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**AN INVESTIGATION OF FRESHMAN STUDENTS' ATTITUDES TOWARDS**  
**ENGLISH AT A TURKISH UNIVERSITY**

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**DEDICATION**



*To my grandparents  
To my mom and dad  
To my wife and son*

**ETHICS DECLARATION**

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İsmail SAKA

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**ABSTRACT****AN INVESTIGATION OF FRESHMAN STUDENTS' ATTITUDES TOWARDS  
ENGLISH AT A TURKISH UNIVERSITY****İsmail SAKA****M.A. Thesis, English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2018, 109 Pages**

This thesis investigated Bozok University freshman students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English. In addition, it purposed to find out whether there is any significant difference in the attitudes of students towards English in respect to three attitude domains according to some factors such as having and not having optional English preparatory education, having native or non-native English teachers, faculty type, having English intensive high school education and parents' education, and to understand whether these factors have an effect on their attitudes.

The research was conducted with 226 freshman students at Bozok University in Yozgat utilising a survey design with a 6-point Likert type attitude questionnaire. The quantitative data were analysed via descriptive statistics, Independent Samples T- test and one-way ANOVA using SPSS.

The results reveal that students have positive attitudes towards English in terms of English in general and the purposes for learning English, whereas they have neutral attitudes towards English in terms of the current English education policy in Turkey. The findings also suggest that studying in optional preparatory classes and having a native speaker of English teacher do not have an effect on freshman students' attitudes towards English in terms of English in general, while these factors have an effect on their attitudes towards English when their attitudes are examined with regard to the current English education policies of Turkey and the purposes for learning English. This research further finds that faculty type is not a factor on students' attitudes towards English regarding English in general and the purposes for learning English, whereas it is a factor on their attitudes towards English in respect to the current English education

policies of Turkey. It is also understood that having an education at an English intensive high school does not affect students' attitudes towards three attitude domains. Finally, students' attitudes towards English in terms of English in general differ according to their parents' educational background; however, their attitudes towards English regarding the current English education policy in Turkey and the purposes for learning English do not change.

The study has some implications for policy makers and English teachers and several suggestions are made for further research.

**Keywords:** Attitudes, English Education Policy, Purposes For Learning English, Optional English Preparatory Education



**ÖZET****BİR TÜRK ÜNİVERSİTESİ'NDEKİ BİRİNCİ SINIF ÖĞRENCİLERİNİN  
İNGİLİZCEYE KARŞI TUTUMLARININ İNCELENMESİ****İsmail SAKA****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****Haziran 2018, 109 Sayfa**

Bu tez, Bozok Üniversitesi birinci sınıf öğrencilerinin genel olarak İngilizce, Türkiye'deki mevcut İngilizce eğitim politikası ve İngilizce öğrenmenin amaçları açısından İngilizceye karşı tutumlarını incelemiştir. Ayrıca çalışma, öğrencilerin üç tutum alanı açısından İngilizceye karşı tutumları arasında isteğe bağlı İngilizce hazırlık eğitimi alıp almama, ana dili İngilizce olan bir İngilizce öğretmenine sahip olup olmama, fakülte türü, İngilizce ağırlıklı bir lise eğitimi alma ve anne-baba eğitimi gibi etmenlere göre belirgin bir farklılığın olup olmadığını ortaya çıkarmayı ve bu etmenlerin onların tutumları üzerinde etkisi olup olmadığını anlamayı amaçlamıştır.

Bu araştırma, altılı Likert ölçeğine uyumlu bir tutum anketi kullanılarak Yozgat Bozok Üniversitesi'ndeki 226 tane birinci sınıf öğrencisi ile yürütülmüştür. Nicel veriler, tanımlayıcı istatistikler, bağımsız örneklem t-testi ve tek yönlü ANOVA vasıtasıyla SPSS programı kullanılarak analiz edilmiştir.

Sonuçlar öğrencilerin, genel olarak İngilizce ve İngilizce öğrenmenin amaçları bakımından İngilizceye karşı olumlu tutumlara sahip olduklarını ortaya koyarken, Türkiye'deki mevcut İngilizce eğitim politikası açısından İngilizceye karşı tarafsız tutumlara sahip olduklarını göstermektedir. Bulgular, isteğe bağlı hazırlık sınıflarında okumanın ve ana dili İngilizce olan bir İngilizce öğretmenine sahip olmanın birinci sınıf öğrencilerinin genel olarak İngilizce açısından İngilizceye karşı tutumları üzerinde bir etkisi olmadığını gösterirken; öğrencilerin tutumları Türkiye'deki mevcut eğitim politikası ve İngilizce öğrenmenin amaçları açısından incelendiğinde, bu etmenlerin İngilizceye karşı tutumları üzerinde etkiye sahip olduğunu gösteriyor. Bu araştırma ayrıca, fakülte türünün öğrencilerin genel olarak İngilizce ve İngilizce öğrenmenin amaçları bakımından İngilizceye karşı tutumları üzerinde bir etmen olmadığını



bulurken, Türkiye'deki mevcut İngilizce eğitim politikası açısından İngilizceye yönelik tutumları üzerinde bir etmen olduğunu bulmaktadır. İngilizce ağırlıklı bir lisede eğitim görmeyen, öğrencilerin bu üç tutum alanı açısından İngilizceye karşı tutumlarını etkilemediği de anlaşılıyor. Son olarak, öğrencilerin anne baba eğitimine göre, öğrencilerin genel olarak İngilizce açısından İngilizceye yönelik tutumları değişiklik gösteriyor, ama Türkiye'deki mevcut İngilizce eğitim politikası ve İngilizce öğrenmenin amaçları bağlamında İngilizceye karşı tutumları değişmemektedir.

Çalışma İngilizce politikasını belirleyenler ve İngilizce öğretmenleri için bazı çıkarımlar elde etmiştir ve ileriki araştırmalar için birkaç öneride bulunulmuştur.

**Anahtar Kelimeler:** tutumlar, İngilizce eğitim politikası, İngilizce öğrenmenin amaçları, isteğe bağlı İngilizce hazırlık eğitimi

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**ABBREVIATIONS**

<b>ANOVA</b>	: Analysis of Variance
<b>BOED</b>	: Board of Education and Discipline
<b>EFL</b>	: English as a lingua franca
<b>EIL</b>	: English as an international language
<b>ELT</b>	: English Language Teaching
<b>L2</b>	: Second Language
<b>S.D.</b>	: Standard Deviation
<b>S.E.M.</b>	: Standard Error of Mean
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>SLA</b>	: Second Language Acquisition
<b>WEs</b>	: World Englishes

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## CHAPTER I

### 1. INTRODUCTION

#### 1.1. Presentation

The introduction part of the thesis comprises of background of the study, statement of the problem, significance of the study, objectives of the study, research questions and limitations of the study.

#### 1.2. Background of the Study

Globalization in today's world necessitates knowing a foreign language for people in all countries. English is one of the most important languages that should be learnt in this era. As Munat (2005) states, English is accepted as a lingua franca all over the world, and as reported by some estimations, more than 2,000 million people involving native speakers (more than 380 million) and people learning it as a second or foreign language speak it (at different levels of skills) throughout the world. According to Crystal (2003), a language gets a real global status when it has a special role which is known in all of the countries. He adds that such a role becomes more significant in countries where a great number of people use the language. As English language is accepted a global language and it is the most spoken foreign language, its prominence is rising further day by day. Crystal (2003) explains why we need this global language and asserts that in human history no other time have we needed to talk to each other so much, wanted to travel so many places, given importance to translating and interpreting that much, had the need for more widespread bilingualism and had a more urgent necessity for a global language. English is widely used in technology, trade, international relations, media, science, education, sports and many other domains. Munat (2005) accepts English as the language of maritime navigation and air, of internet and diplomacy. She adds that English is used as a vehicle for scientific exchange internationally, and its dominant presence may be felt in popular culture and the media all around the world. In addition, it is taught as a second or foreign language in most of the countries in the world. Turkey is one of these countries where education of English language is regarded highly crucial.

In Turkey, English language starts at primary school and continues at university years. However, English education and students' proficiency levels are not satisfactory in general. Specifically, students cannot use communication skills well enough even though they know many grammatical rules to some degree. It may be because of education policies, incongruent curriculum designs, wrong teaching strategies, teachers or learners' attitudinal dispositions towards learning English language, and the like. This foreign language problem of Turkey has been examined by many researchers and most of them put forward common reasons for the problem. For instance, Işık (2008) attributes the problem to several reasons such as traditional language teaching methods, teaching and learning habits, the shortcomings in planning of foreign language education and their natural results such as inadequacies or mistakes in methods, activities, materials, assessment and evaluation. According to the 2017 English Proficiency Index provided by Education First, Turkey ranks 62<sup>nd</sup> among 80 countries in the world. Some researchers (e.g. Gardner & Lambert, 1959; Schmidt, Borai & Kassabgy, 1996) emphasize that in the acquisition of second language, some agents like attitudes, motivation, aptitudes, achievements in language, verbal intelligence, personality, anxiety and such components are influential. In the scope of this research, it is important to investigate university students' attitudes towards English as one of the important agents within the language learning process.

### **1.3. Statement of the Problem**

English language education has been unable to reach its desirable level in Turkish education system for years. Even though the Ministry of National Education has made many changes and educators have tried various ways to heal English education, there are still no satisfying results. The problem proceeds for the Higher Education Council at university education as the scaffolding is unconsolidated due to the previous inadequacy at elementary, secondary and high school language instruction.

English is generally taught in the first class of departments as a compulsory language that is determined by the Higher Education Council at Turkish universities. Its weekly course hours may change according to the universities and departments, but it does not usually exceed four hours of course. At many universities, there are English preparatory classes for a year before the students go to their departments. The preparatory classes are categorised as compulsory and optional. In the compulsory

programs, students have to get a certain degree to be able to continue as the freshmen in their departments, but in the optional preparatory programs, students can start their education in their departments even though they are unsuccessful at the end of the year. Bozok University in Yozgat is one of the universities in Turkey with a number of more than 16.000 students currently. At this university, there is no compulsory English preparatory program. In 2015-2016 academic year, the optional English preparatory program started its first education at this university. Students of all the departments can choose to take part in a one-year optional preparatory program. Students who do not enrol in the optional preparatory program can take the exemption exam at the beginning of the year, but they have to take the compulsory English course in the first year of their departments unless they are successful in this exam. At Bozok University, English is among non-credit courses for most of the departments. When students who receive optional preparatory education are successful at the end of the year, they are given a certificate of achievement and they become exempt from the compulsory English course when they are freshmen in their departments. However, if the students in optional preparatory classes are unsuccessful, they have to take the compulsory English lesson as the freshmen in their departments. Among this unsuccessful group, the students who fulfil the class attendance policy, which is 80% annually, are given a certificate of participation, yet they also have to take the compulsory English course in their first-year. Based on my personal observation throughout my nine-year teaching at different universities, it is possible to state that although students come to optional preparatory classes voluntarily, nearly half of them lose their willingness and enthusiasm towards the end of the first term. Their absenteeism rates are quite high, as is the case at many universities in Turkey. The same problem of optional preparatory class students is stated by Tokuç (2014), Şen Ersoy and Kürüm Yapıcıoğlu (2015) in their studies. Absenteeism problem at Bozok University is not different for students who do not get education in the optional preparatory program. They do not attend the lessons. This problem may be due to their lack of motivation, their attitudes towards learning English and such other reasons. As I teach at this university and I have the experience both in the optional English preparatory classes and in the freshman classes, I have the opportunity to observe and compare the attitudes of both groups towards English. In order to provide an insight to the research on university students' attitudes towards English, this research tries to determine Bozok university students' attitudes towards

English in terms of English in general, the current English education policy in Turkey and the purposes for learning English.

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

There have been many studies on the attitudes towards English language in recent years as an individual's attitude towards a foreign language may increase his/her motivation to learn that language. As Gardner (1985) emphasises, it is an unavailing endeavour to teach a foreign language lacking positive attitudes. Many researchers (Gardner & Lambert 1972; Gardner, Clément, Smythe & Smythe, 1979) have found that there is a strong relationship with the attitude and motivation. There are also many studies on the attitudes of Turkish students towards English. This thesis will examine the attitudes of Bozok University students towards English with regard to English in general, the current English education policy in Turkey and the purposes for learning English. It also aims to compare the attitudes of the students who received optional preparatory education and the freshmen who did not study at optional preparatory classes towards English. Identifying the attitudes towards English is important and it may be the first step for the attempts to change the negative attitudes to positive if negative attitudes are found in a teaching environment. In this sense, this study will also make some contributions to the research on the attitudes, especially in Turkish context. At Bozok University, as it was stated earlier, optional preparatory English program started in 2015-2016 academic year. Since it is a new experience for this university, there may be some shortcomings and wrong applications and this may influence students' attitudes towards English. At this university, there have been no studies on students' attitudes towards English and no comparison has been made between the attitudes of the students who study in optional preparatory classes and the students who do not choose this program. In this context, this study may provide precious insights for this university, its students and its educators.

#### **1.5. Objectives of the Study**

The present study intends to examine the attitudes of Bozok University students towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English. Another aim of the study is to compare the attitudes of students who study in optional preparatory classes and the freshmen who

do not choose this program in order to understand whether studying in optional preparatory classes has an effect on their attitudes. The study also seeks to find whether any statistically significant difference exists in the attitudes of students towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English regarding some factors such as having native or non-native English teachers, faculty type, having English intensive high school education and parents' education and to determine whether these factors have an effect on their attitudes towards English regarding English in general, the current English education policies of Turkey and the purposes for learning English.

### **1.6. Research Questions of the Study**

The thesis intends to answer the research questions as follows:

1. What are the students' attitudes towards English in terms of
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?
2. Does studying in optional preparatory classes have an effect on freshman students' attitudes towards English in terms of
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?
3. Does having a native speaker of English teacher have an effect on students' attitudes towards English in terms of
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?
4. Does faculty type have an effect on students' attitudes towards English in terms of
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?

5. Does having an education at an English intensive high school have an effect on students' attitudes towards English in terms of
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?
6. Does parents' education have an effect on students' attitudes towards
  - a) English in general?
  - b) the current English education policies of Turkey?
  - c) the purposes for learning English?

### **1.7. Limitations of the Study**

This thesis is limited to 2017-2018 academic year, Yozgat province and freshman students who studied optional English preparatory classes and those who did not receive preparatory education. The study was carried out with 73 students who studied optional English preparatory classes and 153 freshmen who did not receive preparatory education. Therefore, the findings of the current research cannot be generalized to all university students in Turkey because of the sampling method of this study. In order to have a better comprehension of attitudes of Turkish students, further studies with larger numbers from different regions and cities can be conducted. As the current study was only implemented at one university, other studies with a few universities can be done. Another limitation is that the current study was solely carried out with optional preparatory class students and freshmen out of optional preparatory classes. A further comparative study can involve compulsory preparatory class students, optional preparatory class students and freshmen who do not receive any preparatory education. The last limitation is that this study cannot trace any attitude changing.

## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1. The Definition of Attitude

There have been many studies on attitudes within the context of social psychology, pedagogy and foreign language education by various researchers. The attitude term has been defined and approached differently by many researchers. Likert (1932) points out that “contemporary definitions cluster about two chief conceptions: first, that attitudes are dispositions toward overt action; second, that they are verbal substitutes for overt action” (p. 9). He prefers the first usage in his study and glosses the definition of Century Dictionary and Cyclopedia (1904-1906, I, 374) by explaining that “if an exact definition be regarded as useful, the following is preferred: relation of persons viewed as the expression of, or as affecting, feeling, opinion, intentions, etc.” (p. 9). As Allport (1935) defines, “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (p. 810). According to Gardner (1985), “an individual's attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent” (p. 9). Oppenheim (1992) states that “for the purposes of verbal measurement, most researchers seem to agree that an attitude is a state of readiness, a tendency to respond in a certain manner when confronted with certain stimuli” (p. 174). Ajzen (2005) describes attitude as “a disposition to respond favourably or unfavourably to an object, person, institution, or event” (p. 3). Language attitudes are defined in the Longman Dictionary of Language Teaching and Applied Linguistics (2010) as:

The attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. (p. 314)

## 2.2. The Status of English

English language has an incomparable status among other languages in the world and some researchers have evaluated and regarded its status differently such as “English as a global language”, “English as a lingua franca (ELF)”, “English as an international language (EIL)”, “World Englishes (WEs)” and Standard English. Crystal (2003), for instance, sees English language as a global language and attributes its present status to its people’s political, economic and military power adducing previous similar achievements of languages such as Greek, Latin, Arabic, Spanish, and French in history. For the term “English as lingua franca”, Mauranen (2017), in the “The Routledge Handbook of English as a Lingua Franca”, reports the following:

Two kinds of widespread definitions of ELF circulate in the field of applied linguistics, one that takes it to apply only to people for whom it is not a first language, to the exclusion of native speakers (e.g. Firth 1996; House 1999), and another that accepts native speakers as part of the mix (e.g. Seidlhofer 2004, 2011; Jenkins 2007; Mauranen 2012). (p. 8)

Mauranen (2017) adds that “the more comprehensive definition also reflects the reality of English today: English is spoken in situations with widely varying combinations of participants, including first-language speakers of different varieties” and she deduces that ELF means “a contact language between speakers or speaker groups when at least one of them uses it as a second language” (p. 8). Firth (1996) states that “English is a 'lingua franca' - a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 240). When we define ELF in this way, “ELF is part of the more general phenomenon of EIL or WEs” (Seidlhofer, 2005, p. 339). Before referring the term “WEs”, it is essential to mention about “varieties of English”. Bauer (2002) defines the variety as follows:

We can use ‘variety’ to mean a language, a dialect, an idiolect or an accent; it is a term which encompasses all of these. The term ‘variety’ is an academic term used for any kind of language production, whether we are



viewing it as being determined by region, by gender, by social class, by age or by our own inimitable individual characteristics. (p. 4)

In their discussion of varieties of English, Halliday, McIntosh, and Stevens (1964) put forward the following:

English is no longer the possession of the British, or even the British and the Americans, but...exists in an increasingly large number of different varieties...But the most important development of all is seen in the emergence of varieties that are identified with and are specific to particular countries from among the former British colonies. In West Africa, in the West Indies, and in Pakistan and India...it is no longer accepted by the majority that the English of England, with RP (it refers "Received Pronunciation" here) as its accent, are the only possible models of English to be set before the young. (pp. 293-294, as cited in Bolton, 2006a, p. 291)

Another significant point in this context is made by Kachru. He draws attention to the famous American linguist's quote as follows:

If English, rightly or wrongly, is to remain preeminent among world languages, it has to be various. It exists in the minds of its multifarious users, and its varieties mark differences among people and their multifarious purposes. Variation in English remains, and has indeed increased, despite centuries of effort to stamp it out. Its longevity results from its utility. (Sledd, 1993, p. 275, as cited in Kachru, 2006, p. 466)

There have been many explanations for the term "WEs". One of these can be seen in Kachru and Smith's assertion as follows:

"Englishes" symbolizes the functional and formal variation in the language, and its international acculturation, for example, in West Africa, in Southern Africa, in East Africa, in South Asia, in Southeast Asia, in the West Indies, in the Philippines, and in the traditional English-using countries: the USA, the UK, Australia, Canada, and New Zealand. The

language now belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard form or in its localized forms. (Kachru and Smith, 1985, p. 210, as cited in Bolton, 2006b, p. 241)

In order to grip this issue from a broader perspective, we need to look at Kachru's another study. Kachru (1996) explains why he chooses the term 'World Englishes' instead of 'World English'. He answers this question by attitudinal, linguistic, pragmatic, and ontological explanations. He states that the term 'Englishes' symbolizes distinct identities of the literature and language, alteration in function and form, use of language culturally and linguistically distinct context, a series of variation in literary creativity. Kachru (1990) indicates the status of English in the world and he illustrates the division of countries that use English in the world by means of three circles as shown in Figure 1.

