T.C.

BURSA ULUDAĞ ÜNİVERSİTESİ
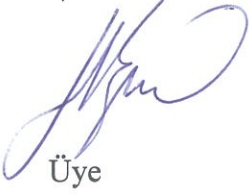
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı'nda 801410005 numara ile kayıtlı Zehra Deniz ÖZEN'in hazırladığı "Ana Dildeki Dilbilgisi Yetkinliğinin ve Duyuşsal Faktörlerin Türk Öğrencilerin İngilizce Öğrenimine Etkisi" başlıklı Yüksek Lisans çalışması ile ilgili tez savunma sınavı, 20/09/2019 günü 13:00/16:00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin **başarılı** olduğuna **oybirliği** ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

Dr. Öğr. Üyesi İsmet ÖZTÜRK

Bursa Uludağ Üniversitesi

Üye

Doç. Dr. Levent UZUN

Bursa Uludağ Üniversitesi

Üye

Dr. Öğr. Üyesi Tuğba Elif TOPRAK YILDIZ

İzmir Demokrasi Üniversitesi

T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE EFFECTS OF MOTHER TONGUE GRAMMATICAL COMPETENCE AND AFFECTIVE FACTORS ON THE ACQUISITION OF ENGLISH BY TURKISH EFL STUDENTS

M.A. THESIS

Zehra Deniz ÖZEN

BURSA
2019

T.C.
BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE EFFECTS OF MOTHER TONGUE GRAMMATICAL COMPETENCE AND AFFECTIVE FACTORS ON THE ACQUISITION OF ENGLISH BY TURKISH EFL STUDENTS

M.A. THESIS

Zehra Deniz ÖZEN

Advisor
Assist. Prof. Dr. İsmet ÖZTÜRK

BURSA
2019

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Zehra Deniz Özen

28/08/2019

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS İNTİHAL YAZILIM RAPORU

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tez Başlığı/Konusu: Anadideki Dilbilgisi Yetkinliğinin ve Duyuşsal Faktörlerin Türk Öğrencilerin İngilizce Öğrenimine Etkisi

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 113 sayfalık kısmına ilişkin, 27 /08/ 2019 tarihinde şahsım tarafından iThenticate adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 2'dir.

Uygulanan filtrelemeler:

1- Kaynakça hariç

2- Alıntılar hariç 1

3- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Özgünlük Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

28/08 / 2019

Adı Soyadı : Zehra Deniz Özen

Öğrenci No : 801410005

Anabilim Dalı: Yabancı Diller Eğitimi
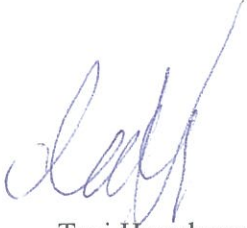
Programı: İngiliz Dili Eğitimi

Statüsü : Yüksek Lisans

Yrd. Doç. Dr. İsmet ÖZTÜRK

28/08/2019

YÖNERGEYE UYGUNLUK ONAYI

"The Effects of Mother Tongue Grammatical Competence and Affective Factors on the Acquisition of English by Turkish EFL Students" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan

Zehra Deniz Özen

Danışman

Yrd. Doç. Dr. İsmet ÖZTÜRK

Yabancı Diller Eğitimi ABD Başkanı
Prof. Dr. Zübeyde Sinem GENÇ

Acknowledgements

I would like to express my very great appreciation to those who supported me and contributed to this study during my MA period. First of all, I am particularly grateful for the assistance given by my advisor Assisst. Prof. Dr. İsmet Öztürk. This study would not have been possible without his support and guidance. During this difficult process, his wilingness to give his time so generously has been very much appriciated.

I would like to offer my speacial thanks to jury members for their valuable and constructive comments.

I am particularly grateful for the assistance given by Assoc. Prof. Dr. Zehra Berna Aydın and Aydın Fırat. Their invaluable ideas and support during the data analysis stage have helped me manage to complete my study.

I wish to acknowledge the help provided by my colleagues for their being very helpful during the data collection stage.

Lastly, I am indebted to my family and my friends for providing me unfailing support and continuous encouragement through the process of researching and writing this thesis. I would like to dedicate this work to two people; my mother Mersiye Gökçe, who brought me up with her whole kindly heart and my loving husband Ali Afşin Özen, who has always stood by my side and given support.

Abstract

Author: Zehra Deniz Özen

University: Bursa Uludağ University

Field: Foreign Language Education

Branch: English Language Teaching

Degree Awarded: M.A.

Page Number: XVI+113

Degree Date: 20/09/2019

Thesis: The Effects of Mother Tongue Grammatical Competence and Affective Factors on the Acquisition of English by Turkish EFL Students

Supervisor: Assist. Prof. İsmet Öztürk

THE EFFECTS OF MOTHER TONGUE GRAMMATICAL COMPETENCE AND AFFECTIVE FACTORS ON THE ACQUISITION OF ENGLISH BY TURKISH EFL STUDENTS

This study aims to figure out to what extent bias against learning a foreign language, attitudes, sources of personal motivation, and L1 grammatical competence affect 9th grade EFL learners' English acquisition. It was conducted through purposeful sampling and with 87 ninth grade students from three different types of high schools in Bursa, in the 2018-2019 academic year. An attitude scale, a personal information declaration form, a Turkish test, and an English test were used to gather data. The data obtained were analyzed by using SPSS Statistics 17 and content analysis. The findings of this study show that bias against learning a foreign language and maternal education level of the participants affect their attitudes towards English. Sources of personal motivation to learn English was found to be associated with academic success and the Turkish grammatical competence was found to be positively correlated with L2 test scores. In

the conclusion chapter, the pedagogic implications of the study were discussed and some suggestions were made.

Keywords: bias, attitude, motivation, mother tongue

Özet

Bu çalışma ön yargı ve tutumların, İngilizce öğrenme hedeflerinin ve anadildeki yetkinliğin lise 9. sınıf lise öğrencilerinin İngilizce öğrenimine ne derecede etki ettiğini araştırmaktır. Çalışma, amaçlı örnekleme yöntemi kullanılarak, 2018-2019 eğitim ve öğretim yılında, Bursa'da yer alan 3 farklı okul türünden, 9. sınıf düzeyinde 87 öğrenci ile gerçekleştirilmiştir. Araştırmadaki veriler, tutum ölçeği, bireysel durum formu, İngilizce seviye belirleme sınavı ve Türkçe yeterlilik sınavı ile toplanmıştır ve SPSS Statistics 17 programı ve kapsam analizi analiz edilmiştir. Elde edilen bulgular katılımcıların yabancı dil öğrenimine karşı önyargılarının ve anne eğitim durumunun İngilizce dersine karşı tutumlarını etkilediğini göstermektedir. Katılımcıların İngilizce öğrenmek için motivasyon kaynaklarının başarı ile ilgili olduğu ve anadildeki dilbilgisi yetkinliğinin, İngilizce sınav başarısı ile pozitif korelasyona sahip olduğu görülmüştür. Sonuç bölümünde araştırmanın pedagojik etkileri tartışılmakta ve tavsiyeler verilmektedir.

Anahtar kelimeler: ön yargı, tutum, motivasyon, ana dil

Table of contents

List of Tables

List of Figures

Figures	Page

List of Abbreviations

ANOVA: Analysis of Variance

AS: Attitude Scale

DIH: Developmental Interdepence Hypothesis

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

LTH: Linguistic Threshold Hypothesis

PIDF: Personal Information Declaration Form

Q: Question

UG: Universal Grammar

<div align="center">

Chapter 1

Introduction

</div>

This chapter is set out to provide brief information about the effects of bias against learning a foreign language, cultural background as well as negative attitudes and personal motivation souces for EFL and, most importantly, L1 (mother tongue) grammatical competence 1on Turkish EFL learners' L2 (target language) acquisition. This chapter gives a brief overview of the recent history of effects influencing language learners in the background of the study part. Afterwards, the statement of the problem and the purpose of the study will be clarified. Research questions, the significance, and limitations of the study are also presented in this chapter.

1.1 Background of the study

In recent years, there has been worldwide recognition of the problems associated with language learning. While some recent studies have held psychological factors such as anxiety and culture related bias against learning a foreign language for the failure in language learning, some others have focused on inadequateness in L1 linguistic competence.

One well-known study that is often cited in research on anxiety is that of Horwitz's. In his study, Horwitz (2001) claims that language anxiety is an important factor of differential success in language acquisition. Whereas some studies (Hay, Ashman, and Van Kraayenoord, 1999; Huang, 2014; Urhahne, Chao, Florineth, Luttenberger & Paechter, 2011; Zare & Riasati, 2012) discuss about learners' high and low self-concept, some others (Young, 1991; Merc, 2011; Aydin, 2009) claim that foreign language anxiety may be classroom environment, teacher or language testing related. On the other hand, there exists a considerable amount of research claiming that cultural bias against learning a foreign language affects language education (e.g. Ndura, 2004; Sherlock, 2016; Tanriverdi and Apak, 2008). There is a stream of researchers (Ajzen and Fishbein, 1972; Ekmekci, 1983: Guven,

2015) as well as the ones (Juanggo, 2017; Kormos, Kiddle and Csizér, 2011) focusing on the purpose of language learning as well.

Several studies have shown that linguistic competence in L1 has also an effect on L2 acquisition. One of the most influential accounts of the effects of L1 linguistic competence on L2 is that of Cummins' (1979,1981). According to him, the more proficient a learner in L1, the probable for him /her to be successful in L2 acquisition. To further investigate the role of literacy in L1, some other researchers (e.g. Chomsky, 1959; Sparks et al., 1997; Odlin, 1989) have tried to demonstrate not only the problems faced in L2 learning but also the interaction between L1 and L2. In this study, the effects of anxiety, bias against learning a foreign language, personal motivation sources for EFL and, notably, the effect of L1 linguistic competence on L2 acquisition will be investigated.

1.2 Statement of the Problem

There has been a number of studies on the approaches and methods of English Language teaching. However, on most occasions, what is said in theory is not applicable to classroom conditions and it ends up with ineffectualness in language learning (Bell, 2007) Considering this fact, a number of researchers have conducted a great many studies on the possible causes of failure in language learning.

In order to figure out why some learners were not successful in L2 acquisition some studies on anxiety were conducted by a stream of researchers (Levine, 2003; Swain and Lapkin, 2000). They claim that using L1 in the classroom to solve the anxiety problem to a certain extent while others (Aydin, 2009: Fujii, 2015; Park and Lee, 2005; Young, 1991) focus on low self-concept, teacher and classroom environment, test-based anxiety.

On the other hand, from a different point of view, Cummins investigated L1 effects on L2 acquisition, as a cause of failure in language learning, and developed two theories, which are Developmental Interdependence Hypothesis and Linguistic Threshold Hypothesis. There

have been several follow up studies on these two hypotheses, some of which have been consistent with them while the others have not. Similarly, Chomsky's Universal Grammar Hypothesis, have been tried to be refuted, contrary to others who are still in favour of it.

In other respects, many studies have tried to reveal potential interactions between L1 and L2. Indeed, they have managed to show that cross-linguistic influence exists to a certain extent (e.g. Hulk and Müller, 2000; Müller & Hulk, 2001).

However, despite the abovementioned studies, the problem of not being successful in English learning in Turkey still needs a solution and it seems that there has been no improvement recorded in years regarding this problem. As a matter of fact, Turkey is among the countries which need to have very strong communication skills with the rest of the world. As well as its being the world's lingua franca of science, technology, and business, the geopolitical and strategic status of Turkey makes the learning of English, particularly important for Turkish citizens (Kirkgöz, 2005). Today, learning English as the main language of international communication is considered to be of crucial importance as the country is a member of the North Atlantic Treaty Organization (NATO) an associate member of the European Union(EU). On an individual basis, learning English is essential for Turkish citizens to keep up with the necessities of the time, develop social relationships as well as being successful in education and business life. In today's world, as a result of the need for qualified manpower, who speaks at least one foreign language, primarily English, has become a must for foreign language classes to be compulsory in every stage of formal education (Cimen, 2017; Tok, 2010). In Turkey, English as a Foreign Language (EFL) is a compulsory course, but with different course hours depending on the type of school, from the 2nd grades of primary school education to the 12th class of high school education (Republic of Turkey Ministry of National Education, 2012). However, although a lot of effort is given, Turkey

does not seem to be successful in this area, despite the efforts given and some schools having instructions in a foreign language (Oktay, 2015)

Yet, when the studies, most of which are for bilinguals, third language, and ESL learners, are considered, it is seen that only few studies have considered the learning problems from the EFL learners' point of view. The current study handles the widely seen problems such as negative attitudes, anxiety, bias against learning a foreign language, and personal motivation sources for EFL among Turkish ninth grade high school students as well as investigating the effects of L1 grammatical competence on L2 acquisition. However, the main focus of this study is on how L1 grammatical competence affects L2 acquisition, which is a topic that has been widely researched in the grammatical area.

1.3 Purpose of the Study

This study attempts to investigate bias against learning a foreign language and anxiety towards English as a result of fear for failure and cultural bias grounds as well as the effects of L1 grammatical competence on L2 acquisition. It also focuses on how the personal motivation sources for learning English affect the language learning process. The reading and writing exams, both in Turkish and English, as well as the attitude scale and personal situation declaration forms, are what the study is based on.

1.4 Research Questions

This study investigates the following research questions:

1. What is the effect of L1 grammatical competence on L2 acquisition?

2. How does bias against learning a foreign language affect the language learning process?

3. How do negative attitudes affect the language learning process?

4. How do personal motivation sources affect the language learning process?

1.5 Significance of the Study

As mentioned above, Turkey has long been in the pursuit of success in foreign language learning. Most of the teachers have been trying to cope with negative learner attitudes and ease the anxiety learners feel with their methods, which seem to be useless. On the other hand, although the relationship between L1 and L2 has been studied by many researchers so far, there seems to be very little or no cooperation between L1 teachers and L2 teachers in Turkey. Besides, what remains unknown is whether there is a difference between ESL learners, bilinguals and EFL learners regarding the effects of psychological factors and L1 grammatical competence. The main contribution of this study is to fill the gap between studies on ESL learners, bilinguals as well as the third language learners and EFL learners by shedding light on the influence of L1 grammatical competence and psychological factors on Turkish EFL learners.

1.6 Limitations of the study

The application area of the study was state high schools and it was conducted with 87 ninth grade students from three different types of schools. For the benefit of the study, the number of participants could have been increased. Besides, there are a number of students who have been enrolled in different types of schools (e.g.İmam Hatip high schools, Science high schools, and Open high schools) students of which were not included in the study. For the contribution to the validity of the study, a certain number of students from these high schools could have been included in this research.

The abovementioned factors may be listed as the limitations of this study.

Chapter 2

Review of Literature

In this section of the thesis, the effects of bias against learning a foreign language, negative attitudes, personal motivation to learn EFL, and primarily, the effect of L1 grammatical competence on L2 acquisition are addressed. The section begins with a brief overview of fear for failure and influences of affective factor as the reasons for bias against learning a foreign language. Secondly, negative attitudes, resulting from bias against learning a foreign language are examined. The third part deals with the impact of extrinsic and intrinsic motivation on L2 acquisition. The remaining part of this section proceeds with the effect of L1 grammatical competence on L2 acquisition.

2.1 Bias against learning a foreign language and reasons behind it

It has been argued that in Turkey, although learners spend many years to learn English, they cannot be accurate and fluent enough. In the presence of this situation, negative affective variables such as fear of failure and affective factors may be listed as the causes of bias against learning a foreign language.

Bias may be defined as prejudice against somebody or something (Hahn &Harris, 2014). In her study, Cimen analyzed learners' demotivation, bias against language learning, low proficiency, and lower living standards as the factors faced in EFL teaching. Among these, bias against learning a foreign language is related to anxiety and sociocultural effects as well as the other factors (Sadeghi, Mohammad, and Sedaghatghoftar, 2013; MacIntyre, Noels, and Clément, 2002)

2.1.1Anxiety

Anxiety is such a complex issue that there is no agreement on a concise definition among researchers. May's definition for it is "an emotional response to a threat to some value that the individual holds essential to his existence as a personality" (May, 1977; p. 205).

However, another definition emphasizes the feelings arousing rather than their causes and defines it as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983; p.15).

As sources of anxiety, different conditions, feelings and environments have been pointed at by the researchers. With regard to anxiety in language learning, Subasi (2010) claims that negative evaluation is a source of anxiety. In a study with Japanese learners, Kitano (2002), in line with Subasi, concludes that negative evaluation is one of the sources which creates anxiety. On the other hand, in a study conducted with Japanese learners, Horwitz, Horwitz, and Cope (1986) report that learners cannot express their idea and thoughts because of their inadequate level of grammar and vocabulary. According to them, the fact that learners are not self confident and certain about what they will say may arise anxiety as they may be in fear of not giving a proper social impression and accordingly, they feel bias against learning a foreign language. In the same line, MacIntyre and Gardner (1991) propose that language acquisition and the related skills with it are influenced by anxiety all the time. Similarly, Huang (2014) concludes that the less anxious students are, the more probable for them to be successful in language learning. In their study, Steinberg and Horwitz (1986) suggest that anxious learners tend to use more concrete and general expressions comparing to calm ones.

In their study, Horwitz, Horwitz, and Cope (1986) relate foreign language anxiety with three performance anxiety types, which are 1) communication apprehension 2) test anxiety 3) fear of negative evaluation. Among these, the first and the second ones mostly depend on the characteristics of a learner, the third one, on the other hand, is associated with fear of negative evaluation and it may appear not only during test taking but also in social environments. According to them, these factors negatively influence the language learning process as

learners postpone their language courses until the last moment and, even, this situation results in learners' changing their profession.

When these results are taken into consideration, it is quite possible for the students with a tendency of worrying about negative evaluation to be ones who experience anxiety in their language classes and as abovementioned, upon linking academic success with fear of negative evaluation and anxiety, it may be concluded that anxious learners create bias against language learning.

2.1.2 Affective factors

In most cases, when an individual identifies himself or herself, cultural identity is the first frame to comes to mind. (Bilgin & Oksal, 2018). That is, most individuals tend to identify occurrences, current affairs, their point of view over cultural identity. Cultural identity is not static but it changes in time depending on time, environment and economic conditions (Celik, 2012). Atay and Ece (2009) define this situation as individuals' endless inquiry and reformulation of accomplishable ways for survival as a result of the changes in every aspect of life. On the other hand, concerning the relationship between cultural identity and language, Majidi (2013; p.36) states that "the speakers' outlook and value system which is part of social value and system is the main determinant of language choice and influences people's choice of which language to speak and which one to abandon"

Depending on the culture and society structure, some cultures see language acquisition as an added value whereas some think that it causes a culture erosion and hence they are in bias against language learning.

In her study, Lee (2003) states that there is a link between sociocultural identities of Malaysian learners and English. According to the result of her study, the identity issues in the country, which used to be a colony, are not only far more complicated than it had been

foreseen but also multilayered since the country is multicultural and in pursuit of belonging and acceptance and experience identity shifts.

In his study, Kachru (1986, 1996) concludes that the spread of English is analyzed in three branches, which are the inner circle, the outer circle, and the expanding circle. In terms of language education, EFL countries generally exist in the expanding circle. That is, the use of English is only for international communication or specific necessities such as following the latest news in business life.

In their study on the cultural problems Turkish learners face during L2 acquisition in Akdeniz University, Ilter and Güzeller (2000) report some interesting findings which indicate cultural bias against learning a foreign language. From 150 learners from all regions of Turkey, only 29,2 % think that different cultures improve their critical thinking while about 20% consider language learning as a threat to their cultural identity. In the same study, a fourth of learners find foreign publications ignorant towards Turkish culture and elder learners are found to be less tolerant towards different cultures.

Findings of another study (Atay and Ece, 2009), in which the participants were prospective English teachers, are in line with the that of Ilter ve Guzeller (2000). The findings show that participants are aware of their multiple identities but they express that their Turkish and Muslim identities are above the others. Some criticize the way Western people live and find this kind of lifestyle threatful for Turkish culture.

On the other hand, bias is observed not only among learners from countries in the outstanding circle where English is taught in the EFL concept but also among the immigrants in the English speaking countries. In a study, conducted with 4 families in two different states of the USA, Schecter and Bayley (1999) found that families express that they tend to speak Spanish, their L1, as this is the only way to survive their culture. These examples given above

could explain why and how a foreign language exposure is considered as a threat from some point of view.

The conclusion may be best summarized with the notes of Wang (1993). According to her, as a consequence of the disturbance resulting from the difference between cultures, learners may feel lonely, frustrated and unhappy. This psychology may trigger a sort of rejection towards target language learning and learners in this mood are more probable to become unsuccessful EFL learners.

2.2 The effect of negative attitudes on L2 acquisition

Gardner (as cited in Guven, 2015; p.27) defined attitudes as "individuals' evaluative responses, which are in line with their beliefs, opinions, and values, to the situations." On the other hand, Fishbein and Ajzen (1975; p.216) describe it by saying that "a person's location on a bipolar evaluative or affective dimension with respect to some object, action or event." They claim that a person's negative or positive feelings towards somebody or something are shown through attitudes. According to them, people develop positive attitudes towards somebody or something which they have qualified as positive. As an instance, a baby develops a positive attitude towards breast and the mother as it associates them with milk, through which the mother feeds it. On the other hand, as the main component of attitude, the salient beliefs of people are indicated.

Based on this information it may be concluded that in a situation where a learner associates a foreign language with something or somebody negative or depending on the salient beliefs, the bias against learning a foreign language appears. It can, therefore, be concluded that these two factors, namely bias and attitude, are of crucial importance in the language learning process.

A great many studies have shown that negative attitudes towards a language result from prejudice about that language. Ekmekci (1983) suggests that parents' positive or

negative attitudes towards a language and the society speaking it influence the child. It, therefore, influences his or her language learning instinct negatively or positively. On the other hand, Carroll and Sapon (1959), based on the results of the studies conducted in Montreal and London, conclude that the success of the learners stems from either their aptitude or their positive attitudes towards the language. The outcome of the abovementioned conclusions is that learners' thoughts, shaped according to emotions or through the impact of the family or environment may turn into bias and accordingly a negative attitude in time, which is an important issue affecting the language learning process. In other words, a learner raised in an unprejudiced society against a language may be assumed to form a positive attitude toward that language and be successful in the language learning process. Cakici (2007, p.23) draws the same conclusion, by saying that

> "defined traditionally, attitude is a complex and durable tendency that predisposes the individual to act in a certain way. As a sociopsychological factor, the role of attitude on the language process should be taken into consideration. Attitudes of students towards language are closely associated with the success or failure in language learning."

Similarly, Chambers (1999) proposes that when learners come to the classroom, they are not blank pages. They bring some attitudes and thoughts, shaped by the effects of family, friends, the media and experiences with them.

