

**REPUBLIC OF TURKEY**  
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**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**NON- COMPULSORY PREPARATORY STUDENTS' ATTITUDES TOWARDS**  
**LEARNING ENGLISH**

**THESIS BY**  
**Caner TOKUÇ**

**SUPERVISOR**  
**Assist. Prof. Dr. Erol KAHRAMAN**

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DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that this thesis under the title of "NON- COMPULSORY PREPARATORY STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Supervisor – Head of examining committee: Assist. Prof. Dr. Erol KAHRAMAN

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Member of examining committee: Assoc. Prof. Dr. Şennaz ŞAHINKARAKAŞ

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Member of examining committee: Assist. Prof. Dr. Hülya YUMRU

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

19/06/2014

Assist. Prof. Dr. Murat KÜÇÜK

Director of the Institute of Social Sciences

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19nd June 2014

Caner TOKUÇ

## DEDICATION

*To my mother and beloved family*

## ÖZET

### İSTEĞE BAĞLI HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLARI

Caner TOKUÇ

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**

**Tez Danışmanı: Yard. Doç. Dr. Erol KAHRAMAN**

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Bu çalışma; Akdeniz Üniversitesi Alanya İşletme Fakültesi hazırlık sınıflarında okuyan öğrencilerin İngilizce öğrenmeye yönelik bilişsel, duyuşsal ve davranışsal tutumlarını ölçmek amacıyla yürütülmüştür. Çalışmada ayrıca, katılımcıların cinsiyet, bölüm ve öğrenim tipleri ile İngilizce öğrenmeye olan tutumları arasında fark olup olmadığına da araştırması amaçlanmıştır. Çalışmanın bilgileri anket kullanılarak elde edilmiştir. Örneklem, Alanya İşletme Fakültesinde hazırlık sınıflarında okuyan Turizm İşletme, İşletme, Ekonomi Finans ve Uluslar arası Ticaret bölümlerinden toplam 217 öğrenci katılmıştır.

Çalışma sonucunda isteğe bağlı hazırlık sınıfı öğrencilerinin İngilizceye ve dil öğrenimine olan tutumlarının oldukça pozitif olduğu görülmüştür. Araştırmadan çıkan bir diğer sonuç ise öğrencilerin dil öğrenirken en çok arzuladıkları ve kendilerini en çok motive eden sebebin İngilizceyi konuşabilmek olduğu anlaşılmıştır.

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

**Anahtar Kelimeler:** Yabancı Dil İngilizce Öğrenimi, Tutum, Tutumun Bileşenleri, Motivasyon, Cinsiyet, Bölüm, Eğitim Tipi

## **ABSTRACT**

### **NON- COMPULSORY PREPARATORY STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH**

**Caner TOKUÇ**

**Master of Arts Thesis, Department of English Language Teaching**

**Supervisor: Assist. Prof. Dr. Erol KAHRAMAN**

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This study investigated attitudes of Alanya faculty of business preparatory students' towards learning English in terms of cognitive, affective, and behavioral components. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field of study and education type. A total of 217 participants' questionnaires were taken into evaluation.

On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study and education type.

The results of the study show that participants were quite positive toward English and English learning. The results also show that participants' main goal for EFL and the most motivating reason is speaking English.

As a measuring instrument, a questionnaire was used. The data obtained for this study was both quantitative and a qualitative. SPSS 20.0 (Statistical Programming For Social Science) was used to analyze questionnaire

**Keywords:** EFL learning, Attitude, Components of Attitudes, Motivation, Gender, Field of study, Type of education

## ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>SPSS</b>	: Statistical Package for Social Science
<b>SD</b>	: Standard Deviation
<b>ESL</b>	: English as a Second Language
<b>L2</b>	: Second Language
<b>AMTB</b>	: Attitude Motivation Test Battery
<b>ANOVA</b>	: (Mathematics & Measurements / Statistics) Analysis of Variance
<b>ELL</b>	: English Language Learning
<b>NCPS</b>	: Non- compulsory preparatory school
<b>SFLAU</b>	: School of Foreign Languages at Akdeniz University
<b>EAA</b>	: Emotional Aspect of Attitude
<b>CAA</b>	: Cognitive Aspect of Attitude
<b>BAA</b>	: Behavioral Aspect of Attitude

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## CHAPTER I

### 1. INTRODUCTION

#### 1.1. Background to the Problem

The growing importance of knowing foreign languages and specifically English all over the world is not deniable. The need for knowing a foreign language is accepted by everyone. English is the most preferred language to be learned all over the world. However, in countries such as Turkey, where English is learned as a foreign language, and the society do not offer too many opportunities to practice it by nature, it is not that easy to learn a foreign language. The learners in such countries, no matter how motivated they are, they cannot proceed in learning even they are so willing at the beginning. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). With the developing technology and techniques, however, new ways and methods are implemented to increase the willingness of students while learning a foreign language.

In foreign language learning contexts, there are various factors that influence the learning processes such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008).

The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). Attitudes towards languages are to a large extent influenced by the speech community to which the speakers belong and the way which a language is taught to pupils at school is also important, as Fishman affirms (1964: 37). In this sense, Ames (1986) suggests that the effectiveness of the learner must be examined in relation to those beliefs and perceptions that enable learners to become involved, independent, and confident in their own learning.

## 1.2. Statement of Problem

There have been many studies and discussions over how to teach English to Turkish students more effectively. Throughout these studies and discussions Turkish government has made some serious changes on the English curriculums. For instance, until quite recently it was obligatory for the students studying at a specific type of high schools called “Anatolian High Schools” to have a one-year long English preparation. However, this application was ended on the pretext that students had problems learning other subjects after a full year break. In the following years, to solve this problem a ten-hour long English class was introduced to the Anatolian high schools and other schools which recruited students with exams. Unfortunately, this system was not also found good enough to improve the quality of learning English. So, today very limited hours are spent for ELT at secondary and high schools in Turkey. There is a similar situation in university education. Some colleges have compulsory prep programs for all departments, while some universities give the option to their students to have a non-compulsory prep class education or not. The students of non-compulsory programs seem willing to learn English as they voluntarily have prep school education. However, high motivation levels at the beginning of these programs do not always remain the same until the end of the following term. While some students can make a good progress in learning language, some fail because of absenteeism or for some other reasons. However, as I have observed some students become unsuccessful due to low motivation. According to Gardner, a highly motivated individual will enjoy learning the language, and want to learn the language, strive to learn the language. On the other hand, it can be concluded that it can not be so funny for a demotivated learner to keep learning for a long time. Therefore, the learners with low motivation can be more liable to give up courses in a short time than the ones with high motivation.

There are four departments at the faculty of business administration, Akdeniz University in Alanya. The departments of International trade, tourism management, economics and finance, and business administration necessitate English language; therefore a lot of students are enrolled in the preparatory English programs every year. All the students have the right to attend a 1 year non-compulsory prep program.

There are different kinds of preparatory programs at universities in Turkey. Some are compulsory, some are non-compulsory programs. Both programs have pros and cons in terms of motivating students and maintaining this motivation.

Having worked both in a compulsory and non-compulsory preparatory program, I had the chance to observe the students' attitudes toward EFL in these two contexts. Although being compulsory urges learners to be more diligent, non-compulsory preparatory students are also advantageous as they themselves decide to have a one-year English prep school education. However, the long run education period might be a disadvantage for the preparatory students as they have the right to start from the first class in their departments even if they fail to pass the exams at preparatory program.

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

The study aims to investigate students' attitudes in terms of their behavioral, cognitive and emotional aspects in English classes at the English Preparatory School of Akdeniz University, Alanya.

Another purpose of the study is to see the students' attitudes and motivation for English and English learning as a foreign language, and analyze the demographic factors which determine whether or not there is any statistically difference between different variables such as their gender, age and type of education.

Having positive attitudes towards learning can help students to learn the topic easily. In this study, we also aim to find out whether enrolling in a non-compulsory preparatory English program is an advantage or not in English classes at the English Preparatory School of Akdeniz University, Alanya.

### **1.4. Limitation**

Although this study aims at getting an idea about prep class students, the study has been conducted only in a university and the participants in the survey are only 217 students, which is about 10 percent less from the general number of the students at business faculty of Akdeniz University. The study was conducted only in a faculty's preparatory program. To conduct it with large number of universities might give more enlightning results on attitudes of preparatory students' towards English and English learning. On the other hand, the study can be conducted in universities where both voluntary and compulsory preparatory programs are present so that the difference between them might be seen better.



## **1.5. Research Questions**

The research seeks to answer the following questions:

- 1- What are the attitudes of Akdeniz University students towards learning English language in terms of their behavioral, cognitive and emotional aspects?
- 2- Is there any statistically significant difference in Akdeniz University students' attitudes towards learning English language by gender?
- 3- Is there any statistically significant difference in Akdeniz University students' attitudes towards learning English language by the field of study?
- 4- Is there any statistically significant difference in Akdeniz University students' attitudes towards learning English language by the year of study?

## CHAPTER II

### 2. REVIEW OF LITERATURE

#### 2.1. What is Attitude?

There are many definitions of attitudes which mention different meanings from different contexts and perspectives and researchers in the fields of psychology and education, especially language learning, consider these several definitions (Alhmali, 2007). Spolsky (1969) defines attitude as one of the key factors that contribute to L2 learning achievement. Attitude has been defined by Baker as 'a hypothetical construct used to explain the direction and persistence of human behaviour' (1992: 10). Social psychologists Krech, Crutchfield & Ballachey define attitudes as 'enduring systems of positive or negative evaluations, emotional feelings, and pro or con action techniques with respect to social objects' (1962: 29).

Likewise, Allport describes attitude as 'a mental or 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'(1935). For Bern (1968), attitudes are self descriptions or self perceptions. In this perspective, individuals realize their attitudes by observations of their own behaviour. People observe themselves speaking French, for example. Consequently they infer that they must possess a favourable attitude to French. Thus language attitudes may be constructed through inspection of one's own actions. This is regarded by Bern (1972) as parallel to inferring the attitude of other people by observing their behaviour. While attitude study has long placed a different and considerable role in social psychology, the concept of attitudes has also become an important point of interest in sociolinguistics (Garrett *et al.*, 2003: 2).

