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ATTITUDES TOWARDS LEARNING ENGLISH AND ENGLISH LANGUAGE

THESIS BY

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Hatice KARABULUT

ÖZET

İNGİLİZCE VE İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLAR

Hatice KARABULUT

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Bu çalışmanın amacı, üniversitelerde İngilizce öğretimine ilişkin öğrenci tutumlarını tespit etmektir. Bu araştırma, 2012-2013 öğretim yılında, Niğde Üniversitesinde yapılmıştır. Örneklem, üniversitenin mühendislik fakültesinde öğrenim gören 222 öğrenciden oluşmaktadır. Araştırma aracı olarak kullanılan anket formu dört bölümden oluşmaktadır. Birinci bölüm İngilizce öğrenmeye karşı tutumlara ilişkin soruları, ikinci bölüm İngilizceyi kullanmaya yönelik tutum ve hislere ilişkin soruları, üçüncü bölüm İngilizceyi anadil olarak konuşanlara ve onların kültürlerine karşı olan tutumlara ilişkin soruları son bölüm ise ailevi ve sosyal özendirmeyle yönelik soruları içermektedir.

Verilerin analizi için fonksiyonel analiz testleri ve yüzdeler hesapları kullanılmıştır. Anketlerin geçerliliği için Faktör Analizi kullanılmıştır. Tüm bu istatistiksel işlemler SPSS v20.0 programı aracılığıyla gerçekleştirilmiştir.

Anahtar Kelimeler: Sosyal Tutumlar, Üniversite, Yabancı Dil İngilizce Öğrenimi

ABSTRACT

ATTITUDES TOWARDS LEARNING ENGLISH AND ENGLISH LANGUAGE

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M.A Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Erol KAHRAMAN

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The purpose of this study was to investigate the attitudes of the students towards learning English. This research was conducted at Niğde University. A questionnaire consisting of four parts for the students was used as the data collecting instruments for the research. The first part of the questionnaire indicates attitudes toward learning English. The second part describes attitudes and feelings when using English. The third part explains participants' attitudes to people who are native speakers of English and carrying their culture. The last part endeavors to explain family and social encouragement learn English. 222 engineering students' questionnaires were taken into evaluation.

The significance of differences between means was analyzed using function analysis tests and the data related to the opinions of the students were analyzed by utilizing frequency distribution on percentages. The validity was assured by means of factor analysis procedure. All of these statistical procedures were carried out using SPSS v20.0 software in windows for IBM platform.

Key Words: Social Attitudes, University, English Learning as a Foreign Language

ABBREVIATIONS

EFL	: English as a Foreign Language
SPSS	: Statistical Package for Social Science
ESL	: English as a Second Language
L2	: Second Language
EMP	: English for Medical Purposes
AMTB	: Attitude Motivation Test Battery
IBM	: International Business Machines
ANOVA	: (Mathematics & Measurements / Statistics) Analysis of Variance
LLS	: Language Learning Strategies
UKM	: University of Kebangsaan Malaysia
PNG	: Papua New Guinea
UK	: United Kingdom
US	: United States
HUST	: Hadhramout University of Sciences and Technology
SEM	: Structural Equation Modeling
EMP	: English for Medical Purposes
ENL-101	: Name of the Classroom
ELL	: English Language Learning
FLL	: Foreign Language Learning
BA	: Bachelor of Arts

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CHAPTER I

1. INTRODUCTION

1.1. Background to the Problem

In every part of the world, communication is the most important tool for people to interact with each other. We reflect what we see, hear and think through both verbal and non-verbal communication facilities which are crucial for social interaction. There is a similar relationship between teacher and student. As it is known, with the help of classroom teaching, there harbors great opportunity to students for learning English. Because English has such significant value all around the world, English teaching has been incorporated into elementary school education in our country. With regard to all of these comprehensive efforts offered at schools, the main issues are the students' understandings and attitudes towards learning English. As observed by many instructors, many possible factors may affect the learning process in foreign language learning context such as motivation, attitudes, anxiety, aptitudes, intelligence, age, personalities, social and economic situations, etc. The matter of the learner's attitude is acknowledged as one of the most important impacts on learning language (Fakeye, 2010).

Learners' motivation has become widely accepted as a key factor that influences the rate and success of second/foreign language learning (McDonough, 1983; Ellis, 1994). McDonough (1983, p.142) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language".

Furthermore, according to Spolsky, a learner's attitudes affect the development of motivation" (1989). Clearly, there exists a relationship between the attitudes and the motivation of foreign language learners.

1.2. Statement of Problem

As teachers we always observe in our classrooms that some of the students are willing to learn and more competent than others. They see a foreign language as a part of education which is necessary for their professional life. But there are also some students who generally ask the same question to themselves ‘Why do I have to learn English?’

That attitude of unwillingness also affects their motivation and is then reflected in the teaching-learning process. During the teaching process, students who are demotivated and think that they are unable to learn English as a foreign language spread the feeling of hopelessness to other learners. Their attitude towards learning English prevent them from developing an interest in activities and assigned tasks which, in turn, has a negative impact on their development and achievement. Gardner highlights the significance of attitudes and motivation as follows: “attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language” (Gardner, 1985). Similarly, Brown (2000) views attitudes as a precondition for motivation and states: “It seems clear that second language learners’ benefit from positive attitudes and that negative attitudes may lead to decreased motivation”

It can be understood that the differences of attitude are related with many variables like parental, social, psychological and cultural context and beside all these elements, one’s feeling and attitude toward the language determine whether or not he will be successful.

1.3. Purpose of the Study

The main purpose of this study is to investigate the attitudes of engineering students at the School of Foreign Languages of Niğde University towards learning English and English as a foreign language, and analyze the demographic factors which determine whether or not there is statistically any difference towards learning English and English language. In our education environment, some students are more eager and learn a

foreign language quickly and thoroughly while others are unwilling and fail to learn although they have the same opportunities as their classmates.

This study actually looks for the reasons of preconceptions about learning English as a foreign language and to determine the type of attitude as positive or negative that engineering students have towards learning English and English as a foreign language.

The second purpose is to evaluate the relationship between students' attitudes towards learning English as a foreign language and their gender, age and type of education. Also, the relationship between students' attitudes towards English language and their gender, age and form of education will be evaluated.

1.4. Limitation

In this study, although it has been mentioned before that there are many different variables that affect the success of second language acquisition, only learner factors will be investigated throughout the learning process. Misleading answers given by the subjects in the questionnaires can also somewhat skew the results that will be used to determine their achievement and attitudes.

1.5. Research Questions

The research questions to which answers are going to be analyzed throughout the study are as follows:

- 1- What attitudes do preparatory school students of mechanical and electrical engineering in Niğde university hold towards learning English and English language?
- 2-Is there any statistically significant difference of mechanical and electronics engineering students' attitudes towards learning English in terms of their gender, age and type of education?

1.6. Defining Terms

Before going into more detail, an understanding of the significant term used in the title will be useful. As cited in Charles T. Schmit, Jr. Labor Research Center at The University of Rhode Island: “Attitudes are defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. Individuals generally have attitudes that focus on objects, people or institutions. Attitudes are also attached to mental categories. Mental orientations towards concepts are generally referred to as values. “ Ajzen, I. (2001, p. 27-58)

Attitudes are comprised of four components:

Cognitions: Cognitions are our beliefs, theories, expectancies, cause and effect beliefs, and perceptions relative to the focal object.

Affect: The affective component refers to our feeling with respect to the focal object such as fear, liking, or anger.

Behavioral Intentions: Behavioral intentions are our goals, aspirations, and our expected responses to the attitude object.

Evaluation: Evaluations are often considered the central component of attitudes. Evaluations consist of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude toward an object, we are referring to the evaluative component. Evaluations are function of cognitive, affect and behavioral intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affect that were responsible for its formation

In this study, the term *attitude* as used in the title refers to the set of beliefs that the students hold towards English and towards learning English and towards their own culture as well as towards English-speaking people and their culture. This meaning of attitude is also used in the study of Ba-Udhan (2011)

CHAPTER II

2. REVIEW OF LITERATURE

2.1. ENGLISH LEARNING

2.1.1. Definitions of Language Learning Strategies

The term strategy in the context of language learning refers to a specific type of action or behavior used by a language learner to improve performance in both using and learning a language (Oxford, 1990). Some researchers define strategies as special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley&Chamot, 1990). Others state that “strategies are distinguished from other cognitive processes through the element of choice” (Cohen, 1998: 83) and that they are mental processes that students consciously choose to use in accomplishing a task. Furthermore, strategies can be distinguished from skills in that a skill is an overall behavior or a general class of behaviors, while a strategy is a specific means for realizing that behavior (Cohen, 1998)

A different, but related word to strategies is tactics, defined as tools to achieve the success of strategies. Many people use these two terms, strategies and tactics, interchangeably. The two expressions do share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal. Thus, the meaning of strategy can be equated to that of a plan, step, or conscious action toward achievement of an objective, as in language learning, while the term tactics can be equated to that of the means to execute strategies (Oxford, 1990). A more recent definition explains this concept more cohesively: “Language learning strategies are the conscious or semi-conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language” (Cohen, 2003:280).

2.1.2. Good Learner Studies

The concept of Language Learning Strategies has grown out of learner-centered research and is usually attributed to an outgrowth of what are called good learner studies, studies which describe characteristics of good language learners. These studies attempted to identify traits that distinguished successful from unsuccessful learners.

The first good learner study (Rubin, 1975:45) based on interviews with language learners found the following seven principles:

The good learner ;

- is willing and accurate,
- has a strong drive to communicate or to learn from communication,
- is often not inhibited,
- is prepared to attend to form,
- practices by using a variety of behaviors,
- monitors his own and the speech of others,
- learns to attend to meaning.

Several of Rubin's principles included the need for both active use of learning strategies and relevant knowledge needed for the task of learning. The goal of Rubin's research was to enhance the success record of the less successful students by teaching them the strategies of the more successful learners.

Since 1978, researchers' focus shifted more to the behaviors of successful learners and methods of classifying those behaviors. Attempts to investigate the relationship between language learning and success in language development by speakers of other languages have produced mixed results. One study revealed the importance of social strategies as good language learners "spent more time than they should have during class socializing and minding everyone else's business... they were constantly involved in the affairs of their classmates" (Wong Fillmore, 1982:163).

Another study showed that although students at all levels reported the use of an extensive variety of learning strategies, advanced students used more metacognitive strategies. This suggests that the more successful students exercise greater metacognitive control over their learning (O'Malley et al. 1985).

2.1.3. Classification of Language Learning Strategies (LLS)

Classification systems of LLS differ based on contrasting criteria (Cohen, 1998). Each existing classification system in and of itself involves an implicit theory about the nature of L2 (second language) learning strategies, and even to some degree, about L2 learning in general. For the purpose of this study, the Oxford's (1990) taxonomy of LLS was used. This taxonomy is systematic in linking individual strategies as well as strategy groups, with each of the four language skills -listening, reading, speaking, and writing-, which are gained incrementally during the language development process.

2.1.4. The Oxford Taxonomy

Oxford divided strategies into two main groups: direct and indirect. Direct learning strategies directly involve the target language. Indirect learning strategies support and manage language learning without directly involving the target language (Oxford, 1990).

Oxford's direct learning strategies can be further divided into the following subgroups: memory, cognitive, and compensation. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles all involve meaning, therefore, for the purpose of learning a new language or for learning to take place, the arrangements and associations must be

personally meaningful to the learner, and the material to be reviewed must have significance (Krashen, 1985). An example of this type of strategies is when Spanish speakers learn new vocabulary based on the fact that so many cognates exist between their native language and English.

