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**BURSA ULUDAĞ UNIVERSITY**

**INSTITUTE OF EDUCATIONAL SCIENCES**

**FOREIGN LANGUAGES TEACHING DEPARTMENT**

**ENGLISH LANGUAGE TEACHING PROGRAM**

**THE ATTITUDES OF UNIVERSITY STUDENTS TOWARDS ENGLISH AND ITS  
EFFECTS ON THEIR ACADEMIC ACHIVEMENT IN ENGLISH COURSES: THE  
CASE OF BİLECİK ŞEYH EDEBALI UNIVERSITY**

**MASTER'S THESIS**

**MERVE YILMAZER**

**BURSA**

**June, 2019**





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**Supervisor**

**Prof. Dr. Zübeyde Sinem GENÇ**

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**June, 2019**

## BİLİMSEL ETİĞE UYGUNLUK

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



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“The Attitudes of University Students towards English Language and its Effects on Their Academic Achievement in English Courses: The Case of Bilecik Şeyh Edebali University” adlı Yüksek Lisans Tezi, Bursa Uludağ Üniversitesi Lisansüstü Tez Önerisi ve Tez Yazma Yönergesi’ne uygun olarak hazırlanmıştır.

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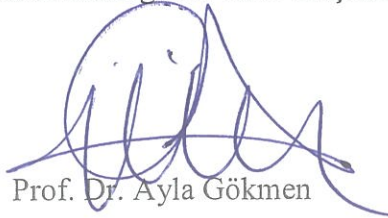
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Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam **121**... sayfalık kısmına ilişkin, **31/05/2019** tarihinde şahsım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 12 dir.

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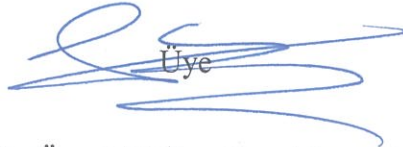
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### **ÜNİVERSİTE ÖĞRENCİLERİNİN İNGİLİZCE DİLİNE YÖNELİK TUTUMLARININ İNGİLİZCE DERSİNDEKİ BAŞARILARINA ETKİLERİ: BİLECİK ŞEYH EDEBALI ÜNİVERSİTESİ ÖRNEĞİ**

Bu çalışmanın amacı, üniversite öğrencilerinin İngilizce diline yönelik tutumlarını bilişsel, duyuşsal ve davranışsal yönleriyle tespit etmektir. Çalışma aynı zamanda öğrencilerin İngilizce diline karşı tutumları ile yaşları, çalışma alanları, mezun oldukları lise, üniversitedeki öğrenim yılı, İngilizce ders türleri, İngilizce öğrenme amaçları ve akademik başarıları arasında bir ilişki olup olmadığını araştırmaktadır. Karma yöntemli bu çalışmada, nicel veri toplamak için beş maddelik Likert ölçeği kullanılmıştır. Nitel veri toplamak için ise 10 öğrenciyle yapılmış yarı yapılandırılmış görüşmeler kullanılmıştır. Araştırmanın örneklem



grubunu Bilecik Şeyh Edebali Üniversite'sine bağlı Uygulamalı Bilimler Yüksekokulu ve Bozüyük Meslek Yüksekokulu'nda öğrenim gören, Genel İngilizce ya da Mesleki İngilizce dersi alan 388 öğrenci oluşturmaktadır. Katılımcıların 253'ü kadın, 135'i ise erkektir. Toplanan veriler SPSS programı ile analiz edilmiştir. Çalışma katılımcıların İngiliz diline karşı genel anlamda olumlu tutum sergilediklerini ortaya koymaktadır. Lisans düzeyinde eğitim gören öğrencilerin İngiliz diline karşı genel tutumlarının, bilişsel ve duyuşsal tutumlarının Meslek Yüksekokulu'nda öğrenim gören öğrencilerinin tutumlarına kıyasla istatistiksel olarak daha olumlu olduğu bulunmuştur. Araştırma sonuçlarına göre katılımcıların cinsiyeti ve İngiliz diline karşı bilişsel ve davranışsal tutumları arasında istatistiksel olarak anlamlı farklılıklar bulunmaktadır. Bulgular katılımcıların İngiliz diline yönelik bilişsel, duyuşsal ve davranışsal tutumları ile katılımcıların bölümleri, öğrenim gördükleri yıl, aldıkları İngilizce ders türü, bu derslerdeki akademik başarıları ve öğrenme amaçları arasında istatistiksel olarak anlamlı farklılıklar ortaya koymaktadır. Ancak, katılımcıların mezun oldukları liseler ve tutumları arasında anlamlı bir fark bulunamamıştır.

Bu çalışmanın bulguları, öğrenen bireylerin tutumlarının İngilizce öğreniminde önemine dair katkı sağlayabilir.

*Anahtar Sözcükler:* Bilişsel tutum, davranışsal tutum, dil öğrenimi, duyuşsal tutum, tutum bileşenleri

## Abstract

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### **THE ATTITUDES OF UNIVERSITY STUDENTS TOWARDS ENGLISH AND ITS EFFECTS ON THEIR ACADEMIC ACHIVEMENT IN ENGLISH COURSES: THE CASE OF BİLECİK ŞEYH EDEBALİ UNIVERSITY**

The purpose of this study is to find out what attitudes university students hold towards English language in terms of cognitive, affective and behavioral aspects. The study also investigates whether there are any relationships between students' attitudes and their age, academic achievement, their fields of study, the high schools they graduated from, the year of study at the university, types of English courses and their aim for learning English language. In this mixed method research design study, Five-point Likert scale was used to collect quantitative data and semi-structured interviews conducted with 10 students were used to

collect qualitative data. The sampling group for the study was 388 students who were enrolled in English courses at Bozüyük School of Applied Sciences and Bozüyük Vocational School of Bilecik Şeyh Edebali University in Turkey. Out of these 388 participants, 253 were females and 135 were males. The collected data was analyzed by SPSS program. The study revealed that participants generally hold positive attitudes towards English. Undergraduate level students had more positive attitudes in general compared to vocational school students' attitudes. Cognitive and affective attitudes of undergraduate level participants were statistically found to be higher than vocational school students' attitudes. Results suggested statistically meaningful differences between genders in terms of their cognitive and behavioral attitudes towards English. There was a statistically meaningful difference between fields of study, year of study, English courses the participants take, their academic achievement in these courses, their aims for learning English and their cognitive, affective and behavioral attitudes towards English. However, no meaningful difference was found between high school the participants graduated and their attitudes.

The findings of this study may yield to further insights as to the importance of learner attitudes in English language learning.

*Keywords:* Components of attitude, affective, behavioral, cognitive, language learning.

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*Merve Yilmazer*

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## CHAPTER 1

### INTRODUCTION

This chapter provides information about background of the study, the purpose of the study and research questions aimed at answering for this study.

#### **1.1. Background to the Study**

Language learning studies focus on two dimensions of the learner during the process of learning a language. On one hand, there is a linguistic dimension of the process focusing on learning in general. On the other hand, there is a psychological dimension in learning a language focusing on the learner. The linguistic dimension of the process has two characteristics. The first of characteristics is the structural regularities that are possessed in the process of learning. The other one is the common needs and wants of the learners while learning another language. Thus, the linguistic dimension includes the commonalities in other languages other than the native ones. Language is stated as a means that helps these needs and wants to be expressed. In other words, language learners use the language to express these wants and needs. The psychological dimension accounts for the different ways through which learners overcome the process of language learning. In this part, learners are the focus themselves. It is expressed that learners differ according to their gender, age, personality, self-esteem, learning style and motivation and attitude. In learning environment, every learner differs from each other in the learning process. This difference of individuals in learning process flourish diversity in the way language is learnt. This difference of learners also reveals different achievements in their way of becoming successful learners (Ellis, 1989).

The psychological dimension of the process mentioned above includes learner attitudes which may contribute to the difference in language learning process and may

influence achievement of the learners (Budianto, 2010). There are many definitions suggested in the literature to define the term 'attitude'. Allport (1935) regards attitudes as a state of mental and neural readiness. Moreover, according to Allport (1935) attitudes are organized through experience and have influences upon the person's responses to objects or situations. Similarly, Baker (1992) states that attitude is a tendency towards certain actions of the individual. Some researchers who conduct studies on attitude express that attitude precedes behavior and guides one's decisions for actions or choices even though attitude itself cannot be directly observable. Attitudes are considered to be an important part of human life. Without them, people would have hard times while making decisions, reacting to events and making sense of relationships in everyday life (Vaughan & Hogg, 2014).

Attitude is also claimed to include three components; cognitive, affective, and behavioral. Eagley and Chaiken (1998) state that attitudes are formed through cognitive, affective and behavioral responses towards the attitude objects. An attitude object can be anything that we have feelings toward or we make judgments about. Cognitive component is claimed to be related to one's thoughts. Affective component includes emotions and feelings of the person. Behavioral component includes overt actions of the person. Garrett (2010) describes the nature of attitude in terms of aforementioned three components and states that attitudes contain beliefs about the world and relationships between objects which have social significance, so they are cognitive. Attitudes also include feelings regarding the attitude object, so they are affective. Moreover, attitudes are related to how people act in certain ways which may be consistent with their cognitive and affective conclusions, so they are behavioral.

The term attitude and its components which have an importance in everyday life has been an interest of educational researchers. Studies related to the effects of learner attitudes on

language learning has been conducted by some researchers as Spolsky, 1969; Chamber, 1999; Brown, 2000; Csizér and Dörnyei, 2005; Montano and Kasprzyk, 2008; Tahaineh and Daana, 2013. Common conclusion of the studies is that learner attitudes are one of the most important factors that have an impact on learning a language. It is believed that positive attitudes of the learners boost their performance and contribute to their language learning proficiency (Fakeye, 2010). Brown (2000) also states that if the learner has positive attitudes towards the self, native speakers of that language, and the target group of the language, language proficiency can be enhanced. While learners with positive attitudes become successful, learners with negative attitudes may experience failure to progress in the language.

## **1.2. Statement of the Problem**

In Turkish education system, students start their English language education at primary school level and continue learning English in every level of their education period. Students of Bilecik Şeyh Edebali University has been learning English from the primary school level, which means they have been learning the language for at least eight years when they started studying English at the institution. However, as an instructor at the institution, the researcher observed that students who attend English classes at Bilecik Şeyh Edebali University are having some problems about the language especially in productive skills; writing and speaking. The researcher also noticed that the students reveal basic grammar knowledge and they can sufficiently comprehend the language spoken or written in their English course books. The problem which is realized as an instructor is that most of the students at Bilecik Şeyh Edebali University are reluctant to speak or write in English. Even though they do not have problems with exercises related to knowledge in basic grammar and necessary receptive skills in English classes, they still receive low marks in their English exams and that causes their failure. There might be many factors behind this failure. As stated

above, learner attitudes are considered among important factors affecting learning a language. One of the reasons behind this failure may be the attitudes that students hold towards English language. Since it is considered that attitude can have an important effect in language learning process, it would be worthwhile to investigate the issue in wider context to provide solutions for the stated problem. Because of this reason, learner attitudes with its three components; cognitive, affective and behavioral towards English language and whether there are impacts of their attitudes on their learning process and learning outcomes at Bilecik Şeyh Edebali University are investigated in this study.

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

The purpose of this study is to find out what attitudes university students at Bilecik Şeyh Edebali University hold towards English language in terms of cognitive, affective and behavioral aspects. The study investigates whether there are any relationships between students' attitudes and their age, academic achievement, their fields of study, the high schools they graduated from, the year of study at the university and their aim for learning English language.

### **1.4. Research Questions**

In terms of investigating the stated problem within this framework, the following research questions were addressed:

1. What are the attitudes of undergraduate EFL students at Bilecik Şeyh Edebali University towards English?
2. What are the attitudes of EFL students at Vocational School towards English language?
3. Is there any statistically significant difference between the undergraduate and vocational school students related to the attitudes towards English Language?

4. Is there any statistically significant difference in students' attitudes towards English language by gender?
5. Is there any statistically significant difference in students' attitudes towards English language by the field of study?
6. Is there any a statistically significant difference in students' attitudes towards English language by the year of study?
7. Is there a significant difference in students' attitudes towards English language according to the high school they graduated from?
8. Is there a significant difference in students' attitudes towards English language according to the English Course they take ( General or Vocational)?
9. Is there any relationship between students' attitudes towards English language and their academic achievement in English courses?
10. Is there any relationship between student's attitudes towards English and their aims for learning the language?

## CHAPTER 2

### REVIEW OF LITERATURE

This chapter covers the definitions of the basic terms related to language learner attitudes and the review of the studies focusing on language learner attitudes. The term attitude in general, importance of attitude in terms of language learning and components of attitudes will be scrutinized through the studies that have been conducted so far.

#### **2.1. Attitude**

It is particularly complex to define the term attitude in general. Literature suggests many definitions that have been introduced to describe its nature. It would be beneficial to clarify the term 'attitude' etymologically to shed light to its meaning to understand its nature. When etymologically considered, the term attitude has different meanings from its original use. Baker (1992) clarifies the different meanings of 'attitude' as follows;

Attitude originally meant a posture or a pose in painting or drama, as in 'adopt an attitude of innocence'. Derived from the Latin word 'aptitude' and the Italian 'atto' (Latin=actus), its root meaning, however, appears to be 'aptitude for action'. That is, having a tendency towards certain actions. (Baker, 1992, p. 11).

What Baker (1992) stated above about attitude, "a tendency towards certain actions", is also confirmed by social psychologists. Likert, a social psychologist, defines the term attitude as "a tendency toward a particular response in a particular situation" (Likert, 1932, p. 7). Likert (1932) states that an attitude depends on the range of stimuli that the person receives. He believes that it is absolutely true that number of attitudes which a person embraces is nearly infinite. Allport (1935) gives a similar definition for the term as Likert. According to Allport, "An attitude is a mental and neural state of readiness, organized through



experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935, p. 810).

Attitude as responding to an object is also outlined by other psychologists. The term is considered as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (Ajzen, 2005, p. 3). Ajzen (2005) also states that attitude is a hypothetical construct and to observe this construct directly is unobtainable. Thus, it requires an inference from measurable responses. The responses display positive or negative assessments of the attitude object. Ajzen (2005) explains that these responses are evaluative in nature and they are aimed at an object or a target.

Apart from the definitions that social psychologists have stated in their works which generally focus on person, the term attitude is also defined as an important factor for the language itself. In the life story of a language, attitude is considered to be a critical factor. In a language evolution or decline, attitude can be a key factor. The importance that an individual or a society attributes to a language may stem from adopted or learnt attitudes. Attitude which is crucial in terms of languages is a hypothetical psychological construct promoting specific human behaviors. Moreover, it is also stated that attitudes are not inherited, instead they are learned predispositions and attitudes become stable over time. On the other hand, attitudes are reported to have the capability to change by experience or according to different contexts. Contexts affect attitudes significantly, as it may differ in 'I' context and the plural 'they' context (Baker, 1988).

Attitude is also linked with the people and the events happening in the learning environment. Chapman and McKnight (2002) clarify this as follows;

Attitude is your general disposition-your mental "starting point" for viewing life and the people and events in it. From your viewpoint, attitude is the way you look at things

mentally, and it all starts inside your head. For others, your attitude is the overall mood they interpret from what they see you say and do (Chapman & McKnight, 2002, p. 3).

Chapman and McKnight (2002) also underlines that everything around a person can have an influence on one's attitudes. People, events and situations produce a steady flow of messages and factors which may sometimes be either positive or negative. As a result of this continuous stream of messages and the factors, attitudes are described as being sensitive to what is happening around.

Attitude is practically preferred to identify an individual or justify a behavior of a person in everyday speech. An individual's attitude is considered by others as a result of his or her actions toward another object or a person (Oskamp & Schultz, 2005). Related to how people define their attitudes in life is outlined by Kassisn, Fein, and Markus (2014) as;

An attitude is a positive, negative, or mixed evaluation of an object that is expressed at some level of intensity -nothing more, nothing less. Like, love, dislike, hate, admire, and detest are the kinds of words that people use to describe their attitudes (Kassisn et al., 2014, p. 203).

Gardner (as cited in Tamimi, 2009) defines attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object. The sum total of a man's distinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic" (Tamimi, 2009, p. 33).

Other researchers also regard language attitudes within the framework of learner feelings. Language attitudes are seen as an accumulation of feelings related to the use of the language and the status of the language in the community. These feelings are grouped as

good, bad and neutral (Ahmed, 2015). Similar grouping can be seen in Tahaineh and Daana (2013);

Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitudes towards the second language and want to learn it in order to prevail over people in the community but generally positive attitudes strengthen the motivation. Some individuals might generate neutral feelings. Attitudes towards language are likely to have been developed by learners' experiences. It could refer to both attitudes towards language learning and attitudes towards the members of a particular speech community (Tahaineh & Daana, 2013, p. 164-165).

Language educators also studied attitude from their point of view. It can be regarded that attitude is related to one's relationship with people. Brown considers attitude as "the results parents' and peers' attitudes, of contact with people who are 'different' in any number of ways, and of interacting affective factors in the human experience" (Brown, 2000, p. 180).

Like Brown (2000), Coşkun (2016) states the importance of social interactions in formation of attitudes. Attitude is summarized as a tendency including components of cognitive, emotional and affective. These tendencies are not innate; instead they are later acquired in life through the socialization process of the individual. Attitudes cannot be directly observed but can be realized from learner behaviors.