2. 3 Personal motivation sources for EFL

Turkey has an important place in international areas as a result of its strategic and geopolitical location. Therefore, Turkish citizens learning English is of prime importance in order to exist in global world communication (Kirkgoz). The results of the study by Atay and Ece show that the necessity of learning English causes learners' to form intrinsic and extrinsic motivation. According to them, Turkish learners' desire for learning English results from either their goals of getting a good job in the future or being a better educated person. Likewise, Yurtsever and Arikan's study (2017) with 49 learners shows that their motivation source is either extrinsic, that is pragmatic, or intrinsic. However, a number of studies (e.g.

Wang, 1993; Wimolmas, 2013) conclude that, in general, learners tend to have extrinsic motivation and associate it with the failure they experience. When learners motivation sources are money or recognition, they become frustrated when they do not reach their goals. Tileston (2010) argues that the learners who have been rewarded externally for a specific behaviour formation may not be enthusiastic to have the joy of doing something just for themselves. According to Dogancay-Aktuna and Kiziltepe (2005), as a result of the impact of social media, the motivation source of most learners is to learn a language and live like wealthy westerners as soon as possible, which shows the effects of extrinsic motivation. The fact that learners' motivation source for learning a language is a good job in the future is understandable but its being the only target affects the language learning process negatively. In her study, Wang, (p.5) makes a conclusion and says "instrumentally motivated EFL learners cannot devote their time and energy to their learning. When they have some difficulties in their language learning, they are likely to be downhearted or frustrated; thus their language learning will be influenced". Similarly, Tileston (2010, p.9) expresses the drawback of extrinsic motivation by saying that "there is nothing wrong with extrinsic motivation itself: We all work for paychecks and for recognition, for example. The problem with extrinsic rewards comes when it is the only or primary factor in motivating students to learn."

2.4 The effects of L1 grammatical competence on L2 acquisition

In order to ease the process of language learning, the effects of L1 linguistic competence on L2 acquisition have been investigated since the 1970s. So far, there have been a great many hypotheses, models, and studies, based on them.

Among the historiography of L1 and L2 relationship, perhaps the most well-known work is that of Cummins (1979,1981) . In his study, formulated in the context of bilingual education in the USA, he establishes a connection between L1 and L2 and puts forth a

hypothesis, the developmental interdependence hypothesis (DIH), on this topic. This hypothesis proposes that certain L1 knowledge is effective at promoting proficiency in L2 knowledge, when intensive exposure to L2 begins and in a condition that there is sufficient level of motivation and exposure to both either in formal or informal settings (Javadi-Safa, 2018). In other words, the better the L1 competence, the better L2 acquisition. Lasagabaster (2001, p.310) explained this hypothesis by saying that

> "therefore if the L1 is highly developed, this will positively affect the L2 learning. However, if the L1's degree of development is low or inadequate to a particular cognitive stage, the outcome will be difficulties on the part of the learner to attain an adequate level of competence in the L2."

Based on DIH, a number of researchers have attempted to find out whether there is such a link. Bild and Swain (1989) conducted a study with forty seven students, whose mother tongues were English, Italian or non-Romance language, on the basis of their first language and their French proficiency was measured. The results of the study are in line with the claim of the developmental interdependence hypothesis. To be more exact, the students are found to be excellent candidates for French immersion programs. The results of another research, interesting as the mother tongue of participants was Turkish, show that in terms of pragmatic skills, phonological skills, and literacy skills, positive evidence appears for the interdependence in bilingual development. (Verhoeven, 1994). The relationship between L1 and L2 was studied as a part of their research on L2 learner variables and English achievement by Wen and Johnson (1997) and they found out that L1 proficiency level has a direct effect on English achievement.

In his study in 1984, Cummins gave a more specific information about the relationship between L1 and L2 by saying that "grammatical knowledge showed minimal relationship across English and Japanese, but significant relationships were observed for both literacy-related knowledge (e.g., reading comprehension and vocabulary) and pragmatic dimensions of

oral language communicative style" (as cited in Cummins, 2005; p.7) and illustrated this relationship with the dual iceberg representation of bilingual proficiency:
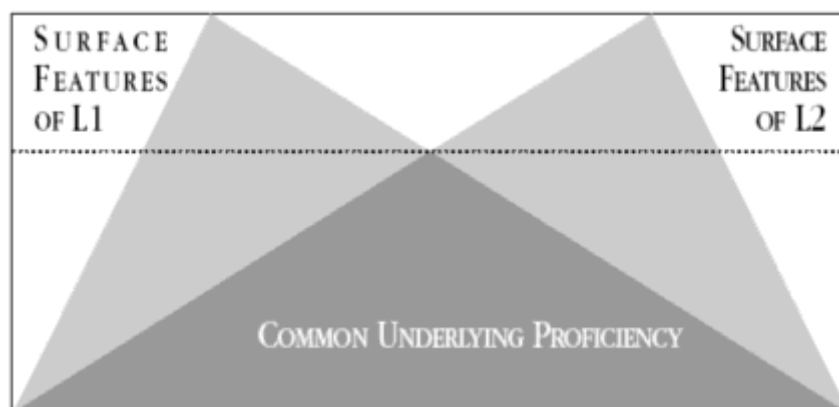
The dual iceberg representation of Bilingual Proficiency

The Dual iceberg representation of bilingual proficiency is explained by Baker and Jones (1998, p.82) by saying that "beneath the surface are storage, associations between concepts, and representations (e.g. in words and images) that belong specifically and separately to the two languages. There is also a common area where the two icebergs are fused"

However, several unresolved issues about DIH arise as a result of some studies. For example, DIH is reported to be effective mostly in transferring L1 reading skills to L2 such as in the research by Verhoeven. The study, the participants of which were 98 bilingual Turkish/Dutch children born in the Netherlands, shows that although the transfer of pragmatic, phonological, and literacy skills are interdependent, that of lexicon and syntax skills is limited, "which also supports the argument that reading skills in a general sense are interdependent and transferable between L1 and L2." (Jiang, 2011; p.179). Similarly, in a later study, where interrelations between the language proficiencies and reading abilities of children learning to read in either a 1st language or a 2nd language were investigated, Bernhardt and Kamil (1995) point that L1 literacy contributes to L2 reading skills. However, besides being in the same line, Grabe and Zhang (2016) also direct attention to the fact that

writing ability does not transfer from L1 to L2 as easily as reading ability. Besides, several other criticisms have been made on account of the fact that DIH lacks direct empirical support, it takes only the cognitive factors into account or it is not appropriate for a late start of English teaching (Baker, 1997; Fukushima 2009)

In his second hypothesis, the linguistic threshold hypothesis (LTH), Cummins claims that in order to reach a high level of competence in L2, there are certain threshold levels in L1, which need to be attained. Along with DIH, this hypothesis takes a stand on the importance of learners' high L1 competence level and advocates that it is a prerequisite for learners to reach a high level acquisition in L2. He points out the two thresholds, the first of which is the lower threshold. According to him, this level of bilingual competence must be attained to avoid any cognitive effects of L2 while the second threshold is essential to have a positive transfer from L1 to L2. In short, depending on different levels of language proficiency, cross language transfer differentiates.

In 1995, Bernhardt and Kamil carried out a study to interpret the question of whether second language reading is a linguistic threshold or a linguistic interdependence. The results are consistent with the assumptions of the hypothesis -in spite of not being wholly reflective- but linguistic knowledge has turned out to be a more powerful predictor than the first language literacy. Although LTH has been attracting considerable interest and there are a number of supporting studies (e.g., Andreu & Karapetsas, 2004; Behjat & Sadighi, 2010; Schoonen et al.,2003), the theory has also received some criticism from Takakuwa (2005) on grounds that as a result of arbitrary, thresholds based on a variety of L1 and L2 proficiency measures, there are countless threshold levels. MacSwan (2000) is also among the ones criticizing the theory claiming it does not differentiate between oral language and literacy skills.

In the 1960s, linguists were concerned about a theory on grammar, which is called Universal Grammar. What we know about Universal Grammar (UG) comes from Chomsky (1966). Since he developed UG, it has been quite popular in linguistic studies. He objects to Skinner's (1957) arguments that a child learns a language through imitating and tries to explain language acquisition via UG. According to him, the ability of learning grammar is already in the brain of a learner from birth, regardless of language, and every language is subject to the same laws (Chomsky, 1980). Chomsky holds metaphorical "little box in the brain", which he calls it as " language acquisition device (LAD)" responsible for language learning. He claims that language is a process which starts in the womb and passes into another stage after birth. UG consists of a set of principles that may be applied to all grammars (Cook, 1985). In his study, Cook interrelates L1 and acquisition of L2 based on UG. He concludes that during L2 acquisition, the learner might have access to UG directly or indirectly by means of L1, and L2 is acquired as the case in L1.

However, although this hypothesis has generated an enormous amount of interest, it has been receiving criticisms as well. Among the ones who disagree with UG is Lieberman (2002) who advocates that a language is not an encoded instinct but a learned skill. Again, contrasting with Chomsky, George Lakoff (1982) argues that factors such as semantics and context depend on rules as well. Dąbrowska (2015), on the other hand, claims that "there is a little agreement on what actually UG is. The arguments for its existence are either irrelevant, circular or based on false premises". Lin (2017) asserts that the method of UG is seriously flawed regarding its parameters and subjacency.

Another hypothesis to throw light on the reasons for the problems in foreign language learning is the Linguistic Coding Differences Hypothesis developed by Sparks, Ganschow, and Pohlman (1989). According to the hypothesis, the main reason for unsuccessful L2 acquisition is on linguistic grounds (Sparks & Ganschow 1991,1995) and "both L1 and L2

acquisition are based upon basic language learning mechanisms that are similar to both languages." (Sparks et al., 2009; p.205). They point out that L1 skills serve as a foundation for L2 and conclude as a result of the researches made, that the learners having trouble in the foreign language acquisition probably have typical problems in definite features of their L1 (Javadi-Safa, 2018).

However, in spite of the empirical research and their results which are in line with the hypothesis, it has been criticized on grounds that the affective factors -anxiety in particular- are the ones responsible from the problems faced during L2 learning and they influence cognitive processing (MacIntyre 1995a, 1995b).

During the investigation of the relationship between L1 and L2, some of the hypotheses mentioned above played a predominant role. However, these hypotheses, as well as the ones not mentioned here must be considered together in order to see a see the big picture, understand and interpret such a relationship.

Chapter 3

Methodology

Chapter II has sought to assess the effects of bias against learning a foreign language, attitude, personal motivation sources for EFL and, primarily, L1 grammatical competence on L2 acquisition by reviewing the related literature. The aim of this chapter is to describe the method of the study. This is done by analyzing the research questions as well as giving information about research design, participants, data collection tools, data collection procedures, and data analysis.

3.1 Research Questions and Research Design

In this study, a mixed method research, which is defined by Creswell (1999) as the organization of qualitative and quantitative data in a single study, has been used. Creswell claims that this type of study gives a researcher an opportunity to figure out and explain the phenomena both qualitatively and quantitatively.

Among the three models of mixed method research, the sequential model, in which qualitative and quantitative data, or vice versa, are collected respectively and "two phases are used with the second phase building on or extending the first phase of the research" (Creswell, 1999, p. 463) has been used.

3.2 Participants

The participants of this study consisted of 9th grade students of three different types of schools located in Bursa, which are an Anatolian high school, a Social Sciences high school and a Vocational high school.

The research has been planned to be conducted based on a purposeful sampling (Palinkas et al., 2015) In accordance with the aim of the research, so as to take one or a few subsections of the universe as an example, rather than a representative sample of the whole universe, 9th grade students of three different high school types have been involved in the

study. Purposeful sampling means considering the most suitable part of the universe as an

observation subject (Luborsky and Rubenstein, 1995). According to this definition, the

students

    * who did not start learning a language a short time ago,

    * who have been taking regular English classes in line with the curriculum and,

    * who are in the formal operational stage of cognitive development (Huitt and

Hummel, 2003) constitute the target participants of this research.

    The most suitable participants for this description are thought to be the 9th grade

students studying at public schools.

    As this study aims to measure the effects of bias against learning a foreign language,

attitude, personal motivation sources for EFL as well as L1 grammatical competence on L2

acquisition, participants were chosen from two public high schools which admit students

according to high school admission exam results and one public school admitting students

according to their place of residence.

    The first school of the three public high schools is the one which admits students with

the highest exam results. The second one, again admits the students upon the exam results,

however, they may be ranked as middle achievers. Besides, the curriculum of the second

school is based mainly on social sciences. The third public high school is a Vocational high

school and, the students are admitted according to their place of residence and they may be

considered as underachievers. The number of participants from Anatolian high school was 36

while the ones from Social Sciences and Vocational high schools are 26 and 25, respectively.

Table 1

Participants' school types

School types of participants	Frequency	Percentage
Anatolian high school	36	41.4 %

Social Sciences high school	26	29.9 %
Vocational high school	25	28.7 %

Participants consist of 87 high school students (49 female and 28 male) whose dates of birth change between 2003-2005. Although all of the participants' place of residence was Bursa, a considerable number of them were originally from the other cities of Turkey. If the participants are categorized according to their family backgrounds, it is seen that the region with the highest proportion was the Marmara (59.8 %), whereas the one with the lowest proportion was the Black Sea region (3.5 %).

Table 2

Region of birth of the participants

Region of birth of the participants	Frequency	Percentage
Marmara Region	52	59.8 %
Egean Region/Mediterranean Region	17	19.5 %
Central Anatolia Region	11	12.6 %
East Anatolia Region/Southeastern Anatolia Region	4	4.6 %
Black Sea Region	3	3.5 %
Total	87	100.0 %

Regarding their English learning background, 34.5 % of the participants stated a 3-4 year of English learning background while the proportion of 5-6 years and 7-8 years are 52.8 % and 5.7 %, respectively.

All the participants were informed about the aim and the procedure of the study before the data collection tools were implemented and their parents' consent was requested through a parents' consent form (Appendix A).

The researcher, on the other hand, in order to avoid having a biased point of view, has acted as a non- participant agent, and tried to collect data from the external sources, that is, the learners. Again, due to the same reason, paricipants who are students in these three schools and having been known or taught by the researcher, have been excluded from the study even if they are in line with the criteria.

3.3 Data Collection Instruments

In order to find answers to the research questions given above, an attitude scale was used to analyze the attitudes and, if there is, bias against learning a foreign language, a personal situation declaration form to analyze the background and participants' personal motivation sources, reading and writing exams in both Turkish and English to figure out to what extent L1 grammatical competence affects L2 acquisition.

Table 3.

The research questions and their data collection tool equivalent

Data Collection Instruments	Research Question
Turkish reading and writing exam	Research Question 1
English reading and writing exam	Research Question 1
Attitude scale	Research Question 2 and 3
Personal information declaration form	Research Question 2,3 and 4

3.3.1   Quantitative Instruments

3.3.1.1 Turkish Reading and Writing Tests.

This test was developed by the Yunus Emre Institute to assess the Turkish literacy level of foreign adults (Appendix D and E). The original test involves 4 sub-sections related to all four skills but, in this study, only the reading and writing tests were used. As the main focus of this study is the interaction between the grammatical features of Turkish and English,

reading and writing skills were considered as more suitable than listening and speaking skills to use the tests for educational purposes a consent letter was granted from the Institute via mail (Appendix J).

The reading section of the exam consists of six medium-length reading passages, after which 40 questions, either multiple choice or true/false, were asked to the participants and they were requested to answer the question in 60 minute time.

In the first part of the writing section, participants were required to write an answer to an e-mail consisting of at least 125 words, and in the second part they were asked to write is a 200 word essay on "health and time". The time allowed to the participants for these two sections was 40 minutes.

3.3.1.2 English Reading and Writing Tests.

English reading and writing exam are made available for teachers under the name of "free resources", on the website of Cambridge English Language Assessment (Appendix F).

As the research was conducted with the 9th grade students of a public high school, a Social Sciences high school, and a Vocational high school, A2 level was thought to be suitable, in accordance with the English curriculum of the Ministry of National Education.

This test also consists of 4 sub-sections related to all four skills. However, in accordance with the scope of the present research, only the reading and writing sections were implemented.

In the reading section, based mostly on vocabulary and grammar knowledge, participants were asked to answer 55 questions, in 8 sections. In the writing section, on the other hand, participants were given a 25-35 word writing assignment on some information about a sports club which had just been started. The time allowed to the participants for both sections was 60 minutes.

By using Turkish and English reading and writing tests, the researcher aimed to find answers regarding RQ4

3.1.1.3 Attitude Scale.

Quantitative data relating to the part of second and third research questions were collected from the learners via a five-point Likert-type questionnaire developed by Cihanoğlu (Appendix B).

The scale was developed by Cihanoglu (2008) and used in his doctoral dissertation. According to what Cihanoğlu says, after the trial implementation of his study, 4 of the items, the variance value of which are under the reference value (0,50), were excluded from the scale. As a result of this exclusion, a 13 item scale was used in his dissertation.

In this study, the scale was used without any change

The attitude scale was in the form of a five-point Likert-type scale with values ranging from "totally agree" (5) to "totally disagree (1)". It was aimed to collect data about the attitudes of participants towards the English learning process. It is mainly concerned with how learners feel themselves during the classes and while studying on their own.

3.3.1.4 Personal Information Declaration Form.

This form consists of 16 multiple choice questions, except for the one which is optionally open ended, and has been developed by the researcher in order to collect data about the gender, age, school type as well as the family backgrounds of the participants (Appendix C). Moreover, questions regarding the education level of the parents and family income level and household members were asked in order to determine parental influence factors, and to what extent they could reach the language related sources, respectively. Furthermore, participants were also asked their English learning background to assess their English exam and their personal motivation sources for EFL to understand their motivation types.

The researcher aims to collect data about second, third and fourth research questions by using this form.

3.3.2 Qualitative Instruments

3.3.2.1 Semi-structured Interview with the learners whose data show extraordinary results.

In this study, as previously mentioned, a sequential method, a type of mixed method research, was used. In line with the guidance of this method, four types of quantitative data collection tools were used in the first place, and it was seen that data of 4 participants had extraordinary results. These results were categorized as the ones with an extreme level of bias against learning a foreign language and those where English exam results were higher than Turkish exam results. Two different interviews, consisting of two questions, first of which is the same and the second one is different, were made with two participants from each group (Appendix K and L).

3.3.2.1.1 Semi structured Interviews with learners having an extreme level of bias against learning a foreign language.

In the scope of the interview, two questions were directed to the participants.

The first question was "Can you explain the English classroom environment, atmosphere and the teacher in your prior language learning process?" This question was asked to figure out whether the participant had been exposed to English or not, and whether the bias stemmed from the classroom environment or the teacher.

By asking the second research question. which was " What are the reasons for your thoughts against language learning?" the researcher aimed to figure out the basis of the reaction of the student.

3.3.2.1.2 Semi-structured interview with learners whose L2 level is higher than L1.

Another group of students with extraordinary results was the ones whose L2 exam results were higher than that of L1. In order to find an answer to this situation, a semi structural interview was implemented with two students from that group.

The first question directed to the participants from the second group was the same as the one, asked to the participants of the first group, which was "Can you explain the classroom environment, atmosphere and the teacher in your prior language learning process?" This question was asked in order to understand whether the motivation source of participants was the teacher or the classroom environment.

The second question in the scope of the interview was "What might be the reasons for your lower Turkish score in comparison to your English score?" By asking this question, the researcher attempted to find out motivating sources beyond the one asked in the first question.

3.4 Data Collection Procedure

The researcher used both qualitative and quantitative data collection instruments in order to answer the research questions.

In this study, the aim was to collect data from the students of three different types of public high schools. The researcher managed to collect data from 90 students and a 30 student proportion for each school type was reached.

3.4.1 Quantitative Data Collection Procedure

The quantitative data were collected during the second term of the 2018-2019 school year. The participants were assured about the confidentiality of data and they were informed that they were free to learn the results after the analysis process of data was completed. The researcher visited the schools four times as the data collection tools implemented were quite time consuming. The attitude scale and the personal information declaration form were filled during the first visit. The second and the third visits were paid for the Turkish exam and the fourth for the English exam. Each session lasted 40 minutes.

The data collected via the attitude scale, personal information declaration form and English and Turkish tests were compared with one another through a chart to check whether they were consistent or not.

3.4.2 Qualitative Data Collection Procedure

After the analysis of quantitative data, as previously mentioned, it was seen that the data from two groups of participants showed some extraordinary results. In order to shed light on this situation, two participants from each group were asked for an appointment and they were interviewed. The interviews were made during the summer holiday period.

3.5 Data Analysis Procedures

3.5.1 Analysis of Turkish and English Tests

In order to answer the first research question, Turkish and English Exams were analyzed through Brown-Forsythe, Tamhane, F tests and finally a T test for Pearson correlation was used.

For the marking of the English reading and writing exams, the answer key given in the Cambridge Handbook for Teachers was used. However, the point scoring system was changed as the listening and speaking parts were excluded.

Turkish reading and writing exams were assessed by using the answer key prepared for these exams by the Yunus Emre Institute. Yet, again, the point scoring system was revised as the listening and speaking parts were excluded since they were not tools of the data collection procedure of this thesis.

3.5.2 Analysis of Attitude Scale and Personal Information Declaration Form

The data obtained by means of the attitude scale were analyzed through SPSS Statistics 17. Descriptive statistics such as range, mean, and standard deviation were calculated for the demographic information of the participants and for the attitude scale in order to answer RQ 2.

After the analysis of the attitude scale, the information obtained from the personal information declaration form was categorized to answer the second, third and fourth research questions. Finally, the data in the scale and those which were obtained from the personal information declaration form were combined for each student to determine their possible effects on the results of the exams in L1 and L2.

3.5.3 Analysis of the Interviews

Regarding the qualitative data, they were gathered from interviews with 4 participants who had two different kinds of extreme and rare answers. The recordings of the interviews were transcribed and content analysis was done. During the analysis process of the qualitative data, an associate professor from a state university helped during the coding and identification process.

Chapter 4

Findings and Discussion

The aim of this chapter is to present the findings of the data analysis process. The qualitative findings of each research question, obtained as a result of the analysis made via SPSS Statistics 17.0, will be presented in the order of the research questions. Afterwards, the results of qualitative analysis, where the rare and extraordinary results are analyzed through content analysis, will be discussed. In order to provide a more clear understanding, the research questions will be handled one by one and analysis presentation part of each RQ will be followed by a discussion part aiming to compare the findings of this study and the other ones in the area.

4.1 The effect of L1 grammatical competence on L2 acquisition

The first research question in this study was " What is the effect of L1 grammatical competence on L2 acquisition?", which was the main question to investigate in this study.

As mentioned before, students of the three high school types were chosen as the participants of this study. Prior to the investigation, it was estimated that the results will be in line with the success rate of the schools.