Cognitive strategies are essential in learning a new language; these strategies range from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner (Oxford, 1990).

These types of strategies are typically found to be the most popular strategies with language learners. An example of a cognitive strategy is comparing elements of the new language with elements of one's first language to determine similarities and differences. (Chamot, 1987)

Compensation strategies, such as guessing a word, are intended to make up for an inadequate repertoire of grammar and, specifically, of vocabulary. Beginners are not the only ones who use guessing: advanced learners and even native speakers use guessing when they have not heard something well enough. These compensation strategies for language production help learners to use the language by overcoming knowledge gaps and continuing to communicate authentically, thus becoming more fluent in what they already know (Oxford, 1990).

Oxford's indirect learning strategies can be divided into the following subgroups: metacognitive, affective, and social. Indirect strategies support and manage language learning often without involving the target language directly. Metacognitive strategies help learners to regulate their own cognition and to plan, focus, and evaluate their language learning process as they move toward communicative competence. For example, learners seek out or create opportunities to practice the new language in naturalistic situations.

Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, such as, lowering anxiety levels by laughing at their own mistakes. Social strategies provide increased interaction and more empathetic understanding, since they occur among and between people (Oxford, 1990).

An example of a social strategy is asking the speaker to repeat, paraphrase, and slow down, and so forth to aid comprehension. Language is a form of social behavior, a communication; learning a language, therefore, involves people, and appropriate social strategies are important in this process. Despite disagreements in classifying LLS, these strategies help language learners take control of their learning, be more competent and most important, become autonomous (Vandergrift, 2002).

2.1.5. The Aim of Learning Strategy Research

Learning strategy research can help identify a list of strategies that successful language learners use; thus, less effective learners may benefit from applying the same strategies in their own learning. Other very important practical implications of learning strategy research lie in the area of learner training. Insights from research can usefully “guide the development of learner training activities so that learners become not only more efficient at learning and using their second language, but also more capable of self-directing these endeavors (Wenden, 1987:6).

2.1.6. Factors Affecting Strategy Choice

Factors that affect the use of LLS include the following: learner beliefs, gender, proficiency level, cultural background, learning style, and motivation (Green & Oxford, 1995).

The beliefs that learners have about language learning influence the extent and type of learning strategy use. Learners have a philosophy of how language is learned. That philosophy guides the learner’s approach to language learning situations, the consequent strategy use, and the degree of success in language learning (Abraham&Vann, 1987).

A study of 25 learners found that the learners who believed in the importance of using the language reported greater use of communication strategies and attended mainly to meaning and social purpose in social interaction. In contrast, those who believed in learning about the language used more cognitive strategies and were more conscious of form in social settings (Wenden, 1987).

In another study of 1200 undergraduate learners of foreign languages, women reported more frequent use of cognitive, metacognitive, and social strategies than men (Oxford & Nyikos, 1989). MacIntyre argued that in Tran's study "the employment situation of the individual seems to be the key variable influencing strategy use rather than his/her gender". Tran's explanation went further. He explained these differences by the inherited cultural difference in traditional Vietnamese society; older women depended on men and were not encouraged to interact with foreigners. Thus, they did not have the chance to interact with Americans and to improve their level of English language proficiency (MacIntyre, 1994:187).

Nyikos also found that men made greater use of a specific strategy. In the investigation of a possible test type bias in tests for recall of university level beginner learners of German, men performed better when a visual-spatial stimulus of color plus picture was used. However, another specific set of sub skills seemed to favor women; the recall of women was greater when color was the mediator. Nyikos suggested that such strategies were dependent on the socialization of men and women and that such differences should be taken into account when the use of strategies was encouraged in language learning (Nyikos, 1990).

Researchers have equated language proficiency with success in learning and imply that higher language learning strategy use has had a causative effect upon language learning. However, no firm conclusion can be drawn on the causality between greater strategy use and higher proficiency (Oxford & Ehrman, 1995).

Lower proficiency high school English as a Second Language (ESL) learners reported using more cognitive and socio-affective strategies on average than intermediate level students. A similar study with Spanish and Russian learners found that lower proficiency learners used fewer strategies than those of higher proficiency learners (O'Malley & Chamot, 1990).

A study of mixed English proficiency level Chinese learners concluded that high proficiency students made significantly more use of social and metacognitive strategies. These included: "speaking with other students and native speakers, listening and reading for comprehension, attending lectures, watching films and TV programs, and thinking and talking to oneself in English" (Huang & van Naerssen, 1987:289).

On the other hand, poor learners did make use of good learner strategies. Following interviews in English language schools in London with 15 underachieving learners, it was found these students were using strategies for dealing with new vocabulary that were very similar to those of the good language learner. Similarly, the strategies of two unsuccessful ESL learners enrolled in an intensive program in the U.S. were studied. While these learners lacked certain metacognitive strategies essential to the assessment and completion of a task, the unsuccessful learners were, contrary to expectation, actively using strategies similar to those of good learners (Vann & Abraham, 1990).

One major conceptual and methodological limitation to current treatments of cultural diversity in social science research is the tendency to treat race, ethnicity, and culture as fixed and often essentialized categories rather than as multifaceted, situated, and socially constructed processes. Often, researchers merely label their populations or use pan-ethnic labels such as Asian and Hispanic. These labels lump together individuals and groups that vary widely in histories, languages, immigration status, cultural practices, and political and religious affiliations (Orellana&Bowman, 2003).

Another problem with focusing on static differences between groups is that such differences are easily interpreted as deficits. The cultural learning styles approach is a way of talking about cultural differences rather than deficits among different ethnic groups. It arose as an attempt to leave behind deficit-model thinking, in which cultural ways that differ from the practice of dominant groups are judged to be less adequate

without examining them from the perspective of the community participants. Work on cultural learning styles, however, is sometimes used in ways that are overly static and categorical. Treating cultural differences as traits makes it harder to understand the relationship between individual learning and the practices of cultural communities, and this in turn sometimes hinders effective assistance to student learning. Therefore, ethnic and other cultural descriptors “may fruitfully help researchers examine cultural practices if they are not assumed to imply the essence of the individual or group involved, and are not treated as causal entities (Gutierrez & Rogoff 2003:23).

Previous research has called for the inclusion of first language and cultural background to examine how cultural norms and prior experiences influence the selection and use of learning strategies (Lunt, 2000). The findings suggested that learners favored strategies that resemble their prior education and their expectations on teacher’s roles. Lunt, studied the strategies used by adult immigrant learners in Australia and found that certain items in the instrument, the Strategy Inventory for Language Learning, might have been culturally inappropriate for the Chinese learners in the study. In his study on Japanese learners, Tamada found that learners tended not to use strategies not learned in their prior learning experiences in Japan. Conversely, strategies they had learned from their teachers in Japan were more widely used. This explains the influential power that culture and educational experiences have on language learning (Tamada, 1996).

Reid studied the learning styles of adult ELL in an intensive English program. Using a five-point survey, student self-reports showed significant differences between some language groups concerning preferences for learning in the visual, auditory, and kinesthetic modes, and for learning individually or in a group. Visual learning refers to the preference of reading and a great deal of visual stimulation. Auditory, refers to the preference of oral directions and interactions. Kinesthetic, refers to the preference of physical action, and hands-on activities. Kinesthetic learning ranked top for most groups. Of all language backgrounds, Korean students were the most visual in their learning style preference. Arabic and Chinese language groups were also strong visual learners. Thai, Malay, and Spanish language groups identified auditory learning as a minor learning style; whereas Chinese, Korean, Indonesian and English speakers

expressed a strong preference for auditory styles. Native English speakers were less tactile in their learning style than all language backgrounds and were significantly less tactile than Arabic, Chinese, Korean, and Spanish speakers. Of all the groups, Spanish speakers were definite in their choice of preferences: they chose kinesthetic as major learning styles; group learning as a negative style; and visual, auditory, and individual learning as minor learning styles (Reid, 1987).

Nyikos and Oxford conducted a study of 1200 university language learners in the U.S., the majority of whom were taking a language to fulfill a curriculum requirement. The study showed that the students aiming at obtaining good grades concentrated on formal, rule related processing strategies and academic study strategies, rather than on strategies which developed skills for authentic and communicative language use. Along the same lines, Oxford suggested that students might be learning foreign or second languages for different purposes and this could influence their choice of strategies (Nyikos and Oxford, 1993).

Other studies have suggested that highly motivated students used learner strategies more frequently than less motivated students in all different categories of LLS (Wharton, 2000). Motivation is considered by many to be a major learner variable relating to success in language learning. However, Okada, Oxford & Abo argued the causality of the results obtained by these studies by prompting a question of whether motivation spurs strategy or, otherwise, strategy use leads to better language performance, which in turns increases motivation and therefore leads to increased strategy use. Further research is needed to ascertain causality (Okada, Oxford & Abo, 1996).

2.1.7. The Role of Sociocultural Factors

As cited in the article of Hinenoya & Gatbonton, the role of sociocultural factors in determining second language proficiency has been widely examined in the field of second language teaching (Ellis 1994). The classic findings of these studies is that the higher the learners' desire to interact and integrate with the target group (integrative motivation) or to find employment, seek advancement and so on (instrumental motivation), the better their performance in their course work and the higher their

proficiency levels (e.g., Gardner & MacIntyre, 1991; Gardner, Smythe, & Brunet, 1977). Learners with these motivations also seem to maintain their achieved proficiency level for longer periods of time. (e.g., Gardner, Lalonde & Macpherson 1985). However, because second language learners are subject to pressures from members of their own social group, there is a reason to believe that the in group, too, may influence their ultimate second language proficiency. Ellis (1994) speculated that learners' perception of their own groups ethnolinguistic vitality might influence their second language proficiency.

2.1.8. Ethnolinguistic Vitality

As mentioned in the study of Sachdev (1995), In order to place social identity (and other social psychological) processes underlying ethnolinguistic behaviour in their appropriate sociostructural contexts Giles et al (1977) introduced the notion of Ethnolinguistic Vitality. it was defined as "that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations" (p.306). Giles et al. (1977) proposed that groups' strengths and weaknesses on dimensions of institutional support and control as well as its social status and demographic strength may be assessed "objectively" to provide a rough overall classification of ethnolinguistic groups as having low, medium or high vitality. It was argued that the more vitality an ethnolinguistic group has the more likely it would be to survive as a distinctive linguistic collectivity in intergroup settings. Conversely, groups that have little or no group vitality were expected to assimilate linguistically or cease to exist as distinctive groups.

2.1.9. Ethnocentrism

As cited in the study of Dong & Day & Collaço ,the theoretical concept of ethnocentrism, as developed by Sumner (1906), suggested that in most intergroup contexts, one's own group is the center of everything, and all other things are related to or dependent on it. Berry and Kalin (1995) pointed out that the ethnocentrism concept tends to be viewed as “the synonym for general antipathy towards all outgroups” (p. 303). The two Canadian scholars conducted numerous studies on this topic and observed that ethnocentrism shows that “a lack of acceptance of cultural diversity, a general intolerance for outgroups and a relative preference for one's in group over most outgroups” (p. 303).