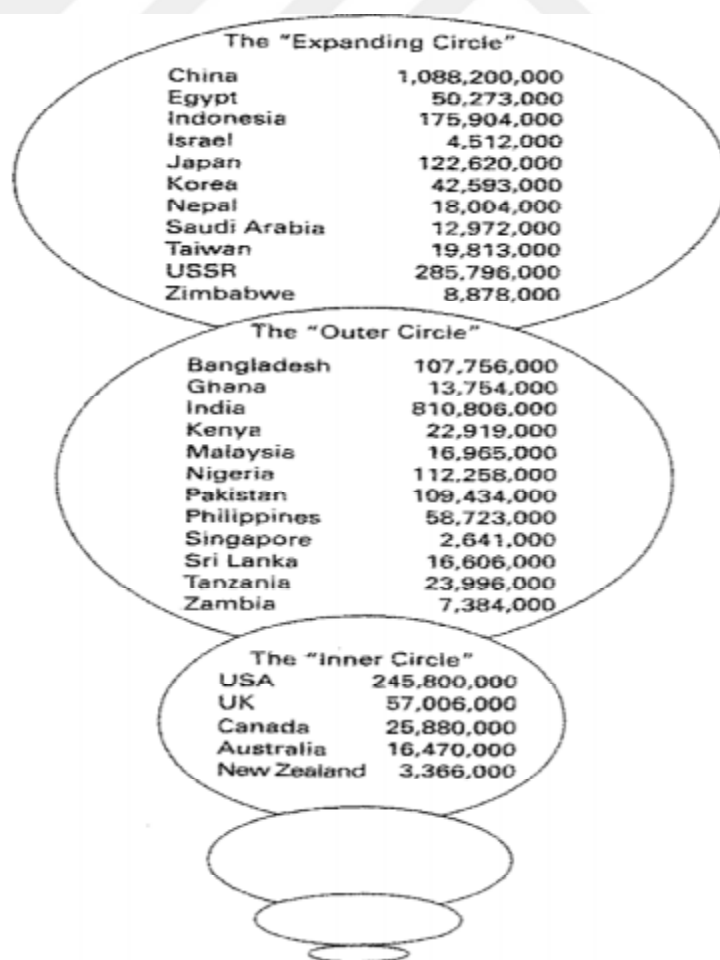


Figure 1. Three-circle Model for World Englishes (Kachru, 1990, p.4).

“The Circles model was intended to represent (1) the types of spread of English worldwide, (2) the patterns of acquisition, and (3) the functional domains in which English is used internationally” (Bolton, 2006a, p. 292). Kachru (1990) presents these circles as the Inner Circle, the Outer Circle and the Expanding Circle. The Inner Circle refers to countries whose people are native speakers of English such as England, USA, Canada, Australia, and New Zealand. The Outer Circle represents Anglophone countries by post-colonialism i.e. India, Africa, Nigeria, Zambia, and Singapore. The Expanding Circle stands for the regions where people learn EFL and people of those countries regard English as an international language for using especially in technology, education, science etc. These countries include China, Japan, Greece, Indonesia, Israel, Korea, Saudi Arabia, Taiwan, the USSR and Turkey.

While Kachru upholds the notion of WEs, Quirk (1985) draws attention to global status of English and emphasizes the term standard English in his words “the English language works pretty well in its global context today: certainly the globe has at present no plausible substitute” (p. 6). He believes that because of the trend in neglecting standard English brought educational damage in the countries whose people are native speakers of English and acknowledges that “there may well have been compensating educational gains in the wider tolerance for an enjoyment of the extraordinary variety of English around us in any of these countries” (Quirk, 1985, p. 6). Crystal (1985) agrees with Quirk’s assertion on standard English. Kachru (1990) states that “Quirk rejects the sociolinguistic identity of the varieties of English in the Outer Circle and considers the recognition of such identity as the false extrapolation of English ‘varieties’ by some linguist” (p. 8). For the term EIL, Kachru (1985) points out about his expanding circle that “the third circle, termed the expanding circle, brings to English yet another dimension, understanding the function of English in this circle requires a recognition of the fact that English is an international language” (p. 13). Then he maintains that in this regard English left behind its linguistic rivals such as French, Russian and Esperanto (an artificial language). He adds that “it is the users of this circle (the expanding circle) who actually further strengthen the claims of English as an international or universal language” (Kachru, 1985, p. 13).

### **2.3. English Education in Turkey**

The importance of English in Turkey's education system is indisputable as, at present, it is "the most commonly taught foreign language in Turkish schools" (Bayyurt, 2010, p. 163). In order to understand the status of English in Turkey, it is plausible to look back historical background of foreign language education in this geographical region.

#### **2.3.1. Historical background of foreign language education in Turkey**

As Sariçoban (2012) states, Turkey is a strategically important country which takes place between Asia and Europe as a bridge and it is close to Africa and Middle East, so its status necessitates a lot of responsibilities for Turkey such as giving importance to English education so as to catch up with the developments in the world and communicate with foreign countries internationally. It is possible to see the traces of foreign language in this region in earlier centuries, but as we will briefly address this issue in this study, the examination of historical background here will be commenced with the Ottoman Empire and our main focus will be on foreign language education, especially English language education.

In the Ottoman Empire period, "Persian and Arabic were encouraged to learn. They were both attached prestige and respected greatly. Under these circumstances, Ottoman people were not interested in Western languages like their predecessors-the Seljuqs" (Üzüm, 2007, p. 25). However, due to the empire's regression and giving capitulations to foreign countries in the process of economic and commercial relations with these countries, other foreign languages also gained importance. Demircan (1988) reports that European countries came into the Ottoman Empire for commercial purposes, on the other hand, the Ottoman Empire's focus was on foreign languages in order to follow both commercial and military relations. Üzüm (2007) states that "as they were unable to follow developments in military during the decline years, French, English and German officers were hired with high salaries in order to train Turkish officers. This brought foreign languages into military schools" (p. 28). Üzüm (2007) maintains that "language policies were changed frequently and ineffective methods were adopted resulting in loss of time and effort" (p. 28). Küçükoğlu (2013) emphasizes that foreign language education was first seen in schools' curriculum in the Ottoman Empire in 1880s. "It is recognized that the introduction of English language into the

Turkish education system dates back to *The Tanzimat Period*, the second half of the eighteenth century, which marks the beginning of the westernization movements in the education system” (Kirkgöz, 2005, as cited in Kirkgöz, 2007, p. 217). This period was between the years 1839 and 1876. In this period, French was also important as the sciences were taught by French teachers and using French materials (Sarıçoban, 2012). Sarıçoban (2012) adds that in 1867, successful French education is seen in the Mekteb-i Sultani (Galatasaray High School) in İstanbul. She affirms that the medium of instruction as English first started at a private school, Robert College, which was founded in İstanbul in 1863. Until 1908, English was not taught in state schools and in those years, most of the people in Turkey were illiterate, so mostly the minorities’ children had education in English and other languages at Protestants Schools (Doğançay-Aktuna, 1998). As Oktay (2015) informs us, the compulsory language was French in all of the schools and English and German were elective languages in 1908, in the period of Second Meşrutiyet.

Kirkgöz (2007) indicates that after the Turkish Republic was established in 1923, there were closer relationships with the USA and Europe, and it speeded up the expansion of ELT in Turkey and English became more important than other foreign languages. In this period, there was the influence of technological and scientific improvements in the world and countries were closer to each other because of various tools of communication, so foreign language education gained importance to catch up with other nations (Küçüköğlü, 2013). In this period, there were many reforms by Mustafa Kemal Atatürk and in her article “Foreign language education policies in Turkey”, Sarıçoban cites this issue broadly as follows:

Atatürk as the founder of the republic associates initialized a series of reforms after the establishment of the Republic of Turkey. He made reforms on national, social, cultural, and educational levels to establish an independent and modern nation, among which the *Turkish Language Reform*, underlining the Kemalistic principles, was highly successful in achieving the objectives set for the purification, standardization, authentication, and modernization of the Turkish language. (Büyükkantarcıoğlu, 2004, p. 38, as cited in Sarıçoban, 2012, p. 2644)

She maintains that the purpose of these reforms was to purify Turkish language from foreign language elements, so a standard Turkish for written and oral communication existed (Sarıçoban, 2012). On the 3rd of March 1924, the Unification of Education Law (*Tevhid-i Tedrisat*) was accepted, so medresas were closed, all the schools were assembled under the same roof and they were linked to the Ministry of National Education in order to bring up citizens who are republican, nationalist, democrat, secularistic, statist and revolutionist for struggling against the enemies that may be a threat to their country's independence and their values (Sezer, 2003). Another reform regarding language teaching in this period was ceasing Persian and Arabic education in 1927, and instead of them, bringing English, French, Italian, German and Latin (Demirel, 2003). National Public schools began to multiply in this period and in 1928, Latin alphabet started to be used instead of Arabic alphabet and schools became secular (Sarıçoban and Sarıçoban, 2012). "During the first years of the Republic in foreign language teaching, understanding what one read and during the Atatürk's Period stressing on passing the technical and cultural transfers had more importance and priorities (Ekmekçi, 2003, p.39, as cited in Oktay, 2015, p. 585). Işık (2008) states that Turkish Education Association (TED) was founded in 1928 "on the purpose of rescuing Turkish students from going to foreign schools in order to learn a foreign language" (Demircan, 1988), and this school started English education completely after 1951-1952 school year. In the 1930s-40s, French and German had the precedence over English in accordance with socio-political developments of those years (Doğançay-Aktuna, 1998). According to Doğançay-Aktuna (1998), by the establishment of the republic in Turkey, relations with Europe became stronger due to modernisation and Westernisation specifically with French language, however, in the 1950s, Turkey's interest moved from Europe towards the USA and English as an international language because of the USA's economic and military power. In the Republic Period, foreign language education were provided in some higher education institutions such as Middle East Technical University (METU) (1956), Robert College (with its subsequent name Boğaziçi University) (1957), Hacettepe, Cerrahpaşa, Galatasaray University and almost all of the Foundation Universities (Çelebi, 2006). In 1960s and 70s, universities increased in number, so a regular central planning for universities was a necessity. For that reason, the Council of Higher Education was founded in 1981 and all of the higher education institutions were gathered under the framework of this council. The schools where English education was given increased in number during these years (Küçüköğlü,

2013). As Sariçoban and Sariçoban (2012) indicate, Board of Education and Discipline (BOED) founded a foreign language policy for the first time. Sariçoban and Sariçoban (2012) report that between 1923 and 1997, there was a compulsory five-year primary education, and later on, a six-year secondary education in which students received a three-year middle school and a three-year high school education. After these stages, the students could have Higher Education. They maintain that public schools comprised general, vocational and Anatolian high schools. Preparatory English classes did not exist in general and vocational schools (almost eight hours of English was taught in these schools), but in Anatolian high schools which were opened in 1955 firstly, there was one-year preparatory English class. In some Anatolian high schools, this application still exists. Bartu (2002) points out that at some state universities such as Marmara, Hacettepe and Çukurova, the medium of instruction is English in certain departments and there is a preparatory class where 20-25 hours of foreign language instruction takes place at these universities.

With the education reform in 1997, there were several important reforms in Turkish educational system concerning foreign language instruction (Sariçoban, 2012). Because of the unsuccessful foreign language education, compulsory foreign language courses turned into elective at general high schools at the 1988-1989 school year, however in 1997, after compulsory education was increased up to 8 years, foreign language education became compulsory starting from 4th grade of elementary schools to 8th grade of secondary schools (Oktay, 2015). With the law of 4306 in 1997, foreign language education which was formerly started at secondary schools began to be taught from the 4th grade of elementary schools and it was decided that a second elective foreign language was added to the curriculum (Haznedar, 2010). As Demirpolat (2015) indicates, with the 8-year compulsory primary education reform in 1997, middle schools of Anatolian high schools were closed and as a natural consequence of this change, preparatory class application was shifted to high school level. She adds that, foreign language curriculum of general high schools was also changed. As she states, according to this curriculum, compulsory foreign language for 4 hours and elective foreign language course for 2 hours were given in the 9th grade of these high schools weekly and students who did not choose foreign language department in the 10th and 11th grades were given compulsory foreign language for 4 hours and elective foreign language course for 2 hours. Demirpolat (2015) summarizes some reforms at high schools concerning foreign language education by specifying that together with

Anatolian high schools, also at foreign language intensive high schools which started at the 1991-1992 school year, English education had a prominent position. However, these foreign language intensive high schools were transformed to Anatolian high schools at 2005-2006 school year and in these years, preparatory classes were substantially abolished from high school education. Preparatory classes continued only at Social Sciences high schools and some well-established Anatolian high schools. Demirpolat states that the reason why preparatory classes were abolished from high schools is to extend English education over a period of time. She maintains that after the year 2005, the notion of general high schools disappeared gradually and these high schools were also called as Anatolian high schools. As she reports, another important reform in 2012 was the law that increased compulsory education year from 8 to 12 years (known as 4+4+4). With this law, English instruction started from the 2nd grade of elementary schools with the aim of familiarizing English to the students at earlier ages. As Gür, Çelik and Yurdakul (2016) state, according to BOED's decision in 2013, the law set the stage for a foreign language intensive education in the 5th grade of elementary schools where suitable conditions and opportunities are provided, so it is allowed that the hours of foreign language instruction can be raised from 3 hours to 18 hours. They add that this foreign language intensive education in the 5th grade has been applied only at some schools whose substructures are suitable since 2013.

In terms of English education in higher education institutions, the law no. 2547 of Higher Education Council (YÖK) explains the current situation of English education in higher education institutions in Turkey. In accordance with the law no. 2547 (item 5-1), English education is compulsory at higher education programs. Whether the students who firstly enrol in a higher education program will be exempt from compulsory English is determined according to placement tests or proficiency tests, as well as exemption exams by senate's decision. The students who cannot fulfil the exemption requirements have to take compulsory English courses and succeed in them. Compulsory English courses are programmed as at least 2 terms in order to meet the foreign language knowledge level that is envisaged by Turkey Higher Education Qualification Framework. In higher education institutions, elective English courses can be opened for students who are successful at compulsory English course and who are exempt from it (Official Newspaper-Resmi Gazete 23.03.2016 n. 29662). In departments whose medium of instruction is completely Turkish, compulsory preparatory classes cannot be opened, however, in these departments; optional



preparatory classes can be opened by senate's decision and vocational foreign language courses can be given. In departments whose medium of instruction is partially or completely English, preparatory classes are compulsory (Official Newspaper-Resmi Gazete 23.03.2016 n. 29662).

### **2.3.2. Inadequacy of English education in Turkey**

There have been many studies on how to teach foreign language better and many different methods and techniques have been tried in Turkey; however, it is difficult to say that the desired level could be caught. As Aktaş (2005) emphasizes, it is difficult to say that Turkey could reach the desired success in language instruction in spite of a lot of time and great efforts that have been spent for many years. Işık (2008) draws attention to this issue by saying that although a lot of time, resources and endeavour have been spent on foreign language teaching, the low proficiency level of foreign language in Turkey has not changed. Kızıldağ (2009) states that many learners of English in Turkey could not reach the intended level of communicative skills despite their learning experiences for years and they can get that position only when they study at a private language school or go to a country where English is mostly spoken. Another researcher pointing out this problem, Oktay (2015) specifies that the education system in Turkey aims to bring up qualified and adequate manpower, so for the country's social and economic improvement and changing, knowing more than one foreign language is important. She continues that despite many efforts given and money spent on language teaching at schools and universities, foreign language instruction is still unsuccessful in Turkey. As mentioned in Section 1.2, according to the 2017 English Proficiency Index provided by Education First, Turkey ranks 62<sup>nd</sup> among 80 countries in the world and 26<sup>th</sup> out of 27 countries in Europe where Azerbaijan is at the end of the list. Turkey's English proficiency point is 47.79 which is accepted as very low proficiency. Even this report released by Education First reveals how dramatic Turkey's English level is in recent years. As this is the case for English language and its education in Turkey, it is worth agonizing over the problem and the reasons why English proficiency of Turkey is so low. As Hatipoğlu and Bayyurt (2015) put it, from some determinants such as planning of language instruction, teaching methodologies, students' interest and motivation, language teacher and his/her language knowledge is in the foreground of these reasons. Aktaş (2005) considers the issue from a different aspect in his study by

addressing the concept of communicative competence as well as acknowledging the influences of factors such as teacher equipment, students' interest and motivation, teaching methods, teaching materials and learning environment for the failure of foreign language education of Turkey. He draws an inference by suggesting some implications: In language instruction, culture of that language needs to be taught; basic language skills need to be used at writing and speaking levels in natural communication environments; sociocultural, pragmatic and other non-linguistic factors need to be considered; four basic skills (listening-speaking, reading-writing) need to be taught using an integrative approach; teachers should use extra teaching tools and materials (apart from the course books) that engage students' five senses; and students should be given the opportunity to speak the language independently far from teacher pressure, taking the responsibility and studying cooperatively in a group and decision making. Işık (2008) attributes the problem to several reasons such as traditional language teaching methods, teaching and learning habits, the shortcomings in planning of foreign language education and their natural results such as inadequacies or mistakes in method, activities, materials, assessment and evaluation. In his study he focuses on two problems concerning foreign language instruction in Turkey. They are insufficiency of teacher training system and as a consequence of this, methodological mistakes and shortcomings of language planning. Finally, he suggests that undergraduate education and in-service training of language teachers should be revised so as to have teachers equipped with pedagogical content knowledge and methodological knowledge so as to use the methods and materials effectively. In another study conducted by Kızıldağ (2009), the problem is discussed in accordance with teachers' speeches about the difficulties at public primary schools. Kızıldağ categorizes teachers' reasons of difficulties they face at public schools as institutional, instructional and socio-economic. Institutional difficulties include lack of prior organization and lack of support by the school management or the Ministry of National Education. Instructional challenges consist of prevention of teachers from providing effective learning environments. Socio-economic challenges are parents' undermining the importance of learning a foreign language. In her study, according to instructors and students' responses at a Turkish university, Oktay (2015) finds out that the most stated problems concerning language instruction in Turkey are: Foreign language teaching policy of Turkey is not satisfactory, foreign language lessons are usually conducted as teacher-centred, there is unnecessary emphasis on grammar instruction, students in Turkey do not spend enough

time for learning language, classrooms are excessively crowded, language instruction does not start early enough, and there is not a sufficient language teaching environment, there is lack of practice, university entrance exams do not involve questions in foreign language, students are not motivated enough to learn a foreign language, homework does not contribute to learning language and students do not participate in foreign language courses sufficiently.