After the English and Turkish tests were administered, in order to analyze the test results, the homogeneity of the variances was checked. However, the results showed that the homogeneity of variance of the data is not valid. For this reason, to see whether there is a meaningful difference among groups or not Brown Fortsyte test was used for both tests. Afterwards, Tamhane, not Tukey as the variances are not homogeneous, and F tests were used to understand the amount of difference among schools and what exactly the differences were, respectively.

4.1.1 Turkish test scores

Table 4

Brown- Fortsythe test for the Turkish test scores

Robust Tests of Equality of Means

Turkish test scores

	Statistic[a]	df1	df2	Sig.
Brown-Forsythe	77,522	2	43,832	,000

a. Asymptotically F distributed.

* sig < 0.05

In Table 4 the sig. value is less than 0.05, which shows that there is a meaningful

difference among the Turkish exam scores of the school types.

To understand the amount of difference among schools Tamhane was used (Table 5).

Table 5

Tamhane test for the Turkish test scores and the school types

Multiple Comparisons

The Turkish test scores
Tamhane

(I) s1	(J) s1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1,00	2,00	7,15842[*]	1,90918	,002	2,4046	11,9122
	3,00	34,31111[*]	3,19710	,000	26,2043	42,4179
2,00	1,00	-7,15842[*]	1,90918	,002	-11,9122	-2,4046
	3,00	27,15269[*]	3,47670	,000	18,4603	35,8451
3,00	1,00	-34,31111[*]	3,19710	,000	-42,4179	-26,2043
	2,00	-27,15269[*]	3,47670	,000	-35,8451	-18,4603

*. The mean difference is significant at the 0.05 level.

* sig . < 0.05

As the sig. value is less than 0.05 for all comparisons, it is assumed that there is a

meaningful difference among all school types. However, the biggest difference is between the

Anatolian high school and the Vocational high school with 34,3111. This result was in line

with what was expected. On the other hand, despite not as much as the previous pair, there is

a meaningful difference (7,15842) between the Social Sciences high school and Anatolian

high school. Lastly, a difference (27,15269) between the Social Sciences high school and the

Vocational high school exist as well.

In order to verify these data, an F test was used to compare the Turkish test results among the three high schools. According to the results of the F test (Table 6), the Anatolian high school is the most successful among the three schools with a mean value of 85,341. The second school was the Social Sciences high school with 78,1827 while the third and last school is the Vocational high school with 51,0300.

The results obtained were in line with the expectations. However, when Table 6 was analyzed there were two surprising results. Firstly, nobody, even the most successful student could score 100 points although Turkish was their mother tongue. For the same reason, it is hard to understand the minimum score, which is 26 points as well.

Table 6

F test for the Turkish test scores and school types

					Descriptives			
Turkish test scores								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
1,00	36	85,3411	5,65875	,94312	83,4265	87,2558	68,50	95,00
2,00	26	78,1827	8,46421	1,65997	74,7639	81,6015	60,25	94,00
3,00	25	51,0300	15,27411	3,05482	44,7252	57,3348	26,00	76,25
Total	87	73,3423	17,63621	1,89080	69,5835	77,1011	26,00	95,00

4.1.2 English test scores

The same procedure was followed for the English test scores as well. Variances were not found homogeneous and Brown and Fortsythe test (Table 7) was used to understand whether there was a meaningful difference among three school types in terms of English test scores

Table 7

Brown- Fortsythe test for the English test scores

Robust Tests of Equality of Means

English test scores

	Statistic[a]	df1	df2	Sig.
Brown-Forsythe	87,460	2	70,068	,000

a. Asymptotically F distributed.

* sig < 0.05

As the sig value is less than 0.005 in Table 7, the difference among the three high schools was found meaningful.

Tamhane multiple comparison test was used so as to understand to what extent three different high school types were different from one another. The difference between the groups is as shown in Table 8.

Table 8

Tamhane test between the English test scores and school types

Multiple Comparisons

Eng. test score
Tamhane

(I) s1	(J) s1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
1,00	2,00	23,98130*	4,77736	,000	12,2000	35,7626
	3,00	55,17861*	3,62447	,000	46,2610	64,0962
2,00	1,00	-23,98130*	4,77736	,000	-35,7626	-12,2000
	3,00	31,19731*	4,21235	,000	20,6816	41,7130
3,00	1,00	-55,17861*	3,62447	,000	-64,0962	-46,2610
	2,00	-31,19731*	4,21235	,000	-41,7130	-20,6816

*. The mean difference is significant at the 0.05 level.

* sig. < 0.05

Similar to Turkish test scores in Table 5, the mean difference is meaningful among the three schools. However, when the figures are analyzed, it is seen that the amount of mean difference between the Anatolian high school and Social Sciences high school, which was

7,15842 for Turkish test scores, has risen more than three times and reached 23,98130. This increase may be interpreted as the participants from the Anatolian high school are much more advanced than the participants from the Social Sciences high school in English in comparison with Turkish. An increase is seen in the mean difference between the Social Sciences high school and the Vocational high school as well as the Anatolian high school and the Vocational high school. The former from these two has increased from 27,15269 to 31,19731 and the latter from 34,31111 to 55,17861. However, as mentioned above, the most apparent increase is observed between the Anatolian high school and the Social Sciences high school mean difference.

When the English test scores of three types of high schools are compared (Table 9) the mean differences of all schools are observed to have fallen, which is normal as English is not their first language. However, the difference between all school types seems to have widened. Besides, what is more interesting is that the maximum score possible, 100 points, was reached although it was not the case for the Turkish test. Moreover, the minimum point scored is 6, which means that the participant could not answer almost any of the questions.

Table 9

F test for English test scores and the school types

				95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
1,00	36	72,7986	18,10770	3,01795	66,6718	78,9254	31,50	100,00
2,00	26	48,8173	18,88366	3,70339	41,1900	56,4446	10,50	83,50
3,00	25	17,6200	10,03590	2,00718	13,4774	21,7626	6,00	43,50
Total	87	49,7759	28,07046	3,00947	43,7932	55,7585	6,00	100,00

Descriptives

Eng. test score

The highest Turkish and English test scores are those of the participants from the Anatolian high school, which may be defined as a foreign language intensive high school compared to the other two. On the other hand, the lowest test score belongs to the Vocational High school, which is not surprising as the English class hours are fewer and students are not selected according to their entrance exam results.

4.1.3 Comparision of the Turkish and English test scores

Ranking among the three types of high schools is clearly seen from the results of the Turkish and English tests. A Pearson correlation test (Table 10), based on the results of both language tests, was used to find out whether there is a relationship between Turkish grammatical competence and English academic success.

As it is seen in Table 10, sig. value is less than 0.05, which means there is a meaningful difference between the variances. While interpreting the Pearson table, it must be known that for a correlation to be strong, the coefficient must be at least at 0.6 level. In case of a lower coefficient, the relationship between variances is interpreted as either at the medium or the low level. The fact that the coefficient is 0,8 between the English test scores and the Turkish test scores may be interpreted as there is a very strong correlation between two variances. In other words, the higher the Turkish grammatical competence of a participant, the higher his English test score. Accordingly, the main research question of this study may be assumed to be answered. That is, L1 linguistic competence affects English acquisition considerably.

Table 10

T test for Pearson Correlation between the Turkish and English test scores

<div align="center">Correlations</div>

		Turkish test score	English test score
Turkish test score	Pearson Correlation	1	,813[**]
	Sig. (2-tailed)		,000
	N	87	87
English test score	Pearson Correlation	,813[**]	1
	Sig. (2-tailed)	,000	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

This finding seems to be completely in line with DIH of Cummins' (1979, 1981). In this hypothesis, certain L1 knowledge is a prerequisite. Should the Turkish exams are accepted as the indicator of that kind of knowledge, participants from the Anatolian high school are the ones who are the best in terms of Turkish knowledge. The second condition of the hypothesis, which is the requirement of intensive exposure to L2 in both formal and informal settings is the case at the Anatolian high school as well. As well as the English class hours, more in comparison with other high school types due to selective classes, almost all students have been observed to watch foreign series and listen to music in English. As a result, the participants from this high school type may be assumed to be exposed to English intensely. These properties of the participants may be the reason for the strong correlation recorded between their L1 and L2 test scores, which would be verification for Cummins' hypothesis. There are a number of researchers who share similar results (e.g. Bild and Swain, 1989; Kocak, 2016; Verhoeven, 1994; Wen and Johnson; 1997 and others)

On the other hand, although the influence of L1 on L2 has long been debated, the exact role of L1 has not been a common expression. While some of the studies conducted in the field show similar results with the current one, some others mention partial correspondence (Eubank, 1993: Proctor, Harring and Silverman, 2017: Vainikka and Young-

Scholten,1994). As well as the claim of partial influence, there are some different ideas as well. For instance, Prevoo, Malda, Emmen, Yeniad and Mesman (2015) claim that the interaction between languages occurs depending on the context, while some others underline the importance of parental support (Daller and Ongun, 2017)

In conclusion, although the findings of research question 4 appear to be in line Cummins' DIH, considering other findings in the area, it would not be wrong to say that the interaction between L1 linguistic competence and L2 acquisition is still debatable. Further studies may also investigate the interaction between two languages since a consensus has not been reached on the exact effect of one another.

4.2 The effect of bias against learning a foreign language on the language learning process

The second research question of this study was "How does bias against learning a foreign affect the language learning process?". The two of the many causes of bias against learning English were thought to stem from anxiety and affective factors. Accordingly, the analysis of the data of research question 1 will be presented under two subtitles.

4.2.1 Analysis of the data related to anxiety

The 12th, 15th and 16th questions in the attitude scale, posed to the participants, were aimed at analyzing the effect of anxiety on the language learning process. All three questions were analyzed through the crosstabulation test of SPSS. Participants were asked to answer the question by choosing an option between 1 (I totally disagree) and 5 (I totally agree). Participants who took 50 points and above from the English test were admitted as successful and numbered with 1, while the ones whose scores were under 50 points were numbered with 2 as unsuccessful ones. The findings related to the three questions on the attitude scale are given in Table 4 below.

Table 11

Crosstabulation results of the comparison between the 12th question and the English test results

| | | | English test success | | Total |
			1,00	2,00	
As12	1,00	Count	8	0	8
		% within as12	100,0%	,0%	100,0%
		% within Englishtestresults	19,5%	,0%	9,2%
	2,00	Count	28	23	51
		% within as12	54,9%	45,1%	100,0%
		% within Englishtestresults	68,3%	50,0%	58,6%
	3,00	Count	3	9	12
		% within as12	25,0%	75,0%	100,0%
		% within Englishtestresults	7,3%	19,6%	13,8%
	4,00	Count	2	14	16
		% within as12	12,5%	87,5%	100,0%
		% within Englishtestresults	4,9%	30,4%	18,4%
Total		Count	41	46	87
		% within as12	47,1%	52,9%	100,0%
		% within Englishtestresults	100,0%	100,0%	100,0%

Regarding the relationship between question 12 in the attitude scale (I feel nervous when I start studying English) and English test results, a significant difference was found ($p<0.05$). The results show that 16 participants out of 87 feel nervous while studying English (represented with 4 in Table 11) and only the 2 of them seem to be successful in the English test. On the other hand, the rate of success of 8 students, who completely disagreed with the question is 100%. However, those who only agreed are the most in number, 51, and only 54,9% of them were successful.

Table 12

Crosstabulation results of the comparison between the 15th question and the English test results

		Eng test sc.		Total
		1,00	2,00	
As15				
1,00	Count	5	1	6
	% within as15	83,3%	16,7%	100,0%
	% within Englishtestresults	12,2%	2,2%	6,9%
2,00	Count	28	17	45
	% within as15	62,2%	37,8%	100,0%
	% within Englishtestresults	68,3%	37,0%	51,7%
3,00	Count	7	10	17
	% within as15	41,2%	58,8%	100,0%
	% within Englishtestresults	17,1%	21,7%	19,5%
4,00	Count	1	18	19
	% within as15	5,3%	94,7%	100,0%
	% within Englishtestresults	2,4%	39,1%	21,8%
Total	Count	41	46	87
	% within as15	47,1%	52,9%	100,0%
	% within Englishtestresults	100,0%	100,0%	100,0%

The relationship between the participants' answers given to question 15 (I feel relieved when the English class is over) in the attitude scale and their English test scores is presented in Table 5. There is a meaningful difference between participants' English test results and their answers to question 15 as the p value is lower than 0.05. Besides, the difference between the English exam scores of the participants who answered the question by saying "I totally agree" and the ones who marked "I totally disagree" is noteworthy as well. To be more specific, out of the 16 participants who stated that they feel relieved when the English class is over, only 1 was able to score over 50 in the English test. Whereas 69,2 % of the ones who do

not agree with the statement in the question were able to score high enough to be admitted as successful.

Table 13

Crosstabulation results of the comparison between the 16th question and the English test results.

| | | | Eng. test sc. | | Total |
			1,00	2,00	
As16	2,00	Count	1	15	16
		% within As16	6,3%	93,8%	100,0%
		% within Englishtestresults	2,4%	32,6%	18,4%
	3,00	Count	5	12	17
		% within As16	29,4%	70,6%	100,0%
		% within Englishtestresults	12,2%	26,1%	19,5%
	4,00	Count	26	15	41
		% within As16	63,4%	36,6%	100,0%
		% within Englishtestresults	63,4%	32,6%	47,1%
	5,00	Count	9	4	13
		% within As16	69,2%	30,8%	100,0%
		% within Englishtestresults	22,0%	8,7%	14,9%
Total		Count	41	46	87
		% within as16	47,1%	52,9%	100,0%
		% within Englishtestresults	100,0%	100,0%	100,0%

When the answers of question 16 (I feel comfortable during the English classes) in the attitude scale and English test results are analyzed with a chi-square test, similar to the previous two questions, a significant difference was found between them ($p < 0.05$). As seen in Table 6, the more the participants feel themselves comfortable in the English classes, the

more probable they are to be successful at English tests. To be more specific, there was no participant choosing "I totally disagree" option. Out of the 16 participants who chose "I disagree" option only 1 was able to score over 50. The success rate of the participants choosing "I am neutral" and " I agree" options are 29,4 % and 63,4%, respectively. The highest success rate was those of the participants who chose " I totally agree" option with 69,2%.

The analysis made to identify the link between the attitude scale and English test results show that the anxiety level of the participants affects their academic success negatively. This conclusion is in line with the study of Horwitz, Horwitz, and Cope (1986) who claim that there is a negative relationship between anxiety and test performance. Similarly, in his study, Philips (1992) concludes that the more anxious a student is, the lower his or her test scores are

However, there are some other studies showing contrasting results. Chastain (1975), reports that, in contrast with what is generally thought by many language teachers, learners who have higher anxiety levels are more probable to achieve higher scores. Kleinmann (1977), in a similar manner, claims that students having facilitative anxiety tend to get use more structural patterns. That is, they tend to be more successful than the less anxious learners On the other hand, according to some other studies, English academic success has nothing to do with the anxiety level of the learners. In his study In'nami (2006) claims that listening test performance is not affected by any of the anxiety factors. This finding of his is in line with those of Javanbakht and Hadian (2014) who suggest that on reading comprehension tests, test anxiety does not correlate with performance.

4.2.2 Analysis of the data related to affective factors

While an answer to the first research question was being sought, affective factors were thought to be another reason for bias. In order to verify this assumption, the relationship

between the first question in the attitude scale (I like studying English) with questions 4, 8 and 9 in the personal information declaration form (questions about the birth region and the educational level of parents) were analyzed.

The relationship between the first question of the attitude scale and the fourth question(birth region of the participants) in the PIDF was analyzed by using ANOVA (One-Way Analysis of Variance). Participants were categorized according to their birth regions. Participants were asked the fourth question in the PIDF in order to analyze whether the different upbringings affect the language acquisition process or not. Participants were asked to choose one as a birth region from the 5 categories (1= Marmara Region, 2= Eagan and Mediterranean Regions, 3= Central Anatolia Region 4= Eastern and Southeastern Anatolia Regions, 5= Black Sea Region). According to the comparison of this categorization and the answers the participants gave to the first question (I like studying English) in table 7, learners' bias against learning English does not stem from their birth regions as all the data in the mean value column (data of the first question in the attitude scale) is bigger than 3, which means that the attitude of participants towards studying English is closer to the positive side, and the data of all regions are close to each other (Table 14).

Table 14

The relationship between the participants' birth regions and their attitudes towards studying

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
1,00	52	3,6538	,90499	,12550	3,4019	3,9058	1,00	5,00
2,00	17	3,5882	1,17574	,28516	2,9837	4,1927	2,00	5,00
3,00	11	3,9091	,94388	,28459	3,2750	4,5432	2,00	5,00
4,00	4	4,2500	,50000	,25000	3,4544	5,0456	4,00	5,00
5,00	3	3,3333	1,15470	,66667	,4649	6,2018	2,00	4,00
Total	87	3,6897	,95613	,10251	3,4859	3,8934	1,00	5,00

Table 15

Test for the homogeneity of variances

Levene Statistic	df1	df2	Sig.
1,763	4	82	,144

Table 16

The relationship between participants' birth region and their English test scores

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2,408	4	,602	,648	,630
Within Groups	76,213	82	,929		
Total	78,621	86			

When the findings are expressed more quantitatively, as the sig value is bigger than 0.05, variances are homogeneous (Table 8). However, as sig. is bigger than 0.05 in Table 9, it may be concluded that there is no meaningful difference between the groups compared. That is, the birth regions of the participants do not cause any bias against learning English to form.

On the other hand, although many studies (Gayton, 2010; Khansir, Jaferizadegan and Karampoor, 2016; Kormos and Kiddle, 2013; Poyraz, 2017; Salameh, 2012) in the literature show that socioeconomic status of the parents are influential on the language learning process, there are very few (Jia and Bayley, 2008) about the influence of birth regions. The socioeconomic status of the participants' families was aimed to be learnt via the 10th question asked in the PIDF, but only 2 participants out of 87 expressed that income levels of their families are in low income group, whereas the other 85 identified theirs as middle income

group. For this reason, it was thought that the educational level of their parents are influential on participants' having bias against learning a foreign language and to verify this assumption, the eighth and ninth questions in the PIDF were posed to the participants. As a result of the ANOVA analysis of these questions, some interesting findings were obtained. According to the findings, there is a relationship between maternal education level, not the paternal, and learners' attitude towards studying English

Chi-square tests of paternal and maternal education levels are as follows. In paternal education level sig. value was bigger than 0,05 with 0,573, which means that there is no relationship On the other hand, the sig. value for maternal education is 0,029, which skows the meaningful difference between participants' level of maternal education and their positive attitudes towards studying English (Table 17 and 18).

Table 17

Chi-Square test for paternal education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,913[a]	4	,573
Likelihood Ratio	2,830	4	,587
Linear-by-Linear Association	1,183	1	,277
N of Valid Cases	87		

Table 18

Chi-Square test for maternal education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,763[a]	4	,029
Likelihood Ratio	11,302	4	,023
Linear-by-Linear Association	,141	1	,708
N of Valid Cases	87		

Tablo 19

The relationship between maternal education level and the attitude towards studying English

			As 1			
			2,00	3,00	5,00	Total
ys8	2,00	Count	8	2	14	24
		% within ys8	33,3%	8,3%	58,3%	100,0%
		% within yyt1	50,0%	12,5%	25,5%	27,6%
	3,00	Count	3	12	28	43
		% within ys8	7,0%	27,9%	65,1%	100,0%
		% within yyt1	18,8%	75,0%	50,9%	49,4%
	5,00	Count	5	2	13	20
		% within ys8	25,0%	10,0%	65,0%	100,0%
		% within yyt1	31,3%	12,5%	23,6%	23,0%
Total		Count	16	16	55	87
		% within ys8	18,4%	18,4%	63,2%	100,0%
		% within yyt1	100,0%	100,0%	100,0%	100,0%

In Table 19, maternal education level is categorized into three groups (2= illiterate and primary school graduate, 3= secondary or high school graduate, 5= graduate or postgraduate). Participants' attitudes towards studying English are expressed in three groups as well. (2= I totally disagree or I disagree, 3=I am neutral, 4= I totally agree or I agree). When the two tables are examined, it is seen that participants' desire for studying English is higher on condition that maternal education is over illiterate or primary school graduate. However, this is not the case for paternal education. According to Table 20, there is no meaningful difference between paternal education and participants' desire to study English.

Table 20

The relationship between paternal education level and attitude towards studying

English

			As 1			
			2,00	3,00	5,00	Total
ys9	2,00	Count	3	3	4	10
		% within ys9	30,0%	30,0%	40,0%	100,0%
		% within yyt1	18,8%	18,8%	7,3%	11,5%
	3,00	Count	7	8	27	42
		% within ys9	16,7%	19,0%	64,3%	100,0%
		% within yyt1	43,8%	50,0%	49,1%	48,3%
	5,00	Count	6	5	24	35
		% within ys9	17,1%	14,3%	68,6%	100,0%
		% within yyt1	37,5%	31,3%	43,6%	40,2%
Total		Count	16	16	55	87
		% within ys9	18,4%	18,4%	63,2%	100,0%
		% within yyt1	100,0%	100,0%	100,0%	100,0%

The findings of the research question 2 are consistent with the many others in the area. In their study, Kesgin and Arslan (2015) conclude that mothers' level of education is strongly related to their children's attitudes towards the English language. Likewise, Duncan (2017) states that there is a correlation between the level of maternal education and L1 and L2 development of children.

In fact, as well as Magnuson, Sexton, Devis-Kean and Huston (2009), many others (e.g. Hoff et. al., 2018; Rojas, Iglesias, Bunta, Goldstein, Goldenberg & Reese, 2016; Rydland, Grøver and Lawrance, 2013) state that children^s language development benefit from maternal education.

However, there is also a stream of researchers stating different findings. In their study, Hupp, Munala, Kaffenberger and Wessell (2011) claim that children having parents with heterogeneous education levels (only one with a university degree) tend to be more productive

in language comparing to ones with parents, both of whom have a university degree. Rindermann and Baumeister (2015), on the other hand, advocate that what is more important than the level of parents' education is the level of their educational behaviour. Another interesting finding is that of Hart and Risley's study (1995), which argues that, rather than parents' level of education, language production is in a relationship with the socioeconomic status and, accordingly, the time spent productively with children, When it comes to paternal education, there is almost no study in the area focusing specifically on fathers' level of education.

As mentioned previously, some participants' answers or data results were rare and extraordinary In order to understabd the underlying reasons, the participants who are extremely biased against English were asked two questions and the content analysis was made per question.

Table 21

Interview Question 1: Participants' feelings about their current and former English classes

Interview Questions	Theme	Code
Can you explain the English classroom environment, atmosphere, and the teacher in your prior language learning process?	Feelings about English classes	The teacher speaks English mostly/Turkish rarely. I don't understand. I feel irritated. Noisy.