Ethnocentrism has been described as an individual psychological disposition which has both positive and negative outcome (Neuliep & McCroskey, 1997). On the one hand, ethnocentrism serves as an antecedent towards “patriotism and willingness to sacrifice for one's central group” (Neuliep & McCroskey, 1997, p. 389) and helps in constructing and maintaining one's cultural identity (Chen & Starosta, 2004). On the other hand, ethnocentrism leads to misunderstandings (Neuliep & McCroskey, 1997) and reduced levels of intercultural-willingness-to-communicate (Lin & Rancer, 2003).

2.2. Reviewing Researches

As cited in the study of Ba-Udhan (2011), Suleiman (1993) carried out a study related to the Arab EFL context in the United States of America. In this study, Arab university students' motivation for studying English as a second language, their attitudes towards studying English and the English language, their attitudes towards Americans and the United States and the benefits that bear profit to them from the study of English were examined. This was qualitative and quantitative study and questionnaire was implemented as a tool for collecting data. To obtain background information a background survey questionnaire was adopted and a Likert-format scale Attitude/Motivation Test Battery questionnaire which was prepared and adapted from Gardner (1985) for measuring motivation and attitudes was used. 15 male students and 7 female students from Arizona State University attended this study as samples.

All these students had Arabic speaking backgrounds and they had at least five years of ESL experience.

In accordance with the result, students showed gender-related differences in motivation and there were a number of categories of motivation for studying English. There were nine categories ranging from enjoyment to displeasure as for attitudes towards study of English. Generally, students' attitudes towards methods of English instruction in the home country were unfavorable. On the other hand, it was generally favorable towards English instruction in the United States. Before their arrival, attitudes towards Americans and the United States fell into five categories: attraction, dislike, fear and indifference. But after they arrived in the United States, students' attitudes became more complex because of the cultural conflict. Female students' attitudes were generally negative when it was compared to male students. Most of these female students felt little need to study English further.

In the study of Aziz (1994), attitudes of undergraduate students' attitudes towards English at University of Kebangsaan Malaysia (UKM) were examined. Especially, the study focused on the evaluation of students' views of English, the English language scheme of the University, their attitudes towards both English and their native language, their opinions about English speakers and towards the compulsory English language that offered at UKM.

As an attitudinal and affective factors such as ethnocentrism, cultural traits, values and beliefs identified through modern myths, several foreign and Japanese linguists, researchers and ESL teachers conducted some studies about the insufficient outcome of ESL learning in Japan. As stated in the study of Hinenoya Kimiko (1997), the relationship between L2 learning and integrative and instrumental motivation as a case of attitude studies have been done for many times, but there are not enough studies which deal with L2 learning, ethnocentrism and traits. So, this study is a kind of socio-linguistic research in order to reveal whether or not ethnocentrism, Japanese cultural/personality traits, values and beliefs act upon ESL learning among Japanese who are living in Montreal. In order to examine these factors, a questionnaire was used for measuring the degree to which Japanese subjects agreed with statements expressing ethnocentric views about Japanese culture and language, traits, proverbs and modern

myths. There is also a hypothesis which claims that these factors are negatively correlated with English proficiency.

The result of this study presents some evidence that fortify the hypothesis among some groups of subjects, but not in others. The researcher mentions that there are some limitations in such a study of social factors and L2 learning, but there may some implications with the help of these results for teaching ESL to the Japanese.

The result revealed that the students exhibited positive attitudes towards English, the English language scheme of the University, English and their native language and also towards the people who speak English. However, they have negative attitudes towards the University language courses. According to the study, that means that students may have negative attitudes towards learning of the language.

In Papua New Guinea (PNG), Buschenhofen (1998) conducted a study to investigate the attitudes of high school and university students towards English. In this study it was aimed to get information regarding the attitudes of both groups (i.e. year 12 school students and first-year university students) towards English. The study focused on developments in attitudes towards English that had been taken place during these periods from high school to university. For data collection two questionnaires were implemented to get information about both demographic profiles and direct attitude towards English. A total of 537 final-year secondary school students from four National High Schools and a total of 734 first-year university students from two largest universities in PNG participated.

The respondents of both groups showed a generally positive attitude towards English. Especially, according to the first-year university students the use of English has an important role for the country's development. On the other hand, students from both groups were not sure about whether the use of English would be an inhibiting effect for their sense of patriotism. Particularly, national high school students did not want to use English as the official language of PNG and as the language of their textbooks. But they were pleased about the view that English would be used as a medium of instruction. That was because students from both groups tend to improve their English knowledge.

Malallah (2000) did a study about students' attitudes and motivation towards learning English as a foreign language within the Kuwaiti Arab EFL context on undergraduates enrolled in English courses offered by the English Language Centre at Kuwait University. Main focuses were on the interrelationship between attitude, motivation, anxiety and achievement in the English language. The questionnaire was implemented for data collection. The sample consists of three groups of university students who were taking English course at Kuwait University. The data were collected from the students of three different colleges: the College of Arts where Arabic was the medium of instruction: the College of Science where English was the medium of instruction and the College of Sharia and Islamic studies where Arabic was the medium of instruction. 409 students were took place in this study and among them 343 were females and 66 were males. The research pointed out that, in general, Kuwait University undergraduates had positive attitudes towards learning English, towards the English language and towards native speakers of English. It was also shown that undergraduate students have reasons for studying English and the Kuwaiti society values and regards the English language highly. In this study it was revealed that students from the College of Arts made more effort in learning English than the students both College of Science and College of Sharia and Islamic Studies. On the other hand students from the College of Arts have a degree of positiveness towards learning English but not as strong as the College of Science students.

Lafaye & Tsuda (2002) conducted a study in Japan about students' attitudes towards English in higher education. The study was investigated because of the reason that students in Japan seemed disappointed by their learning experience. So in this study it was actually looked for a) how the average Japanese student felt about English or in other way, how he/she evaluated his/her learning experience or ability and whether or not he/she needed English, b) whether students felt comfortable about the idea of English as an official language. In order to collect data from the students, a questionnaire was chosen. A total of 518 students participated from the newly established Jinbun Gakubu (Humanities) Department of Tokaigakuen University. Among them 287 of the subjects were first year students and 231 were second year students. The sample comprised 36% were male students and 63% were female students.

Human behavior, Language Communication and International Culture are the courses that students were studying.

The results revealed that students have similar opinions about English and their English learning experience. According to their responses, the result was negative. That means students think that they make little progress and fed up with English. But about the usefulness of English, they responded mainly in the positive. Also, it is clear that students desire to learn functional English so that they can perform in English in different context and also can communicate with many different nationalities. As believed by many students, English should be a compulsory subject in secondary schools and should be introduced at the elementary level. For about the subject that English should be an official language of Japan, only one third of the students are of that idea, half of them are not quite sure. Mainly the most important thing for them is to use English for communication.

In the Yemeni EFL context, Al-Quyadi (2002) examined the psycho-sociological variables in the learning of English in the faculties of Sana'a in Yemen. The main focus of this study was to explore the psychological variables of learning English by Yemeni EFL learners in terms of attitudes and motivation. Data was collected through a questionnaire. The sample included 518 students who were studying at seven different Faculties of Education.

The results indicated that the students have a high level of both instrumental and integrative motivation toward the English language. In terms of their attitudes, the students also have positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts.

In the context of gender and education in Japan, Kobayashi (2002) conducted a study about Japanese high school students' attitudes towards current and long-term English learning. The researcher aimed to explain one of the findings of female students' superiority in attitudes to English learning over male students.

Because it is pointed out in the study that this result is very common among many questionnaire-based researches with the statistical identification of gender differences in attitudes. But neither of them explores the affective factors which cause these differences.

On the purpose of revealing these factors, a large-scale questionnaire-based study was implemented and with the evaluation of multidisciplinary extant data and research findings it is stated that many women hold positive attitudes towards English learning because of the Japanese social elements like academic and professional advancement and women's marginalized status in Japanese society.

Another study was done by Arani (2004) which was an investigation in Iran about the language learning needs of medical students at Kashan University of Medical Sciences. The study set out to investigate the students' attitudes towards learning English as a school subject i.e. before entering the university. 45 medical students who were studying in the first and second year of the study took place as a sample in this study. For data collection, different types of questionnaires were used to the sample at the beginning, in the middle and at the end of the English for Medical Purposes (EMP) courses.

The results indicated that most of the subjects have positive attitudes towards both learning English and the English language teacher.

Teaching English in Turkey within its cultural setting has been carried out by Karahan (2007) as a study in the Turkish EFL context. The reason of this study came up from the result that most of Turkish EFL students cannot reach the desired level of proficiency in English. In this study, the starting age of language learning and the place where learning took place within the context of EFL students in Turkey were also investigated. The sample included 190 eighth grade students of a private primary school in Adana. English is intensively taught in these kinds of schools. He collected the data through a questionnaire which consisted of two parts. The first part required personal information; on the other hand the second part was about students' attitudes towards the English language and also towards the use of English in the Turkish context.

Results revealed that although these Turkish private primary school students are exposed to English in school context more frequently than other students who take education at public schools, they had only slightly positive attitudes. Furthermore, it was shown that these students are aware of the importance of the English language but surprisingly they are not show high level orientation towards learning the language. As a result, he offered that strategy-based learning and teaching might be helpful for the learners who are aware of the importance of the English language but are demotivated to learn it. This study also showed up that while the students have slightly positive attitudes towards the English language, they are not tolerant to Turkish people speaking in English among themselves. According to Karahan the role of the teacher might be an important factor for setting the appropriate environment to make students be willing to practice English with other Turkish students.

Gömleksiz (2007) made a study of engineering students' opinions towards learning English regarding the need for, and the effort required to, learn English and gain English qualifications, as well as the teaching strategies of their instructors. 1,562 engineering students took place as a samples who were enrolled in four different universities in Turkey.

The results pointed out that, engineering students agree with the view that learning English is necessary for being a good engineer. Beside this, students also reflected some problems about their instructors' teaching strategies that have been used in English classes of engineering faculties in Turkey. In terms of statistically, notable differences were found among the groups with regards to gender, university and department of the engineering students.

Mee-ling Lai (2007) revealed the attitudes of secondary school students towards the three official spoken languages which were available in postcolonial Hong Kong (i.e. Cantonese, English and Putonghua). The respondents comprised 555 boys and 493 girls who begun their secondary school education a year later when the city was returned to the sovereignty of China from Britain. When the researcher made this study the students were in their fourth year of studies.

To collect the data a questionnaire was used in order to learn how differently the two gender groups sensed the three target languages when they adapted themselves in the new sociopolitical context of Hong Kong. The researcher also benefited from group interviews to identify the reasons that represent the main attitudinal differences between the male and female students.

According to the other research conducted in other parts of the world, female students viably showed more positive attitudes towards the non-native languages than male counterparts. On the other hand, male students were more positive towards their mother tongue. In accordance with the positive attitudes of females towards other languages, it seems possible that they will lead Hong Kong to reach higher degree of multilingualism.

McKenzie (2008) focused on the study of perceptual dialectology within the social context of Japanese. To get enough information, 558 Japanese university students' attitudes towards six varieties of English speech were investigated.

The findings revealed that respondents hold a particularly favorable attitude towards standard and non-standard varieties of UK and US English with regards to "status". On the other hand, they show greater 'unity' with a Japanese speaker of heavily-accented English. It is also clear that distinctions like the students' gender, individual proficiency in English, exposure to English and evaluations of varieties of Japanese are effective on the respondents' attitudes. Beside this, the results are argued within the relation to the pedagogical and language planning implications in English language teaching inside and outside Japan.

