ATTITUDES AND MOTIVATIONAL INTENSITY OF
FOREIGN LANGUAGE LEARNERS AT VOCATIONAL HIGH SCHOOLS:
A COMPARATIVE STUDY

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ABSTRACT

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A COMPARATIVE STUDY

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This study was conducted to examine the attitudes and motivational intensity of 10th grade vocational high school students and to explore whether there is any significant difference between Anatolian high school and high school sections of vocational high schools and whether there is any significant gender difference in terms of attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity. Learners from three vocational high schools in Bozüyük, Bilecik participated in the study.

According to quantitative data analysis results, a significant difference was found between Anatolian high school and high school sections of vocational high schools in terms of attitudes and motivational intensity. Students at high school sections were observed to have more positive attitudes and more motivational intensity than students at Anatolian high school sections do. Furthermore, a statistically significant difference was found between female and

male students. Female students tend to have more positive attitudes and more motivational intensity than male students do.

Related to the level of the participants' attitudes and motivational intensity, quantitative data analysis results indicate that vocational high school students' attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity are above the average level. Qualitative data analysis of the open-ended responses confirm the participants' almost positive attitudes toward learning English; however, it also points out that almost half of the participants were found to have negative attitudes toward expending personal effort to learn the Anglo-Saxon culture and over half of their open-ended responses did not show any sign of motivational intensity.

Keywords: vocational high schools, attitudes toward learning English, attitudes toward the Anglo-Saxon culture, motivational intensity

ÖZ

MESLEK LİSELERİNDE YABANCI DİL ÖĞRENEN ÖĞRENCİLERİN
TUTUMLARI VE GÜDÜLENME YOĞUNLUKLARI:
KARŞILAŞTIRMALI BİR ÇALIŞMA

GÖKÇE, Sevgi

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Bu çalışma, meslek lisesi 10. sınıf öğrencilerinin tutumları ve güdülenme yoğunluklarını incelemek ve meslek liselerinin Anadolu meslek lisesi ve meslek lisesi bölümleri arasında ve öğrenci cinsiyetleri arasında İngilizce öğrenmeye yönelik tutumlar, Anglo-Sakson kültürüne yönelik tutumlar ve güdülenme yoğunluğu açısından anlamlı bir fark olup olmadığını araştırmak amacıyla yürütülmüştür. Bilecik, Bozüyük'te bulunan üç meslek lisesinin öğrencileri çalışmaya katılmıştır.

Nicel veri analizi sonuçlarına göre, tutumlar ve güdülenme yoğunluğu açısından meslek liselerinin Anadolu meslek lisesi ve meslek lisesi bölümleri arasında anlamlı bir fark bulunmuştur. Anadolu meslek lisesi öğrencilerine kıyasla meslek lisesi öğrencilerinin daha olumlu tutumlara ve daha fazla güdülenme yoğunluğuna sahip olduğu görülmüştür. Ayrıca kız ve erkek öğrenciler arasında istatistiksel anlamda önemli bir fark bulunmuştur. Kız

öğrenciler erkek öğrencilere oranla, daha olumlu tutumlar sergilemektedir ve daha fazla güdülenme yoğunluğuna sahiptir.

Katılımcıların tutum ve güdülenme yoğunluğu düzeyine ilişkin nicel veri analizi sonuçları, meslek lisesi öğrencilerinin İngilizce öğrenmeye yönelik tutumlarının, Anglo-Sakson kültürüne yönelik tutumlarının ve güdülenme yoğunluklarının ortalama düzeyin üzerinde olduğunu göstermektedir. Açık uçlu sorulara verilen yanıtların nitel veri analizi ise katılımcıların İngilizce öğrenmeye yönelik olumluya yaklaşan tutumlarını doğrulamaktadır; ancak katılımcıların yaklaşık yarısının Anglo-Sakson kültürünü öğrenmek için kişisel çaba harcamaya yönelik olumsuz tutumlarının olduğunu ve katılımcıların açık uçlu sorulara verdikleri yanıtların yarıdan fazlasının da hiçbir güdülenme yoğunluğu göstermediğini işaret etmektedir.

Anahtar kelimeler: meslek liseleri, İngilizce öğrenmeye yönelik tutumlar, Anglo-Sakson kültürüne yönelik tutumlar, güdülenme yoğunluğu

To my parents Gülser Gökçe and Zülfü Gökçe

who have loved me unconditionally…

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My best friend Zeynep Ölçü became my life saver when I urgently needed academic help and felt stifled during data analysis process. She was also an indispensable morale booster alleviating my anxiety.

My brother Semih Gökçe was the right-hand man of the study, who offered invaluable suggestions, laboriously helped me sort and enter piles of data and most importantly, made the exhausting process of an academic study endurable with his great sense of humor.

Finally, I owe this study to the lifelong heartening of my family. My grandparents' warmth and the peaceful environment of the village accelerated

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CHAPTER I

INTRODUCTION

1.0   Presentation

This introductory chapter presents the background to the study, a brief overview of formal and secondary education in Turkey, the current state of English language teaching at Turkish public high schools, and the setting, the purpose, the research questions, the significance, finally the limitations of the study.

1.1   Background to the study

While the process of foreign language learning has been defined in several ways by different researchers in the field of English language teaching, it can be likened to a self-sacrificing practice as well. The sacrifice does not only lie behind acquiring the linguistic rules of a foreign language, it also involves such a devotion that "Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting" (Brown, 2000, p. 1). This adoption of a new way of 'thinking, feeling, and acting', briefly, a new of way of being may evoke various affective and cognitive reactions on learners' part. The first and maybe the foremost reaction is the notion of attitude.

From a social psychological perspective, attitude is defined as a stable organization of feelings, evaluative beliefs and behavioral tendencies toward an object or a person. These three components of attitude are assumed to have a relationship with each other (Morris, 2002). For instance, one who has positive

feelings about something may tend to hold positive beliefs about it and display positive behaviors toward it. Although the concept of attitude is insufficient alone to shed light into all human behaviors, it can at least provide researchers with some clue to track down the reasons why a person thinks or behaves in a particular manner.

The importance attached to attitudes can be clearly seen in the formal documents of several educational institutions. According to the Regulation of Foreign Language Education and Teaching (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006) in a legal publication, *Tebliğler Dergisi*, one of the aims of foreign language teaching in formal institutions is to help learners "develop positive attitudes toward foreign language teaching" (p. 2). Likewise, "to encourage positive attitudes to foreign language learning and to speakers of foreign languages" is mentioned among the educational purposes of the National Curriculum in England and Wales (cited in Morgan, 1993, p. 63).

Learner attitudes toward a foreign language together with its culture and the learning process can partially explain learner behaviors and misbehaviors in the classroom context. Furthermore, "a learner's attitudes affect the development of motivation" (Spolsky, 1989, p. 150), in other words, existence of a link between attitudes and motivation is within the realms of possibility. Gardner, who conducted the first systematic social-psychological studies on language learner attitudes, highlights the significance of attitudes and motivation as follows: "attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language" (Gardner, 1985, p. 61). Similarly, Brown (2000) views attitudes as a precondition for motivation: "It seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation" (p. 181). Hence, the need for looking into learners' attitudinal and motivated behaviors together arises, and this study is based on the necessity of dealing with learner attitudes not independent of motivation.

1.2 Formal education in Turkey

Formal education begins with primary education in Turkey. It is compulsory and free at public schools for both female and male citizens, which is under the guarantee of the Constitution (Türkiye Cumhuriyeti Anayasası, 1982). It extends an eight-year period for all children who are at the age group of 6-14 (İlköğretim ve Eğitim Kanunu, 1961). Getting secondary and higher education is up to the citizen's decision.

1.2.1 Starting secondary education

According to the latest changes on the Regulation of Progression to Secondary Schools (Ortaöğretim Kurumlarına Geçiş Yönergesi, 2007) after completing the first five-year phase, if they wish to continue their education in a secondary school, primary school learners who must be minimally 11 and maximally 15 years old can enter a three-stage public achievement test called *Seviye Belirleme Sınavı* (*SBS*) which is annually organized at the end of spring semesters, and which serves the aim of determining candidates' level of knowledge about what they have learned throughout an academic year. SBS is for 6th, 7th and 8th grade learners and candidates are given test items prepared from the curricula of certain compulsory courses they take at their schools: Turkish, mathematics, natural and applied sciences, social sciences, and foreign language. At each stage, candidates' scores from SBS and their school grades are summed. Upon receiving the results of the final 8th grade examination, learners' average scores obtained from the three stages are calculated and subsequently, based on their average scores, candidates fill in and submit a form listing their selections for Anatolian high schools they want to register. Finally, if their scores allow, candidates gain the right to enter the schools they preferred. If not, they have to make a choice among high schools or vocational high schools.

1.2.2 Classification of high schools in Turkey

Turkish high schools are divided into two main categories: public high schools and private high schools. Since the criteria of private high schools for accepting learners mostly depends on parents' financial capability for paying yearly fees and meeting school demands, the target student group of private high schools generally belongs to a higher socio-economic status. According to the findings of a recent sociological research, monthly revenue of the two thirds of the private school students' families is over 2000 YTL (Şen, 2005). Public high schools, in contrast, provide free education and have a wider diversity of educational classification. Below are the main categories of high schools where an intensive foreign language education is provided (Okul ve diğer kurumlar, nd.):

1. High schools of natural and applied sciences *(Fen Liseleri)* *
2. High schools of social sciences *(Sosyal Liseler)* *
3. Anatolian high schools of teacher training *(Anadolu Öğretmen Liseleri)*
4. Anatolian high schools *(Anadolu Liseleri)*
5. Anatolian high schools of fine arts *(Anadolu Güzel Sanatlar Liseleri)*
6. Anatolian vocational high schools *(Anadolu Meslek Liseleri)* including various Anatolian technical high schools and Anatolian high schools of Islamic Studies *(Anadolu İmam-Hatip Liseleri)*

The high schools enumerated above have an intensive foreign language education program and accept learners who get SBS scores high enough to enroll in their quota. Learners who are unable to get sufficient scores can choose high schools or vocational high schools where foreign language education is more limited.

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* Although these two schools do not bear the name "Anatolian", as they have an intensive foreign language education program, they are included in the category of Anatolian high schools for the reader's convenience.

1.3 Current state of English language teaching at Turkish high schools

In order to give a brief account of the current state of English language teaching at Turkish high schools, weekly hours of instruction, the curriculum and course materials are summarized.

1.3.1 Weekly hours of instruction

Turkish students are formally introduced with English as a foreign language at the fourth grade of public primary schools (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006). Therefore, they get familiarized with English for six years until they become 10th graders. Till June 2005, when a student was successful in the Secondary School Entrance Exam (OKS which was changed into SBS in 2007) and deserved to enter an Anatolian high school, s/he had to have English courses extending from 18 hours to 24 hours a week. However, on the basis of a new regulation of the Ministry of National Education, preparatory classes of Anatolian high schools were changed into the 9th grades (Talim Terbiye Kurulu Başkanlığı, 2005, July, ordinance no. 193), and weekly hours of English courses were dramatically reduced. Presently, teachers have to keep up with the curriculum during 10 hours at Anatolian high schools (Haftalık Ders Çizelgeleri, 2008).

Students who attend high schools or vocational high schools have limited hours of foreign language instruction. At the 9th grade they get 3 hours of English instruction, and at the 10th grade they get 3 hours of instruction again while their counterparts get 4 hours of instruction at Anatolian high schools and Anatolian vocational high schools (Haftalık Ders Çizelgeleri, 2008).

1.3.2 Curriculum

Whether they work in an Anatolian school or not, English teachers are required to stick to the national curriculum determined by the commission, *Talim*

Terbiye Kurulu, assigned by the Ministry of National Education (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006).

1.3.3   Course materials

English coursebooks for both Anatolian high schools and high schools are identified by *Talim Terbiye Kurulu* and distributed by the Ministry of National Education for free. For Anatolian high schools "New Bridge to Success" (Yayımlar Dairesi Başkanlığı, 2008) and for high schools "An English Course for Turks" (İkinci Yabancı Dil Dersi Programı, 2008) are provided.

However, audio-visual aids and other educational materials are not always supplied by the Ministry of National Education; that is, schools obtain them depending on their budget and needs. Considering their low budget and high amount of expenditures, many Turkish public high schools can be said to carry out education through limited sources.

1.4   Setting

The driving force behind choosing vocational high schools as the setting is not only the lack of sufficient language teaching research dealing with vocational high school students but also their differences from their peers in terms of psychological, educational and socioeconomic differences. A study by Balkaya (2005) revealed that Turkish vocational high school learners were found to have the lowest feeling of identity among their peers at other high schools, thus they have the highest risk of committing crimes. Additionally, the ratio of vocational high school graduates' entering a university through the University Entrance Exam (*ÖSS*) is far lower than other high school graduates. According to the statistical results of ÖSS 2007, in the three categories of vocational high schools, which include the schools participating in this study, the ratios for getting a score sufficient for entering a four-year undergraduate university program are as follows (ÖSYM, 2007):

- High schools of Islamic Studies: 59.93%
- Vocational high schools for female students (partly similar to Anatolian Vocational High School of Ceramics in this study): 41.57%
- Vocational high schools of business: 25.93%

While their peers who are educated at private high schools, at Anatolian high schools and at other high schools display a far better performance of success over 95% (ÖSYM, 2007), vocational high school graduates' situation laid bare in these figures cannot be overlooked.

Vocational high school learners' socioeconomic profile should also be touched upon. Şen (2005) found out that the families of vocational high school learners suffer from unemployment and poverty. Moreover, their parents' educational level is lower than the parents of other high school students.

The vocational high schools where this study was conducted are in Bozüyük which is an industrial town of Bilecik with a population of 64.514 dwellers according to the census data of 2007 (ADNKS, 2007 Nüfus sayımı sonuçları, n.d.). Approximately 98% of the population is literate (Kültürel durum, n.d.).

Bozüyük is situated at the junction of some important industrial cities: Eskişehir, Bilecik and Bursa. As a result, it consists of various factories which manufacture roofing tiles, paper, cable, textile, timber, mechanic, plastic and ceramic products (Sanayi ve endüstriyel kuruluşlar, n.d.) The industrial area of Bozüyük is reported to develop day by day with the establishment of new plants as Bilecik entered the list of the "prioritized cities for economic development" in 1973 (Tarihi, coğrafi yapısı, nüfus durumu, n.d.). For this reason, graduates of several vocational high schools desire to be employed in the foundations mentioned above.

There are nine vocational high schools which train students to be technicians and experts in the fields of teaching, business, ceramics, industry – mechanics, Islamic studies, tourism and hotel management, and medicine in

Bozüyük (Eğitim kurumlarımız, n.d.). Three of them were chosen as the setting of this study since only these coeducational institutions possess both Anatolian high school and high school sections, which makes them very appropriate for the comparative purposes of this study: Anatolian Vocational High School of Ceramics, Anatolian Vocational High School of Business and Anatolian High School of Islamic Studies (*Anadolu İmam-Hatip Lisesi)*. Their educational purposes and departments are detailed below.

1.4.1 Anatolian Vocational High School of Ceramics

Among the three vocational high schools of this study, this school has the most varied departmental branches. Its Anatolian high school section includes the departments of ceramics and computer technology. The high school section includes the departments of ceramics, garment manufacturing, child development and education, and graphics and photography. One of the educational aims of the school is to train students to be modern technical staff for industrial and public sectors (Misyonumuz, n.d.).

1.4.2 Anatolian Vocational High School of Business

The educational aims of this vocational high school are to prepare the students for university education in the fields of computer technology or accounting-finance and to equip them with the necessary vocational qualifications for public and private sectors. Computer technology classes have courses related to *web design*, *database programming*, etc. and accounting-finance classes concentrate on subjects like *computerized accounting*, *finance and stock exchange*, etc. (Anadolu Ticaret Meslek Liseleri, n.d.).

1.4.3 Anatolian High School of Islamic Studies

Although its name does not bear the phrase of "vocational", it is a vocational high school where learners are trained as future *imams* (Muslim

preachers) and educated to gain entrance to university departments of Islamic theology. Unlike the two vocational high schools above, there is not any departmental distinction. Students at both Anatolian high school sections and high school sections have the same vocational courses such as *Arabic, basic religious information, history of Islam, Qur'an*, etc. (İmam-Hatip liseleri meslek dersleri öğretim programları, 2006)

1.5   Purposes of the study

In this study it is aimed to find out:

- whether there is any difference between Anatolian high school and high school sections of vocational high schools in terms of attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity,
- whether there is any difference between vocational high school students' genders in terms of attitudes toward learning English, toward the Anglo-Saxon culture, and motivational intensity,
- the level of learner attitudes and motivational intensity.

1.6   Research questions

This study addresses the following questions:

1. Is there any significant difference between Anatolian high school sections and high school sections in terms of attitudes toward learning English and attitudes toward the Anglo-Saxon culture?
2. Is there any significant difference between Anatolian high school sections and high school sections in terms of motivational intensity?
3. Is there any significant gender difference in terms of attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity?

4. What are the students' attitudes toward learning English as a foreign language and toward the Anglo-Saxon culture?

5. What is the level of the students' motivational intensity for learning English as a foreign language?

1. 7   Significance of the study

Seeing that the history of research on learner attitudes toward second and foreign language learning and motivational intensity does not date back to very old, researchers can still find things that are worth looking into. Particularly the limitedness of studies on Turkish vocational high schools is one of the springboards of this study.

The findings of a research by a labor union of educators, namely, *Türk Eğitim-Sen*, show that 3.386.717 students go to 7.934 high schools which have totally 98.748 classrooms in Turkey (Milli Eğitimin Mevcut Durumu, 2007). No doubt over 3 million students' attitudes and motivation are very difficult to explore simultaneously, but even a study carried out on a small scale can provide some clues about the students and about the issue whether 10-hour instruction at 9th grades in Anatolian vocational high schools has created a difference in terms of attitudes and motivational intensity despite crowded classrooms and loaded curriculum. Most importantly, the results of this research may give an answer to the question whether students' attitudes are in line with the aim of developing positive attitudes toward foreign language learning determined by the Ministry of National Education (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006).

Moreover, due to the fact that language is "the most important *channel of social organization* embedded in the culture of the community where it is used" (Dörnyei, 1998, p. 118), this study handles language learners' attitudes toward language learning in company with their attitudes toward the culture of the foreign language they learn, namely, the Anglo-Saxon culture.

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Vocational high school learners' psychological, educational and socioeconomic profiles, which were found to be lower than their peers at other categories of high schools, were touched on above. In this case, should these learners' attitudes and motivational intensity be expected to be very low? This study also aims to shed some light on this question by providing some background information about the participants and their families.

1.8   Limitations of the study

The study is restricted to the context of the three vocational high schools in Bozüyük; therefore, its generalizability is proportional to the size of the population. Vocational high school learners from different towns and regions of Turkey would make immeasurable contributions to this kind of a study.

All the participants are 10th graders, but in order to observe the long-term effects of the instruction given at the 9th grade, learners at the 11th grades could be involved in a study as well. Furthermore, 9th graders in both Anatolian vocational high schools and vocational high schools could provide valuable information about the effectiveness of the ongoing learning process they are currently engaged in.

On the other hand, attitudes and motivational intensity can be investigated best through a longitudinal study rather than through conducting a questionnaire in a very limited time since participants' responses can be changeable from time to time depending on environmental and specific individual factors.

CHAPTER II

REVIEW OF LITERATURE

2.0   Presentation

This chapter details the major concepts of the study from the perspectives of psychology, social psychology and English language teaching methodology, and overviews the previous research.

2.1   The notion of *attitude* in social psychology

Attitudes have been one of the main research areas of social psychology since 1900s. Although the etymological past of the word *attitude* is dated back to 1668 by some dictionaries (Merriam-Webster's Collegiate Dictionary, 2000; Online Etymology Dictionary, 2001), Franzoi (2003) gives a slightly different history of the term, going back to the theater stages where it was used to describe a physical posture in the 1800s, but later *attitude* referred to the "posture of the mind" rather than the posture of the body.

Not until 1930s was the "indispensability" of attitudes in social psychology declared as clearly as it was proclaimed by Allport (1935, cited in Franzoi, 2003): "Attitudes determine for each individual what he will see and hear, and what he will think and what he will do" (p. 155). Even though whether an attitude can always predict a behavior correctly and consistently has been debatable in contemporary social psychology (Brehm and Kassin, 1990; Franzoi, 2003; Morris, 2002;) its significance is highlighted as having an influential role in understanding and even changing human behavior, which is simply put forward by Franzoi (2003): "The principal reason the attitude concept is so popular is that

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the aim of psychology is to study behavior, and attitudes are supposed to influence behavior" (p. 155).

Approaches to defining the term "attitude" in social psychology vary, but they have evolved into two leading approaches: *tricomponent* or *tripartite view* and *single component view* (Brehm and Kassin, 1990; Franzoi, 2003). Tricomponent or tripartite approach hypothesizes that an attitude is an organized combination of three subcomponents: beliefs as the cognitive component, evaluative feelings as the affective component, and behaviors as the behavioral component (Brehm and Kassin, 1990; Feldman, 1995; Franzoi, 2003; Morris, 2002; Tavşancıl, 2006). Brehm and Kassin (1990) outline this model as follows:

> According to this *tricomponent* view, attitudes are, in part, an *affective* reaction. To have an attitude about something is to evaluate it favorably, unfavorably, or with mixed emotions. Second, attitudes have a *behavioral* component, in that they predispose people to behave in a particular manner toward an object. Third, attitudes have a strong *cognitive* component. How you feel about an object depends, in part, on your beliefs about that object (pp. 438-439).

However, the single component approach is based on the idea that this supposed consistency among the elements of an attitude may not be infallible; in other words, feelings may not always be related to beliefs, or actions may not be determined by feelings (Brehm and Kassim, 1990). The single component approach, instead, emphasizes the evaluative-affective component of attitudes and simply describes attitude as "a positive or negative evaluation of an individual, behavior, belief or thing" (Feldman, 1995, p. 314), thus emotive expressions such as *like, dislike, love, hate, admire, detest, good* and *bad* are used to describe attitudes (Brehm and Kassim, 1990; Franzoi, 2003). Bearing the possible inconsistencies among the three elements of an attitude to understand and explain complex human behaviors in mind, the tripartite model with a particular focus on the affective-evaluative component was adopted at the point of preparing questionnaire items in this study as it enables to take a more

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comprehensive look at learner attitudes through encompassing all the components.