The reason why English proficiency of students in Turkey is insufficient may be related with not only above mentioned external effects, but also some internal effects such as students' attitudes towards English which will be investigated in the current study. That is possible to attribute the inadequacy of students' English level to their negative attitudes towards English language and learning it and it may be claimed that students' attitudes towards learning English and their achievement in English are related. In her examination of the effect of attitudes towards English and Turkish courses on students' academic achievement, Kazazoğlu (2013) finds a relationship between students' attitudes towards English lesson and their achievement in English and she sets forth that an individual's potential to take part in learning process is designated by his/her attitudes. Additionally, she suggests that as students' positive attitudes towards the language give them the opportunity to get cognitive success, foreign language teaching curricula should contain an investigation on students' choices involving their attitudes, and a research on education and training applications that will promote learners' positive attitudes. In a similar study, Kara (2009) proposes that learners' positive attitudes towards teachers, schools and courses affect their learning quality. In her examination of the relationship between attitudes of Elementary School 8th grade and Anatolian High School 11th grade students towards English and their academic achievement, Anbarlı-Kırkız (2010) also finds a positive correlation between their academic achievement and attitudes. Based on these studies and other similar researches, negative attitude towards English may be regarded as one of the determining agents for insufficiency of English proficiency in Turkey.

#### **2.4. Review of Studies on Attitudes**

In this part, firstly, studies on attitudes will be reviewed from a broader scope, and then studies on attitudes within the context of Turkish students will be reviewed.

### 2.4.1. Studies on attitudes from a general overview

It has been long accepted that there are individual differences in Second Language Acquisition (SLA) and some affective variables such as aptitude, motivation, attitude, age, anxiety etc. may lead success or failure in language learning process. Hall (2011) points out that “it is self-evident that learners differ from one another in a variety of ways including, for example, age, personality, motivation and attitudes” (p. 124). As Lightbown and Spada (2013) state, “many of us believe that individual differences that are inherent in the learner can predict success or failure in language learning” (p. 75). Similarly, Ellis (1997) points out that “social factors to do with the context of learning have an effect on how successful individual L2 learners are and possibly on how interlanguage develops as well” (p. 73). He also indicates that “affective factors such as learners’ personalities can influence the degree of anxiety they experience and their preparedness to take risks in learning and using an L2” (p. 73). Kumaravadivelu (2012) also emphasizes that “there are individual factors such as age, anxiety, attitude, motivation, extroversion, introversion, and risk-taking. These factors play a crucial role in determining individual success or failure in language learning” (p. 26).

In the field of social psychology and sociolinguistics, attitude research has played a crucial role for years. Learners’ attitudes towards English Language have been one of the main interests of second language researchers recently. First studies on attitudes go back to more than 80 years ago and these studies in those years concentrate on attitude measurement. As Ostrom (1968) conveys, “Thurstone's most often acknowledged contribution to the study of attitudes was his solution to the problem of attitude measurement. He put an end to much of the unproductive debate of that period regarding the accessibility of attitudes to observation” (p. 6). Likert (1932) studied on a method of measuring attitudes and comments about the definition of attitude as “contemporary definitions cluster about two chief conceptions: first, that attitudes are dispositions toward overt action; second, that they are verbal substitutes for overt action” (p. 9). He prefers the first usage in his study. Allport (1935) investigates attitudes and indicates that the attitude concept is possibly the most distinctive and essential notion in modern American social psychology. He adds that it is seen in theoretical and experimental literature more frequently than any other terms. He continues to emphasize its importance by stating that it is not the possession of any one psychological school of thought, so it contributes to the eclectic writers. He also states

that the attitude concept serves the purposes of both sociologists and psychologists. In addition, he emphasizes its universal use and indicates that in social psychology it has a crucial role in many systematic studies. After a short review of the history of the notion of attitude, Allport (1935) offers several definitions of attitude made by others and then he defines it as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related ” (p. 810). In his study, about positiveness and negativeness of attitudes, he puts that “an attitude characteristically provokes behavior that is acquisitive or aversive, favorable or unfavorable, affirmative or negative toward the object or class of objects with which it is related” (p. 819). Then, in the same study, he reviews some previous studies on the measurement of attitudes and proposes that “attitude scales should be regarded only as the roughest approximations of the way in which attitudes actually exist in the mental life of individuals” (p. 832). Finally, he briefly concludes as follows:

Each person possesses many contradictory attitudes, and for this reason his mental set at the moment of submitting to a scale may tell only a part of the story. Furthermore, attitudes often change, and an investigation made under one set of conditions may not for long present a true picture of the attitudes of any given group ... Rationalization and deception inevitably occur, especially when the attitudes studied pertain to the moral life or social status of the subject. The difficulty of obtaining reliable information concerning attitudes toward sex is a case in point. So great is the tendency to protect oneself that even anonymity is not a guarantee. Lack of insight, ignorance, suspicion, fear, a neurotic sense of guilt, undue enthusiasm, or even a knowledge of the investigator's purpose may invalidate an inquiry. (Allport, 1935, p. 832)

These words show us that determining students’ attitudes precisely and ensuring the validity of obtained data are not so easy.

Some researchers focus on functional analysis of attitudes. For instance, Katz (1960) suggests four functions of attitudes. These are a utilitarian function (Katz uses adjustive or instrumental alternatively), an ego-defensive function, a knowledge function and a value-expressive function. Banaji and Heiphetz (2010) explain Katz’s

four functions in details. They point out that utilitarian attitudes enable a person to get rewards and abstain from punishments; knowledge function helps the individual comprehend the situations in which he/she finds himself/herself; ego-defensive function preserves the person from psychic dangers. Banaji and Heiphetz (2010) explain this situation as follows: “an attitude toward the self, better known in the field as self-esteem, is another example of an ego-enhancing preference that keeps the self ‘lifted’ and able to function in a world that constantly demands comparisons with others” (p. 356). They state that the fourth function, value-expressive function allows people show their core values or foundational aspects of themselves.

More recently, Gardner (1985) who developed the well-known Attitude / Motivation Test Battery conducted a study on attitudes and motivation and investigated their role on second language learning. In his book, after reviewing the literature in the field, he focuses on the ways of classifying attitude variables. He puts forward that one of these classifications is as educational and social attitudes. He explains that educational attitudes cover attitudes toward the teacher, the course, learning the language, and so on. On the other hand, social attitudes embrace attitudes concerning cultural components of second language learning. Then, he implies that the variable involving attitudes toward learning the second language is relevant to educational aspect whereas the other variable covering attitudes toward the second language community refers to social aspect and both of them have been studied by several researchers. He puts forth that attitudes both toward the second language community and second language learning are associated with proficiency in the language; however, the relationship including attitudes toward second language learning is more consistent. According to Gardner, both of above mentioned attitudes are independent of intelligence and aptitude while they are related to environmental factors or subject characteristics such as sex or age. Gardner concludes this comparison by stating the following words:

Whereas different types of attitudes relate in varying ways to different aspects of achievement in the second language, attitudes toward learning the language tend to be among the better predictors, while attitudes toward the other community tend to be consistently poorer. (Gardner, 1985, p. 60)

Gardner (1985) also explains the relationship between motivation and attitude giving four components which are “a goal, effort, want, and attitudes toward the activity” (p. 53) as shown in Figure 2. He states that in order to describe a motivated individual, three components are necessary. One of them is attitudes toward learning the language, so it is clear that motivation comprises of attitudinal aspect and also goal-directed behaviour. He adds that “different reasons for learning a second language might be related to achievement in the second language to the extent that they reflect differences in motivation” (p. 60).

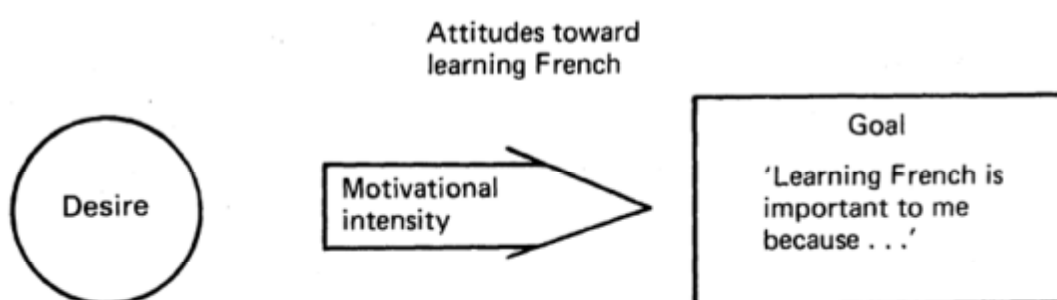


Figure 2. Schematic representation of the concept of motivation (Gardner, 1985, p. 54)

He maintains that motivation and attitudes may be related to other components of behaviour concerning second language acquisition. These are “persistence in language study and classroom participation, reflect volitional behaviour on the part of the student, and a consideration of them demonstrates once again that attitudes and motivation are involved in the learning process” (Gardner, 1985, p. 61). He suggests that as attitudes and motivation reflect an active involvement on the part of the student during the all process of second language learning, they are important. In the same study, Gardner (1985) investigates attitude change and proposes that language experiences may have an effect on students’ attitudes and their motivation. In order to assess this investigation, he focuses on three different language experiences: Regular language courses, bicultural excursion programmes, and intensive language training. Then, he concludes that “the most pronounced attitudinal and motivational changes seem to emerge in brief bicultural excursions, particularly among those students diving right in and try to maximize their contacts with members of the other community instead of acting like passive sightseers” (Gardner, 1985, p. 106). He adds that “those who visit the other community and report active participation are the ones who develop

the more favourable attitudes” (p. 106). After examining regular courses and intensive language training, he suggests that what mediates the change in attitudes is novelty in these programmes and students’ experiences, not the process of learning the second language.

Before Gardner’s study, Gardner and Lambert (1959) conducted a study in order to explore the significance of aptitude and motivational variables including attitude scale in learning a second language. The study involved high school students in Montreal who study French as a second language and they completed several tests consisting of verbal intelligence, aptitude, and attitudinal and motivational features. According to the analysis of the study, Gardner and Lambert (1959) find that “two orthogonal factors equally related to ratings of achievement in French: a linguistic aptitude and a motivational factor” (p. 272). They also find that “maximum prediction of success in second-language acquisition was obtained from tests of: verbal intelligence, intensity of motivation to learn the other language, students’ purposes in studying that language, and one index of linguistic aptitude” (p. 272).

Another important investigation on attitude was conducted by Dörnyei, Csizer and Nemeth (2006) who focus on language attitudes and motivation. They conducted their study using three national surveys with a total of 13,391 Hungarian primary school pupils in the years 1993, 1999 and 2004. In their study, Dörnyei et al., (2006) investigate motivation with its components which consist of instrumentality, integration, linguistic self-confidence, cultural interest, attitudes towards the L2 speakers/community and milieu. Their study also contains the investigation of students’ disposition towards five target languages: English French, German, Russian and Italian. They suggest that due to the influence of globalisation, the status of different languages changed during the time of their study which coincides with 12 years (1993, 1999, and 2004). After they analyse the popularity ranking order of above mentioned five different languages, they find that English is most popular, the second is German, the third is French, and then respectively Italian and Russian take the fourth and fifth places. It is noted that Russian has never been popular for Hungarians. Another focus of their study is explaining the Structural Equation Modelling in an attempt to generate a framework of L2 motivation. This model is mentioned as the L2 motivation self-system in their book. They conclude that “more and more people do not make a motivated decision to learn English but study the language as an obvious and self-evident component of education in the 21st century” (Dörnyei, et al., 2006, p. 89). In their detailed study, they



also examine “the relationship between the various contact conditions and the students’ L2-related disposition” (p. 148) and they say that they found “a broadly linear association for most languages and attitude/motivation aspects: the higher the degree of contact, the more positive the students’ dispositions were” (p. 148). They add that “increased contact promotes language attitudes and motivated language learning behaviours, whereas if the contact exceeds a certain threshold level, it seems to ‘backfire’ and work against positive intercultural relations” (p. 148).

Attitude concept has been widely discussed with its three components: affect, behavior, and cognition by many researchers. Breckler (1984) evaluates this tripartite model’s validity in his study. He states that “attitude is defined as a response to an antecedent stimulus or attitude object. The stimulus may or may not be observable, and can best be thought of as an independent or exogenous variable” (Breckler, 1984, p. 1191). Then he explains these components in detail and illustrates Rosenberg and Hovland’s tripartite model of attitude structure in Figure 3.

He illuminates this model elaborately as follows:

Affect, behavior, and cognition are three hypothetical, unobservable classes of response to that stimulus... affect refers to an emotional response, a gut reaction, or sympathetic nervous activity. One can measure it by monitoring physiological responses (e.g., heart rate, galvanic skin response) or by collecting verbal reports of feelings or mood. Behavior includes overt actions, behavioral intentions, and verbal statements regarding behavior. Beliefs, knowledge structures, perceptual responses, and thoughts constitute the cognitive component... Affect can vary from pleasurable (feeling good, happy) to unpleasurable (feeling bad, unhappy). Behavior can range from favorable and supportive (e.g., keeping, protecting) to unfavorable and hostile (e.g., discarding, destroying). Likewise, cognitions or thoughts may vary from favorable to unfavorable (e.g., supporting versus derogating arguments). (Breckler, 1984, p. 1191)

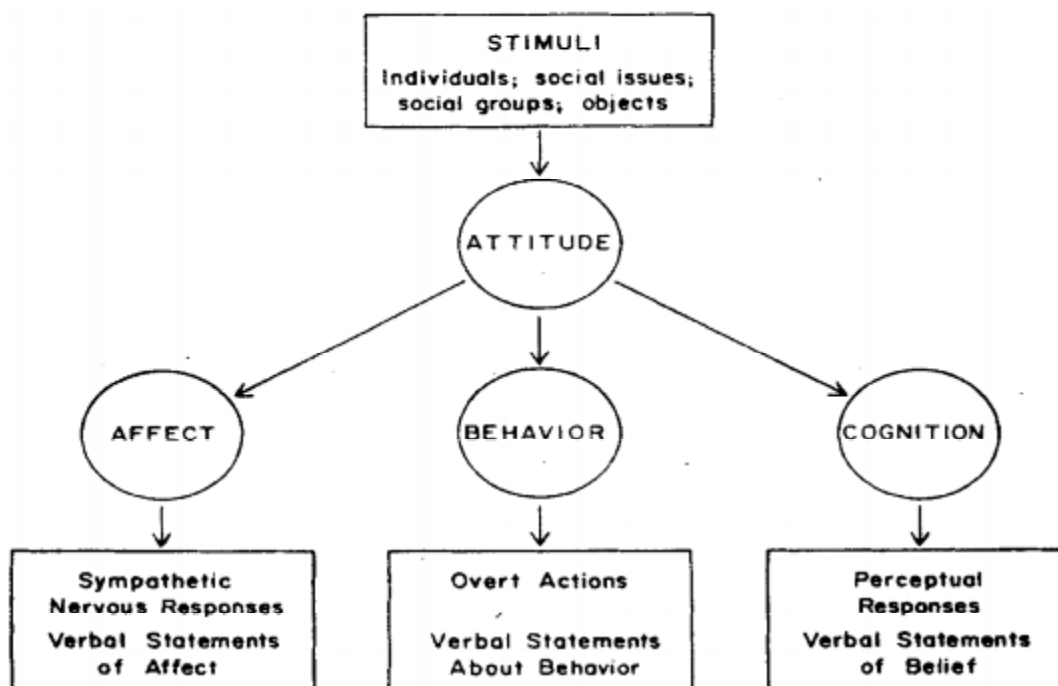


Figure 3. The tripartite model of attitude structure (Rosenberg & Hovland, 1960, as cited in Breckler, 1984, p. 1192).

In his empirical research Breckler finds that in order to test these three components' distinction, the most important conditions that enable validity are "the use of nonverbal, in addition to verbal, measures of affect and behavior, and the physical presence of the attitude object" (p. 1191).

This tripartite model of attitude is also discussed by Ajzen (2005) in his book 'Attitudes, Personality and Behaviour'. He reviews the related literature also referring Breckler's empirical study and then he points out that "attitudes and personality traits are latent, hypothetical dispositions that are inferred from a variety of observable responses" (Ajzen, 2005, p. 22). He emphasizes that one can obtain information about these responses by means of self-reports of an individual, from friends or acquaintances, or by making direct observation. He additionally notes that "in the attitude domain it is customary to distinguish between verbal and nonverbal responses that represent beliefs, feelings, and action tendencies" (p. 22). Then he shows some theorists' argument on reflection of these response classes as three different and distinct attitude components: affect, cognition and conation at an intermediate level, and at the lowest level as feelings, specific beliefs and action tendencies. He concludes that "attitudes and personality traits are thus assumed to predispose overt behavior relevant to the trait or attitude under consideration" (p. 22). In the same book, Ajzen discusses the principle of

compatibility in another chapter. He points out that “attitudes and personality traits can be reduced to the level of a particular behavior, and such behavior-specific dispositions are found to correlate well with compatible action tendencies” (p. 96). Then he emphasizes that “such behaviour-specific attitudes correlate well with the corresponding behavior and, like perceived behavioral control, they can help explain why people act the way they do” (p. 97).