Consequently, attitude objects could be abstract (e.g., feminism) or concrete (e.g., different kinds of food) or similarly inanimate (e.g., computers) or animate (e.g., people, groups of people) (Bohner, 2001: 241).

Because of their hypothetical or speaker-internal nature, attitudes can not be directly observed, but they need to be inferred from observable responses (Eagley & Chaiken,1993: 2).

A researcher can obtain such observable responses by confronting people with a set of stimuli such as direct questions aiming to elicit people's reactions towards particular attitude objects.

It is commonly asserted that attitudes comprise cognitive, affective and behavioural components (Garrett *et al.*, 2003: 3). People can respond to stimuli evaluatively in three

different categories, and they are cognition, affect and behaviour (Eagley & Chaiken, 1993: 10).

The affective component of an attitude can also be shown in the form of 'sympathetic nervous system activity' that people experience when they are confronted with certain attitude objects (Eagley & Chaiken, 1993: 11). However, some people feel hope and optimism while others experience a feeling or emotion of anger when considering nuclear power stations (Eagley & Chaiken, 1993: 11). The affective component of attitudes frequently constitutes the focus of inquiry in attitude research (Fishbein, 1967: 257). In addition, it becomes more important because of its connection with the cognitive component (Garrett *et al.*, 2003: 10). While beliefs (i.e. cognitive component) are typically free from affective content, they may be based on or lead to affective reactions (Garrett *et al.*, 2003: 10). Consequently, both people's beliefs (cognitive component) and their feelings (affective component) towards attitude objects must be taken into account by attitude researchers.

The third component of attitudes is behavioural in nature and is referred to as the 'behavioural', 'conative' or 'action' component (Eagley & Chaiken, 1993: 12; Fishbein, 1967: 259). There have been made various definitions of the behavioural component of attitudes. In addition, this final component of attitudes can be described as both reflecting people's behavioural intentions and leading to overt actions (Eagley & Chaiken, 1993: 12). As is clear from this definition, it does not mean that a behavioural response necessarily results in an actual behaviour, but can only represent a person's desire for action. A positive attitude towards a political Party, for instance, could lead you to help for the party's election campaign. (Bohner, 2001: 242). Donating money to the election campaign, on the other hand, would be actual behaviour. This dual definition comprises both concrete behaviour and abstract behavioural intentions, on the contrary, Fishbein (1967: 259) claims that the behavioural component does not result in or involve concrete actions, but it solely consists of intentions to act. In addition to restricting the behavioural component of attitudes to a person's aspiration or ambition to act (as opposed to concrete actions).

In recent studies, affect and evaluation have been defined as different concepts in attitude theory and research on affect and emotion (Eagley & Chaiken, 1993: 12). In accordance with to this line of thought, people's responses for evaluation can be cognitive, affective and behavioural. It is argued whether the tripartite model of attitudes must involve all the three components of attitudes outlined above.

Social psychologists' research on components of attitudes has shown that all three elements do not have to be gathered in place for an attitude to emerge, as any of the three components can largely or exclusively create an attitude (Eagley & Chaiken, 1993: 16). Besides, all three components in an attitude do not have to be in line with each other. Fishbein (1967: 257) explains that 'a multi-component conception of attitude changes to be a multi-dimensional conception, and the attitude of one person toward an concept or object can be at three very distinct positions on three distinct dimensions'. Briefly, it can be said that a person may have negative emotional response (i.e. affective component) to a language while simultaneously believing (i.e. cognitive component) that speaking a particular language will lead him/her to have a better job.

The high degree of complexity found in the attitudes' composition applies to the manifest functions of attitudes. Differentiation between four functions of attitude is typically made in social psychology research: social identity (1), self-esteem maintenance (2) knowledge, (3) and utilitarian (4) (Bohner, 2004: 242-243). The knowledge function (3) comprises of keeping a certain attitude towards an article which may be retrieved all the time the object in question is encountered. As stated above (2.3.3), attitudes are formed through processes of cognitive learning the first time people encounter a particular attitude object. When attitudes are shaped, they are saved so that each time the very similar or the same attitude object can be encountered, once again the attitude can simply be restored without having to understand again what to do towards it (Bohner, 2004: 242). On the other hand, there can still be changes in attitudes in spite of this knowledge function. The various functions of attitudes are highly interactive and are not always easy to distinguish because they frequently manage a lot of functions at the same time (Bohner, 2004: 243).

Attitudes designate for all individuals what they will see and hear, what they will think and what they will do (Allport 1935: 806). Social psychology is the main discipline of language attitude research and linguists who are interested in the socio-psychological parts of language production must fully know that attitudes are psychologically complex (Baker, 1992: 8). As attitude has a considerable importance for achievement in language learning, various researches have been conducted in the field of language and language attitude (Alhmali, 2007; Ghazali et al., 2009).

Linguists studying language attitudes have also described various functions of attitudes in language learning. The functions of language attitudes do not exactly mirror the sociopsychological perspective but demonstrate considerable overlap. Instrumental attitudes

and integrative attitudes are two types of attitudes with differing functions and a distinction is frequently made between the two: (Baker, 1992: 31). Utilitarian motives effects are seen over instrumental attitudes; such as speakers' attitudes are generally positive towards language varieties as they think that it will help them to gain social statue, be recognised and get economically to a better situation. (Baker, 1992: 32). Moreover, instrumental attitudes can be called 'self-oriented' and 'individualistic' attitudes and so, they are tightly related to the sociopsychological utilitarian and self-esteem maintenance functions of attitudes. (Baker, 1992: 32)

Naturally, integrative attitudes can be said to be typically interpersonal and social. It is also possible that positive integrative language attitudes are effected by people's enthusiasm who have desire to make good contacts with others. (Gardener & Lambert, 1959). As a result, in the process of learning a new language a positive integrative attitude is commonly motivated by a person's willingness to build friendships rather than learning of the language itself by an interest in. This type of attitude is closely connected with people's willingness to integrate themselves with a particular community to speak and to point correspondence between themselves and speakers of the language community which they are dreaming to be part of (Baker, 1992: 32).

Besides instrumental and integrative functions, language attitudes can also be counted among the functions which are both input and output. (Garrett *et al.*, 2003: 6). Such functions of attitudes which can be counted as both input and output are believed to be essential for educational field and Baker describes it as follows: A student's positive attitude in the process of learning a language is an important input factor in language success. To put it another way, a learner may positively be influenced during the acquisition of the a language by a positive attitude towards learning the same language. In addition, there may be certain changes of a student's attitudes towards a foreign language participating a language course an fulfilling it successfully. This is in line with attitudes function as output (Baker, 1992: 12). This dual function of attitude is also of interest in fields like language planning and language policy and Garrett *et al.* (2003: 6) argues that the input/output function of attitudes is commonly referred to while describing the impact and role of attitude in the understanding and production of language.

Klausmeier notes that 'attitudes influence how well students learn and how they behave' (1985: 375) and goes on to give an example – high school students who have positive attitudes toward mathematics take optional courses in mathematics, whereas those with

negative attitudes take only the required courses. Positive attitude that students have towards a subject encourages them to pay more attention.

Attitudes, as enduring or persistent, are particularly important ('determinative of academic achievement') in foreign language education, because learning a foreign language requires such long-term endeavour. Attitudes, of both the learner and other people in the learners' social environment, play an essential role in specifying the degree and persistence of the learners' motivation. This crucial role manifests at many levels, from the decisions of individual students regarding optional classes, through to nationwide policy decisions. As Lewis 48 (1981) writes:

Any method for language, especially in the educational system, has to consider the crucial role of attitudes. In the long run, no policy can succeed by ignoring one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about rightness of the policy; or seek to remove the causes of the disagreement. In any case information about attitudes is basic to the formulation of a method as well as for success in its fulfillment (1981: 262).

Given the current strong pressures to make English-language education more efficient, then, the examination of Japanese people's attitudes to English learning is vital to the fashioning of successful policy, whether that policy is at the level of educational institutions or of government. Baker (1992), coming to his extensive studies on language attitudes from his interest in bilingualism and the conservation of minority languages, lists various attitudes of interest to FLL research:

- attitude to language variation, dialect and style of speech
- attitude to learning a new topic or language
- attitude to a certain minority language (e.g. Irish)
- attitude to language groups, communities and minorities
- attitude to language classes
- attitude to the uses of a specific language
- attitude of parents to language learning
- attitude to language choice(Baker, 1992: 29)

Baker emphasised that the cognitive and affective components of attitude might not always be compatible. For instance, a person may express a positive attitude to English

language education but on the contrary that same person may have negative thoughts and feelings about such education and Baker (1992: 12) further argues that irrational assumptions, deep-seated anxieties and fears may not always be harmony with formally stated beliefs. The action component of attitude on the other hand, refers to a readiness for action favourably or negatively towards the object of attitude (Baker, 1992: 13).

Batibo, (2005:97) while in agreement with Baker, went further to apply the attitudes' components to different linguistic contexts.

With regard to monolingual speakers, Batibo states that only one type of attitude is involved as only one language is affected. In that case, the speakers' attitude is generally positive towards their language as their language is a central means of communication, socialisation and ethnic identity. With bilingualism, Batibo explains that there is a tendency for bilingual speakers to have and develop different attitudes to all of the languages used and each attitude, no matter they are positive or negative, depends on the degree of socio-economic or symbolic value shown by each language:

“Usually, L1 will have symbolic value as a mother tongue and language of ethnic identity, and L2, as the second language, may have socio-economic value as the inter-ethnic language and may be associated with trade, education, employment or administration.” (Batibo, 2005: 97)

Baker emphasises the important relationship between attitudes and action by arguing that:

“Attempting language shift by language planning, language policy making and the provision of human and material resources can all come to nothing if attitudes are not favourable to change. Language engineering may succeed or fail in accordance with the attitudes of learners in the community. To have a positive attitude to the subject of language attitudes can become significant in bilingual practice and policy.” (Baker, 1992)

Ennaji (2005: 157), on the same subject of relationship between language attitudes and language use, also emphasises an important point; that attitudes certify language preference and represent the indices that can help to understand the nature of language conflict in its multilingual context. In addition, models of attitude to language have two dimensions (Baker, 1992: 31) which are instrumental and integrative orientations, also known as mentalist and behaviourist motives respectively (Adeyanju, 2007: 60). Instrumental orientation reflects utilitarian motives, and is more concerned with practical results than with principles.