2.2 The notion of *attitude* in English language teaching and the impact of social psychology

One of the foremost definitions of attitude in English language teaching arose from social psychology. Similar to the aforementioned single component theorists, Gardner (1985) defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9). What makes Gardner different from other language learning researchers is that Gardner and Lambert (1972) introduced the first systematic and extensive studies about learner attitudes to English language teaching from the perspective of social psychology (Brown, 2000). Since then their social-psychological approach to explaining language learning attitudes and motivation has been one of the milestones as expressed by Dörnyei (2005):

> From an educational point of view, Gardner & Lambert's (1972) claim indicated that unlike several other school subjects, a foreign language is not a socioculturally neutral field but is affected by a range of sociocultural factors such as language attitudes, cultural stereotypes, and even geopolitical considerations. This social argument has been accepted by researchers all over the world, regardless of the actual learning situation they were working in (p. 67).

Following Gardner and Lambert's research, several researchers brought on the importance of investigating learner attitudes. Oller, Baca and Vigil (1977) conducted a sociolinguistic study on the relationship between Mexican American learners' attitudes and their attained proficiency. They found a strong relationship between the two in a second language learning context in the Southwestern of the United States. Morgan (1993) suggests that "Pupils' attitudes to the foreign language that they are learning or to the foreign culture(s) with which it is associated are recognized as crucial to language learning success" (p.

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63). Noels et al. (2000) also note that "positive attitudes toward the learning situation have consistently been associated with L2 achievement and related outcomes" (p. 63). Rahman (2005) underscores the significance of attitude research since "attitudes relate immediately to the language-learning situation" (p. 3), thus, attitude studies may offer valuable insight into what learners think, how they feel, why they misbehave and why they are successful or unsuccessful.

2.2.1 Classification of language learner attitudes

Gardner (1985) discusses two main types of learner attitudes: attitudes toward learning a second language and attitudes toward the second language community. According to Gardner (1985), the former can be categorized as an 'educational' type of attitude and the latter as a 'social' type.

Attitudes toward learning a second language: Gardner (1985) states the relationship between attitudes toward learning a second language and achievement by underlining the difference between foreign language courses and other school subjects:

> there are many reasons to expect that a measure of attitudes toward learning a second language would relate to achievement in the language, and the research literature generally supports this belief despite the fact that the nature and type of attitude scales vary considerably from study to study. Furthermore, the literature suggests that it is highly likely that, although such attitudes are related to achievement in language courses, attitudes toward other school subjects are not necessarily related to achievement in these courses. That is, the nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas (p. 42).

That is, in contrast to social psychologists' reservations about the link between attitudes and human behavior in social psychology, in second or foreign language education it may not be very misleading to assume a relationship between attitudes and the key learner behavior, achievement. Likewise, Gardner mentions many other studies (Gardner and Smythe, 1975a; Jones, 1950b; Jordan,

1941; Randhawa and Korpan, 1973; Burstall 1975; cited in Gardner, 1985) having found an association between learners' attitudes and their achievement.

Gardner (1985) also notes that attitudes toward learning a foreign language pertain to several factors like age, gender, upbringing, and indices of achievement. For instance, female learners were found to have more positive attitudes than males do (Burstall, 1975; Gagnon, 1974; Gardner and Smythe, 1975a; Jones, 1950a; 1950b; cited in Gardner, 1985). This list of factors can be extended by including numerous factors depending on immediate research environment such as learners' socio-economic status, locations, school types (public and private schools, Anatolian high schools and high schools, etc. as in Turkey), background knowledge, parental encouragement, and so forth.

Attitudes toward the second language community: Gardner and Lambert (1972) consider attitudes toward learning a second language inseparable from attitudes toward the second language community. In other words, learners should welcome adopting not only the distinctive linguistic and nonlinguistic behaviors of the ethnolinguistic group involved, but also the group itself:

> we find that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent than is the case for a learner without this open and friendly disposition. If the student's attitude is highly ethnocentric and hostile, we have seen that no progress to speak of will be made in acquiring any aspects of the language (p. 134).

Gardner (2002) also maintains that learners' attitudes toward foreign language speaker groups influence their motivation and proficiency. (p. 64). Furthermore, according to the acculturation model for second language acquisition by Schumann (1978), attitude is an important social factor which facilitates learning in a second language learning context where learners and native speakers have positive attitudes toward each other.

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Nevertheless, this type of attitude merely focuses on the native speaker group, which makes Gardner's (with Lambert, 1972; 1985) typology restricted to second language contexts where learners and native speakers frequently encounter in formal and informal contexts. However, in foreign language contexts learners have fewer opportunities to interact with the members of the foreign language community. At this point, it would be in order to quote from Oller, Baca and Vigil (1977) who draw attention to the obvious difference between second language and foreign language contexts:

> In the two subsequent studies of Japanese learners of EFL, the relationship between attitudes and attained proficiency in English was much weaker than with the ESL learners and was also less easily explained by existing theories. The weaker relationship, of course, was in accord with our hypothesis that the relationship ought to be somewhat weaker in a foreign language setting (p. 174).

Dörnyei (1990) also underlines the limited scope of attitudes toward the native speaker community to explain learner behaviors in a foreign language setting when the target language is an international language. For this reason, the extent of the second type of attitudes is broadened as *attitudes toward the Anglo-Saxon culture* in this study, which can embrace the native speaker community as well. Another rationale for exploring learner attitudes toward the culture is the inseparable interconnection between culture and language as fully depicted by Moran (2001):

> In the culture, the language is literally everywhere. Anyone immersed in the culture sees and hears the language all around. In this context, language and culture are clearly fused; one reflects the other… To state the obvious, language embodies the products, practices, perspectives, communities, and persons of a culture. To fully reveal the culture, we must examine the language. Language is a product of the culture, as any other, but it also plays a distinct role. Members of the culture have created the language to carry out all their cultural practices, to identify and organize all their cultural products, and to name the underlying cultural perspectives in all the various communities that comprise their culture. The words of the language, its expressions, structures, sounds, and scripts reflect the culture, just as

cultural products and practices reflect the language. Language, therefore, is a window to the culture (p. 35).

Similarly, Byram (1989, cited in Morgan, 1993) does not view language independent of culture and recommends producing positive "changes of attitude in pupils toward other cultures" (p. 64). The results of positive attitudes toward a foreign culture were evidenced in a study conducted in Hungary by Dörnyei (1990) who found out that the learners who possessed higher integrative orientation had an interest in foreign languages, cultures and people. Abu-Rabia (1997) also states that "Students who possessed sympathetic attitudes (integrative motivation) toward the target language speakers and their culture were found to be more successful in acquiring the second language than were those with negative attitudes" (p. 126).

With regard to accepting the significance of learner attitudes, parallel standpoints of two different countries -Turkey and the United Kingdom- were quoted before. Morgan (1993) interprets the authorities' placing importance on learner attitudes as: "Here, then, understanding and acceptance of other cultures are seen as key pedagogical aims" (p. 63). Moreover, Morgan (1993) suggests that teachers both impart knowledge and foster particular attitudes implicating some attitudinal change. Morgan (1993) also raises a few critical questions including how such attitudes can be brought about and whether they can be assessed. Even though giving straightforward responses to these questions seem unlikely, they surely remind language teachers' duty of cultural teaching. Not only should they teach the foreign language itself, but they should also enable learners to tolerate linguistic and sociocultural 'ambiguities' and 'oddities' resulting from differences between two cultures. The fruitful outcomes of such a culture learning process can be encapsulated as: "shifts in awareness, attitudes, behaviors, feelings, identity or cognition" (Moran, 2001, p. 6).

2.3   The notion of *motivation* in psychology

Since the concept of *motivation* cannot be observed and measured directly, psychologists have various definitions for the term, but before presenting these definitions, another similar and confusable term should be clarified too: *motive*.

Hall (1983) defines motive as the "dynamic property of behavior that gives it organization over time and that defines its end states" and motivation as the "corresponding process" (p. 367). Parham (1988) describes motivation as a kind of force activating a behavior and giving directions to it: "Motivation is the internal source, cause, or explanation of voluntary behaviors – the forces and processes that initiate, maintain, direct, and influence the strength of a behavior. **Motives** are the specific needs, desires, and wants that motivate" (p. 296). In brief, motivation can here be understood as an active process, and motives are the objects stimulating human to take a motivated action.

The essential condition for calling a behavior 'motivated' is the existence of a *goal*. Uba and Huang (1999) center their definition of motivation on "psychological and physical behavior toward a goal" (p. 433). Similarly, Pintrich and Schunk (1996) name the factor of goal as the "impetus for and direction to action" (p. 4). In addition to the need for a goal, Pintrich and Schunk (1996) touch upon the necessity of a physical or mental activity, and instigating and sustaining this activity because "Starting toward a goal is important and often difficult because it involves making a commitment to change and taking the first step. Also Plotnik (1989) lists three prerequisites for motivation: activity, goals, and goal-related stimuli.

In the middle of the 19th century, Darwin's theory of evolution and natural selection, in which he suggested that the need for survival is the biggest motivator for organisms (Burton, n.d.), changed the flow of scientific thinking and the study of organisms' behaviors. Thereafter, in contrast to James' (1890) emphasis on the concept of *volition*, Freud's discoveries of the effect of unconscious behaviors and his development of psychoanalysis made a great

impact. In the early 1900s, psychologists tried to observe and understand learning and motivation through classical conditioning experiments and behaviorist approaches of stimulus-response (Atkinson and Birch, 1978). Lately, humanistic and cognitive theories of motivation have been discussed (Bentham, 2002). Dörnyei (1998) reviews the current point that motivation research has come to as:

> Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and physical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action (p. 118).

2.3.1 Basic classification of human motivation

A very basic level of classifying human motivation is based on whether it derives from biological or psychological needs. Biological motivation is based on primary motives which come from biological drives such as nourishment, sleep, sexual intercourse, etc. This kind of motivation is unlearned and arises from instinctual survival needs. Psychological motivation, however, is based on learned secondary motives like love, success, acceptance, approval from others, etc. (Bentham, 2002; Parham, 1988; Uba and Huang, 1999).

Psychological motivation is assumed to have two fundamental subcategories: intrinsic and extrinsic motivation. Intrinsic motivation indicates the desire to engage in an activity for its own sake (Parham, 1988; Uba and Huang, 1999) "because of long term goals or an individual's established preferences" (Hall, 1983, p. 383). For example: volunteering in social works, or taking up hobbies. Extrinsic motivation exists only when there is an external reward to reap or a punishment to avoid (Uba and Huang, 1999). For example: an employee's working hard for getting a promotion or a student's studying to avoid the teacher's punishment. Educational psychologists particularly stress the significance of maximizing intrinsic motivation through which students learn just for the sake and joy of learning (Pintrich and Schunk, 1996; Stipek, 1988).

2.4   The notion of *motivation* in English language teaching

Dörnyei (2005) divides the history of motivational research in English language teaching into three phases:

The social psychological period (1959-1990) characterized by Gardner and his Canadian colleagues and students.

The cognitive-situated period (1990s) drawing on cognitive theories in educational psychology.

The process-oriented period (the past five years) focusing on motivational change.

Although the social psychological approach appears the oldest of the three, Gardnerian approach to language learner motivation still has a considerable influence (Dörnyei, 1994b; 2001a; 2005; Ellis, 2004). This model has a three-legged basis directed by a goal - desire, attitudes and effort: "When the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism" (Gardner, 1985, p. 11).

Gardner's (1985) definition of motivation for second language learning resembles the definition of intrinsic motivation in psychology: "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experiences in this activity" (p. 10). In fact, the dichotomy of intrinsic and extrinsic motivation in psychology is acknowledged in the field of English language teaching; moreover, it led to new dichotomies.

2.4.1 Basic classification of language learner motivation

Parallel to the psychologists' views mentioned above, Dörnyei (1994a) defines intrinsic and extrinsic types of motivation on the basis of external reward or punishment and internal reward. Ellis (2004), on the other hand, describes extrinsic motivation as the type of motivation that students bring to the language classroom, and intrinsic motivation as the one that is "generated inside the classroom through the choice of instructional activities" (p. 536). In other words, it is on the language teacher's initiative to convert learners' inherent extrinsic

motivation stemming from the fear of low grades to intrinsic motivation arising from joy of learning.

Since the detailed subcategories of intrinsic and extrinsic motivation that emerged from recent research (Noels et al., 2000; Dörnyei, 2005) is beyond the scope of this study, two concepts which are related to the learner's goal and are considered to affect learners' intrinsic or extrinsic motivation and motivational intensity are to be clarified: *integrative* and *instrumental motives* or *orientations* (Gardner and Lambert, 1972; Gardner, 1985).

Integrative motive / orientation: As the name suggests, a motivated learner with an integrative motive desires to integrate into the second language community. S/he wants to learn the second/foreign language because s/he shows a genuine interest in the native speaker community and their different sociocultural world.

Instrumental motive / orientation: Instrumentally oriented learners make effort to learn a language because of certain pragmatic benefits like finding a job, having a good salary, fulfilling the demands of an academic career, etc.

Gardner (1985) admits the impossibility to guarantee higher motivation via a certain type of motive / orientation and this pattern was found too deterministic by researchers (Ellis, 2004), but it can still supply clues about learners' chief reasons for being motivated to learn a foreign language.

2.4.2 The notion of motivational intensity

It is defined as the goal-directed effort that learners expend to learn a foreign language and their persistence in learning (Gardner, Tremblay and Masgoret, 1997; Ellis, 2004). It is not an end product; rather it refers to a process toward a specific learning goal. Dörnyei (1998) points out that the notion of motivational intensity focuses on explicit motivated behavior. Since the literature is mainly concentrated on the typologies of motives and motivation, this concept of Gardner (1985) remains unstudied. One research by Kızıltepe (1999)

demonstrated a strong connection between motivational intensity and foreign language learning achievement.

On the other hand, it is necessary to note that before striving to categorize learner motives and motivation on account of a precarious presupposition that language learners possess some motivation, it should be the first priority of the researcher to find out to what extent learners have motivation to learn English and the degree of their motivation or demotivation as Ely (1986) notes the importance of investigating the strength of learner motivation.

In addition, the distinction of instrumentality and integrativeness may not mean much for younger learners, most of whom are far from giving detailed utilitarian job reasons or developing sociocultural awareness, as Rahman (2005) states, higher-level, especially university-level students are more mature to give sound reasons for why they study English as they already begin career planning. Clément et al. (1994, cited in Dörnyei, 1994) also draw attention to the irrelevance of instrumental motives like job or salary-related reasons for secondary school students.

2.4.3 The relationship between attitudes and motivational intensity

Gardner (1985) highlights the interrelationship between attitudes and motivational intensity in the learning process: "attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language" (p. 61). Brown (2000) also explains this association by emphasizing the effect of attitudes on their motivational progress, in which positive attitudes increase and negative attitudes decrease motivation. The relationship can be observed in Figure 2.1 which was adapted from Gardner (1985, p. 54). *French* in the original version is replaced with *English.*

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Seeing that attitudes and motivational intensity interact on the learner's way to attain his/her goal(s), the need for looking into learners' attitudinal and motivational behaviors in concert arises.
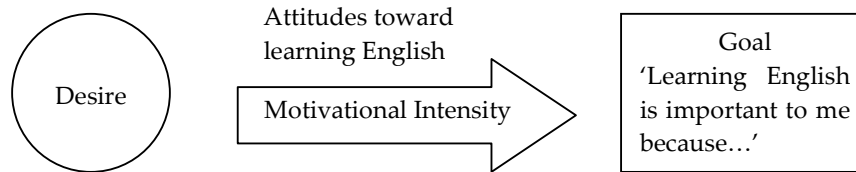
Figure 2.1 Schematic representation of foreign language learning process

2.5   Previous Studies in Turkey

While the literature worldwide offers extensive data on learner attitudes and motivation, Turkish literature has recently been developing.

2.5.1 Previous studies with different learner groups

Çakıcı's study (2007) conducted among freshman students of Dokuz Eylül University exhibit that half of the participants, who were selected from various university departments, have negative attitudes toward English as a common compulsory course. However, attitudes change depending on the participants' departments and the high schools they graduated from. For instance, freshman students of Turkish Language Department approached English lessons more positively than the ones in İzmir Vocational Institution of Higher Education did. As vocational institutions in universities generally accept graduates of vocational high schools, this finding evinces that negative attitudes at high schools are not left there upon graduation. On the contrary, vocational high school graduates most probably transfer such attitudes to their university education as in a vicious cycle. Secondly and more interestingly, learners who had graduated from

Anatolian high schools where they had got more foreign language instruction than high school graduates displayed more negative attitudes than the latter did.

Another study was conducted by Karahan (2007) who worked with a younger group of participants - private primary school students having 10-hour instruction per week. She investigated their attitudes toward English as a foreign language and using English in the Turkish context. She found out that learners did not have high-level positive attitudes toward the English language but the English-based culture. The results also revealed that the participants did not tolerate Turkish people's communication in English.

Üzüm's study (2007) is worth mentioning with its regard to learner attitudes toward English and English speaking societies from a historical perspective. The researcher worked with preparatory school students of five different universities. Fairly similar to the finding of Karahan (2007), the majority of the participants are against code-switching in Turkey since they identify it as a degenerative threat to Turkish. However, in contrast to the results of the studies above, most of the students were found to be wholly aware of the benefits of learning English and seem to possess instrumental motives. In other words, they are conscious of the promises of a mastery of English. They also displayed favorable attitudes toward English speaking societies' culture and people. Females, in particular, were found to be far more interested in cultural elements such as music, movies and published materials. Although the majority of the participants stated their desire to visit those countries and communicate with native speakers, they showed strong loyalty to their first language and culture.

2.5.2 Previous studies with high school students

The research by Bağçeci and Yaşar (2007) on high school learners' opinions about English lessons in the public high schools of Gaziantep provides some striking background information. An overwhelming majority of the participants was found to have no desire for being fluent in English and 82.9% of them did

not perceive any connection between technological knowledge and learning English. Most importantly for this study, three fourths of the participants thought that English lessons were boring and full of grammatical structures, which may signal the likelihood that learners are loaded with negative attitudes in lessons; thus, they reflect those attitudes on language learning process outside school because approximately 70% of them stated that they were not interested in reading English publications and watching English movies.

Kızıltepe (1999) looked into both learner attitudes toward learning English and their motivational intensity in conjunction. Her participants were from elite high schools in Istanbul: an American high school, an Anatolian high school, a private high school and a private language school. The participants showed a high level of motivational intensity to learn English and their attitudes toward British and American societies were positive in general, but specifically they favored American culture over the other probably due to more exposure to American culture through American movies, television serials and music.

There are very few studies dealing with Turkish vocational high school learners' attitudes, one of which was done by Bilgin-Cebeci (2006). She worked with all the 10th grade vocational high school learners in İnegöl, Bursa. Although the participants' positive attitudes were above average, they were below expectations. While the results showed a noticeable difference between males and females who had more positive attitudes than the former did, there were not any significant attitudinal difference between the students of Anatolian vocational high schools and the students of vocational high schools. This result was found surprising by the researcher, whereas, longer hours of instruction may not necessarily increase learners' motivational level; on the contrary, it may even get counterproductive.

In light of the studies overviewed above, it can be assumed that although learners' attitudes and motivational intensity levels may change because of individual and contextual factors, university students tend to be more aware of

the urgency of learning English and to have more motivational intensity and more positive attitudes than high school learners do.

CHAPTER III

METHOD

3.0   Presentation

This chapter presents the overall design of the study along with the research questions, the participants, the data collection instrument, data collection and data analysis procedures of the pilot and actual studies.

3.1   Overall design of the study

This study aims to cast some light on Turkish vocational high school learners' attitudes toward learning English as a foreign language and their motivational intensity. The biggest reason for doing research on vocational high school learners' attitudes and motivational intensity is not only the lack of sufficient language learning research dealing with this target audience but also their psychologically, socioeconomically and educationally disadvantaged state. Consequently, in order to form a more comprehensive panorama of the participants' background, the questionnaire was designed to consist of items about the financial and educational situation of the learners' families as well. The questionnaire provides both quantitative and qualitative data. The quantitative data come from the participants' responses to multiple-choice and 5 Likert-scale items and the qualitative data are obtained from the responses to the three open-ended questions referring to the three components of the study. The quantitative data were analyzed and the qualitative data were put into graphs through *SPSS 11.5 for Windows* (Statistical Package for Social Sciences) and the qualitative data were exposed to content analysis. After ensuring the validity of the items with

the help of judges, the pilot study was conducted. The factor analysis of the data obtained from the pilot study was a signpost for making necessary modifications in the questionnaire, thus, yielding more sound and reliable findings from the actual study.

3.2   Research questions

This study addresses the following questions:

1. Is there any significant difference between Anatolian high school sections and high school sections in terms of attitudes toward learning English and attitudes toward the Anglo-Saxon culture?

2. Is there any significant difference between Anatolian high school sections and high school sections in terms of motivational intensity?

3. Is there any significant gender difference in terms of attitudes toward learning English, attitudes toward the Anglo-Saxon culture and motivational intensity?