In another detailed study on attitudes, Ajzen and Fishbein (2005) investigate attitude-behavior relation and they present a reasoned action approach to explain this relation. They explain this phenomenon as follows:

The behavioral, normative, and control beliefs people hold about performance of a given behavior are influenced by a wide variety of cultural, personal, and situational factors. Thus, we may find differences in beliefs between men and women, young and old, Black and White, educated and uneducated, rich and poor, dominant and submissive, shy and outgoing, and between individuals who have an individualistic and those who have a collectivistic orientation. In addition, they may be affected by the physical environment, the social environment, exposure to information, as well as such broad dispositions as values and prejudices. (Ajzen & Fishbein, 2005, p. 194)

They make a few important assumptions in the sense of this reasoned action approach which is illustrated in Figure 4. They align these assumptions as follows:

1. Intention is the immediate antecedent of actual behavior.
2. Intention, in turn, is determined by attitude toward the behavior, subjective norm, and perceived behavioral control.
3. These determinants are themselves a function, respectively, of underlying behavioral, normative, and control beliefs.
4. Behavioral, normative, and control beliefs can vary as a function of a wide range of background factors. (Ajzen & Fishbein, 2005, p. 194)

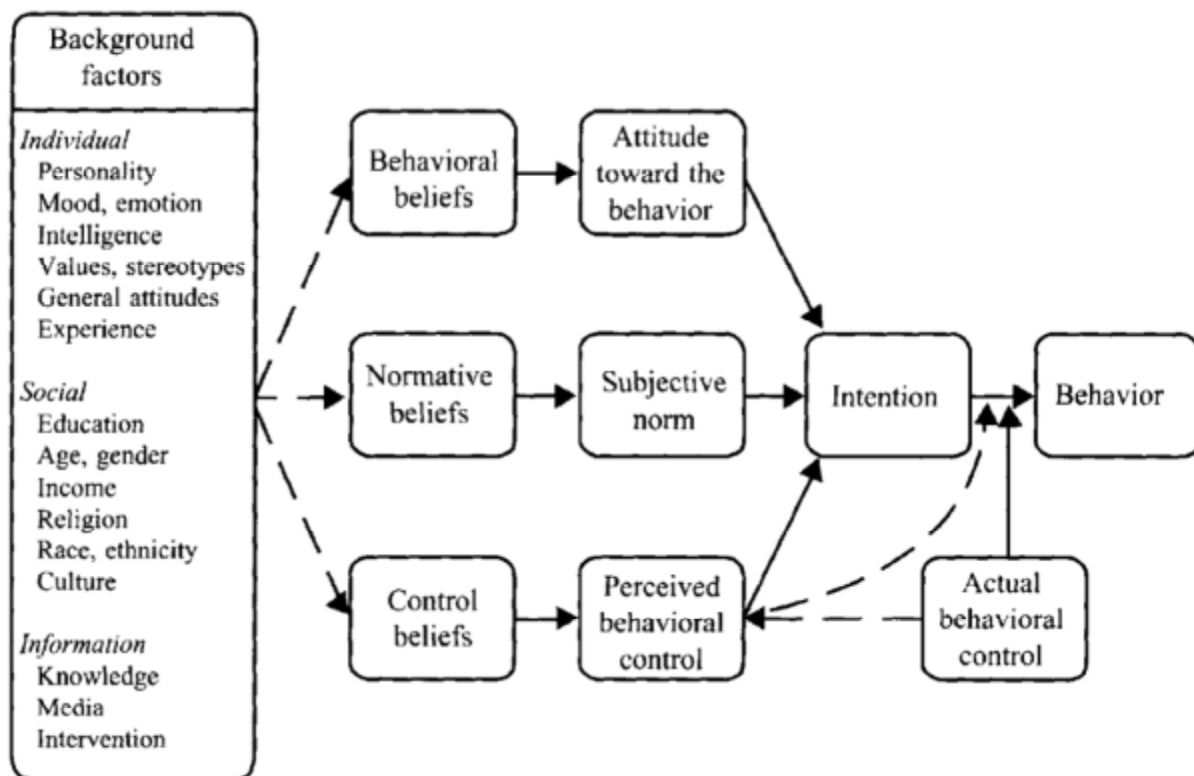


Figure 4. The theories of reasoned action and planned behaviour (Ajzen & Fishbein, 2005, p. 194)

They briefly conclude that norms, beliefs, attitudes, intentions and perceived behavioral control have roles as substantial premises of specific behaviors. However, they indicate limitations of this reasoned action model. They acknowledge that:

Lack of volitional control can prevent people from carrying out an intended behavior; inaccurate information can produce unrealistic beliefs, attitudes, and intentions; unanticipated events can lead to changes in intentions; and strong emotions in a behavioral context can activate beliefs and attitudes that were not anticipated while completing a questionnaire. (Ajzen & Fishbein, 2005, p. 208)

In many studies, attitudes have been investigated in terms of gender variable. In these studies, it is aimed to find out the effect of gender on the attitudes of individuals towards a second or a foreign language, or towards the varieties of languages. Some of these studies (Geddes, 2016; Clark & Trafford, 1995; Burstall, 1975; Gardner & Smythe, 1975; McKenzie, 2010; Dörnyei, Csizer & Nemeth, 2006; Erzsébet, 2014) find

statistically significant difference between female and male participants. However, in some other studies (Garrett, Coupland & Williams, 2003; Fakeye, 2010) no significant difference is found in regard to gender.

In a number of studies, attitudes have been investigated in relation to different influencing factors such as age (Gardner, 1985; Gardner & Smythe, 1975; Yu, 2010), language achievement (Oller & Perkins, 1978; Gardner & MacIntyre, 1993; Rukh, 2014; Fakeye, 2010), geographical area (Dörnyei, Csizer & Nemeth, 2006; Bartram, 2010), field of study (Yu, 2010; Abidin, Pour-Mohammadi & Alzwari, 2012), role of parents (Gardner, 1985; Chambers, 1998; Oskamp & Schultz, 2005; Bartram, 2010), role of teachers (Clark & Trafford, 1995; Chambers, 1998, Oskamp & Schultz, 2005) and many various factors. Most of these studies find a correlation between attitudes towards languages and above mentioned factors.

#### **2.4.2. Studies on attitudes in Turkish context**

Attitudes towards languages, especially attitudes towards English have been widely investigated by a lot of researchers in the context of Turkish students in Turkey. Attitude research has been carried out with students at universities, high schools or primary schools in various parts of Turkey. All of these studies aim to reveal students' attitudes according to different variables and they have various findings and implications.

In a study conducted with 190 private primary school students in Adana, a province in the Mediterranean Region, Karahan (2007) examined the relationship between attitudes towards English and some factors such as the age students start to learn English, gender, the place students start to learn English. She also investigates students' attitudes towards English usage among Turkish students. According to the findings of the study, female students hold more positive attitudes, students between the ages 0 and 6 have more positive attitudes than those who are 7 and above, students starting to learn English at pre-school have more positive attitudes than those starting at school and students have negative attitudes towards English usage among Turkish students although they know the importance of the language.

Akay and Toraman (2015) carried out another study with a total of 655 students at School of Foreign Languages at Anadolu University in Eskişehir that is located in the Central Anatolia Region in order to find out students' attitudes towards learning English

grammar concerning a few variables. Their study results reflect that no significant difference exists in the attitudes of students towards learning grammar with regard to age, gender, time spent on learning English and their proficiency levels. On the other hand, students' positive attitudes differ regarding their faculties.

In the same region, at another university, at Necmettin Erbakan University in Konya, Güven (2016) investigated the relationship between the attitudes of students towards using media tools and Information and Communication Technology (ICT) in learning English and students' emotional intelligence. She also aimed to explore whether a significant difference is found in the attitudes of university students towards using ICT and media tools in learning English and their emotional intelligence in terms of students' gender and departments. Her study involved 227 university students. The results show that there is a positive relationship between the attitudes of participants and emotional intelligence and the attitudes of university students towards media use and ICT in learning English show significant difference in terms of their gender and departments. According to gender difference, Güven (2016) finds that "female participants are more emotionally expressive than males" (p. 26).

Oz, Demirezen and Pourfeiz (2015) conducted a similar study on examining the relationship between perceptions of Emotional Intelligence (EI) and attitudes towards foreign language learning with 159 students at a state university in Ankara, the capital of Turkey that is located in the same region. Their study reveals that there is a positive correlation between components of EI and attitudes towards foreign language learning. Oz, Demirezen and Pourfeiz (2015) point out that "perception of emotion was found to be the strongest predictor of cognitive and behavioral/personality, and utilizing emotions the strongest predictor of affective/evaluative components of attitudes toward foreign language learning" (p. 416).

In the east part of Turkey at Fırat University, Gömleksiz (2010) investigated the attitudes of university students towards learning English with regard to their department, gender and class level with totally 1275 participants. According to his study findings, there are significant differences with regard to gender, department and class level. Female students hold more positive attitudes towards learning English.

In another province that is close to this region, a research was carried out at high school level with 421 students in Kahramanmaraş by İnal, Evin and Saracaloğlu (2003) in order to discover the correlation between students' attitudes towards foreign language and foreign language achievement. In their examination, they aimed to find out whether

students' attitudes and their achievement differ in terms of type of school, gender, knowledge of foreign language, knowledge of a second foreign language, parents' education, and experience of going abroad. The findings of their study show that there is a high relationship between students' attitudes towards foreign language and foreign language achievement. In terms of variables there are different results. İnal et al., (2003) find out that there is significant difference in students' attitudes towards foreign language in terms of high school type, knowledge of first and second foreign language, mothers' education, yet there is no relationship between father's education, second foreign language and experience of going abroad. As for students' achievement, there is no relationship between foreign language achievement and the variables: second foreign language, medium of instruction, experience of going abroad, school type, and parents' education. However, significant relationship with gender is found, and accordingly females have more positive attitudes towards foreign language and students having negative attitudes are unsuccessful in their grades. This situation shows the high relationship between the attitudes of students towards foreign language and foreign language achievement (İnal et al., 2003).

In the South-eastern Anatolia, Firat (2009) analysed the attitudes of young learners towards learning English and the relationship between their attitudes and language proficiency with 300 primary school students in Adıyaman. His study suggests that students hold positive attitudes towards learning English and no significant correlation is found between their attitudes and language proficiency level.

A number of studies on attitudes have been conducted with both university students and high school students in the Marmara Region. Karatas, Alci, Bademcioglu and Ergin (2016) conducted a study with 488 students at Istanbul Technical University for the purpose of discovering students' attitudes towards learning English in regard to different variables such as level of language, gender, having preparatory education and type of high school. Karatas et al., (2016) find no relationship between the attitudes students towards learning English and their gender, level of language, having preparatory education and type of high school. In a similar study carried out with 308 high school students in İstanbul, Kızıltepe (2003) investigated the effect of gender variable on students' attitudes and motivation towards learning English. Kızıltepe (2003) concludes that "female students have higher motivation than male ones regarding attitudes towards the British, motivational intensity, attitudes towards learning

languages in general and learning English, integrative attitude and attitudes towards the English teacher” (p. 80).

In another part of Turkey, in the Black Sea Region, Şentürk (2015) examined students’ attitudes and motivation towards reading in English according to their gender and proficiency level with 61 participants at Zonguldak Bülent Ecevit University. Her findings show that attitudes of students towards reading in English are neutral, significant difference is found between intermediate level students and pre-intermediate students and there is no gender-related difference concerning students’ attitudes towards reading. Şentürk (2015) also finds that students with high levels of proficiency have a positive attitude towards reading.

The Aegean Region has also been a research site regarding attitudes. In her qualitative study at Dokuz Eylül University in Izmir, Çetinkaya (2009) studied learners’ perception of English and attitudes toward English. Her study results indicate that English is perceived as an international language by the students and their attitudes towards English are multi-layered. While they acknowledge English as a language of power and desire to reach this power by having a good mastery of it, they have negative attitude towards learning English questioning its dominance.

As one of the purposes of the current study is to examine the attitudes of freshmen having and not having optional English preparatory education towards English, it is beneficial to review the related studies in this sense. There have been several studies on optional English preparatory program in Turkish students’ context. Şen Ersoy and Kürüm Yapıcıoğlu (2015) investigated optional English preparatory program based on student and instructor views in their qualitative study. Their study consisted of 109 students and 12 instructors in optional English preparatory program at Dumlupınar University in Kütahya. Their study results show that students chose the program in order to develop their personality and career, improve their knowledge and understanding of English for practical use. The students verify that the program met their prospects. Şen Ersoy and Kürüm Yapıcıoğlu (2015) also find that certain instructors think that the optional structure of the program influenced the quality positively, but others think that it effected negatively. Şen Ersoy and Kürüm Yapıcıoğlu (2015) conclude that instructors had the opinion that optional nature of the program influences “students’ motivation, course attendance and participation along with academic achievement” (p. 7). But, the instructors believed that these factors differ for



each student, and they can also vary according to student-instructor interactions and class dynamics.

In another study conducted with 217 students at Akdeniz University in Antalya, Tokuç (2014) examined optional English preparatory students' attitudes towards learning English with regard to behavioral, cognitive and affective components. He also aimed to find out whether students' attitudes show difference significantly according to their gender, department and education type. The findings of his study reveal that optional English preparatory students have positive attitudes towards learning English and there is significant difference in relation to students' gender, department and education type. According to gender difference, female students have more positive attitudes than males.

In a number of other studies in Turkey, attitudes are examined in terms of gender difference. Some of these studies (Üzüm, 2007; Kesgin & Arslan, 2015; Özer & Yılmaz, 2016; Ardiç-Ekiz, 2012; Genc & Aydın, 2017) find significant difference in students' attitudes with regard to gender and their study results indicate that female students have more favourable attitudes than males. Contrary to these findings, Kazazoğlu (2013) and Tetik (2016) explore that male students have more favourable attitudes than females in their studies that reveal significant difference in students' attitudes with regard to gender. On the other side, some other studies (Güryay, 2016; Kızıltan & Atlı, 2013; Özönder, 2015; Çakıcı, 2007; Memduhoğlu & Kozikoğlu, 2015; Sarkmaz, 2011) report no significant difference.

Some studies investigate age factor in relation to attitudes towards English. Özer & Yılmaz (2016) find that as students get older, they have more positive attitudes. Similarly, Tetik (2016) finds out a significant difference between the age groups of the students and states that younger groups are more afraid of English lesson and they do not love speaking English during the lesson when compared with their older groups. Kazazoğlu (2013) examines the relationship between the age of starting to learn English and attitudes towards English and gets that students starting to learn English at pre-school level hold more favourable attitudes towards English.

Several studies concentrate on the relationship between the attitudes and academic achievement, grade level or passing marks. Some of the studies (Özönder, 2015; Çolak, 2008; Anbarlı-Kırkız, 2010; Kazazoğlu, 2013) find positive relationship between the attitudes and the academic achievement. Özer and Yılmaz (2016) examine the correlation between students' passing marks and their attitudes and they find a

significant difference between the grades. They deduce that when students possess positive attitudes, they will have higher marks. As opposed to these studies, Genc and Aydin (2017) get no significant relationship between the students' achievement and their attitudes. Similarly, in her examination of the relationship between grade level and attitudes, Tetik (2016) finds out no difference between students' grade levels with regard to their attitudes towards English lesson. In another study, Kızıltan and Atlı (2013) examined the relationship between the attitudes and language skills and their findings show that the attitude of the students differ significantly according to language skills.

A number of researchers focus on the relationship between students' departments and their attitudes. Some of them (Özer & Yılmaz, 2016; Çakıcı, 2007; Sarkmaz, 2011; Genc & Aydin, 2017) find a significant difference between students' attitudes regarding their departments while others (Çolak, 2008; Memduhoğlu & Kozikoğlu, 2015) report no significant difference.

Another variable, type of students' high school they graduated has been also studied by some researchers. Güray (2016), Özer and Yılmaz (2016) and Memduhoğlu and Kozikoğlu (2015) get no significant difference between the attitudes of the students towards English with regard to the type of high school they have graduated. On the other hand, Çakıcı (2007) finds a significant difference between the attitudes in relation to the type of high school students graduated. Sarkmaz (2011) examines the attitudes of the vocational and technical high school students toward learning English in relation to school type and she finds a significant difference between their attitudes toward learning English regarding participants' school types. In her thesis, she also aims to determine whether there is a significant difference among students' attitudes in terms of their purposes to learn English and her study reveals a significant difference among participants' attitudes in regard to their purposes to learn English.

Some other researchers (Güray, 2016; Kesgin & Arslan, 2015, Ardıç-Ekiz, 2012) analyse the relationship between the family's monthly income and students' attitudes towards English language and they find significant difference according to their income levels.

Educational statuses of fathers and mothers have also been an issue of concern for some studies. While Kesgin and Arslan (2015) and Ardıç-Ekiz (2012) find significant differences in the attitudes of students in regard to parents' education levels, Özer & Yılmaz (2016) find no significant difference.

There have been some studies on the examination of the relationship between the place students live and their attitudes, too. Kızıltan and Atlı (2013) study the relationship between learning environment and attitudes and they report a significant difference between students' attitudes with regard to their learning environment. Similarly, Ardiç-Ekiz (2012) investigates the relationship between students' place they have education and their attitudes and finds a significant difference between their attitudes. However, in their study aiming to determine the attitudes of the high school students towards English language, Kesgin and Arslan (2015) examine the relationship between the place of the primary education from which they graduated and their attitudes towards English and they find no significant difference accordingly. Likewise, Özer and Yılmaz (2016) investigate the relationship between students' place they live and their attitudes and they find no significant difference between their attitudes in terms of living places.

## **2.5. Summary of the Literature Review**

Chapter 2 reviews the related studies which constitute the main concerns of the current study in the field. The chapter comprises of 4 different parts. In the first part, several definitions of the attitude term are given chronologically and its importance for foreign or second language learning is emphasized.

The second part involves the reference of the status of English and some terms regarding the status of English such as English as a global language, English as a lingua franca, English as an international language, World Englishes and standard English are introduced and some fundamental theories and models with regard to these terms are presented.

In the third part, foreign language education is reviewed in Turkish context as the one aspect of the current study concentrates on the students' attitudes towards the current English education policies of Turkey. Therefore, firstly, historical background of foreign language education in Turkey is looked over chronologically and the changes in foreign language education policy in recent history are highlighted, then some deficiencies concerning English language instruction in Turkey are indicated and the reasons why English cannot reach a desired level are interrogated under the guidance of some researchers' studies in the field.

Lastly, the fourth part reviews the related studies on the attitudes from a broader scope, and then studies on attitudes within the context of Turkish students are reviewed as this study aims to discover students' attitudes towards English at a Turkish university.



## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Research Design

This study intends to determine students' attitudes towards English in terms of English in general, the current English education policy in Turkey and the purposes for learning English. The study composes of a survey-based quantitative research method. As Creswell (2009) indicates, "a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (p. 145). He maintains that by means of results obtained from samples, generalizations or claims can be made about the population. In order to explore students' attitudes, the researcher adopted a cross-sectional survey in this study, due to the fact that different samples were compared and the data were collected at once in the study. As Fraenkel and Wallen (2009) state, "a cross-sectional survey collects information from a sample that has been drawn from a predetermined population" (p. 391). Additionally, they emphasize that in a cross-sectional survey, "the information is collected at just one point in time" (Fraenkel & Wallen, 2009, p. 391). As one of the purposes in the current study is to investigate the attitudes of the freshman students at a Turkish university, this research is partially a case study. Fraenkel, Wallen and Hyun (2012) state that in a case study, an individual or a group is investigated and the data are obtained in order to make interpretations and generalizations beyond a particular case.

#### 3.2. Participants

The study was carried out with a total of 226 freshman students at Bozok University in Yozgat which is located in the Central Anatolia. The demographic information about these students is presented in Table 1. Accordingly, the study consisted of two different student groups as one of the aims of the study was to compare these students' attitudes towards English. While the first group involved 73 freshman students who studied optional English preparatory classes, the second group composed of 153 freshmen who did not receive preparatory education. The students in the first group were from various faculties at freshman level as they spread out into their departments after their one-year optional English preparatory education. The students in

the second group consisted of 56 students from Faculty of Engineering and Architecture and 97 students from Faculty of Education.

When the students from both groups were evaluated on the whole according to their faculties, 99 students from Faculty of Education, 99 students from Faculty of Engineering and Architecture, 16 students from Faculty of Arts and Sciences, 9 students from Faculty of Economics and Administrative Sciences and 3 students from Faculty of Health Sciences participated in this study. When students were asked whether they had a native speaker English teacher or not, 98 of them specified that they had, while 128 of them did not have.