Al-Tamimi and Shuib (2009) examined the students' motivation and attitudes towards learning the English language in the context of a petroleum engineering program. Three motivational constructs were taken into consideration for students' motivation. These were instrumental motivation, integrative motivation and personal motivation. In this study, students' attitudes towards the use of English and in Yemen, towards the English language and towards the culture of the English speaking world were also investigated.

81 petroleum engineering students at Hadhramout University of Science and Technology took place in this study as a sample. In order to collect data a questionnaire and interviews were used as tools to elicit the responses of the students.

According to the results of that study, students had positive attitudes towards English language and its educational value. So they learn English for being successful in their academic study and their professional life in future. Beside this, the study also showed that the students take less interest in learning the English speaking culture.

But they are interested in watching English films. As a result of this finding, they have positive attitude towards social status of English, too.

In the Vietnamese EFL context, Hang (2009) examined the changes in Vietnamese learners' attitudes towards foreign language learning. It was a kind of research which explores the history of foreign languages in Vietnam. As mentioned in this study, English language is presently the most important foreign language in Vietnam, so the main focus of this research is on English language learning in Vietnam. It states that Vietnamese learners' attitudes have altered because of the political, economic and socio-cultural changes. Instead of the resentment against foreign languages, there appeared appreciation and motivation for learning them. But it has been observed that only a certain group of Vietnamese who have the skill of using their English competence properly are totally conscious of its value. Eventually, what this study stress that it is vital for policy makers, educators and other responsible people in Vietnam to be aware of the changes in learners' attitudes. Moreover, it is also expressed that in order to improve students' motivation there should be some suitable measures that has to be taken to make learners aware of the significance of English.

Al-Bustan, S. A., & Al-Bustan, L. (2009) made a survey to examine students' attitudes towards learning English at Kuwait University in non-English major ESL students. The sample included 787 college level English Language learners at Kuwait University.

Within the curriculum of this University, taking specific English courses are demanded from learners. To obtain necessary information about the research issue, a questionnaire was used in this study.

The result of the study showed that most of the students are aware of the importance of learning English. But there is a fact that the women hold negative attitude toward college English because of their negative attitude in high school English. It is also remarked that learning English through discussions, multimedia, and computers are preferred by the students.

Ying (2009) conducted a study about the relationship between foreign exposure and ethnocentrism by taking in the consideration of individual differences factors and motives to watch foreign films within the uses and gratifications theory. In this study the individual differences cover factors like cosmopolitaness, access to foreign films and environmental ethnic diversity. The researcher explains the theory which is seemed as the basis of this study. Regarding to this theory, individuals are effected social and psychological factors that play significant roles on their motives to use media and lead to different media effects. The main focus of this research was to explore how individual differences regarding to motives to view foreign films and how this foreign film exposure influence peoples' attitudes to other cultures. The researcher first made a pilot study in order to learn whether enough variance in foreign film exposure were available for American college student viewers with considering the limited release of foreign movies in the American market. Eventually, at an urban college in the US, an online survey was done and 205 undergraduate students took part for this survey.

The result showed that there is significantly and positively correlate between the individual difference factors such as cosmopolitaness, access and motives, but there is no important relationship between environmental ethnic diversity and motives. The result also indicates that regarding to the individual differences in diversity of communication network and media content, and interests in other cultures, as well as accessibility of foreign films have an effect on motivations to watch foreign movies. Beside this, it is found that motives and foreign film exposure were related significantly. Learners are led to varying levels of exposure with different usage of foreign films.

The surprising result of this study is that there is a negative relationship between foreign film exposure and ethnocentrism. But the researcher advises that further studies are needed to be conducted to reveal how foreign film exposure may reduce ethnocentrism. What is more, it is stated that environmental ethnic diversity is not related to ethnocentrism.

Idrees & Gondal (2010) made a survey to sort out the relationship between 8th grade students' attitudinal and motivational orientation and feasible effects like gender, locality and influence of parents. Another aim of this study was to specify the factors that could improve the quality of English Language Learning (ELL) in the view of attitude and motivation towards English language learning in their social and monolingual settings. The population of the study was the students of 8th grade in Punjab. A total of 2668 attendants participated in this study.

Attitude Motivation Test Battery (AMTB) was implemented which was developed by Gardner (1985) to determine measure attitude and motivation of these students. It can be understood from the result of data that learners' parents' qualification level had a strong impact on their attitude towards ELL. Students whose parents had relatively high qualification commonly showed more positive attitude. Likewise, teachers or Government servants' children showed comparatively more positive attitude when compared to the students whose parents were laborer or farmers. Also, according to the results attitude of the urban female students hold more positive attitude than other groups.

Consequently, in this study, researchers advise that at elementary level it is quite important to create motivating ELL environment. By this way, at higher education level there might be improvement about learning quality.

Another investigation was done by Chalak & Kassaian (2010) within the Iranian context. Socio-psychological orientations of Iranian undergraduates towards learning English were the main aims of this study. On the other side, the motivation orientations of the students and their attitudes towards the target language and its community were also considered through the study.

The study was conducted for some specific purposes like interest in English, parental encouragement, motivational intensity, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, desire to learn English and instrumental orientation. The subjects were 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran. For this survey AMTB (Attitude, Motivation Test Battery) was preferred.

With regard to the results of this study, Iranian Nonnative speakers of English tend to learn the language for both 'instrumental' and 'integrative' reasons. It is also stated that these Iranian Nonnative speakers of English react certain degree of positiveness towards the target language community and its members.

Shirbagi (2010) conducted a similar study but focused on various socio-psychological orientations of the Iranian undergraduate students towards learning English. Attitude and Motivation were analyzed as two most important social psychological variables in this study. The total number of students in the research amounted to 400, of which 48.3% female and 51.7 % males. Two questionnaires were used for data collection. The first was a demographic questionnaire and the second was a direct attitude questionnaire.

With the results of this study, it was seen that the students showed positive attitude towards learning English. From the rates of these surveys, it is indicated that respondents see their reading skill higher than their listening skill. Besides, regarding their productive skills, the respondents rated their writing skill higher than speaking. From the point of social dimension of English as a language, students reflect their opinions as knowing English language is an opportunity for cross-cultural exchanges.

Together with these results, the researcher refers that the correlations among integrative orientation and other psychological variables like instrumental orientation, motivation intensity, and desire to learn English show strong positiveness. According to all these findings, it is highlighted that, in general, Iranian students learn a foreign language because of its benefits rather than integrative motivation.

Siew Ming and Ting & Jaafar (2011) explored the issues of attitudes and motivation among a group of secondary school students in East Malaysia towards learning English as a Second Language. Their study remarked the fact that English language has an important place in the development of Malaysia as a nation. But there is another reality that the English proficiency level of Malaysian students is not adequate enough, so in their study, the researchers looked for the reasons of that issue. For the data collection questionnaire was implemented. Regarding to the motivational studies, students are aware about the significance of English for their future improvement and the fancy of getting a good grades, opportunities for their further studies and promotion make them get motivated extrinsically. But the researchers also stated that in this situation extrinsic motivation cannot translate to better performance in English enough because lots of these studies were conducted in tertiary settings. That means, it is probable that secondary school students may not be conscious about the value of English for their future. On the contrary, it is defined that the main causes of these problems may base on a lack of motivation and poor attitude beginning from secondary school.

As a result, the study notes that Art and Science students show a positive attitude towards learning English. Moreover, Science students and students who have higher proficiency give more importance for the improvement of their English. Finally, the findings sign a positive relationship between higher proficiency level and positive attitudes and motivation to learn English.

Jabeen & Mahmood & Rasheed (2011) state that defining the status of a language and its varieties based mainly on sociolinguistic, political, geographical and economic factors rather than linguistic reasons. So, intra-national and international attitudes towards the variety are thought as the main factors in explaining the status of a language and its varieties. They also remind that the status of Pakistani English has been argued with many researchers but according to them there is nearly no investigation about attitudes of English language users in Pakistan. Therefore, in this study, they centered upon the the attitudes of English language learners towards the status of Pakistani English. For this investigation 100 Pakistanis took place in this study in terms of their attitudes towards English as an interlanguage and their development as non-native speakers. For getting data, a questionnaire was implemented to the participants. The

findings show that Pakistanis hold both positive and negative attitudes towards the usage of English. And according to this result, it is indicated that in Pakistan, English language has developed beyond the EFL status.

Latif, Fadzil, Bahroom, Mohamad, San (2011) focused on the relatedness between the different socio-psychological variables like attitude, motivation, anxiety and instrumental orientation on performance in English as a second language. The researchers aimed to reveal the effect of each variable on learners' performance and to find out the most significant one. As a measuring instrument, a questionnaire was used.

The results clearly demonstrate that all the four variables are interrelated with learners' performance in the English course offered at Open University Malaysia (OUM). Regarding to the regression analysis, apart from personal motivation, all the variables raise significant effect on performance with anxiety having a negative impact while attitude and instrumental orientation having positive impacts.

The study of Abu-Ghazaleh & Hijazi (2011) is an comprehensive survey about the attitudes of of both graduate and undergraduate students at Yarmouk University. The sample included 200 students who were studying English as a foreign language (EFL) responded to a five-point Likert scale questionnaire.

The results highlighted that students show certain degree of positiveness towards English and learning it and there is no relationship between their gender and their attitudes towards both English and learning English. Though, it was found that students show differences about their attitudes towards the English language regarding to their specialization and the academic level. In terms of graduate and science students the result shows that they hold more positive attitudes than undergraduate and Arts students.

Again a study in the Yemeni context was carried out by Hassan Saeed Awadh Ba-Udhan (2011). Aims of this study were to investigate students' attitudes towards English and learning English and also to reveal the relationship between students' attitudes towards English and their success in English. Besides, the measures that students adopted for the improvement of their proficiency in English were studied. A total of 71 students who were studying a four-year BA course in English in the Faculty

of Education, Hadhramout University of Science and Technology, Yemen participated in this study. The sample consisted of 41 males and 30 female students. The questionnaire was given to students in order to collect the data for the study.

Regarding the issue of students' motivation, the findings showed that there are no significant differences between the male and female students. Both of these subjects hold positive attitudes towards English and towards learning English and towards the native speakers of English and their culture. In the study it is indicated that female students were aware of the importance of understanding the target language culture but surprisingly many of them tended to learn English without paying attention to the culture of the English speaking communities. Furthermore, although the Yemeni community realized the importance of speaking English, they are not tolerant to Yemeni people speaking in English among themselves. This study also pointed out that there is a positive correlation between students' attitudes towards learning English and their proficiency in it. In accordance with effective measures that students use, there are some examples such as reading books and newspapers, watching programs in English on TV etc. for the improvement of their proficiency in English. In consideration of this study, it can be stated that factors like students' attitudes towards teachers, curriculum, and teaching methodologies play crucial role about the causes of students' low proficiency in their exams or their heedlessness to their studies. It is possible for teachers to create a comfortable classroom atmosphere with providing a friendly relationship with students and reinforcing this relationship among the students themselves. It is necessary for teachers to encourage the students to communicate with them and with each other in English both in and outside of the classroom.

A study by Johnson (2012) explored into the Japanese engineering students' attitudes towards EFL learning. As the research tool both a questionnaire with open-ended items and reading journals were used. The content of the questionnaire is intended to students' proficiency levels about their preferences and attitudes in English learning. On the other hand, the reading journals aim to determine the intermediate learners' weekly reactions to out-of-class extensive reading assignments.