4. What are the students' attitudes toward learning English as a foreign language and toward the Anglo-Saxon culture?

5. What is the level of the students' motivational intensity for learning English as a foreign language?

3.3   Participants

Totally 459 vocational high school students participated in the study. 134 of them contributed to the pilot study which was conducted to test the psychometric properties of the data collection instrument. The participants of the pilot study were all the 9th grade students of Anatolian Vocational High School of Ceramics in Bozüyük. They were chosen for three reasons: Firstly, their educational and sociocultural background is quite similar to that of the participants of the major study. Secondly, the percentages of genders of this population are quite parallel to the percentages in the major study, which is

observable in Figures 3.1 and 3.2. Thirdly, the school involves both Anatolian high school and high school sections.
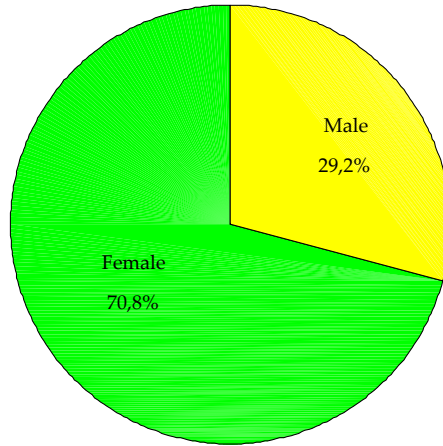
Figure 3.1 Percentages of genders in the pilot study

The remaining 325 subjects, who were all 10th graders, participated in the actual study. In contrast to other vocational high schools, their schools were unique in terms of including both Anatolian high school and high school sections in Bozüyük. Despite their coeducational peculiarity, they are female-dominated schools, which can be clearly seen in the figure below.
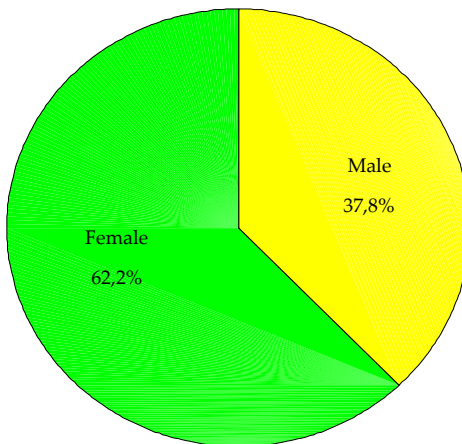
Figure 3.2 Percentages of genders in the major study

155 of the participants are from the Anatolian high school sections and 170 of them are from the high school sections of the three schools. The numbers of the subjects participating in the major study and their departments are tabulated under the name of each high school:

Table 3.1 Participants from Anatolian Vocational High School of Ceramics

Departments	Anatolian High School	High School
Computer Technology	31 (25 males, 6 females)	-
Ceramics	30 (15 males, 15 females)	26 (12 males, 14 females)
Garment Manufacturing	-	11 females
Child Development and Education	-	29 females
Graphics and Photography	-	27 (4 males, 23 females)

Table 3.2 Participants from Anatolian Vocational High School of Business

Departments	Anatolian High School	High School
Computer Technology	41 (20 males, 21 females)	-
Accounting and Finance	41 (16 males, 25 females)	60 (18 males, 42 females)

Table 3.3 Participants from Anatolian High School of Islamic Studies

Departments	Anatolian High School	High School
-	12 (4 males, 8 females)	17 (8 males, 9 females)

The distribution of the participants' ages is as follows: **1.53%** of the participants are **15** years old, **67.18%** are **16**, **25.53%** are **17**, and **6.15%** of the participants are **18** years old.

3.4   Data collection instrument

The questionnaire is a product of an adaptation process based on the questionnaires by various researchers and "purposely emotive in nature so as to

elicit a reaction from Ss" (Pierson, Fu and Lee, 1980, p. 291). It is divided into three parts.

The first part of the questionnaire about the participants and their families' socioeconomic background was adapted from Oxford (1990) and Pierson, Fu and Lee (1980). It is a combination of open-ended and multiple-choice items concerning the participant's age, gender, name of the school and the department, place of birth, type of residence, whether his/her parents are dead or alive and live together or not, his/her parents' educational and occupational states, monthly income of the family, the time period of the participant's language learning process and the degree of importance of learning English for the participant.

The qualitative data collection instrument, which is made up of three open-ended items prepared to get further information about participants' attitudinal and motivational levels, was deliberately put in the introductory background part of the questionnaire instead of the end, considering the risk of participants' getting mentally tired at the end of the questionnaire and refraining from giving responses. This introductory part inquiring participants' personal information and their open-ended comments consists of 23 items in total.

The second part for the attitudinal research purposes of the study was mainly adapted from Gardner's *Attitude/Motivation Test Battery - AMTB* (1985) since it is a "useful self-report instrument and it has been adapted for many learning contexts all over the world" (Dörnyei, 2005, p. 71). It includes two kinds of items:

Items about learners' attitudes toward learning English: Items 1, 4, 5, 9, 13, 15, 18 and 19 were adapted from Gardner (1985), and Gardner, Tremblay and Masgoret (1997). Items 10 and 16 in this section were devised by the researcher on the basis of her observations about her students who articulated their evaluative reactions to learning English with hypothetical statements starting with "If I were the Minister of National Education …"

Items about learners' attitudes toward the Anglo-Saxon culture: Items 7, 8, 11 and 20 were adapted from Dörnyei (1990, 2001), items 2, 3, 12 and 17 were adapted from Gardner (1985), Gardner and Lambert (1972) and items 6 and 14 were adapted from Üzüm (2007). Since culture is doubtlessly a multi-faceted phenomenon and it is nearly impossible to prepare items covering all of its elements, some of its core elements were included in the items. Cultural products are the language itself (items 6 and 14), and movies, TV programs, and music (items 8 and 20). Practices are represented with the lifestyle of the nation (items 2 and 17) Communities refer to the native language speakers (items 3 and 12) (Moran, 2001). Moreover, the desire to visit and get information about the country where the target language is spoken as the first language appears to signal a sense of curiosity about that country and its culture; therefore, items 7 and 11 were formed.

Although AMTB particularly focuses on the affective-evaluative side of attitudes, the questionnaire items of this study were prepared to embrace behavioral and cognitive subcomponents as well, depending on the tricomponent view of social psychology. In addition to the items including affective verbal expressions like *hate, enjoy, like,* adding items including behavioral expressions like *visit, get informed* and phrases denoting cognitive actions like *think, plan* was paid attention.

The subjects gave their responses about their attitudes toward learning English and toward the Anglo-Saxon culture on the basis of a 5-Likert scale. 5-Likert scale was preferred because of its practicality and superiority over other attitude scales (Tavşancıl, 2006). The subjects were asked to choose the most suitable alternative for them among five options: *strongly agree, agree, no idea, disagree* and *strongly disagree*. 20 items were constructed for this part to measure the both types of attitudes by 10 items for each. With the aim of increasing reliability for both, five positively keyed and five negatively keyed items were presented to the participants in a combination.

The final part of the questionnaire sought learners' level of motivational intensity which was wholly taken from Gardner (1985) by changing the foreign language *French* into *English*. It covers 10 multiple-choice items with three options, investigating learners' degree of efforts to learn English inside and outside the classroom.

The questionnaire was presented in the subjects' mother tongue, Turkish, since their proficiency level was observed to be too low to give reliable responses to the items in English.

Although Dörnyei (2001b) states that AMTB has "very good psychometric properties, including construct and predictive validity" (p. 52), the questionnaire was examined by four judges having different vocational and academic background knowledge. A research assistant from the Department of Foreign Language Education at Middle East Technical University, a student from the Faculty of Communication Sciences at Anadolu University, an English teacher and a teacher of Turkish Language and Literature checked the Turkish and English versions of the questionnaire at length in terms of face and content validity before and after conducting the pilot study. In spite of its good content validity justified by all the judges in unison, some issues related to face validity were pointed out: pagination, giving instructions for passing to the next page, and printing every second item in bold font in the second part of the questionnaire.

After the preparation of the questionnaire, a title about the content of the study, "Attitudes and motivation of foreign language learners at vocational high schools" and an explanatory introduction were placed in the first page. The introductory passage included the aim of the research and the name of the university on behalf of which the research is done. The guarantee on the confidentiality of the personal information and the researcher's expectation about their honest responses were also stated. At the end of the passage, the researcher's closing remarks, name, contact details, and lastly the statement of

certification of voluntary participation requiring the participant's name and signature were put.

3.5   Data collection procedures of the pilot study

Before conducting the pilot study, a formal consent was obtained from the Directorship of National Education and the Subgovernor of Bozüyük (Appendix A) owing to the regulation of the Ministry of National Education about the consent and application of research and supporting research at public schools and institutions (Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi, 2007).

As the researcher is a teacher at Anatolian Vocational High School of Ceramics, the questionnaire forms were distributed and the data collection process was carried out by the researcher herself. At Anatolian Vocational High School of Business and Anatolian High School of Islamic Studies where the researcher does not work, before her colleagues had distributed questionnaires to the participants, the researcher made a short explanation by introducing herself, her institution and her research purposes. She assured the participants of the confidentiality of their personal information and emphasized the significance of their sincere answers. She specifically made sure that their answers were going to influence their grades neither positively nor negatively. She also welcomed the participants' questions about the study.

3.6   Factor analyses of the pilot study data

Two separate factor analyses were done for the second and third sections of the questionnaire. Firstly, attitude items were analyzed; secondly, motivational intensity test items were examined.

3.6.1 Factor analysis of the attitude items

Following data collection, overall reliability analysis of the second section was done at first. The Cronbach-alpha coefficient value for the overall reliability analysis of the attitude questionnaire was found as .89 which shows a satisfying level of reliability quite beyond the minimum desirable level of reliability as stated by Pallant (2005): "Ideally, the Cronbach alpha coefficient of a scale should be above .7" (p. 90). Since there are two subcomponents of the attitude questionnaire, the subscale reliability analyses of these subcomponents were also done. The reliability analysis for the items about "attitudes toward learning English" was calculated as .87 and the reliability value for the items about "attitudes toward the Anglo-Saxon culture" was found .77 (Appendices D, E and F). After computing reliability figures, all the items were examined through a factor analysis with the aim of finding out their degree of representing the research aims and if necessary, making rectifications for the utmost reliability and validity for the actual study. The first factor analysis results are displayed in Table 3.4.

Factor analysis results demonstrate a dispersed situation of factor loadings. Principal components analysis with Varimax rotation revealed 5 factors explaining 62.3% of the total variance. Contrary to the assumption that positively keyed and negatively keyed items of the same component would cluster in the same component, they seem to have been perceived as opposite and different items.

The first factor shows a meaningful cluster of the items 18, 16, 15, 13, 19 which represent negative attitudes toward learning English. However, items 11 and 12 involve negative attitudes toward the Anglo-Saxon culture. Item 11 is "English spoken countries do not attract my interest" and item 12 is "I do not want to converse with English speaking people". Although their loading on factor 1 is stronger, they also load on factors 3 and 4 which are discussed in detail. Item 14, which in fact loads stronger on factor 5, loads on this factor

probably due to its negative denotation despite its content about the Anglo-Saxon culture just like items 11 and 12.

Table 3.4 First factor analysis results of the attitude items

Rotated Component Matrix

	Component				
	1	2	3	4	5
ITEM18	,756				
ITEM16	,740				
ITEM15	,711				
ITEM13	,655				
ITEM19	,638				
ITEM11	,485			-,469	
ITEM12	,451		,439		
ITEM5		,805			
ITEM1		,761			
ITEM4		,684			
ITEM9		,620			
ITEM10		,547			
ITEM8			-,854		
ITEM20			,766		
ITEM3			-,496	,419	
ITEM2				,866	
ITEM17				-,679	
ITEM7				,423	
ITEM6					,842
ITEM14	,409				-,605

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 6 iterations.

Factor 2 reveals a straightforward result. All the positively keyed items about attitudes toward learning English cluster here.

Factor 3 displays two cross loadings: items 12 and 3. They are about talking to English speakers. Although the loading of item 12 on factor 3 is almost the same as its loading on factor 1, on designing this item it was envisioned to cluster strongly together with the remaining Anglo-Saxon items in the same factor. Item 3 is positively keyed and simultaneously loads on this factor and factor 4 on which the items about the Anglo-Saxon culture load too. This result indicates an

ambiguity in the contents of the items. The content of items 8 and 20 is identical, but item 8 denotes positive and item 20 denotes negative attitudes toward movies, TV programs and music.

Similar to factor 3, factor 4 has two cross loadings: items 11 and 3. The loading of item 11 is weaker here, but it was expected to be the opposite because of its content. Item 11 is "English spoken countries do not attract my interest". While its positive counterpart, item 7, loads on factor 4 strongly and clearly, item 11 exhibits some ambiguity, which may be solved through making it closer to the content of item 7. Items 2 and 17 are related to learners' attitudes toward Anglo-Saxon people's lives.

Factor 5 does not have adequate loadings for constituting a component. Items 6 and 14 are about whether learners take English as a world language or as the Anglo-Saxon nation's language. Especially item 6 appears problematic and it was also found out to decrease the overall and subscale reliabilities (Appendices D and F). For this reason, factor analysis of the items was reiterated by playing around with the components and trying "one more one less" till an optimal solution was reached (Pallant, 2005). This procedure ended up with the removal of three items from the questionnaire. Items 6 and 14 were deleted; therefore learners' ideas about the English language as a component of the Anglo-Saxon culture were not going to be looked into. Furthermore, item 2 was also deleted as a result of a series of factor analyses since it loaded neither on the factors about language learning, nor on the ones about the Anglo-Saxon culture. Removal of these items resulted in 3 factors explaining 53.92% of the total variance. The final results are shown in Table 3.5.

With regard to some necessary alterations in the remaining items, judges were consulted again after gathering the final results of factor analysis. Negatively keyed items about learning English (items 13, 15, 16, 18 and 19) meaningfully loaded on factor 1; likewise, their positive equivalents (items 1, 4, 5, 9 and 10) loaded on factor 2. These items did not necessitate any revision or

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deletion. Items 7, 8 and 20, which had significant loadings on factor 3, were not modified either. Item 17 was expected to load on factor 3 together with the items about the Anglo-Saxon culture as it was the case in the first factor analysis, but it loaded on factor 1. Nonetheless, as judges did not detect any lack of clarity in this item, its original version was decided to be preserved in the final draft of the questionnaire.

Table 3.5 Results of the final factor analysis

Rotated Component Matrix

	Component		
	1	2	3
ITEM1		,756	
ITEM3		,405	,589
ITEM4		,692	
ITEM5		,796	
ITEM7			,444
ITEM8			,860
ITEM9		,615	
ITEM10		,588	
ITEM11	,487		
ITEM12	,465		,471
ITEM13	,463		
ITEM15	,764		
ITEM16	,736		
ITEM17	,522		
ITEM18	,780		
ITEM19	,448		
ITEM20			,729

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 6 iterations.

Vagueness of some items, however, still stands out in this table. Items 3 and 12 have cross loadings again. Item 3 is: "I want to meet and converse with English speaking people" and item 12 is: "I do not want to converse with English speaking people". Although both pertain to attitudes toward the Anglo-Saxon culture, they loaded on the factors where all positive (factor 2) and all negative

(factor 1) items about attitudes toward learning English clustered. In order to overcome ambiguity in these items, in cooperation with judges it was agreed on that the wording of the items might have confused the subjects. The word "converse" might have made them think it as "speaking skill"; therefore, these items had loadings on factors 1 and 2. Judges suggested purifying these items from the implication of speaking skill by reducing them to only "meeting" English speakers. Consequently, item 3 was changed as: "I want to meet English speaking people" and item 12 was changed as "I do not want to meet English speaking people".

Although its counterpart (item 7) loads on factor 3, item 11 loads on factor 1. At the very beginning of the factor analysis process, item 11 had two loadings on different factors as shown in Table 3.4, but it loaded on the component of negative attitudes toward language learning more strongly, and the final analysis is not an exception. Judges, therefore, suggested equalizing its content to the content of item 7. "English spoken countries do not attract my interest" was altered as "I do not want to visit English spoken countries" which is more parallel to item 7: "Visiting English spoken countries can be an exciting experience".

3.6.2 Factor analysis of the motivational intensity items

The Cronbach-alpha coefficient value for the motivational intensity questionnaire was found .78 (Appendix G), which is also as satisfactory as the reliability values of the attitude questionnaire.

The results of the factor analysis of this part are displayed in Table 3.6. Motivational intensity test items show a clearer result than the attitude questionnaire since the latter was a combination of different test items adapted from miscellaneous researchers. Motivational intensity test, in contrast, was completely taken from Gardner (1985).

Even though the Gardnerian concept of motivational intensity does not have any subcategories, the table below lucidly illustrates that it was understood to have two components: motivational intensity dependent on what the teacher wants and autonomous motivational intensity. Principal components analysis with Varimax rotation explained a total of 45.76% of the variance.

The loadings on factor 1 signify the participants' degree of motivational intensity outside the course requirements. Items 2, 9, 10, 6 and 1, which address questions about what participants do independent of their teacher, had noticeable loadings. However, item 5 has cross loadings probably because the item begins with "Considering how I study English, I can honestly say that …" The word "study" may be thought as studying both at school and at home.

Table 3.6 Factor analysis results of the motivational intensity test

Rotated Component Matrix

	Component	
	1	2
ITEM2	,720	
ITEM9	,639	
ITEM10	,611	
ITEM6	,609	
ITEM1	,584	
ITEM5	,421	,404
ITEM8		,705
ITEM4		,690
ITEM7		,680
ITEM3	,423	,532

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 3 iterations.

In factor 2, items 8, 4 and 7 cluster. Item 3 has two loadings, but its loading on factor 2 is much stronger and justifies its clarity.

By asking the judges' opinion, the items were decided to be neither revised nor removed due to two reasons. Firstly and most importantly, eliminating any item, specifically items 3 and 5, drastically reduces the overall reliability

(Appendix G). Secondly, since the factor analysis results appear quite clear, changing its original version was avoided.

At the end of the process of ensuring reliability and validity of the questionnaires with the help of factor analysis and the judges' suggestions, final version of the questionnaire was prepared and its copies were distributed to the participants of the actual study.

3.7   Data collection procedures of the actual study

Data collection procedures of the major study were the same as the procedures of the pilot study. At Anatolian Vocational High School of Ceramics the questionnaire forms were distributed and applied by the researcher herself. Since the researcher does not work at Anatolian Vocational High School of Business and Anatolian High School of Islamic Studies, her colleagues distributed and applied the questionnaires. Before the participants had answered the questionnaire, the researcher explained the aims of the study by guaranteeing the confidentiality and emphasizing the significance of sincere responses as the study was not going to influence their grades. Following this introduction, the participants were given maximum 20 minutes to answer the questionnaire.

3.8   Data analysis procedures

Since the purpose of this study is to investigate whether school sections and gender make a significant difference in learners' attitudes and motivational intensity, gender and school type are determined as independent variables and subscale mean scores of attitudes toward learning English, subscale mean scores of attitudes toward the Anglo-Saxon culture and total scores of motivational intensity are determined as dependent variables.

In order to answer the first, second and third research questions, two separate one-way between groups MANOVAs were conducted for analyzing the attitudinal differences between two school sections and genders. For

motivational intensity, two separate independent samples t-tests were conducted to explore school section and gender differences. The fourth and fifth research questions were answered through the participants' mean scores and open-ended responses.

CHAPTER IV

RESULTS

4.0 Presentation

This chapter presents information about the participants' sociocultural and economic background, quantitative analysis of the responses given to the objective items and qualitative content analysis of the responses given to the open-ended items.

4.1 Demographic information

Since the answers to the first four items of the background questionnaire were noted in the previous section, description of the demographic milieu of the research begins with analyzing the responses to item five.

4.1.1 Places of birth and residences

38.15% of the participants are from Bozüyük and 41.23% of them were born in Eskişehir, which may be because of the geographical closeness of Eskişehir. The remaining 18.76% of the participants are from various geographical regions of Turkey. 3 students are from Turkic countries of Azerbaijan and Uzbekistan.

The subjects' responses to the sixth question about their residences reveal that the majority of the families (71.1%) live in their own houses or flats. Approximately one fourth of the participants' families rent a house. The 2.2% of the participants who chose the option "other" stay with their relatives instead of their parents. The 1.8% of the participants who live in a dormitory approximates to 5-6 participants in the study. "Missing" represents the number of the

participants who did not give any answer. The residences participants presently live in are shown in Figure 4.1.

other

2,2%

dormitory

1,8%

rent

24,3%

missing

,6%

privately-owned

71,1%
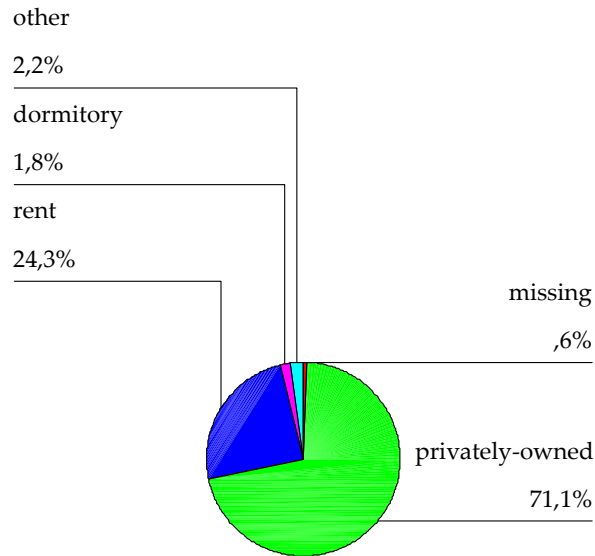
Figure 4.1 Types of residences

4.1.2 Parental information

94.8% of the subjects' fathers are alive and the 4.9% of them state that their fathers are dead. 0.3% is missing. Educational levels of the fathers are shown in Figure 4.2.

As the bar graph obviously demonstrates, 67.1% of the participants' fathers graduated from primary schools. 26.2% of them completed secondary education, that is, they graduated from high schools. Fathers who attended two-year university departments focusing on technical and vocational education constitute 1.2% and four-year graduates constitute 2.2% of the population. 0.9% of the fathers did not have any chance to go to school.
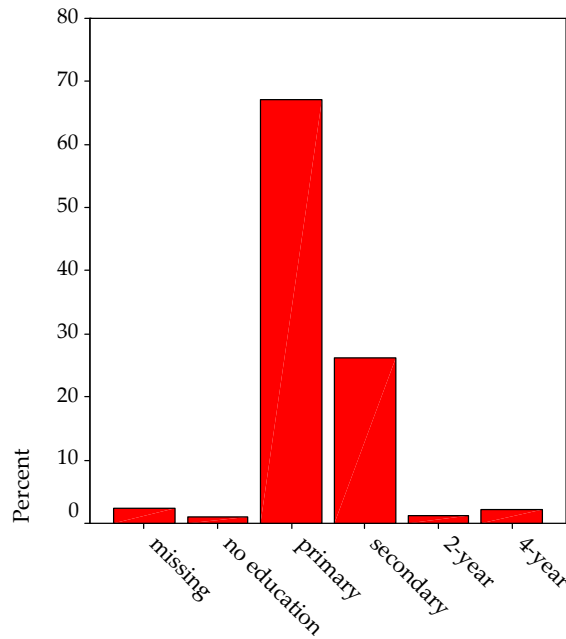
Figure 4.2 Educational levels of the fathers

It was also found that while 81.8% of the subjects' fathers have a job, 15.7% of them are unemployed. The latter is not a marginal figure; on the contrary, when it is combined with the percentage of unemployed mothers, it may be assumed that the number of underprivileged families of vocational high school students cannot be overlooked.

With regard to speaking a foreign language, 83.4% of the fathers do not speak a foreign language and 14.8% of them do. According to the subjects' written responses, English has the top status among the foreign languages. Following English; German, Russian, Bulgarian, and Arabic, which is especially spoken by the fathers of the subjects from Anatolian High school of Islamic Studies, take place.