Students also indicated their type of high school they graduated, and high schools were categorized in terms of their English education. In this regard, it was observed that 143 students graduated from an English intensive high school, whereas 83 of them did not. Students gave information about educational background of their father and mother and the researcher categorized them into three groups. In this context, it was designated that there were 19 students whose parents (both mother and father) had university education, 32 students whose only one of the parents did not have university education (it means when their father had university education, their mother did not, or vice versa) and 175 students whose parents (both mother and father) did not have university education.

As for the sampling method in the study, the researcher implemented a convenience sampling method which is a type of non-probability sample since the researcher has easy access to the sample groups and the results of the current study cannot represent a wider population. Cohen, Manion and Morrison (2007) explain convenience sampling as “choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p. 113). The researcher of this study teaches at this university and nearly half of the participants are among his own students. Therefore, he accessed the students easily and controlled and administrated data collection procedure better.

Table 1.

*Demographic Profiles of the Students*

Demographic Profiles	Number of Students
<u>Having Optional Preparatory Education</u>	
Yes	73
No	153
<u>Experience with a Native Speaker English Teacher</u>	
Yes	98
No	128
<u>Faculty Type</u>	
Faculty of Education	99
Faculty of Engineering and Architecture	99
Faculty of Arts and Sciences	16
Faculty of Economics and Administrative Sciences	9
Faculty of Health Sciences	3
<u>Graduation from an English Intensive High School</u>	
Yes	143
No	83
<u>Educational Background of Parents</u>	
Both mother and father had university education	19
Only one of the parents did not have university education	32
Both mother and father did not have university education	175
Total number of students: 226 (n=266)	

All of these students participated in the study willingly. At the beginning of the survey, they were informed about the nature of the survey and they agreed to participate in this study by signing the consent form as presented in Appendix 1. In order to conduct the current study, the researcher got the approval of the ethics committee which was shown in Appendix 4 and he had the permission of the university where the

research was done. The permission form of the university administration was also illustrated in Appendix 5.

### **3.3. Instruments**

In order to obtain quantitative data in this study, an attitude questionnaire was implemented as the instrument. English version of the attitude questionnaire was presented in Appendix 2 and Turkish version of the attitude questionnaire was given in Appendix 3. The questionnaire involved two parts. The first part comprised of demographic profiles of the students and the second part comprised of students' attitudes towards English.

#### **3.3.1. Demographic Profiles of the Students**

In this section, participants were asked to give information about having experience of a native speaker English teacher or not, their faculties, type of high school they graduated and educational background of their parents. They were also asked to specify whether they studied in optional preparatory class or not. This part totally consisted of 6 items. The aim of this section was to collect information about respondents in order to explore whether there is statistically significant difference in the attitudes of students in terms of above mentioned factors. Students' demographic profiles were shown in Table 1 under the title of participants in detail.

#### **3.3.2. Students' Attitudes towards English**

The second part of the survey involved a 6-point Likert type attitude questionnaire that consisted of a total of 40 items. The attitude questionnaire had three different parts. The first part that contained the items 1-15 measured attitudes of participants towards English in regard to English in general. This domain aimed to understand the participants' attitudes towards some terms such as "World Englishes", "Standard English" and "English as an international language". It was also purposed to explore the participants' attitudes towards the English-speaking countries and societies, their attitudes towards learning English and the importance of English.

The second part consisting of items 16-30 measured students' attitudes towards English in terms of the current English education policies of Turkey. In this domain, the study gathered information about students' attitudes towards compulsory English



education at schools, English education policy and college English education curriculum in Turkey, English learning textbooks and materials, English teaching methods, native and non-native speakers as their English teachers, and oral and literacy skills in learning English.

The last part representing items 31-40 measured students' attitudes towards English regarding the purposes for learning English. By means of this attitude domain, it was intended to understand why the participants in this study learn English. They specified their degree of agreement and disagreement with some English learning purposes such as following economic and technological developments, being successful at University examination, getting a university degree, having a job, better education and job opportunities abroad, going to an English-speaking country. It also involved some items which examine students' attitudes towards the usefulness of English, its priority over other foreign languages and their parents' belief in the importance of learning English.

Five of the items were negative and 35 of them were positive in the attitude questionnaire. Students were expected to grade each item to what extent they agree or disagree with the statements. The scale consisted of these six options respectively: 1. Strongly Disagree, 2. Disagree, 3. Slightly Disagree, 4. Slightly Agree, 5. Agree and 6. Strongly Agree.

The attitude scale applied in the current study was replicated substantially in Yu's (2010) dissertation. In her study, Yu (2010) used 46 items for examining Chinese students' attitudes towards English. Within the scope of this study, the researcher excluded a total of 6 items that were irrelevant or improper for Turkish students' context. Some of the items were adapted according to Turkish students. Firstly, all of the statements were typed in English and then the researcher translated them from English to Turkish in order to prevent students from misunderstanding and making possible misinterpretations. Subsequently, two experienced co-workers of the researcher made back translation of Turkish form of the questionnaire. Then an expert reviewed and compared both Turkish and English versions in order to confirm the correctness of the translation.

### **3.4. Procedure of Data Collection**

Upon approval of university administration, the researcher started to implement the questionnaire in the classes where he taught English at the beginning of spring term of 2017-2018 academic year. He asked three of his colleagues to administer the questionnaires in their classes. The researcher and his colleagues explained the aim of the study and gave instructions to the students about the questionnaire. The questionnaires were given to students during English lesson hours. Students specified the extent of their agreement and disagreement with the items. Both the researcher and his colleagues followed the process while students were completing the questionnaire in case they could ask some possible questions about the items. The duration to finish the questionnaires was nearly 20 minutes in each class. The overall administration of the questionnaires took 2 weeks as the students studying in optional preparatory class were in various departments, and that made it difficult for the researcher to reach them simultaneously. Then the researcher obtained the data and analysed them.

### **3.5. Data Analysis**

After collecting the necessary data, the researcher transcribed them into SPSS Statistics 23 (Statistical Package for Social Sciences). As there were 5 negative items in the survey (items 6, 7, 15, 19 and 20), they were recoded and reversely scaled before the analysis of the data. For instance, when the participants stated that they strongly disagree with “I do not like learning English” (item 6), it meant that they like English. Although they mark value 1 (strongly disagree) for this item, it represents a positive attitude towards English. Students’ attitudes towards English were analysed in terms of three-sub-categories (students’ attitudes towards English in general, the current English education policies of Turkey and the purposes for learning English) in all of the research questions.

In order to determine the 1<sup>st</sup> research question that examines students’ attitudes towards English in connection with English in general, the current English education policy in Turkey and the purposes for learning English, the researcher calculated mean and standard deviation for descriptive analysis.

In order to explore the 2<sup>nd</sup> research question investigating whether studying in optional preparatory classes has an effect on freshman students’ attitudes towards

English in regard to three sub-categories, the researcher computed Independent Samples T- test by using inferential statistics.

With the intention of analysing the 3<sup>rd</sup> research question which investigates whether having a native speaker of English teacher has an effect on students' attitudes towards English, and analysing the 5<sup>th</sup> research question which examines whether having an education at an English intensive high school has an effect on students' attitudes towards English, Independent Samples T- test was carried out and mean and standard deviation were calculated.

In an attempt to explore the 4<sup>th</sup> research question aiming to determine whether students' faculty type has an effect on students' attitudes towards English, and to analyse the 6<sup>th</sup> research question which purposes to determine whether parents' education has an effect on students' attitudes towards English, the researcher implemented a one-way ANOVA as statistical analysis.

### **3.6. Reliability and Validity**

As Fraenkel and Wallen (2009) explain, validity denotes how meaningful, correct, appropriate or useful the results that the researcher gets according to data by means of an instrument are, and reliability indicates whether the answers or scores obtained through an instrument are consistent or not. In order to provide the validity and the reliability of the survey in the current study, the questionnaire was reviewed by an expert in research design, three English instructors, a Turkish instructor and a student before the administration of the questionnaire. By their examination, it was checked whether the items were suitable and sufficiently clear for the administration. By using SPSS software program version 23, an analysis was made to measure the reliability of the items by means of the reliability coefficient test. Cronbach's alpha value was computed and for all the items (totally 40 items) representing general attitudes of students, Cronbach's alpha was found as .84 which shows an acceptable consistency of reliability. Fraenkel and Wallen (2009) state that "for research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher" (p. 157). When the reliability of the sub-sections of the question was analysed, Cronbach's alpha value was calculated .62 for the items in the first part concerning students' attitudes towards English (items 1-15). Although this value did not reveal high reliability, it was still acceptable. Cronbach's alpha was .71 for the items (16-30) in the second part

concerning attitudes toward the current English education policy in Turkey and .75 for the items (31-40) in the third part concerning attitudes toward the purposes for learning English as seen in Table 2. These values indicate an acceptable consistency of reliability.

Table 2.

*Reliability Statistics of the Sub-Categories*

Attitude Domain	Cronbach's Alpha	N of Items
English in general	.62	15
Current English education policy	.71	15
Purposes for learning English	.75	10
General attitudes	.84	40

The validity of this survey was partially provided by the study conducted by Yu (2010), as the questionnaire items were taken from her study and adapted version was used in the current study.

## CHAPTER IV

### 4. FINDINGS

#### 4.1. Presentation

In this section, the quantitative data obtained from Attitude Questionnaire were analyzed by descriptive and inferential statistics. The researcher used SPSS Statistics 23 (Statistical Package for Social Sciences) for analysing the data.

In the current study, there were 6 research questions being investigated and the findings regarding them were given respectively. In each research question, the findings regarding students' attitudes towards English were presented with regard to three attitude domains separately. These attitude domains are students' attitudes towards English in general, the current English education policies of Turkey and the purposes for learning English. The first domain (items 1-15) measuring their attitudes towards English in terms of English in general purposed to explore the respondent' attitudes towards some concepts related to English such as "English as an international language", "World Englishes" and "Standard English". Some of the questionnaire items in this domain also aimed to examine students' attitudes towards learning English, the importance of English, the English-speaking countries and societies. The second domain (items 16-30) measuring students' attitudes towards English in terms of the current English education policies of Turkey intended to investigate the participants' attitudes towards English education policy and college English education curriculum in Turkey, English language teaching methods, English learning textbooks and materials, compulsory English education at schools, oral and literacy skills in learning English, and native and non-native speakers as their English teachers. The last attitude domain which involves items 31-40 measured students' attitudes towards English in terms of the purposes for learning English. This domain aimed to understand why the respondents in the current study learn English. In this part, the research gathered information about students' attitudes towards their some English learning purposes such as being successful at University examination, getting a university degree, having a job, better education and job opportunities abroad, going to an English-speaking country, following economic and technological developments. It was also intended to reveal their attitudes towards the usefulness of English, its priority over other foreign languages and their parents' belief in the importance of learning English.

While interpreting the quantitative data regarding the questionnaire items, the evaluation is made according to the following criterion: When the score is between 1.00 and 2.50, it is accepted as negative attitude; when the score is between 2.51 and 3.50, it is accepted as neutral attitude; when the score is between 3.51 and 6.00, it is accepted as positive attitude.

#### 4.2. Students' Attitudes towards English regarding three attitude domains

In order to analyze the first research question investigating what the students' attitudes are towards English in terms of English in general, the current English education policy in Turkey and the purposes for learning English, the mean score of all the responses regarding three domains was measured. According to the findings (as presented in Table 3), the mean of all students is 4.21 representing the first domain of the questionnaire. It indicates that students have a positive attitude towards English in general. For the second domain, the mean score is 3.50 and it shows that the participants have a neutral attitude towards the current English education policy in Turkey. The mean score of the last domain which examined the attitudes of students towards the purposes for learning English is 4.05, and it means that the students adopt a positive attitude towards the purposes for learning English.

Table 3.

##### *Descriptive Statistics of Three Domains*

Attitude Domain	N	Minimum	Maximum	Mean	S.D.
English in general	226	1.47	5.33	4.21	.53
Current English education policy in Turkey	226	1.13	5.27	3.50	.74
Purposes for learning English	226	1.00	6.00	4.05	.90
Valid N (listwise)	226				

##### 4.2.1. Students' Attitudes towards English in General

The mean score of all students' replies for their attitudes towards English in general was 4.21, which shows that they have positive attitudes towards English in general. There are some important findings when the items are examined carefully.

Table 4.

*Descriptive Statistics of Attitudes towards English in General*

Statements	Minimum	Maximum	Mean	Std. Deviation
1. English is an international language.	1.00	6.00	5.20	1.23
2. English is the language used most widely in the world.	1.00	6.00	5.22	1.19
3. Knowing English is important in understanding people from other countries.	1.00	6.00	5.16	1.09
4. Knowing English is important in understanding the cultures of English-speaking countries, like U.S.A. or U.K.	1.00	6.00	4.55	1.43
5. If I have a chance, I would like to travel to English-speaking countries, like U.S.A. or U.K.	1.00	6.00	5.06	1.54
6. I do not like learning English.	1.00	6.00	2.29	1.51
7. The English spoken by Turkish people is not authentic English.	1.00	6.00	2.71	1.38
8. Many varieties of English exist in the world.	1.00	6.00	5.23	1.11
9. The non-native English speakers can also speak Standard English (Here, Standard English refers to English spoken in the English-speaking countries, like U.S.A. or U.K.).	1.00	6.00	4.60	1.31
10. As long as people understand me, it is not important which variety of English I speak.	1.00	6.00	4.29	1.63
11. I have heard of the phrase "World Englishes".	1.00	6.00	2.96	1.79
12. Like "Singaporean English" and "Indian English", Turkey should have its own variety of English: "Turkey English".	1.00	6.00	3.50	1.86
13. When I speak English, I want to sound like a native speaker.	1.00	6.00	4.88	1.46
14. When I speak English, I want to be identified clearly as Turkish.	1.00	6.00	3.49	1.81
15. I am not confident in speaking English because of my Turkish accent.	1.00	6.00	4.08	1.71

As presented in Table 4, the results of the items in the first part of the questionnaire (attitudes towards English in general) suggest that students acknowledge that English is an international language (item 1,  $X=5.20$ ) and English is the language used most widely in the world (item 2,  $X=5.22$ ). Similarly, participants agree that knowing English is important in understanding people from other countries (item 3,  $X=5.16$ ) and they are in agreement with the 5<sup>th</sup> statement “If I have a chance, I would like to travel to English-speaking countries, like U.S.A. or U.K.” ( $X=5.06$ ). Additionally, it is noticed that students are aware of the varieties of English as they mostly agree that many varieties of English exist in the world (item 8,  $X=5.23$ ). On the other hand, they are not acquainted with the term of “World Englishes” as they disagree with the 11<sup>th</sup> statement “I have heard of the phrase “World Englishes” ( $X=2.96$ ). Other noteworthy results from the first domain of the questionnaire can be seen in the negative statements, 6 and 7. Students disagree with the 6<sup>th</sup> statement “I do not like learning English” ( $X=2.29$ ) and 7<sup>th</sup> statement “The English spoken by Turkish people is not authentic English” ( $X=2.71$ ). Because these were the reverse items, it shows that students have a positive attitude towards English in general.

#### **4.2.2. Students’ Attitudes towards the Current English Education Policy in Turkey**

As stated before, the mean score of all students’ replies for their attitudes towards the current English education policy in Turkey was 3.50, which shows that students have a neutral attitude towards the current English education policy in Turkey. After examining the questionnaire items in this part, some significant results attract our attention as illustrated in Table 5. Although the mean score of 15 items in total implies students’ neutral attitude towards the current English education policy in Turkey, it is seen that students have different ideas about the statements in this domain when they are investigated separately. While students agree with the 16<sup>th</sup> statement “All Turkish students should learn English.” ( $X=4.40$ ) and the 24<sup>th</sup> statement “College English classes should be conducted in both English and Turkish.” ( $X=4.11$ ), they interestingly confess that they would not take English if it were not a compulsory subject in school (item 20,  $X=4.30$ ). It may be due to their discontent with English education policy and the college English education curriculum in Turkey as they state that they are not satisfied with the English education policy in Turkey (item 26,  $X=2.00$ ) and the college English education curriculum in Turkey (item 27,  $X=2.50$ ).



Table 5.

*Descriptive Statistics of Attitudes towards the Current English Education Policy in Turkey*

Statements	Minimum	Maximum	Mean	Std. Deviation
16. All Turkish students should learn English.	1.00	6.00	4.40	1.60
17. Turkish college students should use English in either spoken or written communications among each other.	1.00	6.00	3.38	1.71
18. English education should start from the first class of elementary school in Turkey.	1.00	6.00	3.98	1.90
19. English should not be a compulsory subject at university education in Turkey.	1.00	6.00	3.33	1.94
20. I would not take English if it were not a compulsory subject in school.	1.00	6.00	4.30	1.84
21. If English were not taught at school, I would study it on my own.	1.00	6.00	3.79	1.71
22. Oral language skills are more important than literacy skills in college English education.	1.00	6.00	4.56	1.55
23. College English classes should be entirely conducted in English.	1.00	6.00	3.36	1.71
24. College English classes should be conducted in both English and Turkish.	1.00	6.00	4.11	1.73
25. Besides English classes, other college classes, such as Math, should be also conducted in English.	1.00	6.00	2.18	1.47
26. I am satisfied with the English education policy in Turkey.	1.00	6.00	2.00	1.27
27. I am satisfied with the college English education curriculum in Turkey.	1.00	6.00	2.50	1.50
28. I am satisfied with the English learning textbooks and other materials used in our school.	1.00	6.00	3.48	1.71
29. I am satisfied with the English teaching methods used in our school.	1.00	6.00	3.50	1.70
30. I prefer native speakers rather than non-native speakers as my English teachers.	1.00	6.00	3.72	1.75

Additionally, most of the respondents do not think that “Besides English classes, other college classes, such as Math, should be also conducted in English” (item 25,  $X=2.18$ ). Another important finding is that students recognize that “Oral language skills are more important than literacy skills in college English education” (item 22,  $X=4.56$ ) and accordingly, they have a slight preference for native speakers of English teachers instead of non-native speakers of English teachers ( $X=3.72$ ) as clearly seen in item 30.

#### **4.2.3. Students’ Attitudes towards the Purposes for Learning English**

According to the analysis of descriptive data, the mean score of all the students’ replies for their attitudes towards the purposes for learning English was 4.05 as stated before and it suggests that the participants in this study have a positive attitude towards the purposes for learning English. If the items in this part are reviewed more comprehensively, there are some notable findings worth mentioning as shown in Table 6 below. Students recognize the importance of English as they are in agreement with the statements “In Turkey, knowing English is more useful than knowing any other foreign language” (item 31,  $X=4.45$ ) and “Learning English is important for me, because English is a very useful tool in contemporary society” (item 32,  $X=4.86$ ). With respect to their purposes for learning English, students admit that they learn English to catch up with economic and technological developments in the world (item 33,  $X=4.38$ ) and they believe that English is essential for their job opportunities in the future as they agree with the statements “An important purpose for my English learning is to get a decent job” (item 36,  $X=4.48$ ) and “I learn English in order to obtain better education and job opportunities abroad” (item 38,  $X=4.16$ ). On the other hand, students disagree that before entering university, an important purpose for their English learning was to obtain high scores in the University Entrance Examination (item 34,  $X=2.62$ ) and they do not see learning English as an important aim for obtaining a university degree (item 35,  $X=3.03$ ). In addition to students’ awareness of the importance of English, it is seen that their parents also give importance to learning English as students accept that their parents believe that learning English is important (item 40,  $X=4.69$ ).