As Table 21 indicates, the participants are observed to have difficulties in understanding the classroom language in English. They expressed the feeling of irritation and the other codes show that they do not feel comfortable during the Engish classes as well. One of the participants expressed an interesting point of view by saying "when the teacher speaks English it sounds as if the made up songs by spoilt children, I feel irritated". Along with the

feeling of irritation, participants' complaining about noisy classrooms is an example of a negative classroom environment, which adversely affects the language learning process.

In their study, Patrick, Ryan, and Kaplan (2007) claim that learners' perception of classroom has a direct impact on their motivation. Burnett (2002), in the same line, underlines the importance of a positive classroom environment. He suggests that the formation of negative attitudes is related to the classroom environment as well as the teacher-student relationship. He maintains that while gender differences are not associated with the classroom environment, significant age is. On the other hand, Obaki (2017) suggests that social behaviours of learners may be negatively affected by the classroom environment and team-work is a must to be learnt by the students.

Regarding the L2 use, both of the participants mentioned that they did not understand what the teacher said as he or she spoke English frequently. The use of English what is to be done in an English class. However, should the language background of the learners is not at the desired level, they are likely to have difficulties during the classes, which may result in negative attitudes.

Schweers (1999) draws attention to the use of L1 in L2 classroom and suggests L1 use must be used in the classroom to a certain extent, awareness of teachers must be raised about this topic. Turnbull (2001), despite agreeing on the use of L1 to a certain extent, is against teachers' using it extensively. Cook (1999) agrees with Turnbull, yet draws attention to the point that too much restriction for L1 use may have an adverse effect on learners' against L2.

Table 22

Interview Question 2: Participants' reasons for bias against learning English

Interview Questions	Theme	Code
What are the reasons for your thoughts against language learning?	Reasons for bias against learning English	I feel irritated. Why do we have to learn English?

Unnecessary.

We speak Turkish.

It is against our culture

When the participants were asked reasons for their negative feelings, the word "
unnecessary" was the one which was pronounced more than 8 times and it was generally said
just after another frequent answer, actually a question, "Why do we have to learn
English?"(Table 22).

As discussed in the literature review section, bias against learning a foreign language
may result in negative attitudes towards L2, which seems to be the case for these two
participants. The studies show that learners may have bias against learning a foreign language
and see it as a threat to their own culture (Ilter and Guzeller, 2000). However, as Newman,
Hartman, and Taber (2012) concludes it is English teachers who could get over this problem
and who teach that a language is not a threat to another. On the other hand, Gonen and
Saglam (2012) claim that the bias against learning a foreign language could only be
eliminated through the integration of culture into curriculums.

4.3 The effect of negative attitudes on the language learning process

The third research question of this study was "how do negative attitudes affect the
language learning process?". In order to find an answer to this question, the first question," I
like studying English", in the attitude scale and participants' high school types were compared
with Post Hoc Tests. Then, the association between their English test scores and attitudes
towards studying English was analyzed.

As the first step, Levene's test was applied to the data (table 21). Since the sig value is
bigger than 0.05, it was concluded that variances are homogeneous. Afterwards, three high
school types (1=Anatolian High School, 2= Social Sciences High School, and 3=Vocational

High School) were compared with one another (Table 22). As the variances are homogeneous, Tukey HSD data were taken into consideration. According to the data in Table 22, the sig value is less than 0.05 only in the comparison of 1 and 3, that is, the Anatolian high and the Vocational high school. In other words, there is a significant difference between the attitudes of the participants from those two high schools towards studying English but there is no meaningful difference between 1 and 2 or 2 and 3.

Table 23

Levene's test results for the homogeneity of the attitudes of the participants three different high school types

Test of Homogeneity of Variances			
As 1			
Levene Statistic	df1	df2	Sig.
,301	2	84	,741

Table 24

Multiple comparisons of school types regarding attitudes towards studying English

Dependent Variable: As 1

	(I) s1	(J) s1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tukey HSD	1,00	2,00	,40812	,21647	,149	-,1084	,9246
		3,00	1,13889*	,21896	,000	,6164	1,6613
	2,00	1,00	-,40812	,21647	,149	-,9246	,1084
		3,00	,73077*	,23559	,007	,1687	1,2929
	3,00	1,00	-1,13889*	,21896	,000	-1,6613	-,6164
		2,00	-,73077*	,23559	,007	-1,2929	-,1687
Tamhane	1,00	2,00	,40812	,21382	,173	-,1176	,9338
		3,00	1,13889*	,22166	,000	,5930	1,6848
	2,00	1,00	-,40812	,21382	,173	-,9338	,1176
		3,00	,73077*	,22343	,006	,1783	1,2833
	3,00	1,00	-1,13889*	,22166	,000	-1,6848	-,5930
		2,00	-,73077*	,22343	,006	-1,2833	-,1783

As can be seen in Table 23, findings suggest that two subsets may be formed regarding the attitudes of participants towards studying English. While the first subset includes participants from the Vocational high school, participants from Social Sciences high school, and Anatolian high school were placed in subset 2. This grouping means that the attitudes of the members of subset 1 are different from those of subset 2. However, the attitudes of participants in subset 2 may be considered as similar.

Table 25

Subset formation of the high school types

				As 1	
				Subset for alpha = 0.05	
	s1		N	1	2
Tukey HSD[a,,b]	3,00		25	3,0000	
	2,00		26		3,7308
	1,00		36		4,1389
	Sig.			1,000	,168

While analyzing the relationship between the participants' answers to the first question of the attitude scale and their English test scores, firstly a chi-square test was administered to see whether there is a meaningful difference between these two variances (Table 24).

Table 26

Chi-square test for the English test results and pariticipants' attitudes towards studying English

	Chi-Square Tests		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31,588[a]	4	,000
Likelihood Ratio	36,730	4	,000
Linear-by-Linear Association	28,400	1	,000
N of Valid Cases	87		

The results of the chi-square test show that the difference is meaningful as sig. value less than 0.05. As the second step, the crosstabulation test was applied to two variances (Table 25). As stated above, participants whose score is at least 50 points were categorized as successful (numbered as 1) and the rest admitted as unsuccessful and numbered as 2. When Table 18 is analyzed, it is seen that 41 participants out of 87 are successful. What is more significant is that 37 of these 41 participants answered the 1st question in the attitude scale by choosing either "I totally agree" (5) or "I agree" (4) option. On the other hand, out of 46 unsuccessful students, the rate of marking the 4th (I disagree) or 5th (I totally disagree) options is only 18. However, although 17 students expressed that they liked studying English, they were unable to score 50 from the English test. Besides, despite expressing negative attitudes towards studying English 4 participants were able to score over 50 in the English test, which is quite interesting.

Table 27

Crosstabulation of the English test results and participants' attitudes towards studying English

					As Q1				
			1,00	2,00	3,00	4,00	5,00	Total
Eng. test scor.	1,00	Count	0	1	3	21	16	41
		% within Eng. test scor.	,0%	2,4%	7,3%	51,2%	39,0%	100,0%
		% within As Q1	,0%	10,0%	14,3%	55,3%	94,1%	47,1%
	2,00	Count	1	9	18	17	1	46
		% within Eng. test scor.	2,2%	19,6%	39,1%	37,0%	2,2%	100,0%
		% within As Q1	100,0%	90,0%	85,7%	44,7%	5,9%	52,9%
Total		Count	1	10	21	38	17	87
		% within Eng. test scor.	1,1%	11,5%	24,1%	43,7%	19,5%	100,0%
		% within As Q1	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Crosstabulation

As a conclusion, it may be assumed that those who like studying English tend to have higher academic success although there are a few contradicting results.

The results of this analysis are in line with most of the studies in the area. That is, there are quite a number of studies (e.g. Brown, 2000; Gomleksiz, 2010; Holmes, 2000; Nyamubi, 2005) which advocate that there is a positive correlation between positive attitudes about studying English and academic success. Furthermore, this common idea is not only the case for English but also for other languages, as the findings of Mapunda's study (2013) show.

Yet, there are some other researchers who claim different ideas as well as agreeing on the fact that positive attitudes correlate with academic success. As an example, in his book Ellis (1994) claims that no matter how negatively learners feel towards a language, if they feel an obligation to learn it, these negative attitudes affect the learning process positively. Similary, Buyukkarci (2016) claims that academic success is not affected by the negative attitudes of learners. He explains that in his study that almost all participants were anxious to a certain extent, yet a negative correlation between anxiety, and negative attitudes as a result, and academic success does not exist.

To sum up, the findings of this study related to research question 3 are in line with the previous research, which claims positive attitudes of learners contribute to academic success and language learning process. However, regarding the assumption that negative attitudes do not affect academic success, no finding was obtained.

4.4 The effect of learners'personal motivation on the language learning process

The fourth research question was "how does learners'personal motivation affect the language learning process?". The 16th question in the PIDF was posed to participants to understand whether participants' motivation sources for learning English affect their academic success. Participants were asked to choose one of the 5 alternatives as a motivation source to learn English. Two of these alternatives (the 1st; "to learn another culture" and the

4th, "to live in abroad") were defined as intrinsic motivation causes while the other three as causes of extrinsic motivation causes. In case the participants had any other reasons to learn English, a sixth, open ended option was offered to them as well.

The answers the participants gave and their English test scores were compared with SPSS Crosstabulation. However, the number of participants who chose the intrinsic motivation causes were few as was expected. For this reason, they were grouped in a single category and numbered as 1. Besides, 2 participants answered the question by writing their own reasons, both of which were " for self improvement". These two answers were admitted as intrinsic motivation causes.

As may be seen in Table 26, the sig value was less than 0.05, which may be interpreted as the difference between the two variances is meaningful.

Table 28

Chi-Square tests for the relationship between the motivation causes of the participants and their English test scores

	Chi-Square Tests		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31,445[a]	4	,000
Likelihood Ratio	40,091	4	,000
Linear-by-Linear Association	,024	1	,877
N of Valid Cases	87		

The analysis of the answers given to the 16th question and their comparison with English test scores are as in Table 29.

As mentioned before, the participants who took 50 points or over were admitted as successful and numbered with 1. The rest, unsuccessful ones, were numbered with 2.

When Table 29 is analyzed, it is clearly seen that although there are participants who were successful among those who chose the 2nd,3rd and 5th alternatives for the 16th

question, all the participants who expressed their peromal motivation sources to learn English by choosing the 1st and 4th alternatives were able to score over 50 points in the English test. Moreover, both of the participants who expressed that they wanted to learn English for self-improvement were successful as well. It would not be wrong to interpret these findings by concluding that those who have a broader point of view are academically more successful. In other words, learners having intrinsic motivation may be successful just because they do something for their own sake, not with an expectation of a reward.

Table 29

Crosstabulation of the participants' answers to the 16th question and their English test scores

		Crosstabulation					
		16th question					
		1,00	2,00	3,00	4,00	6,00	Total
Eng. test sc. 1,00	Count	12	1	19	7	2	41
	% within Eng. test sc	29,3%	2,4%	46,3%	17,1%	4,9%	100,0%
	% within 16 th question	100,0%	5,3%	43,2%	70,0%	100,0%	47,1%
2,00	Count	0	18	25	3	0	46
	% within Eng. test sc	,0%	39,1%	54,3%	6,5%	,0%	100,0%
	% within 16 th question	,0%	94,7%	56,8%	30,0%	,0%	52,9%
Total	Count	12	19	44	10	2	87
	% within Eng. test sc	13,8%	21,8%	50,6%	11,5%	2,3%	100,0%
	% within 16 th question	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

When participants' average Turkish And English tests scores are calculated according to the alternatives they chose, it is seen that they are consistent with the crosstabulation results. That is, participants who had chosen the 1st, 4th or the 6th alternatives- considered as having intrinsic motivation- scored higher in both tests in general comparing to the ones who had chosen the other options.

Table 30

Avarage success rates according to the options

Opt.	Numb of partc.	Av. Turk. t. sc.	Num. Of suc. part.	Num. Of unsuc. part.	Avrg Eng t sc.	Num. Of suc. part.	Num. Of unsuc. part.
1	12	86,9	12	0	80,2	12	0
2	19	65,1	15	4	65,1	1	18
3	44	77,4	36	8	58,2	19	25
4	10	80,1	10	0	65,3	7	3
5	…..	…..	…...	…..		,,,,,,	,,,,,,
6	2	88,9	2	0	82,3	2	0

The findings are similar to those of Gottfried, Fleming and Gottfried (1994), who claim that academic achievement correlates positively with intrinsic motivation and emphasizes its importance. Likewise, Ryan and Deci (2000) define intrinsic motivation as the main motivator of the learning process. From a more critical point of view, Brown (1990) accuses the traditional educational system of diminishing intrinsic motivation and leading learners become reward-oriented people. In their study, Noels, Clément, and Pelletier (1999) underline the importance of intrinsic motivation and claim that positive outcomes are associated with intrinsic motivation.

However, Dornyei (1994) claims that extrinsic motivation may be turned into intrinsic motivation in time on condition that the autonomy of learners is encouraged. In their study, Lepper, Corpus, and Iyengar (2005) share the same point of view and advocate that intrinsic and extrinsic motivation are not the opposite concepts, On the contrary, they are complements of each other. This view is shared by Harter and Jackson (1992), who suggest that learners may benefit from both motivation types.

To sum up, the research in the literature shows that as a result of the reward-oriented education system and sociocultural environment, learners may be goal-oriented and

extrinsically motivated. However, a combination of both motivation types during classes may not only lead success in academic life but also contribute to personal improvement, as an individual with intrinsic motivation would feel happier and more satisfied.

On the other hand, a stream of participants scored higher points in the English test than they did in the Turkish test. 2 of these participants were chosen to interview as not only the underlying reason for this situation but also the researcher would not like to exclude some participants from the study.

Table 31

Interview Question 1: Participants' feelings about current and former English classes

Interview Questions	Theme	Code
Can you explain the English classroom environment, atmosphere, and the teacher in your prior language learning process?	Feelings about English classes	I like/liked it. It is/was fun.

When the second group of participants, whose data showed extraordinary results, were interviewed, it became clear that both of them had positive attitudes towards English. They describe their current and former classes with the word "fun" and stated that they liked them. Moreover, their feelings for their teachers were completely positive.

As previously mentioned, the research in the area emphasizes the importance of positive attitudes. Some researchers (e.g. Carroll and Sapon; Cakici, 2007) suggest that positive attitudes and academic achievement positively correlate with each other. Some others (e.g.Ellis, 1994; Büyükkarci, 2016), deal with the problem from another aspect and claim that positive attitudes do not guarantee academic success. However, although there may be a margin of error for the assumption of a direct proportion between positive attitudes and L2 acquisition, the teachers' impact on the formation of attitudes is an irrefutable fact (Peterson, Mark and Clark 1978; Qin, 2007).

Table 32

Interview Question 2: Participants' reasons for their extraordinary results

Interview Questions	Theme	Code
		Turkish test was boring
	Reasons for higher English test results	Turkish test was very long.
		Too many details
What might be the reason for your lower Turkish grades?		Feeling of satisfaction
	The ways used to improve the level of English	Series
		Music
		Practice with foreigners

The second question of the interview was about the possible causes of the higher English test scores comparing those of the Turkish test and the underlying reasons for it. Both students were surprised when they learned their Turkish scores. They stated that a possible cause for it may be the long, boring and detailed texts in the Turkish test. Moreover, when they were asked how they improved their level of English, both answered the question by saying the same things; foreign music, foreign series and practice with foreigners.

Although there are some studies on the effects of songs on learners' langıage skills, there is no study about the series in the area. In her study, Shen (2009) claims that using songs in the classroom improves awareness of language. Likewise, Boothe and West (2015) suggest that songs are effective in cognitive and linguistic awareness. Gadani (2015), on the other hand, maintains that songs are rich sources of vocabulary and structures. Šafranj (2013) categorizes watching movies and practicing the language with foreigners as the functional strategies of learning a language and maintain that learning strategies contribute to learners' language learning process.

Levene Statistics, Descriptive Statistics, One way Anova, crosstabulation, chi-square test, Tukey and Tamhane test properties of SPSS Statistics 17 were used to analyze the data of this study. The next chapter will comprise the conclusion of the study.

As a result of the data analysis, it was found that positive attitudes towards learning is not gender, birth region but school type and maternal education level related. Besides, those who have the intrinsic motivation to learn English are probable to achieve academic success in English. Most of all, a strong correlation was found between the test results of L1 and L2, which may be interpreted as L1 grammatical competence is effective on L2 acquisition.

Chapter 5

Conclusion

In this chapter, a short review of this study and its findings will be presented in general terms. After the conclusions are shared, some suggestions will be made for further studies.

5.1 Summary of the findings

This study aimed to find out the effects of bias against learning a foreign language, anxiety, participants' motivation sources and mainly L1 grammatical competence on L2 acquisition of EFL learners. In order to answer the research questions an attitude scale, a PIDF, a Turkish and an English test were used to gather quantitative data. After the analysis of the quantitative data, extreme and extraordinary findings were analyzed through a content analysis, which means both quantitative and qualitative data were used in this study. With the participation of 87 students, from three different school types, the following research questions were aimed to be answered.

Research Question 1. What is the effect of L1 grammatical competence on L2 acquisition?

Research Question 2. How does bias against learning a foreign language affect the language learning process?

Research Question 3. How do negative attitudes affect the language learning process?

Research Question 4. How do personal motivation sources affect the language learning process?

A negative correlation was found between the anxiety levels of participants and their English test scores. Participants who were anxious were found to be less successful. On the other hand, whether the participants had a bias against learning a foreign language or not was tried to be analyzed through the data about their birth regions and the educational level of their parents. It was found that while the birth regions did not act as a an affective factor to have a bias against learning a foreign language, maternal education level was.

A positive correlation was found between the attitudes of the participants and their English test scores. A meaningful difference was obtained from the analysis made between school types and participants' attitudes. From the three high school types, while the Anatolian high school and Social Sciences high school were grouped as one subset, the Vocational high school was in another subset.

All of the participants having intrinsic motivation types were observed to be successful in the English test. However, despite not completely, some participants who were extrinsically motivated were unsuccessful.

As was expected, participants' Turkish and English test score was directly proportional to their schools' success rates. A positive correlation was found between the Turkish and English tests. However, some students having rare and extraordinary results were interviewed in order to clarify the underlying causes. These were categorized into two groups, which were the participants having an extreme level of bias against learning English and the participants whose data showed extraordinary results.

The findings obtained as a result of the analysis interviews made with the first group of students showed that those extremely biased against learning English, had negative attitudes towards it. Secondly, from their point of view, English is unnecessary, a threat to the Turkish culture.

The analysis of the interviews made with the participants who had extraordinary test results showed that they had positive attitudes towards English. Moreover, these two participants considered watching foreign series, listening to foreign music and talking to foreigners as the causes of their high level of English.

5.2 Implications of the study

The current study has a number of implications for parents, EFL teachers, and EFL policymakers. Each of these will be discussed respectively.

5.2.1 Implications for parents

The findings of this study show that cultural bias against learming a foreign language affects the language learning process negatively. As previously mentioned, bias against learning a foreign language stems from not only the person, himself but also from the family and environment. As Forey, Besser, and Sampson (2016) suggest, parents, in cooperation with teachers, should teach their children to embrace cultural differences. Besides, parents should be aware of the fact that teaching a language is quite different from teaching other disciplines. Considering the fact that it takes almost a year for a child to be able to pronounce words, teaching a whole language in a classroom setting on one hand, motivating the learners on the other is a demanding job.

5.2.2 Implications for EFL teachers

As the findings of this study suggest, negative attitudes were found to have a strong impact on academic success. The study of Horwitz, Horwitz, and Cope (1986) shows that negative feelings may result in changing a profession, which is a very important decision for one's life. Teachers, taking this possibility into account, should teach culture by using a cross-cultural approach in order to prevent bias against learning a foreihn language.

On the other hand, considering the fact that today's teachers frequently choose their professions thanks to the positive impact of their own teachers, classroom atmosphere, a teacher in a friendly manner and enjoyable activities mean a lot for students while shaping their lives.

The main findings of this study, which are in line with a great many studies in the field, show that L1 linguistic competence positively correlates with L2 academic success. Considering, this fact, learners may take a great advantage from the cooperation of the teachers of Turkish and English. Besides, as Krashen (1981) suggests, language input is a

must for language acquisition. Teachers may seek ways to facilitate the classrooms with authentic materials and they may integrate songs to the lessons.

5.2.3 Implications for policymakers

As mentioned in the "statement of the problem" part, the Turkish education system's teaching English problem has been going on for years. As learning is associated only with teachers in general, English teachers are the ones held responsible for this problem. However, it should not be forgotten that language learning is a lifetime process and 2 or 4 hours of language class a week is not enough for a student to learn a language. Besides, it is almost impossible for learners who are given no chance of exposure to the language except for the teacher talk, to learn the language in an environment where the books have a number of spelling mistakes and schools which are not equipped with enough number of language materials. Policymakers should try to find out the real causes of the problem in cooperation with the educators.

5.3 Suggestions for future research

In this study, although the problem of bias stemming from affective factors against learning a foreign language was handled, culture teaching and its effects on learners were not investigated. Researchers can approach the influences of affective factors in foreign language learning process under the title of teaching culture. Besides, using the listening and speaking tests along with reading and writing tests would give a broader point of view about the effect of a foreign language on the mother tongue. Finally, in order to have a more clear opinion, students from more school types may be included.

References

Ajzen, I., & Fishbein, M. (1972). Attitudes and normative beliefs as factors influencing

behavioral intentions. *Journal of Personality and Social Psychology, 21*(1), 1-9.

http://dx.doi.org/10.1037/h0031930.

Andreu, G. & Karapetsas, A. (2004). Verbal abilities in low and highly proficient bilinguals.

Journal of Psycholinguistic Research, 33(5), 357-364.

Atay D., and Ece A. (2009). Multiple Identities as Reflected in English Language Education:

The Turkish Perspective. *Journal of Language Identity & Education* . 8(1), (n.d.):

21–34.

 https://doi.org/10.1080/15348450802619961.

Awan, R. N, Azher, M., Anvar, M. N. & Naz, A. (2010). An investigation of foreign language

anxiety and its relationship with students' achievement. *Journal of College Teaching*

& Learning, 7 (11), 33-40.

Aydin, S. (2009). "Test Anxiety among Foreign Language Learners: A Review of Literature".

Journal of Language and Linguistic Studies, *5*(1).

https://files.eric.ed.gov/fulltext/ED511092.pdf.

Baker, C. (1997) Foundations of Bilingual Education and Bilingualism (2nd edn). Clevedon:

Multilingual Matters.

Baker, C. and Jones, S.P. (1998) Encyclopedia of Bilingualism and Bilingual Education.

Clevedon: Multilingual Matters.

Behjat, F. & Sadeghi, F. (2010). Iranian English major students' L2 grammar development:

Linguistic threshold hypothesis. *TESL-HJ, 13* (4), 1-19.