Quite similar to the percentage of the fathers, 98.5% of the subjects' mothers are alive and 1.2% of them are dead. 0.3% is again missing. However, educational level of the mothers is relatively different, which can be seen in Figure 4.3. 88% of them are graduates of primary schools and 7.1% of them completed their

secondary education. What make the mothers' educational level lower than that of the fathers are not only these figures but also the fact that the percentage of the uneducated mothers (4%) far exceeds the percentage of the mothers educated at university level. The mothers with a 2-year or a 4-year university degree constitute 0.3% of the population. In other words, even the totality of the university graduate mothers cannot be equal to the number of the uneducated mothers. Considering mothers' critical role while bringing up and communicating with their children in Turkey (Sunar and Fişek, 2005), these percentages do not portray a very educated motherhood for the learners.
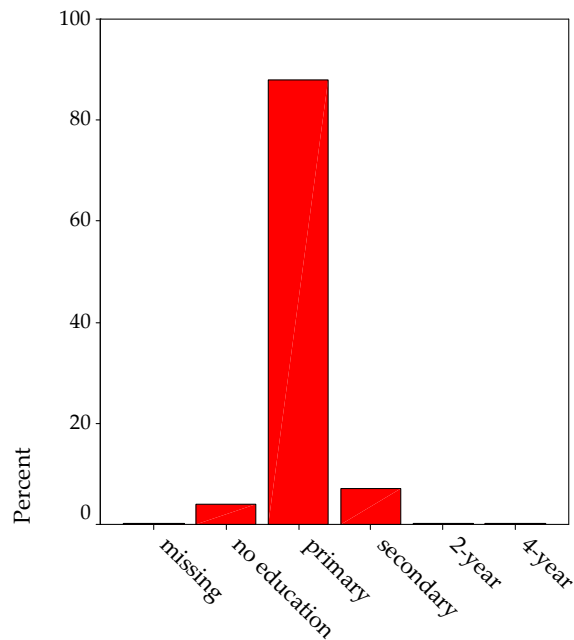
Figure 4.3 Educational levels of the mothers

Employment of the mothers is opposite to the fathers' situation. 89.2% of them are unemployed, that is, they can be assumed as "housewives". 10.8% of them work.

In terms of speaking a foreign language, parallel to the percentages above, 95.1% of the mothers do not speak any foreign language. 4.9% of the participants

stated their mothers' knowledge of a foreign language. English preserves its top status among the mothers as well, and then German and Bulgarian come after.

89.8% of the participants' parents live together and 5.5% of the parents divorced. 4.6% of the parents are separate because of the partner's death.

The percentages of the participants' siblings are as follows: 4% of the participants are only children of their families. 41.5% of them have one sibling, 30.2% have two siblings, 12.9% have three siblings, 6.8% have four, and 3.1% of them have five siblings. 1.5% of the participants have 6 or more siblings.

Related to item 17 about their monthly income, the subjects' responses are put into a pie chart below.
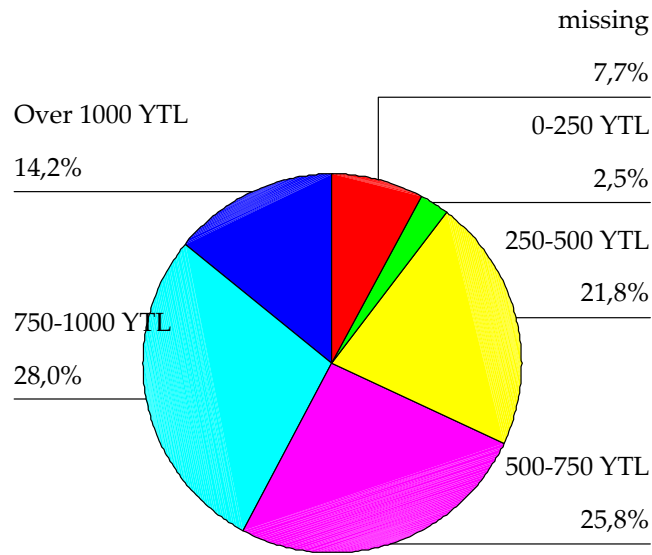
Figure 4.4 Monthly incomes of the families

According to the findings of a study conducted in June 2008 by the labor union *Türk-İş*, minimum nutritional expenditures of a four-member family per month require a budget of 717.99 YTL and their monthly overall expenditures minimally amount to 2338.74 YTL (Açlık sınırı 718, yoksulluk sınırı 2.339 YTL, *Radikal*, July

30, 2008). When these realities of Turkey are taken into consideration, Figure 4.4 lays bare how an overwhelming majority of the families in this study struggle with economic hardships. Surrounded by deprived conditions, whether a family can provide a home environment fully convenient for their children's utmost success and self-actualization appears disputable.

Briefly, the data above about the participants' family backgrounds corroborate the findings of Şen's study (2005) which brought the low economic, sociocultural and educational conditions of vocational high school students' families to light.

4.1.3 Personal information about learning English

Items 18 and 19 about the period of learning English were answered almost in perfect agreement. To the 18th question about how long the participants have been learning English, nearly all the participants responded as "7 years". To the next question, "At what level did you start receiving formal instruction in learning English?" 100% of the participants responded by choosing the second option: "Primary school (1st level: 1-5)", which means that none of the participants started their foreign language education earlier at nursery school or later at secondary school than their peers. Since Turkish primary students' formal instruction of English as a foreign language begins at the fourth grade of public primary schools (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, 2006, June), nearly all the participants of this study have been learning English since they were fourth-grade primary school students. Since none of them learned English at the preschool level, the situation of some exceptional students (i.e. learning English for more then seven years) may stem from specific environmental circumstances.

Figure 4.5 displays the participants' responses to item 20. Before the participants' open-ended comments and answers in the subsequent parts of the questionnaire are discussed in detail, this item taken from Oxford (1990) may

have provided a smooth transition to the open-ended items for the respondents and foreshadow their general attitudinal state. Over half of the participants seem to acknowledge the significance of learning English, but the number of the subjects who consider it "critical" is smaller than a desirable number in today's world where English has become a lingua franca and learning English has become a necessity rather than a luxury.
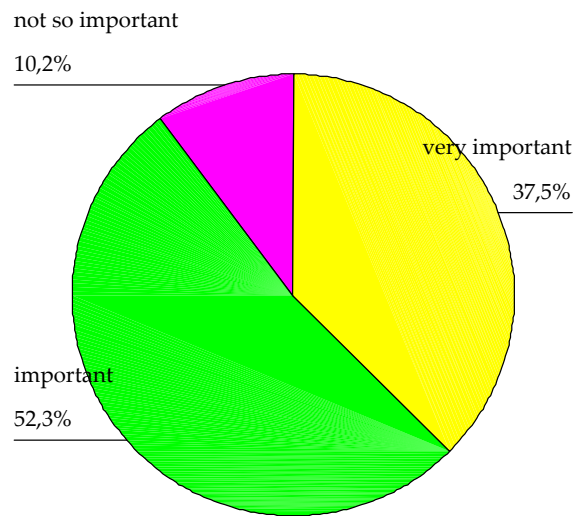
Figure 4.5 Importance of learning English

4.2   Quantitative data analysis

In order to investigate the attitudinal and motivational differences between the two sections of the vocational high schools and between genders, statistical significance analyses were done and the percentages of the options were calculated.

4.2.1 Statistical differences in learner attitudes

Before analyzing and discussing the items of the second section of the questionnaire, reliability values are to be presented. Overall reliability analysis of the attitude questionnaire results in alpha = .92 Subscale reliability for the

subcomponent of "attitudes toward learning English" is alpha = .92 and for the subcomponent of "attitudes toward the Anglo-Saxon culture" is .83 (Appendices J, K and L). Since these values well fulfill the research prerequisite for reliability, research questions can be responded in light of the data collected.

The first research question about whether there is any significant difference between Anatolian vocational high school learners and vocational high school learners in terms of attitudes toward learning English and toward the Anglo-Saxon culture is answered through a one-way between groups MANOVA. A statistically significant difference was found between the two groups of learners: F (2.322) = 7.19; p = .001; Wilks' Lambda = .957; partial eta squared = .043.

Furthermore, whether this difference is significant in both types of attitudes or only in one type was investigated through the Bonferroni adjustment. As there are two types of attitudes, thus, two dependent variables, alpha level of .05 was divided into two and .025 was found. Values less than this new alpha level of .025 indicate a significant difference. The significance value for attitudes toward learning English was computed as p = .000 and the value for attitudes toward the culture was found p = .018. Since they are below the alpha value of .025, there is a statistically significant difference between the participants regarding both types of attitudes. In the table below the phrase "Eng. Att." stands for attitudes toward learning English and "Cul. Att." represents attitudes toward the Anglo-Saxon culture.

Table 4.1 Test of between-subjects effects for school sections

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
School Section	Eng. Att.	10.997	1	10.997	14.406	.000	.043
	Cul. Att.	4.118	1	4.118	5.69	.018	.017

Statistically significant differences were found between the groups of learners, but in order to compare group means and to understand which group creates this difference, the table of descriptive statistics is placed in Table 4.2. Figure "1.00" represents Anatolian high school sections and "2.00" stands for high school sections of vocational high schools.

Table 4.2 Mean scores of learner attitudes in terms of school type

Descriptive Statistics

	SCH.TYPE	Mean	Std. Deviation	N
ENG.ATT	1,00	3,4594	,96844	155
	2,00	3,8276	,77742	170
	Total	3,6520	,89161	325
CUL.ATT	1,00	3,6839	,88797	155
	2,00	3,9092	,81537	170
	Total	3,8018	,85689	325

The mean scores of the two groups interestingly demonstrate that the learners of high school sections where instruction of English is considerably less than Anatolian high school sections have more positive attitudes toward learning English and the culture. While Anatolian high school section learners scored 3.45 (SD = .96) in terms of attitudes toward learning English, high school section learners have a mean score of 3.82 (SD = .77). Likewise, Anatolian high school students have less positive attitudes toward the elements of the Anglo-Saxon culture (M = 3.68, SD = .88) than high school students do (M = 3.9, SD = .81). Accordingly, it can be deduced that providing more hours of instruction at 9th grade have not resulted in more positive attitudes for Anatolian high school sections; on the contrary, their mean scores are undesirably lower than the high school students who are exposed to English and to its cultural elements only three hours per week.

The entire population's attitudes toward learning English (M = 3.65, SD = .89) and attitudes toward the Anglo-Saxon culture (M = 3.8, SD = .85) were found above the average score of 3. Mean scores and detailed percentages of the questionnaire items for school types and genders are charted in appendix M.

4.2.2 Statistical differences in motivational intensity

Before looking into whether there is a significant difference between the two groups of 10th grade students depending on their school types, overall reliability value was calculated for the motivational intensity questionnaire as alpha = .89. Further reliability values can be found in appendix N.

For the second research question, an independent samples t-test was conducted to compare the learners' total scores of motivational intensity test. The difference between Anatolian high school students and high school students was found significant.

Table 4.3 t-test results for motivational intensity in terms of school type

School Type	Mean	Standard Deviation	T	df	Sig. (2-tailed)
1	20.52	5.78			
			-2.629	323	.009
2	22.11	5.10			

Means of the students' total scores clarify the positive difference of high school sections in terms of motivational intensity. While Anatolian high school students have a mean of 20.52 (SD = 5.78), high school students' mean is 22.11 (SD = 5.1). Considering the fact that the maximum score of the motivational intensity test is 30, high school students' motivational intensity is closer to the maximum. The mean of the whole population was computed as 21.36 (SD = 5.48), which indicates a degree of motivational intensity above average. The distribution of the total scores in the motivational intensity test is charted in Appendix O.

The findings above do not indicate a high motivational intensity. The majority of the students generally tend to extend moderate effort to improve their English. Furthermore, in several items of the questionnaire, one fifth or one fourth of the population, which indicates a significant number of students,

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remains completely inactive during language learning process which should normally take place both inside and outside the classroom environment. Similar to their attitudinal state, motivational intensity of Anatolian high school students is lower than the motivational intensity of high school students. That is, they had a 7-hour advantage of further exposure to English per week in comparison to high school students at 9th grade, but when they passed to 10th grade, the advantage of this exposure vanished and they even fell behind their peers at high school sections. Detailed tables of mean scores and percentages of each item in terms of school types and genders can be found in appendix P.

4.2.3 Gender differences

Related to the third research question about whether there is a difference between male and female students in terms of attitudes and motivational intensity, a one-way between groups MANOVA for attitudinal differences and an independent samples t-test for motivational intensity were conducted.

4.2.3.1 Gender differences in learner attitudes

According to the results of the one-way MANOVA, a statistically significant difference between male and female students was found in terms of attitudes. F (2.322) = 17.41; p = .000; Wilks' Lambda = .902; partial eta squared = .098.

Whether this difference is significant for both types of attitudes was examined through the Bonferroni adjustment that was mentioned before. Significance levels below the level of p = .025 were examined and differences between learners were found statistically significant in terms of attitudes toward learning English and toward the Anglo-Saxon culture. The findings are demonstrated in Table 4.4.

Table 4.4 Test of between-subjects effects for genders

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Eng. Att.	23.29	1	23.29	32.11	.000	.090
	Cul. Att.	16.46	1	16.46	24.009	.000	.069

Female students' attitudes toward learning English were found considerably more positive than males. Female students' mean score for attitudes toward learning English (M = 3.86, SD = .81) exceeds their male peers' mean score (M = 3.30, SD = .91). Correspondingly, female students' attitudes toward the Anglo-Saxon culture are much more positive than males. Their mean was found 3.97 (SD = .77) while male students' mean was found 3.51 (SD = .9).

These findings justify the findings of previous studies which found out female learners' higher attitudinal scores.

4.2.3.2 Gender differences in motivational intensity

In order to look into male and female students' difference in motivational intensity, an independent samples t-test was conducted and the difference was found statistically significant, which is charted in Table 4.5.

Table 4.5 t-test results for motivational intensity in terms of gender

Gender	Mean	Standard Deviation	t	Df	Sig. (2-tailed)
Male	19.51	5.37			
Female	22.48	5.26	-4.900	323	.000

Bearing the maximum total score of motivational intensity as 30 points in mind, male learners' motivational intensity is below the average level of 20 (M =

19.51, SD = 5.37) and their mean of total scores is lower than female learners' mean (M = 22.48, SD = 5.26).

According to these findings, female learners not only have more positive attitudes toward learning English and toward its culture, but they devote more attention and effort to learning English than their male peers do as well.

4.3   Qualitative data analysis

Qualitative data for this research are derived from the participants' responses to the three open-ended items placed after the background questionnaire: items 21, 22 and 23. Before quoting and analyzing the respondents' statements, percentages of negative, positive and uncertain responses are presented. The criteria for selecting and discussing particular responses are based on three purposeful sampling techniques. Instead of a random selection, examples of open-ended responses are chosen on the basis of extreme or deviant case sampling, intensity sampling and typical case sampling (Patton, 1990).

Extreme or deviant case sampling focuses on "cases that are rich in information because they are unusual or special in some way" (Patton, 1990, p. 169). These cases may signal outstanding successes or extreme failures. Intensity sampling, however, has less extremity, but still provides rich information about the population. In typical case sampling, "average" examples that are "not in any major way atypical, extreme, deviant, or intensely unusual" (Patton, 1990, p. 173) are chosen.

4.3.1   Attitudes toward learning English in open-ended items

The percentages of positive, negative and uncertain responses for item 21 are put into a pie chart in Figure 4.6.

56

no idea
,9%

unimportant
8,0%

missing
5,5%
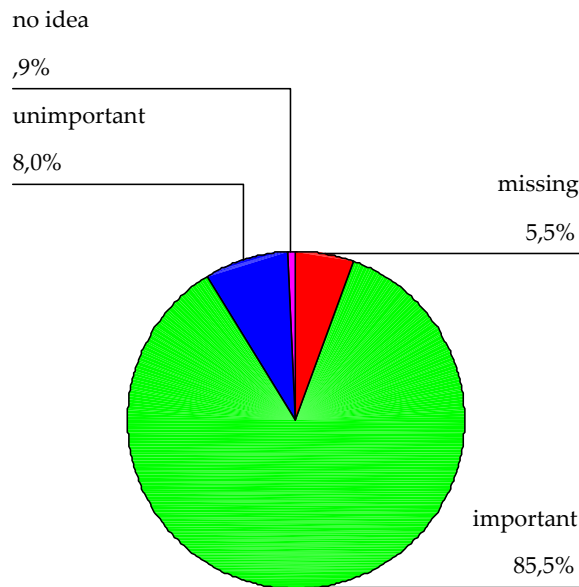
important
85,5%

Figure 4.6   Distribution of the open-ended responses to item 21

Related to the question "Why is learning English important or unimportant for you?", the participants who find learning English important have an outright majority on the whole. The results of this item are parallel to the results of item 20 which was mentioned before.

Despite the big majority of the students who gave positive responses about the importance of learning English, positive or negative responses are not purely positive or purely negative; thus, different variations of the two opposite sides are discussed through the content analysis. To identify the respondents' school sections, two letters are used. "A" symbolizes Anatolian high school and "H" represents high school.

Purely positive responses are exemplified with the samples below. The following respondents show a sheer interest in learning a foreign language, but they are in minority.

Respondent 18 (A):

"It is important because speaking a language is beautiful. Besides, it is the mostly spoken language in the world. It is absolutely necessary to learn."

Respondent 145 (H)

"Learning different languages of different cultures make a person feel happy. If it weren't beyond my power, I'd learn Chinese and Spanish after learning English."

Respondent 259 (H):

"… I think speaking various languages is good. English is the shared language of the whole world, so I think I can communicate with people from all races, and this will give me lots of happiness."

Respondent 164 (A):

"English is a beautiful language. It is also easier to learn than other foreign languages. English is the mostly spoken language of the world. The difference between spelling and pronunciation, its dissimilarity from Turkish make it difficult, but it is still enjoyable to learn."

Respondent 232 (A) justifies the importance of English by basing it on admiration for the United States. She adds her disillusionment with her school as well:

"… My biggest dream was to get education about the American culture and literature, but because my parents didn't allow me to do so, I came to a vocational high school instead of a language school. Now I'm struggling for my brother. I'm an admirer of the United States and I'll absolutely go there one day, that's why I find English important."

The two respondents below who wish to become English teachers even within the 3-hour weekly instruction are worth mentioning.

Respondent 284 (H):

"… since I began to learn English, I have always dreamed of teaching it."

Respondent 288 (H):

"… since my primary education, I have always wanted to be an English teacher."

Unlike the previous participants, the following participants' reason for finding English significant is rather about its status as a lingua franca:

Respondent 45 (A):

"… English is the world language. English is in the foreground on a world scale."

Respondent 244 (H):

"… English is widely used in the world."

Respondent 218 (A):

"As a matter of fact, learning English is very important. Today when we graduate from a school and want to get a job, one of the questions asked to us is: 'How many languages do you speak?' What's more, speaking a language isn't enough. English is <u>our universal language</u>; we should speak it for communicating, and except English we should speak at least one foreign language." (emphasis added)

The respondent's use of the first person plural possessive pronoun for English is noticeable seeing that a considerable number of learners approach English as a foreign and distant country's language. However, most of the participants give positive responses for pragmatic and vocational purposes.

Respondent 169 (A):

"Of course learning English is important. Although we don't encounter it in daily life, it would certainly be useful abroad and in Turkey and we could earn money by English."

Respondent 151 (H):

"… it can be said to be a new way of earning your bread."

Respondent 46 (A):

"… for example suppose that if you are an engineer of ceramics, you go abroad for your master's degree. Because the lifestyle, educational state, people, etc. are very different there, learning English seems like a must."

Respondent 1 (A):

"If I become a teacher of computer and stay abroad, English is very important…"

Respondent 181 (A):

"It is important because it makes easier to find a job."

Respondent 153 (H)

"Important if I go abroad in the future."

Respondent 154 (H):

"Because when we have a job in the future, a foreign language is generally required. It is rather for a job, for a future."

Respondent 176 (A):

"… If I go abroad in the future, what will I do? There is no point gawking at people! Even in touristy places of Turkey people who don't speak English gawk at tourists."

Respondent 50 (A):

"… On the other hand, we can be tourist guides (in some places)."

Respondent 319 (H):

"All computer hardware and software are in English. Some devices are in English. Some parts and equipment of automobiles…"

Respondent 19 (A):

"I sometimes receive English e-mails. To understand them we should learn it. Also, I need it for internet chats."

The vocational reason for finding English important of respondent 84 (H) is totally different from the other participants' reasons:

"… In the future I want to play football in the premiere league in a country like England."

The rationale for respondent 307 (A) is more relevant to gaining a higher social status:

"A person speaking a different language can be different in the eyes of others."

The explanation of respondent 129 (A) shows a short-run interest in learning English:

"… important for passing exams…"

Some participants do not object to learning English, but they have either reservations like respondents 295, 183 and 236 or criticisms about the foreign language education at schools like respondents 25, 219, 90 and 53.

Respondent 295 (H):

"… We should learn it but not excessively."

Respondent 183 (A) seems to fear for a possible interference of English with Turkish language and identity:

"It is useful on some occasions, but in my opinion we should never lose our language and identity. Whatever the circumstances are, we should elevate our language to the utmost."

Respondent 236 (A) has the same fear as the previous respondent has:

"It is important because it is the language of the world. It is unimportant because it harms Turkish."

Respondent 25 (A), however, criticizes English lessons:

"I know English will be useful for me in the future, but I find English lessons very ridiculous."

Respondent 219 (A):

"… it is important but we learn some English stuff like adverb, adjective, verb in lessons. Our vocabulary isn't so wide. We can't speak English."

Respondent 90 (H):

"… It's good to be knowledgeable. However, education at schools is insufficient, which is true for all schools. It's necessary to go to a private language school. I'd like to learn it, but I have doubts about that."

Respondent 53 (A):

"… we study this language, but we can't speak it. That's why I'm sorry. But I really like to speak it."

It is here evident that studying a foreign language at public schools does not naturally lead to a fluent communication for both sections. Furthermore, some learners' mention of private institutions or tutorials indicates that they have become an alternative to public schools which are believed to be unsuccessful for learning a foreign language.

Contrary to the participants who are in favor of learning English, pure antagonists of English do exist. Regardless of the school types, some participants' statements have signs of excessive nationalism and hostility toward a foreign language.

Respondent 211 (H):

"While we have Turkish, English is unimportant. How happy a man who says I'm a Turk!"