To conclude, it is seen that the participants in this study have positive attitudes towards English regarding English in general and the purposes for learning English, but they have neutral attitudes towards English with regard to the current English education policy in Turkey.

Table 6.

*Descriptive Statistics of Attitudes towards the Purposes for Learning English*

Statements	Minimum	Maximum	Mean	Std. Deviation
31. In Turkey, knowing English is more useful than knowing any other foreign language.	1.00	6.00	4.45	1.56
32. Learning English is important for me, because English is a very useful tool in contemporary society.	1.00	6.00	4.86	1.40
33. I learn English to catch up with economic and technological developments in the world.	1.00	6.00	4.38	1.40
34. Before entering university, an important purpose for my English learning was to obtain high scores in the University Entrance Examination.	1.00	6.00	2.62	1.54
35. An important purpose for my English learning is to obtain a university degree.	1.00	6.00	3.03	1.72
36. An important purpose for my English learning is to get a decent job.	1.00	6.00	4.48	1.59
37. An important purpose for my English learning is to obtain high scores in English examinations, such as FLT (YDS) and TOEFL.	1.00	6.00	3.43	1.73
38. I learn English in order to obtain better education and job opportunities abroad.	1.00	6.00	4.16	1.70
39. I learn English so that I can go abroad to experience English-speaking cultures.	1.00	6.00	4.29	1.60
40. My parents believe that learning English is important.	1.00	6.00	4.69	1.53

**4.3. Optional Preparatory Education and Students' Attitude**

In order to answer the second research question which investigates whether studying in optional preparatory classes has an effect on freshman students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English, descriptive and inferential statistics were

used. Therefore, mean, standard deviation and Independent Samples T-Test were computed.

Table 7.

*Group Statistics of Freshman Students Having and not Having Optional Preparatory Education*

<b>Attitudes towards</b>	<b>Having</b>		<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E.M</b>	<b>t</b>	<b>p</b>
	<b>Optional</b>	<b>Preparatory</b>						
	<b>Education</b>							
<b>English in General</b>	<b>yes</b>		73	4.28	.48	.05	1.35	.17
	<b>no</b>		153	4.18	.55	.04		
<b>The Current English Education Policy in Turkey</b>	<b>yes</b>		73	3.88	.59	.07	5.53	.00
	<b>no</b>		153	3.33	.74	.06		
<b>The Purposes for Learning English</b>	<b>yes</b>		73	4.28	.85	.10	2.69	.00
	<b>no</b>		153	3.94	.91	.07		

When the results are examined, no statistically significant difference is found between the two groups in terms of their attitudes towards English in general ( $t=1.35$ ,  $p>.05$ ) as Table 7 indicates. Although there is no significant difference between the two groups, students who studied optional preparatory classes have a bit more positive attitude towards English in general ( $X=4.28$ ) than those who did not study optional preparatory classes ( $X=4.18$ ). With regard to their attitudes towards the current English education policies of Turkey, there is a significant difference between the groups ( $t=5.53$ ,  $p<.05$ ): Students who studied optional preparatory classes hold more positive attitude towards the current English education policies of Turkey ( $X=3.88$ ) than those who did not study optional preparatory classes ( $X=3.33$ ). And as for their attitudes towards the purposes for learning English, there is also significant difference between the two groups ( $t=2.69$ ,  $p<.05$ ). Accordingly, students who studied optional preparatory classes have more positive attitude towards the purposes for learning English ( $X=4.28$ )

than those who did not study optional preparatory classes ( $X=3.94$ ). It is seen that studying in optional preparatory classes has an effect on freshman students' attitudes towards English regarding the current English education policies of Turkey and the purposes for learning English, whereas it does not affect their attitudes towards English in regard to English in general. Overall, it is possible to state that having optional preparatory education may lead to more positive attitude, specifically towards the English education policies and the purposes for learning English.

#### 4.4. Experience of Having a Native Speaker of English Teacher

The third research question aimed to explore whether having a native speaker of English teacher has an effect on students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English. With intent to analyse the third research question, mean, standard deviation and Independent Samples T-Test were counted.

Table 8.

*Group Statistics of Students Having and not Having a native speaker of English Teacher*

Attitudes towards	Having a native speaker of English teacher		N	Mean	S.D.	S.E.M.	t	p
	yes	no						
<b>English in General</b>	yes		98	4.24	.48	.04	.74	.45
	no		128	4.19	.56	.05		
<b>The Current English Education Policy in Turkey</b>	yes		98	3.78	.61	.06	5.02	.00
	no		128	3.30	.77	.06		
<b>The Purposes for Learning English</b>	yes		98	4.24	.84	.08	2.80	.00
	no		128	3.90	.93	.08		

After the evaluation of the findings regarding students' experience of a native speaker of English teacher, there is no significant difference between the students who had a native speaker of English teacher and the others who did not have such an experience in regard to their attitudes towards English in general ( $t=.74$ ,  $p>.05$ ) as seen in Table 8. Therefore, it is seen that having a native speaker of English teacher does not have an effect on students' attitudes towards English with respect to English in general.

However, it is possible to state that students having a native speaker of English teacher have slightly more positive attitude towards English in general ( $X=4.24$ ) than the other group who did not have a native speaker as their teachers ( $X=4.19$ ).

As for their attitudes towards the current English education policy in Turkey, there is significant difference between the two groups ( $t=5.02$ ,  $p<.05$ ). In this context, students having a native speaker of English teacher have more positive attitude towards the current English education policy in Turkey ( $X=3.78$ ) than the other group ( $X=3.30$ ). On that account, it is found that having a native speaker of English teacher has an effect on students' attitudes towards English in regard to the current English education policies of Turkey.

A significant difference between the two groups is also found in terms of their attitudes towards the purposes for learning English ( $t=2.80$ ,  $p<.05$ ) and students having a native speaker of English teacher have more positive attitude towards the purposes for learning English ( $X=4.24$ ) than the students who did not have a native speaker of English as their teachers ( $X=3.90$ ). As a consequence, it is determined that having a native speaker of English teacher has an effect on students' attitudes towards English regarding the purposes for learning English.

In general, having optional preparatory education and having a native speaker of English share a similar finding. In both, no significant difference was found for the participants' attitudes towards English in general while there were statistically significant differences for students' attitudes towards the current English education policy in Turkey and the purposes for learning English.

#### **4.5. The Effect of Students' Faculty Types on Their Attitudes**

The fourth research question of the study investigated whether faculty type has an effect on students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English. In order to analyse this research question, mean, standard deviation and one-way ANOVA test were calculated. When Table 9 is examined, mean, standard deviation and one-way ANOVA scores of students' attitudes towards three domains can be seen. Although the study was administered with students from 5 different faculties, students from Faculty of Health Sciences were not included within the context of this research question as there were only 3 students participating in the study from this faculty. Because such a

small population may not give reliable results while calculating mean differences and one-way ANOVA test. Therefore, Table 9 reports the statistics of students' attitudes from 4 different faculties.

Table 9.

*One-way ANOVA Results of Students' Attitudes According to Their Faculties*

<b>Attitudes towards</b>	<b>Faculty Type</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.E.</b>	<b>F</b>	<b>p</b>
<b>English in General</b>	<b>Education</b>	99	4.23	.56	.05	1.25	.29
	<b>Arts and Sciences</b>	16	4.41	.34	.08		
	<b>Economics and Administrative Sciences</b>	9	4.33	.59	.19		
	<b>Engineering and Architecture</b>	99	4.16	.52	.05		
	<b>Total</b>	223	4.21	.53	.03		
<b>The Current English Education Policy in Turkey</b>	<b>Education</b>	99	3.45	.72	.07	2.63	.05
	<b>Arts and Sciences</b>	16	3.95	.54	.13		
	<b>Economics and Administrative Sciences</b>	9	3.77	.72	.24		
	<b>Engineering and Architecture</b>	99	3.45	.77	.07		
	<b>Total</b>	223	3.50	.74	.04		
<b>The Purposes for Learning English</b>	<b>Education</b>	99	3.90	.89	.09	2.27	.08
	<b>Arts and Sciences</b>	16	4.16	1.03	.25		
	<b>Economics and Administrative Sciences</b>	9	4.60	.40	.13		
	<b>Engineering and Architecture</b>	99	4.12	.90	.09		
	<b>Total</b>	223	4.04	.90	.06		

The findings show that there is no significant difference among the students' attitudes towards English in general ( $F=1.25$ ,  $p>.05$ ) in terms of their faculty types. It indicates that faculty type does not affect students' attitudes towards English in respect to English in general. Despite the fact that no significant difference appears among the students' attitudes towards English in general, the highest mean score among the

faculties belongs to Faculty of Arts and Sciences ( $X=4.41$ ) and it indicates that students studying at Faculty of Arts and Sciences have slightly more positive attitudes towards English in general than the students from other faculties.

With regard to students' attitudes towards the current English education policy in Turkey, a significant difference is found according to their faculty types ( $F=2.63$ ,  $p<.05$ ). It shows that faculty type has an effect on students' attitudes towards English in relation to the current English education policy in Turkey, and as Faculty of Arts and Sciences has the highest mean ( $X=3.95$ ), students at Faculty of Arts and Sciences have more favourable attitudes towards the current English education policy in Turkey.

No statistically significant difference is found among the students' attitudes towards the purposes for learning English with respect to their faculty types ( $F=2.27$ ,  $p>.05$ ). On this basis, it is seen that faculty type does not have an effect on students' attitudes towards English with respect to the purposes for learning English. Although there is no significant difference among these faculties, the students studying at Faculty of Economics and Administrative Sciences hold slightly more positive attitudes towards the purposes for learning English ( $X=4.60$ ) than the students from other faculties.

#### **4.6. The Effect of Having an Education at an English Intensive High School on Students' Attitudes**

Regarding the 5<sup>th</sup> research question which inquires whether having an education at an English intensive high school has an effect on students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English, the researcher counted mean, standard deviation and Independent Samples T-Test values.

As Table 10 illustrates, no significant difference is seen between the students who had education at an English intensive high school and the students who did not have in terms of their attitudes towards English in general ( $t=-.07$ ,  $p>.05$ ). The mean scores in both groups are almost the same: It is 4.22 for the students not having education at an English intensive high school and 4.21 for the ones having English intensive high school education. This result indicates that having an education at an English intensive high school does not affect students' attitudes towards English in respect to English in general.

Concerning their attitudes towards the current English education policy in Turkey, there is not also significant difference between the two groups ( $t=.06$ ,  $p>.05$ ). It



shows that having an education at an English intensive high school does not have an effect on students' attitudes towards English in relation to the current English education policy in Turkey. However, the students having education at an English intensive high school have slightly more positive attitudes towards the current English education policy in Turkey ( $X=3.53$ ) than those who did not have such an experience ( $X=3.45$ ).

Table 10.

*Group Statistics of Students According to English Education at High School*

Attitudes towards	Having Education at an English Intensive High School		N	Mean	S.D.	S.E.M.	t	p
	yes	no						
English in General	yes		143	4.21	.49	.04	-.07	.94
	no		83	4.22	.59	.06		
The Current English Education Policy in Turkey	yes		143	3.53	.71	.05	.06	.44
	no		83	3.45	.79	.08		
The Purposes for Learning English	yes		143	4.01	.87	.07	-.71	.47
	no		83	4.10	.96	.10		

As for their attitudes towards the purposes for learning English, no significant difference is obtained between the two groups ( $t=-.71$ ,  $p>.05$ ). It suggests that having an education at an English intensive high school does not affect students' attitudes towards English with regard to the purposes for learning English. But, as the mean scores demonstrate, students not having education at an English intensive high school have slightly more positive attitudes towards the purposes for learning English ( $X=4.10$ ) than those who had such an experience ( $X=4.01$ ).

In short, it was found that having intensive English education at high school is not a factor in students' attitudes towards English.

#### 4.7. The Effect of Parents Education on Students' Attitudes

In order to analyse the last research question which aimed to find out whether parents' education has an effect on students' attitudes towards English in regard to English in general, the current English education policies of Turkey and the purposes for learning English, mean, standard deviation and one-way ANOVA test scores were computed.

Table 11.

*One-way ANOVA Results of Students' Attitudes According to Educational Background of Their Parents*

Attitudes towards	Educational Background of Parents	N	Mean	S.D.	S.E.	F	p
English in General	Only one of them did not have university education	32	4.20	.54	.09	4.89	.00
	Both mother and father did not have university education	175	4.25	.45	.03		
	Both mother and father had university education	19	3.86	.92	.21		
	Total	226	4.21	.53	.03		
The Current English Education Policy in Turkey	Only one of them did not have university education	32	3.64	.78	.13	.88	.41
	Both mother and father did not have university education	175	3.49	.71	.05		
	Both mother and father had university education	19	3.37	.99	.22		
	Total	226	3.50	.74	.04		
The Purposes for Learning English	Only one of them did not have university education	32	4.11	.87	.15	.26	.76
	Both mother and father did not have university education	175	4.05	.86	.06		
	Both mother and father had university education	19	3.92	1.28	.29		
	Total	226	4.05	.90	.06		

As shown in Table 11 above, the only statistical significance is observed for students' attitudes towards English in general when their parents' educational background is taken into consideration ( $F=4.89$ ,  $p<.05$ ); and it shows that educational background of students' parents has an effect on students' attitudes towards English in relation to English in general. Interestingly, the students whose parents (both mother and father) did not have university education have more favourable attitudes towards English in general ( $X=4.25$ ) than the others.

Concerning their attitudes towards the current English education policy in Turkey, no significant difference among them is determined with regard to their parents' educational background ( $F=.88$ ,  $p>.05$ ). Therefore, it is found that educational background of students' parents does not have an effect on students' attitudes towards English in terms of the current English education policy in Turkey. Although no significant difference is seen among their attitudes towards current English education policy in Turkey, the students whose mother or father (only one of them) did not have university education have slightly more positive attitudes towards the current English education policy in Turkey ( $X=3.64$ ) than the others.

Table 11 also demonstrates that there is no significant difference among students' attitudes towards the purposes for learning English with respect to educational background of the students' parents ( $F=.26$ ,  $p>.05$ ). According to this data, it is possible to indicate that educational background of students' parents does not affect students' attitudes towards English regarding the purposes for learning English. Even though no significant difference among students' attitudes towards the purposes for learning English is reported, students whose mother or father (only one of them) did not have university education have the highest mean score ( $X=4.11$ ), so they have slightly more positive attitudes towards the purposes for learning English than the other students.

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Summary of the Study

The current study aimed to determine the attitudes of Bozok University students towards English regarding three sub-categories: English in general, the current English education policies of Turkey and the purposes for learning English. Another intention of the research was to discover whether any significant difference exists in the attitudes of students towards English with respect to English in general, the current English education policies of Turkey and the purposes for learning English according to some factors such as studying in optional classes, having native or non-native English teachers, faculty type, having English intensive high school education and parents' education and to find out whether these factors have an effect on their attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English.

In order to collect the data in the study, a survey design was preferred and a 6-point Likert type attitude questionnaire which was adopted from Yu (2010) was implemented. The questionnaire composed of two parts. The first section collected the data about demographic profiles of the students and the second section involved 40 items that obtained the data showing the degree of students' agreement and disagreement with the statements. Forty of the items measured three different attitude domains. In this context, the first domain consisting of the items 1 to 15 measured the attitudes of participants towards English in general; the second domain consisting of items 16 to 30 measured students' attitudes towards the current English education policies of Turkey and the last domain containing items 31 to 40 measured students' attitudes towards the purposes for learning English.

The research was conducted with a total of 226 freshman students studying at Bozok University in Yozgat. As one aspect of the study aimed to compare the attitudes of the students having and not having optional English preparatory education, students were categorized into 2 different groups. There were 73 freshman students who studied optional English preparatory classes and 153 freshman students who did not receive preparatory education. While the students in the first group were from various faculties as they spread out into their departments after their one-year optional English

preparatory education, the students in the second group involved 56 students at Faculty of Engineering and Architecture and 97 students at Faculty of Education. When the students from both groups were regarded according to their faculties in total, 99 students at Faculty of Education, 99 students at Faculty of Engineering and Architecture, 16 students at Faculty of Arts and Sciences, 9 students at Faculty of Economics and Administrative Sciences and 3 students at Faculty of Health Sciences took part in the research.

All the data obtained from the questionnaire were transcribed into SPSS. A number of measurements were conducted. In order to examine students' attitudes towards English regarding English in general, the current English education policy in Turkey and the purposes for learning English, mean and standard deviation scores were measured. In order to find out whether studying in optional preparatory classes has an effect on freshman students' attitudes towards English, Independent Samples T- test was calculated. In an attempt to investigate whether having a native speaker of English teacher and having an education at an English intensive high school have an effect on students' attitudes towards English, Independent Samples T- test was measured and mean and standard deviation were calculated. With the intent to explore whether students' faculty type and parents' education have an effect on students' attitudes towards English, one-way ANOVA scores were evaluated.

## **5.2. Discussion of the Findings**

The first research question of this study aimed to find out students' attitudes towards English in terms of English in general, the current English education policy in Turkey and the purposes for learning English. The findings show that students have a positive attitude towards English in regard to English in general and the purposes for learning English, but they have neutral attitudes towards English when their attitudes are examined according to the current English education policy in Turkey. The fact that the students in this study hold neutral attitudes towards English regarding the current English education policy in Turkey shows that the students at Bozok University do not have an idea about the English education policy in Turkey. Throughout this attitude domain, a neutral attitude is seen; however, some of the responses to the items by the students imply notable findings. The participants in this study mostly disagree that they are satisfied with the English education policy in Turkey. In a previous study conducted

by Oktay (2015) at another Turkish university, students and instructors similarly specified that foreign language teaching policy in Turkey is not adequate enough. The problem of English education policy in Turkey may be regarded as one of the reasons why English proficiency level in Turkey is too low as Oktay (2015) also stated in her study. Hence, English education policy in Turkey needs a closer examination by policy makers. The respondents in the current study also disagree that they are satisfied with the college English education curriculum in Turkey. In her study, Kirkgöz (2007) identifies some negative aspects related to English language curriculum in Turkey such as density of content, inappropriate textbooks and large class sizes. As Kirkgöz (2007) emphasizes Turkey has launched some initiatives for revising the English curriculum and teaching methods. However, the findings of the current study and other similar studies reveal that English language curriculum still has some shortcomings as it can be understood from students' discontent with the English curriculum. On one hand, the participants in the present study accept that all Turkish students should learn English; on the other hand, they interestingly agree that they would not take English course if it were not a compulsory subject in school. It validates their discontent with the English curriculum. In the first domain of the questionnaire (attitudes towards English in general), the respondents mostly agree that many varieties of English exist in the world; however, they disagree that they have heard the phrase "World Englishes". It shows that students are not aware of this term and they are neutral to the idea: Turkey should have its own variety of English.