According to Gardner & Lambert (1994:51) and Gardner's Attitude/Motivation Test Battery (1985a), instrumental motivation is characterised by a willingness to get social recognition or economic advantage by having knowledge of a language. Baker concludes that instrumental attitudes to learning a language, or maintaining a minority language might be for occupational reasons, status, achievement, personal success, self enhancement or for personal security and survival (Baker, 1992:32).

The instrumental motivation on language attitudes is considered an internal phenomenon which involves the cognitive, affective, and action components of attitudes (Baker, 1992:13; 32-33). Motivation is instrumental when an individual can derive personal benefit from the language learning process and when that could significantly influence linguistic performance (Adegbija, 1994: 51). The integrative orientation (behaviourist motivation) describes language attitude as an apparent response to a social situation (Adeyanju, 2007: 61). Its perspectives reflect the actual choice of one language instead of another for some or all purposes of learning and interaction. Adeyanju (2007: 61) and Gardner and Lambert (1972: 14) suggest that it possesses a conceptual link with the need for affiliation, and has been described as a wish to be like other members of the language community.



## 2.2. Language Attitude

Based on the above discussion of attitudes in general, and in the light of the elaborations of Ryan *et al.* (1982: 7), the term ‘*language attitude*’ is used here in a rather broad and flexible sense, referring to any cognitive, affective or conative index of evaluative reactions towards different languages/varieties and their speakers.

This assumption implies that language attitudes, just like any other kind of attitudes, can change, that they are not static. As Baker (1992: 12) points out, the notion of attitude serves a double function: ‘it provides a presage and a product variable, a predisposer and an outcome’; or, as Garrett *et al.* (2003: 6) phrase it, attitudes ‘function as both input to and output from social action’. This means that on the one hand, a particular attitude will result in people evaluating an attitude object in a particular way. A positive attitude towards the French language, for example, will cause people to see it as beautiful and potentially result in their wanting to take French lessons. On the other hand, various factors can lead people to change their attitude towards languages. In situations of language contact, for example, it is not unusual for the status relationships between the language communities to change over time, thereby leading to altered attitudes towards both the language communities themselves and their languages (Hamers and Blanc 2000: 292; see e.g.

There can be various factors relating to the individual (as opposed to the language group) that are thought to influence language attitudes. Baker (1992: 41-46), for example, considers some of the most important variables to be age, gender, ability, cultural background and language background. A further factor that influences attitudes of any kind appears to be educational level (see e.g. Harding *et al.* 1969; Beattie *et al.* 1982). With respect to age, however, Baker (1992: 42) points out that it is highly unlikely that there is some sort of intrinsic maturational process that causes attitudes to change; instead, it can be assumed that it is the socialisation process experienced throughout life (such as relationships, the influence of peer groups and mass media, child rearing, etc.) that has an effect on the way people evaluate languages. He thus describes age as ‘an “indicator” or “holding” variable that sums up movement over time, and does not reveal the underlying reasons for that movement’. Likewise with respect to gender, Baker (1992: 42) remarks that it is unlikely that differences in language attitudes have biological or maturational causes. Rather, he stipulates that the reasons for the differences are located in the socio-cultural behaviour of boys and girls or men and women, and in the kind of individual differences that may exist at any point in time between the two genders.

Gardner and MacIntyre's (1993a:9) postulate that language attitudes are causally linked to motivation, since "motivation needs an affective basis to be maintained, and it seems reasonable to argue that attitudes serve this function".

### **2.3. Motivation**

Dörnyei (1998) claimed that motivation is a key to learning. Another pioneer in this field, Gardner (1985), defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p:10).

According to Gardner, a highly motivated individual will enjoy learning the language, and want to learn the language, strive to learn the language. The following definitions selected from various psychology books by Huitt (2001) illustrate this point:

- internal state or condition that activates behavior and gives it direction;
- desire or want that energises and directs goal-oriented behavior;
- influence of needs and desires on the intensity and direction of behavior

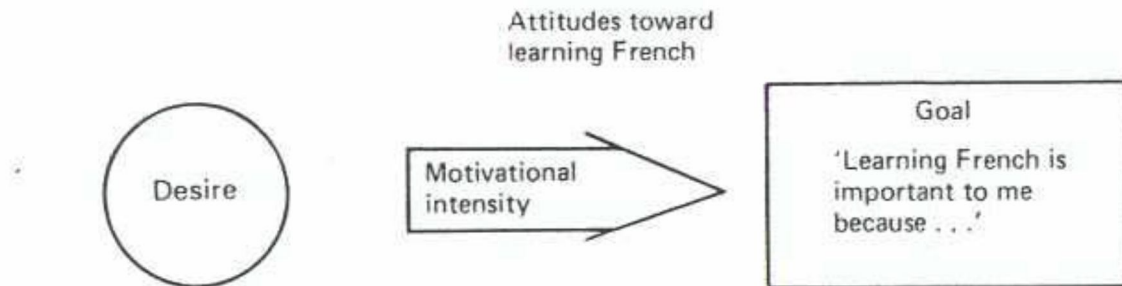
Motivation as a psychological construct is: commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. (Brown, 1994: 152) The inner drive or need (as an intrinsic need) that is acquired and developed energises individuals to persist in work to attain certain goals regardless of difficulties (Cairo, 1997). This comes from the learners' own desire and willingness to succeed in his/her own goals.

McClelland suggests that different levels of the need to achieve, (nAch), are characteristic for different people, and that these levels are the result of previous learning experiences. McClelland considers "achievers to be those people who perceive new learning situations and problems as outside their present capabilities, but attainable with some effort.

Dörnyei (2001a) also states that the relationship between motivation and achievement is indirect because achievement is also influenced by other factors such as the learner's ability, learning opportunities and the instructional quality of the learning tasks. Motivation has been one of the most researched areas in psychology.

Gardner (1985:10) defines L2 motivation as the "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language". Figure 5.6 illustrates schematically Gardner's motivational construct.

**Figure 1. Gardner's (1985) schematic representation of the concept of motivation as it relates to second language acquisition.**



## 2.4 Motivation and Attitudes

Learners' motivation has become widely accepted as a key factor that influences the rate and success of second/foreign language learning (McDonough, 1983; Ellis, 1994). Burstall (1975) claims that indices of attitudes and motivation are strongly related to success in the second language. McDonough (1983, p.142) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". Gardner & Lambert (1972) define 'motivation' as the second-language learner's overall goal and orientation, and 'attitude' as the learner's persistence in striving to the goal. De Bot, Lowie and Verspoor (2005, p. 72) claimed that "teachers, learners and researchers will all agree that a high motivation and a positive attitude towards a second language and its community help second language learning". Furthermore, according to Spolsky, a learner's attitudes affect the development of motivation" (1989). Clearly, there exists a relationship between the attitudes and the motivation of foreign language learners.

Everyone agrees that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain goal but the question is how they could be measured.

Ellis discusses the difficulty of separating attitudes and motivation, noting that both are only derived from the behaviour of language learners, and are never directly observed. Ellis goes on to say that "[i]t is clear that there is no general agreement about what precisely "motivation" or "attitudes" consist of, nor of the relationship between the two' (1985: 117).

Language learning is a complex psychological process and it should be expected that a “mutual relationship of influence” exists between attitudes, motivation and achievement. (Kuhlemeier 1996:495).

## **2.6. Reviewing Researches**

The study conducted by Temur (2013) was to determine the attitudes and motivation levels of compulsory and volunteered students of English preparatory higher school at İnönü University . The data obtained for the study was both quantitative and a qualitative. The data utilised was obtained from two kinds of instruments: Motivation Questionnaire and Attitude Questionnaire. The questionnaires were administered to 170 students total; 121 of which from compulsory and 49 from voluntary groups of learners.

According to the results of the study, the motivation of voluntary students has been found much higher than the compulsory students. A meaningful difference is seen between the motivations of compulsory and voluntary students  $t(168)=42,159$ ,  $p<0,05$ . Voluntary students have more positive motivations ( $X =69,2041$ ) than compulsory ones do. ( $X = 49,9752$ ). Voluntary students have more positive attitudes ( $X =53,8367$ ) than compulsory ones do. ( $X = 44,9174$ ). However, regarding to the genders there is no important significant difference between voluntary and compulsory students concerning motivation and attitudes between the male and female students of prep high school of İnönü University towards English language learning. In our study, in contrast to Temur’ (2013) results, different perceptions between the attendants’ genders for foreign language can clearly be seen. At least a slight difference between male and female learners is concluded in many studies conducted on motivation and attitude.

In the study of Abidin, Pour-Mohammadi, Alzwari (2011) Libyan secondary school students’ attitudes towards learning English were examined in terms of the behavioral, cognitive and emotional aspects. The study also searched if there are any significant differences in the students’ attitudes towards English language according to their demographic profiles i.e., gender, field and year of study. The study is quantitative in nature and it is also descriptive and inferential. The questionnaire was partly adapted from the attitude questionnaire test used in a study by Boonrangsri et al. (2004).

The students in the research consist of 180 students, 94 persons (52.2%) male and 86 persons (47.8%) female, and they were selected from different secondary schools randomly in the division of Al Mergeb, Zliten in the west of Libya. Based on the demographic profile, statistically meaningful attitudinal differences in terms of gender and field of study are concluded. However, there were meaningful differences regarding year of study. Results showed that the attitudes of male secondary school students towards English are partly lower than female students.

Another study conducted by Chalak and Kassaian (2010) on Motivation And Attitudes of Iranian Undergraduate EFL students towards learning English. They explored the attitudes of Iranian undergraduate students towards learning English and English speaking people, the types of motivation and orientation. A questionnaire adopted from Gardner's AMTB (1985) was employed for the research. Integrative and Instrumental Orientation scales of the original 6-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were used, and 108 Iranian university students (20 males and 88 females) participated in the survey.