Respondent 26 (A):

"I don't want to learn the language of another state. I don't like it."

Respondent 68 (H):

"I dislike English. I don't use any language other than Turkish."

Respondent 118 (H):

"… I wish Turkish were the common language of the world!"

Respondent 77 (H):

"… English is sometimes unimportant for me. While I have my own language, I don't care about another's language."

Respondent 296 (H):

"… it isn't a good language. While we have Turkish, why do we need English?"

Respondent 245 (H):

"I think it's unimportant because we don't have to learn other people's language in our country. Why don't they have to learn our language?"

Respondent 170 (A):

"Learning English is unimportant for me because while we don't give such importance to our language, why do we try to learn another's language so much? Why don't they learn our language?"

The participants' statements share certain lexical features. For instance, there is an explicit emphasis on the words like "another", "other", "their", that is, the students' opposition is based on an alienation of the target language. They also support their arguments by asserting the superiority of Turkish. Some of the participants even suggest that foreigners learn Turkish instead of their learning of English, which can be assumed as a naïve defense mechanism for avoiding the arduous process of language learning.

The following three participants' lack of interest in English originates from their lack of comprehension and interest in lessons.

Respondent 7 (A):

"As I'm not interested in English, it's unimportant and boring."

Respondent 10 (A):

"I don't think it will be useful. I don't understand anything anyway."

Respondent 44 (A):

"… Because I don't understand it, it isn't so important."

Respondent 225 (A):

"As long as I don't speak English, it doesn't have any importance at all."

Some participants do not have positive attitudes toward learning English, but they accept its significance.

Respondent 2 (A):

"As my department requires English to a great extent, we have to learn it. When I go abroad for getting education or for traveling, it will be necessary. Except these things I mentioned above, I don't like English much.

Respondent 6 (A):

"Important for vocational life, but I don't like it."

4.3.2   Attitudes toward the Anglo-Saxon culture in open-ended items

To the question "Is learning about British/American culture important for you?" the participants gave responses as follows: 41% of them find important to learn about the Anglo-Saxon culture and 42% of them find unimportant. In other words, while most of the learners arrived at a consensus on the significance of learning English, almost the same population is divided into two having opposite views.
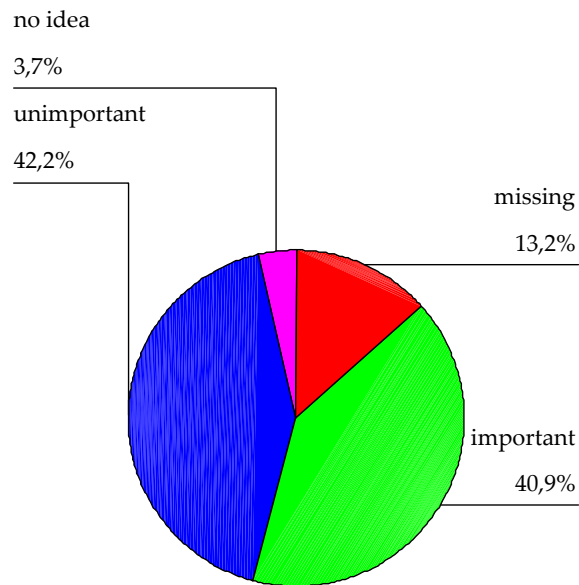
Figure 4.7   Distribution of the open-ended responses to item 23

Firstly, the samples exhibiting entirely positive attitudes are presented.

Respondent 307 (A):

"Absolutely because learning cultures of other counties may be beneficial to a person. In addition to learning his own culture, benefiting from cultures of other countries is very advantageous for a person's development."

Respondent 11 (A):

"I wonder the culture of the mostly spoken language. Whose language do we speak? What are their differences from us? It is very important for me."

Respondent 17 (A):

"It is important. I'd like to know the past of the language I speak."

Respondent 99 (H):

"… I love listening to English and foreign songs. That's why it is important for me to get informed about English. American movies are very good too. The things they show in these movies are right and good."

Respondent 222 (A):

"One of the most important things for me in my life is the American culture. Sort of 'American dream'. Perhaps I'll be inside it one day. I love the United States very much."

Respondent 232 (A):

"… I'm in love with the United States and its culture; I intend to get a green card to live there. I hope I'll live there at once."

The approach of respondent 266 (H) is more commendable since it is quite humanistic and egalitarian based on an idea of intercultural sharing, which goes beyond a sense of curiosity or a mere admiration:

"Yes, it is important. I really enjoy getting information about them. They are humans just like us, but our cultures are different. They have a lot to learn from us and we have a lot to learn from them."

Some participants' positive attitudes embrace other foreign cultures as well:

Respondent 1 (A):

"… Learning every nation's culture is important for me."

Respondent 259 (H):

"… Not only English or American culture but also Greek culture is important for me."

Respondent 303 (A):

"It is necessary to learn every culture. Cultures are the history of people's lifestyles."

Respondent 120 (H):

"Yes, I'd like to recognize more different cultures and different people very much."

The respondents below want to learn a foreign culture for the benefit of Turkey and the Turkish culture:

Respondent 183 (A):

"It is important but not for preserving English and American cultures. I'd get information about why they are ahead of us. To advance our culture as forward as them at least, I'd carry out studies."

Respondent 8 (A):

"… their culture is developed so I can develop my culture."

Respondent 199 (A):

"I want to get information because by knowing different characteristics of different places (countries), I can change myself and the people in my country."

Respondent 122 (H):

"… I'd try to explore the differences between our and their culture. I'd explore why they took us as a model but why they are in an effort to control us."

Respondent 264 (H):

"… Some VIPs come here. We should learn about the English or American culture so that we can prove Turks mind English or American culture in an important situation in the future."

However, some of the participants taking a positive attitude have some concerns. One of the most remarkable examples is taken from the response of respondent 304 (A) attending Anatolian High school of Islamic Studies:

"Though not much, it is important. However, we should firstly know our culture so well that our <u>nature</u> won't change. Then, learning their culture can be of benefit to us." (emphasis added).

In the original Turkish version (Appendix Q), the participant uses the Islamic term ***fıtrat***, which is replaced with *nature* in the translated version. ***Fıtrat*** means the form of creation (Püsküllüoğlu, 2004) in a God-given and Islamic sense. The participant's reservation is obviously about a possible change in the Islamic way of thinking, feeling and acting. As the participant's education fully focuses on Islam, it is inconceivable for her to approach learning a foreign culture completely in an open-minded fashion without Islamic concerns. However, other participants, whose responses are presented in the following samples, have more national culture-centered concerns and fears of losing their identity.

Respondent 300 (A):

"To know the culture of other languages is important for developing my culture, but I don't want to get confused by learning their culture."

Respondent 274 (H):

"To some extent, yes. But I recommend our own pure Turkish culture."

Respondent 29 (A):

"Well, it won't hurt to get information. As far as I know, English culture is quite rich and established, but American culture is almost nothing. Shortly, knowledge won't hurt, but this doesn't mean I'll be interested in that culture. My native land's customs and traditions exceedingly satisfy me."

Respondent 130 (H):

"Yes, it should definitely be learned. Not only the English but also the American culture should be learned, but we shouldn't harm the beauty of our culture. As long as it doesn't corrupt our culture, why don't we learn it?"

Interestingly, the objection of respondent 170 (A) arises from a negative attitude toward learning English:

"It is certainly a good thing to learn the culture of another country. However, we shouldn't do it through learning their language."

Similar to the participants' criticisms about language learning at public schools, respondent 201 (A) expresses her disbelief at a possible cultural education at public schools by exemplifying the inadequacy of language education:

"Yes, it is important but we live in a small town. It is hard to give such an education at schools. We study even English with difficulty."

It was formerly noted that a significant number of students reject education about the Anglo-Saxon culture. Most of the learners mentioned here find learning English very important and explained it with exact words; at the same time, they refuse to learn the culture of that language in the same exactitude again. The participants below are against learning the culture as they do not see any link between learning a foreign language and learning a culture:

Respondent 15 (A):

"I don't want to get information about the English or American culture. In my opinion, there is no relationship between culture and language learning."

Respondent 121 (H):

"No, it isn't because speaking a foreign language isn't related to learning the culture of foreign countries."

Respondent 218 (A):

"Well, it isn't so important for me. My culture is certainly more important. Today as we always interact with foreign countries, I think it is enough to speak the related language and communicate with them."

Respondent 263 (H):

"No! I only mind the language foreigners use. Without the language, we can't get on with the culture anyway! Besides, when we observe their culture, we realize they are very different. As I said, the language they use is important for me!"

Respondent 181 (A):

"No, it isn't important because we care not about their culture, but about their language."

The subsequent samples demonstrate how several learners easily voice harsh nationalist views, some of which even evolve into xenophobia:

Respondent 61 (A):

"No. I like neither English nor American people."

Respondent 68 (H):

"No, because I don't care about them. I don't like foreign languages and foreigners."

Respondent 23 (A):

"We are altogether in the possession of English or American culture. We don't take care about our own culture as much as about them."

Respondent 34 (A):

"I don't mind English and American people. No language is like ours. I won't learn their culture; instead they should learn mine!"

Respondent 22 (A):

"Their culture is none of my business. My culture is enough for me…"

Respondent 57 (A):

"Definitely not. First they must learn our culture because ours is better."

Respondent 43 (A):

"No. Our culture is without equal. Why on earth will we learn foreigners' culture? It isn't important."

Respondent 306 (A):

"No it isn't important. Our own culture is very beautiful. I think I don't need to learn another culture."

Respondent 321 (H):

It isn't important. My own culture is enough. I don't care about another's culture.

Respondent 128 (H):

"Unfortunately I dislike the United States. Their culture doesn't draw my attention. That's why I don't want to comment on American and English people. I don't know the reason but it agitates me to make comments. I'm sorry."

Respondent 118 (H):

"Not important at all. The thing important for me is my culture, but somehow, in our country, foreign culture is deemed important."

On the other hand, some opponents of cultural learning accentuate learning their own culture first as if more than one culture could not be learned simultaneously:

Respondent 32 (A):

"… we are such a nation that we haven't learned our culture so well. We should firstly own our identity. Rather than our learning of their culture, why don't they learn our culture?"

Respondent 12 (A):

"We should appreciate and learn our culture before the English or American culture."

Respondent 3 (A):

"Learning about the English or American culture isn't important for me at all. In my opinion, we should firstly learn our culture from A to Z."

Respondent 185 (A):

"… By learning their culture we lose our culture anyway."

Respondent 85 (H):

"No it isn't important. I can't enjoy even my own culture."

Respondent 288 (H):

"It isn't very important because people don't know even their own culture, but for me, learning about their culture isn't so important. I'm already against the European Union

because while our society doesn't know their culture, they attempt to adopt another nation's culture."

This case is particularly worth mentioning as the participant's wish to become an English teacher was quoted before. This sample is one of the conflicting attitudes of the learners who are ready to learn English for different reasons, but totally refrain from a cultural contact.

In sum, a significant number of students take negative attitudes toward learning the Anglo-Saxon culture for fear of losing their cultural identity supported by a vigorous defense of the sufficiency and superiority of the Turkish culture.

4.3.3   Motivational intensity in open-ended items

The distribution of the responses to "Do you do anything to improve your English?" is illustrated in Figure 4.8.
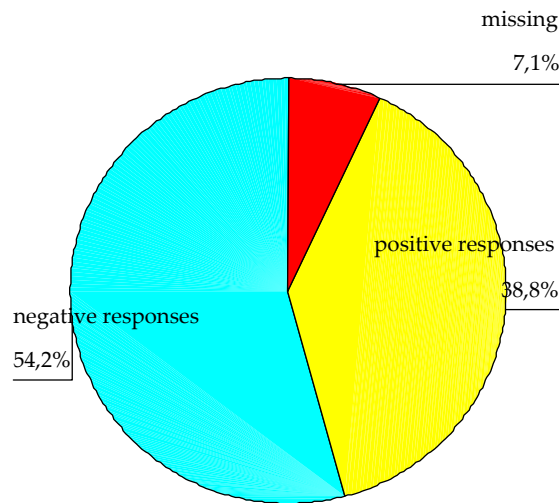
Figure 4.8 Distribution of the open-ended responses to item 22

Over one half of the participants do not make personal effort to improve their English and 39% of them express what they specifically do. It is also crucial to

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note that the responses of the learners who stated nothing further than the course requirement of studying English at lessons or listening to their teacher were also assumed as negative since item 22 was designed to investigate their autonomous motivational intensity deriving only from their own desire to do something in English. Some of the negative responses are exemplified below.

Respondent 192 (A):

"I don't think I do my best. I only attend the lessons at school."

Respondent 75 (H):

"I participate in the lessons, but because they are 3 hours a week, we can't learn much."

Respondent 260 (H):

"To be honest I don't do anything, but my English is very good. I like it too."

Respondent 229 (A):

"Unfortunately I can't do. The opportunities everybody has are not true for me."

Respondent 33 (A):

"Nothing for now. I want to have a tutorial on what I've learned at school till today."

Respondent 290 (H):

"No, I don't. I mean I don't have tutorials, etc. What I only do are learning at school and revising at home."

Particularly the last two respondents' direct emphases on tutorials can arouse doubts over the adequacy of the language education at schools because with regard to their attitudes toward learning English, learners previously pointed out the insufficiency of the education at schools and their need for tutorials.

Furthermore, learners' lack of capability for improving their English individually without waiting for a professional help seems a serious deficiency in their metacognitive training.

The samples below are taken from the students who gave examples about their personal involvement in English.

Respondent 49 (A):

"I read English dictionary, but I can't keep them in my mind."

Respondent 9 (A):

"I chat with my friends in English."

Respondents like 16, 52, and 58 (A):

"I listen to English songs."

Respondent 70 (H):

"I watch movies, listen to music, read magazines, and so on."

Respondent 18 (A):

"I send e-mails to people living abroad and receive e-mails. I talk to them. I also took a tutorial for 1.5 year."

Respondent 253 (H):

"I rarely try to read English books at home."

Respondent 56 (A):

"I often watch English TV channels."

Respondent 91 (H):

"I study. I buy and watch DVDs in English…"

Respondent 262 (H):

"I try to make sentences in my spare time."

Respondent 275 (H):

"I usually look up words in dictionary. I carefully listen to the lessons. I mean, there aren't many sources to improve my English."

Respondent 304 (A):

"I write the words we've learned for five times every day. I read English passages."

As stated before, the majority of the learners are wholly passive during their learning process particularly outside the classroom environment; moreover, they suppose that listening to the teacher suffices to learn English. An important number of the participants do not know what to do, either. How many of the remaining students who claim to expend sufficient effort to learn English truly make progress should be explored as well.

CHAPTER V

CONCLUSION

5.0   Presentation

This chapter outlines the study and presents discussion of the findings, pedagogical implications and suggestions for further research.

5.1   Summary of the study

The history of systematic research on learner attitudes toward language learning and learner motivation goes back to the 1960s when the social psychological approach of Gardner and his associates brought about a great shift in language learning studies. According to this approach, it was suggested that learner *attitudes toward language learning* in conjunction with *attitudes toward the second language community* influences achievement, which finds expression in Gardner and Lambert's (1972) statement that "If the student's attitude is highly ethnocentric and hostile, we have seen that no progress to speak of will be made in acquiring any aspects of the language" (p. 134). However, since Gardner and his associates conducted their studies in the second language environment of Canada where learners and native speakers frequently encounter, the phenomenon of attitudes toward the second language community was changed into *attitudes toward the Anglo-Saxon culture* due to the inseparable link between culture and language and foreign language learners' lack of the opportunity to meet native speakers. This type of attitudes in the study also encompasses attitudes toward the native speakers of English. These two attitudes combine and interact with the learner's *motivational intensity*, that is, the degree of effort

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devoted to learning a foreign language on the way to attaining an instrumentally or integratively oriented goal. As a result, this study was designed to explore vocational high school learners' attitudes and motivational intensity.

The point of departure for this research was the shortage of research done with Turkish vocational high school students. When their socioeconomic, psychological and educational profiles were investigated, the need for doing research turned into a duty.

It is reported that the recent number of vocational high schools has reached a significant figure: 3.789 (Meslek lisesi sayısı arttı, işsizlik çoğaldı, *Takvim*, July 19, 2008). Among 7.934 high schools, they obviously take an unignorable place in secondary education (Milli Eğitimin Mevcut Durumu, 2007). Since a study could not be carried out with this substantial number of students, the participants were chosen from the researcher's teaching environment, namely, Bozüyük, Bilecik. In order to get information about the language learners' attitudes toward English and toward the Anglo-Saxon culture, the level of their motivational intensity, whether there are significant attitudinal and motivational differences between Anatolian high school sections where more intensive language education is provided and high school sections where less intensive language education takes place and whether there are significant attitudinal and motivational differences between genders, three vocational high schools which were the most convenient for the purposes of this research were chosen: Anatolian Vocational High School of Ceramics, Anatolian Vocational High School of Business and Anatolian High School of Islamic Studies.

The questionnaire items were mainly adapted from Gardner (1985) and partially from various researchers. It contains 50 items and three sections. The first section was designed to gather educational and socioeconomic information about the participants and their families ending with the three open-ended items about their attitudes and motivational intensity. The second section had initially 20 5-Likert scale items about the two types of attitudes. 10 items for attitudes

toward learning English and 10 items for attitudes toward the Anglo-Saxon culture were allocated. After analyzing the results of the pilot study, three items were removed from the culture subcomponent, thus, attitude items were reduced to 17. The last section is a multiple-choice test of 10 items about motivational intensity.

In total 459 students participated in the study. After conducting the pilot study with 134 9th grade students from Anatolian Vocational High School of Ceramics and making the necessary modifications in the questionnaire based on the factor analysis of the pilot study, the final version of the questionnaire was distributed to 325 10th grade students at the three vocational high schools. The quantitative data were processed through *SPSS 11.5 for Windows* and the qualitative data collected from the open-ended items were handled through content analysis.

5.2   Discussion of the findings

Before discussing the participants' attitudinal and motivational states, their families' socioeconomic and educational background should be briefly reviewed.

It was found that 71% of the participants stay in their parents' privately-owned houses and 90% of the participants' parents live together. However positive a picture these figures may draw, 50% of the families' monthly revenues were found to be insufficient to cover their minimum nutritional expenses and 78% of the families' monthly revenues were found to be too low to meet their overall expenses. Although 82% of the fathers have a job, 89% of the mothers do not work. In addition, educational levels of the parents mostly do not exceed the primary school level and the knowledge of a foreign language is not very common. These demographic data are in line with Şen's (2005) study in which low educational and economic levels of the parents of vocational high school students were pointed out. It is not within the scope of this study to discuss the

relationship of socioeconomic conditions with learner attitudes and motivation, but some findings of this study can be interpreted in light of this background information.

With regard to the first research question about whether there is any difference between Anatolian high school sections and high school sections of vocational high schools in terms of attitudes, a statistically significant difference was found between the two school sections. However, this difference does not originate from Anatolian high school sections' advantage of the intensive English instruction. On the contrary, high school students were found to have more positive attitudes toward learning English and toward the Anglo-Saxon culture.

The results for the second research question were found parallel to the results for the first research question. A significant difference was found between the learners' levels of motivational intensity; high school learners were found to have more motivational intensity than Anatolian high school students do.

These findings indicate that more intensive foreign language instruction at Anatolian high school sections has become unsuccessful in both forming more positive attitudes and intensifying learners' motivational effort in comparison to high school sections. When the two findings are interpreted together, it may be speculated that Anatolian high school students are dissatisfied with the quality of the education, thus further hours of English instruction leads to annoyance rather than positive attitudes and motivation.

Regarding the third research question, a statistically significant difference was found between genders in terms of both attitudes and motivational intensity in line with the previous research results. Female students have more positive attitudes toward learning English and toward the Anglo-Saxon culture, and have more motivational intensity to study English.

This finding is common among several researchers from various regions of the world. Pritchard and Loulidi (1994) assert that "Girls, we are repeatedly told, tend to show significantly more positive attitudes than boys" (p. 393) and report

research findings that boys particularly from rural areas tend to prefer subjects which equip them with a practical skill in lieu of a modern language in Northern Ireland. Abu-Rabia (1997) also found out that Arab immigrant female students in Canada had more positive attitudes toward learning a second language and integrating into the Canadian society.

The source of gender-related attitudinal and motivational differences can be found in the biological differences. Costello (2008) draws attention to many innate gender differences in information processing, listening and learning styles. For instance, males were found to be "less able to sit still while reading, tend to read less often, place less value on reading and score lower on reading tests" (Costello, 2008, p. 50) Therefore, instructional approaches and materials that address to female students may not be very meaningful for male students having a kinesthetic nature.

The answer to the fourth research question about the level of the participants' attitudes was sought through qualitative and quantitative analyses. For both subcomponents of the attitude questionnaire, learner attitudes were found above average, but the attitudes toward the Anglo-Saxon culture were found slightly more positive (M = 3.8, SD = .85) than the attitudes toward learning English (M = 3.65, SD = .89). However, the qualitative data obtained from the open-ended items signal a different situation. In terms of attitudes toward learning English, an overwhelming majority of the students are in favor of learning English, but in terms of attitudes toward learning the culture, most of the population is almost divided into two sides: the students who take a stand against learning the Anglo-Saxon culture and the students who wrote positive comments on learning this culture. In other words, the learners are certain about their attitudes toward foreign language education, whereas, this is not valid for learning a foreign culture. This situation may be because of their wavering between the awareness of the vocational and academic necessity of a foreign language and the fear of losing their cultural identity.

Concerning attitudes toward learning English, the learners' mean scores were not detected below the average score of 3 in any Likert-scale item. The open-ended item *"Why is learning English important or unimportant for you?"* was replied by the majority with an emphasis on its importance. The learners who have positive attitudes toward learning English have several motives: general interest in learning foreign languages, awareness of the status of English as a lingua franca and more dominantly, vocational and pragmatic purposes.

Although supporting foreign language learning, some participants express certain reservations. Some participants are concerned about a possible weakening and loss of their mother tongue and cultural identity. Some participants criticize the quality of foreign language education at public schools and mention private institutions and tutorials as alternatives to public schools. Considering the fact that all the participants have been learning English for over seven years, it appears that this education process still have not relieved some students of their baseless doubts and met their educational demands. A minimal percentage of the students are totally against foreign language education and they stated their opposition in severely nationalistic words.