The results in this study are similar to the findings of Yu's (2010) study, as her study found that students have positive attitudes towards English language and the purposes for learning English, while they showed neutral attitudes towards the education policies of China and their attitudes towards this domain are complex. Besides, some characteristics regarding the attitudes of students towards the English education policies share some similarities. For instance, in Yu's (2010) study students stated that they are dissatisfied with the English education policies in China and the current study similarly finds that students show discontent with the English education policies in Turkey. However, we have to acknowledge that students' characteristics and English education policies in Turkey and China cannot be same, thus these similar results may not indicate that the students in both countries have the same kind of attitudes towards English. Within the context of Turkish students, the results of the current study show similarities to the findings of the study carried out by Karatas, Alci,

Bademcioglu and Ergin (2016), as they found that university students have positive attitudes towards learning English. The current study's findings contradict with the findings of the study conducted by Çetinkaya (2009) as her research revealed that students have negative attitude towards learning English questioning its dominance. In the last attitude domain of the questionnaire (attitudes towards the purposes for learning English) in the present study, the respondents mostly agree that learning English is important for them as English is a very useful tool in contemporary society. When the participants' purposes for learning English are examined, they mostly learn English in order to get a decent job, catch up with economic and technological developments in the world, and obtain better education and job opportunities abroad, but they disagree that before entering university, an important purpose for their English learning was to obtain high scores in the University Entrance Examination. It may be stated that students think that they need English in working life rather than school life.

The second research question investigated whether studying in optional preparatory classes has an effect on freshman students' attitudes towards English regarding English in general, the current English education policies of Turkey and the purposes for learning English. The results indicate that no significant difference is seen between the two groups' attitudes towards English in regard to English in general, while there is a significant difference between the two groups' attitudes towards English when their attitudes towards the current English education policies of Turkey and the purposes for learning English are investigated. Thus, it is found that having optional preparatory education has an effect on students' attitudes towards English with respect to the current English education policies of Turkey and the purposes for learning English, whereas it does not affect their attitudes towards English in terms of English in general. Overall, it can be stated that the students who studied optional preparatory classes have slightly more positive attitude towards English in general than those who did not study optional preparatory classes, although there is no significant difference between the two groups. It is also understood that the students who studied optional preparatory classes have more positive attitude towards the current English education policies of Turkey and the purposes for learning English. It may be asserted that having optional English preparatory education may lead to more positive attitudes particularly towards English education policy and the purposes for learning English. More positive attitudes of optional preparatory students in this study may be an indication of their intensive language experiences at their university. As Gardner (1985) proposes,

language experiences may have an effect on students' attitudes and motivation. The findings of the current study are in line with the findings of the study carried out by Tokuç (2014) as his study revealed that non-compulsory preparatory students showed positive attitudes towards English. Similar findings to the current study's findings regarding students' attitudes towards the purposes for learning English can be seen in the study conducted by Sarkmaz (2011). She also found a statistically significant difference among participants' attitudes in terms of their purposes to learn English.

The third research question examined whether having a native speaker of English teacher has an effect on students' attitudes towards English in terms of three sub-categories. The results suggest that no significant difference is seen between the attitudes of the students who had a native speaker of English teacher and the others who did not have such an experience towards English in terms of English in general. Another finding is that a significant difference between the two groups' attitudes towards English is found with regard to their attitudes towards the current English education policies of Turkey and the purposes for learning English. In this context, students having a native speaker of English teacher have more positive attitude towards the current English education policies of Turkey and the purposes for learning English than the students who did not have a native speaker of English as their teachers. Consequently, it is found that having a native speaker of English teacher does not have an effect on students' attitudes towards English in regard to English in general, while it has an effect on students' attitudes towards English in terms of the current English education policies of Turkey and the purposes for learning English. As the researcher of the present study had the teaching experience with both the students having a native speaker of English teacher and the students who did not have a native speaker of English at Bozok University, he may indicate that the students having a native speaker of English teacher are more successful at English than the other group. It may be stated that positive attitudes are connected with language achievement. As Kumaravadivelu (2012) indicates, individual factors such as attitude and motivation play an important role in designating an individual's success or failure in learning a language. In addition, Gardner (1985) emphasises that some factors such as motivation and attitude may be related to achievement in learning a second language. It may be specified that a native speaker English teacher attracts students in the process of learning a foreign language more than a non-native English teacher does. Having a native speaker of English teacher probably changes students' attitudes positively especially towards English



education policy and the purposes for learning English. The results of the current study are different from the findings of Yu's (2010) study as she found a significant difference between the students who had a native speaker of English teacher and the others who did not have such an experience with regard to their attitudes towards English in general, while she found no significant difference between the two groups according to their attitudes towards the English education policies and the purposes for learning English. But as stated before, her study was carried out with Chinese students, so it may be wrong to state that students in both studies have same or different kind of attitudes.

Another research question investigated whether faculty type has an effect on students' attitudes towards English in terms of three attitude domains. The results show that there is no significant difference among students' attitudes towards English with respect to English in general and the purposes for learning English. However, there is a significant difference among their attitudes towards English in relation to the current English education policies of Turkey, and the students studying at Faculty of Arts and Sciences have more positive attitudes towards the current English education policies of Turkey than the students at other faculties. Overall, it is found that faculty type does not have an effect on students' attitudes towards English regarding English in general and the purposes for learning English, while it has an effect on their attitudes towards English with respect to the current English education policies of Turkey. It may be inferred that studies on attitude difference according to faculty types or departments can get different results. It is possibly due to the fact that studies are conducted in different regions and different universities and individuals or groups have different characteristics. The finding regarding the students' attitudes towards English in general and the purposes for learning English is consistent with the results of the studies carried out by Çolak (2008) and Memduhoğlu and Kozikoğlu (2015) who found no significant difference among the students' attitudes with regard to their departments. However, this study's results contradict with the findings of the studies carried out by Akay and Toraman (2015) who found that students' positive attitudes differ regarding their faculties and some other researchers (Güven, 2016; Gömleksiz, 2010; Özer & Yılmaz, 2016; Çakıcı, 2007; Sarkmaz, 2011; Genc & Aydın, 2017) who found significant differences among students' attitudes in terms of their departments.

The study also attempted to find out whether having an education at an English intensive high school has an effect on students' attitudes towards English in regard to

three sub-categories. The findings show that there is no significant difference between the attitudes of the students who had education at an English intensive high school and the students who did not have towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English. Therefore, it is seen that having an education at an English intensive high school does not have an effect on students' attitudes towards English with respect to three attitude domains. In the second research question, it was previously found that having optional preparatory education has an effect on students' attitudes towards English in regard to the current English education policy in Turkey and the purposes for learning English, whereas having an education at an English intensive high school does not affect their attitudes towards English. In both English intensive high schools and optional English preparatory classes, students are exposed to English for many hours; however, English preparatory education may lead more positive effect on students' attitudes. It is possibly due to their more exposure to English as they learn English more than 24 hours a week. It may be also due to teaching practices and the English curriculum at English intensive high schools. The results regarding the English intensive high schools' effect on students' attitudes are in accordance with the findings of the studies administered by Karatas et al., (2016), Güray (2016), Özer and Yılmaz (2016) and Memduhoğlu and Kozikoğlu (2015) as they found no significant difference between the attitudes of students towards English regarding the type of high school they have graduated. Contrary to the findings of this study, Çakıcı (2007) found a significant difference between the attitudes of students according to the type of high school they graduated. These different results from different studies may be due to the fact that the effect of high school type on students' attitudes may change according to the quality of education at high school, the region where the study is conducted and characteristics of the students.

The last research question purposed to discover whether parents' education has an effect on students' attitudes towards English in terms of three attitude domains. The results reveal that there is a significant difference among the attitudes of students towards English in respect to English in general according to their parents' educational background. The students whose parents (both mother and father) did not have university education have more favourable attitudes towards English in general than the others. It is a surprising result as it is normally expected that the students whose parents (both mother and father) had university education will have more positive attitudes than

the others. It may be due to the fact that the parents who did not have university education give more importance to their children's English education as they feel the need of English at their workplaces and so, they motivate their children to learn English. Bartram (2010) emphasizes some sociocultural influences such as parents, peers and media on students' language learning attitudes. It may be specified that parents' attitudes towards English, their motivation and encouragement to their children for learning English may affect students' attitudes towards English. The finding regarding English in general in this study corroborates the findings of the studies implemented by Kesgin and Arslan (2015) and Ardıç-Ekiz (2012) as they also found significant differences between the attitudes of students in terms of parents' education levels. The current study determines no significant difference among students' attitudes towards English with regard to the current English education policy in Turkey and the purposes for learning English according to their parents' educational background. This result is consistent with the finding of Özer & Yılmaz's (2016) study that found no significant difference between the attitudes of students in terms of parents' education levels. Overall, considering the findings of this study, it is found that educational background of students' parents has an effect on students' attitudes towards English in terms of English in general, while it does not have an effect on students' attitudes towards English with regard to the current English education policy in Turkey and the purposes for learning English.

In general, it is seen that some factors regarding the current study show some similarities and differences. For example, having optional English preparatory education and having a native speaker of English teacher reveal similar findings. In both, there is no significant difference between students' attitudes towards English with respect to English in general, whereas significant differences are obtained between their attitudes towards English in terms of the current English education policy in Turkey and the purposes for learning English. On the contrary, the research regarding educational background of students' parents gives a totally opposite result. Accordingly, a significant difference is found among students' attitudes towards English in regard to English in general, while no significant difference is observed among students' attitudes towards English with regard to the current English education policy in Turkey and the purposes for learning English according to their parents' educational background.

### 5.3. Pedagogical Implications

The findings of this study may provide some implications for English teachers, policy makers in English education in Turkey and educators at Bozok University.

Although students hold positive attitudes towards English in regard to English in general and the purposes for learning English, they have neutral attitudes towards English in terms of the current English education policy in Turkey. It shows that they have no idea about English education policy in Turkey; however, most of the students disagree that they are satisfied with the English education policy in Turkey and the college English education curriculum in Turkey when the questionnaire items are examined in this sub-category. Therefore, teachers and policy makers should take it into consideration and then revise the English curriculum and provide a curriculum that meets students' needs better.

Based on students' responses in the questionnaire, it is seen that the students in this study do not learn English in order to obtain high scores in the University Entrance Examination. It implies that students want to learn English to communicate and get better education and job opportunities, not to get good marks in the exam. It is clear from their agreement with the statements: "Oral language skills are more important than literacy skills in college English education" and "An important purpose for my English learning is to get a decent job". Therefore, English education should involve improving students' oral language skills instead of giving too much importance to grammar instruction.

According to the findings, it is observed that having optional English preparatory education can lead to more positive attitudes towards English especially towards English education policy and the purposes for learning English, but it does not have the same effect on students' attitudes towards English in general. Therefore, English instructors at Bozok University should pay more attention to English education at optional preparatory classes in order to improve more positive attitudes towards English by the students having optional preparatory education than the students who do not have that education.

The study also reveals that no significant difference is seen between the attitudes of the students who had education at an English intensive high school and the students who did not have towards English regarding three attitude domains. It may be due to the fact that English education at English intensive high schools does not meet students'

needs well enough and it does not make any difference from the high schools where English is not taught intensively. It is also seen that students' English levels are low when they come to universities, although many of the students graduate from an English intensive high school where they learn English many hours of lessons. Therefore, educators should reconsider the English education policies at high schools.

#### **5.4. Recommendations for Further Research**

The findings of the current research cannot be generalized to all university students in Turkey. This study is limited to the freshman students who studied optional English preparatory classes and the freshman students who did not receive preparatory education. A further research may investigate the attitudes of compulsory preparatory class students, optional preparatory class students and freshmen who do not receive any preparatory education and it may compare their attitudes. The study was conducted with a total of 226 students at Bozok University in Yozgat. With the intent to get a more comprehensive understanding of the attitudes of the students in Turkish universities, other studies with bigger populations from different regions and cities could be implemented. As this study was only carried out at one university, further studies with a few universities could be done.

The current study was executed by a survey-based quantitative research and it involved an attitude questionnaire. In order to get a more profound knowledge about students' attitudes towards English, future studies may involve both quantitative and qualitative research methods such as observations and interviews.

As this study cannot trace any attitude changing, further studies which consist of pre-tests and post-tests can be conducted in order to understand whether students' attitudes change in time after some teaching methods are implemented. In this way, teachers may understand whether their teaching methods work well and they help students improve their positive attitudes. When students' attitudes turn into negative, teachers may have the chance of reviewing their teaching practices and methods.

This study found that the only significant difference was seen among students' attitudes towards English in terms of English in general according to their parents' educational background and the students whose parents (both mother and father) did not have university education interestingly have more favourable attitudes towards English

in general than the others. Its reasons may be investigated by the researchers in the field of educational sociology.

### **5.5. Conclusion**

This research investigated students' attitudes towards English with respect to English in general, the current English education policy in Turkey and the purposes for learning English and it was found that students have a positive attitude towards English when their attitudes towards the sub-categories (English in general and the purposes for learning English) were examined, but they have neutral attitudes towards English in regard to the current English education policy in Turkey.

The study also examined whether studying in optional preparatory classes and having a native speaker of English teacher have an effect on students' attitudes and the results showed that these two factors do not have an effect on freshman students' attitudes towards English in terms of English in general, whereas these factors have an effect on their attitudes towards English when their attitudes were examined with regard to the current English education policies of Turkey and the purposes for learning English. In accordance with these results, it was understood that the students who studied optional preparatory classes and the students who had a native speaker of English teacher hold more positive attitudes towards English in regard to the current English education policies of Turkey and the purposes for learning English than the other groups.

Determining whether faculty type has an effect on students' attitudes towards English was another aim of this research. The findings revealed that faculty type does not affect students' attitudes towards English with regard to English in general and the purposes for learning English, but it has an effect on their attitudes towards English in terms of the current English education policies of Turkey. Accordingly, students studying at Faculty of Arts and Sciences have more positive attitudes towards English regarding the current English education policies of Turkey than the students at other faculties.

The study intended to discover whether having an education at an English intensive high school has an effect on students' attitudes towards English and it was seen that having an education at an English intensive high school does not affect

students' attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English.

Lastly, the study investigated whether parents' education has an effect on students' attitudes towards English and the researcher found that educational background of students' parents has an effect on students' attitudes towards English regarding English in general, while it does not have an effect on students' attitudes towards English with respect to the current English education policy in Turkey and the purposes for learning English. Accordingly, the students whose parents (both mother and father) did not have university education hold more favourable attitudes towards English in terms of English in general than the others.



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## 7. APPENDICES

### 7.1. APPENDIX 1: CONSENT FORM

I would like to conduct an attitude questionnaire with freshman students studying at Bozok University for understanding their attitudes towards English in terms of English in general, the current English education policies of Turkey and the purposes for learning English.

#### **Consent Form**

I confirm that I have been informed about the nature of the study and I voluntarily agree to participate in the study. I agree to sign and date this consent form.

**Please indicate whether you would like to participate in this attitude questionnaire.**

\_\_\_\_\_ **Yes, I would like to take part.**

\_\_\_\_\_ **No, thanks, I do not want to take part.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



## 7.2. APPENDIX 2: ENGLISH VERSION OF THE ATTITUDE

### QUESTIONNAIRE

Dear student,

The main aim of this study is to examine the attitudes of Bozok University students towards English in terms of English in general, the current English education policy in Turkey and the purposes for learning English. Your answers will aid English teachers and pedagogues to understand the needs of learners of English and to overcome the problems and difficulties they may come across in English language. Be sure that your personal data will be kept confidential. By completing this questionnaire, you agree to participate in this study. Thank you very much for participating in this study!

#### A) Demographic Profiles of the Students

##### 1. Have you studied in optional preparatory class?

Yes \_\_\_\_\_ No \_\_\_\_\_

##### 2. Have you had any English teacher(s) who is (a) native speaker(s) of English?

Yes \_\_\_\_\_ No \_\_\_\_\_

##### 3. Type of High School you graduated:

- |  |  |
|--|--|
| _____ a) Science High School           | _____ e) Industrial Vocational High School |
| _____ b) Anatolian High School         | _____ f) Trade Vocational High School      |
| _____ c) Anatolian Teacher High School | _____ g) Medical Vocational High School    |
| _____ d) Imam Hatip High School        | _____ h) Other (Please specify it)_____    |

##### 4. Your Current Faculty: \_\_\_\_\_ (Please fill in the blank)

##### 5. Educational background of your father:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| _____ a) Primary School Graduate   | _____ d) Associate Degree Graduate  |
| _____ b) Secondary School Graduate | _____ e) Bachelor's Degree or above |
| _____ c) High School Graduate      |                                     |

##### 6. Educational background of your mother:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| _____ a) Primary School Graduate   | _____ d) Associate Degree Graduate  |
| _____ b) Secondary School Graduate | _____ e) Bachelor's Degree or above |
| _____ c) High School Graduate      |                                     |

## B) Students' Attitudes towards English

To what extent do you agree with the following items? The following items investigate your attitudes towards English language. Do not forget that there are no correct or wrong answers for these items and please answer them accurately. Please read the following statements carefully and mark the best option that reflects your attitude towards English language. Use the scale below to mark the items of the questionnaire.

1. Strongly Disagree
2. Disagree
3. Slightly Disagree
4. Slightly Agree
5. Agree
6. Strongly Agree

Part I. Your attitudes towards English in general							
item	(Please put a X for your answer)	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6
1	English is an international language.						
2	English is the language used most widely in the world.						
3	Knowing English is important in understanding people from other countries						
4	Knowing English is important in understanding the cultures of English-speaking countries, like U.S.A. or U.K.						
5	If I have a chance, I would like to travel to English-speaking countries, like U.S.A. or U.K.						
6	I do not like learning English.						

7	The English spoken by Turkish people is not authentic English.						
8	Many varieties of English exist in the world.						
9	The non-native English speakers can also speak Standard English. (Here, Standard English refers to English spoken in the English-speaking countries, like U.S.A. or U.K.)						
10	As long as people understand me, it is not important which variety of English I speak.						
11	I have heard of the phrase “World Englishes”.						
12	Like “Singaporean English” and “Indian English”, Turkey should have its own variety of English: “Turkey English”.						
13	When I speak English, I want to sound like a native speaker.						
14	When I speak English, I want to be identified clearly as Turkish.						
15	I am not confident in speaking English because of my Turkish accent.						

<b>Part II. Your attitudes towards the current English education policy in Turkey</b>							
item	(Please put a X for your answer)	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6
16	All Turkish students should learn English.						
17	Turkish college students should use English in either spoken or written communications among each other.						

