature at Kafkas University. Please read the questions carefully before you answer. Please put (X) in the best option for you.

Thank You

1. **School:**
2. **Grade:**
3. **Gender:** Female Male
4. **The school type you graduated last:** Public Private
5. **Did you take English course at Primary School?** Yes No
6. **If yes, how many years did you take English course?**
 1-2 3-4 5 8
7. **Sibling Number:**
 0-1 2-3 4-5 more than 5
8. **Your place of residence:**
 With family Public dorm Private dorm Other
9. **Your parents' place of residence:**
 City center Town center Village
10. **Father's Occupation:**
 Officer Tradesmen Worker Self-Employed Unemployed
11. **Mother's Occupation:**
 Officer Tradeswomen Worker Housewife
12. **Parents' Monthly Income:**
 0-500 TL 500-1000 TL 1000 -200 TL 2000 TL and more
13. **Father's Educational Status:**
 1. Less than primary school
 2. Primary School

- 3. Secondary School
- 4. High School
- 5. College/University
- 6. Graduate School

14. Mother's Educational Status:

- 1. Less than primary school
- 2. Primary school
- 3. Secondary school
- 4. High School
- 5. College/University

15. Do you have your own room? Yes No

16. Do you have your own computer? Yes No

17. Number of family members:

- 2-4 4-6 6-8 More than 8

18. Do you watch foreign channels on TV? Yes No

19. Do you enjoy watching movies in English? Yes No

20. Do you attend a private course to learn English? Yes No

APPENDIX C

PERSONAL INFORMATION QUESTIONNAIRE: TURKISH VERSION

KİŞİSEL BİLGİLER FORMU

Sevgili öğrenci arkadaşlar,

Elinizdeki anket bir araştırmada kullanılmak üzere hazırlanmıştır. Soruları cevaplarırken önce soruları dikkatlice okuyunuz. Sonra sorunun karşısında ya da altında bulunan seçeneklerden durumunuzu en iyi yansıtan seçeneğin önündeki parantezin içine (X) işareti koyunuz.

Teşekkür ederim

1. **Okulunuz:**
2. **Sınıfınız:**
3. **Cinsiyetiniz:** Kız Erkek
4. **Mezun Olduğunuz İlköğretim Türü:** Devlet Özel
5. **İlköğretimde İngilizce dersi aldınız mı?** Evet Hayır
6. **Yukarıdaki soruya cevabınız evetse kaç yıl İngilizce dersi aldınız?**
 1-2 3-4 5 8
7. **Kardeş Sayımız:**
 0-1 2-3 4-5 5'ten fazla
8. **İkamet ettiğiniz yer:**
 Ailemin yanında Devlet yurdu Özel yurt Diğer
9. **Ailenizin ikamet ettiği yerleşim yeri:**
 Şehir merkezi İlçe merkezi Köy
10. **Babanızın meslek türü:**
 Memur Esnaf İşçi Serbest Çalışmıyor
11. **Annenizin meslek türü:**
 Memur Esnaf İşçi Ev hanımı
12. **Ailenizin aylık geliri:**
 0-500 TL 500-1000 TL 1000 -200 TL 2000 TL ve üzeri

13. Babanızın öğrenim durumu:

- 1. İlkokul mezunu
- 2. Ortaokul mezunu
- 3. Lise mezunu
- 4. Yüksekokul/üniversite
- 5. Lisansüstü/Doktora

14. Annenizin öğrenim durumu:

- 1. İlkokul mezunu
- 2. Ortaokul mezunu
- 3. Lise mezunu
- 4. Yüksekokul/üniversite
- 5. Lisansüstü/Doktora

15. Kendinize ait odanız var mı?

Evet Hayır

16. Kendinize ait bilgisayarınız var mı?

Evet Hayır

17. Evinizde kalan kişi sayısı:

- 2-4 4-6 6-8 8'ten fazla

18. TV'de yabancı kanalları izliyor musunuz?

Evet Hayır

19. İngilizce film izlemekten hoşlanır mısınız?

Evet Hayır

20. İngilizce öğrenmek için özel bir kursa gidiyor musunuz?