The participants' attitudes toward learning the Anglo-Saxon culture display a changeable characteristic. In the Likert-scale items while most of the participants were found receptive to English movies, TV programs and music, and interested in meeting native speakers and visiting their countries, in the open-ended item *"Is learning about British/American culture important for you?"*, approximately one half of the population was found to be uninterested in learning about the Anglo-Saxon culture. There is a strong likelihood that the learners cannot escape the attraction of the worldwide cultural products of English societies, visiting foreign places and meeting foreign people, but they are concerned about the loss of their cultural identity as a result of an individual and purposeful effort to study a foreign culture.

For the open-ended item, the reasons of the learners who support learning about a foreign culture are divided into two: One group has positive attitudes because of a sense of curiosity about different cultures and different people. The other group desires to learn the target culture with the aim of spotting its better features and injecting them into the Turkish culture.

There are supportive but dubious participants as well. Similar to the abovementioned reservations, concerns about the influence of a foreign culture in the Turkish culture and in their cultural identity are expressed by some participants. Some participants, on the other hand, are skeptical about the quality of a possible cultural education at public schools.

The most striking data were found among the responses of the participants who are utterly against getting information about the Anglo-Saxon culture. A significant number of the students articulate their negative attitudes via extremely nationalistic views, some of which are combined with xenophobia and hostility toward foreign cultures. Furthermore, some of the participants do not see any relationship between language learning and culture. Gökmen (2005) notes that ethnocentrically oriented individuals hold three kinds of opinions: *denial, defense or minimization*. Individuals who *deny* cultural differences think that their culture is unique, thus they do not show any interest in foreign cultures. Individuals who *defend* their culture against cultural differences organize their schema of the world as "we" and "they". "They" and their cultural differences are seen as sources of threat to "we"; therefore "we" should be protected against "they". Lastly, individuals who *minimize* cultural differences expect foreign cultures to resemble their own culture and maximize their culture by thinking it as the universal one. Most of the participants who are opposed to learning a foreign culture in this study were found to combine the three views above.

What deteriorates this situation is the finding that the number of the participants with negative attitudes is slightly higher than the number of the participants with positive attitudes. As noted before, although the participants

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cannot resist receiving the products of the target culture and the opportunities to meet native speakers and to visit their countries, an important number of them shun devoting effort to the study of a foreign culture by developing their argument on the basis of the superiority and sufficiency of the Turkish culture.

The participants' isolation from foreign cultures can be explained by means of thorough sociological analyses, but the findings of the background questionnaire of this study reveal that the low socioeconomic and educational conditions of the participants and their families may be one of the underlying reasons. Balkaya (2005) indicates a direct relationship between the low socioeconomic status of vocational high school learners and their negative sense of identity increasing the probability for them to commit crimes. Similarly, in an environment where both of the parents' educational level is restricted to primary schools and the command of a foreign language is rare, appreciation of learning foreign languages and foreign cultures may not be common.

Another reason for learner ethnocentrism may be discovered in educational practices and practitioners' actions. Turkish educational system seems to have a shortcoming in providing learners with an in-depth viewpoint embracing foreign cultures not as a source of threat but as a source of enrichment and in preparing them to welcome linguistic and cultural differences in the world. Cüceloğlu (2008) highlights the imbalance of an educational system which is open to the traditions, customs and dogmas of only one society. Consequently, the people living in such a society and getting education at such educational institutions may not take any interest in reading, doing academic research and examining philosophical thinking. Cüceloğlu (2008) also exemplifies some typical reactions of these people which are quite identical to the reactions of the participants in this study: If they are asked the reason for their lack of interest in reading, researching and thinking, they may respond as "Why should we?" by adding that as they do not have any defect, others should learn from them instead.

Moreover, if educators come from single-cultured backgrounds and convey similar ethnocentric ideas to classes, it becomes inevitable for learners to pose chauvinistic attitudes toward foreign cultures. Highlighting the necessity of a multicultural teacher training program, Quezada and Alfaro (2007) describe how such a training program should be: "Freire (1997) promotes the notion that biliteracy/multiliteracy teacher-preparation programs should provide situational learning experiences and dialogical interactions. These experiences should expose and allow teacher candidates to view their world through multiple realities and cross-cultural lenses" (p. 130). Hence, teachers who are educated in a multicultural learning environment or who are at least trained to tolerate cultural differences can present a less isolationist worldview to learners. In addition, curricula should be designed in harmony with multicultural teacher training programs so that teacher candidates will not suffer a mismatch between theory and practice in the future.

For the fifth research question, the motivational intensity of the learners can be described as slightly above average (M = 21.36, SD = 5.48) when quantitatively analyzed. However, qualitative data reveal the actual situation of the learners. In the item *"Do you do anything to improve your English?"* over one half of the participants wrote nothing signifying genuine effort to improve their English. It is also worth mentioning that even though the learners are aware of the importance of learning English and have positive attitudes, they do not take any action. Admitting their lack of effort, some participants touched upon the need for private institutions and tutorials, which again raises questions about the quality of foreign language education at public schools. The participants who wrote their personal learning activities how often apply these activities and to what extent they serve language learning purposes should be further explored.

5.3   Pedagogical implications

The first and the foremost implication that educators and curriculum designers may deduce from this study can be about Anatolian high school students' lower attitudinal and motivational states. Why the quantity of instruction does not lead to a higher quality should be contemplated. Anatolian high school students at 9th grade have 10 hours of weekly instruction while their peers at high schools are exposed to English for 3 hours per week, but the findings indicate that this 7-hour advantage is counterproductive for Anatolian high schools. Moreover, according to the recent changes in the legal regulations, the weekly hours of instruction at Anatolian high schools was reduced from 24 hours to 10 hours. It is assumed that whether this reduction is pedagogically justifiable has not been discussed at length.

Learner attitudes toward language learning are above average and most of the participants believe in the importance of learning English, but it comes down to the fact that mere positive attitudes and awareness do not bring motivational intensity of learning. Therefore, learners should be well-prepared to take over the responsibility of their own learning process. Correspondingly, it is the duty of the teacher to strategically train students "to learn how to learn" since most of the participants were found to assume that their existence in the classroom is adequate for language learning and outside the classroom environment they are unsure of what to do. In addition, learners should be informed about the lifelong process of language learning.

Learners' lack of trust in the quality of the English language teaching at public schools can only be overcome through the cooperation of curriculum designers and teachers. Curriculum should address learners' real-life and vocational needs and teaching methodology should boost the energy and the participation of learners. Foreign language instruction can focus on the acquisition of certain competencies like writing curriculum vitas, sending e-

mails, understanding instructions of mechanical devices, which have practical and utilitarian values for learners.

The participants' ethnocentric attitudes could be considered substandard if they were expressed in negligible figures. Nonetheless, over one half of the population who presented their opinions in written form pronounced their opposition to learning a foreign culture in too harsh a manner to disregard. Therefore, the fear of imposing a foreign culture through foreign language courses, which is voiced by some educators (Özdemir, 2006), should be replaced with the idea that learning a foreign language and its embedded culture enriches learners' world knowledge and facilitates integration to the global culture (Köse, 2005). In addition, foreign language instruction should be furnished with intercultural learning activities which encourage learners "to become aware of others and their cultures and to learn that the spectrum of possible ideas, opinions, lifestyles and tastes is wider than they thought" (Gill and Čaňková, 2002, p. 2). Usage of authentic materials like newspapers, movies, advertisements can also raise learners' awareness of cultural differences.

Educators should be good models for students with their multicultural approaches. Language teachers, in particular, can use their content area as a means of communicating with different people and different cultures. Tolerating and welcoming differences, which can save learners both from self-centeredness and ethnocentrism, can be taught only beyond current political affairs and hostilities. The simplest way of managing this may be through increasing the number of the learners like "Respondent 266" who wrote that *They are humans just like us, but our cultures are different. They have a lot to learn from us and we have a lot to learn from them."*

The gender gap in foreign language learning can be narrowed through gender-related solutions. Costello (2008) and Murphy and Ivinson (2004) suggest offering boy-friendly reading materials to male learners like horror, adventure, crime stories. Costello (2008) also recommends projects that appeal to male

learners' kinesthetic learning style such as acting, drawing, map-making, storytelling and writing.

5.4   Suggestions for further research

The setting of this study is limited to the three vocational high schools in Bozüyük, Bilecik; therefore, a study conducted at various vocational high schools in different towns and regions of Turkey can provide more dependable information about vocational high students.

An experimental and longitudinal study on the effect of a cultural instruction respecting differences can shed light on whether learner ethnocentrism can be solved at schools or whether it is deep-rooted in societal value judgments.

Furthermore, to what extent socioeconomic and sociocultural conditions meaningfully influence language learners' attitudes and motivational intensity should be handled thoroughly.

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APPENDIX A

THE DOCUMENT OF FORMAL CONSENT

T.C.
BOZÜYÜK KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : B.08.04.M.E.M.4.11.01.02-500/ 2316

Konu : Anket Formu
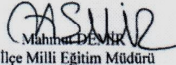
KAYMAKAMLIK MAKAMINA
BOZÜYÜK

İlgi : Bozüyük Anadolu Seramik Meslek Lisesi Müdürlüğünün 22/04/2008 tarih ve 500/321 sayılı yazısı.

İlçemiz Anadolu Seramik Meslek Lisesi İngilizce Öğretmeni Sevgi GÖKÇE' nin Yüksek Lisans Tezini hazırlaması için ilgi yazı ekinde belirtilen anket formunu İlçemiz Anadolu Seramik Meslek Lisesi, Anadolu İmam Hatip Lisesi ve Anadolu Ticaret Meslek Liselerinde uygulamayı talep etmektedirler.

Yazımız ekinde sunulan anket formlarının belirtilen okullarımızda uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde Olurlarınıza arz ederim.

Mahmut DEMİR
İlçe Milli Eğitim Müdürü

Eki : Form (4 Adet)

OLUR
28/04/2007

Mehmet Ali ÖZYİĞİT
Kaymakam

Bozüyük İlçe Milli Eğitim Müdürlüğü
Hükümet Konağı - BOZÜYÜK
Telefon: (0 228) 314 00 59 | Faks: (0 228) 314 10 33
bozuyuk11@meb.gov.tr | http://bozuyuk.meb.gov.tr

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APPENDIX B

FIRST DRAFT OF THE QUESTIONNAIRE

ENGLISH VERSION

ATTITUDES AND MOTIVATION OF FOREIGN LANGUAGE LEARNERS AT VOCATIONAL HIGH SCHOOLS

Dear student,

This questionnaire was designed for an academic study of the Department of Foreign Language Education at METU. Our study aims to put forward language learners' feelings and thoughts about English language, culture and English lessons.

Your name, personal information and responses are going to be kept CONFIDENTIAL and not going to be revealed to your teachers, parents and school management. Your responses are DEFINITELY not going to influence your grades. Therefore, you are expected to answer the questions HONESTLY. Your responses may contribute to the future quality of your English lessons.

Before answering the questions, please write your name and put signature.
Thank you for your participation.

Sevgi GÖKÇE
Bozüyük Anatolian Vocational High School of Ceramics
English Teacher
Phone: (0228) 314 00 45
e-mail: sevgokce@yahoo.com

Participant's
Name & Surname:

This is to certify that I participate in this study voluntarily and know that the information I have provided is going to be used for academic research purposes.
Signature:

A) Personal Information

1. **Age:** …………. **2. Gender:** F   M

3. **School name:** ……………………………………………………………………

4. **Department:** …………………………………………………………………

5. **Place of birth:** …………………………………………………………………

6. **The place you are living is:**

   a. owned by your family   b. rented   c. dormitory   d. other: …………………………

7. **Your father:** a. alive   b. dead

8. **What is your father's educational level?**

   a. no education   b. primary school   c. secondary school

              d. vocational school of higher education   e. university

9. **Does your father work?** YES   NO

   If so, what is your father's occupation? …………………………………………

10. **Does your father speak a foreign language?** YES   NO

    If so, which language(s)? …………………………………………………………

11. **Your mother:** a. alive   b. dead

12. **What is your mother's educational level?**

    a. no education   b. primary school   c. secondary school

              d. vocational school of higher education   e. university

13. **Does your mother work?** YES   NO

    If so, what is your mother's occupation? …………………………………………

14. **Does your mother speak a foreign language?** YES   NO

    If so, which language(s)? …………………………………………………………

15. **Your parents:**   a. live together   b. are divorced   c. are separate because of death

16. **How many brothers or sisters do you have?** ……………………………………

17. **How much is the monthly income of your family?**

a. 0-250 YTL   b. 250-500 YTL   c. 500-750 YTL   d. 750-1000 YTL   e. Over 1000 YTL

18. **How long ago did you start studying English?** ……………………………..………

19. **At what level did you start receiving formal instruction in learning English?**

a. Kindergarten b. Primary school (1st level: 1-5)

c. Primary school (2nd level: 6-8) d. High school

Next page please. →

20. How important is it for you to learn English?

a. Very important   b. Important   c. Not so important

21. Why is learning English important or unimportant for you? Explain.

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22. Do you do anything to improve your English? Explain.

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…………………………………………………………………………………………

23. Is learning about British/American culture important for you? Explain.

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…………………………………………………………………………………………
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…………………………………………………………………………………………
…………………………………………………………………………………………

B) What do you think about learning English as a foreign language and British/American culture?

(IMPORTANT: Please choose the option that is most appropriate for you from the alternatives: strongly agree, agree, no idea, disagree, strongly disagree)

	Strongly agree	Agree	No idea	Disagree	Strongly disagree
1. I really enjoy learning English.	○	○	○	○	○
2. I would like to know more about British and American people's lives.	○	○	○	○	○
3. I want to meet and converse with English speaking people.	○	○	○	○	○
4. I plan to learn as much English as possible.	○	○	○	○	○
5. I love learning English.	○	○	○	○	○
6. I think English has become a world language rather than that of a nation.	○	○	○	○	○
7. Visiting English spoken countries can be an exciting experience.	○	○	○	○	○
8. I like British and American movies, TV programs and music.	○	○	○	○	○
9. English is an important part of the school program.	○	○	○	○	○
10. If I were the Minister of National Education of Turkey, I would increase the hours allocated to English lessons.	○	○	○	○	○
11. English spoken countries do not attract my interest.	○	○	○	○	○
12. I do not want to converse with English speaking people.	○	○	○	○	○
13. I hate learning English.	○	○	○	○	○
14. English is not a world language; it is the language of the British and American only.	○	○	○	○	○
15. When I leave school, I shall give up the study of English entirely because I am not interested in it.	○	○	○	○	○
16. If I were the Minister of National Education of Turkey, I would reduce the hours allocated to English lessons.	○	○	○	○	○
17. I do not want to get informed about British and American people's lives.	○	○	○	○	○
18. I would rather spend my time on subjects rather than English.	○	○	○	○	○
19. Learning English is a waste of time.	○	○	○	○	○
20. I am not interested in British and American movies, TV programs and music.	○	○	○	○	○

C) Circle the most appropriate option for you.

1. I actively think about what I have learned in my English class:
   a) very frequently   b) sometimes   c) hardly ever

2. If English were not taught in school I would:
   a) pick up English in everyday situations (i.e., read English books and newspapers, try to speak it whenever possible, etc.)
   b) not bother learning English at all.
   c) try to obtain lessons in English somewhere else.

3. When I have a problem understanding something we are learning in English class, I:
   a) immediately ask the teacher for help.
   b) only seek help just before the exam.
   c) just forget about it.

4. When it comes to English homework, I:
   a) put some effort into it, but not as much as I could.
   b) work very carefully, making sure I understand everything.
   c) just skim over it.

5. Considering how I study English, I can honestly say that I:
   a) do just enough work to get along.
   b) will pass on the basis of sheer luck or intelligence because I do very little work.
   c) really try to learn English.

6. If my teacher wanted someone to do an extra English assignment, I would:
   a) definitely not volunteer.   b) definitely volunteer.
   c) only do it if the teacher asked me directly.

7. After I get my English assignments back, I:
   a) always rewrite them, correcting my mistakes.
   b) just throw them in my desk and forget them.
   c) look them over, but don't bother correcting mistakes.

8. When I am in English class, I:
   a) volunteer answers as much as possible.
   b) answer only the easier questions.
   c) never say anything.

9. If there were a local English TV station, I would:
   a) never watch it.   b) turn it on occasionally.   c) try to watch it often.

10. When I hear an English song on the radio, I:
   a) listen to the music, paying attention only to the easy words.
   b) listen carefully and try to understand all the words.
   c) change the station.

FIRST DRAFT OF THE QUESTIONNAIRE

TURKISH VERSION

MESLEK LİSELERİNDE YABANCI DİL ÖĞRENEN ÖĞRENCİLERİN TUTUM VE MOTİVASYONLARI

Değerli öğrenci,

Bu anket, Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümünün bilimsel bir araştırması için hazırlanmıştır. Araştırmamız, meslek liselerinde okuyan öğrencilerin İngiliz dili, kültürü ve İngilizce derslerine yönelik duygu ve düşüncelerini ortaya koymayı amaçlamaktadır.

Adınız, kişisel bilgileriniz ve vereceğiniz yanıtlar GİZLİ tutulacak; öğretmenlerinize, velilerinize ve okul yönetimine bildirilmeyecektir. Yanıtlarınız, notlarınızı KESİNLİKLE etkilemeyecektir. Dolayısıyla sizden beklenen, sorulara DÜRÜSTÇE yanıt vermenizdir. Vereceğiniz yanıtlar, gelecekteki İngilizce derslerinizin kalitesine katkı sağlayabilir.

Soruları yanıtlamadan önce lütfen adınızı ve soyadınızı yazıp imzalayınız.
Katılımınız için teşekkür ederim.

Sevgi GÖKÇE
Bozüyük Anadolu Seramik Meslek Lisesi
İngilizce Öğretmeni
Telefon: (0228) 314 00 45
e-posta: sevgokce@yahoo.com

Katılımcının
Adı - Soyadı:

Bu ankete tamamen kendi isteğimle katılıyorum ve vereceğim bilgilerin bilimsel bir çalışmada kullanılacağını biliyorum.

İmza:

A) Kişisel Bilgiler

1. Yaşınız: …………. **2. Cinsiyetiniz:** E   K

3. Okulunuzun adı: …………………………………………………...........

4. Bölümünüz: ………………………………………………………………

5. Doğum yeriniz: …………………………………………………………

6. Şu an yaşadığınız yer: a. kendi eviniz   b. kira   c. yurt   d. diğer: …………………

7. Babanız: a. sağ   b. hayatta değil

8. Babanızın eğitim durumu:

    a. hiç okula gitmemiş   b. ilköğretim   c. lise   d. yüksekokul   e. üniversite

9. Babanız çalışıyor mu? EVET   HAYIR

    Çalışıyorsa ne iş yapıyor? ……………………………………………………

10. Babanız yabancı dil biliyor mu? EVET   HAYIR

    Biliyorsa hangi dil veya diller? ……………………………………………………

11. Anneniz: a. sağ   b. hayatta değil

12. Annenizin eğitim durumu:

    a. hiç okula gitmemiş   b. ilköğretim   c. lise   d. yüksekokul   e. üniversite

13. Anneniz çalışıyor mu? EVET   HAYIR

    Çalışıyorsa ne iş yapıyor? ……………………………………………………

14. Anneniz yabancı dil biliyor mu? EVET   HAYIR

    Biliyorsa hangi dil veya diller? ……………………………………………………

15. Anne babanız: a. birlikte yaşıyorlar   b. boşandılar   c. ölüm sebebiyle ayrılar

16. Kaç kardeşiniz var? ……………

17. Ailenizin aylık geliri nedir?

a. 0-250 YTL   b. 250-500 YTL   c. 500-750 YTL   d. 750-1000 YTL   e. 1000 YTL üzeri

18. Ne kadar zamandır İngilizce öğreniyorsunuz? ……………………………………

19. Hangi okul düzeyinde İngilizce öğrenmeye başladınız?

a. Anaokulu b. İlköğretim (1. kademe: 1–5. sınıf)

c. İlköğretim (2. kademe: 6–8. sınıf) d. Lise

20. İngilizce öğrenmek sizin için ne kadar önemlidir?

a. Çok önemlidir.   b. Önemlidir.   c. Çok da önemli değildir.

21. İngilizce öğrenmek sizin için neden önemli veya önemsizdir? Açıklayınız.

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…………………………………………………………………………………………………

22. İngilizcenizi geliştirmek için bir şey yapıyor musunuz? Açıklayınız.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
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23. İngiliz veya Amerikan kültürünü öğrenmek sizin için önemli midir? Açıklayınız.

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…………………………………………………………………………………………………
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…………………………………………………………………………………………………

B) İngilizce öğrenmek ve İngiliz/Amerikan kültürü hakkında ne düşünüyorsunuz?
(ÖNEMLİ: Lütfen "kesinlikle katılıyorum", "katılıyorum", "fikrim yok", "katılmıyorum" ve "kesinlikle katılmıyorum" seçenekleri içinde size en uygun olan birini işaretleyiniz.)

	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. İngilizce öğrenmekten çok zevk alıyorum.	○	○	○	○	○
2. İngilizler ve Amerikalıların yaşamları hakkında daha fazla bilgi sahibi olmak isterdim.	○	○	○	○	○
3. İngilizce konuşan insanlarla tanışmak ve konuşmak isterdim.	○	○	○	○	○
4. Mümkün olduğunca daha çok İngilizce öğrenmeyi planlıyorum.	○	○	○	○	○
5. İngilizce öğrenmeyi seviyorum.	○	○	○	○	○
6. Bence İngilizce, bir ulusun dilinden çok, dünya dili olmuştur.	○	○	○	○	○
7. İngilizce konuşulan ülkeleri gezmek heyecan verici bir deneyim olabilir.	○	○	○	○	○
8. İngiliz ve Amerikan filmleri, TV programlarını ve müzik parçalarını seviyorum.	○	○	○	○	○
9. İngilizce ders programımızın önemli bir parçasıdır.	○	○	○	○	○
10. Ben Türkiye'nin Milli Eğitim Bakanı olsaydım, İngilizce derslerine ayrılan saatleri daha da artırırdım.	○	○	○	○	○
11. İngilizce konuşulan ülkeler ilgimi çekmez.	○	○	○	○	○
12. İngilizce konuşan insanlarla konuşmak istemem.	○	○	○	○	○
13. İngilizce öğrenmekten nefret ediyorum.	○	○	○	○	○
14. İngilizce bir dünya dili değildir; yalnızca İngiliz ve Amerikalıların dilidir.	○	○	○	○	○
15. Okuldan mezun olduğumda İngilizce çalışmayı tamamen bırakacağım; çünkü hiç ilgimi çekmiyor.	○	○	○	○	○
16. Ben Türkiye'nin Milli Eğitim Bakanı olsaydım, İngilizce derslerine ayrılan saatleri daha da azaltırdım.	○	○	○	○	○
17. İngilizler ve Amerikalıların yaşamları hakkında bilgi edinmek istemiyorum.	○	○	○	○	○
18. İngilizce yerine başka derslere çalışmayı tercih ederim.	○	○	○	○	○
19. İngilizce öğrenmek zaman kaybıdır.	○	○	○	○	○
20. İngiliz ve Amerikan filmleri, TV programları ve müziği ilgimi çekmiyor.	○	○	○	○	○

Lütfen bir sonraki sayfaya geçiniz. →

C) Sorularda verilen seçeneklerden size en uygun olan birini işaretleyiniz.