Bell, D.M. (2007). Do Teachers Think Methods Are Dead? *ELT Journal*, *61*(2), 135-143.

https://doi.org/10.1093/elt/ccm006.

Bernhardt, E. B., & Kamil, M. L. (1995). Interpreting Relationships between L1 and L2 Reading: Consolidating the Linguistic Threshold and the Linguistic Interdependence Hypotheses. Applied Linguistics, 16, 15-34. http://dx.doi.org/10.1093/applin/16.1.15

Bild, E.R. and Swain, M. (1989) Minority language students in a French immersion Programme: Their French proficiency. *Journal of Multilingual and Multicultural Development 10*, 255–274.

Bilgin A. & Oksal A. (2018). Cultural Identity and Education. *Academy Journal of Educational Sciences* . 2(1), 82–90. . https://doi.org/10.31805/acjes.346729.

Boothe, D., & West, J. (2015). English Language Learning through Music and Song Lyrics-The Performance of a Lifetime. In *Conference Proceedings. The Future of Education* (p. 248). libreriauniversitaria. it Edizioni.

Brown, H. D. (1990). M&Ms for language classrooms? Another look at motivation. In Alatis, J. E. (ed.), *Georgetown University round table on language and linguistics 1990*, 383–93.

Brown, D. H. (2000). Principle of Language Learning and Teaching. New York: Longman.

Burnett, P. (2002). Teacher Praise and Feedback and Students' Perceptions of the Classroom Environment. *Educational Psychology*, *22*(1), 5-16. https://doi.org/10.1080/01443410120101215

Buyukkarci, K. (2016). Is It Language Learning Anxiety and/or Attitude of University Students That Determines Their Academic Success? *Turkish Online Journal of English Language Teaching,* 1(2), 57-65 http://dergipark.ulakbim.gov.tr/tojelt/article/view/5000157631.

Cakici D. (2007). The Attitudes of University Students towards English within the Scope of Common Compulsory Courses. *Journal of Gazi Education Faculty. 27*(3), 21–35.

Carroll, J. B., & Sapon, S. M. (1959). Modern language aptitude test. San Antonio, Texas, US: Psychological Corporation.

Celik H. (2012). Küreselleşme Sürecinde Kimlik Tartışmaları ve Medyanın Rolü: Kosova Örneği." *Global Media Journal Turkish Edition*. 2(4), 21–45.

Chambers, G. N. (1999). Motivating Language Learners. UK: Multilingual Matters Ltd.

Chastain, K. (1975), AFFECTIVE AND ABILITY FACTORS IN SECOND- LANGUAGE ACQUISITION. Language Learning, 25: 153-161. https://doi.org/10.1111/j.1467-1770.1975.tb00115.x

Chomsky, N. (1959). On Certain Formal Properties of Grammars. *Information and Control* . 2(2), 137–67.

https://doi.org/10.1016/S0019-9958(59)90362-6.

Chomsky, N. (1966). *Topics in the Theory of Generative Grammar*, Mouton, The Hague.

Chomsky, N. (1980). *Rules and Representations.* Oxford: Basil Blackwell.

Cihanoglu, O. (2008). Alternatif değerlendirme yaklaşımlarından öz ve akran değerlendirmenin işbirlikli öğrenme ortamlarında akademik başarı, tutum ve kalıcılığa etkileri. Yayımlanmamış doktora tezi, Dokuz Eylül Üniversitesi, İzmir.

Cimen, B.A. (2017). Challenges in EFL Education in Turkey and Potential Solutions from the Tertiaty-level Intructors' Perspectives. *International Journal of Language Academy, 5*(6), 213-228.

http://dx.doi.org/10.18033/ijla.3753.

Cook, V. (1985). Chomsky's Universal Grammar and second language learning. *Applied Linguistics, 6*, 1-18.

Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL*

   Quarterly, 33(2), 185-209.

   https://doi.org/10.2307/3587717

Creswell, J. W. (1999). Mixed method research: Introduction and application. In T.Cijek

   (Ed.), *Handbook of educational policy* (pp. 455–472). San Deigo, CA: Academic

   Press.

Cummins, J. (1979). Linguistic Interdependence and the Educational Development of

   Bilingual Children. *Sage Journals*. *49*(2), 222-251.

   https://doi.org/10.3102/00346543049002222.

Cummins, J. (1981). Schooling and language minority students: A theoretical framework. *The*

   ole of primary language development in promoting educational success for language

   minority students. (chapter 1). Retrieved from

   https://archive.org/details/schoolinglanguag00leyb

Cummins, J. (2005). Teaching for cross-language transfer in dual language education.

   Possibilities and pitfalls. Tesol symposium on dual language education: Teaching and

   learning two languages in the EFL seeting. İstanbul; Turkey.

Cummins, J. Swain, M., Nakajima, K., Handscombe, J., Green, D., & Tran, C. (1984).

   Linguistic interdependence among Japanese and Vietnamese immigrant students. In C.

   Rivera (Ed.), *Communicate competence approaches to language proficiency*

   assessment: Research and application (p. 60–81). Clevedon, England: Multilingual

   Matters

Daller, M., & Ongun, Z. (2017). The Threshold Hypothesis revisited: Bilingual lexical

   knowledge and non-verbal IQ development. *International Journal of*

   Bilingualism, *22*(6), 675 – 694.

    https://doi.org/10.1177/1367006917690835.

Dąbrowska, E. (2015). What exactly is Universal Grammar, and has anyone seen it? *Frontiers in Psychology* ,6 .

https://doi.org/10.3389/fpsyg.2015.00852.

Dogancay-Aktuna, S. and Kiziltepe, Z.2005. English in Turkey. *World Englishes*, *24*(2): 253–265

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal, 78*(3), 273-284.

http://dx.doi.org/10.2307/330107

Duncan, T. G. S. (2017). How Does Maternal Education Influence Language Acquisition? Interdependencies between Environment and Input in the Bilingual Development of Immigrant and Refugee Children (unpublished doctoral dissertation) University of Alberta.

Ekmekci, O. (1983). "Psychosocial Effects in Foreign Language Teaching." In *Scientific Meetibg of Turkish Education Assosiaction*, 21–44. Ankara: Turkish Education Association.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Eubank, L. (1993). On the Transfer of Parametric Values in L2 Development. *Language Acquisition, 3*(3), 183-208. Retrieved from http://www.jstor.org/stable/20011400

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, Mass: Addison-Wesley Pub. Co.

Forey, G., Besser, S., & Sampson, N. (2016). Parental involvement in foreign language learning: The case of Hong Kong. *Journal of Early Childhood Literacy, 16*(3), 383-413.

Fujii, P. (2015). A Conceptualization of Strategies for Reducing Students' Language Anxiety. *Heles Journal, 15*, 3-19.

https://doi.org/10.24675/helesje.15.0_3

Fukushima, M. (2009). Conceptualizing Language Proficieny: BICS and CALP Revisited, 1-12. Retrieved from

https://tuins.ac.jp › pdf › 2009-16fukushimami.

Gadani, N. (2015). The Role of Songs in English Language Teaching (ELT): An Introduction to Musical Pedagogy. *An International Multidisciplinary Research E-Joumal, 1*(3), 1-16. Retrieved from http://vidhvavanaeioumal.org/uploads/ioumal pdf/Vidhvavana 147146248219.pdf.

Gayton, A. (2010). "Socioeconomic Status and Language-Learning Motivation: towhat extent does the former influence the latter?" *Scottish Language Review, 22*, 17-28. Retrieved from:

https://www.scilt.org.uk/Portals/24/Library/slr/issues/22/3_Gayton_-_Socioeconomic_Status_ML.pdf .

Gomleksiz, M. N. (2010). An evaluation of students' attitudes toward English language learning in terms of several variables. *Procedia - Social and Behavioral Sciences*, *9*, 913-918.

https://doi.org/10.1016/j.sbspro.2010.12.258.

Gonen, S. I. K., & Saglam, S. (2012). Teaching Culture in the FL Classroom: Teachers' Perspectives. IJGE: International Journal of Global Education, 1(3), 26-46.

Grabe, W., & Zhang, C. (2016). Reading-writing rlationships in first and second language academic literacy development. *Language Teaching, 49*(3), 339-355.

https://doi.org/10.1017/S0261444816000082

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (1994). Role of parental motivational practices in children's academic intrinsic motivation and achievement. *Journal of Educational Psychology, 86*(1), 104-113.

http://dx.doi.org/10.1037/0022-0663.86.1.104

Guven, S. (2015*). EFL Learners' attitudes toward learning intercultural communicative competence*. (M.A. Thesis), Available fromThe Council of Higher Education National Thesis Centre. (No:381122)

Hahn U., and Harris A. (2014). What Does It Mean to Be Biased: Motivated Reasoning and Rationality. *Psychology of Learning and Motivation,* 61, 41–102. https://doi.org/10.1016/B978-0-12-800283-4.00002-2.

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: P. H. Brookes.

Harter, S., & Jackson, B. K. (1992). Trait vs. nontrait conceptualizations of intrinsic/extrinsic motivational orientation. *Motivation and Emotion, 16*(3), 209-230. http://dx.doi.org/10.1007/BF00991652

Hay I., Ashman A. F., & Van Kraayenoord C. E. (1999). Educational characteristics of students with high or low self-concept. *Psychology to the Schools*, *35*(4), 391–400. https://doi.org/10.1002/(SICI)1520-6807(199810)35:4<391::AID-PITS10>3.0.CO;2-%23.

Hoff E., Core C., Place S., Rumiche R., Señor M., & Parra M. (2018) Dual language exposure and early bilingual development. *Dev Psycol, 54*(6), 1011-1019. http://doi.org/10.1037/dev0000492.

Holmes, J. (1992). An Introduction to Sociolinguistics, Attitudes and Applications. London and New York: Longman

Horwitz E.K., Horwitz M.B. & Cope J. (1986). "Foreign Language Classroom Anxiety." *The Modern Language Journal*, 70(2), 125–32. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, *21*, 112-126.

 http://dx.doi.org/10.1017/S0267190501000071.

Huang Y.W. (2014). "Self and Language Anxiety." *English Language and Literature Studies.* *4*(2), 47–68.

https://doi.org/10.5539/ells.v4n2p66.

Huitt, W., & Hummel, J. (2003). Piaget's Theory of Cognitive Development. Educational Psychology Interactive, Valdosta, GA: Valdosta State University.

http://www.edpsycinteractive.org/topics/cognition/piaget.html

Hulk, A., & Müller, N. (2000). Bilingual first language acquisition at the interface between syntax and pragmatics. *Bilingualism: Language and Cognition*, *3*(3), 227–244.

 https://doi.org/10.1017/S1366728900000353

Hupp, J.M., Munala, L., Kaffenberger, J.A., & Hensley Wessel, M.B. (2011). The interactive effect of parental education on language production. Current Psychology, 30, 312–323.

http://dx.doi.org/10.1007/s12144-011-9118-x

Ilter B. G. & Guzeller C. O. (2000). CULTURAL PROBLEMS OF TURKISH STUDENTS WHILE LEARNING ENGLISH AS A FOREIGN LANGUAGE. *Ankara University Turkish and Foreign Languages Research and Application Centre* TOMER 127, 54–59.

https://doi.org/10.1501/Dilder_0000000027.

In'nami, Y. (2006). The effects of test anxiety on listening test performance. *System,* 34(3), 317-340.

 https://doi.org/10.1016/j.system.2006.04.005

Javadi- Safa, A. (2018). An overview of Cross- linguistic influence in Language Learning, *Journal of Applied Linguistics and Language Research, 5*(3),186-203,

Javanbakht, N., & Hadian, M. (2014). The Effects of Test Anxiety on Learners' Reading Test
Performance. *Procedia - Social and Behavioral Sciences, 98*, 775-783.
https://doi.org/10.1016/j.sbspro.2014.03.481.

Jia, L., & Bayley, R. (2008). Perfective aspect marking by learners. In A. W. He & Y. Xiao
(Eds.), *Chinese as a heritage language* (pp. 205–222). Honolulu, HI: National
Foreign Language Resource Center/University of Hawaii Press.

Jiang, X. (2011). The Role of First Language Literacy and Second Language Proficiency in
Second Language Reading Comprehension. The Reading Matrix*: An International
Online Journal*, 11 (2), 177-190.

Juanggo W. (2017). The Concept of L2 User and the Goals of Second Language Learning.
Jurnal Studi Komunikasi (Indonesian Journal of Communica Tions Studies), *1*(2)
101–15.
https://doi.org/10.25139/jsk.v1i2.142.

Kachru, B.B. (1986). The power and politics of English [Electronic version]. *World
Englishes, 5*(2/3), 121-140.

Kachru, B.B. (1996). World Englishes: Agony and ecstasy [Electronic version]. *Journal of
Aesthetic Education, 30*(2), 135-155.

Kesgin N, & Arslan M. (2015) Attitudes of Students towards the English Language in High
Schools. *Anthropologist, 20*(1-2), 297–305.

Khansir, A.A., Jafarizadegan, N., & Karampoor, F. (2016). Relation between Socio-economic
Status and Motivation of Learners in Learning English as a Foreign Language. *Theory
and Practice in Language Studies, 6*(4), 743-750.
http://dx.**doi**.org/10.17507/tpls.0604.11.

Kirkgöz, Y. (2005). English language teaching in Turkey: Challenges for the 21st century. In

    G. Braine (Ed.), *Teaching English to the world: History, curriculum, and practice* (pp.

    159-175). London: Lawrence Erlbaum Associates.

Kirkgoz, Y. (2007). English Language Teaching in Turkey: Policy Changes and their

    Implementations. *Relc Journal. 38*(2), 216-228.

Kitano K. (2002). "Anxiety in the College Japanese Language Classroom." *The Modern

    Language Journal* 85 (4), 549–66.

Kleinmann, H. H. (1977). Avoidance behaviour in adult second-language acquisition.

    Language Learning, 27, 93-107.

Kocak, A. (2016). *The relationship between first and second language skills of Turkish

    immigrant children in the Netherlands* (Doctoral dissertation). Retrieved from

    https://arno.uvt.nl, (800603).

Kormos, J., Kiddle T., & Csizér K. (2011). Systems of Goals, Attitudes, and Self-

    Related Beliefs in Second-Language-Learning Motivation. *Applied Linguistics, 32*(5),

    495-516

    https://doi.org/10.1093/applin/amr019.

Kormos, J., & Kiddle, T. (2013). The role of socio-economic factors in motivation to   learn

    English as a foreign language: The case of Chile. *System. 41*(2). 399–412.

    https://doi.org/10.1016/j.system.2013.03.006.

Krashen S. 1981. Second language acquisition and second language learning. Oxford:

Pergamon Press

Lakoff, G. 1982. Categories and cognitive models. Cognitive Science Program, University of

    California, Berkeley.

Lasagabaster, D. (2001). The effect of knowledge about the L1 on foreign language skills and

grammar. *International Journal of Bilingual Education and Bilingualism, 4*(5), 310-

331.

http://dx.doi.org/10.1080/13670050108667735

Lee S. K. (2003). Multiple identities in a multicultural world: A Malaysian

perspective. *Journal of Language, Identity, and Education, 2*(3), 137-158.

http://dx.doi.org/10.1207/S15327701JLIE0203_1

Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and Extrinsic Motivational

Orientations in the Classroom: Age Differences and Academic Correlates. *Journal of

Educational Psychology, 97*(2), 184-196.

http://dx.doi.org/10.1037/0022-0663.97.2.184

Levine, G. (2003). Student and Instructor Beliefs and Attitudes about Target Language Use,

First Language Use, and Anxiety: Report of a Questionnaire Study. *The Modern

Language Journal,87*(3), 343-364.

https://doi.org/10.1111/1540-4781.00194.

Lieberman, P. (2002). *Human language and our reptilian brain. The subcortical bases of

speech, syntax, and thought.* Cambridge, MA: Harvard University Press.

Lin, F. (2017). A refutation of universal grammar. *Lingua, 193*, 1-22.

https://doi.org/10.1016/j.lingua.2017.04.003

Luborsky, M. R., & Rubinstein, R. L. (1995). Sampling in Qualitative Research: Rationale,

Issues, and Methods. *Research on Aging*, *17*(1), 89–113.

https://doi.org/10.1177/0164027595171005.

MacIntyre, P. D. (1995a), How Does Anxiety Affect Second Language Learning? A Reply to

Sparks and Ganschow. The Modern Language Journal, 79: 90-99.

http://dx.doi.org/10.2307/329395

MacIntyre, P. D. (1995b). On seeing the forest and the trees: A rejoinder to Sparks and

Ganschow. *Modern Language Journal, 79*(2), 245-248.

http://dx.doi.org/10.2307/329623

MacIntyre, P. D. and Gardner, R. C. (1991), Language Anxiety: Its Relationship to Other

Anxieties and to Processing in Native and Second Languages*. Language Learning,

41: 513-534.

https://doi.org/10.1111/j.1467-1770.1991.tb00691.x

MacIntyre P.D., Noels K. A, & Clément R. (2002). "Biases in Self-Ratings of Second

Language Proficiency: The Role of Language Anxiety." *Language Learning* . 47(2),

265–87.

https://doi.org/10.1111/0023-8333.81997008.

MacSwan, J. (2000). The Threshold Hypothesis, Semilingualism, and Other Contributions

to a Deficit View of Linguistic Minorities. Hispanic *Journal of Behavioral Sciences -

HISPAN J BEHAV SCI., 22*., 3-45.

http://dx.doi.org/10.1177/0739986300221001.

Magnuson, K., Sexton, H., Davis-Kean, P., & Huston, A. (2009). Increases in Maternal

Education and Young Children's Language Skills. *Merrill-Palmer Quarterly, 55*(3),

319-350. Retrieved from: http://www.jstor.org/stable/23096260

Majidi A. (2013). English as a Global Language; Threat or Opportunity for Minority

Languages? *Mediterranean Journal of Social Sciences*. 4(1), 33–38.

https://doi.org/10.5901/mjss.2013.v4n11p33.

Mapunda, G. (2013). Ngoni people's attitudes towards the use of Kingoni in beginner

classes. *Journal of Linguistics and Language Education, 7* (1), 74-92.

May R. (1977). *The Meaning of Anxiety (Rev. Ed)*. New York, NY, US: W W Norton & Co.

Merc A. (2011). "Sources of Foreign Language Student Teacher Anxiety: A Qualitative

Inquiry." *Turkish Online Journal of Qualitative Inquiry*. 2, no. 4: 80–94.

Müller, N., & Hulk, A. (2001). Crosslinguistic influence in bilingual language acquisition: Italian and French as recipient languages. *Bilingualism: Language and Cognition, 4*(1), 1-21.

  https://doi.org/10.1017/S1366728901000116

Ndura E. (2004). "ESL and Cultural Bias: An Analysis of Elementary Through High School Textbooks in the Western United States of America." *Language, Culture and Curriculum, 17(2)*, 143–53.

  https://doi.org/10.1080/07908310408666689.

Newman, B., Hartman, T., & Taber, C. (2012). Foreign Language Exposure, Cultural Threat, and Opposition to Immigration. *Political Psychology, 33*(5), 635-657. Retrieved from http://www.jstor.org/stable/23324179

Noels, K. A., Clément, R., & Pelletier, L. G. (1999). Perceptions of teachers' communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal, 83*(1), 23-34.

  http://dx.doi.org/10.1111/0026-7902.00003

Nyamubi, G. J. (2005). The influence of motivation on secondary school students' performance in English language. *HURIA: Journal of the Open University of Tanzania. 5*, 89-110.

Obaki, S. 2017. Impact of Classroom Environment on Childrens Social Behavior. *International Journal of Education and Practice, Conscientia Beam, 5*(1), 1-7.

Odlin, T. (1989). *Language Transfer Cross-Linguistic Influence in Language Learning* (Cambridge Applied Linguistic) :Cambridge University Press.

  https://doi.org/10.1017/CBO9781139524537.

Oktay, A. (2015). Foreign Language Teaching: A Problem in Turkish Education. *Procedia - Social and Behavioral Sciences, 174*, 584-593.

https://doi.org/10.1016/j.sbspro.2015.01.587

. Park, H., & Lee, A. R. (2005). L2 Learners' anxiety, Self-confidence and Oral Performance. Paper presented at the Pan- Pacific Association of Applied Linguistics (PAAL), Japan. Retrieved from

http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf.

Peterson, P., Marx, R., & Clark, C. (1978). Teacher Planning, Teacher Behavior, and Student Achievement. *American Educational Research Journal, 15*(3), 417-432. https://doi.org/10.3102/00028312015003417

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 42*(5), 533-544. http://dx.doi.org/10.1007/s10488-013-0528-y

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*, 83–98.

Philips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *Modern Language Journal, 76*(1), 14-26. http://dx.doi.org/10.2307/329894.

Poyraz, E . (2017). The effects of parental involvement in English language learning of secondary school students. *ELT Research Journal*, 6 (3), 250-275. Retrieved from http://dergipark.org.tr/eltrj/issue/33144/368857

Prevoo, M.J., Melda, M., Emmen, R.A., Yeniad, N., & Mesman, J. (2015). A context-dependent view on the linguistic interdependence hypothesis: Language use and SES as potential moderators, Language Learning, 65(2), 449-469.

Proctor, C., Harring, J., & Silverman, R. (2017). Linguistic interdependence between Spanish language and English language and reading: A longitudinal exploration from second through fifth grade. *Bilingual Research Journal, 40*(4), 372-391 https://doi.org/10.1080/15235882.2017.1383949.

Qin, L. (2007). EFL teachers' factors and students' affect. *US-China Education Review, 4*(3), 60-67.

Republic of Turkey Ministry of National Education, 2012

Rindermann, H. & Baumeister, A. E. E. (2013). Parent's SES vs. parental behaviour and children's development: a reanalysis of the Hart and Risley study. *Learning and Individual Differences 37*, 133-138

.   https://doi.org/10.1016/j.lindif.2014.12.005.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78. http://dx.doi.org/10.1037/0003-066X.55.1.68.

Rydland, V., Grøver, V. & Lawrence, J. (2013). The second-language vocabulary trajectories of Turkish immigrant children in Norway from ages five to ten: the role of preschool talk exposure, maternal education, and co-ethnic concentration in the neighborhood. *Journal of Child Language 41*, 352–81. https://doi.org/10.1017/S0305000912000712.

Rojas, R., Iglesias, A., Bunta, F., Goldstein, B., Goldenberg, C. & Reese, L. (2016). Interlocutor differential effects on the expressive language skills of Spanish-speaking English learners. *International Journal of Speech-Language Pathology 18*(2), 166–77. https://doi.org/10.3109/17549507.2015.1081290.

Sadeghi K., Mohammad F & Sedaghatghoftar N. (2013). "From EFL Classroom into the

    Mainstream: A Socio-Cultural Investigation of Speaking Anxiety among Female EFL

    Learners." *Journal of Society, Culture and Language*. 1(2), 117–32.