Evet Hayır

APPENDIX D

LANGUAGE ATTITUDE QUESTIONNAIRE: ENGLISH VERSION

LANGUAGE ATTITUDE QUESTIONNAIRE

	STRONGLY AGREE	AGREE	PARTLY AGREE	DISAGREE	STROGNLY DISAGREE
SORULAR	1	2	3	4	5
1. I do not take English course if it is not compulsory.					
2. Each new subject I learn in English increases my self-confidence.					
3. Learning English will help me to earn money in the future.					
4. I am sure that I can succeed in English.					
5. For me, English is an important course.					
6. I do not abstain from speaking English in the class.					
7. I do not enjoy attending English course.					
8. My teacher thinks that I can be successful in English course.					
9. I want to speak English with my teacher.					
10. Solving problems in English increases my self-confidence.					
11. I am not good at English.					
12. I enjoy studying English.					
13. I do not give up the struggle when I make mistake in English.					
14. When the subjects progress, I loose my self-confidence.					
15. My English teacher makes me feel better in English proficiency.					
16. My English teacher encourages me to study English.					
17. Knowing a foreign language contributes me to understand to the world better.					
18. English is a boring course.					
19. I will need English in my future studies.					
20. I want to work in a country where English is spoken.					
21. I feel excited when the teacher asks me a question in the class.					
22. My mistakes in speaking English affect me negatively.					
23. I am very willing to learn English.					
24. My teacher desires me to learn all English subjects I can succeed in.					
25. I like English course.					
26. I will not use English in my future studies.					
27. I am sure that I will learn English.					
28. It is worth to make an effort to learn a new language.					
29. English is worth to struggle to learn.					
30. It is important for a high school student to learn English.					
31. I enjoy taking place in group studies in English.					
32. I enjoy doing the exercises myself in the course					
33. I can be successful in more difficult subjects					
34. I can get good grades from English course.					
35. I can do more difficult exercises in English.					
36. I am interested in English books in the library.					
37. I believe that I can speak English well.					
38. Progressing in English is not important for my future.					
39. I will use English in many areas of life as an adult.					
40. I can succeed in many subjects I deal with except English.					

41. I like studying English in my free time.					
42. I want to be an English teacher in the future					
43. I think it is a waste of time to deal with English.					
44. I am not a student who can learn English easily.					
45. I abstain from speaking English in the class since I am afraid of making mistakes.					
46. I think my English teacher is very sympathetic					
47. English is an important and necessary course.					
48. It is a waste of time for me to take English course.					
49. I enjoy taking place in an environment where English discussions are made.					
50. I can motivate myself while studying English.					
51. I can not concentrate on English courses.					
52. I am afraid of English examinations.					
53. English is easy for me.					
54. Learning English takes much of my time compared with my other studies.					
55. My teacher helps me to be active during the course.					