The results of the study demonstrated that the students of English translation at IAUKB were both intrinsically and extrinsically motivated to English learning. The results also showed that students had positive attitudes towards English, its culture and people. The researchers concluded that this was because the participants were aware of the importance of English, and they believed the need and importance of learning English for a better future.

The study conducted by Kobayashi (2002) to see the role of gender in foreign language learning (attitudes) in Japan was conducted at two 'non-elite academic' university preparatory high schools (Okano & Tsuchiya, 1999). 555 students (242 male and 313 female, aged 15 to 17) participated in the research. It was a qualitative and quantitative study. A structured questionnaire was employed to the participants. The researcher aimed to explain one of the findings of female students' superiority in attitudes to English learning over male students. Because it is pointed out in the study that this result is very common among many questionnaire-based researches with the statistical identification of gender differences in attitudes. But neither of them explores the affective factors which cause these differences.

On the purpose of revealing these factors, a large-scale questionnaire-based study was implemented and with the evaluation of multidisciplinary extant data and research

findings it is stated that many women hold favourable attitudes when learning English because of the Japanese social elements like academic and professional advancement and women's marginalized status in Japanese society.

## **CHAPTER III**

### **3. METHODOLOGY**

#### **3.1. Research Objectives and Significance**

In this study, we plan to see and reveal the correlation between language learning and the characteristics of non- compulsory prep school students who are considered to be highly motivated for FLL. In this study, It is aimed to determine attitudes of the students at Akdeniz University Alanya Faculty of Business, in non compulsory preparatory program, to language learning. At the end of the study findings were shared with faculty administrators. Also, restrictive causes in learning English and the reasons that increase their willingness and motivation at the program are indicated.

#### **3.2. Research Methods**

Primary and secondary data were used in the research. A questionnaire adapted by Abidin, Pour-Mohammadi & Alzwari (2012) from the previous studies of Gardner & Lambert was utilized as a measuring instrument to get the necessary data from the participants. The questionnaire consists of 45 items. Questions 1-4 are to identify the demographic characteristics of the participants and questions from 5 to 49 are to determine the attitude of students towards learning English. The adopted the five-point Likert scale was used. The participants answered all the items of the questionnaire honestly. They gave their own understanding about their attitudes towards learning English language in terms of the emotional, cognitive and behavioral aspects of attitude as well as their demographic profile i.e., gender, year and field of study. Survey was applied to almost all of the students at Akdeniz University preparatory program in Alanya in April-May 2014. As I could access almost all of the students, I did not do a sample selection.

### 3.3. Participants

This study was conducted with 217 students, 125 persons (57.6%) male and 92 persons (42.4%) female, who were studying at Akdeniz University, Alanya Faculty of Business Administration English preparatory program. In the university where the research was performed English preparatory education was non compulsory for all the students. The participants are from different departments, 19 students Economics and Finance %8,8, 98 students %45,2 Tourism Management, 53 students %24,4 Business Administration, and 47 students %21,7 International Trade. In all departments, instruction is in Turkish. In the school, the students were in eleven different classes(22 per each). 113 of the students %52,1 were in formal education(FE) and 104 of them %47,9 were in evening education(EE).

The questionnaire was asked to complete by the researcher in person. The obtained data was analyzed by SPSS statistical software package. In the analysis, frequency analysis, t-test and ANOVA were used for statistical analysis.

### 3.4. Data Collection Instrument

A five-point Likert scale questionnaire with 45 items was employed in the study. On the whole, the items were concerning language attitudes in terms of: behavioral, cognitive, and emotional aspects of attitude. Overall, 30 items were positive and 15 items were negative. The questionnaire was divided into two parts and it has 49 questions which were aimed at finding out different aspects of students' attitudes. In the first part, there are questions about students' demographic information which elicit personal information: gender, type of education and departments. The survey was taken from Majid Pour-Mohammadi (Corresponding author) article of *EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students*. The written permission and consent of the author was taken via email. The items in the article were partly adapted from the original attitude questionnaire test employed in a study by Boonrangsri et al. (2004). Some of the items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985).

The second section focuses on the students' attitudes towards learning English that deals with the students' present attitudes and it contains five items. The students are required to answer the items according to the basis of a five-point scale:



1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

### 3.5. Reliability Analysis of the Scale

Alfa models, test-retest, alternative forms and bisection method is are used to measure the level of reliability of the scales. These are (Nakip, 2006: 145): Alfa model investigates whether k problem shows a homogeneous structure of the whole. Alpha ( $\alpha$ ) depending on the coefficient test, ?reliability of the scale is interpreted as follows:

- $00:00 < \alpha < 0:40$  the scale is not reliable,
- $0.40 < \alpha < 0.60$  shows low reliability of the scale,
- $0.60 < \alpha < 0.80$  the scale is quite reliable,
- $0.80 < \alpha < 1.00$  the scale is highly reliable.

**Table 1: Reliability Analysis**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.776	.771	45

As shown in Table 1, to measure the reliability of items, Cronbach's alpha ( $\alpha$ ) internal consistency value was used on the scale. Accordingly, consisting of 45 items, the attitude scale ( $\alpha$ ) value was found to be 0.776. According to this result, the scale is quite reliable.

### **3.6. Implementation**

The study was conducted at preparatory school of Akdeniz University I work as an instructor, so the instructions the survey form were clearly explained to the attendants in all classes. The questionnaire was applied in April and May. The questionnaire was translated into Turkish so that students can understand it clearly. Also, it was translated from Turkish to English to make sure that it was clearly translated. There is necessary information on the front page of the questionnaire.

## CHAPTER IV

### 4. RESULTS and FINDINGS

In this part of the research, the demographic profiles of the participants, indifference tests, correlation relations and variance analysis are shown. Considering the genders, education types and the departments of the participants, it can be concluded that there are meaningful differences among the participants in terms of behavioral, cognitive and emotional aspects. In addition, the students showed different attitudes to the items in the survey regarding their gender, education types and departments.

#### 4.1. Demographic Profiles of Participants

The components of attitudes are closely related to some personal features. They are age, gender, etc. Normally, 240 students registered for the non compulsory preparatory program. Some of these students failed or gave up school because of absenteeism or some other reasons. In the study, 217 participants from different departments, in eleven different classes, were included. This shows that almost all of the students were included in the survey. The male participants numbers were more than females ones. Considering the demographic profiles of the participants, it could be concluded that the research has been conducted with enough numbers of students. The details are shown below;

**Table 2: Demographic Profiles of Participants**

Gender	Frequency	%
<b>Female</b>	92	42,4
<b>Male</b>	125	57,6
Total	<b>217</b>	<b>100</b>
Education Type	<b>Frequency</b>	<b>%</b>
<b>Formal education</b>	113	52,1
<b>Evening education</b>	104	47,9
Total	<b>217</b>	<b>100</b>
Department	<b>Frequency</b>	<b>%</b>
<b>Economics and Finance</b>	19	8,8
<b>Tourism Management</b>	98	45,2
<b>Business Administration</b>	53	24,4
<b>International Trade</b>	47	21,7
Total	<b>217</b>	<b>100</b>

As it is seen in Table 2, 42.4% (n = 92) of the participants are female and 57.6% (n = 125) are male. However, 52.1% (n = 113) of the participants are formal education students and 47.9% (n = 104) evening education students. Finally, 8.8% (n = 19) of the participants are economics and finance, 45.2% (n = 989) tourism management, 24.4% (n = 53) business administration, and 21.7% (n = 47) are international trade students. The participants were also asked if they had studied English prep class before, but the answers showed that none of them had studied English in a preparatory program.

#### **4.2. Findings Related to Factor Dimensions**

The survey in the study was translated into Turkish first, and it was also translated into English again to see if it was clearly translated. 217 students were volunteered to fill the questionnaire in their classes. For this reason, exploratory factor analysis was not made in the study beforehand. The scale of the survey is shown as (Appendix 1) in Turkish and the original form (Appendix 2) in English.

**Tablo 3. Factor Dimensions Related to Components of Attitude**

<b>Factor 1. Behavioral Aspects of Attitude (M= 3,17)</b>	N	Mean	Sd.
Q1	217	2,44	1,27
Q2	217	3,48	1,28
Q3	217	3,52	1,07
Q4	217	3,59	1,02
Q5	217	3,41	1,06
Q6	217	3,92	1,21
Q7	217	3,85	1,30
Q8	217	2,90	1,34
Q9	217	2,53	1,25
Q10	217	2,47	,094
Q11	217	4,23	1,19
Q12	217	4,35	1,02
Q13	217	2,25	1,31
Q14	217	2,11	1,15
Q15	217	2,48	1,33
<b>Factor 2. Cognitive Aspects of Attitude (M= 3,49)</b>			
Q16	217	4,14	1,13
Q17	217	4,28	1,24
Q18	217	3,90	1,04
Q19	217	4,18	1,01
Q20	217	3,68	1,18
Q21	217	2,61	1,16
Q22	217	2,05	1,25
Q23	217	3,90	1,29
Q24	217	3,79	1,16
Q25	217	2,85	1,27
Q26	217	4,05	0,97
Q27	217	3,60	1,00
Q28	217	3,07	1,13
Q29	217	2,71	1,27
Q30	217	3,55	1,01
<b>Factor 3. Emotional Aspects of Attitude (M= 3,60)</b>			
Q31	217	4,11	1,12
Q32	217	3,87	1,12
Q33	217	3,47	1,10
Q34	217	3,99	1,06
Q35	217	4,07	1,03
Q36	217	3,23	1,16
Q37	217	2,55	1,26
Q38	217	3,82	1,09
Q39	217	2,62	1,25
Q40	217	4,50	1,02
Q41	217	3,72	0,99
Q42	217	3,92	1,21
Q43	217	2,61	1,29
Q44	217	4,20	1,13
Q45	217	3,31	1,01
<b>Reliability of the scale</b>			<b>,776</b>

When the three aspects of attitude i.e., cognitive, behavioral, and emotional are considered, it can be concluded that the participants showed similar attitudes towards learning English. The mean score for the Emotional Aspect of Attitude (EAA) is the highest (3,60), the second highest score is on the Cognitive Aspect of Attitude (CAA) (3,49) while the mean score for Behavioral Aspect of Attitude (BAA) is the lowest (3,17). The very close values indicate that they do not have very different attitudes in terms of emotional, behavioral or cognitive aspects. As shown in Table 3, to measure the reliability of items, Cronbach's alpha ( $\alpha$ ) internal consistency value was used on the scale. Accordingly, consisting of 45 items, the attitude scale ( $\alpha$ ) value was found to be 0.776. According to this result, the scale is quite reliable.(Nakip, 2006: 145, Kalaycı, 2010: 405).