18	English education should start from the first class of elementary school in Turkey.						
19	English should not be a compulsory subject at university education in Turkey.						
20	I would not take English if it were not a compulsory subject in school.						
21	If English were not taught at school, I would study it on my own.						
22	Oral language skills are more important than literacy skills in college English education.						
23	College English classes should be entirely conducted in English.						
24	College English classes should be conducted in both English and Turkish.						
25	Besides English classes, other college classes, such as Math, should be also conducted in English.						
26	I am satisfied with the English education policy in Turkey.						
27	I am satisfied with the college English education curriculum in Turkey.						
28	I am satisfied with the English learning textbooks and other materials used in our school.						
29	I am satisfied with the English teaching methods used in our school.						
30	I prefer native speakers rather than non-native speakers as my English teachers.						

<b>Part III: Your attitudes towards the purposes for learning English</b>							
item	(Please put a X for your answer)	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5	6
31	In Turkey, knowing English is more useful than knowing any other foreign language.						
32	Learning English is important for me, because English is a very useful tool in contemporary society.						
33	I learn English to catch up with economic and technological developments in the world						
34	Before entering university, an important purpose for my English learning was to obtain high scores in the University Entrance Examination.						
35	An important purpose for my English learning is to obtain a university degree.						
36	An important purpose for my English learning is to get a decent job.						
37	An important purpose for my English learning is to obtain high scores in English examinations, such as FLT (YDS) and TOEFL.						
38	I learn English in order to obtain better education and job opportunities abroad.						
39	I learn English so that I can go abroad to experience English-speaking cultures.						
40	My parents believe that learning English is important.						

Adopted from the Attitude Questionnaire Test employed by Yu (2010, p. 163).

### 7.3. APPENDIX 3: TURKISH VERSION OF THE ATTITUDE

#### QUESTIONNAIRE

Sevgili öğrenci,

Bu çalışmanın temel hedefi, Bozok Üniversitesi öğrencilerinin, genel olarak İngilizce, Türkiye'deki mevcut İngilizce eğitim politikası ve İngilizce öğrenmenin amaçları açısından İngilizceye karşı tutumlarını incelemektir. Cevaplarınız, İngilizce öğretmenlerine ve pedagoglarına, İngilizce öğrenenlerin ihtiyaçlarını anlamaları ve onların İngilizce dilinde karşılaşılabilecekleri sorunların ve güçlüklerin üstesinden gelebilmeleri konusunda yardımcı olacaktır. Kimliğinizin tamamen gizli kalacağından emin olunuz. Bu anketi tamamlayarak, bu çalışmada yer almayı kabul etmiş olursunuz. Bu çalışmaya katıldığınız için çok teşekkür ederiz.

#### A) Öğrencilerin Demografik Profilleri

##### 1. İsteğe Bağlı İngilizce Hazırlık Sınıfında okudunuz mu?

Evet \_\_\_\_\_

Hayır \_\_\_\_\_

##### 2. Daha önce ana dili İngilizce olan bir İngilizce öğretmeniniz hiç oldu mu?

Evet \_\_\_\_\_

Hayır \_\_\_\_\_

##### 3. Mezun olduğunuz lise türü:

\_\_\_\_\_ a) Fen Lisesi

\_\_\_\_\_ e) Endüstri Meslek Lisesi

\_\_\_\_\_ b) Anadolu Lisesi

\_\_\_\_\_ f) Ticaret Meslek Lisesi

\_\_\_\_\_ c) Anadolu Öğretmen Lisesi

\_\_\_\_\_ g) Sağlık Meslek Lisesi

\_\_\_\_\_ d) İmam Hatip Lisesi

\_\_\_\_\_ h) Diğer (Lütfen belirtiniz) \_\_\_\_\_

##### 4. Üniversitede şu an okuduğunuz fakülte:

\_\_\_\_\_

(Lütfen boşluğa yazınız.)

##### 5. Babanızın eğitim durumu: (Lütfen ilgili alana X koyarak seçiniz.)

\_\_\_\_\_ a) İlkokul mezunu

\_\_\_\_\_ d) Ön lisans (iki yıllık üniversite) mezunu

\_\_\_\_\_ b) Ortaokul mezunu

\_\_\_\_\_ e) Lisans (dört yıllık üniversite) veya daha üstü mezunu

\_\_\_\_\_ c) Lise Mezunu

**6. Annenizin eğitim durumu:** (Lütfen ilgili alana X koyarak seçiniz.)

- \_\_\_\_ a) İlkokul mezunu    \_\_\_\_ d) Ön lisans (iki yıllık üniversite) mezunu  
 \_\_\_\_ b) Ortaokul mezunu    \_\_\_\_ e) Lisans (dört yıllık üniversite) veya daha üstü mezunu  
 \_\_\_\_ c) Lise Mezunu

**B) Öğrencilerin İngilizceye Karşı Tutumları**

Aşağıdaki maddelere ne derecede katılıyorsunuz? Aşağıdaki maddeler sizin İngilizce diline karşı tutumlarınızı sorguluyor. Bu maddelerde hiçbir şekilde doğru ya da yanlış bir cevap olmadığını unutmayınız ve olabildiğince doğru yanıtlamaya çalışınız. Aşağıdaki ifadeleri lütfen dikkatlice okuyunuz ve sizin İngilizce diline karşı tutumlarınızı yansıtan uygun seçenekleri işaretleyiniz. Anket maddelerini işaretlerken aşağıdaki ölçeği kullanınız:

1. Kesinlikle Katılmıyorum
2. Katılmıyorum
3. Kısmen Katılmıyorum
4. Kısmen Katılıyorum
5. Katılıyorum
6. Kesinlikle Katılıyorum

<b>Bölüm I. Genel olarak İngilizceye yönelik tutumlarınız.</b>							
<b>Madde</b>	( Lütfen cevabınızı ilgili alana X koyarak seçiniz.)	<b>Kesinlikle Katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Kısmen Katılmıyorum</b>	<b>Kısmen Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kesinlikle Katılıyorum</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	İngilizce uluslararası bir dildir.						
2	İngilizce dünyada en yaygın kullanılan dildir.						
3	İngilizce bilmek, diğer ülkelerden insanları anlamak için önemlidir.						

4	İngilizce bilmek, Amerika Birleşik Devletleri veya İngiltere gibi İngilizce konuşulan ülkelerin kültürlerini anlamak için önemlidir.						
5	Eğer fırsatım olursa, Amerika veya İngiltere gibi İngilizce konuşulan ülkeleri ziyaret etmek isterim.						
6	İngilizce öğrenmekten hoşlanmam.						
7	Türk halkı tarafından konuşulan İngilizce, özgün İngilizce değildir.						
8	Dünyada bir çok çeşit İngilizce bulunmaktadır. (“İngiliz İngilizcesi”, “Amerikan İngilizcesi vb.”)						
9	Ana dili İngilizce olmayan kişiler de Standart İngilizce’yi konuşabilirler. (Burada Standart İngilizce, Amerika veya İngiltere gibi İngilizce konuşulan ülkelerdeki İngilizce’yi ifade eder.)						
10	İnsanlar beni anladığı sürece, İngiliz İngilizcesi konuşmamın ya da Amerikan İngilizcesi konuşmamın bir önemi yoktur.						
11	“Dünya İngilizceleri” ifadesini daha önce duydum.						
12	Singapur İngilizcesi ve Hindistan İngilizcesi gibi, Türkiye de kendi İngilizce çeşidi olan “Türkiye İngilizcesi”ne sahip olmalıdır.						
13	İngilizceyi anadili İngilizce olan birisi gibi konuşmak istiyorum.						
14	İngilizce konuştuğumda, benim açıkça Türk olduğumun anlaşılmasını istiyorum.						
15	Türk aksanımdan dolayı, İngilizce konuşma konusunda kendime güvenmiyorum.						



<b>Bölüm II. Türkiye’deki mevcut İngilizce eğitim politikasına yönelik tutumlarımız.</b>							
<b>Madde</b>	( Lütfen cevabınızı ilgili alana X koyarak seçiniz.)	<b>Kesinlikle Katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Kısmen Katılmıyorum</b>	<b>Kısmen Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kesinlikle Katılıyorum</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
16	Bütün Türk öğrenciler, İngilizce öğrenmelidir						
17	Türkiye’deki üniversite öğrencileri, aralarındaki sözlü veya yazılı iletişimlerde İngilizce kullanmalılardır.						
18	Türkiye’de İngilizce eğitimi ilkökul birinci sınıfta başlamalıdır..						
19	Türkiye’de İngilizce üniversitelerde zorunlu ders olmamalıdır. .						
20	Eğer İngilizce zorunlu bir ders olmasaydı, bu dersi almazdım.						
21	Eğer İngilizce okulda öğretilmeseydi, İngilizceye kendi başıma çalışırdım.						
22	Üniversite İngilizce eğitiminde, dinleme-konuşma becerileri, okuma-yazma becerilerinden daha önemlidir.						
23	Üniversite İngilizce dersleri, tamamen İngilizce işlenmelidir.						
24	Üniversite İngilizce dersleri, hem İngilizce hem de Türkçe işlenmelidir.						
25	İngilizce dersinin yanısıra, Matematik gibi diğer üniversite dersleri de İngilizce işlenmelidir.						
26	Türkiye’deki İngilizce eğitim politikasından memnunum.						
27	Türkiye’de üniversiteki İngilizce eğitim müfredatından memnunum.						

28	Okulumuzda İngilizce öğrenmede kullanılan ders kitaplarından ve diğer materyallerden memnunum.						
29	Okulumuzda kullanılan İngilizce öğretme metodlarından memnunum.						
30	İngilizce öğretmenimin, ana dili İngilizce olmayan biri yerine, ana dili İngilizce olan biri olmasını tercih ederim.						

<b>Bölüm III: İngilizce öğrenmenin amaçlarına yönelik tutumlarımız.</b>							
<b>Madde</b>	( Lütfen cevabınızı ilgili alana X koyarak seçiniz.)	<b>Kesinlikle Katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Kısmen Katılmıyorum</b>	<b>Kısmen Katılıyorum</b>	<b>Katılıyorum</b>	<b>Kesinlikle Katılıyorum</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
31	Türkiye’de İngilizce bilmek, herhangi bir başka yabancı dili bilmekten daha faydalıdır.						
32	İngilizce öğrenmek benim için önemlidir, çünkü İngilizce modern toplumda çok faydalı bir araçtır .						
33	İngilizceyi dünyadaki ekonomik ve teknolojik gelişmeleri yakalamak için öğreniyorum.						
34	Üniversite’ye girmeden önce, İngilizce öğrenmemin önemli bir amacı, üniversiteye giriş sınavında yüksek puanlar almaktır.						
35	İngilizce öğrenmemim önemli bir amacı, üniversite diploması almaktır.						
36	İngilizce öğrenmemim önemli bir amacı, düzgün bir iş sahibi olmaktır..						
37	İngilizce öğrenmemim önemli bir amacı, YDS (Yabancı Dil Sınavı) ve TOEFL (Yabancı Dil Olarak İngilizce Sınavı), gibi İngilizce sınavlarından yüksek puan almaktır.						
38	İngilizceyi yurt dışında daha iyi bir eğitim ve iş elde etmek için öğreniyorum.						
39	İngilizce’nin konuşulduğu kültürleri yaşamak / tecrübe etmek üzere yurt dışına seyahat etmek için İngilizce öğreniyorum.						
40	Annem ve babam İngilizce öğrenmenin önemli olduğuna inanırlar.						

## 7.4. APPENDIX 4: APPROVAL OF THE ETHICS COMMITTEE

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA İZİN/ETİK KABUL İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	1140660625
ADI VE SOYADI	ISMAL SAKA
ÖĞRENCİ NO	20188017
TEL. NO. LARI	5376602843
E-MAIL ADRESLERİ	ismalsaka100@isbmail.com / ismail.saka@ozok.edu.tr
ANA BİLİM DALI	İNGLİZ DİLİ EĞİTİMİ
PROGRAM ADI	İNGLİZ DİLİ EĞİTİMİ
BİLİM DALININ ADI	İNGLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ AŞAMASINDA
İSTEDE BULUNDUĞU DÖNEM AY DÖNEMİN KAYDINI YAPILIP-YAPILMADIĞI	2017, 2018... 5. DÖNEM KAYDINI YERLETTİM YERLEMEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	STUDENTS' ATTITUDES TOWARDS ENGLISH AT A TURKISH UNIVERSITY: FRESHMEN STUDENTS HAVING AND NOT HAVING OPTIONAL PREPARATORY EDUCATION
TEZİN AMACI	The study intends to investigate the attitudes of Buzok University students towards English, towards the current English education policies of Turkey and towards the purposes of learning English and then compare the attitudes of students who study in optional preparatory classes and the freshmen who do not choose this program. Another aim of the study is to identify the factors that affect the students' decision of studying or not studying in the optional preparatory classes. The study also seeks to find whether there is any statistically significant difference in the attitudes of students in terms of some factors such as gender, age, department, hometown, background of high school education, starting age for learning English, years spent in English learning, influence of parents, native or non-native English teachers.
TEZİN TÜRKÇE ÖZETİ	In this thesis, a comparative analysis is intended and it is hoped that the study will examine and compare the attitudes of Buzok University students who received optional preparatory education and the freshmen who did not study at optional preparatory class towards learning English. Identifying the attitudes towards English is important and it may be the first step for the attempts to change the negative attitudes to positive if negative attitudes are found in a teaching environment. In this sense, this study will also make some contributions to the research on the attitudes, especially in Turkish context. At Buzok University, as it was stated earlier, optional preparatory English program started in 2015-2016 academic year. Since it is a new experience for the university, there may be some shortcomings and wrong applications and this may influence the students' attitudes towards English. There have been no studies on the attitudes of students who study in optional preparatory classes and the students who do not choose this program at this university. In this context, this study may provide precious insights for the university, its students and its educators.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARI ADLARI	Buzok Üniversitesi
İZİN ALINACAK OLAN KURUMA AYRİ BİLGİLER (KURUMUN ADI - BÜYÜK/ KÜÇÜKÜĞÜ - İLİ - İLÇESİ)	Buzok Üniversitesi / Yozgat - Merkez
YAPILACAK İSTEMEN ÇALIŞMAYA İZİN ALINACAK İSTEMEN KURUMUN HANGİ ÖLÇELERİNİ HANGİ KURUMUN HANGİ BÖLÜMLERİNİ HANGİ ALANINA HANGİ KONULARDA HANGİ ÖZELLİKLERİNE NE YATKUNACAK İZİN ALINACAK BİLGİLER	Buzok Üniversitesi Rectorate Yabancı Dil Öğretimi Hazırlık Programı - Mühendislik Mimarlık Fakültesi- Fen Edebiyat Fakültesi- İktisadi İdari Bilimler Fakültesi- İktisadi Fakültesi- Sağlık Hizmetleri Fakültesi 2. İktisadi Fakültesi, İktisadi Fakültesi
YATKUNACAK OLAN ÇALIŞMAYA AYRİ ANKETLERİN ÖLÇÜMLERİNİN BAŞLIKLARI HANGİ ANKETLERİN ÖLÇÜMLERİNİN YATKUNACAK BİLGİLERİ	Attitude Questionnaire
ÖLÇÜMLER (ANKETLER, ÖLÇÜMLER, FORMLAR - GEREKİ EKLEMLERİN İSİMLERİLE BİRLİKTE)	1) English Version of the Questionnaire (8 sayfa) ..... 2) Turkish Version of the Questionnaire (8 sayfa) .....

Unvanı : .....	ÖY BİRLİĞİ İLE <input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçümleri Çağ Üniversitesi Etik Kurulu Anzi Jürisi Yeterince İncelemiştir. 12.12.2017 - 12.01.2018 tarihleri arasında uygulanacak üzere gerekli izin ve yetkileri kullanmıştır.
İmzası : .....	ÖY ÇOKLUĞU İLE <input checked="" type="radio"/>	
Etik Kurulu Jüri Yadek Üyesi		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜNE ONAYLATILARAK ENSTİTÜ SEKRETERANLIĞINA TESLİM EDİLECEKTİR.

ERLERİ : ..... / Sayfa ..... / Ölçeği .....  
 ..... / Sayfa ..... / Anket .....  
 ..... / Sayfa ..... / Formlar .....

JOBE-1844

## 7.5. APPENDIX 5: PERMISSION FORM OF THE UNIVERSITY

### ADMINISTRATION



T.C.  
BOZOK ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik



Sayı : 99219772-044-E.4217  
Konu : Tez Anket İzini Hakkında

20/02/2018

#### DAĞITIM YERLERİNE

Üniversitemiz Yabancı Diller Bölümü Okutmanı İsmail SAKA'nın "*Students' attitudes toward English at a Turkish University: Freshmen students having and no: having optional preparatory education*" konulu tez çalışması ile ilgili olarak biriminizde eğitim görmekte olan öğrencileri kapsamak üzere bir anket çalışması uygulayacaktır.

Bilgilerinizi ve konu ile ilgili gerekli kolaylığın sağlanması hususunda gereğini arz ederim.

**e-İmzalıdır**

Yrd.Doç.Dr. GÜSAMETTİN ERDOĞAN  
Genel Sekreter V.

Dağıtım:

Gereği

Yabancı Diller Bölüm Başkanlığına  
Fen Edebiyat Fakültesi Dekanlığına  
İktisadi ve İdari Bilimler Fakültesi Dekanlığına  
İlahiyat Fakültesi Dekanlığına  
İletişim Fakültesi Dekanlığına  
Mühendislik-Mimarlık Fakültesi Dekanlığına  
Sağlık Uygulama ve Araştırma Merkezi Müdürlüğüne  
Sağlık Yüksekokulu Müdürlüğüne  
Yabancı Diller Yüksekokulu Müdürlüğüne  
Ziraat Fakültesi Dekanlığına

Bilgi:

Sayın İsmail SAKA

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Telefon: 3542421065 Faks: 3542421073

Elektronik

Ağ: <http://www.bozok.edu.tr/> [bozokuniversitesi@h191.kep.tr](mailto:bozokuniversitesi@h191.kep.tr)

5078 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile üretilmiştir.  
Evrak teyidi <http://ebysorgu.bozok.edu.tr> adresinden EDDM-MİPO-SZSL kodu ile yapılabilir.

## 8. CURRICULUM VITAE

Name & Surname : İsmail SAKA

**Birth Place and Year:** Beyşehir, KONYA / 1985

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Merkez, Yozgat

### **Educational Background**

**Bachelor's Degree:** Selçuk University, Faculty of Education, English Language Teaching / 2004-2008

**Master's Degree:** Çağ University, Institute of Social Sciences, English Language Education / 2016-2018

### **Academic Experience**

Selçuk University, Beyşehir Ali Akkanat Vocational School / 2008-2009 (English Instructor)

Hakkari University, School of Foreign Languages / 2009-2014 (English Instructor)

Gaziantep University, School of Foreign Languages / February 2010- June 2010  
(English Instructor with temporary duty by Hakkari University)

Bozok University, School of Foreign Languages / 2014- still-continuing (English Instructor)