Salameh, W. (2012). The Impact of Social and Economic Factors on Students' English

    Language Performance in EFL Classrooms in Dubai Public Secondary Schools.

    (Unpublished Master's thesis, The British University, Dubai, United Arab Emirates)

Šafranj, J. (2013). Strategies of Learning English as a Foreign Language at Faculty of

    Technical Sciences. *Procedia-Social and Behavioral Sciences, 93*, 775-782.

Schecter S. R. & Bayley R. (1997). Language Socialization Practises and Cultural Identity:

    Case Studies of Mexican-Descent Families in California and Texas. *TESOL*

    Quarterly. 31(3) , 114–42.

    https://doi.org/10.2307/3587836.

Schoonen, R., van Gelderen, A., Glopper, K. d., Hulstijn, J., Simis, A., Snellings, P., &

    Stevenson, M. (2003). "First language and second language writing: The role of

    linguistics knowledge, speed of processing, and metacognitive knowledge":

    Errata. *Language Learning, 53*(4), 165-202.

Schweers, C. (1999) Using L1 in the L2 Classroom. *English Teaching Forum, 37*, 6-13.

Shen C. (2009). Using English songs: An enjoyable and effective approach to Elt. *English*

    language teaching, 2(1), 88-94.

Sherlock Z. (2016). Japan's Textbook Inequality: How Cultural Bias Affects Foreign

    Language Acquisition. *Sage Journals*. 8(1), 73-87.

    https://doi.org/10.1177/1757743815624119.

Skinner, B. F. (1957). *Century psychology series. Verbal behavior.* East Norwalk, CT, US:

    Appleton-Century-Crofts.

    http://dx.doi.org/10.1037/11256-000

Sparks, R., & Ganschow, L. (1991). Foreign language learning difficulties: Affective or

    native language aptitude differences? *Modern Language Journal, 75(1)*, 3-16.

Sparks, R., & Ganschow, L. (1995). A strong inference approach to causal factors in foreign

    language learning: A response to MacIntyre. *Modern Language Journal, 79(2)*, 235-

    244.

Sparks R., Ganschow L., Patton, J., Artzer, M., Siebenhar, D. & Plageman, M. (1997).

    Prediction of   Foreign Language Proficiency. *Journal of Educational Psychology*.

    89(3), 549–61.

    https://doi.org/10.1037/0022-0663.89.3.549.

Sparks, R., Ganschow, L., & Pohlman, J. (1989). Linguistic coding deficits in foreign

    language learners. *Annals of Dyslexia, 39,* 179-195.

    http://dx.doi.org/10.1007/BF02656908

Sparks, R., Patton, J., Ganschow, L. & Humbach, N. (2009). Long-term cross-linguistic

    transfer of skills from L1 to L2. *Langue Learning, 59*(1), 203-243.

    https://doi.org/10.1111/j.1467-9922.2009.00504.x

Spielberger, C. D. (1983). Manual for the state-trait anxiety inventory. Palo Alto, California:

    Consulting Psychological Press.

. Steinberg F.S. & Horwitz E. K. (1986). "The Effect of Induced Anxiety on the Denotative and

    Interpretive Content of Second Language Speech." *TESOL Quqrterly* . 20(01), 131–

    36.

    https://doi.org/10.2307/3586395.

Subasi G. (2010). What Are the Main Sources of Turkish EFL Students' Anxiety in Oral

    Practice? *Turkish Online Journal of Qualitative Inquiry* 1(2), 29–49.

    https://doi.org/10.17569/tojqi.29608.

Swain, M. & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research, 4*(3), 251-274. https://doi.org/10.1177/136216880000400304

Takakuwa, M. (2005). Lessons from a paradoxical hypothesis: A methodological critique of the threshold hypothesis. In J. Cohen, K. T. McAlister, K. Rolstad, & J. JacSwan (Eds.), *ISB4: Proceedings of the 4th international symposium on bilingualism* (pp. 2222-2232). Somerville, MA: Cascadilla Press.

Tanriverdi B. & Apak, O. (2008). Culture and Language Teaching through Media, 1–18. Antalya, Turkey. https://eric.ed.gov/?id=ED504866.

Tileston, D. (2010). What every teacher should know about student motivation (2nd ed.). Thousand Oaks, California: Corwin Press.

Tok, H. (2010). An Investigation of the emotional attitudes of university students towards English classes based on some variances. *Milli Eğitim Dergisi, 185,* 90-109.

Turnbull, M.. (2001). There Is a Role for the L1 in Second and Foreign Language Teaching, But... *Canadian Modern Language Review/ La Revue canadienne des langues vivantes. 57*. 531-540. https://doi.org/10.3138/cmlr.57.4.531

Urhahne D., Florineth M. L., Silke L., Paechter M. & Chao S.H. (2011). Academic self-concept, learning motivation, and test anxiety of the underestimated student. *British Journal of Educational Psychology*, (81), 151–177. https://doi.org/10.1348/000709910X504500.

Vainikka, A. & Young-Scholten, M. (1994). Direct Access to X'-Theory: Evidence from Korean and Turkish adults learning German. In T. Hoekstra & B. D. Schwartz (Eds.), *Language acquisition studies in generative grammar* (pp. 265–316). Amsterdam: Benjamins.

Verhoeven, L. T. (1994). Transfer in bilingual development: The linguistic interdependence hypothesis revisited. *Language Learning, 44*(3), 381-415. https://dx.doi.org/10.1111/j.1467-1770.1994.tb01112.x

Wang Z. (1993). Factors That Affect Chinese EFL Learner's Acquisition., 1–12. Atlanta, USA.

Wen, Q.& Johnson, R.K.(1997) L2 learner variables and English achievement: A study of tertiary-level English majors in China. *Applied Linguistics 18*, 28–48.

Wimolmas, R. (2013). A Survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. *FLLT Conference Proceedings by LITU, 2*(1), 904 - 915. Retrieved from: http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/private_folder/Proceeding/904.pdf

Young D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?" *The Modern Language Journal*, 75(4), 426–37. https://doi.org/10.1111/j.1540-4781.1991.tb05378.x.

Yurtsever, B.G. & Arikan, A. (2017). Why can't we Learn English? : Students' Opinions at Akdeniz University, *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi (GAUN-JES), 1*, 1-7.

Zare P. & Riasati M. J. (2012). "The Relationship between Language Learning Anxiety, Self-Esteem, and Academic Level among Iranian EFL Learners." *Pertanika J. Soc. Sci. & Hum,* 20(1), 219–25.

APPENDICES

APPENDIX A. '''''''''''''''''''''''''''''''

VELİ ONAM FORMU

Sayın veli,

Bu form, Uludağ Üniversitesi İngilizce Dili Eğitimi Yüksek Lisans öğrencisi Zehra Deniz Kutlu tarafından, velisi bulunduğunuz öğrencinin yüksek lisans tez araştırmasına katılmasına onay vermeniz için hazırlanmıştır. Formu imzalayarak, velisi bulunduğunuz öğrencinin araştırmaya katılmasına ve toplanan verilerin araştırmacı tarafından kesin gizlilik çerçevesinde kullanılmasına izin vermiş sayılırsınız. Ana dildeki yetkinliğin ve kültürel altyapının Türk öğrencilerin İngilizce öğrenimine etkisidir. Araştırma süresince velisi bulunduğunuz öğrenciye bir defa Türkçe bir defa İngilizce yeterlilik değerlendirmeleri uygulanacaktır.

Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Öğrenci, çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahiptir. Bu çalışmada elde edilecek veriler tamamen araştırma amacı ile kullanılacak, başka bir kaynak ile paylaşılmayacaktır.

APPENDIX B.

ATTITUDE SCALE

İNGİLİZCE'YE YÖNELİK TUTUMUNUZ

	Tümüyle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. İngilizce çalışmayı seviyorum.					
2. Ödevleri severek yapıyorum.					
3. Boş zamanlarımda İngilizce okumaktan hoşlanırım.					
5. İngilizce derslerinde mutlu oluyorum.					
7. İngilizce çalışırken zaman su gibi akıyor.					
8. İngilizce yerine Türkçe okumayı tercih ederim.					
9. İngilizce derslerinde zaman geçmek bilmiyor.					
10. İngilizce'yi öğrenmek bana zor gelmiyor.					
12. İngilizce çalışmaya başladığımda kendimi gergin hissediyorum.					
15. İngilizce dersi bitince rahatlarım.					
16. İngilizce dersinde kendimi rahat hissederim.					
19. İngilizce dersine çalışmak beni dinlendirir.					
20. İngilizce dersine sınav zamanlarında bile isteyerek çalışmam.					

APPENDIX C.

BİREYSEL DURUM FORMU

1. Okuduğunuz okulun türü nedir ?

 a . Anadolu Lisesi   b. Sosyal Bilimler Lisesi   c. Kız Meslek Lisesi

2. Cinsiyetiniz :

 a. Kız b. Erkek

3. Doğum Yılınız :

a. 2000 ve altı   b. 2001   c.2002   d. 2003 ve üstü

4. Doğum Bölgeniz :

a. Marmara   b. Ege / Akdeniz   c. İç Anadolu   d. Do ğu / Güney Doğu Anadolu   e. Karadeniz

5.Doğum Yeriniz :

 a. Köy   b. İlçe   c. Şehir   d. Büyük Şehir

6. Ailenizdeki çocuk sayısı kaçtır ?

a. 1   b. 2   c. 3   d. 4 ve üstü

 7. Ailenizdeki kaçıncı çocuksunuz ?

 a. 1   b. 2   c. 3   d. 4 ve üstü

8. Annenizin öğrenim durumu :

a. Okur yazar değil

b. Okur yazar / İlkokul

c. Ortaokul / Lise

d. Yüksekokul / Fakülte

e. Lisansüstü

9. Babanızın öğrenim durumu :

a. Okur yazar değil

b. Okur yazar / İlkokul

c. Ortaokul / Lise

d. Yüksekokul / Fakülte

e. Lisansüstü

10. Gelir Düzeyinizi nasıl tanımlarsınız?

a. Üst düzey gelir grubu

b. Orta düzey gelir grubu

c. Alt düzey gelir grubu

11. Yabancı bir ülkede mektup / e-posta ya da iletişim halinde olduğunuz arkadaşınız var mı ?
a.Evet   b.Hayır

12. Önceki dil eğitiminizi aldığınız okul türü :

a. Özel İlkokul ve Ortaokul

b. Devlet İlkokulu ve Ortaokulu

c. Özel İlkokul ve Devlet Ortaokulu

d. Devlet ilkokulu ve Özel Ortaokul

13. Önceki eğitimini aldığınız dil türü :   a. İngilizce b. Almanca c. Fransızca d. Arapça e.Diğer

14. Önceki dil eğitiminizi kaç yıl aldınız ?   a. Hiç b. 1-2 yıl c. 3-4 yıl   d. 5-6 yıl   e. 7-8 yıl

15. Bulunduğunuz evde kiminle yaşıyorsunuz ?

a. Sadece anne   b. Sadece baba   c. Anne-baba   d. Anne-baba ve kardeşler

e. Anne -baba ve aile büyükleri   f.Diğer

16. İngilizce öğrenmenin sizin için en önemli sebebi aşağıdakilerden hangisidir ?

a. Farklı bir kültürü öğrenmek için

b. İyi bir meslek sahibi olmak için

c. Günümüzde her alanda lazım olduğu için

d. Yabancı bir ülkede yaşamak için

e. Turistlerle konuşmak için

f. Diğer (Lütfen kısaca açıklayınız)

....

....

....

APPENDIX D.

YAZMA - 1

85

ADI   : _____   ADAY NUMARASI : _____

SOYADI   : _____

İMZA   [_____]

Yaz tatilini ülkenizde geçirmek isteyen yakın arkadaşınız Bilge'den bir e-posta aldınız. Buna göre, arkadaşınızdan gelen aşağıdaki e-postayı okuyunuz. **Arkadaşınıza ülkenizde geçireceği tatille ilgili sorularına cevap veren ve önerilerinizi içeren <u>en az 125 kelimelik</u> bir e-posta yazınız.**
(Bu soru 10 puan değerindedir. Cevaplama süresi 20 dakikadır.)

Yeni Mesaj   _ ↗ ✕

Kime [_____]

Konu [_____]

Merhaba.

Nasılsın? Umarım her şey yolundadır. Uzun zamandan beri ülkene gelmeyi istediğimi biliyorsun. Şu an yoğun bir iş temposu içerisindeyim ama ağustosun ilk haftası on günlüğüne ailemle ülkeni ziyaret edeceğim. Daha önceki görüşmemizde, o tarihte önemli bir toplantı için yurt dışına çıkacağını söylemiştin. Maalesef, senin gibi bir rehberle gezemeyeceğim için üzülüyorum. Orada olmayacaksın, ama en azından bir gezi planı yapmamda bana yardımcı olabilir misin? Nerede kalabiliriz, nerelerde yemek yiyebiliriz? Gezebileceğim tarihî ve turistik yerler, müzeler hakkında bilgi verebilir misin? Arkadaşlarıma hediyeler almak istiyorum. Neler almamı önerirsin? Hediyelik eşyaları uygun fiyata nerelerden alabiliriz? Gezi sırasında araba kiralamamız sence uygun mu? Yoksa başka bir önerin var mı? Beni bu konularda bilgilendirirsen çok sevinirim.

Cevabını dört gözle bekliyorum.

Sevgiler...

Bilge

☰ → ☆   [**Gönder**]

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YAZMA - 1

86

ADI : _____

SOYADI : _____

ADAY NUMARASI : _____

İMZA

YAZMA - 2

87

ADI   : _____

ADAY NUMARASI : _____

SOYADI   : _____

İMZA

İnsanın en değerli hazinesi sağlığı ve zamanıdır. Kişinin, sağlığını koruması ve zamanını verimli bir şekilde kullanması için yapması gerekenler nelerdir?

Bu konuyla ilgili düşüncelerinizi belirten, mantıklı gerekçelerle desteklenmiş <u>en az 200 kelimeden</u> oluşan bir kompozisyon yazınız.

(Bu soru 15 puan değerindedir. Cevaplama süresi 40 dakikadır.)

YAZMA - 2

88

ADI   : _____   **ADAY NUMARASI :** _____

SOYADI   : _____   **İMZA**

APPENDIX E.

KITALARI KAVUŞTURAN PROJE: AVRASYA TÜNELİ

İstanbul Boğazı'nda dünyanın en iyi mühendislik ve en yenilikçi ulaşım projelerinden biri gerçekleşiyor: Avrasya Tüneli. Asya ve Avrupa kıtaları, Avrasya Tüneli'yle ilk kez denizin altından birbirine **(1)**_____. Deniz seviyesinden 106 m aşağıda yapılan, 14,5 km uzunluğundaki tünelden günde 2 milyon kişinin yararlanması **(2)**_____. İstanbul Boğazı'nın iki yakası arasında 100 dakikaya **(3)**_____ ulaşım süresi, Avrasya Tüneli sayesinde 15 dakikaya iniyor. Böylelikle yakıt tasarrufu sağlanırken havaya **(4)**_____ zehirli gazların miktarı da azalmış oluyor. Tüneldeki güvenlik önlemleri ise en üst **(5)**_____. Tünel, bu özelliklerinin yanında 7,5 şiddetindeki sarsıntılara bile **(6)**_____ olarak tasarlandı, olası tsunami dalgalarından da **(7)**_____ özellikte inşa edildi. Avrasya Tüneli, bu **(8)**_____ nitelikleriyle Avrupa İmar ve Kalkınma Bankasının "En İyi Çevresel ve Sosyal Uygulama Ödülü"nü **(9)**_____ inşaat sektörünün en önemli yayınlarından olan Uluslararası İnşaat Dergisi **(10)**_____ belirlenen "2012 yılının en iyi 100 projesi" arasında da 10. sıraya yerleşti.

Metinde boş bırakılan yerlere gelebilecek uygun sözcük ya da ifadeyi işaretleyiniz.

1. A) bağlanıyor   B) dolanıyor   C) geçiyor   D) giriyor

2. A) biliniyor   B) bekleniyor   C) söyleniyor   D) rastlanıyor

3. A) düşen   B) gelişen   C) varan   D) kavuşan

4. A) bulaşan   B) sürülen   C) savuran   D) karışan

5. A) seviyede   B) yükseklikte   C) mesafede   D) yönde

6. A) kullanışlı   B) başarılı   C) dayanıklı   D) güçlü

7. A) hissedilmeyecek   B) etkilenmeyecek   C) bilinmeyecek   D) yayılmayacak

8. A) üstün   B) etkin   C) fazla   D) büyük

9. A) üstlenirken   B) bulurken   C) seçerken   D) alırken

10. A) tarafından   B) bakımından   C) nedeniyle   D) hedefiyle

İÇİLEBİLİR KİTAP

Günümüzde küresel boyutta ciddi bir problem olan temiz içme suyuna erişim konusunda her geçen gün farklı projeler geliştiriliyor. Ancak temiz su sıkıntısı yaşayan ülkelerde, insanların alım gücünün düşük olması ve devletlerin alt yapı çalışmaları için gerekli kaynakları sağlayamaması, araştırmacıları maliyeti düşük projeler geliştirmeye yönlendiriyor. Bunlardan belki en ilginci "Su Yaşamdır" adlı bir kuruluş tarafından geliştirilen, düşük maliyeti ve kolay kullanımıyla devrim niteliği taşıyan bir ürün: "İçilebilir Kitap". Sıradan bir kitap görünümündeki "İçilebilir Kitap"ta, temiz su kullanımının önemi, suyun neden arıtılması gerektiği ve bunun nasıl yapılabileceği ile ilgili bilgiler bulunuyor. "Bunun neresi ilginç?" diyebilirsiniz. Ancak kitap, tahmin edilmesi zor bir amaç için kullanılıyor! Kitabın sayfaları özel bir kâğıttan oluşuyor. Bu özel kâğıt, içeriğindeki bakır ve gümüş parçacıkları sayesinde filtre görevi görüyor. Yani kirli suyu kitabın sayfalarına yavaşça döktüğünüzde su, sayfalardan süzülürken bakterilerden de arınmış oluyor. "İçilebilir Kitap" en kötü koşullardaki suları bile etkin şekilde filtreleyerek içilebilir musluk suyu seviyesine getirebiliyor.

Kitabın bir sayfası 100 litre suyu bakterilerden temizleyebiliyor ve kitabın tamamı bir insanın 4 yıllık temiz su ihtiyacını karşılayabiliyor. "İçilebilir Kitap"tan süzülen suya, sayfaların içeriğinde bulunan bazı gümüş ve bakır parçacıkları karışsa da bunun insan sağlığı için tehlikeli bir durum oluşturmayacağı belirtiliyor. İçme suyu sıkıntısı çekilen bölgelerden alınan yoğun bakteri içeren sular üzerinde yapılan testlerde kitap, bakterileri yok etmede %99 başarı sağlıyor. Kitabın, hastalıklara sebep olan virüs ve parazitler üzerinde de test edilmesi bekleniyor. Şimdilik elle üretilen "İçilebilir Kitap"ın yakın zamanda fabrikalarda makineli üretime geçilmesiyle milyonlarca insanın temiz içme suyuna erişim derdine çare olması bekleniyor.

Okuduğunuz metne göre aşağıdaki ifadelerin doğru olup olmadığını işaretleyiniz.

11. "İçilebilir Kitap"ın üretim maliyeti düşüktür.

Doğru ◯   Yanlış ◯

12. Yapılan testlerde kitap, virüs ve parazitlerin yok edilmesinde başarılı olmuştur.

Doğru ◯   Yanlış ◯

13. Kitaptan süzülen su, musluk suyu kadar içilebilir hâle gelmektedir.

Doğru ◯   Yanlış ◯

14. Fabrikalarda üretilen "İçilebilir Kitap", milyonlarca insana ulaşmaktadır.

Doğru ◯   Yanlış ◯

15. Bir "İçilebilir Kitap", 100 litre su filtreleyebilme özelliğine sahiptir.

Doğru ◯   Yanlış ◯

16. Süzülen sudaki bakır ve gümüş parçacıkları insan sağlığını tehdit etmeyecek seviyededir.

Doğru ◯   Yanlış ◯

FINDIK

Fındık deyince aklımıza ceviz, badem veya fıstık gibi bir kuruyemiş türü gelir. Ancak fındık; hayvancılık, makine ve otomotiv sanayi, kozmetik vb. alanlarda da kullanılan, tarımı ve ticareti yapılan bir bitkidir.

Arkeolojik kazılara göre fındık, MÖ 8000'lerde insanoğlunun tarımı keşfetmesiyle yetiştirilmeye başlanmıştır. Kimi kaynaklarda fındığın, Orta Asya'dan Türkiye'ye geldiği ve buradan tüm dünyaya yayıldığı belirtilse de anavatanı hakkındaki ortak görüş Türkiye'dir.

Fındık, farklı kültürlerde kutsal olması bakımından da özel bir bitki. Örneğin; Eski Türklerde fındık, barışın ve sağlığın sembolü sayılırdı. Doğu toplumlarında ise elinde fındık dalı bulunan bir kimsenin kötülüklerden korunacağına inanılırdı. Avrupalılarda da fındık kutsaldı: İngilizlerde bayram sofralarını fındık dallarıyla süslemek gelenekti. İtalyanlar için fındık o kadar kutsaldı ki fındık türlerine dinî liderlerinin adlarını verirlerdi.

Günümüzde ise fındık önemli bir besin kaynağıdır. Vücudumuz için gerekli olan, metabolizmayı düzenleyen ve hızlandıran B grubu vitaminleri bakımından zengindir. Vücudu kuvvetlendirerek yorgunluğu giderir.
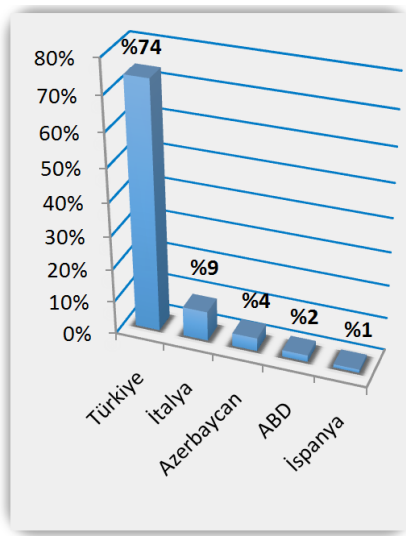
Grafik-1: 2014 Yılı Dünya Fındık İhracatının Ülkelere Göre Dağılımı (%)

Fındık çikolata, bisküvi ve tatlı yapımında yardımcı gıda olarak kullanılır. Fındıkta ortalama %60 oranında yağ bulunur. Fındık yağı gıda sektöründe, yem sanayisinde ve eczacılıkta önemli bir ham maddedir. Hatta son zamanlarda fındık yağının motorlu taşıtlarda da alternatif yakıt olarak kullanımına yönelik çalışmalar sürmektedir. Fındığın kabuğu da kullanılır. Fındık kabuğu, çabuk ateş alması ve dışarıya uzun süre ısı vermesi nedeniyle değerli bir yakacaktır.