#### 4.3. Variance and T-test Analysis Findings

T-test and Variance are analysis / testing techniques which are applied in cases where when parametric conditions are available. These tests are used to determine whether the average of a group is significantly different from the other group is (Kalaycı, 2010: 76). Accordingly, parametric tests, independent Sample T-Test, was used to see participants attitudes towards learning English according to their gender and education type, Analysis of Variance (ANOVA or F test) was used to determine their attitudes towards learning English according to their departments.

**Table 4.T-test results for behavioral aspect and gender**

Gender	N	Mean	Std. Deviation	t	P
Female	92	3,11	,377	,656	,513
Male	125	3,08	,290		

To see if there is a significant difference between the students' behavioral attitudes and their gender, the data was analyzed with T test. The results show that there is not a meaningful difference ( $p=,513>,05$ ).

**Table 5. T-test results for cognitive aspect and gender**

Gender	N	Mean	Std. Deviation	t	P
Female	92	3,60	,419	,2726	<b>,007</b>
Male	125	3,42	,536		

To see if there is a significant difference between the students' cognitive attitudes and their gender, the data was analyzed with T test. The results show that there is a meaningful difference ( $p=,007>,05$ ) between the two variables.

**Table 6. T-test results for emotional aspect and gender**

Gender	N	Mean	Std. Deviation	t	P
Female	92	3,66	,449	1,697	,091
Male	125	3,56	,469		

**Table 6** shows that is a meaningful difference between the two variables ( $t = 1.697$ ,  $p = ,091 > 0.05$ ) in terms of emotional aspect and gender. In other words, students showed a slightly meaningful difference regarding emotional aspect of attitude and gender.

**Table 7. T-test results for behavioral aspect and education type**

Education Type	N	Mean	Std. Deviation	t	P
Formal education	113	3,07	,360	-1,242	,216
Evening education	104	3,12	,290		

To see if there is a significant difference between the students' behavioral attitudes and their education types, the data was analyzed with T test. The results show that there is not a meaningful difference ( $p=,216>,05$ ). It is clear to see from the results that students' behavioral aspects do not differentiate according to their education types.

**Table 8. T-test results for cognitive aspect and education type**

Education Type	N	Mean	Std. Deviation	t	P
Formal education	113	3,42	,557	-2,252	<b>,025</b>
Evening education	104	3,57	,411		

To see if there is a significant difference between the students' cognitive aspect of attitude and their education types, the data was analyzed with T-test. The results show that there is not a meaningful difference ( $p=,025>,05$ ) between the two variables.

**Table 9. T-test results for emotional aspect and education type**

Education Type	N	Mean	Std. Deviation	t	P
Formal education	113	3,61	,482	,103	,918
Evening education	104	3,60	,442		

To see if there is a significant difference between the students' emotional attitudes and their education types, the data was analyzed with T-test. The results show that there is not a meaningful difference ( $p=,918>,05$ ). It is clear to see from the results that students' emotional aspects do not differentiate according to their education types.

**Table 10. Variance analysis results for behavioral aspect and study of field**

Independent Variables	N	Mean	Std. Deviation	ANOVA	
				F	p
Economics and Finance	19	2,99	,342	1,709	,166
Tourism Management	98	3,07	,322		
Business Administration	53	3,16	,382		
International Trade	47	3,11	,259		
<b>Total</b>	217	3,09	,329		

To see if there is a significant difference between the students' behavioral attitudes and their departments, the data was analyzed with T-test. The results show that there is not a meaningful difference ( $p=,166>,05$ ). It is clear to see from the results that students' behavioral aspects do not differentiate according to their departments.



**Table 11. Variance analysis results for emotional aspect and study of field.**

Independent Variables	N	Mean	S.D	ANOVA	
				F	P
Economics and Finance	19	3,55	,472	2,213	,088
Tourism Management	98	3,54	,451		
Business Administration	53	3,73	,379		
International Trade	47	3,62	,543		
<b>Total</b>	217	3,60	,462		

**Table 11** shows that there is not a meaningful difference ( $p=,216>,05$ ) between participants' emotional aspects and their field of study. To see if there is a significant difference between the students' emotional attitudes and their departments, the data was analyzed with T test. It is clear to see from the results that students' emotional aspects do not differentiate according to their field of study.

**Table 12. Variance analysis results for cognitive aspect and study of field.**

Independent Variable.	N	Mean	S.D	F	p	Mean Difference		
Department								
Economics and Finance	19	3,28	,534	4,165	,007	Tourism Management	Economics and Finance	,168
Tourism Management	98	3,45	,512				Business Administration	- ,234*
Business Administration	53	3,68	,442				International Trade	-,034
International Trade	47	3,48	,460					
<b>Total</b>	217	3,50	,497					

**Table 12** shows that there is a meaningful difference ( $p=,007<,05$ ) between participants' cognitive aspects and their field of study. To see if there is a significant difference between the students' cognitive attitudes and their departments, the data was analyzed with T test. Tourism management students mean value is ( $p=,007<,05$ ), while that of business administration students is ( $p=,234>,05$ ). It is clear to see from the results that students' emotional aspects differentiate according to their field of study.

**Table 13. Correlation Analysis**

Factors	Behavioral Aspects	Cognitive Aspects	Emotional Aspects
1. Behavioral Aspects	<b>1</b>		
2. Cognitive Aspects	r=,546* p=,000 n=217	<b>1</b>	
3. Emotional Aspects	r=,322* p=,000 n=217	r=,618* p=,000 n=217	<b>1</b>

Meaningful according to \*,001

Regarding the three aspects of attitudes it can be seen that there is meaningful difference between behavioral aspect and cognitive aspect. The mean score is ( $r=,546$ ;  $p=,000<,05$ ) which shows a significant difference between the two variables. In addition there is statistically significant attitudinal difference between behavioral aspect of attitude and emotional aspect. The mean score for emotional aspect is meaningful ( $r=,618$ ;  $p=,000<,05$ ).

#### 4.4. Findings Related to the Items

In the study, the mean scores for answers given to each item of the questionnaire were found by the frequency analysis. Therefore, indifference tests (T-test and ANOVA) were applied to all the items in **Table 3**. The findings indicate that there are slightly considerable differences among the variables; their gender, education types and field of studies. Female and male participants' attitudes differ in many occasions, especially, when it comes to sensitivity for taking responsibilities during learning process.

**Table 14. Worrying levels while speaking by gender.**

Gender	N	Mean	Std. Deviation	t	P
Female	92	2,82	1,35	<b>3,875</b>	<b>0,000</b>
Male	125	2,16	1,14		

As seen in **Table 14**, a considerable difference is seen between the two variables ( $t = 3.875$ ,  $p = 0.000 <,05$ ). Females' worrying levels while speaking English is higher ( $M = 2.82$   $SD = 1.35$ ) than male participants worrying levels ( $M = 2.16$ ,  $SD = 1.14$ ).

**Table 15. Saying their ideas in English during the lessons**

Gender	N	Mean	Std. Deviation	t	P
Female	92	3,33	1,05	<b>-2,233</b>	<b>0,027</b>
Male	125	3,66	1,07		

It is clear from **Table 15** there is meaningful difference between the two variables ( $t = -2.233$ ,  $p = 0.000 < 0,05$ ). Male preparatory students say their ideas during the lessons in English ( $M = 3.66$   $SD = 1.07$ ) more easily than female preparatory students ( $M = 3.33$ ,  $SD = 1.05$ ).

**Table 16. Sensitivity for doing their English homework on time**

Gender	N	Mean	Std. Deviation	t	P
Female	92	2,54	1,27	<b>-3,474</b>	<b>0,001</b>
Male	125	3,16	1,33		

**Table 16** shows that ( $t = -3.474$ ,  $p = 0.001 < 0,05$ ) there is meaningful difference between students' sensitivity for doing their English homework on time in terms of gender. Female students attach more importance to do their homework ( $M = 3.16$   $SD = 1.33$ ) than male students ( $M = 2.54$ ,  $SD = 1.27$ ) do.

**Table 17. Feeling worried while practising English in the classroom**

Gender	N	Mean	Std. Deviation	t	p
Female	92	2,80	1,12	<b>2,783</b>	<b>0,006</b>
Male	125	2,34	1,30		

**Table 17** shows that there is no meaningful difference between the two variables ( $t = 2.783$ ,  $p = 0.006 < 0,05$ ) in terms of feeling worried while practising English in the classroom. Female preparatory students practice English ( $M = 2.34$   $SD = 1.30$ ) more worried than male preparatory students ( $M = 2.80$ ,  $SD = 1.12$ ). In other words, male students are more relaxed when they need to practise English in the classroom.

**Table 18. Willingness for having English speaking friends**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,55	0,83	<b>2,539</b>	<b>0,012</b>
Male	125	4,21	1,13		

As it is indicated in **Table 18**, there is meaningful difference between the two variables ( $t = 2.539$ ,  $p = 0.012 < 0,05$ ). Male preparatory students show less willingness ( $M = 4.21$   $SD = 1.13$ ) to having English speaking friends than female preparatory students ( $M = 4.55$ ,  $SD = 0.83$ ). In other words, female preparatory students sensitivity is higher in terms of having English speaking friends.

**Table 19. Making up for the lessons missed**

Gender	N	Mean	Std. Deviation	t	p
Female	92	1,97	1,25	<b>-2,729</b>	<b>0,007</b>
Male	125	2,46	1,32		

As shown in **Table 19** there is meaningful difference between the two variables ( $t = -2.729$ ,  $p = 0.007 < 0,05$ ). Female preparatory students ( $M = 1.97$ ,  $SD = 1.25$ ) want to make up for the English classes they missed more than male preparatory students in ( $M = 2.46$   $SD = 1.32$ ). In other words, female students are more likely to compensate for the subjects when they cannot participate in the class than male preparatory students.