## **2.2. Attitude in Foreign Language Learning**

Csizér and Dörnyei (2005) consider attitude as an important component in language learning. Similarly, according to Richards (as cited in Aksoy, 2015), attitude has a substantial role in the language learning process. The reason for this is detailed as follows;

Students' attitudes towards their language course and their teacher can greatly affect their desire to learn and their classroom participation; their attitudes towards the

language itself can shape their reasons for learning and the strategies they use; and their attitudes towards the members of the other language group can influence their willingness to learn and/or use the language (Aksoy, 2015, p. 9).

Some researchers think that there is a relationship between language learning proficiency of learners and their attitudes toward that foreign language. Spolsky (1969) states that there are differences in the proficiency of second language learners, ranging from no grasp of the language at all to native-like proficiency level. He explains the factors that have been put forward related to this proficiency difference. One of the important factors explained in his study related to the level of achievement in language learning is 'attitude'. In a language learning environment, attitude of the learners', teachers', learners' peers and parents' and the speakers of the language and these people's attitudes to each other is considered to be significant. (Spolsky, 1969).

Another point claimed for the achievement in language learning combines integrativeness and attitude. Integrativeness and attitude towards the learning environment are claimed to be related to the success in language learning. Integrativeness is defined as an openness to identify oneself with a community of another language. It is implied that positive attitudes towards another language community would assist the openness, whereas negative attitudes would block the openness (Masgoret & Gardner, 2003).

The connection between attitude and language learning is interpreted in terms of pupils by Chamber. Attitude means a set of values that are brought by a pupil to foreign language learning environment. These attitudes are influenced by the benefits and the outcomes the pupil anticipates from language learning (Chamber, 1999).

All attitudinal variables that may be present in a learning context are expressed to be related to attitude. External and social factors are stated to form learner attitudes. These

factors can be exemplified as ethnic identity, age, social class and sex. The factors are claimed to be responsible for influencing and regulating attitudes of the language learners. Attitudes formed this way are claimed to have an indirect effect on learners' level of proficiency (Csilla, 1999).

Attitude is included in two domains which affects the differences in L2 success. These two domains are cognitive and affective. Aptitude, intelligence and learner strategies are cognitive factors. Affective factors include language attitudes, motivation and language anxiety. It is suggested that attitude with its aforementioned two domains is one of the factors which may influence students' language learning process and their level of achievement (Göktepe, 2014).

Attitudes are defined as inner states and these states affect how language learners are likely to act. Inner state can be explained as a degree of favorable/unfavorable or positive/negative reactions towards an object. These reactions are claimed to be affected by personality traits and different social environments where language learning process occurs. In terms of language learning, the term attitude is expressed as a remarkable notion because it is directly related to the real classroom learning environment and thus, it has a key role as a contributing factor in the language learning process (Tahaineh & Daana, 2013).

Related to a foreign language learning pedagogy, attitudes of the students are regarded as an essential part of the learning process. The reason for this is explained as attitude's ability to affect learner's inner mood, behaviors and the learning process. Whether it is positive or negative, all kinds of attitudes are alleged to have a powerful impact on the achievement of the learner while learning a foreign language (İnal, Evin & Saracaloğlu, 2005).

### **2.2.1. Positive and negative attitudes in language learning**

Attitude is determined either by the beliefs of performing a behavior or the beliefs of outcomes of the behaviors. The relationship between these beliefs and attitudes are stated by Montano and Kasprzyk as;

Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior.

Conversely, a person who holds strong beliefs that negatively valued outcomes will result from performing the behavior will have a negative attitude toward the behavior (Montano & Kasprzyk, 2008, p. 71).

There are some variables promoting second language learning or hindering the learning process. One of the variables which may affect second language learning is alleged to be positive or negative attitudes of the learners. Because of this reason, while having positive attitudes towards a second language may boost a student's language performance, having negative attitudes towards a second language may block the student's language learning process (Fakeye, 2010).

Teachers, researchers and learners agree on the fact that positive attitudes towards a second language and to its speakers will help the learning process and will have an impact on their language performance. It is asserted that positive attitudes of the learners promote learning, whereas negative attitudes will have a negative effect on language learning and motivation of the learner (De Bot & Verspoor, 2005). Similarly, Brown defined the connection between success in language learning and positive attitudes as; "It seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency" (Brown, 2000, p. 180).

Language is seen as a medium playing a part in the formation of learner's attitude of themselves and other people. These formed attitudes towards different usages of language in a society may be classified as positive and negative. While the positive attitudes that the students have towards the target language can facilitate their learning, the negative attitudes, on the other hand may complicate the learning process. For this reason, it is seen as crucial in language learning to foster positive attitudes. (Bayyurt, 2013).

Attitude is viewed as a key factor both to determine the rate and the success of the learner and to affect the extent of being active in learning process. As for the reason, it is expected that a learner with positive attitudes is likely to surpass the learner with negative attitudes towards the language being taught in a second language learning environment (Marzban & Sadighi, 2013).

Among the factors that have an influence on the teaching and learning process, attitude is regarded as one of the most important factors for learning another language. Attitudes may regulate how a learner acts in a specific situation in life general or in language learning environment. It is assumed that while learning a language, learners having positive attitudes make a progress quickly. Likewise, negative attitudes can slow down the learning process. Thus, it advisable to help students to develop positive attitudes to foster students' will for learning (Al samadani & Ibnian, 2015).

Aydın (2007) also considers attitude as a crucial element in language learning. Aydın (2017) states that a number of positive or negative feelings about different topics like the target language, its culture or native speakers of the language accompany the learners in classroom settings. While positive feelings may help the learners about their improvement in learning a language, negative feelings may result in a decline in the success of the learner as well as their desire to learn the language. Learners with negative feelings may even end up

with failure. Similarly, Tahaineh and Daana (2013) consider positive attitudes as powerful element in language learning. They relate positive attitudes to second language achievement;

The attitudes play an eminent role in determining one's behavior, as the attitude has an impetus act which stimulates the behavior and directs it in a particular direction. Attitudes are somewhat indirectly related to second language achievement. We can say that improving the positive attitudes of the students towards a particular academic subject may increase their desire to learn it, and an ability to apply what they have been taught, as well as an improvement in remembrance (Tahaineh & Daana, 2013, p. 165).

In order for a second language learner to excel in the target language, both language skills and attitudes of the learners towards the language play a significant role. It is also claimed that positive attitudes of the learner towards the target language may contribute to the language learning process. Favorable attitudes could affect behaviors and beliefs of the student towards the target language, the culture and community of that language. These attitudes also reveal learners' tendency towards learning the target language (Gardner & Lambert, 1972 as cited in Zainol Abidin, Pour-Muhammadi & Alzwari, 2012, p. 121).

### **2.3. Components of Attitude: Cognitive, Affective and Behavioral**

Attitude has three components, and these components are named as cognitive, affective and behavioral. These three components form tripartite model of attitudes. In other words, tripartite model of attitude consists of cognitive, affective and behavioral components.

M. Basadur and T. Basadur (2011) explain this model of attitude as;

The literature suggests that attitudes consist of three response types: affective, cognitive, and behavioral. That is, an attitude consists of how we feel, what we think, and what we are inclined to do about something. This represents the so-called



tripartite model of attitudes. Though related, there is evidence that the three types of responses are different. Thus an attitude could be thought of as the categorization of a stimulus object along a continuous evaluative dimension based upon three classes of information: (1) cognitive information; (2) affective information; and (3) experience information concerning past behaviors, separately or in combination (M. Basadur & T. Basadur, 2011, p. 85).

As mentioned above, cognitive, affective and behavioral attitudes are considered as three inseparable response types of a whole in tripartite model. In this study, attitude is examined in terms of these three response types, or in other words components in the aforementioned model. To make cognitive, affective and behavioral attitudes clear, each component will be explained separately below.

### **2.3.1. Cognitive attitudes**

The cognitive aspect of attitude is defined to include the beliefs of the learners and their understanding of the language learning process (Zainol Abidin et al., 2012). According to M. Basadur and T. Basadur (2011) cognitive attitudes are what we think about something. Cognitive component is said to have a strong place in attitudes. According to Brehm and Kassir (as cited in Gökçe, 2008, p.13) “How a person feels about an object depends, in part, on his/her beliefs about that object” (Gökçe, 2008, p.13). Eagley and Chaiken (1998) explain that cognitive component of the attitude includes one’s thoughts. In another definition by Jain (2014), cognitive attitudes are regarded as an evaluation of the things and these evaluations are person’s opinions like beliefs and disbeliefs about the attitude object. A similar explanation is depicted by Garrett (2003) about the cognitive component of attitude. According to Garrett; “Attitudes are cognitive insofar as they contain or comprise beliefs about the world, and the relationships between objects of social significance.” (Garrett, 2010,

p. 23). Triandis, Adamopoulos and Brinberg (1984) also acknowledge the cognitive component of learner attitudes. However, they name it as ‘the idea’. The idea is believed to reflect one’s thoughts about the attitude object.

### **2.3.2. Affective attitudes**

Another component of the tripartite model of attitudes is affective attitudes of the learner. Affective attitudes represent how we feel about something (Basadur & Basadur, 2011). The network of thoughts is alleged to have a degree of emotion attached to it and these emotions constitute the affective component of the attitude (Triandis et al., 1984). Having affective attitudes about something means to evaluate the attitude object favorably, unfavorably, or with mixed emotions (Brehm & Kassin, 1990, as cited in Gökçe, 2008, p.13). Zainol Abidin et. al (2012) state that feelings and emotions of learners compose the affective aspect of the term attitude and this attitude is claimed to affect the learning process and the attitudes to the target language. Eagley and Chaiken (1998) claim that affective attitudes are formed experientially through direct or indirect affective responses towards the attitude object. The affective components contain emotions, moods and feelings of the person (Eagley & Chaiken, 1988). Jain (2014) also expresses the affective component of the attitude in his study and describes the affective component as emotional responses such as like and dislike of the person toward the attitude object. Garrett (2003) supports the view that attitudes are affective because they involve feelings about the attitude object.

### **2.3.3. Behavioral attitudes**

The final component mentioned in tripartite model of attitude is behavioral attitudes of the learner. Behavioral attitudes include “what we are inclined to do about something” (Basadur & Basadur, 2011). Brehm and Kassin (1990) states that “attitudes have a behavioral component; in that they predispose people to behave in a particular manner toward an object”

(Brehm & Kassin, 1990, as cited in Gökçe, 2008, p.13). The behavioral aspect of the attitude is said to be related to the way the learner behaves and the reactions that the learner display in specific situations (Zainol Abidin et al., 2012). Another definition highlights that the behavioral component concerns one's intentions and actions to make an act (Eagley & Chaiken, 1988). According to Jain (2014) behavioral component of attitude includes actions or visible responses which are outcomes of the attitude object .Garrett (2003) defines behavioral attitudes as “the behavioral component of attitudes concerns the predisposition to act in certain ways, and perhaps in ways that are consistent with our cognitive and affective judgments” (Garrett, 2010, p. 23). The behavioral component is one's behaviors which can occur toward the attitude object (Triandis et al., 1984).

#### **2.4. Studies on ‘Attitude in Learning English’**

Learner attitudes have been an interest for many researchers and this interest resulted in many studies conducted in the field of language learning. Some studies focus on learner attitudes towards English in general. In other words, these studies aim to find out whether learners have positive attitudes towards English language or not. There are also studies investigating if there is a relationship between learner attitudes and age, proficiency level, department and gender of the learners. Other studies aim to investigate component of attitudes cognitive, affective and behavioral. Additionally, there are studies about the relationship between learner attitudes towards English and their achievement in English language. Studies concerning these aforementioned topics will be briefly explained and presented below.

##### **2.4.1. Studies about learner attitudes towards English**

Awad and Alkaraki (2013)'s study investigated EFL students' attitudes towards learning English by the help of computers. The participants were 100 Jordanian students from 1<sup>st</sup> secondary and 7<sup>th</sup> grade students. Data for the study was collected through a questionnaire.

The questionnaire included two parts. First part of the questionnaire consisted of six items which were personal information questions. Second part of the questionnaire was eight items aiming to find out learner attitudes in language learning with the help of computers.

According to the study results, students had very positive attitudes towards learning English by using computers. Awad and Alkaraki (2013) found that the majority of the participants are in favor of learning English. The results of the study indicated that the students had positive attitudes towards the language and computers were the beneficial tools for learners to have the feeling. By the help of computers, the students could acquire the basic needs in the language to improve their production skills as well as their pronunciation in English. Students agreed that they all liked the language, and having computers in learning environment increased their creativity.

In another study, Aksoy (2015) focused on attitudes of second year vocational college students towards learning English and language teaching process. The study examined not only levels of attitudes classified as low, moderate and high but also, it examined three dimensions of an attitude named in the study as enjoyment, anxiety and importance. The data were collected from 308 students selected through cluster random sampling. A perception questionnaire and an attitude scale adapted from Gömleksiz (2013) were used to collect data for the study. The attitude scale consisted of 31 items regarding three dimensions of importance, enjoyment and anxiety. The perception questionnaire which was developed by the researcher included 44 questions. These questions were related to learner objectives, content of the lesson, materials, learning activities and evaluation procedures of the lesson. The study displayed that most of the students held moderate attitudes towards learning English. However, participants had quite low attitudes related to the enjoyment, anxiety and importance factors. These findings show that the students may not like the language, they may

have English anxiety as a result of their experiences and they have difficulty in understanding importance of learning English. Regarding the perceptions of the students, this study also revealed that most of the participants favor an English learning environment with all skills and most of the students wanted to take General English courses as elective. Majority of the participants also favored Turkish language usage in English courses. Additionally, more than % 50 of the participants expressed that English course books were useful. Findings of the study also indicated that majority of the participants expressed that two hour English course wasn't enough to learn the language.

In a study conducted with Brazilian participants who learn English as a foreign language, their attitudes about the role and importance of English in Brazil and learners' perceptions of time and energy that is necessary for learning the language were questioned by Friedrich (2000). 190 adult learners who study at a private institute took part in the study by answering a survey questionnaire. The findings of the study indicated that all learners agree that English is a language that is necessary for international communication. The participants were said to believe knowing English will help them to have better opportunities while finding a job. Most of the participants asserted that between five to ten hours are allocated to study the language in a week. Moreover, more than half of the participants wanted to be 'completely fluent' in English language. More than 70 % of the participants expressed their like for learning English. As the statistical findings shows that the learners have positive attitudes towards the language since they all aware of the fact that English language is necessary and will be beneficial for all. Since they have the goal, the attitude they have is positive.

Ahmed (2015) explored the issues of learner attitudes towards English and causes that may have affected their process of learning the language. The study was carried out in

Malaysian context with 238 undergraduate students learning English as a foreign language. A 19 item questionnaire was applied to the students as a data collection instrument. The items of the questionnaire were designed to discover attitudes of the students towards the use of the language and the past experiences of the students related to learning English. The items of the questionnaire also focused on student preferences of teaching methodology and language skills focus in the curriculum. The results reveal that students have positive attitudes towards learning English. However, most of the students had unpleasant experience related to the classroom instructions and examinations. While nearly half of the participants favored an English speaking environment in the classroom, the other half supported contrary environment in which both the native language and the target language are used. The results of the study revealed that the main aim of the participants to learn English was to communicate with foreign people. The study results revealed that the participants did not favor specific skill focused learning like reading, listening, writing and speaking only, rather they wanted to learn the language by using all the skills as a whole in the learning environment.

Çelebi (2009) was interested in both attitudes of the students towards English in general and teacher views about the role of attitude in English language learning. 163 seventh-grade middle school students answered an attitude questionnaire. According to the results of the questionnaire, 4 students having positive and 4 students having negative attitudes were chosen to be interviewed for. Interviews were conducted with English language teachers to get their views on attitude in language learning. According to the interview findings, students expressed that some activities done in the classroom affect their attitudes towards English. They hold positive attitudes towards role plays, games and songs. English exams caused some students to have negative attitudes towards the language. Interviews revealed that motivation

fostered students' positive attitudes towards English. Regarding the factors affecting learning attitudes, teachers in the interviews stated that seating arrangement, in-class activities, homework, teaching style may be affecting students' attitudes towards English. The teachers who were interviewed suggested that negative attitudes of the students could also stem from family problems, not being a goal oriented learner and not being aware of the importance of English.

#### **2.4.2. Studies about the relationship between learner attitudes and their age, gender, department and proficiency level**

In her study, Karahan (2007) focused on the attitudes of the Turkish primary school students towards English language and their attitudes related to English language usage in Turkish context. The study findings revealed that participants, who are eight grade primary school students, have mildly positive attitudes towards English language. However, the participants had strongly positive attitudes related to the importance of English. The study also investigated gender differences and females in general are found to have more positive attitudes compared to the male students. Regarding the use of English in Turkish context, although participants acknowledged the value of English language in Turkey, they were not an advocate of the instruction of English language at school.

In the study conducted in Iranian context, Zareian, Zangoei and Taghvaei (2014) studied EFL learners' attitudes in their research and focused on gender differences and preferences. The participants were Iranian high school students. The results of their study indicated that learners had positive attitudes towards English language learning and no statistically significant difference was found between male learners and female learners regarding their attitudes. Concerning the gender differences, the statistical findings revealed that there is a significant difference between males and females in terms of individual

variation and interlanguage component. Male students had more positive attitudes compared to female ones.

Another investigation was conducted by Burgucu (2011) who focused on language anxiety, motivation and attitudes of Turkish learners towards English language. An anxiety scale, a motivation scale and an attitude scale were used for data collection for the study. 245 students from different departments at Kafkas University took part in the study. The results of the study indicated that students had high levels of positive attitudes towards learning English. The findings suggested that students were enthusiastic to learn English in general and they were also aware of the importance of the language. Even though both females and males had positive attitudes, females were statistically found to have higher levels of positive attitudes compared to the male students. The study also examined age difference effect on student's attitudes. However, no statistically meaningful difference was found between students' attitudes and their age. Another finding of the study was about the relationship between different departments of the study and student attitudes. Students from Hospitality Services, Tourist Guidance, Business Management programs and department of Mathematics were found to have more positive attitudes than the students from departments of Turkish Philology, Computer Science and Programming and Class Teacher Training.