Results showed the rate of students who like English and also it revealed that according to their proficiency levels, students' reasons for why they like English show differences. Moreover, students who like English but on the other side who are in different classes either advanced or beginner and intermediate want to improve their oral communication skills (i.e., speaking and listening). However, those who are in lower classes and dislike English are willing to develop their receptive skills (i.e., reading and listening) and vocabulary. Finally, the result of that study states that at the beginning of the semester, many students declared that they did not like English, but after twelve weeks of out-of-class extensive reading assignments, many of them held positive attitudes towards extensive reading.

In the study of Abidin, Pour-Mohammadi & Alzwari (2012) Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects were explored. The researchers also investigated students' demographic profiles i.e., gender, field and year of study to show up whether there is significant difference in the students' attitudes towards English language.

The sample group included 180 students and these students were studying one of the three years study courses: Basic Sciences, Life Sciences, and Social Sciences. A questionnaire was used as a tool to collect data from the students. The participants presented negative attitudes towards learning English concerning the three aspects of attitude i.e., cognitive, behavioral, and emotional.

When the demographic profile was taken into consideration, there were statistically significant attitudinal differences in accordance with gender and field of study but not year of study.

Zafarghandi & Jodai (2012) did a research about the Iranian Military University staffs' attitudes toward English and English learning. For this study, the researchers demanded Iranian military staffs to study English in a social environment but the problem about this environment was that there is little need or opportunity for using the English language as for real communication. The sample of this study was 34 Iranian military personnel and they were all taking part in 4 different English classes at Iranian Military University's Foreign Languages Center. To collect data, a questionnaire related

to the Attitude/Motivation Test Battery provided by Gardner (2004) was implemented. Quantitative treatment of qualitative data was chosen as the method of this study by the researchers. The data obtained through questionnaires and using Likert-5 scale was converted to the quantitative data for. The result of that analysis specified that there is a positive attitude among Iranian military staffs towards English and English learning.

Al-Ja'afreh (2012) looked into the attitudes of female students who were studying English language in Princess Aalia University College towards their academic specialization and also to decide whether parents' educational level, family income, academic level and the students' accumulated average play any role on their attitudes.

The data was collected through an instrument which has three fields to measure the attitudes. Its validity and reliability were controlled.

The research participants were randomly chosen and included 243 female students. The study found that the students have positive attitudes toward the specialization in English language. Regarding to the variables like parents' educational level, family income and academic level, there is no notable statistical dissimilarities. However, according to the results, there are significant statistical differences about the effect of students' accumulated average.

Chaihiranwattana & Nookua conducted a study to describe Siam University students' attitudes towards English language learning. Research samples were 388 undergraduate non-English major students. As it was required in University curriculum, the students had to take compulsory English 1-4. Two parts of questionnaires were used as instruments for data collection. The first part of the questionnaire interrelated to the background information of respondents. In the second part, Likert-format scale was used to obtain information about students' attitudes. The data about students' attitudes was interpreted with percentages. ANOVAs and Scheffe tests were used in order to analyze the differences between means.

The results indicates that a great deal of students hold high positive attitudes towards learning English. Surprisingly, the finding shows that there is notable difference between good students' attitudes and other two groups.

The aims of the study done by Pengnate (2012) were to investigate low-graded students' study motivation, attitude and their English learning behaviors, to make comparison of low-graded students' motivation, attitude and English learning behaviors in terms of genders and majors derived from students' grade of ENL-101 from the first semester of 2011 academic year and to put the ideas and recommendations for the development of teaching-learning methods and techniques to make all these suitable for students' needs.

The sample included 312 low-graded students at Thai-Nichi Institute of Technology in 2011 academic year. The samples were chosen with stratified random sampling technique. The data was collected through two parts of questionnaire which included rating-scale and open-ended questions. The statistics of the data were analyzed through frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

According to the research, it is found that the level of low-graded students' motivation, attitude and English learning behaviors is hospitable. On the other hand, it is stated that motivation is at a high level but attitude and English learning behaviors are at a hospitable level. What is more, there is no statistically significant difference in motivation, attitude and English learning behaviors between students with different genders eventually. It is also indicated that there are statistically significant differences in motivation, attitude and English learning behaviors among students from different majors.

Regarding the issue of low-graded students' recommendations, there should be appropriate classroom environment which is equipped with exciting teaching materials and also with different teaching methods that give importance to the student-centered approach. Another suggestion of these students is stated like that there should be used English songs and movies for better students' attention. For the development of students' critical thinking practice, pair and group discussion related to their interest should be done regularly.

They also demand that the students who have difficulty about being at the same level with their friends in normal class should be supported with additional classes every week. In addition, they point out that the importance of learning English language

should be defined to the students. By this way, they think that they have an opportunity to hold positive attitude and motivation for English learning and they may alter their learning behaviors for fulfilling their goals.

Verma also carried out a study in India about the attitude of learners towards language learning in a second language learning environment. The sample group was selected from various undergraduate courses after their secondary examination in Uttar Pradesh and the researcher observed them during this study. It is emphasized that, as well as making a survey of learners' attitudes, the study was also revealed the teacher's approach and methodology to teach the pre-designed curriculum.

The idea that proficiency in English Language can only make you successful- forms a basis for the increase of the learners' needs analysis. Learners demand that the aim of the English Language Teaching system should be in accordance with their needs. Pre-designed syllabus that the school curriculum follows may not always meet their needs. In this study, it is examined the curriculum of different universities regarding to the attitude of the learners learning English language who think that learning English Language for their purpose and learning it just for passing an examination are different situations and it is effective on their attitude towards learning English. The sociolinguistic factors which are influential in students' attitude towards language learning are also revealed. The sample involves randomly selected 350 students from various professional courses of different universities where English is the medium of instruction. These are undergraduate students who are under 18-21 years are intentionally selected and they are psychologically mature enough for their objectives which are relevant to their future career. According to the study, this student group has high level of motivation because their learning objective is clear to them.

The result shows that there are two factors which play crucial rule at college level. One of them is to pass examination and the other is to have a good job. Many of college students have similar views about learning English. But the researcher also identifies that although their eagerness to learn English, they seem not to strive enough for learning it. Also, the anxiety of making a mistake makes them feel fearful. The school curriculum is designed in accordance with the approach of the grammar-translation method so the teachers are very sensitive about the usage of correct structures which

cause a serious factor for students being timid. They are afraid of reading, writing and speaking in English so they get more excited. As a result of this situation, they learn slowly or they learn nothing even it results in leaving courses just because of their limited English proficiency, however, their number is less than 1%. The researcher considers that there are also conscious students who realize the benefit of the target language. Consequently, in U.P. State board schools there is a rearrangement about the curriculum in order to get it more practical and useful for students. The researcher also notes that instead of the grammar-translation method, there should be task-based and communicative curriculum and humanistic approach to teach English in U.P. state board schools. The main importance should be given to communicative skill rather than grammatical skill.

Within the Malaysian context, Rahman, Abd Rahman and Subramaniam (2012) investigated the computer science students' motivation and attitudes towards learning English. Their research duplicated the study of Al-Tamimi and Shuib done in Hadhramout by (2009). As mentioned before, their study was about petroleum engineering students' motivation and attitudes towards learning English at Hadhramout University of Sciences and Technology (HUST). The purposes of the study are to look into the students' motivation and attitudes towards learning English language. The researchers aim to find out whether there are differences between the students' of these two universities in terms of motivation and attitudes towards learning English language. For the researchers, the location, social environment and educational context could be contributory factors.

In accordance with the result of the study, it is stated that the computer science students' primary source of motivation is the instrumental motivation. Also, personal reasons have a strong influence on students to learn English. In addition, these researchers reveal that students are less integratively motivated because their main aim for learning English is not related to the western culture. Beside this, the result shows that the students hold positive attitude towards all the categories. These categories include attitudes toward the use of English in the Malaysian social context, attitudes toward the use of English in the Malaysian educational context, attitudes toward the English language, and attitudes toward the culture of the English Speaking World.

Another study within the Japanese context is the investigation of Lee (2012) which is looking for the complexes of psycho-educational affective mechanism in Foreign Language Learning (FLL) related to 630 Japanese learners who have low English proficiency.

Among the affective factors that play an important role on foreign language learners' learning motivation, there is dynamic interrelationships among the factors and their effects on English language proficiency. For this quantitative study, the data including Structural Equation Modeling (SEM) was used and the result indicated that although the learners were highly integratively and instrumentally oriented in English learning, these orientations could not play role in their language proficiency. Beside this information, it is pointed out that among the factors affecting proficiency, ethnocentrism and linguistic self-confidence were statistically significant factors. But it is stated that ethnocentrism was a negative impact on the other hand, linguistic self-confidence had a positive impact on the latest outcome. It was a multi-dimensional analysis and according to the result, learners' high integrativeness and their instrumentality were expressed as the learners' surface beliefs obtained from the social pressures.

As a conclusion, it is certain that the students should be believed in that way also their underlying beliefs were rather different. The researcher indicated that the surface beliefs were classified as "desirable motivation" and the underlying beliefs were described as "desired motivation."

2.3. Relevance of the researches to the present study

All the discussions above indicates that studies which were done previously have searched for students' attitudes towards learning English. In the studies of Suleiman (1993) and Malallah (2000), there has been investigated both students' attitudes and motivation within the Arab EFL context. Like the present research, both of these studies have been conducted at universities where the students learn English as a foreign language. Also, these two studies share similar results. In general, both target groups have positive attitudes towards learning English, towards the English language and towards native speakers of English. Here, the difference is that the female target group in the first study above generally holds negative attitudes when it was compared to male

students. Also, in the same study, the researcher says that there has not been opportunity for Arab students to assess their own needs, motivation and attitudes in their learning process because of the reason that there has been cultural conflict between the Arab EFL learners' home country and their new country where the university education takes place, but for the present study, it is aimed to provide enough opportunities for students to assess their own attitudes and achievements. The target group in this study goes on their educations in their own country. So, they don't feel anxiety, fear or stress as much as the target group in the former study. Within the Turkish context, the study conducted by Karahan (2007) and the present study share the common ground in that there is unwillingness expressed by students about learning English and they both focus on learners' attitudes towards English. The only difference is the target groups. In the study of Karahan the sample included 190 eighth grade students of a private primary school in Adana. But present study focuses on engineering students at Nigde University who are between the ages 18 to 21.

Like the present study which looks for the engineering students' attitudes, Gömleksiz (2007) and Al-Tamimi and Shuib (2009) searched for engineering students' opinions towards learning English and English language in the context of engineering programs. Both studies shows that , engineering students agree with the view that learning English is necessary for being a good engineer. Students also had positive attitudes towards English language and its educational value. Gömleksiz found that statistically, there were notable differences among the groups with regards to gender, university and department of the engineering students. Similarly, it is possible for the present study to reach the same results about the differences in terms of age, gender, university and department of the engineering students.

Consequently, all these researches and their results shed a light for the present research. Now, the research aims to prove comprehensive information about the engineering preparatory students' attitudes towards learning English and English language in Turkish context. While searching for this aim, students' demographic profiles like age, gender and type of education is going to be taken into consideration.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter describes the methodological settings of the present study. The aims and objectives are going to be stated. The second part deals with the research design. In the fourth part of this chapter, the necessary information and detailed profile of the participants are introduced. The instrument used for eliciting the data was explained in the fifth part of the study. In the sixth part, the explanation about the data collection was presented. The final part of this chapter focuses on the details about the data analysis procedure.