1. **İngilizce dersinde öğrendiklerim üzerine kafa yorarım:**
   a) Çok sık b) Bazen c) Nadiren

2. **İngilizce okulda öğretilmeseydi, ben**
   a) günlük hayatımda İngilizce bir şeyler öğrenmeye çalışırdım. (Örneğin: İngilizce kitap ve gazete okumak, fırsat buldukça İngilizce konuşmak v.b.)
   b) İngilizce öğrenmeye hiç zahmet etmezdim.
   c) bir yerden İngilizce ders almaya gayret ederdim.

3. **İngilizce dersinde yeni öğrendiğimiz bir şeyi anlamadığımda**
   a) hemen öğretmenimden yardım isterim.
   b) yalnızca sınav öncesinde yardım alırım.
   c) boş veririm.

4. **İngilizce ödev söz konusu olduğunda**
   a) biraz çabalarım; ama çok da uğraşmam.
   b) her şeyi doğru anladığımdan emin olarak dikkatlice çalışırım.
   c) şöyle bir göz atarım.

5. **İngilizceye çalışmam hakkında açık konuşmam gerekirse,**
   a) sadece idare edecek kadar çalışıyorum.
   b) tamamen şans veya zekâmla dersi geçiyorum; çünkü çok az çalışıyorum.
   c) gerçekten İngilizce öğrenmeye çabalıyorum.

6. **Öğretmenim fazladan bir İngilizce ödevi için gönüllü birini arasaydı**
   a) kesinlikle yapmak istemezdim.
   b) kesinlikle yapmak isterdim.
   c) yalnızca öğretmenim bana direkt söylerse yapardım.

7. **İngilizce ödevimi öğretmenim kontrol ettikten sonra**
   a) daima hatalarımı düzelterek tekrar yazarım.
   b) sırama koyar ve unutur giderim.
   c) bir göz gezdiririm; ama hatalarımı düzeltmeye uğraşmam.

8. **İngilizce derslerinde**
   a) olabildiğince çok yanıt veririm. b) sadece kolay soruları yanıtlarım.
   c) hiçbir şey söylemem.

9. **Yerel bir İngiliz TV kanalı olsaydı:**
   a) asla izlemezdim. b) ara sıra bakardım. c) sık sık izlemeye çalışırdım.

10. **Radyoda İngilizce bir şarkı duyarsam**
   a) sadece basit kelimelere dikkat ederek dinlerim.
   b) dikkatle dinlerim ve tüm kelimeleri anlamaya çalışırım.
   c) başka radyo frekansını açarım.

PILOT STUDY

OVERALL RELIABILITY ANALYSIS OF THE ATTITUDE QUESTIONNAIRE

```
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)

                                                N of
Statistics for      Mean   Variance   Std Dev  Variables
     SCALE       76,9552  166,3739   12,8986       20


Item-total Statistics

               Scale        Scale     Corrected
               Mean        Variance    Item-          Alpha
               if Item     if Item     Total         if Item
               Deleted     Deleted   Correlation     Deleted

ITEM1          72,7836    152,1107      ,5840          ,8825
ITEM2          73,4478    154,6852      ,3709          ,8881
ITEM3          72,5970    155,2349      ,4438          ,8859
ITEM4          73,0746    151,5433      ,5791          ,8824
ITEM5          72,8731    149,6906      ,5808          ,8819
ITEM6          73,0149    162,9772      ,0874          ,8954
ITEM7          72,8582    149,6564      ,5511          ,8827
ITEM8          73,2985    151,3689      ,4418          ,8863
ITEM9          73,0448    151,8777      ,4569          ,8856
ITEM10         73,5821    149,9443      ,5338          ,8832
ITEM11         73,4552    148,8363      ,5068          ,8842
ITEM12         72,9403    149,3648      ,5616          ,8824
ITEM13         72,7239    149,1487      ,5818          ,8818
ITEM14         73,2090    152,8733      ,4040          ,8874
ITEM15         73,0075    149,9473      ,5535          ,8827
ITEM16         73,1866    147,3860      ,6370          ,8801
ITEM17         73,6716    145,6357      ,5793          ,8817
ITEM18         73,4403    146,0077      ,6302          ,8800
ITEM19         72,7090    152,4335      ,5290          ,8836
ITEM20         73,2313    149,8183      ,5063          ,8841


Reliability Coefficients

N of Cases =    134,0                    N of Items = 20

Alpha =     ,8893
```

APPENDIX E

PILOT STUDY

SUBSCALE RELIABILITY ANALYSIS OF THE QUESTIONNAIRE ABOUT

ATTITUDES TOWARD LEARNING ENGLISH

```
 R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)


                                            N of
Statistics for      Mean   Variance   Std Dev  Variables
     SCALE        39,1269   54,3071    7,3693       10


Item-total Statistics

              Scale        Scale     Corrected
              Mean        Variance     Item-              Alpha
             if Item      if Item      Total            if Item
             Deleted      Deleted   Correlation         Deleted

ITEM1        34,9552      45,6972       ,6159            ,8501
ITEM4        35,2463      45,4652       ,6012            ,8508
ITEM5        35,0448      43,9378       ,6352            ,8474
ITEM9        35,2164      45,1032       ,5007            ,8588
ITEM13       34,8955      44,6958       ,5559            ,8539
ITEM15       35,1791      44,8248       ,5491            ,8545
ITEM18       35,6119      42,9159       ,6085            ,8497
ITEM19       34,8806      46,3766       ,5141            ,8570
ITEM10       35,7537      44,3825       ,5584            ,8538
ITEM16       35,3582      43,0888       ,6604            ,8450



Reliability Coefficients

N of Cases =    134,0                  N of Items = 10

Alpha =     ,8650
```

APPENDIX F

PILOT STUDY

SUBSCALE RELIABILITY ANALYSIS OF THE QUESTIONNAIRE ABOUT

ATTITUDES TOWARD THE ANGLO-SAXON CULTURE

```
 R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)


                                            N of
Statistics for      Mean   Variance   Std Dev  Variables
     SCALE        37,8284   45,0004    6,7082      10


Item-total Statistics

             Scale        Scale      Corrected
             Mean        Variance      Item-          Alpha
            if Item      if Item       Total         if Item
            Deleted      Deleted     Correlation     Deleted

ITEM2       34,3209      38,7308       ,3555          ,7618
ITEM3       33,4701      38,7472       ,4660          ,7500
ITEM6       33,8881      43,0024       ,0674          ,7928
ITEM7       33,7313      36,3784       ,5306          ,7393
ITEM8       34,1716      35,7823       ,5182          ,7401
ITEM11      34,3284      35,9816       ,4781          ,7458
ITEM12      33,8134      36,1980       ,5446          ,7374
ITEM14      34,0821      38,4669       ,3396          ,7645
ITEM17      34,5448      34,7762       ,5264          ,7384
ITEM20      34,1045      35,7183       ,5366          ,7376



Reliability Coefficients

N of Cases =    134,0                 N of Items = 10

Alpha =     ,7709
```

APPENDIX G

PILOT STUDY

OVERALL RELIABILITY ANALYSIS OF THE MOTIVATIONAL INTENSITY

QUESTIONNAIRE

```
 R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)

                                                  N of
Statistics for       Mean   Variance   Std Dev  Variables
     SCALE         23,1194   15,2638    3,9069      10


Item-total Statistics

                Scale        Scale      Corrected
                Mean        Variance      Item-              Alpha
                if Item     if Item       Total             if Item
                Deleted     Deleted    Correlation          Deleted

ITEM1          21,1119      13,3784       ,4324              ,7651
ITEM2          21,0149      12,6013       ,3447              ,7789
ITEM3          20,5448      12,2348       ,5322              ,7507
ITEM4          20,7836      12,9829       ,3693              ,7717
ITEM5          20,8881      12,2956       ,4618              ,7602
ITEM6          20,7910      12,9786       ,4474              ,7622
ITEM7          20,5672      12,4278       ,4971              ,7554
ITEM8          20,4627      13,2279       ,3938              ,7682
ITEM9          21,0299      12,8713       ,4927              ,7575
ITEM10         20,8806      11,6548       ,5565              ,7463


Reliability Coefficients

N of Cases =    134,0                    N of Items = 10

Alpha =      ,7804
```

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ENGLISH VERSION OF THE QUESTIONNAIRE

ATTITUDES AND MOTIVATION OF FOREIGN LANGUAGE LEARNERS AT VOCATIONAL HIGH SCHOOLS

Dear student,

This questionnaire was designed for an academic study of the Department of Foreign Language Education at METU. Our study aims to put forward language learners' feelings and thoughts about English language, culture and English lessons.

Your name, personal information and responses are going to be kept CONFIDENTIAL and not going to be revealed to your teachers, parents and school management. Your responses are DEFINITELY not going to influence your grades. Therefore, you are expected to answer the questions HONESTLY. Your responses may contribute to the future quality of your English lessons.

Before answering the questions, please write your name and put signature.
Thank you for your participation.

Sevgi GÖKÇE
Bozüyük Anatolian Vocational High School of Ceramics
English Teacher
Phone: (0228) 314 00 45
e-mail: sevgokce@yahoo.com

**Participant's
Name & Surname:**

This is to certify that I participate in this study voluntarily and know that the information I have provided is going to be used for academic research purposes.

Signature:

A) Personal Information

1. **Age:** ………….   **2. Gender:** F   M

3. **School name:** ……………………………………………………………………………

4. **Department:** …………………………………………………………………………

5. **Place of birth:** …………………………………………………………………………

6. **The place you are living is:**

   a. owned by your family   b. rented   c. dormitory   d. other: …………………………

7. **Your father:** a. alive   b. dead

8. **What is your father's educational level?**

   a. no education   b. primary school   c. secondary school

          d. vocational school of higher education   e. university

9. **Does your father work?** YES   NO

   If so, what is your father's occupation? …………………………………………

10. **Does your father speak a foreign language?** YES   NO

    If so, which language(s)? …………………………………………………………

11. **Your mother:** a. alive   b. dead

12. **What is your mother's educational level?**

    a. no education   b. primary school   c. secondary school

           d. vocational school of higher education   e. university

13. **Does your mother work?** YES   NO

    If so, what is your mother's occupation? …………………………………………

14. **Does your mother speak a foreign language?** YES   NO

    If so, which language(s)? …………………………………………………………

15. **Your parents:**   a. live together   b. are divorced   c. are separate because of death

16. **How many brothers or sisters do you have?** ………………………………………

17. **How much is the monthly income of your family?**

a. 0-250 YTL   b. 250-500 YTL   c. 500-750 YTL   d. 750-1000 YTL   e. Over 1000 YTL

18. **How long ago did you start studying English?** ……………………………..………

19. **At what level did you start receiving formal instruction in learning English?**

a. Kindergarten b. Primary school (1st level: 1-5)

c. Primary school (2nd level: 6-8) d. High school

Next page please. →

20. How important is it for you to learn English?

   a. Very important   b. Important   c. Not so important

21. Why is learning English important or unimportant for you? Explain.

……………………………………………………………………………………………

……………………………………………………………………………………………

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……………………………………………………………………………………………

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……………………………………………………………………………………………

22. Do you do anything to improve your English? Explain.

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23. Is learning about British/American culture important for you? Explain.

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B) What do you think about learning English as a foreign language and British/American culture?
(IMPORTANT: Please choose the option that is most appropriate for you from the alternatives: strongly agree, agree, no idea, disagree, strongly disagree)

	Strongly agree	Agree	No idea	Disagree	Strongly disagree
1. I really enjoy learning English.	○	○	○	○	○
2. I want to meet English speaking people.	○	○	○	○	○
3. I plan to learn as much English as possible.	○	○	○	○	○
4. I love learning English.	○	○	○	○	○
5. Visiting English spoken countries can be an exciting experience.	○	○	○	○	○
6. I like British and American movies, TV programs and music.	○	○	○	○	○
7. English is an important part of the school program.	○	○	○	○	○
8. If I were the Minister of National Education of Turkey, I would increase the hours allocated to English lessons.	○	○	○	○	○
9. I do not want to visit English spoken countries.	○	○	○	○	○
10. I do not want to meet English speaking people.	○	○	○	○	○
11. I hate learning English.	○	○	○	○	○
12. When I leave school, I shall give up the study of English entirely because I am not interested in it.	○	○	○	○	○
13. If I were the Minister of National Education of Turkey, I would reduce the hours allocated to English lessons.	○	○	○	○	○
14. I do not want to get informed about British and American people's lives.	○	○	○	○	○
15. I would rather spend my time on subjects rather than English.	○	○	○	○	○
16. Learning English is a waste of time.	○	○	○	○	○
17. I am not interested in British and American movies, TV programs and music.	○	○	○	○	○

C) Circle the most appropriate option for you.

1. I actively think about what I have learned in my English class:
   a) very frequently   b) sometimes   c) hardly ever

2. If English were not taught in school I would:
   a) pick up English in everyday situations (i.e., read English books and newspapers, try to speak it whenever possible, etc.)
   b) not bother learning English at all.
   c) try to obtain lessons in English somewhere else.

3. When I have a problem understanding something we are learning in English class, I:
   a) immediately ask the teacher for help.
   b) only seek help just before the exam.
   c) just forget about it.

4. When it comes to English homework, I:
   a) put some effort into it, but not as much as I could.
   b) work very carefully, making sure I understand everything.
   c) just skim over it.

5. Considering how I study English, I can honestly say that I:
   a) do just enough work to get along.
   b) will pass on the basis of sheer luck or intelligence because I do very little work.
   c) really try to learn English.

6. If my teacher wanted someone to do an extra English assignment, I would:
   a) definitely not volunteer.   b) definitely volunteer.
   c) only do it if the teacher asked me directly.

7. After I get my English assignments back, I:
   a) always rewrite them, correcting my mistakes.
   b) just throw them in my desk and forget them.
   c) look them over, but don't bother correcting mistakes.

8. When I am in English class, I:
   a) volunteer answers as much as possible.
   b) answer only the easier questions.
   c) never say anything.

9. If there were a local English TV station, I would:
   a) never watch it.   b) turn it on occasionally.   c) try to watch it often.

10. When I hear an English song on the radio, I:
   a) listen to the music, paying attention only to the easy words.
   b) listen carefully and try to understand all the words.
   c) change the station.

TURKISH VERSION OF THE QUESTIONNAIRE

MESLEK LİSELERİNDE YABANCI DİL ÖĞRENEN ÖĞRENCİLERİN TUTUM VE MOTİVASYONLARI

Değerli öğrenci,

Bu anket, Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümünün bilimsel bir araştırması için hazırlanmıştır. Araştırmamız, meslek liselerinde okuyan öğrencilerin İngiliz dili, kültürü ve İngilizce derslerine yönelik duygu ve düşüncelerini ortaya koymayı amaçlamaktadır.

Adınız, kişisel bilgileriniz ve vereceğiniz yanıtlar GİZLİ tutulacak; öğretmenlerinize, velilerinize ve okul yönetimine bildirilmeyecektir. Yanıtlarınız, notlarınızı KESİNLİKLE etkilemeyecektir. Dolayısıyla sizden beklenen, sorulara DÜRÜSTÇE yanıt vermenizdir. Vereceğiniz yanıtlar, gelecekteki İngilizce derslerinizin kalitesine katkı sağlayabilir.

Soruları yanıtlamadan önce lütfen adınızı ve soyadınızı yazıp imzalayınız.
Katılımınız için teşekkür ederim.

Sevgi GÖKÇE
Bozüyük Anadolu Seramik Meslek Lisesi
İngilizce Öğretmeni
Telefon: (0228) 314 00 45
e-posta: sevgokce@yahoo.com

Katılımcının
Adı - Soyadı:

Bu ankete tamamen kendi isteğimle katılıyorum ve vereceğim bilgilerin bilimsel bir çalışmada kullanılacağını biliyorum.

İmza:

A) Kişisel Bilgiler

1. Yaşınız: ………….   **2. Cinsiyetiniz:** E   K

3. Okulunuzun adı: …………………………………………………...........

4. Bölümünüz: ……………………………………………………………

5. Doğum yeriniz: ……………………………………………………………

6. Şu an yaşadığınız yer: a. kendi eviniz   b. kira   c. yurt   d. diğer: …………………

7. Babanız: a. sağ   b. hayatta değil

8. Babanızın eğitim durumu:

   a. hiç okula gitmemiş   b. ilköğretim   c. lise   d. yüksekokul   e. üniversite

9. Babanız çalışıyor mu?   EVET   HAYIR

   Çalışıyorsa ne iş yapıyor? ……………………………………………………

10. Babanız yabancı dil biliyor mu?   EVET   HAYIR

   Biliyorsa hangi dil veya diller? ……………………………………………………

11. Anneniz: a. sağ   b. hayatta değil

12. Annenizin eğitim durumu:

   a. hiç okula gitmemiş   b. ilköğretim   c. lise   d. yüksekokul   e. üniversite

13. Anneniz çalışıyor mu?   EVET   HAYIR

   Çalışıyorsa ne iş yapıyor? ……………………………………………………

14. Anneniz yabancı dil biliyor mu?   EVET   HAYIR

   Biliyorsa hangi dil veya diller? ……………………………………………………

15. Anne babanız: a. birlikte yaşıyorlar   b. boşandılar   c. ölüm sebebiyle ayrılar

16. Kaç kardeşiniz var? ……………

17. Ailenizin aylık geliri nedir?

a. 0-250 YTL   b. 250-500 YTL   c. 500-750 YTL   d. 750-1000 YTL   e. 1000 YTL üzeri

18. Ne kadar zamandır İngilizce öğreniyorsunuz? …………………………………

19. Hangi okul düzeyinde İngilizce öğrenmeye başladınız?

a. Anaokulu b. İlköğretim (1. kademe: 1–5. sınıf)

c. İlköğretim (2. kademe: 6–8. sınıf) d. Lise

20. İngilizce öğrenmek sizin için ne kadar önemlidir?

a. Çok önemlidir.   b. Önemlidir.   c. Çok da önemli değildir.

Lütfen bir sonraki sayfaya geçiniz. →

21. İngilizce öğrenmek sizin için neden önemli veya önemsizdir? Açıklayınız.

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22. İngilizcenizi geliştirmek için bir şey yapıyor musunuz? Açıklayınız.

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23. İngiliz veya Amerikan kültürünü öğrenmek sizin için önemli midir? Açıklayınız.

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B) İngilizce öğrenmek ve İngiliz/Amerikan kültürü hakkında ne düşünüyorsunuz?
(ÖNEMLİ: Lütfen "kesinlikle katılıyorum", "katılıyorum", "fikrim yok", "katılmıyorum" ve "kesinlikle katılmıyorum" seçenekleri içinde size en uygun olan birini işaretleyiniz.)

	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. İngilizce öğrenmekten çok zevk alıyorum.	○	○	○	○	○
2. İngilizce konuşan insanlarla tanışmak isterdim.	○	○	○	○	○
3. Mümkün olduğunca daha çok İngilizce öğrenmeyi planlıyorum.	○	○	○	○	○
4. İngilizce öğrenmeyi seviyorum.	○	○	○	○	○
5. İngilizce konuşulan ülkeleri gezmek heyecan verici bir deneyim olabilir.	○	○	○	○	○
6. İngiliz ve Amerikan filmleri, TV programlarını ve müzik parçalarını seviyorum.	○	○	○	○	○
7. İngilizce ders programımızın önemli bir parçasıdır.	○	○	○	○	○
8. Ben Türkiye'nin Milli Eğitim Bakanı olsaydım, İngilizce derslerine ayrılan saatleri daha da artırırdım.	○	○	○	○	○
9. İngilizce konuşulan ülkeleri gezmek istemem.	○	○	○	○	○
10. İngilizce konuşan insanlarla tanışmak istemem.	○	○	○	○	○
11. İngilizce öğrenmekten nefret ediyorum.	○	○	○	○	○
12. Okuldan mezun olduğumda İngilizce çalışmayı tamamen bırakacağım; çünkü hiç ilgimi çekmiyor.	○	○	○	○	○
13. Ben Türkiye'nin Milli Eğitim Bakanı olsaydım, İngilizce derslerine ayrılan saatleri daha da azaltırdım.	○	○	○	○	○
14. İngilizler ve Amerikalıların yaşamları hakkında bilgi edinmek istemiyorum.	○	○	○	○	○
15. İngilizce yerine başka derslere çalışmayı tercih ederim.	○	○	○	○	○
16. İngilizce öğrenmek zaman kaybıdır.	○	○	○	○	○
17. İngiliz ve Amerikan filmleri, TV programları ve müziği ilgimi çekmiyor.	○	○	○	○	○

C) Sorularda verilen seçeneklerden size en uygun olan birini işaretleyiniz.

1. **İngilizce dersinde öğrendiklerim üzerine kafa yorarım:**
   a) Çok sık   b) Bazen   c) Nadiren

2. **İngilizce okulda öğretilmeseydi, ben**
   a) günlük hayatımda İngilizce bir şeyler öğrenmeye çalışırdım. (Örneğin: İngilizce kitap ve gazete okumak, fırsat buldukça İngilizce konuşmak v.b.)
   b) İngilizce öğrenmeye hiç zahmet etmezdim.
   c) bir yerden İngilizce ders almaya gayret ederdim.

3. **İngilizce dersinde yeni öğrendiğimiz bir şeyi anlamadığımda**
   a) hemen öğretmenimden yardım isterim.
   b) yalnızca sınav öncesinde yardım alırım.
   c) boş veririm.

4. **İngilizce ödev söz konusu olduğunda**
   a) biraz çabalarım; ama çok da uğraşmam.
   b) her şeyi doğru anladığımdan emin olarak dikkatlice çalışırım.
   c) şöyle bir göz atarım.