Coşkun (2016) conducted a study in which she aimed to find out whether there is a relationship between student attitudes toward English language and their beliefs of code switching. 587 university preparatory school students at a state university constitute the participants of the study. Coşkun (2016) found that students in general had positive code switching beliefs in English classes but they have moderate level of attitude toward English language. No significant difference was statistically found between male and female students' attitudes. A significant difference was indicated between proficiency levels of the students



and their attitudes. Students with high levels of proficiency were found to have more positive attitudes. Additionally, the study discovered that there is a positive relationship between the students' attitudes and their code-switching beliefs related to the psychological factors.

On the other hand, Güven (2015) was interested in the relationship between attitudes of Turkish university students and intercultural communicative competence. The study was carried out in seven Turkish universities with 508 preparatory class students. The proficiency levels of the participants were stated as pre-intermediate, intermediate or upper-intermediate. As for the major of the students; half of the participants were enrolled in social sciences departments, the other half was enrolled in natural sciences departments. A questionnaire in Turkish developed by the researcher from different studies was given to the participants. Güven (2015) discovered that the student's main motivations to learn English were to find a work, to communicate with other people and to visit other countries. According to the results, the participants regarded English as a fundamental international language and they strongly agreed that communicative competence in English was important. They were also eager to learn cultural differences between English and Turkish since they realized that being aware of the cultural differences would help them to learn the language as well as to make more successful communication with the natives. There was no statistical difference between males and females in intercultural communicative competence. The proficiency level of the students didn't statistically affect their attitudes in terms of intercultural communicative competence, either. Social sciences department participants were found to have more positive attitudes towards intercultural communicative competence compared to the natural sciences ones.

Akay and Toraman's (2010) aim was to examine learner attitudes towards English grammar in terms of some variables like age, gender, time allocated to learning, proficiency level and the faculties. The sampling consisted of 655 university preparatory class students

with different proficiency levels from starter to upper intermediate level. There was no statistically meaningful difference between the age of the students and their attitudes towards English grammar. Their gender didn't affect their attitudes towards English grammar statistically, either. When the faculty variable was elaborated, the findings reveal that students in Faculty of Humanities, Faculty of Science and Faculty of Education had more positive attitudes towards English grammar than students in Faculty of Economics. Other variables investigated in the study were time spent on learning and proficiency level. No statistically significant difference was found between time allocated to learning and student attitudes. Similarly, no meaningful difference was found between different proficiency levels and attitudes towards English grammar.

Another investigation about learner attitudes toward English was conducted by Yu (2010) in Chinese context. In her study, Yu (2010), attempted to investigate attitudes of 430 Chinese students at college towards English and its varieties. The study also focused on purposes for learning the language and education system in China. Attitudes of the learners were also examined in terms of factors like age, gender, major, time spent in learning, starting age for learning the language and experience with native speakers of the language. In mixed method design study, questionnaire and student interviews were used to gather the data. The study discovered that learners had positive attitudes toward English language and they acknowledged different varieties of English language. With regard to education practices, discontent was expressed and fostering good communication skills and integrating interest of the learners into English instruction was supported by the participants. Additionally, Yu (2010) found that encounters with native speakers of the language were likely to have effect on learners' positive attitudes. The learners who had studied English longer also revealed more positive attitudes towards the language. According to the study findings, learners

studying in social sciences were found to have more positive attitudes than learners studying in science. Third year students had higher attitude scores than first and second-year students. Finally, the results of the study indicated that there was not a meaningful relationship between learner attitudes and the age in which they started to learn the language.

Karabulut (2013) examined Turkish engineering students' attitudes towards learning English language. A questionnaire was distributed to 222 students from Niğde University to gather the data for the study. It is highlighted that the participants of the study had a compulsory English preparatory education and according to the curriculum in the following years in the departments of Engineering Faculty, about 30% of their lessons are conducted in English. Mainly male students constitute the participants in the study. The majority of the participants were between 19 and 20 years old. Some participants had formal education, other participants had evening education. The results of the study showed that there was no statistical difference between male and female participants in terms of their attitudes in general. No meaningful difference was found between formal and evening education students in terms of their attitudes towards learning English. Age factor was not found to form a meaningful difference, either. Speaking of the attitudes, the study findings indicate that participants favor English so they have positive attitudes towards the language. The participants were also aware of the importance of learning English language.

Ahmed (2015) explored the issues of learner attitudes towards English and causes that may have affected their process of learning the language. The study was carried out in Malaysian context with 238 undergraduate students learning English as a foreign language. A 19 item questionnaire was applied to the students as a data collection instrument. The items of the questionnaire were designed to discover attitudes of the students towards the use of the language and the past experiences of the students related to learning English. The items of the

questionnaire also focused on student preferences of teaching methodology and language skills focus in the curriculum. The results reveal that students have positive attitudes towards learning English. However, most of the students had unpleasant experience related to the classroom instructions and examinations. While nearly half of the participants favored an English speaking environment in the classroom, the other half supported contrary environment in which both the native language and the target language are used. The results of the study revealed that the main aim of the participants to learn English was to communicate with foreign people. The study results revealed that the participants did not favor specific skill focused learning like reading, listening, writing and speaking only, rather they wanted to learn the language by using all the skills as a whole in the learning environment.

In an earlier study, Sarkmaz (2011) examined the attitudes of technical vocational high school students. The study was conducted at three different high schools in İskenderun, Hatay. The study focused on gender, school type and department differences. Furthermore, the researcher aimed to investigate whether there is an attitude difference between students who take regular English courses and students who take English for Specific Purposes courses. In order to get the data, a questionnaire consisting of 30 items was given to 472 10<sup>th</sup> grade students. In order to obtain qualitative data, two open ended questions were asked in the questionnaire. The results indicated that the students had mildly positive attitudes regarding learning English. There was a statistically meaningful difference between the students' attitudes and their school type. Anatolian High School students had higher levels of attitude scores compared to the high school students. When it comes to the results related to the gender, however, results revealed no meaningful difference between male and female students' attitudes. The study also explored the issue of attitudes of students from different

departments and according to the findings there was a significant difference among students' attitudes from different departments. While Office Management and Secretariat department students from Anatolian High School had the highest scores for positive attitudes, Accounting and Finance department students from Vocational High School had the lowest scores which meant they didn't have a very positive attitude towards learning English. Finally, the study findings also indicated that students who were taking both regular English courses and English for Specific Purposes courses had more positive attitudes than the ones who were taking only regular English courses.

In a more recent study, Memduhoğlu and Kozikoğlu (2015) analyzed the attitudes of first and second year university students. The participants were 300 Education Faculty students and they were taking English I and English II courses as common compulsory courses in their first education year. An attitude scale was used as data collection instrument in the study. The findings indicated that the students had highly positive attitudes towards English. The results revealed that gender difference was not a statistically meaningful factor in students' attitudes. Memduhoğlu and Kozikoğlu (2015) also found that there was no meaningful relationship between students' attitudes and the high school type they graduated. The different departments which the students study in did not reveal a statistically meaningful difference in terms of their attitudes, either. The study included both first year and second year students and the findings indicated that no statistically meaningful difference existed between student's attitudes and their year of study.

Gömleksiz (2010) conducted a similar study with 1275 freshmen and sophomores studying at the Faculty of Education at Fırat University in Turkey. His aim was to examine university students' attitudes towards English and to investigate the statistical results of different variables related to the attitudes like gender, department of the students and their

class level. The researcher developed his own Likert-type attitude scale consisting of 56 items to collect data for the study. The study showed that student attitudes differed to a great extent according to their gender. Female students displayed more positive attitudes towards English than male ones. There was also a statistically meaningful difference between sophomores and freshmen. Sophomores were found to hold more positive attitudes towards the language. Moreover, some statistical differences were also found between student attitudes and their department. For example; Students of Computer Education and Instructional Technology, Turkish Language Education, Social Studies Education and Elementary Mathematics Education departments were found to have greater level of interest in English compared to the students of Fine Arts Education, Early-Childhood Education and Elementary Education departments. The same group also revealed higher levels of self-confidence. Study findings also revealed that Turkish Language students and Elementary Mathematics Education students believed the usefulness of English more than the other groups in the study.

#### **2.4.3. Studies about components of attitude: cognitive, affective and behavioral**

Pan (2014) carried out a study with 280 first grade students who study at Faculty of Education at Mersin University. The researcher's main interest was to find out these students' attitudes toward English courses and their anxiety levels in foreign language classrooms. 'Personal information form' and 'open-ended questions form' to get views of anxiety was preferred in the study for data collection. Moreover, an attitude scale and an anxiety scale were also used as data collection instruments. Students were found to have positive attitudes towards English in general. On the other hand, they had high level of foreign language classroom anxiety. Nevertheless, there was not a statistically meaningful difference between students' anxiety levels and their attitudes toward English language. Concerning the cognitive and affective components of the attitude, statistically no meaningful difference was found

between male and female students' attitudes toward English. On the other hand, findings of the study indicated that a statistically meaningful difference exists between males and females in terms of their behavioral attitudes towards English courses. This means that females have more positive behavioral attitudes towards English courses. The study findings revealed that there was no statistically meaningful difference between different high schools from which the students had graduated and the three components of attitude (cognitive, behavioral and affective). Finally, the study results also discovered that no meaningful difference existed between the department of the students and cognitive, affective attitudes of the students. Nevertheless, a meaningful difference was found between behavioral attitudes of the students and their departments.

Zainol Abidin et al. (2012) conducted a study to find out attitudes of Libyan secondary school students towards learning English. Libyan EFL students' attitudes were examined in terms of behavioral, cognitive and emotional aspects. The sampling group was 180 Libyan secondary school students who specialize in Basic Sciences, Social Sciences, and Life Sciences. A Likert questionnaire consisting of 45 items was used as a measuring instrument. The findings indicated that Libyan students had negative attitudes towards learning English in terms of cognitive, behavioral and emotional aspects. Regarding the gender variable, results indicated that female students had slightly higher attitude levels towards English than male students. There was a statistically difference between Libyan secondary school students' attitudes and their field of study. While students specializing in Social Sciences had the highest level of attitudes towards learning English, students from Basic Sciences had the lowest level of attitude toward English. There was not a statistically meaningful difference between student attitudes and their year of study. However, mean

scores indicated that first year students had slightly higher attitudes towards learning English than other students.

Aydoslu (2005) conducted a similar study and examined the attitudes of Turkish university students in terms of cognitive, behavioral and emotional aspects. In order to find out students attitudes, the researcher developed a 30 item Likert questionnaire to be applied to the participants. The questionnaire was applied to 601 freshman students from Burdur Education Faculty who took English lessons as a common compulsory course. First of all, the findings of the study revealed that 43.8% of the participants needed English only to pass their English courses. Secondly, no statically meaningful difference was found between male and female participants in terms of cognitive attitudes. Nevertheless, females were statistically found to have more positive attitudes in terms of emotional and behavioral aspects. Thirdly, no statistically meaningful difference was found between cognitive or emotional attitudes of the participants towards English and their fields of study; nevertheless, a statistical difference was found between different fields of study and behavioral attitudes of the participants. Students from the department of Physical Education and Sports had the highest mean score of behavioral attitudes toward English. Finally, findings of the study revealed that there was a meaningful difference between cognitive and emotional attitudes of the participants and the high school they graduated, yet the behavioral attitudes of the students did not change according to the high school they graduated. Students who graduated from private high schools had the highest mean scores in general.

In a subsequent study, Soleimani and Hanafi (2013) investigated attitudes of students within the Iranian context. Similar to Aydoslu (2005) and Zainol Abidin et. all (2012), this study also focused on student attitudes towards learning English in terms of three aspects of attitude; cognitive, behavioral and emotional. The participants, who consisted of 40 medical



students studying at Tehran University of Medical Sciences, answered a 30 item questionnaire. The study results revealed that Iranian medical students held highly positive attitudes towards learning English. Related to the gender factor, the study showed that Iranian male students had higher levels of overall attitudes towards learning English than Iranian female students.

Similarly, Tokuç (2014) was interested in cognitive, behavioral and emotional attitudes of Turkish students who were attending non-compulsory preparatory class. 217 preparatory class students who were enrolled in Faculty of Business took part in the study. The students answered a 45 item Likert questionnaire. The findings of the study indicated that students held positive overall attitudes towards English. There was a meaningful difference between gender variable and cognitive, emotional attitudes towards English. Female students had more positive attitudes and were more eager to learn the language. However, no meaningful difference was found between gender and behavioral attitudes of the students. It is also mentioned in the study results that no meaningful difference existed between students' fields of study and their attitudes towards English in terms of two aspects; behavioral and emotional. Nevertheless, there was a meaningful difference between student's field of study and their cognitive attitudes. Tourism management students had higher levels of cognitive attitudes towards English than the other programs. Results related to the questionnaire items showed that stress levels of females while speaking English is higher than males. Females were also found to be more worried while answering a question in English. Male students were found to be more relaxed when they needed to speak English during the lesson. On the other hand, females gave more importance to doing English homework on time. Females were found to be more eager to have English speaking friends.

In another study, Munir and Rehman (2015) investigated the attitudes of high school students towards English in Pakistan where English is being taught as a foreign language. The objectives of the study included not only attitudes of the students in general, but also other affecting factors like gender and different departments. The sampling of the study was 150 arts and science students who were randomly chosen from different public schools. An attitude scale consisting of 45 items aiming to find out behavioral, cognitive and emotional attitudes of the students was used for data collection. According to the study findings, students had overall negative attitudes towards English. Their mean scores for behavioral, cognitive and emotional attitudes were low. Compared to the male students, female students displayed higher levels of positive attitudes towards the language. Another finding of the study was that Science students showed higher level of attitudes towards English than Arts students did.

#### **2.4.4. Studies about the relationship between learner attitudes and language achievement**

Aydoğdu (2014) aimed to examine the relationship between learner attitudes towards English courses, classroom anxiety, use of language learning strategies and language achievement. 100 randomly chosen students from preparatory class constitute the sampling group. The data collection instruments were Key English Test, Language Learning Strategy Scale, Classroom Anxiety scale and Learner Attitudes toward English Course Scale. Related to the academic achievement of the learners, findings suggested that learners with high anxiety levels had low academic achievement. On the other hand, students with high levels of cognitive, behavioral and emotional attitudes towards English had higher academic achievement levels. There was also a meaningful relationship between learner achievement

and language learning strategy use. Students having high achievement levels were found to use metacognitive strategies most and affective ones the least.

In another study, Al samadani & Ibnian (2015) analyzed the attitudes of Saudi students. The study aimed to explore the factors affecting Saudi students' attitudes towards learning English. The study also aimed to investigate the relationship between students' attitudes and their academic achievement. The sampling group was chosen randomly and consisted of 112 university students from different levels. As data collection; a questionnaire, semi-structured interviews and students' grade point average were used in the study. Findings of the study revealed that Saudi English major students had positive attitudes toward learning English. The study results also showed that there was a strong relationship between student performance and their attitudes toward the language they are learning. According to the findings, the student group who had the highest general point average had the most positive attitudes towards English language compared to the medium and low general point average group. The interviews with the students found out that the students were aware of the importance of English language and they thought that knowing English would help them to get a good job in the future. However, students expressed that they had some problems with listening and speaking skills since insufficiency of required vocabulary. The students were also reported to use internet to practice English through activities like communicating with people abroad, watching movies in English, and reading newspaper in English.

In a similar study conducted by İnal, Evin and Saracaloğlu (2003), the relationship between learner attitudes towards foreign language and their language achievement was examined. The participants of the study were last year high school students in Maraş, Turkey. An attitude scale developed by Saracaloğlu was administered to 421 students. The participants of the study were from different high schools like Public High School, Vocational

High School and Anatolian High School etc. Private school students were not included in the study. The participants also filled out a Personal Information Form which includes their language scores along with information about their gender, type of high school and their knowledge of a second language. According to the study findings, female participants showed higher levels of positive attitudes towards foreign languages. The attitudes of the students also differed according to their high school type. Public high school students had more positive attitudes toward foreign languages than Anatolian High School and Super High School Students. Another foreign language factor was also significant since the results indicated that students studying French were found to have more positive attitudes than students studying English. The findings also revealed that there was a positive relationship between attitudes of the students and their achievement levels which meant the students who had positive attitudes towards foreign languages got higher marks in English lessons.

A similar study with business students in Pakistan was conducted by Rukh (2014). Rukh (2014) scrutinized the attitudes of business students towards English language and its relationship with their academic achievement. A total number of 200 students, enrolled in Master of Business Administration, took part in the study. Data collection instrument was a 3-point Likert scale questionnaire consisting of 10 items. While first 5 items of the questionnaire were related to the students' attitudes, the remaining 5 items were related to the relationship between knowing the language and their academic achievement. According to the study findings, 83 % of the participants felt proud of studying English. However, 77% of the participants were found to get nervous while communicating in English. Many of the participants stated that they wanted to carry on their studies about English in the future. Moreover, more than half of the students were in the opinion that they would have taken English course even if it had not been a compulsory subject. The researcher concluded that

the participants had positive attitudes towards English in general. According to the study findings related to their academic achievement, nearly all of the participants were aware that knowing English would help them to get a good job and that knowing English was a sign of being an educated person. 71% of the participants said that knowing English was beneficial for them to acquire knowledge. Additionally, 82% of the participants stated that knowing English was of assistance to them to learn other subjects as well. 88% of the participants considered that while communicating in any platform, they gained much more confidence through studying English. Business students were found to associate their language learning to their academic achievement. There was a statistically positive relationship with their attitudes towards English learning and their academic achievement.