**Table 20. Being enthusiastic come to English classes**

Gender	N	Mean	Std. Deviation	t	P
Female	92	1,90	0,91	<b>-2,347</b>	<b>0,020</b>
Male	125	2,27	1,29		

The table above shows that, there is meaningful difference between the two variables ( $t = -2.347$ ,  $p = 0.020 < 0,05$ ). Male preparatory students ( $M = 2.27$   $SD = 1.29$ ) are not as enthusiastic come to English classes as female preparatory students ( $M = 1.90$ ,  $SD = 0.91$ ).

**Table 21. Their belief that knowing English makes them more educated**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,68	0,75	<b>4,250</b>	<b>0,000</b>
Male	125	3,98	1,44		

It is clear from **Table 21** that there is meaningful difference between the two variables ( $t = -4.250$ ,  $p = 0.000 < 0,05$ ). Male preparatory students' belief in 'Studying English is important because it will make me more educated' ( $M = 3.98$   $SD = 1.44$ ), compared to female preparatory students ( $M = 4.68$ ,  $SD = 0.75$ ) is lower.

**Table 22. Creating new thoughts**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,11	0,89	<b>2,646</b>	<b>0,009</b>
Male	125	3,74	1,12		

As shown in Table 22 there is meaningful difference between the two variables ( $t = 2,646$ ;  $p = 0,009 < 0,05$ ). Male students' mean value is ( $M = 3,74$   $S.S = 1,12$ ), while that of female ones is ( $M = 4,11$ ,  $S.S = 0,89$ ). Female students think that studying English helps them more in terms of creating new thoughts than male students do.

**Table 23. Believing that they will be more knowledgeable**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,18	1,03	<b>2,804</b>	<b>0,006</b>
Male	125	3,69	1,41		

As seen in Table 23, there is meaningful difference between the two variables ( $t = 2.804$ ,  $p = 0.006 < 0,05$ ). Male students' mean value is ( $M = 3.69$   $SD = 1.41$ ) while that of females' is ( $M = 4.18$ ,  $SD = 1.03$ ).

**Table 24. Implementing what they learned**

Gender	N	Mean	Std. Deviation	t	p
Female	92	3,19	1,10	<b>3,441</b>	<b>0,001</b>
Male	125	2,60	1,33		

As seen in Table 24 there is meaningful difference between the two variables ( $t = 3.441$ ,  $p = 0.001 < 0,05$ ). Male preparatory students ( $M = 2.60$   $SD = 1.33$ ) have more difficulty in implementing what they have learned in their English classes female preparatory students ( $M = 3.19$ ,  $SD = 1.10$ ).

**Table 25. Contributing to their improvement of their personality**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,23	0,81	<b>2,342</b>	<b>0,020</b>
Male	125	3,92	1,06		

As seen in Table 26, there is meaningful difference between the two variables ( $t = 2.342$ ,  $p = 0.020 < 0, 05$ ). Male preparatory students' belief in 'Studying English helps me to improve my personality' ( $M = 4.23$ ,  $SD = 0.81$ ) is more than that of female students ( $M = 3.92$   $SD = 1.06$ ).

**Table 26. Feeling proud that they are learning a new language**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,40	0,89	<b>3,244</b>	<b>0,001</b>
Male	125	3,91	1,23		

Table 26 shows that there is meaningful difference between the two variables ( $t = 3.244$ ,  $p = 0.001 < 0,05$ ). Male students' mean value is ( $M = 3.91$   $SD = 1.23$ ), while that of female ones is ( $M = 4.40$   $SD = 0.89$ ). In other words, female students feel more proud of themselves when they are learning English.

**Table 27. Getting excited when speaking English**

Gender	N	Mean	Std. Deviation	t	P
Female	92	4,16	0,97	<b>3,288</b>	<b>0,001</b>
Male	125	3,66	1,19		

**Table 27** shows that there is meaningful difference between two variables ( $t = 3.288$ ,  $p = 0.001 < 0,05$ ). Female respondents feel more excited ( $M = 4.16$   $SD = 0.97$ ) when they are practicing English than male respondents do ( $M = 3.66$   $SD = 1.19$ ).

**Table 28. Feeling anxious when Answering questions in English**

Gender	N	Mean	Std. Deviation	t	P
Female	92	3,15	1,05	<b>-3,756</b>	<b>0,000</b>
Male	125	3,70	1,05		

It is clear from **Table 28** that there is meaningful difference between two variables ( $t = -3.756$ ;  $p = 0.000 < 0,05$ ). When answering questions in English, female preparatory students ( $M = 3.70$   $SD = 1.05$ ) are more anxious than male preparatory students ( $M = 3.15$ ,  $SD = 0.05$ ).

**Table 29. Desire for studying English**

Gender	N	Mean	Std. Deviation	t	P
Female	92	2,25	1,16	<b>-3,874</b>	<b>0,000</b>
Male	125	2,89	1,24		

As it is seen in **Table 29**, there is meaningful difference between the two variables ( $t = -3.874$ ,  $p = 0.000 < 0,05$ ). Male students' mean value is ( $M = 2.89$   $SD = 1.24$ ), while that of female ones is ( $M = 2.25$ ,  $SD = 1.16$ ). It can be concluded that female preparatory students like studying English more than male preparatory students.

**Table 30. Desire for speaking English**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,73	0,73	2,917	0,004
Male	125	4,33	1,16		

Table 30 shows that there is meaningful difference between the two variables ( $t = 2.917$ ,  $p = 0.004 < 0,05$ ). Female preparatory students ( $M = 4.73$   $SD = 0.73$ ) desire to speak English like native speakers do more than male preparatory students ( $M = 4.33$   $SD = 1.16$ ).

**Table 31. Being interested in studying English**

Gender	N	Mean	Std. Deviation	t	p
Female	92	3,92	0,99	2,569	0,011
Male	125	3,57	0,97		

As seen in Table 31, there is meaningful difference between the two variables ( $t = 2.569$ ,  $p = 0.011 < 0,05$ ). Female students mean value is ( $M = 3.57$   $SD = 0.97$ ) while that of male ones is ( $AO = 3.92$   $SD = 0.99$ ). In other words, female preparatory students are more interested in studying in English than male preparatory students.

**Table 32. Feeling confident in expressing themselves after studying English**

Gender	N	Mean	Std. Deviation	t	p
Female	92	4,28	0,85	4,137	0,000
Male	125	3,65	1,36		

**Table 32** shows that there is meaningful difference between the two variables ( $t = 4.137$ ,  $p = 0.000 < 0,05$ ). Female students mean value is ( $M = 4.28$   $SD = 0.85$ ) while that of male ones is ( $M = 3.65$   $SD = 1.36$ ).



**Table 33. The belief that English helps to have good relationships with friends**

Education Type	N	Mean	Std. Deviation	t	p
Formal education	113	3,31	1,30	<b>-2,052</b>	<b>0,041</b>
Evening education	104	3,67	1,23		

As seen in Table 33, there is meaningful difference between the two variables ( $t = -2.052$ ,  $p = 0.041 < 0.05$ ). Evening education preparatory students' mean value is ( $M = 3.67$   $SD = 1.23$ ), compared to formal education preparatory students ( $M = 3.31$   $SD = 1.30$ ).

**Table 34. Contribution of English to the improvement of their personality**

Education Type	N	Mean	Std. Deviation	t	p
Formal education	113	3,98	1,23	<b>-2,182</b>	<b>0,030</b>
Evening education	104	4,31	0,99		

**Table 34** shows that, there is meaningful difference between the two variables ( $t = -2.182$ ,  $p = 0.030 < 0.05$ ). Evening education preparatory students mean value is ( $M = 4.31$   $SD = 0.99$ ), while that of formal education preparatory students is ( $M = 3.98$   $SD = 1.23$ ).

**Table 35. Feeling happy when they are learning English**

Education Type	N	Mean	Std. Deviation	t	p
Formal education	113	4,01	1,10	<b>-2,483</b>	<b>0,014</b>
Evening education	104	4,35	0,86		

As seen in Table 35, there is meaningful difference between the two variables ( $t = -2.483$ ,  $p = 0.014 < 0.05$ ). Evening education preparatory students feel happier ( $M = 4.35$   $SD = 0.86$ ), when they are learning English than formal education preparatory students ( $M = 4.01$   $SD = 1.10$ ) do.

**Table 36. Being able to summarize the important points in the English subject content by themselves**

Education Type	N	Mean	Std. Deviation	t	P
Formal education	113	2,45	1,10	<b>-2,217</b>	<b>0,028</b>
Evening education	104	2,79	1,20		

As seen in Table 36, there is meaningful difference between the two variables ( $t = -2.217$ ,  $p = 0,028 < 0,05$ ). Evening education preparatory students mean value is ( $M = 2.79$   $SD = 1.20$ ), while that of formal education preparatory students is ( $M = 2.45$   $SD = 1.10$ ).

**Table 37. Communicating in English effectively**

Education Type	N	Mean	Std. Deviation	t	p
Formal education	113	3,59	1,17	<b>-2,733</b>	<b>0,007</b>
Evening education	104	4,01	1,11		

As seen in Table 37, there is meaningful difference between the two variables ( $t = -2.733$ ,  $p = 0,007 < 0,05$ ). Evening education preparatory students mean value is ( $M = 4.01$   $SD = 1.11$ ), while that of formal education preparatory students is ( $M = 3.59$   $SD = 1.17$ ).