Fındık; ılıman ve nemli iklimi sever, nemli ve serin topraklarda 6-7 metreye kadar büyüyebilir. Yeterli bir gelişme sağlayabilmesi için bölgeye düşen yıllık yağışın 750 m³ten az, 1400 m³ten fazla olmaması gerekir. Yıllık ortalama sıcaklığı 13-16 °C arasında olan yerler, fındık üretimi için oldukça uygundur.

Türkiye'nin Karadeniz Bölgesi dünyada en fazla fındığın üretildiği bölgedir. Karadeniz Bölgesi'ni, makineli tarıma çok fazla ihtiyaç duymayan fındık yetiştiriciliğine yönlendiren en önemli etken ise bölgenin engebeli olmasıdır. İklim açısından fındık yetiştirmek için uygun koşullara sahip olan Karadeniz Bölgesi'nde, fındık fabrikalarının doğal dengenin bozulmasına yol açacak atıklar ortaya çıkarmaması da fındık yetiştiriciliğinin tercih edilme nedenlerindendir. Ayrıca eğimli arazilerde fındık tarımının yapılması erozyon tehlikesini de en aza indirir.

600 bin hektar fındık arazisiyle dünya fındık üretiminin yaklaşık yüzde %75'i Türkiye'de yapılmaktadır. Dünya fındık ihracatının büyük bölümünü de elinde bulunduran Türkiye dışında İtalya, ABD, Azerbaycan ve İspanya fındık üretimi ve ihracatı yapan diğer önemli ülkelerdir.
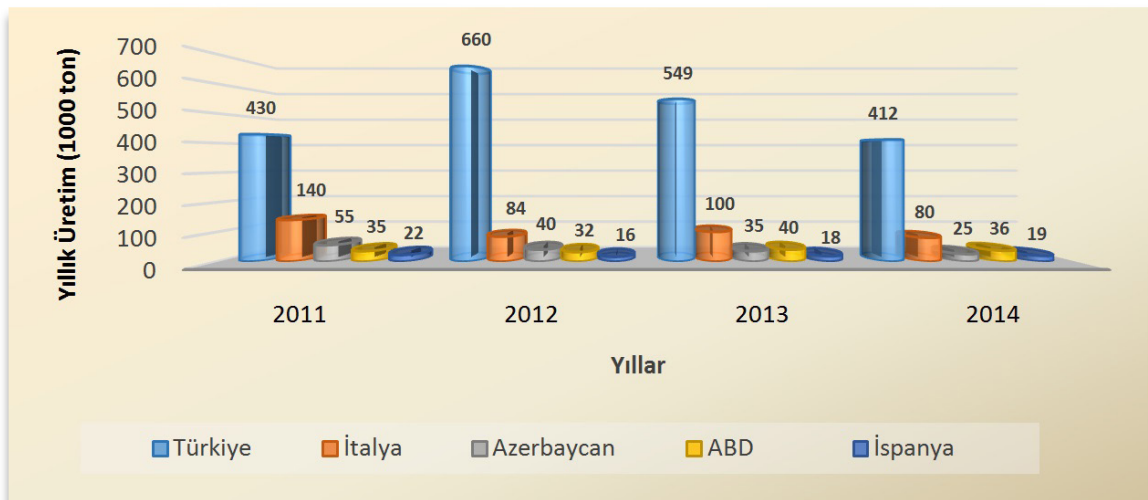
Grafik-2: 2011-2014 Yılları Arasında Ülkelerin Yıllık Fındık Üretim Miktarı (1000 ton)

Diğer sayfaya geçiniz.

Aşağıdaki soruları okuyunuz ve doğru seçeneği işaretleyiniz.

17. Grafik-1'deki bilgilere göre 2014 yılı dünya fındık ihracatı ile ilgili aşağıdakilerden hangisi doğrudur?

A) %9 ile ABD ihracatta ikincidir.
B) Türkiye ihracatta birinci sıradadır.
C) Azerbaycan'ın ihracat oranı %2'dir.
D) İspanya'nın ihracatı İtalya'dan fazladır.

18. Grafik-2'deki bilgilere göre aşağıdakilerden hangisi doğrudur?

A) ABD, 2011'de fındık üretiminde ikinci sıradadır.
B) 2013'te 40 bin ton fındık üreten ülke İspanya'dır.
C) İtalya'nın 2014'te ürettiği fındık miktarı 80 bin tondur.
D) 2012'de Azerbaycan'da üretilen fındık miktarı 16 bin tondur.

19. Fındık yetiştirmeye uygun bir bölgenin sahip olduğu özelliklerle ilgili metinde aşağıdakilerden hangisine değinilmemiştir?

A) Eğim yüzdesine
B) Yağış miktarına
C) Toprak yapısına
D) Sıcaklık değerlerine

20. Karadeniz Bölgesi'nde fındık yetiştiriciliğinin yaygın olmasının temel nedeni aşağıdakilerden hangisidir?

A) Bölgenin engebeli olması
B) Yağış miktarının yeterli olması
C) Bölgede erozyon tehlikesinin olması
D) Fındık fabrikalarının çevre dostu olması

21. Metinde aşağıdaki sorulardan hangisinin cevabı yoktur?

A) Fındığın insan sağlığına ne gibi yararları vardır?
B) İnsanoğlu fındığı hangi tarihte yetiştirmeye başlamıştır?
C) Türkiye'de ne kadar alanda fındık tarımı yapılmaktadır?
D) Fındık yağı araçlarda ne zaman yakıt olarak kullanılacaktır?

22. Metne göre aşağıdakilerden hangisi yanlıştır?

A) Fındık kabuğu yakacak olarak kullanılır.
B) Farklı kültürlerde fındığın manevi değeri vardır.
C) Fındık yağı ilaç yapımında kullanılan bir maddedir.
D) Fındık tatlı sektöründe ham madde olarak kullanılır.

Diğer sayfaya geçiniz.

GÖKYÜZÜ TARLALARI

Çağımızda yeni tarım devriminin tohumları, kırsal bölgelerde değil; büyük şehirlerin kalbinde, gökdelenleri andıran "dikey çiftlik"lerde atılıyor. Dev bir tarlayı bir binaya sığdırdığınızı; bir katta pirinç, bir katta domates yetiştirdiğinizi düşünebiliyor musunuz? İşte "dikey çiftlik" tam olarak bu!

Çok katlı bina şeklinde yapılan ve her türlü bitkinin yetiştirilebildiği bu çiftliklerde, güneş panellerinden ve rüzgâr türbinlerinden yararlanılıyor. Bitkiler, en üst kattan en alt kata raylı bir sistemle hareket ettiriliyor, böylece hem tüm katlar eşit ölçüde güneş alıyor hem de hasat kolay oluyor. Dikey çiftlikte genellikle topraklı tarım tercih edilmiyor. "Topraksız bitki yetişir mi?" demeyin. Yetişir. Nasıl mı? Havada asılı tutulan ekinlerin açıkta kalan köklerine besin bakımından zengin maddeler püskürtülerek. Olumsuz hava şartlarından etkilenmeyen bu çiftliklerden yıl boyunca ürün alınabiliyor. Ayrıca, geleneksel tarımda rastlanan hastalıklar en aza indirildiğinden ilaç kullanımına gerek kalmıyor ve böylelikle ürünler organik yetiştiriliyor. Motorlu tarım araçlarının kullanılmadığı bu çiftlikler, yakıtlardan kaynaklanan hava kirliliğinin azalmasına da yardımcı oluyor.

Dünyamız; nüfus artışı sonucu kentleşme ve sanayileşmenin hızlanması, yanlış tarım uygulamaları ve doğal olaylar nedeniyle tarım alanlarını giderek kaybediyor. Bundan 50 yıl sonra, insan nüfusunun yaklaşık 3 milyar daha artacağı belirtiliyor. Bugünkü tarım yöntemlerinin devam etmesi hâlinde, insanların gıda taleplerini karşılamak için 10 milyon km² yeni tarım arazisine ihtiyaç duyulacağı gerçeği ortaya çıkıyor. Yüzyılın alternatif tarım projesi dikey çiftliklerin bu soruna çözüm olması hedefleniyor. Çünkü geleneksel tarım alanlarında beş km²den alınan ürün, dikey çiftliklerde bir km²den alınabiliyor. Örneğin; 12 katlı bir dikey çiftlikten yaklaşık 50.000 kişinin gıda ihtiyacı karşılanabiliyor. Ayrıca yapay gübre ve ilaç kullanımı, yanlış sulamadan kaynaklanan su kaynaklarının azalması gibi geleneksel tarımın ekosisteme verdiği zararlar, bu çiftlikler sayesinde en aza indiriliyor. Aynı zamanda tarım arazisine dönüştürmek için orman alanlarının yok edilmesinin de önüne geçiliyor.

Dikey çiftliklerin kurulumu seralara göre oldukça maliyetli. Ancak enerji tasarrufu sayesinde seraların aksine çiftliklerde üretim sırasında yüksek paralar harcanmadığından ürünler tüketiciyle daha ucuza buluşuyor. Her iki sistemde üretilen ürünler lezzet ve tazelik yönünden aynı olsa da insanlar ucuz olanı yani dikey çiftlikte üretileni tercih ediyor.

İlk olarak Japonya, Kore ve ABD'de örneklerini gördüğümüz çiftliklerin sayısı giderek artıyor. Dünyanın faaliyete geçen ilk ticari dikey çiftliği ise Singapur'da. Çiftlikte günde yarım ton sebze üretilip marketlere satılıyor. Türkiye'de ise Sakarya ilinde büyük bir dikey çiftlik projesi gerçekleştiriliyor. Geniş bir arazi üzerinde yapılacak birbirinden farklı çiftliklerde sebze ve meyve bölümlerinin yanı sıra balık havuzları, arı kovanları ve kümeslerin kurulması da hedefleniyor.

Aşağıdaki soruları okuyunuz ve doğru seçeneği işaretleyiniz.

23. Metne göre dikey çiftliklerle ilgili aşağıdakilerden hangisi <u>yanlıştır</u>?

A) Bitkiler besin değeri yüksek toprak içinde üretilir.
B) Enerji kaynağı olarak güneş ve rüzgârdan yararlanılır.
C) Katlar arasındaki raylı sistem ürün toplanırken kolaylık sağlar.
D) Üretimde güneş panelleri ve rüzgâr türbinlerinden faydalanılır.

24. Metinde dikey çiftliklerle ilgili aşağıdakilerden hangisine değinilmiştir?

A) Hangi tür bitkilerin hangi katlarda yetiştirildiğine
B) Dünyadaki örneklerinin kaç katlı olduğuna
C) Kurulum maliyetinin ne kadar olduğuna
D) Ürünlerin ne zaman alındığına

25. Aşağıdakilerden hangisi dikey çiftliklerin yararlarından biri <u>değildir</u>?

A) Dar alanda daha fazla ürün yetiştirilmesi
B) Tarım arazilerinin azalmasının önlenmesi
C) Kimyasal ilaç ve gübre kullanımının azalması
D) Ormanların tahrip edilmesinin önüne geçilmesi

26. Metne göre aşağıdakilerden hangisi <u>yanlıştır</u>?

A) Japonya, Kore ve ABD dikey çiftlik projesinin öncüleridir.
B) Dikey çiftlik ve sera ürünleri nitelik bakımından farklıdır.
C) Singapur'daki dikey çiftlikte üretim ticarete dönüştürülmüştür.
D) Tüketiciler dikey çiftlik ürünlerini ucuza alma imkânı bulmaktadır.

27. Aşağıdakilerden hangisi metinde tarım alanlarındaki azalmanın nedenleri arasında gösterilmiştir?

A) Hava kirliliğinin artması
B) Hatalı tarım uygulamaları
C) Bitkilerde görülen hastalıklar
D) İnsanların gıda ihtiyaçlarının değişmesi

28. Metinde Sakarya'daki dikey çiftlik projesiyle ilgili aşağıdaki soruların hangisinin cevabı vardır?

A) Projede kaç çiftlik olacaktır?
B) Ne zaman tamamlanacaktır?
C) Çiftlikte neler yetiştirilecektir?
D) Kurulacağı alanın ölçüsü nedir?

EV OKULU

(P1) Benjamin Franklin, Einstein, Louis Armstrong ve daha nice sanatçı, sporcu, bilim adamı… Yetenekleri dışında ortak bir özellikleri var: Ev okullu olmaları. Ev okulu, çocuğu sistemli bir şekilde evde eğitmeyi amaçlayan bir uygulama. Ev okulunda, örgün eğitim çağındaki çocukların eğitimleri ev ortamında, ebeveynler veya ebeveynlerin belirlediği kişiler tarafından yürütülüyor. Çocuğu belli bir dinî veya felsefi yaklaşım doğrultusunda eğitme isteği, okuldaki eğitimin nitelikli olmadığı düşüncesi, çocuğun normal okula gitmesine engel olacak bir hastalığının olması ve gelişen uzaktan eğitim teknolojileri gibi nedenlerden dolayı birçok aile için ev okulu, alternatif bir eğitim modeli.

(P2) Ev okulu modelinin ilk örnekleri, Amerika'da 18. yüzyılda okulu olmayan köylerde birkaç ailenin birleşerek çocukları için öğretmen tutmak mecburiyetinde kalmalarıyla oluştu. Ev okulunun dünya genelinde bir eğitim modeli olarak popüler hâle gelmesi ise 1960'ları buldu. Ev okulu, 1993'te ABD'nin 50 eyaletinde yasal olarak tanındı. Bugün ABD, ev okullu 2 milyon öğrenci sayısıyla bu alanda lider durumda. ABD'yi, örgün eğitimin yasal olarak zorunlu olmadığı kimi Avrupa ve Uzak Doğu ülkeleri takip ediyor. Bu uygulamada en çok merak edilen ise evde eğitim gören çocuğun sosyalleşme ve akademik başarı durumu. ABD'de 2000 yılında yapılan bir araştırmada; 1-4. sınıf düzeyindeki ev okullu olan ve örgün eğitim gören 2000 çocuğun eğitim seviyeleri akademik açıdan karşılaştırıldı. Araştırmaya katılan çocuklar ekonomik, sosyal ve kültürel açıdan farklı ailelerden seçildi. Sonuç, şaşırtıcı: Ev okullu olan çocukların akademik başarılarının örgün eğitimdeki yaşıtlarına göre bir yıl ileride olduğu görüldü. Yine aynı araştırmada ev okullu çocukların okuldaki yaşıtlarına göre daha az televizyon seyrettiği, daha fazla sosyal etkinliğe katıldığı ve doğal oyun ortamlarında daha uyumlu sosyal davranışlar sergilediği gözlemlendi.

(P3) Ev okulunda öğretmenlerin genelde ebeveynler olması, onların ekonomik, sosyal, kültürel ve pedagojik anlamda donanımlı olmalarını gerektiriyor. Ebeveynler; Waldorf başta olmak üzere, Montessori, çoklu zekâ gibi eğitim yöntemlerinden yararlanarak kendi ders planlarını oluşturuyor ve uyguluyor. Bu süreçte örgün eğitim programlarından, materyallerinden ve uzman öğretmenlerden de yardım alabiliyor. Son 20 yılda ev okuluna ilginin artmasında internetin payı şüphesiz büyük. Dünya genelinde internet kullanıcılarının artması, kullanım fiyatlarının ucuzlaması, telefon, tablet gibi hareketli iletişim araçlarında internetin kullanılması daha fazla ebeveyni ev okuluna yönlendiriyor. İnternet sayesinde aileler, çevrimiçi ders materyallerine daha kolay erişim imkânı bulurken benzer durumdaki ebeveynlerle internet ortamında bir araya gelerek dayanışma hâlinde olabiliyor. Görünen o ki ev okulu ile okul binası denen fiziksel yapının duvarları yavaş yavaş ortadan kalkıyor.

Aşağıdaki soruları okuyunuz ve doğru seçeneği işaretleyiniz.

29. Metne göre ev okulu modeliyle ilgili aşağıdakilerden hangisi <u>yanlıştır</u>?

A) 1993'ten bu yana ABD'de resmî bir eğitim modelidir.
B) Geniş kitleler tarafından tanınması 1960'ları bulmuştur.
C) Günümüzde uygulandığı ülkelerdeki öğrenci sayısı 2 milyondur.
D) İlk örnekleri 18. yüzyılda bir zorunluluktan dolayı ortaya çıkmıştır.

30. Ev okulu eğitim modeliyle ilgili aşağıdakilerden hangisine metinde <u>değinilmemiştir</u>?

A) Hangi derslerin öğretildiğine
B) Kullanılan eğitim yöntemlerine
C) Eğitimin kimler tarafından verildiğine
D) Eğitimde kullanılan yardımcı kaynaklara

31. Metne göre aşağıdakilerden hangisi ev okulu modelinin tercih edilmesinin nedenlerinden biri <u>değildir</u>?

A) Gelişen teknolojilerden çocuğu uzak tutmak
B) Ailelerin okullarda verilen eğitimi kalitesiz bulması
C) Çocuğu belli bir inanç ve fikir çevresinde yetiştirmek
D) Çocuğun örgün eğitime engel bir sağlık sorununun olması

32. İkinci paragrafta geçen ABD'de yapılan araştırmayla ilgili aşağıdakilerden hangisi doğrudur?

A) Akademik başarı yönünden iki grup arasında eşitlik gözlenmiştir.
B) Sosyalleşme sürecinde ev okulluların geride olduğu görülmüştür.
C) Çocuklar benzer özellikteki aileler arasından seçilmiştir.
D) 1-4. sınıf seviyesindeki öğrenciler arasında yapılmıştır.

33. Metinde ev okuluna ilginin artmasında internetle ilgili aşağıdakilerden hangisinin etkili olduğuna <u>değinilmemiştir</u>?

A) Fiyatlarının ucuzlaması
B) Bağlantı hızının artması
C) Kullanıcı sayısının artması
D) Mobil cihazlarda kullanılması

34. Metinde ev okulu modeliyle ilgili aşağıdaki sorulardan hangisinin cevabı vardır?

A) Eğitim süresi ne kadardır?
B) Hangi Avrupa ülkelerinde uygulanır?
C) Uzak Doğu ülkelerindeki öğrenci sayısı kaçtır?
D) Ebeveynler hangi alanlarda donanımlı olmalıdır?

Diğer sayfaya geçiniz.

YILDIZLAR KAYMASIN!

Temmuz ayının berrak gecelerinden biriydi. Mert'le terasta uzanmış, gökyüzünü izliyorduk. Mert:

— Abi, gökte herkesin bir yıldızı varmış, senin de var mı?

— Benimki şu Çoban Yıldızı. Sana da bir yıldız seçmemizi ister misin?

— Harika olur!

Üçüncü sınıfta yıldızlarla ilgili öğrendiklerimi unutmamıştım, yıldızların nasıl meydana geldiğini anlattım, yıldız gruplarının isimlerini söyledim Mert'e. En çok Büyük Ayı'yı sevdi. Çoban Yıldızı'nın garip öyküsünü de anlattım. Şaşkınlıkla dinledikten sonra, Kutup Yıldızı'nı göstererek:

"İşte bu!" diye bağırdı. Yıldızına kendi isim koysun diye onun Kutup Yıldızı olduğunu söylemedim. Derken bir yıldız kaydı. Mert:

— Aaa, yıldız kaydı. Yıldızlar neden kayıyor abi?

— Bilmiyorum ama yıldız kaydığında o yıldızın sahibinin başına iyi şeyler gelmez derler.

Mert üzüldü:

— Bakmayalım abi. Olur ya belki yine kayar.

Sabah evde bir telaş… Almanya'dan dayım geldi. Ne iş yapıyordu bilmem ama çok parası olacaktı ki bana bisiklet getirmişti. Biz varlıklı değildik, bisiklet alamamıştı babam. Mahalledeki çocukların eski püskü bisikletlerinin arkasından koşardım hep.

Artık benim de bisikletim vardı. 3 vitesli, kırmızı bir bisiklet… Bütün çocukların gözü üstündeydi, hiçbirini dokundurmazdım bisikletime. Mert'in bile binmesine izin vermezdim. Herkesten sakındığım bisikletimin bir gün lastiği patlamıştı da ne çok üzülmüştüm. "Oh olsun!" demişti Mert, "Beni bindirmezsen böyle olur!"

Bir gece su içmek için uyandım. Mert'in yatağı boştu. Odalara baktım, bahçeye çıktım, yoktu. Bisiklet de yerinde değildi. Hemen annemi uyandırdım. Bir süre sonra "Meeert!" sesleri mahalleyi sarmıştı. Fırıncı Ahmet Amca, gece dükkâna giderken bisikletli bir çocuk görmüş. Babam "Ah, o Mert'tir!" diyerek jandarmaya haber verdi. O gün annem, babam, mahalleli ve jandarma sabaha kadar Mert'i aradı. Benimse evde, ondan gelecek haberi beklerken **içim içime sığmıyordu**. Ah, keşke bisiklete onu da bindirseydim; o da hevesini alsaydı!

Şafak sökmek üzereydi, hâlâ kimse dönmemişti. Yorgun bedenim dayanamamış olacak ki dalmışım. Rüyamda terastaydım. Eyvah! Mert'in yıldızı kayıyordu! Hızla indim terastan. Yıldızın peşinden koşuyordum. Bir caminin bahçesine gelince yıldız ağır ağır inmeye başladı. Ellerimi uzattım, avucuma kondu. Düşmekten kurtarmıştım Mert'in yıldızını. Bütün gücümle üfledim sonra. Havalandı, gökyüzündeki eski yerine ulaştı, oradan bana teşekkür eder gibi göz kırptı. Rüyamın etkisiyle yatakta Mert'i düşünürken zilin çalmasıyla **sıçradım**, kapıya koştum. Allah'ım, Mert babamın kucağındaydı; evin yolunu bulamayınca iki mahalle ötedeki bir caminin bahçesinde sabaha kadar beklemiş yaramaz. Sabah camiye gelenler karakola götürmüş. Gülerek "Kayboldum ben abi!" dedi. Boynuna sımsıkı sarılıp hüngür hüngür ağladım.

Aşağıdaki soruları okuyunuz ve doğru seçeneği işaretleyiniz.

35. Metinde yazarla ilgili aşağıdakilerden hangisine değinilmiştir?

A) Nerede yaşadığına
B) Dayısının mesleğine
C) Kaçıncı sınıfta olduğuna
D) Ailesinin maddi durumuna

36. Yazar, terasta gökyüzünü izlerken kardeşine aşağıdakilerin hangisinden söz etmemiştir?

A) Yıldızların nasıl oluştuğundan
B) Yıldızlarla ilgili batıl bir inançtan
C) Mert'in seçtiği yıldızın isminden
D) Çoban Yıldızı'nın hikâyesinden

37. Metinde aşağıdaki sorulardan hangisinin yanıtı yoktur?

A) Mahalledeki çocukların bisikletleri nasıldı?
B) Yazarın bisikletinin lastiği neden patladı?
C) Yazarın bisikletinin özellikleri nelerdi?
D) Yazara bisikletini kim hediye etti?