Differently from the aforementioned studies, Baş (2011) made a survey to find out whether project based learning have an effect on students' academic achievement and their attitudes towards English lessons. The participants were 60 students from 9<sup>th</sup> grade attending a high school in Niğde, Turkey. As a pre-test, the participants took an academic achievement test and answered an attitude questionnaire towards English lessons. After the experimental process was over, they took the achievement test and answered the attitude questionnaire as a post test. The researcher randomly allocated the students to the control group and the experimental group. The experimental process lasted for four weeks. According to the pre-test results the participants' achievement scores were more or less equal. Nonetheless; the post-test results showed that the experimental group outscored the control group which meant project based learning had been more effective. When it comes to the attitude levels of the students, after four-week project based learning process, there was a statically significant difference between the experimental group and the control group. The experimental group had higher levels of positive attitudes towards English lessons than the control group.

In another study, Awan, Azher, Anwar and Naz (2010) were interested in Pakistani students' foreign language anxiety levels and its relationship with their achievement. 149 undergraduate level students from different departments of the Sargodha University took part in the study. These students were learning English as a foreign language. Foreign Language Anxiety Scale and students' general point average in English classes were used as data collection instrument. The study findings revealed that the more anxiety level of the students increase, the more their academic achievement decreases. Male students are found to be more anxious than female ones. The study also explored that there was a statistically significant difference between anxiety levels and departments of the students. Students from Information Technology and Mathematics department had higher levels of anxiety compared to the other departments.

The purpose of the current study is to reveal Bilecik Şeyh Edebali University Students' attitudes towards English language and its relationship with their academic achievement. The sampling group is both vocational school and undergraduate level students from various departments. The sampling group ranges from first year students to fourth year students. Some of the students take English courses as a compulsory course; some others take it as a selective course. Some students are enrolled in General English courses; others are enrolled in Vocational English courses. No research has ever been conducted related to learner attitudes about English with Bilecik Şeyh Edebali University students and the studies mentioned above do not direct their aim specifically to the differences between vocational school and undergraduate student's attitudes toward English and its relationship with their academic achievement both in General English and Vocational English courses. In this study we aimed at filling in this gap.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter will cover the design of the study, participants and instruments used for data collection. The chapter will also focus on the procedures for data collection and data analysis.

#### **3.1. Research Design**

The present research aims to explore university students' attitudes towards English in terms of cognitive, behavioral and emotional aspects through a mixed method research design. In a mixed method research design, procedures of enquiry that includes gathering data either simultaneously or sequentially to comprehend research problems are employed. In this research design, data collection includes collecting both numeric information and text information. Numeric information is gathered from instruments like questionnaires and text information is collected from data collection methods like interviews. In other words, final data of the research represent quantitative information as well as qualitative information (Creswell, 2003). The present research includes both qualitative and quantitative data collection methods. Five-point Likert scale was used to collect quantitative data and semi-structured interviews were used to collect qualitative data for the present study. The data was collected from the students of Bilecik Şeyh Edebali University.

#### **3.2. The Participants**

The participants are undergraduate level students at Bozüyük School of Applied Sciences and Bozüyük Vocational School at Bilecik Şeyh Edebali University in Turkey. After completing their high school education, participants took a university entrance exam and according to their exam scores, they were accepted to these schools. The sampling group for the study included 388 students from these two schools who were enrolled in English courses.

Out of these 388 participants, 253 were females and 135 were males. The age of the participants ranged from 18 to 24. 102 students were in their first year of study, 126 students were in their second year, 78 students were in their third year, 82 students were in their fourth year study or more than four years of study. The data collection was conducted in 2017-2018 academic year spring semester.

### **3.2.1. High school background**

108 participants graduated from an Anatolian High School. These schools in Turkey have more hours of English instruction than other high schools. 231 students graduated from a Vocational High School. The rest of the participants are as follows; 26 from a General High School, 4 from an Open Education High School, 9 from Anatolian İmam Hatip High School of which education curriculum has a focus on religious subjects. The rest 10 students graduated from other high schools like Private High School, Technical High School, Multi-program High School.

### **3.2.2. Bozüyük Vocational School**

Bozüyük Vocational School is a two-year vocational school having departments of Banking and Insurance, Foreign Trade, Graphic Design, Accounting and Tax Practices and Marketing. The total number of Bozüyük Vocational School is 617 students. 95 students from this school took part in the study. 41 of the participants were from Foreign Trade, 12 of them were from Accounting and Tax Practices, 18 of them were from Graphic Design, 24 of them were from Banking and Insurance departments.

### **3.2.3. Bozüyük School of Applied Sciences**

Bozüyük School of Applied Sciences is a four-year undergraduate level school having departments of Banking and Finance, Accounting and Auditing and Tourism and Hospitality Management. The total number of Bozüyük School of Applied Sciences is 528 students. 293



students enrolled in English courses took part in the study. Out of 293 participants, 128 were from Tourism and Hospitality, 109 of them were from Accounting and Auditing, and 56 of them were from Banking and Finance departments in Bozüyük School of Applied Sciences.

### **3.3. English Courses**

Students studying at Bilecik Şeyh Edebali University have General English course in their first year of study both in fall and spring terms. These lessons were used to be taught through face to face education in the past years. There wasn't a specific curriculum for all the departments in the university. The instructors were the authority to decide the content and the material for the General English course. In some departments, an English course book was followed for these courses as course material. For other departments, students had a grammar focused lesson and worksheets were used as course material. At the moment, students take General English lessons through online education. General English courses are two hours per week. There are online classes which students can participate, and each week, a grammar presentation of the topic and exercises related to the topic are uploaded to the online education platform. In Online General English courses, main focus is on English grammar. Medium of the course is mainly Turkish. Participation of students to these online courses is low. In the curriculum of some departments, students have face to face Vocational English Course in their second year of study. For students of some departments, this course is compulsory and for other students, it is an elective course. Vocational English course is generally four hours per week. The instructors of these lessons are either instructors of English Language or department instructors who are proficient in English. The vocational lessons focus on vocational vocabulary and vocational reading passages. Instructors may also teach English Grammar according to students needs. Medium of the course is English. However, instructors also use Turkish for explanations of vocational terms or grammar points.

### **3.3.1. English courses at Bozüyük Vocational School**

Students of Bozüyük Vocational School have compulsory General English courses in their first year of study both in fall and spring terms. This course is provided to the students two hours a week through distance education. Only Foreign Trade students from Bozüyük Vocational School have elective Vocational English course of four hours per week in their second year. They may have this course in both fall and spring terms. The other departments of the school do not have Vocational English lessons for their students in the curriculum.

### **3.3.2. English courses at Bozüyük School of Applied Sciences**

Students from School of Applied Sciences studying at Accounting and Auditing and Banking and Finance departments take compulsory General English courses in their first year through distance education two hours a week. This course is in the curriculum of both fall and spring term. However; Tourism and Hospitality Management department students take compulsory General English course of eight hours per week through face to face education in their first year of study. It is compulsory for students to take this course for both education terms. Accounting and Auditing and Banking and Finance Students have compulsory vocational English lessons four hours per week in their second, third and fourth year of study in both fall and spring terms. Tourism and Hotel Management students have compulsory eight hours of English lessons per week in each education term in their second, third and fourth years of study. Fourth year students of Tourism and Hotel Management department had eight hours of Vocational English in 2017-18 fall term and at the time of the study they were having eight hours of Vocational English in 2017-18 spring term.

### **3.4. Data Collection Instruments**

A 30-item five-point Likert scale attitude questionnaire was used in the study in order to elicit students' attitudes towards English in terms of cognitive, affective and behavioral

components. Questionnaires are considered to be important instruments for research and a tool for data collection. Oppenheim (2005) states that;

A questionnaire is not some sort of official form, nor is it a set of questions which have been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement (Oppenheim, 2005, p. 100).

Questionnaires are regarded as one of the most common methods of gathering data from large groups of participants about their opinions and attitudes. Questionnaires are economical and practical to be conducted. It is also stated that they may elicit longitudinal information in short periods of time. Moreover; questionnaires allow the researcher flexibility while collecting data as it can be applied in many forms like-mail, by phone or in person (Mackey & Gass, 2005). However, Mackey and Gass (2005) also state that administering the questionnaire in a second or foreign language may pose a problem because the responses may be inaccurate or incomplete. Thus, it is important to administer the questionnaire in participants' native language so the questionnaires were administered in students' native language in the current study.

In addition to the questionnaires, semi-structured interviews were conducted after having applied the questionnaire to collect qualitative data on learner attitudes about English. As Mackey and Gass (2005) states semi-structured interviews are considered to be less rigid than structured interviews. In this type of interviews, a list of questions is used as a guide by the researcher, but the researcher is still able to inquire into more information. Semi-structured interviews are interactive and help to elicit data that are not directly observable like perceptions or attitudes. Extended answers can be elicited from participants who may find it easier to speak than write. However, there may be some potential problems with semi-

structured interviews. Subjectivity of the researcher is considered to be significant in recording and interpreting of the data. Another risk specified is that the researcher may influence the responses of the participants by giving clues of what he wants to be expressed in the interview (Mackey & Gass, 2005). Because of this potential problem of the interviews, the researcher recorded and transcribed participant answers carefully without any subjective interpretation.

### **3.4.1. The attitude questionnaire**

The attitude scale consists of two parts. First part of the scale is a personal information questionnaire consisting of 8 questions. The participants are required to write down their departments in this section. The other questions are in multiple choice form in which the participant marks the appropriate answer. Multiple choice questions include participants' gender, age, high school they graduated, faculty they study at, year of study, their aim of learning English, and their letter grades of 2017-2018 Education Year Fall Term English Lesson . The aim for the letter grades was to find out whether there was a relationship between participants' academic achievement and their attitudes. As the questionnaire was applied during 2017-18 Spring Term and students did not have their spring term grade letters at the time, the researcher asked for grade letters of the final English lessons of 2017-18 Fall Term which they have they already completed. This personal information questionnaire was adapted from Aydoslu (2005) and used to analyze attitudes in terms of different student variables.

Second part of the questionnaire is a 30-item five-point Likert Scale which includes items related to learner attitudes towards English. This attitude questionnaire was developed by Aydoslu (2005). The researcher had a contact with Aydoslu and the necessary consent to use the items in her questionnaire for this study was taken through e-mail.

15 items are positive and the other 15 items are negative in the questionnaire. In order to analyze the data, these items are graded differently. Positive items are 1, 2, 3, 6, 7, 10, 11, 15, 16, 19, 21, 24, 27, 28, and 29. These positive items are graded as; 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree and 1: Strongly Disagree. Negative items are 4, 5, 8, 9, 12, 13, 14, 17, 18, 20, 22, 23, 25, 26, and 30. These negative items are reversely graded; 5: Strongly Disagree, 4: Disagree, 3: Neither, 2: Agree, and 1: Strongly Agree.

Aydoslu (2005) states that data was collected through pilot studies and content validity and construct validity of the questionnaire was ensured through factor analysis. The overall Cronbach Alpha reliability level of the questionnaire was 0.9364.

In the original study (Aydoslu, 2005), both the instructions and the questionnaire was in Turkish. Turkish is the native language of the students. Thus, it was not translated into English in order not to have a language barrier or to have misunderstandings of the items.

#### ***3.4.1.1. Components of the attitude questionnaire***

The Attitude scale used in the study consists of three components. These components are; cognitive, affective and behavioral. Items in the questionnaire aim to find out students' attitudes related to aforementioned components. According to McLeod (2009), cognitive component of attitude is about a person's knowledge or beliefs about the attitude object. Affective component is about a person's emotions or feelings about the object. Behavioral component of attitude is about the influences of the attitude we have on our acts or behaviors.

1. Cognitive component: 10, 16, 21 and 24<sup>th</sup> items in the questionnaire are related to cognitive component of learner attitudes. In Aydoslu's (2005) study, Cronbach Alpha level of reliability for these items are found as 0.62.

2. Affective component: 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 20, 22, 23, 25, 26, 27, 28 and 29<sup>th</sup> items are related to the emotional attitudes. Cronbach Alpha reliability level of these items stated as 0.92 in Aydoslu (2005)'s study.

3. Behavioral Component: 2, 3, 15, 19, and 30<sup>th</sup> items are related to the behavioral attitudes. According to Aydoslu (2005), Cronbach Alpha reliability level of these items are 0.71.

### **3.4.2. The interview**

Semi-structured interviews were applied to the participants after the questionnaire had been applied and analyzed. After students were informed about the available hours of the researcher during that week, 10 students were invited to come to the researchers' office whenever they feel ready to be interviewed. 5 students who scored below 3 which meant for this study that they had low attitudes and 5 students who scored above 3 which meant they had positive attitudes towards English took part in the interviews. Interviewers were informed about the aim of the interview. The interviews were conducted by the researcher in her office. The interview method in this study aimed to obtain information in detail about the items in the questionnaire since the students might not feel themselves free to express in the questionnaire. Follow up on the responds that the participants gave to the attitude questionnaire, the voice-recorded data was transcribed. The transcribed data was used to interpret students' attitudes towards English to support the questionnaire results.

## **3.5. Data Collection Procedure**

### **3.5.1. Pilot study**

The researcher also conducted a pilot study with a small sample group. The reliability of the questionnaire was already at a high level, so the aim of the pilot study was to check whether all the items are clear to the students. Following Weir and Roberts' (1994) suggestion, the instrument was presented to two instructors from Turkish Language

Department for expert opinion to ensure face and content validity. The necessary changes were performed on the attitude questionnaire taking account of their views. Then, the questionnaire was piloted with 33 students from Bozüyük School of Applied Sciences in 2016-2017 education year fall semester. About 10 students from each department were randomly chosen and these students were not included in the main study. The questionnaire's internal consistency, was calculated through Cronbach Alpha and it was found ,878 which shows a high reliability.

### **3.5.2. Procedures to collect the main data**

The data for this study was collected 2017-18 education year Spring term. Permission from Bilecik Şeyh Edebali University was taken to collect data. The researcher administrated questionnaires during their regular class hours to the participants who she was teaching English to. Some students were having English lessons through distance education. For these students and for classes that the researcher was not teaching at, permission from the teachers was taken to administer the questionnaires during class hours. The participants were told about the aim of the study. The participants were also informed that their participation was important in terms of the study because the results may both help them overcome their negative attitudes and provide advantages for future students to foster positive attitudes and improve their English language achievement levels. The participants were asked to give as sincere answers as possible. Any misunderstandings about the questionnaires were clarified by the researcher. There was no time limit for the completion of the questionnaire. In general, the participants filled it out between 10-15 minutes. The letter grades were important for the study, so the researcher kindly asked the participants to access their 'student information system' through their mobiles and check their letter grades for English lessons before they start answering items of the questionnaire. All the questionnaires were administered and

collected by the researcher during regular class hours. The researcher continued administrating questionnaires the following week for the participants that did not showed up for English lessons the previous week. Administration of the questionnaires and student interviews lasted about four weeks in total. Questionnaires of 7 students were excluded from the study as there were missing sections.

### **3.6. Data Analysis**

A 30-item Likert scale related to learner attitudes towards English was administered to the students. The following analyses were conducted for this research design to answer the research questions.

The collected data were analyzed by SPSS program. First of all, incomplete questionnaires and outliers were excluded from the data set. In order to find the outliers, the Mahalanobis Distance values were calculated and the values less than the 0.1 p-value in the chi-square table were regarded as outliers. Subsequently, data collection instrument, which is used to make parametric tests, was tested for its suitability for normal distribution. Skewness and Kurtosis values are required to be between -1 and +1 in order for a normal distribution of the data (Huck, 2012). The results showed that Skewness and Kurtosis values were between -1 and +1, so parametric tests were used to analyze the data. The results of the analysis are given in Table X1. In the analysis, descriptive analysis (percentage, frequency and mean), independent samples t-test and ANOVA were used for statistical analysis. For bivariate variables, which have two categories, independent samples t-test was used and for multivariate variables that have more categories than two, one way analysis of variance was used.

The first and second research questions were about the general attitudes of undergraduate and vocational school students in terms of cognitive, behavioral and emotional



components. Descriptive statistics of the attitude questionnaire was calculated to answer these research questions. To answer the third research question which is related to the difference between undergraduate and vocational school students' attitudes, independent samples t-test was used. To answer the fourth research question regarding the relationship between gender of the students and their attitudes, independent samples t-test was used. To answer the fifth, sixth and seventh research questions, ANOVA (one way analysis of variance) was used. These research questions were related to the difference between attitudes of the learners and their field of study, year of study and the high school they graduated from. To answer the eighth research question concerning the relationship between type of English courses and learner attitudes, independent samples t-test was used. To answer the ninth research question concerning the relationship between academic achievement of the students and their attitudes, ANOVA (one way analysis of variance) was used. To answer the tenth research question which aims to find out if there is a relationship between learner attitudes towards English and aims of learners for learning English, ANOVA (one way analysis of variance) was used.

Additionally, the interview scripts were transcribed and they were used to support the statistical findings obtained from the questionnaire.

## CHAPTER 4

### RESULTS

The aim of the study was to investigate undergraduate and vocational students' attitudes in terms of cognitive, behavioral and affective components. The study also aimed to investigate the relationship between learner attitudes and their academic achievement. In this chapter a comprehensive account of statistical results are presented.