**Table 38. Willingness to give opinions during English lessons**

Independent Variable.	N	M	S.D.	F	p	Mean Difference		
Department								
Economics and Finance	19	3,94	,77	<b>2,787</b>	<b>0,042</b>	Economics and Finance	Tourism Management	,447
Tourism Management	98	3,50	1,11				Business Administration	,702*
Business Administration	53	3,24	,91				International Trade	,223
International Trade	47	3,72	1,19					
<b>Total</b>	<b>217</b>	<b>3,52</b>	<b>1,07</b>					

As seen in Table 38 there is meaningful difference between the two variables ( $F = 2.787$ ,  $p = 0,042 < 0,05$ ). Economy-Finance preparatory students mean value is ( $M = 3.94$ ,  $SD$

= 0.77) students of International Trade is (M. = 3.72, SD = 1.19), and Tourism Management is (AO = 3.50, SD = 1, 11) while that of Business Administration preparatory students' is(AO = 3.24, SD = 0.91)

**Table 39. Believing that they can express themselves in English better**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	2,52	,96	<b>3,006</b>	<b>0,031</b>	Tourism Management	Economics and Finance	0,96
Tourism Management	98	2,62	1,14				Business Administration	-0,54*
Business Administration	53	3,16	1,22				International Trade	0,005
International Trade	47	2,61	1,31					
<b>Total</b>	<b>217</b>	<b>2,74</b>	<b>1,20</b>					

As seen in Table 39 there is meaningful difference between the two variables ( $F = 3.006$ ,  $p = 0,031 < 0,05$ ). Business Administration preparatory students' mean value is (M = 3.16,, S. S. = 1.22); Tourism Management preparatory students' is (M = 2.62, SD = 1.14),and International Trade preparatory students' is (M = 2.61, SD = 1.31) while that of Economics and Finance is (M = 2.52, SD = 0.96). In this context, the significant difference is between Tourism Management Department students and Business Administration department students.

**Table 40. Being motivated to learn what teachers are explaining**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	1,89	,93	<b>3,105</b>	<b>0,027</b>	Economics and Finance	Tourism Management	-,49
Tourism Management	98	2,38	1,36				Business Administration	-,99*
Business Administration	53	2,88	1,23				International Trade	-,59
International Trade	47	2,48	1,41					
<b>Total</b>	<b>217</b>	<b>2,48</b>	<b>1,33</b>					

As seen in Table 40 there is meaningful difference between the two variables ( $F = 3.105$ ,  $p = 0,027 < 0,05$ ). Business Administration preparatory students' mean value is ( $M = 2.88$ ,  $S. S. = 1.23$ ); International Trade preparatory students' is ( $M = 2.48$ ,  $SD = 1.41$ ), and Tourism Management preparatory students' is ( $M = 2.38$ ,  $SD = 1.36$ ), while that of Economics and Finance is ( $M = 1.89$ ,  $SD = 0.93$ ). In this context, the significant difference is between Economics and Finance Department students and Business Administration department students.

**Table 41. Belief that knowing English makes them more knowledgeable and understanding**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	3,68	1,24	<b>3,87</b>	<b>,040</b>	Economics and Finance	Tourism Management	,467
Tourism Management	98	4,02	1,23				Business Administration	,604*
Business Administration	53	4,45	,74				International Trade	,296
International Trade	47	4,23	1,18					
<b>Total</b>	<b>217</b>	<b>4,14</b>	<b>1,13</b>					

As seen in Table 41 there is meaningful difference between the two variables ( $F = 3.87$ ,  $p = 0,040 < 0,05$ ). Economics and Finance Department students mean value is ( $= 3.68$  A. O., S. S. = 1.24); International Trade is ( $M = 4.23$ ,  $SD = 1.18$ ), Tourism Management ( $M = 4.02$ ,  $SD = 1.23$ ), and Business Administration ( $M = 4.45$ ,  $SD = 0.74$ ). In this context, the significant difference is between Economics and Finance Department students and Business Administration department students.

**Table 42. The feeling that learning English helps them be happy**

Independent Variable.	N	M	S.D.	F	p	Mean Difference		
Department								
Economics and Finance	19	3,63	1,46	<b>3,443</b>	<b>,040</b>	Economics and Finance	Tourism Management	,620
Tourism Management	98	4,25	,97				Business Administration	,760*
Business Administration	53	4,39	,76				International Trade	,360
International Trade	47	4,00	1,04					
<b>Total</b>	<b>217</b>	<b>4,17</b>	<b>1,01</b>					

As seen in Table 42 there is meaningful difference between the two variables ( $F = 3.443$ ,  $p = 0,018 < 0,05$ ). Department of Business Administration students mean value is ( $M = 4.39$ ,  $SD = 0.76$ ); Tourism Management students' is ( $M = 4.25$ ,  $SD = 0.97$ ), International Trade students' is ( $M = 4.00$ ,  $SD = 1.01$ ), while that of Economics and Finance Department students is ( $M = 3.63$ ,  $SD = 1.46$ ). In this context, the significant difference is between Economics and Finance Department students and Business Administration department students.

**Table 43. Being able to summarize the important points in the English subject content by themselves**

Independent Variable.	N	M	S.D.	F	p	Mean Difference		
Department								
Economics and Finance	19	1,94	,91	<b>3,344</b>	<b>0,020</b>	Economics and Finance	Tourism Management	,858*
Tourism Management	98	2,80	1,13				Business Administration	,694
Business Administration	53	2,64	1,14				International Trade	,520
International Trade	47	2,46	1,23					
<b>Total</b>	<b>217</b>	<b>2,61</b>	<b>1,16</b>					

As seen in Table 43 there is meaningful difference between the two variables ( $F = 3.344$ ,  $p = 0,020 < 0,05$ ). Tourism management students' mean value is ( $M = 2.80$ ,  $S. S. = 1.13$ ); Business Administration students' is ( $M = 2.64$ ,  $SD = 1.14$ ), International Trade students' is ( $M = 2.46$ ,  $SD = 1.23$ ), while that of Economics and Finance Department students' is ( $M = 1.94$ ,  $SD = 0.91$ ). In this context, the significant difference is between Economics and Finance Department students and Tourism Management department students.

**Table 44. The belief that they can be more creative when they learn English**

Independent Variable.	N	M	S.D.	F	p	Mean Difference		
Department								
Economics and Finance	19	3,78	,91	<b>2,883</b>	<b>,037</b>	Tourism Management	Economics and Finance	-,336
Tourism Management	98	3,95	1,04				Business Administration	-,432*
Business Administration	53	3,37	,68				International Trade	-,213
International Trade	47	4,02	1,07					
<b>Total</b>	<b>217</b>	<b>4,05</b>	<b>,97</b>					

As seen in Table 44 there is meaningful difference between the two variables ( $F = 2.883$ ,  $p = 0,037 < 0,05$ ). Economics and Finance Department students mean value is ( $M =$

3.78., S. S. =, 91); International Trade students' is (M = 4.02, SD = 1.07), and Tourism Management students' is (M = 3.95, SD = 1.04), while that of Economics and Finance Department students is (M = 3.78, SD = 0.91). In this context, the significant difference is between Tourism Management department students and Business Administration students.

**Table 45. Believing that they are able to think and analyze the content in English language**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	4,10	,65	<b>4,045</b>	<b>,008</b>	Economics and Finance	Tourism Management	,564
Tourism Management	98	3,54	,99				Business Administration	,765*
Business Administration	53	3,33	1,12				International Trade	,254
International Trade	47	3,85	,88					
<b>Total</b>	<b>217</b>	<b>3,60</b>	<b>1,00</b>					

As seen in Table 45 there is meaningful difference between the two variables (F = 4.045, p = 0,008 < 0,05). Economics and Finance department students mean value is (M = 4.10, SD = 0.65); International Trade students' is (M = 3.85, SD = 0.88), and Tourism Management students' is (M = 3.54, SD = 0.99), while that of Business Administration students' is (M = 3.33, SD = 1.12). In this context, the significant difference is between Economics and Finance Department students and Business Administration department students.

**Table 46. Feeling excited when they communicate in English with others**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	3,36	1,11	<b>2,827</b>	<b>,040</b>	Economics and Finance	Tourism Management	,437
Tourism Management	98	3,80	1,15				Business Administration	,820*
Business Administration	53	4,18	,78				International Trade	,503
International Trade	47	3,87	1,32					
<b>Total</b>	<b>217</b>	<b>3,87</b>	<b>1,12</b>					

As seen in Table 46, there is meaningful difference between the two variables ( $F = 2.827$ ,  $p=0,040 < 0,05$ ). Department of Business Administration students mean value is ( $M = 4.18$ ,  $SD = 0.78$ ); International Trade students' is ( $M = 3.87$ ,  $SD = 1.32$ ), and Tourism Management students' is ( $M = 3.80$ ,  $SD = 1.15$ ), while that of Economics and Finance Department students is ( $M = 3.36$ ,  $SD = 1.11$ ). In this context, the significant difference is between Economics and Finance Department students and Business Administration department students.

**Table 47. Having good emotions and feelings when they learn English**

<b>Independent Variable.</b>	<b>N</b>	<b>M</b>	<b>S.D.</b>	<b>F</b>	<b>p</b>	<b>Mean Difference</b>		
<b>Department</b>								
Economics and Finance	19	2,57	1,12	<b>6,252</b>	<b>,000</b>	Tourism Management	International Trade	,628*
Tourism Management	98	3,03	,96				Business Administration	,441
Business Administration	53	3,47	1,30				International Trade	,451
International Trade	47	3,65	1,20					
<b>Total</b>	<b>217</b>	<b>3,23</b>	<b>1,16</b>					



As seen in Table 47, there is meaningful difference between the two variables  $F = 6.252$ ,  $p = 0,000 < 005$ ). International Trade preparatory students' mean value is ( $M = 3.65$ ,  $SD = 1.20$ ), Business Administration students ( $M = 3.47$ ,  $SD = 1.30$ ), Tourism Management students' is ( $M = 3.03$ ,  $SD = 0.96$ ), while that of Economics and Finance Department students is ( $M = 2.57$ ,  $SD = 1.12$ ). In this context, the significant difference is between Tourism Management Department students and International Trade department students.

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Summary and Conclusion

The results of this research indicate that the students at the preparatory school are highly motivated to speak English. This may be because of their belief that they need English for their departments or their jobs after graduation. The study was conducted towards the end of academic year at the preparatory school in April and May when it is thought their motivation was decreasing. However, the results reveal that their attitudes were positive towards English. These results of the research are in line with the results in a study by Temur (2013). He conducted a research at İnönü University on the attitudes and motivation of compulsory and voluntary preparatory students and concluded that voluntary preparatory students had much more positive attitudes toward English.