38. Metne göre yazarın söylediği "İçim içime sığmıyordu." **sözü hangi ruh hâli içinde olduğunu göstermez?**

A) Kaygılı
B) Sabırlı
C) Meraklı
D) Heyecanlı

39. Metne göre aşağıdakilerden hangisi doğrudur?

A) Sabah saatlerinde Mert'i eve jandarma getirmiştir.
B) Yazar, ailesiyle beraber Mert'i aramaya çıkmıştır.
C) Mert, kaybolduğunu anlayınca bir camide sabahlamıştır.
D) Fırıncı, gece Mert'i gördüğünde jandarmaya haber vermiştir.

40. Altı çizili "sıçramak" **sözcüğü aşağıdakilerin hangisinde metindeki anlamıyla kullanılmıştır?**

A) Maçtaki gerginlik saha dışına sıçradı.
B) Ders çalışırken korna sesiyle sıçradı.
C) Yoldan geçerken üzerime çamur sıçradı.
D) Topu yakalamak için tüm gücüyle sıçradı.

APPENDIX F.

Part 1

Questions 1 – 5

Which notice (**A – H**) says this (**1 – 5**)?

For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0   We can sell you a ticket if you want to go to a concert.

Answer: | 0 | A B C D E F G H ☐☐☐☐☐☐■☐ |

---

1   If you want to learn to play this, call this number.

2   Buy these here and listen to them while you are travelling.

3   You do not have to pay to go to these concerts.

4   You will learn about the history of music in this class.

5   Your age is not important for these lessons.

A
> **MUSIC SHOP**
> New and used CDs – great for the car!

B
> **Play the Guitar**
> Classes for children and adults
> Beginners welcome

C
> **Pop group needs new singer**
> **Call Andy on**
> **020 8746 9902**

D
> Live music here every Friday –
> get your free ticket today!

E
> **PIANO FOR SALE**
> LOOKS AND SOUNDS BEAUTIFUL –
> ONLY £300

F
> **Piano lessons**
> (only for people who can read music)
> Phone 020 4998 3664

G
> **Buy concert tickets here -**
> **Pop, Rock - even classical piano!**

H
> **New Course!**
> *1000 years of Music*
> 12.30, Mondays and Wednesdays

2

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (**A**, **B** or **C**) for each space.

For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.

Example:

0   Adrian and Martin .... their school holiday last week.

   A opened   **B** joined   **C** began

Answer: | 0 | A B C ☐☐■ |

---

6   They .... to go camping for their holiday.

   A decided   **B** thought   **C** felt

7   They wanted to .... somewhere near the sea.

   A stand   **B** put   **C** stay

8   It .... three hours to drive to the campsite.

   A had   **B** took   **C** got

9   They put their tent in a .... of the field.

   A centre   **B** corner   **C** back

10   They .... some postcards to their friends.

   A bought   **B** chose   **C** sent

3   **Turn over ▶**

Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0

Where do you come from?

A New York

B School

C Home

Answer:

	A	B	C
0	■	□	□

---

11 I'm sorry we don't have your size.

A What a pity!

B I hope so.

C I'll take it.

12 How long are you going to stay in Bangkok?

A For another three weeks.

B For the last three weeks.

C It took three weeks.

13 See you tomorrow.

A That's all right.

B I can't see.

C Don't be late.

14 Can I leave early?

A Before 4.30.

B Yes, that's fine.

C Not at all.

15 I don't like this programme.

A I'll turn it on.

B Let's turn it off then.

C You didn't take it off.

Questions 16 – 20

Complete the conversation between two friends.
What does Anita say to Kim?

For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: **0** ....**H**........

Answer:

0	A	B	C	D	E	F	G	H
	□	□	□	□	□	□	□	■

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: **16** ....

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: **17** ....

Kim: First, I'd like to go shopping.

Anita: **18** ....

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: **19** ....

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: **20** ....

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

4

5 Turn over ▶

Part 4

Questions 21 – 27

Read the article about a sailing trip.
Are sentences **21 – 27** 'Right' (**A**) or 'Wrong' (**B**)?
If there is not enough information to answer 'Right' (**A**) or 'Wrong' (**B**), choose 'Doesn't say' (**C**).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Round the World

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0   Before their trip, Jonathan and Claire Spencer spent a lot of time working.

    A   Right   **B**   Wrong   **C**   Doesn't say   *Answer:*

0	A	B	C
	■	□	□

21   The Spencers were soon ready to travel round the world.

    A   Right   **B**   Wrong   **C**   Doesn't say

22   Jonathan learnt to do the work of a mechanic.

    A   Right   **B**   Wrong   **C**   Doesn't say

23   Claire knew a lot about cooking before the trip started.

    A   Right   **B**   Wrong   **C**   Doesn't say

24   The trip took longer than twelve months.

    A   Right   **B**   Wrong   **C**   Doesn't say

25   When the trip ended, Jonathan and Claire decided to stay in Australia.

    A   Right   **B**   Wrong   **C**   Doesn't say

26   There was a lot for the children to do on the boat.

    A   Right   **B**   Wrong   **C**   Doesn't say

27   For Jonathan and Claire, the best part of the trip was being with their family.

    A   Right   **B**   Wrong   **C**   Doesn't say

Part 5

Questions 28 – 35

Read the article about penguins.
Choose the best word (**A**, **B** or **C**) for each space.

For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

PENGUINS

There **(0)** .... seventeen different types of penguins. They can be **(28)** .... forty centimetres to more than one metre tall. They all **(29)** .... in the south part of the world. In winter, they swim **(30)** .... long way to find warmer weather.

In spring, **(31)** .... penguins come together on the beaches of Antarctica. The female penguin has one or two eggs. She puts **(32)** .... eggs on the ground and sits there to keep **(33)** .... warm. But she doesn't sit all the time because penguins can move with one egg between their legs.

(34) .... the female penguin is sitting on the eggs, the male penguin brings her food. He also **(35)** .... this after the baby penguins are born.

Example:

| 0 | **A** | is | **B** | are | **C** | be | *Answer:* | 0 | A B C |

28	**A**	from	**B**	by	**C**	between
29	**A**	lives	**B**	live	**C**	lived
30	**A**	one	**B**	the	**C**	a
31	**A**	lots	**B**	much	**C**	many
32	**A**	her	**B**	hers	**C**	she
33	**A**	it	**B**	them	**C**	their
34	**A**	When	**B**	How	**C**	Who
35	**A**	does	**B**	do	**C**	doing

Part 6

Questions 36 – 40

Read the descriptions of some words about families.
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions **36 – 40**, write the words on your answer sheet.

Example:

0   This person is your father's or mother's sister.   **a** _ _ _

Answer: | **0** | a u n t |

---

36   A married man is called this by his wife.   **h** _ _ _ _ _ _

37   You can learn from these people in your family because   **g** _ _ _ _ _ _ _ _ _ _
they are much older than you.

38   This is what you are before you get married.   **s** _ _ _ _ _

39   If you have any children, the girl is called this.   **d** _ _ _ _ _ _

40   This is written on your passport and is usually the same   **s** _ _ _ _ _ _
for one family.

10

Part 7

Questions 41 – 50

Complete the email.
Write ONE word for each space.

For questions **41 – 50**, write the words on your answer sheet.

Example: | **0** | has |

| **From:** | Jessie |
| **To:** | Carmen |

Thanks for your email.

This month **(0)** ………… been quite boring for me. I haven't had the time to do any **(41)** ………… the things I like. Our new teacher gives us too **(42)** ………… homework and the weather's been terrible **(43)** ………… the weekends. I haven't played tennis **(44)** ………… three weeks now! But **(45)** ………… is some good news! I can come and stay **(46)** ………… you in the summer. Mum and Dad have said yes! I **(47)** ………… so pleased.

The best time for me is **(48)** ………… second half of July. **(49)** ………… this okay? Please ask **(50)** ………… mum and dad and email me back. Then I can get my plane ticket.

11   **Turn over ▶**

Part 8

Questions 51 – 55

Read the advertisement and the email.
Fill in the information in Sam's notes.

For questions **51 – 55**, write the information on your answer sheet.

```
EASTON HALL
Concerts in the Park

17 June    MYRA
           Tickets:    £12.50
                       £11.00 students

24 June    SONEX
           Tickets:    £10.00
                       £8.50 students
```

From:	Helena
To:	Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June - it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Sam's Notes
CONCERT

Place: Easton Hall

Date: **51** [   ]

Name of band: **52** [   ]

Number of tickets: **53** [   ]

Price of my ticket: **54** £ [   ]

Take: **55** [   ]

Part 9

Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat:

- **where** the club is
- **what sport** you do there
- **how much** it costs.

Write **25 – 35** words.
Write the email on your answer sheet.

T.C.
ULUDAĞ ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı: 20585590-302.14/2432   21/10/2016
Konu: Zehra Deniz KUTLU'nun Tez Konusu Önerisi

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : 04.10.2016 tarihli ve 56643073-300/2240 sayılı yazınız.

Enstitümüz Yönetim Kurulunun 18.10.2016 tarih ve 2016/23-03 sayılı kararı ile Anabilim Dalınız Öğretim Üyesi Yrd. Doç. Dr. İsmet ÖZTÜRK'ün danışmanı olduğu 801410005 numaralı Yüksek Lisans öğrencisi Zehra Deniz KUTLU'nun "U.Ü. Lisansüstü Eğitim ve Öğretim Yönetmeliği"nin 55/3 maddesi uyarınca "Ana Dildeki Dilbilgisi Yetkinliğinin ve Kültürel Altyapının Türk Öğrencilerin İngilizce Öğrenimine Etkisi" konulu tez çalışmasına başlamasının uygun olduğuna karar verilmiştir.

Bilgilerinizi ve konunun Danışman Öğretim Üyesine bildirilmesi konusunda gereğini rica ederim.

imza

Prof. Dr. Şeref KARA
Müdür

U.Ü. Eğitim Bilimleri Enstitüsü Müdürlüğü Görükle Kampusu 16059 Nilüfer / BURSA   Ayrıntılı Bilgi
Telefon : 0224 2940978   Faks: 0224 2940975   Filiz D. Memur
e-posta : egtbil@uludag.edu.tr   Elektronik Ağ : http://egitimbilimleri.uludag.edu.tr/
Bu belge UDOS ile hazırlanmıştır. Teyit için: https://udos.uludag.edu.tr/teyit/?a66CBtGh40KctSPU3UuUxw

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI TUTANAĞI

OTURUM TARİHİ	**OTURUM SAYISI**
31 Mayıs 2019	2019-04

KARAR NO 44 : Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Zehra Deniz KUTLU'nun "Ana Dildeki Yetkinliğin ve Kültürel Altyapının Türk Öğrencilerin İngilizce Öğrenimine Etkisi" konulu tez çalışması kapsamında uygulanacak ölçek, test ve soruların değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Zehra Deniz KUTLU'nun *"Ana Dildeki Yetkinliğin ve Kültürel Altyapının Türk Öğrencilerin İngilizce Öğrenimine Etkisi"* konulu tez çalışması kapsamında uygulanacak ölçek, test ve soruların, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Ferudun YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR
Üye

Prof. Dr. Doğan ŞENYÜZ
Üye

Prof. Dr. Ayşe OĞUZLAR
Üye

Katılmadı.
Prof. Dr. Abdurrahman KURT
Üye

Prof. Gülay GÖĞÜŞ
Üye

Prof. Dr. Alev SINAR UĞURLU
Üye

A

T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 86896125-605.01-E.15199102   23.08.2019
Konu : Zehra Deniz ÖZEN'in Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi : Milli Eğitim Bakanlığı'nın Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarihli ve 2017/25 sayılı Genelgesi.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Zehra Deniz ÖZEN'in "Ana Dildeki Yetkinliğin ve Kültürel Altyapının Türk Öğrencilerin İngilizce Öğrenimine Etkisi" konulu araştırma isteği Zehra Deniz ÖZEN'in 30/07/2019 tarihli dilekçesi ile bildirilmektedir.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Zehra Deniz ÖZEN'in "Ana Dildeki Yetkinliğin ve Kültürel Altyapının Türk Öğrencilerin İngilizce Öğrenimine Etkisi" konulu araştırmasını Bursa Anadolu Lisesi, Osmangazi BTSO Ali Osman Sönmez Sosyal Bilimler Lisesi ve Osmangazi Zübeyde Hanım Mesleki ve Teknik Anadolu Lisesinde belirtilen okullarda uygulama yapma isteği ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okullardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca araştırma sonuçlarının Müdürlüğümüz ile paylaşılması komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ekrem KOZ
İl Milli Eğitim Müdür Yardımcısı

OLUR
23.08.2019

Uygar UMUT
İl Milli Eğitim Müdür V.

Adres : Hocahasan Mh. İlkbahar Cad. No:38
(Yeni Hükümet Konağı A Blok) 16050/Osmangazi /BURSA
Telefon No:(0224) 445 16 00   Fax: 445 18 10
E-Posta: argel162meb.gov.tr İnternet Adresi: http://bursa.meb.gov.tr

Bilgi İçin :   Esra CİVAN
Bilgisayar İşletmeni
(0224) 21 5 25 39

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden da31-3290-33f8-a6dd-ad3f kodu ile teyit edilebilir.

YUNUS EMRE ENSTİTÜSÜ
(Sınav Merkezi Birimi)

Sayı : 32834557-199-2018/E.23682   25.12.2018

Konu : Türkçe Yeterlilik Sınavı Kullanım
         İzni

Zehra Deniz KUTLU'ya

İlgi   :   13.12.2018 tarihli ve 2018/40174 sayılı yazınız.

İlgi yazıdaki, Enstitümüzün Türkçe Yeterlik Sınavı örneğini akademik çalışmanızda kullanmanıza yönelik talebiniz değerlendirilmiş ve uygun bulunmuştur. Sürece ilişkin Enstitümüzün Sınav Merkezi ile görüşülebileceği hususunu bilgilerinize rica ederim.

E-imzalı
Prof. Dr. Şeref ATEŞ
Başkan V.

Anafartalar Mahallesi Atatürk Bulvarı No : 11 06050 Ulus / ANKARA
Telefon: 0312 309 11 88, Faks: 0312 309 16 15, http://www.yee.org.tr/ iletisim@yee.org.tr

Ayrıntılı bilgi için irtibat
Ahmet HATTATİOĞLU,
ahmet.hattatioglu@yee.org.tr

5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile üretilmiştir. Evrak teyidi http://evraksorgula.yee.org.tr adresinden 1F3FC69B-11C0-492F-9D1B-81ADEZBEZ21A kodu ile yapılabilir.

INTERVIEW 1

Int: Bana İngilizce sınıfını, sınıf ortamını, önceki İngilizce derslerini açıklayabilir misin nasıldılar ?

Stu: Ben lisede öğrenciyim. Bu sene 10. sınıftayım. İngilizce dersleri zevkli geçiyor bizde. Kimse bir şey anlamıyor zaten. Hoca da derste epey İngilizce konuşuyor. Öyle takılıyoruz biz arkadaşlarla, anlamıyoruz ki. Bazen tavuğa çıktığımda yorgun oluyorum. Kafamı koyup uyuyorum. Hoca bir şey demiyor.

Int: Tavuğa çıkmak?

Stu: Tavuk fabrikasına gidip yardım ediyorum. Tır falan boşaltıyoruz.

Int: Anladım, peki sınıf arkadaşların da senin gibi mi?

Stu: Çoğu benim gibi. Önlerde çalışkan birkaç tip var tabii. Mühendis olacaklarmış. (gülüyor) onlar çok çalışıyorlar, çok dinliyorlar da bir halta yaramayacak çalıştıkları, kolay sanki mühendis olmak. Biri zaten yanlışlıkla gelmiş. Bir onlar var işte.

Int: Önceki yıllarda İngilizce dersleri nasıldı? sen başarılı mıydın?

Stu: Ortaokulda çok hoca değiştirdik biz. En kaliteli hocalar gittiler okuldan bir sene, neden bilmem. Kimyacı, İngilizceci, Matematikçi filan hep gitti. Yerine başka bir kız geldi İngilizcecinin, onu da müdür kovdu, öğrencilere sigara veriyormuş. İyi oldu ama çok sinirliydi.

Int: Peki başarılı mıydın?

Stu: Geçtik çok şükür, başarılıydım herhalde.

Int: Ne hatırlıyorsun mesela o derslere dair?

Stu: Sayılar falan, kahvaltı. Artı eksi atardı hoca. benim eksim çoktu ama severdi beni.

Int: Sen onu sever miydin?

Stu: Severdim, balina filmi vardı bir tane onu izletmişti bize 6. sınıfta.

Int: Peki o niye seni severdi?

Stu: O çok kızardı sese. Ben derste hiç ses etmezdim. Bazen bas bas bağırırdı, ama bana hiç bağırmadı. Sonra okuldan birini attırmıştı dersi bozuyor diye. Korkardık hepimiz.

Int: Anladım. Cevaplarında İngilizceden hiç hoşlanmadığını belirtmişsin. Bu düşüncenin sebebi nedir?

Stu: Ben anlamıyorum ki hiçbir şey. Hoca öyle konuşunca hani çocuklar uyduruktan yabancı şarkı söylerler ya, öyle geliyor. Şımarık şımarık, gıcık oluyorum Hem niye öğreniyoruz ki, ben metalciyim. kapı yapıp satıcam. ne işime yarayacak İngilizce.

Int: Belki yurtdışına satarsın, yurtdışında çok değerli böyle şeyler.

Stu: Yurtdışına satacağım zaman öğrenirim o zaman. Hem burada Bademli var. Bizim hoca bir kapı yaptı, beş bine sattı Bademliye. Ayda iki kapı yapsan, sandalye, masa falan. Tamam işte.

Int: İngilizceden hoşlanmamanın başka sebebi var mı?

Stu: Gereksiz bence. Mis gibi Türkçe var, ne gerek var öyle antin kuntin

Int: Peki teşekkürler

Stu: Birşey değil

<div align="center">INTERVIEW 3</div>

Int: Bana İngilizce sınıfından, sınıf ortamından, önceki İngilizce derslerinden bahseder misin?

Stu: Sınıf düzeyinden mi bahsedeyim?

Int: Ortam nasıldı? Sınıf ortamı.. Öğretmenin iyi miydi? Öğretmenini sever miydin?

Stu: Öğretmenim çok iyiydi. Bize kendi hayatından anlatıyordu İngilizce, çok hoşumuza gidiyordu.Eğlenceli geçiyordu yani seviyordum.

Int: Ders ortamı nasıldı? Mesela sınıfta gürültü var mıydı?

Stu: Gürültülüydü ama hep birlikte konuşuyorduk, herkes kendi arasında değil de sınıfça konuşuyorduk, dersle ilgili yani.

Int: Öğretmenine dair bir şikayetin var mıydı?

Stu: hayır yoktu.

Int: Senin İngilizce notun oldukça yüksek, tam puan. Bu nasıl böyle oldu?

Stu: Yani, anlayarak yaptım ben soruları. Seviyorum ben İngilizceyi

Int: Ne yapıyorsun İngilizce adına, yani mesela boş zamanlarında İngilizce mi çalışıyorsun?

Stu: Dizi, dizi izliyorum boş zamanlarımda İngilizce. Bazen İngilizce alt yazılı izliyorum. eğer bir bölüm hoşuma gitmişse, tekrar seyrederken İngilizce altyazılı izliyorum. Bazen durdurup kendi kendime tekrar ediyorum hoşuma giden yerleri.

Int: Başka?

Stu: Yabancı müzik dinliyorum.

Int: Diziler ve yabancı müzik sayesinde mi İngilizcen iyi seviyede?

Stu: Ya bilmiyorum ama ben ortaokuldayken Malta'ya gitmiştim. 3 sene önce, dil okuluna. Böyle çok hoşuma gitmişti. İngilizcem çok kötüydü yani az biliyordum. Ama konuştuğumda herkes anlıyordu. Bir şekilde anlatabiliyordum kendimi. Mesela bir arkadaşım vardı onun da aynı düzeydeydi, çok hoşuma gitmişti. Çok güzel konuşuyorlardı. Ben de kendimi anlatabildiğim zaman çok mutlu hissediyordum. Güzeldi yani. Az kaldım orada ama 3 hafta falan.

Tatile falan yurtdışına gittiğimizde yabancılarla tanışıyorum ve çok etkileniyorum. İngilizce konuşan arkadaşlarımdan da çok etkileniyorum.

Bir keresinde kuzenim bir şey izliyordu telefonundan. Yanına gittim İngiliz youtuber izliyor yabancı dilde ama alt yazısız. Anlıyor musun dedim. "Evet" dedi. Çok özendim. O yüzden çok istiyorum çok iyi konuşmayı.

Int: Peki Türkçe testinin İngilizceye göre daha düşük olmasının sebebi ne?

Stu: bilmiyorum ki. Sorular ayrı cevaplar ayrı yerdeydi. Ben zımbalarını çıkartıp yan yana koyup da yaptım.

Int: Bunun dışında bir neden görüyor musun?

Stu: Sıkıcıydı. Ardı ardına bir sürü okuma. O yüzden yanlış olmuş olabilir bazı sorular.

Int: Peki teşekkür ederim.

Stu: Ne demek

APPENDIX M.

CURRICULUM VITAE

Personal Details

Name, Surname: Zehra Deniz Özen

Place of Birth: Burdur

Date of Birth: 1978

Education

1989-1996 Bornova Anatolian High School

1998-2007 Uludağ University, Primary School Teaching Program

2010-2013 Uludağ University, English Teaching Program

Professional Experience

2013-2014 Private Emine Örnek Secondary School, English teacher

2014-2016 Geyve METEM, English teacher

2016-2017 Mehmet Ayşe Akgül Primary School, English teacher

2017-2018 Adnan Menderes Secondary School, English teacher.

2017-to present Şehit Mehmet Gürcan Ulucan Primary School, English teacher.

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Zehra Deniz Özen
Tez Adı	Ana Dildeki Dilbilgisi Yetkinliğinin ve Duyuşsal Faktörlerin Türk Öğrencilerin İngilizce Öğrenimine Etkisi
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Anabilim Dalı
Tez Türü	Tezli
Tez Danışman(lar)ı	Dr. Öğretim Görevlisi İsmet Öztürk
Çoğaltma (Fotokopi Çekim) izni	☐ Tezimden fotokopi çekilmesine izin veriyorum ☒ Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum ☐ Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama izni	☒ Tezimin elektronik ortamda yayımlanmasına izin Veriyorum

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 17.10.2019

İmza :