#### 4.1. General Attitudes

General attitudes of the participants and components of these attitudes have been analyzed. The mean scores of attitudes with its components are given in Table 1 below.

Table 1

*Mean Scores of Participant Attitudes towards English*

	<b>n</b>	<b>min</b>	<b>max</b>	$\bar{x}$	<b>sd</b>
Cognitive Attitudes	388	4	20	16,21	3,10
Affective Attitudes	388	32	105	74,10	15,15
Behavioral Attitudes	388	7	25	16,42	3,93
Total Attitudes towards English language	388	53	150	106,74	19,88

As seen in Table 1, the mean of the participants' attitudes was found to be  $\bar{x}=106,74$ . The mean of the participants for cognitive attitudes was  $\bar{x}= 16.,21$ , for affective attitudes  $\bar{x}= 74,10$  ,and for behavioral attitudes was found to be  $\bar{x}= 16,42$ . When the maximum scores that the participants can get from the attitude questionnaire and the mean scores of the participants are considered as in Table 1, it is possible to conclude that participants hold positive attitudes towards English in general. As for the components of attitude scores,

cognitive and affective attitudes can be interpreted as positive. Behavioral attitudes of the participants may be interpreted as neutral.

#### 4.2. Attitudes of Undergraduate Students

The first research question of the study aims to find out attitudes of undergraduate level students learning English as a foreign language at Bilecik Şeyh Edebali University. The answers to the first research question were gathered through descriptive analysis. Findings of the analysis are presented in Table 2.

Table 2

*The mean scores of undergraduate level students' attitudes towards English*

	n	$\bar{x}$	sd
Cognitive Attitudes	293	16,44	2,96
Affective Attitudes	293	75,92	14,99
Behavioral Attitudes	293	16,55	3,84
Total Attitudes towards English language	293	108,92	19,64

Table 2 presents the mean scores of undergraduate level students' attitudes towards English, and the mean scores of those students was found to be  $\bar{x}=108,92$ . The mean score of the participants for cognitive attitudes was  $\bar{x}= 16,44$ , for affective attitudes  $\bar{x}= 75,92$ , and for behavioral attitudes it was found to be  $\bar{x}= 16,55$ .

#### 4.3. Attitudes of Vocational School Students

The second research question of the study aims to find out the attitudes of vocational school students learning English as a foreign language at Bilecik Şeyh Edebali University. To answer this research question, descriptive analysis was used. Findings of the analysis are presented in Table 3.

Table 3

*Mean scores of vocational school students' attitudes towards English*

	<b>n</b>	$\bar{x}$	<b>sd</b>
Cognitive Attitudes	95	15,50	3,43
Affective Attitudes	95	68,50	14,32
Behavioral Attitudes	95	16,03	4,19
Total Attitudes towards English language	95	100,04	19,21

According to findings in Table 3, the mean score of vocational school students' attitudes was found to be  $\bar{x}=100,04$ . This mean score of vocational school students is lower than the undergraduate level students' ( $\bar{x}=108,92$ ). The mean score of vocational school students for cognitive attitudes was found to be  $\bar{x}= 15,50$  which is lower than the undergraduate level students' scores ( $\bar{x}= 16,44$ ). In terms of affective attitudes, the mean score of vocational school students was found to be  $\bar{x}= 68,50$ . On the other hand, the mean score of undergraduate level students was found to be  $\bar{x}= 75,92$ . As for behavioral attitudes, the mean score of vocational school students was found to be  $\bar{x}= 16,03$  which is lower than undergraduate level students' score ( $\bar{x}= 16,55$ ). These findings indicate that undergraduate level students have more positive attitudes in general compared to vocational school students' attitudes. These positive attitudes are also observed in cognitive, affective and behavioral attitudes.

#### **4.4. Attitudes and School Differences**

The third research question of the study investigates if there is a difference between attitudes of vocational school students and undergraduate level students learning English as a

foreign language at Bilecik Şeyh Edebali University. To answer this research question, independent variables t-test was used. Findings of the analysis are presented in Table 4.

Table 4

*Attitudes of vocational school students and undergraduate level students*

	<b>Group</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>sd</b>	<b>df</b>	<b>t</b>	<b>p</b>
Cognitive	UBYO (Undergraduate)	293	16,44	2,96	386	2,58	,01
	MYO (Vocational School)	95	15,50	3,43			
Affective	UBYO(Undergraduate)	293	75,92	14,99	386	4,24	,00
	MYO (Vocational School)	95	68,50	14,32			
Behavioral	UBYO (Undergraduate)	293	16,55	3,84	386	1,12	,26
	MYO(Vocational School)	95	16,03	4,19			
Total Attitudes	UBYO (Undergraduate)	293	108,92	19,64	386	3,85	,00
	MYO (Vocational School)	95	100,04	19,21			

As it is revealed in Table 4, the difference between attitudes of undergraduates ( $\bar{x}_{\text{undergraduate}}= 108,92$ ) and the attitudes of vocational school students ( $\bar{x}_{\text{vocational}}= 100,04$ ) towards English is statistically significant ( $t = -3, 85$ ;  $p < .05$ ). It is possible to conclude that attitudes of undergraduate students towards English are higher than the attitudes of vocational school students in a statistically meaningful way. Results of the analysis of attitudes in terms of its components suggest that cognitive attitudes of undergraduates ( $\bar{x}_{\text{undergraduate}}= 16,44$ ) are higher than vocational school students ( $\bar{x}_{\text{vocational}}= 15,50$ ) in a statistically meaningful way ( $t=2,58$ ;  $p<.05$ ). Affective attitudes of undergraduates ( $\bar{x}_{\text{undergraduate}}= 75,92$ ) are higher than vocational school students ( $\bar{x}_{\text{vocational}}= 68,50$ ) in a statistically meaningful way ( $t=4,24$ ;  $p<.05$ ). However, no statistically meaningful difference was found between undergraduate and vocational school students in terms of their behavioral attitudes ( $t = 1,12$ ;  $p > .05$ ).

#### 4.5. Attitudes and Gender

The fourth research question aims to find out if there is a difference between attitudes of male and female students towards English. In order to answer this research question, independent variables t-test was used. Table 5 below provides the findings of the analysis of participant attitudes in terms of gender variable.

Table 5

*Attitudes towards English by gender*

	Gender	n	$\bar{x}$	sd	df	t	p
Cognitive Attitudes	Male	135	15,73	3,15	386	-2,24	,03
	Female	253	16,47	3,05			
Affective Attitudes	Male	135	73,36	15,75	386	-,71	,48
	Female	253	74,51	14,84			
Behavioral Attitudes	Male	135	17,11	4,23	386	2,53	,01
	Female	253	16,05	3,71			
Total Attitudes	Male	135	106,21	21,06	386	-,39	,69
	Female	253	107,03	19,26			

No statistically meaningful difference was found between males and females in terms of their attitudes in general ( $t=-39$ ;  $p>.05$ ). In terms of cognitive attitudes, there was a significantly meaningful difference between females ( $\bar{x}_{\text{female}}= 16,47$ ) and males ( $\bar{x}_{\text{male}}= 15,73$ ), ( $t=-2,24$ ;  $p<.05$ ). Females could be stated to have higher levels of positive cognitive attitudes. On the other hand, male students ( $\bar{x}_{\text{male}}= 17,11$ ) were found to have higher levels of positive behavioral attitudes than female ( $\bar{x}_{\text{female}}= 16,05$ ) students ( $t=2,53$ ;  $p<.05$ ). No significantly meaningful difference was found by gender in terms of their affective attitudes ( $t=-,71$ ;  $p>.05$ ).

#### 4.6. Attitudes and Fields of Study

The fifth research question aims to investigate if there is a relationship between attitudes of participants and their fields of study. To answer this research question, one-way analysis of variance was conducted. Findings of the analysis are presented in Table 6.

Table 6

*ANOVA results for attitudes of students towards English by the field of study*

	<b>Source of variance</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Cognitive Attitudes	Between Groups	105,35	6	17,56		
	Within Groups	3615,89	381	9,49	1,850	,08
	Total	3721,24	387			
Affective Attitudes	Between Groups	4891,29	6	815,22	3,697	,00
	Within Groups	84002,16	381	220,48		
	Total	88893,45	387			
Behavioral Attitudes	Between Groups	173,20	6	28,87	1,894	,08
	Within Groups	5807,48	381	15,24		
	Total	5980,68	387			
Total Attitudes	Between Groups	6955,48	6	1159,25	3,024	,01
	Within Groups	146062,26	381	383,37		
	Total	153017,74	387			

There was a statistically meaningful difference between fields of study and attitudes of the participants towards English ( $F_{(6,381)}=3,024$ ;  $p<.05$ ). In terms of cognitive and behavioral attitudes of the participants, no statistically meaningful difference was found. However, Affective attitudes of the participants differ statistically according to their field of study ( $F_{(6,381)}=3,697$ ;  $p<.05$ ).

In order to find out which groups, presented in 4.7, constitute the differences multiple comparison analysis tests were used. Number of participants in each group was not balanced. Nevertheless, homogeneity of variance of attitude scores of participants was met, so Bonferroni test results were taken into consideration for multiple comparison analysis tests (Miller, 1977). The results are provided in Table 7.

Table 7

*Multiple Comparison Test Results for Attitudes according to the students' field of study*

<b>n=388</b>	1	2	3	4	5	6	7
1. Tourism and Hospitality Management	-	2,57	-,57	7,22	<b>14,44*</b>	6,92	8,53
2. Banking and Finance	-	-	-3,15	4,65	11,87	4,35	5,96
3. Accounting and Auditing	-	-	-	7,79	<b>15,02*</b>	7,49	9,11
4. Foreign Trade	-	-	-	-	7,22	-,30	1,31
5. Banking and Insurance	-	-	-	-	-	-7,53	-5,92
6. Graphic Design	-	-	-	-	-	-	1,61
7. Accounting and Tax Practices	-	-	-	-	-	-	-

Attitudes of Tourism and Hospitality Management department students were found to be statistically higher than attitudes of Banking and Insurance department students.

Additionally, attitudes of Accounting and Auditing department students were found to be higher than Banking and Insurance department students in a statistically meaningful way.

#### **4.6.1. Affective attitudes and fields of study**

In order to find out which groups, presented in 4.8, constitute the differences multiple comparison analysis tests were used. Number of participants in each group was not balanced. Nevertheless, homogeneity of variance of attitude scores of participants was met, so Bonferroni test results were taken into consideration for multiple comparison analysis tests (Miller, 1977). The results are provided in table 8.



Table 8

*Multiple Comparison Test Results for Affective Attitudes according to the students' field of study*

<b>n=388</b>	1	2	3	4	5	6	7
1. Tourism and Hospitality Management	-	1,50	-1,91	5,89	<b>10,71*</b>	6,28	4,42
2. Banking and Finance	-	-	-3,41	4,39	9,21	4,78	2,92
3. Accounting and Auditing	-	-	-	7,80	<b>12,62*</b>	8,19	6,33
4. Foreign Trade	-	-	-	-	4,82	,39	-1,47
5. Banking and Insurance	-	-	-	-	-	-4,43	-6,29
6. Graphic Design	-	-	-	-	-	-	-1,86
7. Accounting and Tax Practices	-	-	-	-	-	-	-

Affective attitudes of Tourism and Hospitality Management department students were statistically found to be higher than Banking and Insurance department students' attitudes. Additionally, Affective attitudes of Accounting and Auditing department students were found to be higher than Banking and Insurance department students' attitudes in a statistically meaningful way.

#### **4.7. Attitudes and Year of Study**

The sixth research question aimed at investigating if there is a difference between students' attitudes and their year of study at the university. To answer the research question, one-way analysis of variance was used. Table 9 below provides findings of the analysis.

Table 9

*ANOVA results for students attitudes and year of study*

	<b>Source of variance</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Cognitive Attitudes	Between Groups	40,25	3	13,42		
	Within Groups	3680,99	384	9,59	1,400	,24
	Total	3721,25	387			
Affective Attitudes	Between Groups	3062,66	3	1020,89		
	Within Groups	85830,79	384	223,52	4,567	,00
	Total	88893,45	387			
Behavioral Attitudes	Between Groups	166,02	3	55,34		
	Within Groups	5814,67	384	15,14	3,655	,01
	Total	5980,68	387			
Total Attitudes	Between Groups	5281,28	3	55,34		
	Within Groups	147736,46	384	15,14	4,576	,00
	Total	153017,74	387			

Findings of the analysis revealed that there was a statistically meaningful difference in students attitudes according to their year of study ( $F_{(3,384)}=4,576$ ;  $p<.05$ ). There was no relationship between cognitive attitudes of the students and their year of study. Nevertheless, a statistically meaningful relationship was found between affective ( $F_{(3,384)}=4,567$ ;  $p<.05$ ) and behavioral ( $F_{(3,384)}=3,655$ ;  $p<.05$ ) attitudes of the students and their year of study. Number of participants in each group was not balanced. Nevertheless, homogeneity of variance of attitude scores of participants was met, so Bonferroni test results were taken into consideration for multiple comparison analysis tests (Miller, 1977). The results are provided in Table 10.

Table 10

*Multiple Comparison Test Results for participant attitudes according to their year of study*

<b>n=388</b>	1st year	2nd year	3rd year	4th year and above
1st year	-	<b>-7,85*</b>	<b>-8,71*</b>	<b>-8,73*</b>
2nd year	-	-	-,86	-,88
3rd year	-	-	-	-,02
4th year and above	-	-	-	-

As the results of Bonferroni test reveals in Table 10, attitudes of students of second, third, fourth year and above were statistically found to have a higher level of positive attitudes towards English compared to the first year students.

#### **4.7.1. Affective attitudes and year of study**

In order to find out which year of study participants constitutes the difference in affective attitudes, Bonferroni test was used. Results of the test are given in Table 11.

Table 11

*Multiple Comparison Test Results for affective attitudes of the participants according to their year of study*

<b>n=388</b>	1st year	2nd year	3rd year	4th year and above
1st year	-	<b>-6,01*</b>	<b>-6,88*</b>	<b>-6,35*</b>
2nd year	-	-	-,86	-,34
3rd year	-	-	-	,53
4th year and above	-	-	-	-

As seen in Table 11, attitudes of students of second, third, fourth year and above were statistically found to have a higher level of positive affective attitudes towards English compared to the first year students.

#### **4.7.2. Behavioral attitudes and year of study**

In order to find out which year of study participants constitutes the difference in behavioral attitudes, Bonferroni test was used. Results of the test are given in Table 12.

Table 12

*Multiple Comparison Test Results for behavioral attitudes of the participants according to their year of study*

<b>n=388</b>	1st year	2nd year	3rd year	4th year and above
1st year	-	<b>-1,57*</b>	-1,18	-1,52
2nd year	-	-	,38	,043
3 rd year	-	-	-	-,34
4th year and above	-	-	-	-

As Table 12 provides the multiple comparison test results for behavioral attitudes of the participants according to their year of study, second year students were found to have a higher level of behavioral attitudes towards English than first year students of the university.

#### **4.8. Attitudes and High School Background**

The seventh research question aims to investigate if there is a difference between student attitudes and the high school they graduated. In order to answer this research question, one-way analysis of variance was used. Findings of the analysis are presented in Table 13.

Table 13

*ANOVA results for students attitudes according to the high school they graduated*

	<b>Source of variance</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Cognitive Attitudes	Between Groups	31,35	3	10,45		
	Within Groups	3689,89	384	9,61	1,088	,35
	Total	3721,24	387			
Affective Attitudes	Between Groups	1273,31	3	424,43		
	Within Groups	87620,15	384	228,18	1,860	,14
	Total	88893,45	387			
Behavioral Attitudes	Between Groups	63,84	3	21,28		
	Within Groups	5916,84	384	15,41	1,381	,25
	Total	5980,68	387			
Total Attitudes	Between Groups	2370,25	3	790,08		
	Within Groups	150647,49	384	392,31	2,014	,11
	Total	153017,74	387			

Statistical results indicated that no meaningful difference was found between attitudes of the participants and different high school types they graduated. Regarding the attitude components, no meaningful difference was found between cognitive, affective and behavioral attitudes of the students and the high school they graduated.

#### **4.9. Attitudes and English Courses**

The eight research question aims to find out if there is a difference between attitudes of the participants and the type of English courses (general or vocational) they take. To answer this research question independent variables t-test was used. Table 14 presents the results of attitudes of participants in General English and Vocational English Courses.

Table 14

*Attitudes of participants in General English and Vocational English Courses*

	<b>Group</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>sd</b>	<b>df</b>	<b>t</b>	<b>p</b>
Cognitive Attitudes	GE	222	15,96	3,05	386	-1,81	,07
	VE	116	16,54	3,13			
Affective Attitudes	GE	222	71,35	15,58	386	-4,24	,00
	VE	116	77,80	13,77			
Behavioral Attitudes	GE	222	16,06	3,62	386	-2,09	,04
	VE	116	16,90	4,27			
Total Attitudes	GE	222	103,38	19,71	386	-3,93	,00
	VE	116	111,24	19,27			

*Note.* General English=GE, Vocational English=VE

A statistically meaningful difference was found in the attitudes of participants taking Vocational English ( $\bar{x}_{\text{vocational}} = 111,24$ ) courses and participants taking General English ( $\bar{x}_{\text{general}} = 103,38$ ) courses ( $t = -3,93$ ;  $p < .05$ ). Participants who take Vocational English courses were found to have more positive attitudes towards English than participants who take General English courses. Regarding components of attitudes, no statistically meaningful difference was found between cognitive attitudes of students participating in General English courses and Vocational English courses ( $t = -1,81$ ;  $p > .05$ ). Affective attitudes of the participants who take Vocational English ( $\bar{x}_{\text{vocational}} = 77,80$ ) courses were found to be higher than participants who take General English ( $\bar{x}_{\text{general}} = 71,35$ ) courses ( $t = -4,24$ ;  $p < .05$ ). Behavioral attitudes of the participants who take Vocational English ( $\bar{x}_{\text{vocational}} = 16,90$ ) courses were also found to be higher than students of General English ( $\bar{x}_{\text{general}} = 16,06$ ) courses ( $t = -2,09$ ;  $p < .05$ ).