The participants' obvious favourable attitude towards English could show their level of awareness on the the necessity of knowing English, and they do not learn English as a mandatory lesson. A similar result was concluded from Al-Tamimi and Shuib's (2009) research. In their study, students had positive attitudes towards English language and its educational value. So they learn English for being successful in their academic study and their professional life in the future.

According to the statistical analysis of my study's conclusions, both male and female participants have good intentions and attitudes toward English. However, the results also reveal that female students are more motivated and do much more to learn and improve their English. Female participants express their perseverance and belief in learning English more strongly than male participants. These results are in accordance with the results in a study which was conducted by Shoaib and Dornyei (2005). They came up with the result that gender was a significant perspective for second language learning researches. In addition, they inferred that females were much more interested in learning when positive behaviors and performances are in comparison with the male students.

## **5.2. Implications for Further Research**

The only data used for present study was the questionnaire. For more comprehensive results, other instruments might be used to evaluate students' attitudes like observation or interview with participants. The study shows that even if voluntary preparatory students seem not to differ much from emotional, cognitive, or behavioral aspects. They have positive attitudes towards English and English learning. It can be concluded that the general positive attitudes of non-compulsory preparatory students towards English learning gives more responsibility to instructors and program developers at schools in Turkey.

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## 7. APPENDICES

### 7.1. Appendix 1: İngilizce Öğrenmeye Karşı Tutumlar Anketi

**Sayın katılımcı,**

Bu çalışma; Akdeniz Üniversitesi Alanya İşletme Fakültesi hazırlık sınıfı öğrencilerinin İngilizce öğrenmeye karşı tutumlarının ortaya çıkarmayı amaçlamaktadır. Bu nedenle sorulara vereceğiniz cevapların samimi olması araştırmanın amaçlarına ulaşması için faydalı olacaktır. Lütfen her soruyu dikkatle cevaplandırınız. Ankette verdiğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup, kesinlikle gizli tutulacaktır. Anketi doldururken tüm soruları eksiksiz cevaplamaya özen gösteriniz. Katkılarınız için şimdiden teşekkür ederim.

Caner Tokuç  
Akdeniz Üniversitesi

#### **Bölüm 1. Demografik Profilleri**

**Lütfen size en doğru gelen cevabın yanına X işareti koyunuz.**

##### **1.Cinsiyet**

Kadın  Erkek

##### **2.Bölüm**

Ekonomi ve Finans  Turizm İşletmeciliği  İşletme  Uluslararası Ticaret

##### **3.Öğrenim tipi**

Örgün  Örgün ikinci öğretim

##### **4.Daha önce hazırlık eğitimi aldınız mı?**

Evet  Hayır

#### **Bölüm 2. İngilizceye karşı tutumlar**

Aşağıdaki önermelere ne dercede katılıyorsunuz? Aşağıdaki önermeler sizin İngilizce öğrenmeğe karşı tutumunuzla ilgili fikirlerinizi ölçmek için kullanılacaktır. Doğru veya yanlış cevap yoktur, bu yüzden mümkün olduğunca samimi cevaplamaya gayret edin. Lütfen ifadeleri dikkatlice okuyup sizin İngilizce öğrenmeğe olan tutumunuzu ve algılarınızı ifade eden bölümü işaretleyiniz. Anket sorularını cevaplamak için aşağıdaki ölçeği kullanınız.



Aşağıdaki ifadelere katılım derecenizi belirtiniz (1.Kesinlikle katılmıyorum...5.Kesinlikle katılıyorum)		Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
<b>Tutumun Davranışsal Yönü</b>						
5	İngilizce konuşmaktan kaygı duyarım.					
6	İngilizce konuşmak arkadaş ilişkilerimi güçlendirir.					
7	Derste fikirlerimi İngilizce söylemekten çekinmem.					
8	İngilizce derslerine konsantre olurum.					
9	Sınıf içi pratik yapma isteğim yüksektir.					
10	İngilizceyle kendimi daha iyi ifade edebilirim.					
11	İngilizce öğrenmek kişiliğimin gelişmesine katkı sağlar.					
12	İngilizce ödevlerimi ertelerim.					
13	Sınıf içi pratik yaparken endişe duyarım.					
14	Arkadaşlarımla İngilizce konuşmaktan çekinirim.					
15	Ana dili İngilizce olanlarla seviyemim aynı olmasını isterim.					
16	İngilizce konuşabileceğim arkadaşlarımla olmasını isterim.					
17	Kaçırdığım derslerdeki konuları merak etmem.					
18	İngilizce derslerine gelme isteğim düşüktür.					
19	İngilizce derslerini dinlemekte zorlanırım.					
<b>Tutumun Bilişsel Yönü</b>						
20	İngilizce öğrenmemim eğitimime yüksek katkı sağlayacağı düşünüyorum.					
21	İngilizce öğrenmemim diğer derslere katkısının yüksek olacağını düşünüyorum.					
22	İngilizce ders çalışmak anlama kabiliyetimi yükseltmektedir.					
23	İngilizce öğrenmek beni her zaman mutlu eder.					
24	İngilizce öğrenmek eski ve yeni bilgilerim arasındaki bağı güçlendirir.					
25	İngilizcedeki önemli noktaları belirlemekte güçlük çekerim.					
26	İngilizceye sadece sınavları geçmek için çalışırım.					
27	Birden çok dil konuşabilen insanların bilgili olduğunu düşünürüm.					
28	Etkili iletişim kurmama İngilizce öğrenmenin katkısı yüksektir.					
29	İngilizce derslerinde öğrendiklerimi uygulamada güçlük çekiyorum.					
30	İngilizce öğrenmek ufku genişletir.					
31	İngilizce bir konuyu okuyup anlayabilirim.					
32	İngilizce derslerindeki performansımı düşük buluyorum.					
33	İngilizce öğrenmeyi zor ve karmaşık buluyorum.					
34	İngilizce derslerinde birçok alandan bilgiler edinirim.					

Tutumun Duygusal Yönü					
35	İngilizce konuşmaktan gurur duyarım				
36	İngilizce konuşmak beni heyecanlandırır				
37	İngilizce derslerinde sorulara cevap verirken endişe duymam				
38	İngilizce gibi diğer yabancı dilleri öğrenmeyi eğlenceli buluyorum				
39	Meraklı olmam İngilizceyi daha iyi öğrenmeme yüksek derecede katkı sağlar				
40	İngilizce öğrenmek duygularımı iyileştirir				
41	Kendi ana dilimde eğitim almayı tercih ederim				
42	İngilizce aktivite yapmayı severim.				
43	İngilizce ders çalışmaktan hoşlanmam.				
44	İngilizceyi akıcı bir şekilde konuşmayı isterim.				
45	İngilizce ders çalışmaya ilgi duyarım.				
46	İngilizce öğrenerek kendimi daha çok güven duymamı sağlar.				
47	İngilizce derslerine olan ilgimin seviyesi düşüktür.				
48	İngilizce öğrenmeyi önemli bir amaç olarak görüyorum.				
49	İngilizce derslerine katılmak için sabırsızlanırım.				

## 7.2. Appendix 2: Attitudes Towards Learning English Questionnaire

Dear student,

The main goal of this study is to investigate attitudes of Akdeniz University students towards learning English language in terms of the behavioral, cognitive and emotional aspects of attitude. Also this study aims to explore whether there is any significant difference in Akdeniz University students' attitudes towards learning English language according to their demographic profile i.e. gender, field of study and year of study. Your answers will help EFL teachers and educators to understand EFL learners' needs and overcome any difficulties and challenges they may have with English language.

### Part One: Demographic Profile

Please read the statements below carefully and select the appropriate choices.

#### 1) Gender:

a. Female b. Male

#### 2) Specialization:

a. Basic Sciences b. Life Sciences c. Social Sciences

#### 3) Year of study:

a. First year b. Second year c. Third year

#### 4) Prep class education

a. Yes b. No

### Part Two: Attitudes towards English Language

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

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

Note: Tick (✓) only one option for each item in the questionnaire.

To what extent do you agree with the following items? (1.Strongly disagree...5.Strongly agree)		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
5	Speaking English anywhere makes me feel worried					
6	Studying English helps me to have good relationships with friends.					
7	I like to give opinions during English lessons.					
8	I am able to make myself pay attention during studying English.					
9	When I hear a student in my class speaking English well, I like to practice speaking with him/her.					
10	Studying English makes me have more confidence in expressing myself.					
11	Studying English helps me to improve my personality.					
12	I put off my English homework as much as possible.					
13	I am not relaxed whenever I have to speak in my English class.					

14	I feel embarrassed to speak English in front of other students.					
15	I like to practice English the way native speakers do.					
16	I wish I could have many English speaking friends.					
17	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.					
18	I do not feel enthusiastic to come to class when the English is being thought					
19	I do not pay any attention when my English teacher is explaining the lesson.					
20	Studying English is important because it will make me more educated.					
21	Being good at English will help me study other subjects well.					
22	I have more knowledge and more understanding when studying English.					
23	Learning English always makes me happy					
24	Studying English helps me getting new information in which I can link to my previous knowledge.					
25	I cannot summarize the important points in the English subject content by myself.					
26	Frankly, I study English just to pass the exams.					
27	In my opinion, people who speak more than one language are very knowledgeable.					
28	Studying English helps me communicate in English effectively.					
29	I cannot apply the knowledge from English subject in my real life.					
30	Studying English makes me able to create new thoughts.					
31	I am able to think and analyze the content in English language.					
32	I am not satisfied with my performance in the English subject.					
33	In my opinion, English language is difficult and complicated to learn.					
34	English subject has the content that covers many fields of knowledge.					
35	I feel proud when studying English language.					
36	I feel excited when I communicate in English with others.					
37	I don't get anxious when I have to answer a question in my English class.					
38	Studying foreign languages like English is enjoyable.					
39	To be inquisitive makes me study English well.					
40	Studying English makes me have good emotions ( feelings).					
41	I prefer studying in my mother tongue rather than any other foreign language.					
42	I enjoy doing activities in English.					
43	I do not like studying English.					
44	I wish I could speak English fluently.					
45	I am interested in studying English.					
46	Studying English makes me have more confidence in expressing myself.					
47	To be honest, I really have little interest in my English class.					
48	Knowing English is an important goal in my life.					
49	I look forward to the time I spend in English class.					