APPENDIX E

LANGUAGE ATTITUDE QUESTIONNAIRE: TURKISH VERSION

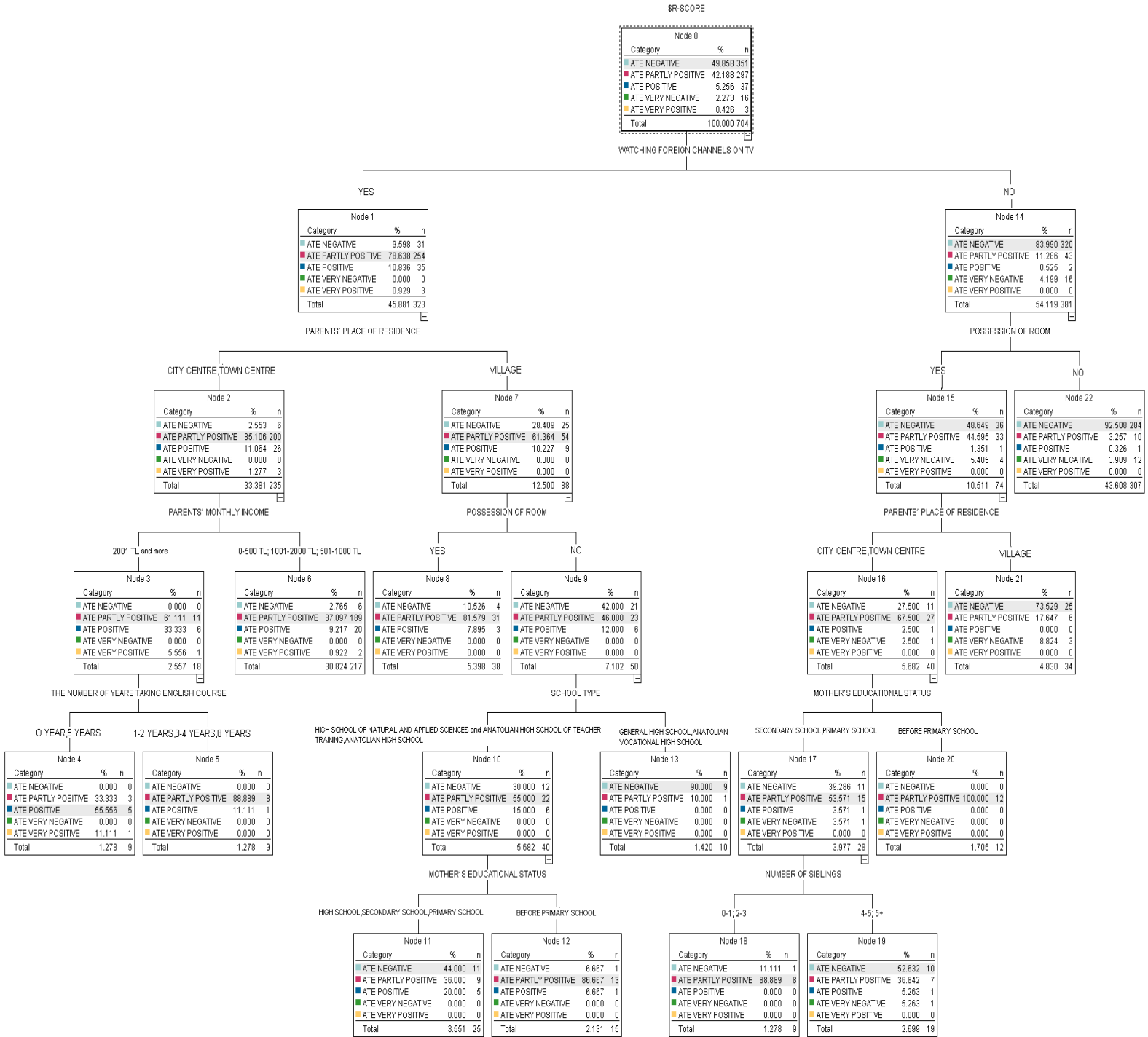
YABANCI DİL TUTUM ÖLÇEĞİ

	TAMAMEN KATILYORUM	KATILYORUM	KISMEN KATILYORUM	KATILMIYORUM	HIÇ KATILMIYORUM
SORULAR	1	2	3	4	5
1. İngilizce dersi zorunlu olmasa dersi almam.					
2. İngilizcede öğrendiğim her yeni konu kendime güveni artırıyor					
3. İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.					
4. İngilizceyi iyi yapabileceğimi biliyorum					
5. İngilizceyi önemli bir ders olarak görüyorum.					
6. Sınıfta İngilizce konuşmaktan çekinmem.					
7. İngilizce dersine girmekten zevk almam.					
8. Öğretmenim benim İngilizcede başarılı olabileceğimi düşünmektedir.					
9. İngilizce öğretmenimle İngilizce konuşmak isterim.					
10. İngilizce ile ilgili soruları çözdüğümde kendime güven duyuyorum.					
11. İngilizce dersinde iyi değilim.					
12. İngilizce dersine çalışmak hoşuma gider.					
13. Konuşma esnasında yaptığım hatalardan pes etmem.					
14. Konular ilerledikçe kendime güveni kaybediyorum.					
15. İngilizce öğretmenim İngilizcede daha iyiye gittiğimi hissettirmektedir.					
16. Öğretmenim daha çok İngilizce çalışmam için beni cesaretlendirmektedir.					
17. Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur.					
18. İngilizce dersi sıkıcı bir derstir.					
19. Gelecekteki çalışmalarımda İngilizceye ihtiyaç duyacağım.					
20. İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.					
21. Öğretmen sınıfta soru sorunca heyecanlanırım.					
22. Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.					
23. İngilizce öğrenmeyi çok istiyorum.					
24. Öğretmenim yapabileceğim bütün İngilizce konularını öğrenmemi istiyor.					
25. İngilizce dersini seviyorum					
26. İngilizce hayatımdaki işlerde benim için önemli olmayacak.					
27. İngilizceyi öğreneceğime eminim.					
28. Yeni bir dil öğrenmek için çaba göstermeye değer					
29. İngilizce için çaba göstermeye değer.					
30. Bir lise öğrencisi için yabancı bir dil öğrenmek önemlidir.					
31. İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım					
32. Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.					
33. Daha zor İngilizceyi başaracağımı sanıyorum.					
34. İngilizce dersinden iyi notlar alabilirim.					
35. İngilizcede daha ileri düzeydeki çalışmalarını yapabilirim.					
36. Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.					
37. İngilizceyi düzgün konuşabileceğime inanıyorum.					
38. İngilizcede ilerlemek geleceğim için önemli değildir.					
39. Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.					
40. Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.					

41. Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.					
42. İngilizce öğretmeni olmak isterim.					
43. İngilizce ile uğraşmanın zaman kaybı olduğunu düşünüyorum.					
44. İngilizceyi iyi öğrenebilecek bir tip değilim.					
45. Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.					
46. İngilizce öğretmenimin sempatik olduğunu düşünüyorum.					
47. İngilizce önemli ve gerekli bir derstir.					
48. İngilizce dersini almak benim için bir zaman kaybıdır.					
49. İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.					
50. İngilizce çalışırken kendi kendimi motive edebiliyorum.					
51. İngilizce dersinde kendimi derse veremiyorum.					
52. İngilizce sınavından önce korku ve heyecan duyarım.					
53. İngilizce bana kolay gelir.					
54. Yapmam gereken işlerle karşılaştığımda İngilizce öğrenme çok zamanımı alır.					
55. Öğretmenim benim derste aktif olmamı sağlamaktadır.					

APPENDIX F

DECISION TREES



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