#### 4.10. Attitudes and Academic Achievement

The ninth research question aims to investigate if there is a relationship between students' attitudes and their academic achievement in English courses, one-way analysis of variance (ANOVA) for independent groups was used. Results of the analysis are presented in Table 15.

Table 15

*ANOVA results for attitudes of the participants according to their academic achievement.*

	Source of variance	Sum of squares	df	Mean square	F	p
Cognitive Attitudes	Between Groups	391,29	9	43,48		
	Within Groups	3329,96	378	8,81	4,935	,00
	Total	3721,24	387			
Affective Attitudes	Between Groups	21509,38	9	2389,93		
	Within Groups	67384,07	378	178,26	13,407	,00
	Total	88893,45	387			
Behavioral Attitudes	Between Groups	667,30	9	74,15		
	Within Groups	5313,38	378	14,06	5,275	,00
	Total	5980,68	387			
Total Attitudes	Between Groups	36136,88	9	4015,21	12,985	,00
	Within Groups	116880,86	378	309,21		
	Total	153017,74	387			

A statistically meaningful relationship was found between attitudes of the participants and their academic achievement ( $F_{(9,378)}=12,985$ ;  $p<.05$ ). The same statistical meaningful relationship was also found in cognitive attitudes ( $F_{(9,378)}=4,935$ ;  $p<.05$ ), affective attitudes ( $F_{(9,378)}=13,407$ ;  $p<.05$ ), and behavioral attitudes ( $F_{(9,378)}=5,275$ ;  $p<.05$ ) of the groups. Number of participants in each group was not balanced. Nevertheless, homogeneity of variance of attitude scores of participants was met, so Bonferroni test results were taken into consideration for multiple comparison analysis tests (Miller, 1977). The results are provided in Table 16.

Table 16

*Multiple Comparison Test Results for attitudes of the participants according to their academic achievement*

<b>n=388</b>	AA	AB	BA	BB	BC	CB	CC	DC	DD	FF
AA	-	2,20	8,25	13,77	<b>17,54*</b>	<b>18,88*</b>	<b>17,77*</b>	<b>33,26*</b>	<b>23,81*</b>	<b>33,77*</b>
AB	-	-	6,05	11,57	<b>15,33*</b>	<b>16,68*</b>	<b>15,57*</b>	<b>31,07*</b>	<b>21,61*</b>	<b>31,57*</b>
BA	-	-	-	5,52	9,28	10,63	9,52	<b>25,01*</b>	15,56	<b>25,52*</b>
BB	-	-	-	-	3,76	5,11	3,99	<b>19,49*</b>	10,03	<b>19,99*</b>
BC	-	-	-	-	-	1,34	,23	<b>15,73*</b>	6,27	<b>16,23*</b>
CB	-	-	-	-	-	-	-1,11	14,38	4,93	<b>14,89*</b>
CC	-	-	-	-	-	-	-	15,49	6,04	<b>15,99*</b>
DC	-	-	-	-	-	-	-	-	-9,45	,50
DD	-	-	-	-	-	-	-	-	-	9,96
FF	-	-	-	-	-	-	-	-	-	-

The grade letters presented above reflects student achievement in the courses. AA is the highest grade letter that a student could get at the end of each education term. On the other hand, FF represents the failure in a course. Results of the analysis in Table 4.16 indicates that students who completed the course with a grade of AA had a higher level of positive attitudes than students who achieved lower grades letters of BC, CB, CC, DC, DD, and FF. No significant difference was found between the students who got the grade letter AA and the students who got BA and BB. Students having completed with a grade of AB were found to have a higher level of positive attitudes than students of BC, CB, CC, DC, DD and FF letter grades. However, the students who achieved grade letter AB had no relationship with the students who completed the course with a grade of BA and BB. Students who achieved the





As seen in Table 17, results of the analysis indicated that students who completed the course with a grade of AA, AB, BA, BB and BC had a higher level of positive cognitive attitudes than students with FF letter grades. However, no significant relationship was found between these students and students having completed with a grade of CB, CC, DC and DD. Students achieving BA letter grade were found to have a higher level of positive attitudes than students with DC letter grades. Additionally, students who got a grade of CB and CC were found to have a higher level of positive attitudes towards English than students with FF grade letters. Results revealed no meaningful difference between students having completed the course with CB or CC and DC, DD.

#### **4.10.2. Affective attitudes and academic achievement**

Results of multiple comparison analysis tests regarding affective attitudes of the participants are provided in Table 18.

Table 18

*Multiple Comparison Test Results for affective attitudes of the participants according to their academic achievement*

<b>n=388</b>	AA	AB	BA	BB	BC	CB	CC	DC	DD	FF
AA	-	1,79	5,72	9,66	<b>13,22*</b>	<b>13,93*</b>	12,39	<b>25,25*</b>	<b>18,14*</b>	<b>25,78*</b>
AB	-	-	3,93	7,87	<b>11,44*</b>	12,14*	10,60	<b>23,47*</b>	<b>16,36*</b>	<b>23,99*</b>
BA	-	-	-	3,94	7,50	8,21	6,67	<b>19,53*</b>	12,42	<b>20,06*</b>
BB	-	-	-	-	3,56	4,27	2,73	<b>15,60*</b>	8,49	<b>16,12*</b>
BC	-	-	-	-	-	,71	-,84	<b>12,03*</b>	4,92	<b>12,55*</b>
CB	-	-	-	-	-	-	-1,54	11,32	4,21	<b>11,85*</b>
CC	-	-	-	-	-	-	-	12,87	5,76	<b>13,39*</b>
DC	-	-	-	-	-	-	-	-	-7,11	,52
DD	-	-	-	-	-	-	-	-	-	7,63
FF	-	-	-	-	-	-	-	-	-	-

Results of the analysis indicated that students having completed the course with a grade of AA had a higher level of positive affective attitudes than students with BC, CB, CC, DC, DD, FF letter grades. No significant relationship was found between students who completed with a grade of AA and students achieving AB, BA, and BB grade letters. Students achieving AB letter grade were found to have a higher level of positive affective attitudes than students with BC, DC, DD and FF letter grades. However, no statistically significant difference was found between students who completed with a degree of AB and the students having completed with a degree of BA, BB, CB, and CC. Students who got BA, BB and BC letter grades were found to have a higher level of positive affective attitudes than students with DC and FF letter grades. Additionally, students with CB and DC grade letters were

found to have a higher level of positive affective attitudes towards English than students with FF grade letters.

#### 4.10.3. Behavioral attitudes and academic achievement

Results of multiple comparison analysis tests regarding behavioral attitudes of the participants are presented in Table 19.

Table 19

*Multiple Comparison Test Results for behavioral attitudes of the participants according to their academic achievement*

n=388	AA	AB	BA	BB	BC	CB	CC	DC	DD	FF
AA	-	,27	2,33	<b>3,09*</b>	2,89	<b>3,43*</b>	3,64	<b>5,09*</b>	3,88	<b>4,71*</b>
AB	-	-	2,05	<b>2,82*</b>	2,61	<b>3,16*</b>	3,37	<b>4,81*</b>	3,61	<b>4,43*</b>
BA	-	-	-	,77	,56	1,11	1,32	2,76	1,55	2,38
BB	-	-	-	-	-,21	,34	,55	1,99	,79	1,61
BC	-	-	-	-	-	,55	,75	2,20	,99	1,82
CB	-	-	-	-	-	-	,21	1,65	,45	1,27
CC	-	-	-	-	-	-	-	1,45	,24	1,07
DC	-	-	-	-	-	-	-	-	-1,21	-,38
DD	-	-	-	-	-	-	-	-	-	,83
FF	-	-	-	-	-	-	-	-	-	-

Results of the analysis presented in Table 19 reveals that students who completed the course with a grade of AA and AB were found to have a higher level of positive behavioral attitudes than students with BB, CB, DC and FF letter grades. Results indicated no statistically significant relationship between students who got a grade of AA, AB and students who got BA, BC, CC, and DD grade letters.

#### 4.11. Attitudes and Aims for Learning English

The tenth research question aims to investigate if there is a relationship between attitudes of the participants and their aims for learning English. Table 20 below presents the percentages of student answers in the questionnaire regarding their aims for learning English.

Table 20

*Percentages of student answers for their aims of learning English*

		<i>f</i>	<i>%</i>
Aim	Pass the course	83	21,4
	Communicate with foreign people	64	16,5
	Find a good job	109	28,1
	Go abroad	33	8,5
	Have a good career	61	15,7
	Indecisive	26	6,7
	Other	12	3,1
Total		388	100,0

As seen in Table 20, the highest percentage of participant aims for learning English is to find a good job (28, 1%). However, many of the students also learn the language just to pass their English classes (21, 4%). 16, 5% of the students learn English to be able to communicate with foreign people. 15, 7% of the students' aim to learn the language is to have a good career. 8, 5% of the students want to go abroad, so they learn English. 6, 7% of the students are indecisive about why they learn English. Finally, 3, 1% of the students have other unstated purposes to learn the language than the items stated in the questionnaire.

In order to find out if there is a statistically significant difference between participant aims and their attitudes, one-way analysis of variance (ANOVA) for independent groups was used. Results of the analysis are presented in Table 21 below.

Table 21

*ANOVA results for participant attitudes and their aims for learning English*

	<b>Source of variance</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>p</b>
Cognitive Attitudes	Between Groups	763,78	6	127,29	16,399	,00
	Within Groups	2957,47	381	7,76		
	Total	3721,24	387			
Emotional Attitudes	Between Groups	26792,50	6	4465,48	27,396	,00
	Within Groups	62100,95	381	162,99		
	Total	88893,45	387			
Behavioral Attitudes	Between Groups	1191,57	6	198,59	15,799	,00
	Within Groups	4789,11	381	12,57		
	Total	5980,68	387			
Total Attitudes towards English language	Between Groups	50365,87	6	8394,31	31,156	,00
	Within Groups	102651,86	381	269,43		
	Total	153017,74	387			

Results of the analysis provided in Table 21 above indicate that there is a statistically meaningful relationship between participant aims and their attitudes ( $F_{(6,381)}=16,399$ ;  $p<.05$ ). Moreover, results indicate that there is also a statistically meaningful relationship in cognitive, affective and behavioral attitudes of the participants and their aims ( $p<.05$ ). Number of participants in each group was not balanced. However, homogeneity of variance of attitude scores of participants was met, so Bonferroni test results were taken into consideration for multiple comparison analysis tests. Table 22 below presents results of the Bonferroni test regarding participant aims and their attitudes.

Table 22

*Multiple Comparisons Test results of participant attitudes and their aims for learning*

*English*

<b>n=388</b>	1	2	3	4	5	6	7
1. Pass the course	-	<b>-29,02*</b>	<b>-18,80*</b>	<b>-34,16*</b>	<b>-27,75*</b>	<b>-11,89*</b>	<b>-24,91*</b>
2. Communicate with foreign people	-	-	<b>10,22*</b>	-5,14	1,27	<b>17,13*</b>	4,11
3. Find a good job	-	-	-	<b>-15,36*</b>	<b>-8,95*</b>	6,91	-6,11
4. Go abroad	-	-	-	-	6,41	<b>22,27*</b>	9,25
5. Have a good career	-	-	-	-	-	<b>15,86*</b>	2,84
6. Indecisive	-	-	-	-	-	-	-13,02
7. Other	-	-	-	-	-	-	-

When Table 22 is examined, attitudes of the learners whose aim for learning English is to pass the course were found to be statistically significantly lower than all the other aims specified in the questionnaire. Attitudes of the learners whose aims for learning English are to communicate with foreign people, to go abroad, and to have a good career were statistically meaningfully found to be higher than learners who are indecisive about why they learn the language. Attitudes of the learners whose aims for learning English are to communicate with foreign people, to go abroad, and to have a good career were statistically meaningfully found to be higher than the learners who aim to have a good job.

#### **4.11.1. Cognitive attitudes and aims of the learners**

Multiple Comparison Test Results for cognitive attitudes of the learners according to their aims for learning English are presented in Table 23.

Table 23

*Multiple comparison test results for cognitive attitudes of the learners according to their aims*

<b>n=388</b>	1	2	3	4	5	6	7
1. Pass the course	-	<b>-3,08*</b>	<b>-2,49*</b>	<b>-4,07*</b>	<b>-3,96*</b>	-1,66	<b>-2,74*</b>
2. Communicate with Foreign People	-	-	,59	-,99	-,88	1,42	,34
3. Find a good job	-	-	-	-1,58	<b>-1,47*</b>	,83	-,25
4. Go abroad	-	-	-	-	,11	<b>2,41*</b>	1,33
5. Have a good career	-	-	-	-	-	<b>2,30*</b>	1,22
6. Indecisive	-	-	-	-	-	-	-1,08
7. Other	-	-	-	-	-	-	-

According to Table 23, cognitive attitudes of the learners whose aim is to pass the course were found to be lower than all the other aims in a statistically significant way. Results of the analysis indicate that cognitive attitudes of the learners whose aim of learning English is to have a good career were statistically significantly higher than the learners whose aim of learning the language is to get a good job. Cognitive attitudes of the learners who learn the language with the aim of going abroad and having a good career were found to be higher in a statistically significant way than learners who are indecisive about why they learn the language.

#### **4.11.2. Affective attitudes and aims of the learners**

Multiple comparison test results for affective attitudes of the learners according to their aims of learning English are presented in Table 24.



Table 24

*Multiple Comparison Test Results for affective attitudes of the learners according to their aims of learning English*

<b>n=388</b>	1	2	3	4	5	6	7
1. Pass the course	-	<b>-21,33*</b>	<b>-13,64*</b>	<b>-24,45*</b>	<b>-20,20*</b>	-8,47	<b>-19,33*</b>
2. Communicate with foreign people	-	-	<b>7,70*</b>	-3,12	1,13	<b>12,86*</b>	2,01
3. Find a good job	-	-	-	<b>-10,82*</b>	<b>-6,57*</b>	5,16	-5,69
4. Go abroad	-	-	-	-	4,25	<b>15,98*</b>	5,12
5. Have a good career	-	-	-	-	-	<b>11,73*</b>	,87
6. Indecisive	-	-	-	-	-	-	-10,86
7. Other	-	-	-	-	-	-	-

As presented in Table 24 above, affective attitudes of the learners who learn English to communicate with foreign people is statistically meaningfully higher than affective attitudes of the learners who learn English to pass the course, to find a good job, and who are indecisive about why they learn the language. Affective attitudes of learners whose aims are to find a good job was found to be higher than the ones whose aim is to pass the course. Affective attitudes of learners who learn English to go abroad were found to be higher than learners who learn English to pass the course, to find a good job and indecisive learners in a statistically significant way. Affective attitudes of learners who aim to have a good career were found to be statistically significantly higher than learners who aim to pass the course, to find a good job and who are indecisive. Affective attitudes of learners who are learning English to communicate with foreign people, to find a good job, to go abroad, to have a good career or for other reasons not stated in the questionnaire were found to be higher in a statistically significant way than the ones who learn English to pass the course.

#### **4.11.3. Behavioral attitudes and aims of the learners**

Multiple Comparison Test Results for behavioral attitudes of the learners according to their aims of learning English are presented in Table 25.

Table 25

*Multiple comparison test results for behavioral attitudes of the learners according to their aims of learning English*

<b>n=388</b>	1	2	3	4	5	6	7
1. Pass the course	-	<b>-4,60*</b>	<b>-2,68*</b>	<b>-5,64*</b>	<b>-3,58*</b>	-1,76	-2,84
2. Communicate with Foreign People	-	-	<b>1,93*</b>	-1,04	1,02	<b>2,84*</b>	1,77
3. Find a good job	-	-	-	<b>-2,96*</b>	-,91	,92	-,16
4. Go abroad	-	-	-	-	2,06	<b>3,88*</b>	2,80
5. Have a good career	-	-	-	-	-	1,82	,75
6. Indecisive	-	-	-	-	-	-	-1,08
7. Other	-	-	-	-	-	-	-

According to the statistical results, behavioral attitudes of the learners who aim to communicate with foreign people were found to be statistically significantly higher than learners who aim to pass the course, to find a good job and who are indecisive about why they learn the language. Behavioral attitudes of learners who learn English to go abroad were found to be higher than learners who learn English to pass the course, to find a good job and indecisive learners in a statistically significant way. Behavioral attitudes of learners who aim to have a good career were found to be statistically significantly higher than learners who aim to pass the course, to find a good job and who are indecisive. Behavioral attitudes of learners who were learning English to communicate with foreign people, to find a good job, to go abroad, to have a good career were found to be higher in a statistically significant way than the ones to who learn English to pass the course.

## CHAPTER 5

### DISCUSSION

The aim of the study was to investigate undergraduate and vocational students' attitudes in general and in terms of cognitive, affective and behavioral components. The study also aimed to investigate the relationship between learner attitudes and their academic achievement. The chapter presents discussion of findings with reference to the research questions of the study. This chapter also provides interview examples of the participants to support statistical findings provided in chapter 4.