3.2. Research Design

This was a descriptive, quantitative study and in this study, it is aimed to identify Engineering students' attitudinal orientations in learning English as a foreign language. In order to achieve this objective, a questionnaire technique was implemented. On the other hand, to answer the second questions, the way ANOVA was used to find out the significance of the differences between Nigde student's attitudes towards learning English and towards the English language according to the study variables (gender, age etc.).

3.3. Participants

The participants in the study included 222 students at Nigde University preparatory classes of formal and evening education. They were all aged from 18-23. In the university where the research was performed English preparatory education was compulsory for the students of Electronics and Mechanical Engineering Faculties. In the school, all the students were in the same class studying Mechanical Engineering or Electronics Engineering. In these departments the 30% of the instruction is English. But the preparatory school offered an intensive English learning program during a preparatory year.

3.4. Data Collection Instrument

For the data collection, only the questionnaire was used for this study. It was preferred because the questionnaire was easily administered and it also helped to get information from a big number of subjects. The questionnaire used in this study was adopted by Ba-Udhan (2011:185) from the previous studies of Gardner & Lambert. (1972), Gardner (1985) and Deshmukh (1960) to find out the attitudes of Nigde university electronics and mechanical engineering students towards learning English and English language. The questionnaire was divided into five sections and it has 24 questions which were aimed at finding out different aspects of students' attitudes.

In the first part, there are questions about students' demographic information which elicit personal information: gender, type of education and age.

The second section focuses on the students' attitudes towards learning English that deals with the students' present attitudes and it contains six items to which the students are asked to answer on the basis of a five-point scale: strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

The third section examines students' attitudes and feelings towards using English. This section mainly focuses on learners' self-confidence and their social attitudes about using English around the society.

The fourth section addresses the students' attitudes towards native speakers of English and English language culture. Whether the students are interested in learning this new culture or not. There are six items in this section which are relevant to the aim of this part.

The last part of the questionnaire deals with parental and societal encouragement which aims to reveal whether enough support is provided to students about learning and using English by their families and their own society.

3.5. Data Collection Procedure

In this study, the data collection procedure took almost two weeks. After getting necessary written permissions from the institution, the study was conducted at School of Foreign Languages of Nigde University. The instructors were required to complete the questionnaires to their classes both for formal and evening education students. There is necessary information on the front page of the questionnaire prepared in Turkish for preparatory students to understand clearly.

3.6. Data analysis

The data collected by means of questionnaires was analyzed using descriptive statistics. This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. In every case, descriptive research examines a situation as it is. It does not involve changing or modifying the situation under investigation, nor is it intended to detect cause–effect relationships. Examples of descriptive research that yields quantitative data are correlation studies, developmental designs, observation studies, and survey research. The emphasis is on survey research (Pearson Prentice Hall, 1995-2010).

The quantitative data of the questionnaires was analyzed in terms of means using the Statistical Package for Social Sciences (SPSS) and percentages. In addition, the One-way ANOVA analysis test was the other types of statistical analysis to examine the students' demographic profiles for the second research questions. Beside this, Independent –Samples T-Test was used for data analysis.

CHAPTER IV

4. RESULTS

4.1. Introduction

In this study, the sample group of 222 persons was asked a total of 24 questions, and asked to choose one of the five answers. According to the given opinions of the sample group about learning English, the data was analyzed. The results of the data obtained through the questionnaire for the study. (See Appendix 1) The results and findings has been presented in table forms. Mean Values of the Questionnaire indicates that the participants have in between reluctant and optimistic ideas.

Table 4.1. Gender Differences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	187	84,2	84,2	84,2
	Female	35	15,8	15,8	100,0
	Total	222	100,0	100,0	

The table above shows that 187 of 222 participants in the survey are male, 35 of them are female. The proportion of males correspond to 84.2%, females correspond to %15,8. This ratio shows that the majority of the ideas are by men in the sample.

Table 4.2. Education Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	108	48,6	48,6	48,6
	Evening	114	51,4	51,4	100,0
	Total	222	100,0	100,0	

Table 4.2 shows that 48.6% of participants are taking formal education, the rest of them are taking evening education. This opportunity of taking evening education for these mechanical and electronics engineering departments has only been available for almost three years and the rate of preference of this education type is rising each year for Nigde University. This type of education shows no difference except for its session time and the fees charged by a school to allow a student to register to take courses at the school.

Table 4.3. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	25	11,3	11,3	11,3
	19	73	32,9	32,9	44,1
	20	72	32,4	32,4	76,6
	21 and over	52	23,4	23,4	100,0
	Total	222	100,0	100,0	

Table 4.3 shows that 11.3% respondents started university in 2012; 33% of them are 19-year-old, 32% 20-year-old, and the rest of them are 21 years and over. This ratio, as a percentage, shows that the majority of the ideas of students between the ages of 19-20. In this study, there are also students who are taking their second year education. But overall, the number of students enrolled in 2012 outweighs those second year students.

Table 4.4. Descriptive Statistics

Parts	N	Minimum	Maximum	Mean	Std. Deviation	
Present attitudes to learning English	222	1,17	4,67	3,24	,59	Neither agree nor disagree
Attitudes and feelings towards using English	222	1,50	5,00	3,46	,76	Agree
Attitudes towards native speakers of English and their culture	222	1,50	4,17	2,96	,54	Neither agree nor disagree
Parental and societal encouragement	222	1,00	5,00	3,61	,70	Agree

Table 4.4 shows that students are indecisive about their general attitudes towards learning English (M=3,24). The learners agree about their feelings towards using English (M=3,46). The students are confused about their attitudes towards native speakers of English and English culture (M=2,96). Finally, as for parental and societal encouragement, there is an agreement among the students (M=3,61).

Table 4.5. T-Test Result in Terms of Gender

Part	Gender	N	Mean	Std. Deviation	t	p
Present attitudes to learning English	Male	187	3,24	,61	,327	,744
	Female	35	3,27	,44		
Attitudes and feelings towards using English	Male	187	3,48	,76	,965	,335
	Female	35	3,34	,78		
Attitudes towards native speakers of English and their culture	Male	187	2,96	,57	,396	,692
	Female	35	2,92	,40		
Parental and societal encouragement	Male	187	3,54	,72	3,672	,000
	Female	35	4,00	,42		

Table 4.5 shows that ($t(220)=0,327$, $P>0,05$) there is no meaningful differences between students' present attitudes towards learning English in terms of gender.

Similarly, the result of their attitudes and feelings towards using English shows that there is no meaningful difference ($t(220)=0,965$, $P>0,05$) in terms of gender.

When it comes to students' attitudes towards native speakers of English and their culture, ($t(220)=0,396$, $P>0,05$) there is no meaningful difference among the students again. On the other hand, there is a meaningful difference towards parental and societal encouragement among students ($t(220)=3,672$, $P<0,05$). When the means are analyzed to make it clear which attitude is on the side of gender, it is seen that the means are on the side of females.

Table 4.6. T-Test Result in Terms of Type of Education

Parts	Type of Education	N	Mean	Std. Deviation	t	p
Present attitudes to learning English	Formal education	108	3,16	,65	1,990	,048
	Evening education	114	3,32	,55		
Attitudes and feelings towards using English	Formal education	108	3,43	,79	,476	,635
	Evening education	114	3,48	,74		
Attitudes towards native speakers of English and their culture	Formal education	108	2,93	,56	,629	,530
	Evening education	114	2,98	,53		
Parental and societal encouragement	Formal education	108	3,50	,74	2,319	,021
	Evening education	114	3,71	,64		

Table 4.6 shows that ($t(220)=1,990$, $P>0,05$) there is no meaningful differences between students' present attitudes towards learning English in terms of type of education. Likewise, the result of their attitudes and feelings towards using English indicates that there is no meaningful difference in terms of type of education. Students' attitudes towards native speakers of English and their culture, ($t(220)=0,629$, $P>0,05$) presents that there is no meaningful difference between formal and evening education students again. But, there seem a meaningful difference towards parental and societal encouragement among students. ($t(220)=2,319$, $P<0,05$) When the means are analyzed to make it clear which attitude is on the side of type of education, it is understood that the means are on the side of evening education students.

Table 4.7. One Way ANOVA Results in Terms of Age

Part		Sum of Squares	df	Mean Square	F	Sig.	Source of difference (Tukey)
Present attitudes to learning English	Between Groups	,130	3	,043	,125	,945	---
	Within Groups	75,397	218	,346			
	Total	75,527	221				
Attitudes and feelings towards using English	Between Groups	1,231	3	,410	,701	,552	---
	Within Groups	127,612	218	,585			
	Total	128,843	221				
Attitudes towards native speakers of English and their culture	Between Groups	,927	3	,309	1,050	,371	---
	Within Groups	64,139	218	,294			
	Total	65,066	221				
Parental and societal encouragement	Between Groups	6,375	3	2,125	4,583	,004	19-20 19-21
	Within Groups	101,077	218	,464			
	Total	107,453	221				

Table 4.7 shows that ($F(3-218)=,125$, $P>0,05$) there is no meaningful differences between students' present attitudes towards learning English in terms of their ages. Also, ($F(3-218)=,701$, $P>0,05$) the result of their attitudes and feelings towards using English shows that there is no meaningful difference in terms of the age again. Students' attitudes towards native speakers of English and their culture, ($F(3-218)=1,050$, $P>0,05$) reflects that there is no meaningful difference between the both age groups of students. There is a meaningful difference towards parental and societal encouragement among students ($F(3-218)=4,583$, $P<0,05$). In Turkey test, there is a meaningful difference between the ages from 19 to 20 and from 19 to 21, and it is shown that in both situations, the difference is on the side of age groups who are 19 years old.

Table 4.8. Attitudes Towards Learning English

	Totally disagree		Disagree		No Comment		Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
I really enjoy learning English.	19	8,6	1 7	7,7	54	24,3	100	45,0	32	14,4
Learning English is easy for me.	16	7,2	5 4	24,3	63	28,4	68	30,6	21	9,5
Learning English is very difficult for me.	32	14,4	8 3	37,4	33	14,9	51	23,0	23	10,4
Learning English is not important at all.	132	59,5	5 9	26,6	13	5,9	11	5,0	7	3,2
I believe that I will ultimately learn to speak English very well.	15	6,8	1 8	8,1	54	24,3	87	39,2	48	21,6
I plan to make sure that my children learn English well.	10	4,5	6	2,7	13	5,9	58	26,1	135	60,8

The table above shows that, 14.4% of the respondents totally agree, 45% of them agree with the idea of taking enjoy about learning English. 24,3% are reluctant of this situation and %16,3 disagree. It indicates that respondents like English language and they like those who speak English. Thus, it can apparently be said that the respondents have positive attitudes towards English language.

40,1% think that it is easy for them to learn English. 31,5% disagree with this idea and the rest of them are reluctant. Due to the answers, they are worried about the hardness of learning English.

33,4% of the respondents think that it is not difficult for them to learn English. 14,9% of them are reluctant and the rest of them have no fears about this situation. Usually, both genders don't think about the stress of learning English.

86,1% think it is important to learn English. Only 7,7% of the group disagree with the idea. This indicates that students are aware of the importance of learning English.

60,8% of respondents believes that in the future they are going to speak English very well. 14,9% of them indicate that the opposite idea.

With all measured, according to the results, students believe in the necessity of learning English and they believe that they will learn English better in the future.

86,9% of respondents indicate that they want to help their children to learn English in the future. Both the genders think that they want to help their children in the future learn English.