#### 5.1. Discussion

##### 5.1.1. General attitudes

With regard to the general attitudes of Bilecik Şeyh Edebali University students, it was found that students generally held positive attitudes towards English ( $\bar{x}=106,74$ ). This finding is line with Yu's study (2010) conducted with Chinese college students and Zareian et al.'s study (2014) conducted with Iranian students. These studies also indicated that Chinese college students and Iranian high school students who are learning English as a foreign language had positive attitudes towards the language. The findings of the study are also parallel to the Pan's (2014) study results conducted in Turkey. In his study, first grade students studying at Mersin University Faculty of Education were found to hold positive attitudes towards English.

Interviews conducted with the participants also supported the studies mentioned above and the statistical results of the study. Most of the participants stated that they like English and knowing English is important for finding a good job. They also expressed that they want to spend more time to be proficient in the language. The following extract shows how one student feels about English:

[Generally speaking, I can say that I like English. English is an international language. I think it is useful that we learn English because we can communicate with other people around the world. I also believe that English will be in the first place of my life because I want to make an international career.] (Participant 1)

Another extract which is in line with the findings is:

[I think it is fun to learn English. I feel like I improve myself. English helps me speak with people from other countries. As the proverb says ‘the more languages you know, the more you are a person’... I can’t spare enough time right now for learning English at the moment but I think I should be sparing much more time to learn it as the lessons at school can’t just be enough.] (Participant 2)

When the components of attitudes are the concern, results of the current study showed that students had positive cognitive and affective attitudes towards English, nevertheless; they had moderate level of behavioral attitudes towards English. This finding is contrary to the findings of Zainol Abidin et al.’s study (2012) with Libyan secondary school students who were learning English as a foreign language had negative attitudes in all three components; cognitive, affective and behavioral. According to M. Basadur and T. Basadur (2011), cognitive attitudes are about what we think, and emotional attitudes are about how we feel about something. In the shed of this interpretation, findings of the study may mean that students in Turkey are aware of the importance of the English, and they like it. M. Basadur and T. Basadur (2011) interpret behavioral attitudes as our inclination to do about something. As participants’ level of behavioral attitudes was found to be moderate, it can be concluded that participants in the study are not making enough effort to learn the language. Since English in Turkey is generally limited to English classes and students cannot find enough

opportunities to be exposed to English much outside the classroom, they may be reluctant to show necessary acts to learn the language.

### **5.1.2. Attitudes of undergraduate and vocational school students**

Regarding the differences between undergraduate and vocational school students' attitudes, findings of the current study indicated that undergraduate students had more positive attitudes towards English than vocational school students (Table 4.4.). This finding regarding why vocational school students have lower levels of positive attitudes may stem from a few reasons. In Turkey, vocational schools offer two years of education, whereas undergraduate programs offer four years of education. University entrance exam scores that are necessary to be eligible to attend vocational schools are lower than the scores that are needed for studying in undergraduate programs. In other words, students are accepted to vocational schools with much lower scores compared to undergraduate programs. That might be one of the reasons why vocational school students have lower levels of positive attitudes since they may feel that vocational school education cannot be as good as an undergraduate program education. The following extract proves the idea:

[I'm not happy with having two-year education in vocational school. I think two-year is not enough to have university education. I don't feel like a university student. It is like I'm still a high school student.] (Participant 4)

Another reason for students to have lower positive attitudes may stem from the English class hours. Vocational school of Bozüyük offers only two hours of English lesson per week. The students may think that they will not be able to learn English with aforementioned limited hours in two years. On the other hand, students who are studying in undergraduate programs in Bozüyük have more hours of English lessons compared to vocational school programs. Students of undergraduate programs also have Vocational

English lessons in their second, third and fourth year of their study which means that they are exposed to English more than vocational school students. The same interviewee above continued as:

[The English class hours are not enough to learn English, anyway. I don't feel that I can learn it, so what is the point of having interest in English classes?] (Participant 4)

Results related to the components of attitudes revealed that undergraduate level students have more positive cognitive and affective attitudes. Regarding behavioral attitudes, attitudes of undergraduate level students were slightly higher than vocational school students' attitudes. However, no statistical difference was found between two groups. The findings of the current study suggested that learner attitudes and learner attitudes of different components may differ according to the school they study at.

### **5.1.3. Attitudes and gender**

With regard to gender effect on learners' attitudes, current study revealed that there was no meaningful difference between males and females in their general attitudes ( $t=-39$ ;  $p>.05$ ). This finding is in line with Zareian et al.'s (2014) study conducted in Iran as the results of their study had no statistically meaningful difference. Studies conducted in Turkey also support current study findings. Coşkun (2016) also found that no meaningful difference existed between male and female preparatory class students in terms of their attitudes. Karabulut (2013) who conducted a study with Turkish engineering students also revealed no meaningful difference between genders and their attitudes towards English.

However; finding of the current study is not consistent with Karahan's (2007) study which was conducted with primary school students in Turkey. She found that female students had more positive attitudes than male students. This result may give us insight into learner attitudes which may happen to change in years.

Related to components of attitudes, while female students were found to have more positive cognitive attitudes ( $t=-2,24$ ;  $p<.05$ ), male students were found to have more positive behavioral attitudes ( $t=2,53$ ;  $p<.05$ ). No difference was found in terms of their affective attitudes ( $t=-,71$ ;  $p>.05$ ). This result means that female students have more positive thoughts about English language since cognitive attitudes are about one's beliefs or thoughts about the language. On the other hand, male students may spend more time to learn the language as the behavioral attitude suggested. The interviews conducted with students are in line with study findings. Interviews indicated that male students allocate more time in learning English in their daily lives, and engage in activities outside the classroom such as watching English movies, listening to English songs and creating opportunities talking to others in English compared to the female students. The following is an extract from a male student to support the idea:

[I watch movies in English, I read story books in English, and I listen to songs in English. I also study grammar from time to time. I really like talking to other people. Especially in touristic places, I try to have conversations with tourists on the street. I think social media is a good way to communicate with people, too. Through social media, I also try to chat with people from other countries.] (Participant 1)

A female student states her activities outside the classroom to learn English;

[I do not have the motivation. From time to time, I do things to improve my English. I rarely watch film or episodes in English. I don't read books in English and I do not like listening to music in English, either. However, sometimes when I hear an English song, I try to translate it to my language and I practice spelling unknown words in the song.] (Participant 3)

Nevertheless, Pan's study (2014) findings are not in line with the current study. In his study with first year Turkish university students, he found that there was no meaningful difference between cognitive and affective attitudes and different genders. Related to general attitudes his study revealed that female students had more positive behavioral attitudes than male students whereas current study revealed no statistical meaningful difference between males and females. As the findings of the studies indicate, behavioral attitudes of the students may differ in terms of gender.

#### **5.1.4. Attitudes and fields of study**

Regarding attitude differences according to the departments the students study at, Tourism and Hospitality Management students were found to have more positive attitudes than Banking and Insurance students. Accounting and Auditing students were also found to have more positive attitudes than Banking and Insurance department students (Table 4.7.). This finding may stem from the fact that Banking and Insurance students have only two hours of English lessons through online education in their first year. They do not have English lessons in their second year in the curriculum. However, Tourism and Hospitality Management students have eight hours of English lessons each year of their four-year education period. Accounting and Auditing students have four hours of English lessons each year of their curriculum. Because of the fact that Banking and Insurance students know that English lessons will not continue in their second year, their attitudes may be affected in a negative way. The results of this study reveal a statistically significant difference between department of the students and their attitudes towards English. This finding is line with Burgucu (2011), Sarkmaz (2011), Zainol Abidin et al. (2012) who also found statistically meaningful differences among students from different departments. However, this finding of the study is not consistent with Memduhoğlu and Kozikoğlu's study (2015) in which different



departments of second year university students did not constitute a statistically meaningful difference.

Regarding components of attitudes according to the departments the students study at, the study revealed no meaningful difference in cognitive and behavioral attitudes. However, a statistically significant difference was found between learners' field of study and their affective attitudes. This finding is not parallel to Aydoslu (2005) and Pan's (2014) studies. While no meaningful relationship between department of the students and their cognitive and affective attitudes was found in these studies, a difference between behavioral attitudes of the students from different department was found. In the current study, affective attitudes of Tourism and Hospitality department students were statistically found to be higher than attitudes of Banking and Insurance department students (Table 4.7.). This finding may be because of the fact that Tourism and Hospitality department students have more hours of English in their curriculum and this department is directly related to English language. Qualitative results also support the findings. Nearly all the students from this department expressed their like for English language in the interview and confirmed the statistical findings. They also expressed that they enjoyed English classes and they were not afraid of English exams and they were happy to do English homework. Below is an extract from a student studying at Tourism and Hospitality department:

[English lesson is an enjoyable one for me. I see things in another language in the textbook. Sometimes, It is a like a puzzle to me, I really like it. Reading passages help me learn new vocabulary. I enjoy participating in the activities in the lesson. I didn't have self confidence while speaking in English before. After I have participated in some activities, I feel more confident now and I love English. I also like spending time for English homework.

You are very constructive while giving feedback so I'm not afraid of making mistakes. I try my best.] (Participant 10)

### **5.1.5. Attitudes and year of study**

Results of the analysis indicated that first year students were found to have a lower level of positive attitudes in general attitudes than all the other upper class students. Related to components of attitudes, there was no statistically meaningful relationship between cognitive attitudes of the learner and their year of study. In affective and behavioral attitudes, first year students also had lower levels of positive attitudes than other students. This finding is line with Gömleksiz's (2010) study in which second year Faculty of Education students were found to hold more positive attitudes towards English than first year students of the same faculty. Yu (2010) had similar results to the current study. In the study with Chinese college students, third year students had higher attitude scores than first and second year students. The current study findings are parallel to the notions of first year students. They generally state that university is quite different from high school, so they generally spend some time to adapt the new environment and lessons. The following extract related to this issue is from a first year student:

[English lessons were easier in high school. It was only English grammar. I hadn't thought university would be like this. Teachers have changed, lessons are harder. We read passages, listen to texts, make presentations, and do quizzes. I also find English exams difficult. I can't speak English well, either. I don't want to spend time for English lessons. I am still trying to get used to things.] (Participant 7)

It is possible to say that in the following years of their education students start to realize the importance of learning English, and they also notice that learning English is necessary both in everyday life and especially at their workplaces. Because of these reasons, it

may be concluded that they may start to develop more positive attitudes when they spend some time learning English and acquire some awareness related to the importance of the language in the following years. A 4<sup>th</sup> year student expresses the positive changes in his attitudes as follows:

[There have been really positive changes in my attitude towards English. In my first year, I didn't like English at all. I didn't do anything to improve it. I had an absurd thought that English is a very difficult language to learn. As I learned many things each year, I saw that I could speak with other foreign people and my thoughts have completely changed. If I say my proficiency level was five percent in my first year, now I see myself about seventy percent. I started watching more and more movies in English. I enjoy the lessons more. I really like English now.] (Participant 1)

Study findings related to the attitudes of participants and their year of study contradicts with Zainol Abidin et al.'s (2012) and Mehduhoğlu and Kozikoğlu's studies (2015). In secondary school level, first year Libyan students were found to have slightly higher levels of positive attitudes than other students. Mehduhoğlu and Kozikoğlu (2015)'s study which was conducted with first and second year university students taking English courses as a common compulsory course found no statistically meaningful difference between the two groups.

#### **5.1.6. Attitudes and high school background**

Participants of the study graduated from different high schools like Anatolian High School, General High School, and Vocational High Schools. However, this difference did not create a statistically significant difference in participants' attitudes towards English. This finding is consistent with Pan's study (2014) in which he revealed no statistically meaningful difference between the high schools from which the first year university students had

graduated and cognitive, behavioral, and affective attitudes. Mehduhoğlu and Kozikoğlu's study (2015) also revealed no meaningful relationship between high schools the participants graduated and their attitudes towards English. Nevertheless, Aydoslu (2005) found a meaningful difference between cognitive and emotional attitudes of the participants and the high school they graduated. Private high school graduates had the highest mean scores in her study. The finding of this study related to students' high school background is an unexpected result because Anatolian High Schools have more hours of English lessons in their curriculum compared to other high schools in Turkey. Students are exposed to the language in Anatolian High schools much more than any other state high schools in Turkey. Because of this reason, students who graduated from such schools were expected to have higher levels of positive attitudes but the statistical results revealed just the opposite.

#### **5.1.7. Attitudes and english courses**

While some participants of the study were taking General English courses, some other participants were taking Vocational English courses. General English courses are compulsory at Bilecik Şeyh Edebali University. However, Vocational English courses are elective in some departments, and compulsory in others. Statistical findings of the study indicated that students taking Vocational English courses had higher levels of positive attitudes towards English than students taking General English courses. Regarding components of attitudes, cognitive attitudes of the students did not create a statistically significant difference. However; affective and behavioral attitudes of students taking Vocational English courses were found to be higher than students taking General English courses. These findings may imply that Vocational English courses may be having a positive effect on learner attitudes. It appears that students favor Vocational English courses, and they like studying and doing things to be good at Vocational English courses. Sarkmaz (2011) found similar results to the current study at

high school level. High school students taking both regular English and English for Specific Purposes courses were found to hold more positive attitudes towards English than students taking only regular English courses. Most of the students in the interview stated their enthusiasm for Vocational English courses. Learning the same things in General English courses from primary school and onwards can be boring for some students and because of this, Vocational English courses might be more enjoyable than General English courses for these students. The following extract from the interview confirms this view:

[This term, lessons are so much fun. Time passes really quickly in Vocational English courses. I enjoy learning new vocabulary, reading passages, the dialogues we read and make are all related to the job I will be doing in the future. I know that they will be really useful in my job. However, while I was having General English courses, I was getting so bored. I didn't like the grammar in General English lessons. No matter how much time we spent on it, it was always too much for me.] (Participant 3)

#### **5.1.8. Attitudes and academic achievement**

Statistical findings of this study related to the participants' academic achievement revealed that there is a statistically meaningful relationship between general attitudes of the students and their academic achievement in English courses. The same relationship was also found between cognitive, affective, and behavioral attitudes of the students and their achievement in English courses (Table 4.14). Results of the analysis suggested that participants with better letter grades tend to have more positive attitudes than participants of subgroups with lower letter grades both in general attitudes and in components of attitudes. This finding is in line with İnal et al. (2003), Aydoğdu (2014), and Al samadani and Ibniyan (2015)'s studies. In the study conducted with Turkish high school students, İnal et al. (2003) revealed that students with positive attitudes towards English got higher marks in English

lessons. Similarly, Aydoğdu's (2014) study indicated that students having high levels of cognitive, emotional, behavioral attitudes demonstrated better academic achievement levels. In a similar study conducted with Saudi University students, Al samadani and Ibnian (2015) revealed similar results. Students of highest general point average group had the most positive attitudes towards English compared to medium and low grade point average group. These results from the aforementioned studies may suggest that the better the students get letter grades in English lessons, the more positive students' attitudes may get no matter what the education level or education context is. In other words, if the students have positive attitudes, they may be more successful in English lessons than the students with negative attitudes towards the language. Interview with the participants also supported the notion that getting better grades creates positive attitudes towards the language. The following extract is about a student's thought of grade letters:

[I really liked English when I was in high school. When I started university, I got an FF and failed my English class at the university. My will to learn is gone. I had a vocabulary notebook and used to learn new vocabulary. After I failed class, I stopped learning new vocabulary, stopped listening to English songs, watching English movies. Then I got a BA from my English lesson, I felt happier. I started to spend time to study English, to play computer games. I also have some friends whom I speak English with. I like English now. I want to get better letter grades.] (Participant 5)

#### **5.1.9. Attitudes and aims for learning English**

Statistical findings of this study related to the relationship between the participants' aims for learning English and their attitudes towards the language revealed that there is a statistically meaningful relationship between general attitudes of the students and their aims (Table 4.22). The same relationship was also found between cognitive, affective, and

behavioral attitudes of the students and their aims for learning English (Table 4.23, 4.24, 4.25). In this part of the study, the aim was to investigate if there is a relationship between learner aims and their attitudes, and to what extent these aims affect their attitudes. Results of the analysis suggested that participants who learn English with the aims like communicating with foreign people, finding a good job, having a good career, and going abroad tend to have more positive attitudes than participants who aim to learn English only to pass the course. This finding is in line with Aydoslu (2005) who found a significantly positive but in a low level correlation between learner aims for learning English and their cognitive, affective and behavioral attitudes of the learners towards English language. Burke (1976) state that affective aims of the learners are considered to be significant in learners' achievement in a second or foreign language. These findings may suggest that learners who learn English only to pass the course may have low levels of positive attitudes towards English and this may affect their achievement in English or it may lead to their failure in their language learning process. In other words, the findings may imply that it is important for learners to have aims to be more successful in learning English than only to pass the course.

## **5.2. Suggestions**

Related to the components of attitude, current study revealed that students have better cognitive and affective attitudes than behavioral attitudes. This means that students need to be supported to get into the habit of necessary behaviors to learn the language better and to have more positive behavioral attitudes. In order to foster those behavioral attitudes towards English, instructors may keep students engaged through projects throughout the term. Watching English movies, listening English songs in the classes may also help students realize what they like to do about the language. If the instructors encourage the students with such activities in the classes, the students may continue doing the similar activities on their

own in their spare times. Instructors may also bring English books to the classroom for students to access authentic materials or graded books. By this way, students can acquire reading habits so that they can choose what to read and will be exposed to the language outside the classroom.

When looked at the differences between undergraduate level and vocational school students, vocational school students were found to have lower levels of positive attitudes towards English. Vocational school students have two hours of English lessons in their first year. While some participants from Vocational school have Vocational English classes, others do not have Vocational English classes in their second year. The students that do not have Vocational English classes may feel that English classes are not necessary since they will not continue learning English in the following year, thus their aim of English may become only to pass first year courses. They should be exposed to the language more, because of this reason it would be better to have more hours of English lessons in the curriculum. It is important for these students to be exposed to the language outside the classroom, too. Because of these reasons, instructors should always encourage students to read materials in English according to their interests, listen things like news, films, and songs in English. Moreover, instructors may assign homework regularly to keep them engaged with the language. Online interactive platforms could also be used as supplementary resource to English classes.

According to the results of the study, the first year students were found to have lower levels of general attitudes than second, third or fourth year students. They were also found to have lower levels of affective and behavioral attitudes which mean first year students need to be encouraged to compose good feelings towards English. The importance of English for their personal development and for future job opportunities should be highlighted. A supportive classroom atmosphere may also be helpful. Instructors should identify learner needs and



classroom activities should be organized according to what students like about the language. By this way, positive attitudes towards the language can be fostered.

Students who take Vocational English courses were statistically found to have more positive attitudes towards English than students who take General English courses. One of the problems of Bilecik Şeyh Edebali University students about English can stem from the opinion that they do not have a place to use English in the outside world. They do not have an environment in which there are many English speaking friends with whom they can interact constantly. However, in the case of Vocational English, students think that they will need all those job related vocabulary in their work fields. The result of the study revealed that students taking Vocational English courses have more positive attitudes than students taking General English courses. That result may highlight the fact that if the students have already an interest in the field of study, they may enjoy Vocational English classes. Increasing hours of Vocational English lessons in the curriculum may be good for creating more positive attitudes towards the language. For General English courses, instructors should integrate activities through which students have opportunities to use the language more often in the classroom.

The results of the study indicated that academic achievement of the students may be affecting their attitudes towards English. As the interview with the student reveals getting better grade letters may be a motivating factor for students to develop positive attitudes towards the language. Thus, instructors should be encouraging in the assessment of the course. They may provide opportunities for students to get better letter grades through assignment, presentation or classroom participation percentages in the assessment of the course apart from examinations.

### **5.3. Suggestions for Further Studies**

One of the findings of the study was that learner attitudes may change according to different fields of study. Nevertheless, the participants in the current study were from departments of Social Sciences. Therefore, a study could be conducted to find out if there is a relationship between learner attitudes and their fields of study including students from departments of Social Sciences and Sciences.

Some of the participants in the study were having English lessons through online education; other participants were having their lessons through face to face education. This difference may also be having an effect on learner attitudes towards English lessons. This is another aspect what we could not include into the study. Because of this reason, a study aiming to find out if there is a relationship between learner attitudes towards English and the type of course delivery is suggested for future studies.

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## APPENDICES

### Appendix A: The Questionnaire

Dear Participant,

The aim of this study is to find out attitudes of undergraduate and vocational school level students studying at Bilecik Şeyh Edebali University. All the information that you provided in this questionnaire will remain strictly confidential and will be used only in overall statistical assessments. It is important that all data recorded on this questionnaire be complete and accurate.

Thanks for your contribution to this study.

Öğr. Gör. Merve Yilmazer

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age	<input type="checkbox"/> 18 and below <input type="checkbox"/> 19-21 <input type="checkbox"/> 22-24 <input type="checkbox"/> 25 and above
High School You Graduated	<input type="checkbox"/> Anatolian High School <input type="checkbox"/> Science High School <input type="checkbox"/> Vocational High School <input type="checkbox"/> Other.....(Please specify)
The Faculty/ Vocational School You Study at	<input type="checkbox"/> Faculty of Economics and Administrative Sciences <input type="checkbox"/> Engineering Faculty <input type="checkbox"/> Faculty of Science and Letters <input type="checkbox"/> School of Applied Sciences <input type="checkbox"/> Vocational School
Department: .....( Please specify)	
Year of study:	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd <input type="checkbox"/> 4th <input type="checkbox"/> 5th <input type="checkbox"/> 6th and above
What is your aim for learning English? (Indicate only one, please.)	<input type="checkbox"/> Pass the course <input type="checkbox"/> Communicate with foreign people <input type="checkbox"/> Find a good job <input type="checkbox"/> Go abroad <input type="checkbox"/> Have a good career <input type="checkbox"/> Indecisive <input type="checkbox"/> Other..... (Please specify)
Your English lesson's letter grade of 2017-18 Fall	<input type="checkbox"/> AA <input type="checkbox"/> AB <input type="checkbox"/> BA <input type="checkbox"/> BB <input type="checkbox"/> BC <input type="checkbox"/> CB <input type="checkbox"/> CC <input type="checkbox"/> DC <input type="checkbox"/> DD <input type="checkbox"/> FF

**Below are a number of statements regarding your attitudes towards English. Please read each one and indicate to what extent you agree or disagree with each statement.**

**1=Strongly Disagree 2=Disagree 3= Neutral 4=Agree 5=Strongly Agree**

1.	I like English classes.	①	②	③	④	⑤
2.	I visit websites where I can use English.	①	②	③	④	⑤
3.	I listen to English songs.	①	②	③	④	⑤
4.	I'm afraid of English classes.	①	②	③	④	⑤
5.	English is difficult to learn.	①	②	③	④	⑤
6.	Time passes quickly in English classes.	①	②	③	④	⑤

7.	I enjoy English classes.	①	②	③	④	⑤
8.	If I could, I would prefer to take a lesson other than English.	①	②	③	④	⑤
9.	I don't watch English movies without Turkish subtitles or dubbed in Turkish.	①	②	③	④	⑤
10.	I think knowing English will increase my chance of finding a job.	①	②	③	④	⑤
11.	I read English story books.	①	②	③	④	⑤
12.	I don't feel comfortable about English exams.	①	②	③	④	⑤
13.	I think English classes are boring.	①	②	③	④	⑤
14.	I don't like English course books.	①	②	③	④	⑤
15.	I watch English TV channels.	①	②	③	④	⑤
16.	I want to spend more time on learning English.	①	②	③	④	⑤
17.	I don't support English classes starting at primary school level.	①	②	③	④	⑤
18.	I hate English.	①	②	③	④	⑤
19.	I play computer games in English.	①	②	③	④	⑤
20.	It is useless for me to learn English.	①	②	③	④	⑤
21.	I believe that I will use English in many parts of life.	①	②	③	④	⑤
22.	English classes are a waste of time for me.	①	②	③	④	⑤
23.	I would be happy if hours of English lesson were decreased.	①	②	③	④	⑤
24.	Things taught at English classes are important.	①	②	③	④	⑤
25.	I don't like speaking in English in the class.	①	②	③	④	⑤
26.	Studying English is annoying.	①	②	③	④	⑤
27.	I seek foreign friends to text chat in English.	①	②	③	④	⑤
28.	I don't want to miss English classes.	①	②	③	④	⑤
29.	I enjoy doing my English homework.	①	②	③	④	⑤
30.	I don't waste my time studying English.	①	②	③	④	⑤

## Appendix B: Uygulanan Anket

### Değerli Katılımcı;

Bu çalışmanın amacı, üniversitemizde öğrenim görmekte olan fakülte ve meslek yüksekokul öğrencilerinin İngiliz dili ilgili görüş ve düşüncelerini ortaya koymaktır. Ankette bulunan sorulara vereceğiniz cevaplar, genel değerlendirmelerde bilimsel amaçlı olarak kullanılacak olup **kesinlikle gizli tutulacaktır**.

Anket sonuçlarının sağlıklı olabilmesi için soruları **samimi ve doğru** olarak yanıtlamanız gerekmektedir. Lütfen anketlerin üzerine **isim belirtmeyiniz**. Görüş ve düşüncelerinizi paylaşarak çalışmamıza katkı sağladığınız için teşekkür ederiz.

Öğr. Gör. Merve Yılmaz

Cinsiyetiniz	<input type="checkbox"/> Erkek	<input type="checkbox"/> Kadın
Yaşınız	<input type="checkbox"/> 18 ve altı	<input type="checkbox"/> 19-21 <input type="checkbox"/> 22-24 <input type="checkbox"/> 25 ve üstü
Eğitim Durumunuz	<input type="checkbox"/> Anadolu Lisesi <input type="checkbox"/> Fen Lisesi <input type="checkbox"/> Meslek Lisesi <input type="checkbox"/> Diğer.....(Yazınız.)	
Öğrenim Gördüğünüz Fakülte/Yüksekokul	<input type="checkbox"/> Mühendislik <input type="checkbox"/> İİBF <input type="checkbox"/> Fen-Edebiyat <input type="checkbox"/> Uygulamalı Bilimler <input type="checkbox"/> Meslek Yüksekokulu	
Öğrenim Gördüğünüz Bölümünüz: .....(Lütfen yazınız.)		
Öğrenim Gördüğünüz Yıl	<input type="checkbox"/> 1.yıl <input type="checkbox"/> 2.yıl <input type="checkbox"/> 3.yıl <input type="checkbox"/> 4.yıl <input type="checkbox"/> 5.yıl <input type="checkbox"/> 6.yıl ve üzeri	
En çok hangi amaçla İngilizce öğreniyorsunuz? (Sadece birini işaretleyiniz.)	<input type="checkbox"/> Dersten geçmek <input type="checkbox"/> Yabancılarla iletişim kurmak <input type="checkbox"/> İyi bir iş bulmak <input type="checkbox"/> Yurt dışına gitmek <input type="checkbox"/> Kariyer yapmak <input type="checkbox"/> Kararsızım <input type="checkbox"/> Diğer..... (Lütfen belirtiniz.)	
<b>Bu bölümde İngilizce diline ilişkin görüşlerinizi öğrenmek amacıyla çeşitli sorular verilmiştir. Lütfen uygun kutucuğu işaretleyiniz.</b>		
<b>1=Kesinlikle katılmıyorum      2=Katılmıyorum      3=Ne katılıyorum ne katılmıyorum</b>		
<b>4=Katılıyorum      5=Kesinlikle katılıyorum</b>		
1.	İngilizce sevdiğim bir derstir.	① ② ③ ④ ⑤
2.	İngilizceyi kullanabileceğim web sitelerine girerim.	① ② ③ ④ ⑤
3.	İngilizce şarkılar dinlerim.	① ② ③ ④ ⑤
4.	İngilizce dersinden korkuyorum.	① ② ③ ④ ⑤
5.	İngilizce zor bir derstir.	① ② ③ ④ ⑤
6.	İngilizce dersinde zaman çabuk geçiyor.	① ② ③ ④ ⑤
7.	İngilizce zevkli geçen bir derstir.	① ② ③ ④ ⑤

8.	Mümkün olsa İngilizce dersi yerine başka bir ders almak isterdim.	①	②	③	④	⑤
9.	Türkçe alt yazısız ya da dublajsız İngilizce filmleri izlemem.	①	②	③	④	⑤
10.	İngilizce bilmenin iş şansımı artıracığını düşünüyorum.	①	②	③	④	⑤
11.	İngilizce hikâye kitapları okurum.	①	②	③	④	⑤
12.	İngilizce sınavından çekinirim.	①	②	③	④	⑤
13.	İngilizce dersini sıkıcı buluyorum.	①	②	③	④	⑤
14.	İngilizce ders kitaplarını sevmiyorum.	①	②	③	④	⑤
15.	İngilizce yayın yapan televizyon kanallarını izlerim.	①	②	③	④	⑤
16.	İngilizce öğrenmek için daha çok zaman harcamak istiyorum.	①	②	③	④	⑤
17.	İlköğretimin 1. kademesinden itibaren İngilizce dersi verilmesine karşıyım.	①	②	③	④	⑤
18.	İngilizce 'den nefret ediyorum.	①	②	③	④	⑤
19.	İngilizce bilgisayar oyunları oynarım.	①	②	③	④	⑤
20.	İngilizce öğrenmek benim için son derece gereksizdir.	①	②	③	④	⑤
21.	İngilizceyi yaşamımda birçok şekilde kullanacağıma inanıyorum.	①	②	③	④	⑤
22.	İngilizce dersi benim için boşa zaman harcamaktır.	①	②	③	④	⑤
23.	İngilizce ders saatinin sayısı azaltılırsa mutlu olurum.	①	②	③	④	⑤
24.	İngilizce derslerinde işlenen konular önemlidir.	①	②	③	④	⑤
25.	İngilizce dersinde İngilizce konuşmaktan hoşlanmam.	①	②	③	④	⑤
26.	İngilizce çalışmak sinirimi bozar.	①	②	③	④	⑤
27.	İngilizce yazılabileceğim yabancı arkadaşlar edinmeye çalışırım.	①	②	③	④	⑤
28.	İngilizce dersini kaçırmak istemem.	①	②	③	④	⑤
29.	İngilizce ödevlerini yapmaktan zevk alırım.	①	②	③	④	⑤
30.	İngilizce çalışarak zamanımı boşa harcamam.	①	②	③	④	⑤

**Bilimsel çalışmaya katkılarınız için teşekkür ederiz...**

**Appendix C: Semi-Structured Interview Questions**

1. What is your opinion about English lessons?
2. What do you think about the exams of English lessons?
3. What do you do to improve your knowledge about English language?
4. What is the position of English in your life?
5. Do you think you will be using English in your professional life? Why/ Why not?
6. Could you tell the differences between your thoughts before you take English classes at this institution and your thoughts after you take English classes?
7. Is there a difference between your proficiency level before you take English classes at this institution and your proficiency level after you have taken English classes? What are the affecting factors?
8. Is there a difference between your attitudes towards English language before you take English classes at this institution and your attitudes after you have taken English classes? What are the affecting factors?
9. What do you think about English class hours?
10. Do you willingly spend time for English lessons? If so, how much time?

**Appendix D: Yarı Yapılandırılmış Görüşme Soruları**

1. İngilizceyi nasıl bir ders olarak görüyorsunuz?
2. İngilizce dersinin sınavları hakkında ne düşünüyorsunuz?
3. İngilizcenizi geliştirmek için neler yapıyorsunuz?
4. İngilizce hayatınızın neresinde? (İngilizce bilmek sizin günlük ve profesyonel hayatınızın neresinde yer alacak?)
5. İngilizceyi iş hayatında kullanabileceğinizi düşünüyor musunuz? Nedenlerini söyler misiniz?
6. Bu üniversitede ders almadan önceki İngilizceye karşı olan düşünceleriniz ile ders aldıktan sonraki düşünceleriniz arasında farkları anlatır mısınız?
7. Bu üniversitede ders almadan önceki dil seviyenizle ile ders aldıktan sonraki dil seviyeniz arasında fark olduğunu düşünüyor musunuz? Bu farklar sizce hangi faktörlerden kaynaklanıyor?
8. Bu üniversitede ders almadan önceki İngilizceye karşı olan tutumlarınızla aldıktan sonraki tutumlarınız arasında fark olduğunu düşünüyor musunuz? Bu farklar sizce hangi faktörlerden kaynaklanıyor?
9. İngilizce ders saatleri hakkında ne düşünüyorsunuz?
10. İngilizce derslerine severek zaman ayırıyor musunuz? Ne kadar zaman ayırıyorsunuz?



**CURRICULUM VITAE****Personal Details**

Name & Surname : Merve Yilmazer

Date of Birth : 02.12.1987

Place of Birth : Eskişehir

**Education**

2001-2005 : Studied at Yunus Emre High School

2005-2009 : Bachelor's Degree, English Language Teaching, Anadolu  
University

2014-2019 : Master of Arts Degree, English Language Teaching, Uludağ  
University

**Foreign Language Skills** : Advanced level of English

**Employment History** : 2009- Bilecik Şeyh Edebali University

**Abroad Experience** : Erasmus Teaching Staff Mobility Program

2011 Ventspils University College, Letonya

08.04.2019

Merve YILMAZER

## ÖZGEÇMİŞ

**Doğum Yeri ve Yılı** : Eskişehir- 1987

<b>Öğr. Gördüğü Kurumlar</b>	<b>Başlama</b>	<b>Bitirme</b>	<b>Kurum Adı</b>
	<b>Yılı</b>	<b>Yılı</b>	
<b>Lise</b>	2001	2005	Yunus Emre Lisesi
<b>Lisans</b>	2005	2009	Anadolu Üniversitesi
<b>Yüksek Lisans</b>	2014	2019	Uludağ Üniversitesi

**Bildiği Yabancı Diller ve**

**Düzeyi** : İngilizce- İleri düzey

<b>Çalıştığı Kurumlar</b>	<b>Başlama ve Ayrılma</b>	<b>Kurum Adı</b>
	2009-	Bilecik Şeyh Edebali Üniversitesi

**Yurt Dışı Görevleri** : Erasmus Ders Verme Hareketliliği

<b>Yılı</b>	<b>Kurum Adı</b>
2011	Ventspils University College, Letonya

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## BURSA ULUDAĞ ÜNİVERSİTESİ

## TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Merve Yılmaz
Tez Adı	The Attitudes of University Students towards English Language and Its Effects on Their Academic Achievement in English Courses: The Case of Bilecik Şeyh Edebali University
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi Ana Bilim Dalı
Bilim Dalı	İngiliz Dili Eğitimi Bilim Dalı
Tez Türü	Yüksek Lisans
Tez Danışman(lar)ı	Prof. Dr. Zübeyde Sinem Genç
Çoğaltma (Fotokopi Çekim) İzni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama İzni	<input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum <input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum 1 yıl <input type="checkbox"/> 2 yıl <input type="checkbox"/> 3 yıl <input checked="" type="checkbox"/> <input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin vermiyorum

Hazırlamış olduğum tezimin yukarıda 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: 13.06.2019

İmza:

RİT-FR-KDD-12/00