Table 4.9. Attitudes and Feelings Towards Using English

	Totally disagree		Disagree		No Comment		Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
I get nervous and confused when I speak English	23	10,4	70	31,5	57	25,7	59	26,6	13	5,9
I generally find trying to communicate in English frustrating	43	19,4	91	41,10	57	25,7	22	9,9	9	4,1
When I speak in English, the fear of making grammatical errors has a great influence on me	34	15,3	54	24,3	43	19,4	72	32,4	19	8,6
I always feel that the other students speak English better than me.	34	15,3	79	35,6	52	23,4	44	19,8	13	5,9
I am afraid the other students will laugh at me when I speak English.	77	34,7	75	33,8	34	15,3	22	9,9	14	6,3
I feel embarrassed to speak English in front of other students.	73	32,9	72	32,4	43	19,4	23	10,4	11	5,0

The table shows that 5,9% of the respondents totally agree, 26,6% of them agree with the idea of being totally confused and tense when talking in English. 25,7% are reluctant of this situation and 41,9% disagree.

60,4% of the respondents are thinking it is not frustrating to communicate in English. 14% are disagree with this idea and the rest of them are reluctant. 41% of the respondents are affected by the fear of making grammatical errors in speaking English. 19,4% of them are reluctant and the rest of them have no fears about this situation.

More than half of participants, 50,9% don't feel bad when thinking other students speak English better than themselves.

There are no generalizations about speaking English when it comes to interaction with other students. Participants are reluctant about this idea.

In this judgment, 68,5% of participants do not have fears that other students laugh at them when they speak English. 16,2% of them indicate the opposite idea.

65,3% of respondents indicate that they are not embarrassed to speak English in front of other students.

Table 4.10. Attitudes Towards Native Speakers of English and Their Culture

	Totally Disagree		Disagree		No Comment		Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
I like the people who are native speakers of English.	20	9,0	37	16,7	66	29,7	74	33,3	25	11,3
Native English speakers are sincere and honest	69	31,1	71	32,0	73	32,8	8	3,6	1	,5
Native English speakers are very kind and generous people	67	30,2	74	33,3	68	30,6	12	5,4	1	,5
I should learn English without paying attention to the cultures of English-speaking countries.	33	14,9	73	32,9	50	22,5	41	18,5	25	11,3
It is necessary to know the cultures of English-speaking countries in order to speak English	35	15,8	53	23,9	45	20,3	68	30,6	21	9,5
Turkish culture is superior to the cultures of the English-speaking countries.	7	3,2	15	6,8	33	14,9	51	23,0	116	52,3

The table shows that, 46,4% of participants are not sympathetic to people whose mother tongue is English. 13,2% of them dislike people who speak English natively.

63,1% of participants do not believe that native speakers of English are sincere and honest people.

5,9% of participants think that native speakers of English are kind and generous. More than 10 times, 63,5% of them disagree this idea.

Nearly half of participants, 47,8% do not think it is necessary to learn English with emphasis on the cultures of English-speaking countries. In this judgment, 39,7% of participants do not believe in the requirement to know the cultures of English-speaking countries to speak English. However 40,1% agree with the idea.

75,3% of participants think Turkish culture is superior to the culture of English-speaking countries.

Table 4.11. Parental and Societal Encouragement

	Totally Disagree		Disagree		No Comment		Agree		Totally Agree	
	f	%	f	%	f	%	f	%	f	%
My parents really encourage me to study English	17	7,7	35	15,8	43	19,4	81	36,5	46	20,7
My parents show considerable interest in anything to do with my English courses.	14	6,3	34	15,3	52	23,4	85	38,3	37	16,7
My parents urge me to seek help from my teacher if I have problems with my English.	9	4,1	16	7,2	31	14,0	111	50,0	55	24,8
Turkish people think it is important to speak English.	17	7,7	39	17,6	66	29,7	67	30,2	33	14,9
Yemeni people discourage a person who speaks English.	48	21,6	64	28,8	65	29,3	31	14,0	14	6,3
If use English I will be praised by my family, relatives and friends.	11	5,0	6	2,7	20	9,0	80	36,0	105	47,3

Table shows that 57,2% of participants think their family encourage them to study English. 23,5% of the general participants disagree with this idea.

55% of participants think their family showed great interest in all things about English lessons. 21,6% of them are disagree with this idea. Three quarters of respondents indicate that their families recommend conversations with the teachers when experiencing a problem with English. 45,1% of participants responded that Turkish people think speaking English is important. 25,3% of them disagree with this idea. More than half of the respondents, 50,4%, suggest that Turks encourage people to speak English as a foreign language. 83,3% of participants think that they would be appreciated by people around them if they speak English.

CHAPTER V

5. CONCLUSION

5.1. Summary and Conclusion

This study was conducted to reveal the attitudes of preparatory students whose departments were mechanical and electrical engineering at Niğde University. 222 students participated in the study. The number of male participants was more than female participants. This was expected as some of the departments of engineering faculties still tend to be male dominated. As an instrument, questionnaire was implemented which was also used by Ba-Udhan (2011) for his study about the impact of students' attitudes on their achievement in English.

Related studies were reviewed in literature and some of them were compared in terms of relatedness of this present study. With the help of the result obtained from the questionnaire, two research questions were explained. The attitudes of both gender groups towards learning English and English language were compared and according to their statements there is no meaningful difference between the male and female students. The only difference between them is their parental and societal encouragement. Female students tend to be more encouraged by others than male students.

When their types of educations and ages are taken into consideration, there is no significant difference between the students' ages and their education types either formal or evening education. Both participants reflected similar ideas about the statements except for their parental and societal encouragement. Their answers make it clear that students who are 19 years old and who are taking evening education have more encouragement from their families and societies.

As stated earlier by Gömleksiz (2007), engineering students agree with the view that learning English is necessary for being a good engineer. Likewise, in general, the respondents in this present study have positive attitudes towards English language, but have some hesitations about the hardness of learning English. On the other hand, they don't care about the stress which occurs during the process of learning English. Many of the participants are hopeful about the idea that they are going to speak English very well

in the future. Meanwhile, both genders want to help their children to learn English in the future. A similar result was concluded from Al-Tamimi and Shuib (2009) study. In their study, students had positive attitudes towards English language and its educational value. So they learn English for being successful in their academic study and their professional life in the future. So, according to all these results, as cited in the article *Why English is Important*, learning English is important because it is the most common language in the world. Almost 60% people in the world use English regularly. Learning English is very important because it improves one's chances of getting a good job, helps one communicate in foreign countries, and broadens one's social networking. (StudyMode, 2010)

In other studies, participants express similar ideas about the value and importance of learning and using English language. Al-Quyadi (2002)

About the usage of English, participants are indecisive about this situation. There may be a reason that people feel some restlessness and lack of self-confidence while speaking English. However, communicating in English is not frustrating for most of them, but they have a fear of making grammatical errors. Participants also state that they are not embarrassed to speak English in front of other students. The answers given to these questions contradict the result of the previous question. These situations can be explained by their tendency to hide that they did not know English enough, even though they are aware of the need to know or it may be due to their reluctance to think of themselves that they carry the fear of feeling inadequate.

Participants are not sympathetic to people whose mother tongue is English. Some of them even dislike the people who speak English natively. The majority of them do not believe that native speakers of English are sincere and honest people. Only a minority believe native speakers of English are kind and generous people. This may be caused by a perception of native speakers of English having involvement with the enemy in the historical process of the culture we live in.

Nearly half of the participants do not think it is necessary to learn English with emphasis on the cultures of English-speaking countries. In this judgment, some participants do not believe in the requirement to know the cultures of English-speaking

countries to speak English. However, the majority agree with the idea. This case shows that people are unable to ignore the culture of any language to learn it, however for speaking they do not have to learn. A large majority think that Turkish culture is superior to the culture of English-speaking countries. In this case, we realize that Turkish people claim their culture is unique. In this idea ethnocentrism may play an important role among students. As cited in the study of Dong & Day & Collaço, Sumner suggested that in most intergroup contexts, one's own group is the center of everything, and all other things are related to or dependent on it. (1906)

More than half of participants think their families encourage them to study English, also they show great interest in all things about English lessons. This situation reveals families' interest about their children's education. Three quarters of respondents indicate that their families recommend conversations with the teachers when experiencing a problem with English. This case may mean that families' English levels are not sufficient for the education of their children. Participants refer that Turkish people give importance to speaking English. In accordance with this idea, participants think that they would be appreciated by the people around if they speak English. This situation express Turkish people emphasize English learning. This case also shows that English is a universal language and Turkish people believe in the necessity of learning English.

To summarize in general, starting with the participants in the sample; it is not difficult to learn English for Turkish people but it is hard to speak in public. Because even if speaking English is a requirement, they think it is funny and shameful.

English has become a requirement more and more to find a job nowadays. It is also required to attend the best schools. Turkish people remind their children of this fact and encourage them to achieve this purpose.

Despite this progressivism, Turkish people pride their culture whatever it takes. Generally, the belief of necessity of learning English is gaining ground with Turkish people; but when it comes to the belief of success, Turkish people show a high level of pessimism.

5.2. Implications for Further Research

This study searched focused on the attitudes of mechanics and electrical engineering students at preparatory classes in Nigde University. The number of the subjects was 222. As this study was conducted only in this university with a limited number of participants, the findings of this study are limited to these particular settings. An extensive research that consists more subjects from both foundation and state universities may result in different findings.

Moreover, there were only two research questions which aimed to find specific results about specific criteria. Further research is possible in this study. To reach more details about the engineering students' attitudes towards learning English and English language, this study might be conducted to students from different departments of several universities. Also, there might be additions to the research questions like students' attitudes towards the skills taught, teaching processes, and uses of English for specific purposes. Beside this, the only data used for present study was the questionnaire. For more comprehensive results, other instruments might be used to evaluate students' attitudes like observation or interview with participants.

Consequently, with further studies about attitudes, the extensive findings can be reflected to the curriculum at the same time to both teachers and their sessions. Learners from different departments may become more eager to learn English.

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7. APPENDICES

7.1. APPENDIX 1 : İNGİLİZCE ÖĞRENMEYE VE İNGİLİZ DİLİNE KARŞI TUTUMLAR ANKETİ

Sevgili Öğrenciler

Bu anket hazırlanmakta olduğum tez konusu üzerinde bilgi toplamak amacıyla uygulanmaktadır. Doğru ya da yanlış cevaplar içermez. Anket aracılığıyla elde edilen bilgiler güvende tutulacak ve sadece araştırma amacıyla kullanılacaktır. Anketler araştırmayı yürüten kişi dışında kimseye gösterilmeyecektir. Lütfen anket sorularını dikkatle okuyup içtenlikle cevap veriniz. Araştırmanın başarısı sizin vereceğiniz güvenilir cevaplar doğrultusunda sağlanacaktır. Katkılarınız için teşekkür ederim.

Hatice KARABULUT

ANKET

Lütfen sizin için uygun olan seçenekleri işaretleyiniz. (✓)

Bölüm I: Kişisel bilgiler

Cinsiyet :	<input type="checkbox"/> Erkek	<input type="checkbox"/> Kadın		
Eğitim Şekli:	<input type="checkbox"/> Birinci Öğretim	<input type="checkbox"/> İkinci Öğretim		
Yaş:	<input type="checkbox"/> 18	<input type="checkbox"/> 19	<input type="checkbox"/> 20	<input type="checkbox"/> Diğer(Lütfen Belirtiniz) <small>çalış</small>

Bölüm II: İngilizce öğrenmeye karşı tutumlar

	Kesinlikle Katılmıyorum	Katılmıyorum	Çekinirim	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce öğrenmekten gerçekten keyif alıyorum.					
2. İngilizce öğrenmek benim için kolaydır.					
3. İngilizce öğrenmek benim için zordur.					
4. İngilizce öğrenmek benim için hiç önemli değildir.					
5. İleride çok iyi İngilizce konuşacağıma inanıyorum.					
6. İleride çocuklarıma da İngilizceyi iyi bir şekilde öğrenmelerine katkıda bulunmayı planlıyorum.					

1. İlkokul / Ortaokul yaşlarında İngilizceye ilginiz:

- Çok güçlü Güçlü Çekimser Zayıf Hiç

2. İlkokul / Ortaokul 'da İngilizce sevdiğiniz ders miydi?

- Evet Hayır Bilmiyorum

3. İlkokul / Ortaokul 'da İngilizce öğrenmek size zevksiz bir deneyimmi yaşattı?

- Evet Hayır Biraz

Cevabınız "evet" yada "biraz" ise zevksiz deneyimin nedeni (Nedenleri):

- Öğretim yöntemi Yanlış telaffuz korkusu Sınavların korkusu Gramer hatası yapma korkusu

Diğerleri? Lütfen ayrılan boşluğa yazınız.

Bölüm III: İngilizceyi kullanmaya yönelik tutum ve hisler.

Kesirlikle katılıyorum
Katılıyorum
Çekimserim
Katılmıyorum
Kesirlikle katılmıyorum

1. İngilizce konuştuğumda kafam karışır ve gergin olurum.					
2. İngilizce iletişim kurmaya çalışmak genellikle benim için moral bozucudur.					
3. İngilizce konuştuğumda gramer hatası yapma korkusu beni çok etkiler.					
4. Diğer öğrencilerin benden daha iyi İngilizce konuştuğunu her zaman hissedirim					
5. İngilizce konuştuğumda diğer öğrenciler bana gülecekler diye korkarım.					
6. Diğer öğrencilerin karşısında İngilizce konuşmaktan utanırım.					

Bölüm IV: İngilizceyi anadil olarak konuşanlara ve onların kültürlerine karşı tutumlar

Kesirlikle katılıyorum
Katılıyorum
Çekimserim
Katılmıyorum
Kesirlikle katılmıyorum

1. Ana dili İngilizce olan insanlardan hoşlanırım.					
2. Ana dili İngilizce olan insanlar samimi ve dürüsttür.					
3. Ana dili İngilizce olan insanlar çok kibar ve cömerttir.					
4. İngilizce konuşan ülkelerin kültürlerini dikkate almadan İngilizce öğrenmeliyim.					
5. İngilizce konuşulan ülkelerin kültürlerini bilmek İngilizce konuşmak için gereklidir.					
6. Türk kültürü, İngilizce konuşulan ülkelerin kültürlerinden üstündür.					

Bölüm V: Ailevi ve Sosyal Özendime

Kesirlikle katılıyorum
Katılıyorum
Çekimserim
Katılmıyorum
Kesirlikle katılmıyorum

1. Ailem İngilizce çalışmam konusunda beni gerçekten özendirir.					
2. Ailem İngilizce dersleri ile ilgili yapılacak her şeye büyük ilgi gösterirler.					
3. Ailem İngilizce ile ilgili problemlerim olduğunda öğretmenimden yardım istememi tavsiye eder.					
4. Türk insanı İngilizce konuşmanın önemli olduğunu düşünür.					
5. Türk insanı İngilizce konuşanların hevesini kırar.					
6. Eğer İngilizce konuşsam, ailem, akrabalarım ve arkadaşlarım tarafından takdir edilir.					

Bölüm VI: Öğrencilerin İngilizce başarıları

Katılı
Orta
İyi
Mükemmel

1. İngilizce başarılarınızı nasıl değerlendirirsiniz?				
2. Şimdiye kadarki genel İngilizcedeki başarılarınızı diğer öğrencilerle nasıl kıyaslıyorsunuz?				
3. Lisans İngilizce dersinin bir yılın sonunda hangi seviyeye gelmeyi umuyorsunuz?				
4. İngilizce okuma becerim				
5. İngilizce yazma becerim				
6. İngilizce kelime bilgim				
7. İngilizce konuşma becerim				
8. İngilizce dinleme becerim				

ii. İngilizce dersinde diğer öğrencilerle kendimi kıyasladığımda, Bence ben;

- Diğerlerinden daha çok çalışırım
 Birçoğundan daha az çalışırım
 Aynı kadar çalışırım

Bölüm VII: Öğrencilerin İngilizce becerilerini geliştirmek için benimsediği ölçekler.

1. Ortalama iki aylık sürede aşağıdaki kişilerle ne sıklıkta İngilizce konuşursunuz?

Asla
Çok nadir
Haftada en az 1
Günde en az 1
Günde birkaç kez

a. Sınıf arkadaşları					
b. Öğretmenler					
c. Anadili İngilizce olan insanlar					
d. İngilizce konuşan diğer yabancılar					
e. Diğerleri					

2- İngilizcenizi geliřtirmeye çalıřmak için okul dıřında zaman harcar mısınız?

Evet

Hayır

Cevabınız "evet" ise, İngilizce öğrenmenize yardımcı olan sınıf dıřında yaptığınız aktiviteyi listeleyniz. Örneğin, çalıřmak ya da ders için hazırlanmak, okuma ya da yazma, TV izleme, arkadaşlarla konuşma, film izleme, vd. Her bir aktiviteyi ne sıklıkta yaptığınızı da listeleyniz. Örneğin, günde bir saat, haftada iki kez, ayda bir kez.

Aktivite	Sıklık
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____

3- ilkokul / ortaokul ya da üniversite dıřında başka bir yerde İngilizce öğrendiniz mi?

Evet

Hayır

Cevabınız "evet" ise nerede İngilizce öğrendiniz?

Dil eğitim merkezleri

Özel ders

Diğer _____

4- Sınıf dıřında, tek başınıza İngilizce çalıřmak için ne kadar zaman harcarsınız? (Öğretmenlerin verdiđi ödevler hariç)

haftada t saat

haftada saat

haftada i saat

hiçbiri

tahmini talık çalışma saati : _____ saat.

Sorulara düşünerek cevap vermek için zaman ayırdığınız için teşekkürler.

7.2. APPENDIX 2: ATTITUDES TOWARDS LEARNING ENGLISH AND ENGLISH LANGUAGE QUESTIONNAIRE

Dear student

This questionnaire is administered as part of the research undertaken by Hassan Saeed Ba-Udhan (MA TESL, The English and Foreign Languages University, Hyderabad, India) on 'Impact of Students' Attitudes on their Achievement in English: A Study in the Yemeni Context'. **This is not a test.** It has no right or wrong answers. You do not need to write your name on the survey. The information obtained through the questionnaire will be kept confidential and will be used solely for research purposes. The questionnaire will not be shown to anyone in your college except the director of the research project. Please read the statements and the questions carefully and answer them frankly. The success of the investigation depends on your sincerity and openness in filling the questionnaire. Your cooperation is solicited and will be greatly appreciated and acknowledged.

Thank you

Yours sincerely
Hassan

Questionnaire

Place a check mark [] to the statement which applies to you.

Section I: Personal Information

1.	Sex:	<input type="checkbox"/> male	<input type="checkbox"/> female.	
2.	Level of stud	<input type="checkbox"/> 1st year	<input type="checkbox"/> 2nd year	<input type="checkbox"/> 3rd year <input type="checkbox"/> 4th year.
3.	Age:	<input type="checkbox"/> 21	<input type="checkbox"/> 22	<input type="checkbox"/> 24 <input type="checkbox"/> other (please specify)

Section II: Attitudes towards learning English

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree

Part I: Present attitudes

1.	I really enjoy learning English.					
2.	Learning English is easy for me.					
3.	Learning English is very difficult for me.					

4. Learning English is not important at all.					
5. I believe that I will ultimately learn to speak English very well.					
6. I plan to make sure that my children learn English well.					

Part 2: Past attitudes

- In your primary/secondary school age, your interest in English was:
 very strong strong cannot say either weak nil
- Was English language your favorite subject in the primary/secondary school?
 Yes No I don't know
- Did the English learning in your primary/secondary school give you any unpleasant experience?
 Yes No some

If your answer is "yes" or "some", the source(s) of unpleasant experience were:

- teaching methodology fear of inaccurate pronunciation fear of examinations fear of making grammatical errors

Others? Please write in the space provided below

Section III: Attitudes and feelings towards using English

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree

1. I get nervous and confused when I speak English.					
2. I generally find trying to communicate in English frustrating.					
3. When I speak in English, the fear of making grammatical errors has a great influence on me.					
4. I always feel that the other students speak English better than me.					
5. I am afraid the other students will laugh at me when I speak English					
6. I feel embarrassed to speak English in front of other students.					

Section IV: Attitudes towards native speakers of English and their culture.

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree

1. I like the people who are native speakers of English.					
2. Native English speakers are sincere and honest.					
3. Native English speakers are very kind and generous people					
4. I should learn English without paying attention to the cultures of English-speaking countries.					

5. It is necessary to know the cultures of English-speaking countries in order to speak English					
6. The Yemeni culture is superior to the cultures of the English-speaking countries.					

Section V: Parental and societal encouragement

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree

1. My parents really encourage me to study English					
2. My parents show considerable interest in anything to do with my English courses.					
3. My parents urge me to seek help from my teacher if I have problems with my English.					
7. Yemeni people think it is important to speak English.					
4. Yemeni people discourage a person who speaks English.					
5. If I use English I will be praised by my family, relatives and friends.					

Section VI: Learner proficiency in English

i. Self-evaluation of one's proficiency

poor
 Fair
 Good
 Excellent

1. How do you evaluate your proficiency in English?				
2. So far how do you compare your overall proficiency in English to other students in your class?				
3. By the end of your BA English course what do you expect your proficiency level to be?				
4. My ability to read English is				
5. My ability to write in English is				
6. My vocabulary knowledge in English is				
7. My ability to speak English is				
8. My listening comprehension in English is				

ii. Compared to the others in my English class, I think I :

- do more studying than most of them
- do less studying than most of them.
- study about as much as most of them.

Section VII : Measures adopted by students to improve their proficiency in English

1. In an average span of two months, how frequently do you speak in English to the following people?

Never Very At At Many
 rarely least least times
 1/week 1/day daily

a. classmates					
b. teachers					
c. native speakers of English					
d. other foreigners who speak English					
e. others :					

2. Do you spend time trying to improve your English outside of the college?
 Yes No

If yes,

List the activities that you do outside the classroom that help you learn English - For example, studying or preparing for class, other reading or writing, watching TV, speaking with friends, watching films, etc. Also, list how often you do each activity- For example: one hour a day; two times a week; once a month.

Activity	Frequency
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____

3. Have you studied English outside primary/secondary school or university?
 Yes No

If you answered 'yes', where did you study English?

- language teaching centres tuition other _____

4. Outside the classroom, How much amount of time do you spend doing self-study in English.
 (Excluding all that is given by teachers.)

- four hours per week. one hour per week.
 seven hours per week none of these
 give approximate number of hours per week: ___ hours.

Thank you for taking the time to answer the questions thoughtfully.