5. **İngilizceye çalışmam hakkında açık konuşmam gerekirse,**
   a) sadece idare edecek kadar çalışıyorum.
   b) tamamen şans veya zekâmla dersi geçiyorum; çünkü çok az çalışıyorum.
   c) gerçekten İngilizce öğrenmeye çabalıyorum.

6. **Öğretmenim fazladan bir İngilizce ödevi için gönüllü birini arasaydı**
   a) kesinlikle yapmak istemezdim.
   b) kesinlikle yapmak isterdim.
   c) yalnızca öğretmenim bana direkt söylerse yapardım.

7. **İngilizce ödevimi öğretmenim kontrol ettikten sonra**
   a) daima hatalarımı düzelterek tekrar yazarım.
   b) sırama koyar ve unutur giderim.
   c) bir göz gezdiririm; ama hatalarımı düzeltmeye uğraşmam.

8. **İngilizce derslerinde**
   a) olabildiğince çok yanıt veririm.   b) sadece kolay soruları yanıtlarım.
   c) hiçbir şey söylemem.

9. **Yerel bir İngiliz TV kanalı olsaydı:**
   a) asla izlemezdim.   b) ara sıra bakardım.   c) sık sık izlemeye çalışırdım.

10. **Radyoda İngilizce bir şarkı duyarsam**
    a) sadece basit kelimelere dikkat ederek dinlerim.
    b) dikkatle dinlerim ve tüm kelimeleri anlamaya çalışırım.
    c) başka radyo frekansını açarım.

APPENDIX J

OVERALL RELIABILITY ANALYSIS OF THE ATTITUDE QUESTIONNAIRE

```
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)


                                              N of
Statistics for      Mean    Variance   Std Dev  Variables
     SCALE        63,1323   186,4979   13,6564        17


Item-total Statistics

               Scale        Scale      Corrected
               Mean         Variance   Item-           Alpha
               if Item      if Item    Total           if Item
               Deleted      Deleted    Correlation     Deleted

ITEM1         59,3938      167,1037      ,6481          ,9233
ITEM2         58,9908      166,3487      ,6986          ,9222
ITEM3         59,5077      164,2137      ,7452          ,9210
ITEM4         59,2769      166,3243      ,6721          ,9227
ITEM5         58,8985      169,2582      ,5632          ,9252
ITEM6         59,5969      169,4142      ,4614          ,9282
ITEM7         59,5385      165,5147      ,6610          ,9229
ITEM8         60,0215      164,5643      ,6254          ,9238
ITEM9         59,2246      166,9216      ,5338          ,9263
ITEM10        59,1231      166,1453      ,6095          ,9241
ITEM11        59,1169      163,7023      ,7162          ,9215
ITEM12        59,4031      163,7969      ,7247          ,9213
ITEM13        59,4708      162,7870      ,7587          ,9205
ITEM14        59,8677      166,9670      ,5492          ,9258
ITEM15        59,9723      164,4715      ,6344          ,9235
ITEM16        59,1015      165,7273      ,7292          ,9215
ITEM17        59,6123      167,8554      ,4991          ,9273


Reliability Coefficients

N of Cases =    325,0                    N of Items = 17

Alpha =     ,9278
```

APPENDIX K

SUBSCALE RELIABILITY ANALYSIS OF THE QUESTIONNAIRE ABOUT
ATTITUDES TOWARD LEARNING ENGLISH

```
   R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)


                                              N of
Statistics for       Mean    Variance   Std Dev  Variables
     SCALE         36,5200   79,4973    8,9161       10


Item-total Statistics

                 Scale        Scale      Corrected
                 Mean         Variance   Item-            Alpha
                 if Item      if Item    Total            if Item
                 Deleted      Deleted    Correlation      Deleted

ITEM1           32,7815      65,7515      ,7128           ,9186
ITEM3           32,8954      65,2051      ,7340           ,9175
ITEM4           32,6646      65,2668      ,7369           ,9174
ITEM7           32,9262      65,0995      ,7008           ,9192
ITEM8           33,4092      64,7919      ,6423           ,9229
ITEM11          32,5046      64,0964      ,7496           ,9166
ITEM12          32,7908      64,2030      ,7564           ,9162
ITEM13          32,8585      63,9243      ,7704           ,9154
ITEM15          33,3600      64,8360      ,6464           ,9226
ITEM16          32,4892      66,0470      ,7253           ,9181



Reliability Coefficients

N of Cases =    325,0                      N of Items = 10

Alpha =     ,9260
```

APPENDIX L

SUBSCALE RELIABILITY ANALYSIS OF THE QUESTIONNAIRE ABOUT ATTITUDES TOWARD THE ANGLO-SAXON CULTURE

```
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)

                                              N of
Statistics for       Mean    Variance   Std Dev  Variables
     SCALE        26,6123   35,9789    5,9982         7


Item-total Statistics

              Scale         Scale      Corrected
              Mean         Variance     Item-            Alpha
              if Item      if Item      Total           if Item
              Deleted      Deleted    Correlation       Deleted

ITEM2        22,4708      28,2684       ,5871           ,8057
ITEM5        22,3785      27,8841       ,5966           ,8038
ITEM6        23,0769      26,8058       ,5654           ,8081
ITEM9        22,7046      26,3816       ,5939           ,8033
ITEM10       22,6031      26,5673       ,6421           ,7954
ITEM14       23,3477      27,9312       ,4831           ,8216
ITEM17       23,0923      26,4606       ,5796           ,8058



Reliability Coefficients

N of Cases =    325,0                    N of Items =  7

Alpha =     ,8293
```

APPENDIX M

RESULTS OF THE ATTITUDE QUESTIONNAIRE

ALL SUBJECTS

ITEMS	*Missing*	*Strongly agree*	*Agree*	*No idea*	*Disagree*	*Strongly disagree*	N	M	SD
Item 1	-	25.2%	**42.8%**	17.2%	10.2%	4.6%	325	3.73	1.08
Item 2	-	**47.7%**	31.4%	11.7%	5.8%	3.4%	325	4.14	1.05
Item 3	0.3%	23.1%	**36%**	25.8%	10.5%	4.3%	325	3.62	1.09
Item 4	0.3%	30.8%	**41.5%**	15.1%	8%	4.3%	325	3.85	1.09
Item 5	0.3%	**55.7%**	24.9%	11.7%	2.8%	4.6%	325	4.23	1.09
Item 6	0.6%	24.6%	**37.8%**	15.1%	12%	9.8%	325	3.53	1.28
Item 7	1.2%	21.8%	**40%**	20.9%	11.4%	4.6%	325	3.59	1.15
Item 8	1.5%	15.1%	24%	**33.2%**	13.8%	12.3%	325	3.11	1.26
Item 9	0.3%	10.2%	4.9%	10.2%	32%	**42.5%**	325	3.90	1.29
Item 10	0.9%	4.6%	8.6%	8.9%	32.3%	**44.6%**	325	4	1.20
Item 11	0.9%	5.8%	3.7%	12%	35.4%	**42.2%**	325	4.01	1.16
Item 12	0.9%	4%	9.2%	22.5%	**33.8%**	29.5%	325	3.72	1.15
Item 13	0.3%	6.5%	8%	23.4%	**35.7%**	26.2%	325	3.66	1.15
Item 14	0.9%	8.6%	20%	22.5%	**29.5%**	18.5%	325	3.26	1.26
Item 15	1.2%	11.1%	17.5%	24.6%	**31.7%**	13.8%	325	3.16	1.25
Item 16	0.6%	3.7%	3.4%	14.8%	**39.4%**	38.2%	325	4.03	1.04
Item 17	0.6%	9.8%	13.5%	15.1%	**34.8%**	26.2%	325	3.52	1.30

ANATOLIAN HIGH SCHOOL SECTIONS

ITEMS	*Missing*	*Strongly agree*	*Agree*	*No idea*	*Disagree*	*Strongly disagree*	N	M	SD
Item 1	-	19.4%	**42.6%**	16.1%	14.2%	7.7%	155	3.51	1.18
Item 2	-	**45.8%**	31%	11%	7.7%	4.5%	155	4.05	1.13
Item 3	0.6%	27.1%	**28.4%**	23.2%	14.2%	6.5%	155	3.53	1.24
Item 4	-	23.9%	**40%**	18.1%	12.3%	5.8%	155	3.63	1.14
Item 5	0.6%	**53.5%**	21.9%	14.8%	3.9%	5.2%	155	4.12	1.18
Item 6	0.6%	21.9%	**39.4%**	12.9%	15.5%	9.7%	155	3.46	1.29
Item 7	0.6%	18.7%	**36.1%**	21.3%	14.8%	8.4%	155	3.4	1.22
Item 8	1.3%	11.6%	20%	**33.5%**	15.5%	18.1%	155	2.87	1.28
Item 9	0.6%	11%	7.1%	10.3%	30.3%	**40.6%**	155	3.80	1.36
Item 10	1.9%	5.8%	9.7%	7.7%	31%	**43.9%**	155	3.91	1.31
Item 11	0.6%	7.1%	4.5%	18.1%	**36.8%**	32.9%	155	3.81	1.18
Item 12	0.6%	5.2%	12.3%	23.9%	**29.7%**	28.4%	155	3.61	1.2
Item 13	0.6%	10.3%	9%	27.7%	**32.9%**	19.4%	155	3.4	1.23
Item 14	1.9%	8.4%	23.2%	25.2%	**29.7%**	11.6%	155	3.07	1.22
Item 15	1.3%	15.5%	19.4%	25.2%	**30.3%**	8.4%	155	2.92	1.25
Item 16	0.6%	4.5%	5.2%	18.1%	**41.3%**	30.3%	155	3.85	1.08
Item 17	0.6%	13.5%	14.8%	14.2%	**35.5%**	21.3%	155	3.34	1.36

HIGH SCHOOL SECTIONS

ITEMS	*Missing*	*Strongly agree*	*Agree*	*No idea*	*Disagree*	*Strongly disagree*	N	M	SD
Item 1	-	30.6%	**42.9%**	18.2%	6.5%	1.8%	170	3.94	0.95
Item 2	-	**49.4%**	31.8%	12.4%	4.1%	2.4%	170	4.21	0.97
Item 3	-	19.4%	**42.9%**	28.2%	7.1%	2.4%	170	3.7	0.94
Item 4	0.6%	37.1%	**42.9%**	12.4%	4.1%	2.9%	170	4.05	1.01
Item 5	-	**57.6%**	27.6%	8.8%	1.8%	4.1%	170	4.32	1
Item 6	0.6%	27.1%	**36.5%**	17.1%	8.8%	10%	170	3.6	1.27
Item 7	1.8%	24.7%	**43.5%**	20.6%	8.2%	1.2%	170	3.77	1.06
Item 8	1.8%	18.2%	27.6%	**32.9%**	12.4%	7.1%	170	3.32	1.21
Item 9	-	9.4%	2.9%	10%	33.5%	**44.1%**	170	4	1.23
Item 10	-	3.5%	7.6%	10%	33.5%	**45.3%**	170	4.09	1.08
Item 11	1.2%	4.7%	2.9%	6.5%	34.1%	**50.6%**	170	4.19	1.12
Item 12	1.2%	2.9%	6.5%	21.2%	**37.6%**	30.6%	170	3.82	1.09
Item 13	-	2.9%	7.1%	19.4%	**38.2%**	32.4%	170	3.9	1.03
Item 14	-	8.8%	17.1%	20%	**29.4%**	24.7%	170	3.44	1.27
Item 15	1.2%	7.1%	15.9%	24.1%	**32.9%**	18.8%	170	3.37	1.22
Item 16	0.6%	2.9%	1.8%	11.8%	37.6%	**45.3%**	170	4.18	0.98
Item 17	0.6%	6.5%	12.4%	15.9%	**34.1%**	30.6%	170	3.68	1.24

FEMALE STUDENTS

ITEMS	*Missing*	*Strongly agree*	*Agree*	*No idea*	*Disagree*	*Strongly disagree*	N	M	SD
Item 1	-	33.2%	**42.1%**	16.8%	5.9%	2%	202	3.98	0.95
Item 2	**-**	**58.4%**	30.2%	8.4%	2.5%	0.5%	202	4.43	0.79
Item 3	0.5%	26.2%	**41.6%**	23.3%	6.4%	2%	202	3.82	0.99
Item 4	0.5%	39.1%	**42.6%**	10.9%	3.5%	3.5%	202	4.08	1.01
Item 5	-	**61.9%**	24.3%	8.9%	2.5%	2.5%	202	4.4	0.93
Item 6	1%	25.7%	**38.6%**	14.9%	11.4%	8.4%	202	3.58	1.27
Item 7	2%	25.7%	**44.1%**	17.8%	7.9%	2.5%	202	3.76	1.11
Item 8	2%	17.8%	25.7%	**35.1%**	11.4%	7.9%	202	3.28	1.22
Item 9	0.5%	6.9%	4.5%	9.4%	31.7%	**47%**	202	4.05	1.2
Item 10	0.5%	2%	6.4%	6.4%	33.7%	**51%**	202	4.23	1.01
Item 11	1.5%	4.5%	1.5%	5.9%	34.2%	**52.5%**	202	4.24	1.1
Item 12	1%	3%	6.4%	19.3%	32.7%	**37.6%**	202	3.92	1.11
Item 13	0.5%	3.5%	5.4%	20.8%	**36.6%**	33.2%	202	3.89	1.06
Item 14	0.5%	5.9%	14.9%	19.3%	**36.6%**	22.8%	202	3.53	1.19
Item 15	1%	7.9%	15.3%	21.8%	**35.6%**	18.3%	202	3.38	1.22
Item 16	1%	2%	2.5%	11.4%	35.1%	**48%**	202	4.21	0.99
Item 17	1%	9.4%	11.9%	15.8%	**32.7%**	29.2%	202	3.57	1.32

MALE STUDENTS

ITEMS	*Missing*	*Strongly agree*	*Agree*	*No idea*	*Disagree*	*Strongly disagree*	N	M	SD
Item 1	-	12.2%	**43.9%**	17.9%	17.1%	8.9%	123	3.33	1.16
Item 2	-	30.1%	**33.3%**	17.1%	11.4%	8.1%	123	3.65	1.24
Item 3	-	17.9%	26.8%	**30.1%**	17.1%	8.1%	123	3.29	1.18
Item 4	-	17.1%	**39.8%**	22%	15.4%	5.7%	123	3.47	1.11
Item 5	0.8%	**45.5%**	26%	16.3%	3.3%	8.1%	123	3.95	1.27
Item 6	-	22.8%	**36.6%**	15.4%	13%	12.2%	123	3.44	1.3
Item 7	-	15.4%	**33.3%**	26%	17.1%	8.1%	123	3.3	1.16
Item 8	0.8%	10.6%	21.1%	**30.1%**	17.9%	19.5%	123	2.82	1.28
Item 9	-	15.4%	5.7%	11.4%	32.5%	**35%**	123	3.65	1.4
Item 10	1.6%	8.9%	12.2%	13%	30.1%	**34.1%**	123	3.63	1.38
Item 11	-	8.1%	7.3%	22%	**37.4%**	25.2%	123	3.64	1.17
Item 12	0.8%	5.7%	13.8%	27.6%	**35.8%**	16.3%	123	3.4	1.13
Item 13	-	11.4%	12.2%	27.6%	**34.1%**	14.6%	123	3.28	1.19
Item 14	1.6%	13%	**28.5%**	27.6%	17.9%	11.4%	123	2.81	1.25
Item 15	1.6%	16.3%	21.1%	**29.3%**	25.2%	6.5%	123	2.79	1.22
Item 16	-	6.5%	4.9%	20.3%	**46.3%**	22%	123	3.72	1.06
Item 17	-	10.6%	16.3%	13.8%	**38.2%**	21.1%	123	3.43	1.28

Abbreviations: N = number of the participants, M = mean, SD = standard deviation

APPENDIX N

OVERALL RELIABILITY ANALYSIS OF
THE MOTIVATIONAL INTENSITY QUESTIONNAIRE

```
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P
H A)

                                               N of
Statistics for       Mean    Variance    Std Dev  Variables
      SCALE        21,3600    30,1385     5,4899       10


Item-total Statistics

                  Scale        Scale      Corrected
                  Mean        Variance      Item-            Alpha
                 if Item      if Item       Total           if Item
                 Deleted      Deleted     Correlation        Deleted

MOITEM1         19,4615       25,4098        ,6666            ,8785
MOITEM2         19,2862       24,4086        ,5895            ,8833
MOITEM3         18,9662       24,2982        ,6794            ,8764
MOITEM4         19,1877       24,2455        ,6688            ,8771
MOITEM5         19,3323       25,1794        ,5493            ,8855
MOITEM6         19,3323       25,0065        ,6209            ,8805
MOITEM7         19,0708       23,9055        ,6956            ,8751
MOITEM8         18,9354       24,7643        ,6173            ,8807
MOITEM9         19,4338       25,7402        ,6100            ,8817
MOITEM10        19,2338       24,1303        ,6266            ,8804



Reliability Coefficients

N of Cases =     325,0                    N of Items = 10

Alpha =     ,8906
```

APPENDIX O

DISTRIBUTION OF THE TOTAL SCORES OF

MOTIVATIONAL INTENSITY

Statistics

MOT.SUMS

N	Valid	325
	Missing	0
Mean		21,3600
Std. Deviation		5,48986

MOT.SUMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,00	7	2,2	2,2	2,2
	10,00	2	,6	,6	2,8
	11,00	3	,9	,9	3,7
	12,00	4	1,2	1,2	4,9
	13,00	8	2,5	2,5	7,4
	14,00	7	2,2	2,2	9,5
	15,00	10	3,1	3,1	12,6
	16,00	7	2,2	2,2	14,8
	17,00	19	5,8	5,8	20,6
	18,00	21	6,5	6,5	27,1
	19,00	11	3,4	3,4	30,5
	20,00	18	5,5	5,5	36,0
	21,00	26	8,0	8,0	44,0
	22,00	31	9,5	9,5	53,5
	23,00	25	7,7	7,7	61,2
	24,00	27	8,3	8,3	69,5
	25,00	17	5,2	5,2	74,8
	26,00	27	8,3	8,3	83,1
	27,00	26	8,0	8,0	91,1
	28,00	17	5,2	5,2	96,3
	29,00	9	2,8	2,8	99,1
	30,00	3	,9	,9	100,0
	Total	325	100,0	100,0	

APPENDIX P

RESULTS OF THE MOTIVATIONAL INTENSITY QUESTIONNAIRE

ALL SUBJECTS

ITEMS	*Missing*	*1*	*2*	*3*	N	M	SD
Item 1	2.2%	19.7%	**64.3%**	13.8%	325	1.89	0.64
Item 2	2.5%	25.8%	33.5%	**38.2%**	325	2.07	0.85
Item 3	3.1%	9.2%	32.9%	**54.8%**	325	2.39	0.78
Item 4	2.2%	18.2%	**40%**	39.7%	325	2.17	0.79
Item 5	3.1%	20.3%	**47.4%**	29.2%	325	2.02	0.78
Item 6	3.4%	15.7%	**55.7%**	25.2%	325	2.02	0.73
Item 7	3.1%	13.8%	34.2%	**48.9%**	325	2.28	0.81
Item 8	3.4%	7.7%	32%	**56.9%**	325	2.42	0.77
Item 9	2.2%	18.2%	**64.6%**	15.1%	325	1.92	0.64
Item 10	2.5%	23.7%	32.6%	**41.2%**	325	2.12	0.85

ANATOLIAN HIGH SCHOOL SECTIONS

ITEMS	*Missing*	*1*	*2*	*3*	N	M	SD
Item 1	3.2%	25.2%	**60.6%**	11%	155	1.79	0.67
Item 2	3.9%	27.1%	31%	**38.1%**	155	2.03	0.9
Item 3	3.9%	11%	36.8%	**48.4%**	155	2.29	0.81
Item 4	3.2%	21.3%	**45.2%**	30.3%	155	2.02	0.8
Item 5	4.5%	21.3%	**53.5%**	20.6%	155	1.9	0.77
Item 6	3.9%	17.4%	**59.4%**	19.4%	155	1.94	0.72
Item 7	4.5%	14.2%	**41.9%**	39.4%	155	2.16	0.83
Item 8	5.2%	8.4%	30.3%	**56.1%**	155	2.37	0.84
Item 9	3.2%	20.6%	**59.4%**	16.8%	155	1.89	0.7
Item 10	3.9%	19.4%	**39.4%**	37.4%	155	2.1	0.84

HIGH SCHOOL SECTIONS

ITEMS	*Missing*	*1*	*2*	*3*	N	M	SD
Item 1	1.2%	14.7%	**67.6%**	16.5%	170	1.99	0.6
Item 2	1.2%	24.7%	35.9%	**38.2%**	170	2.11	0.81
Item 3	2.4%	7.6%	29.4%	**60.6%**	170	2.48	0.73
Item 4	1.2%	15.3%	35.3%	**48.2%**	170	2.30	0.76
Item 5	1.8%	19.4%	**41.8%**	37.1%	170	2.14	0.78
Item 6	2.9%	14.1%	**52.4%**	30.6%	170	2.1	0.74
Item 7	1.8%	13.5%	27.1%	**57.6%**	170	2.4	0.78
Item 8	1.8%	7.1%	33.5%	**57.6%**	170	2.47	0.7
Item 9	1.2%	15.9%	**69.4%**	13.5%	170	1.95	0.58
Item 10	1.2%	27.6%	26.5%	**44.7%**	170	2.14	0.86

FEMALE STUDENTS

ITEMS	*Missing*	*1*	*2*	*3*	N	M	SD
Item 1	2.5%	11.4%	**67.8%**	18.3%	202	2.01	0.63
Item 2	2.5%	19.3%	33.7%	**44.6%**	202	2.2	0.83
Item 3	3.5%	3.5%	27.2%	**65.8%**	202	2.55	0.72
Item 4	2.5%	12.9%	38.1%	**46.5%**	202	2.28	0.78
Item 5	3.5%	16.8%	**44.6%**	35.1%	202	2.11	0.8
Item 6	4%	10.4%	**55.4%**	30.2%	202	2.11	0.74
Item 7	3%	9.4%	29.2%	**58.4%**	202	2.43	0.78
Item 8	3.5%	5.9%	26.7%	**63.9%**	202	2.5	0.76
Item 9	2.5%	10.9%	**69.8%**	16.8%	202	2	0.61
Item 10	2.5%	18.3%	32.2%	**47%**	202	2.23	0.83

MALE STUDENTS

ITEMS	*Missing*	*1*	*2*	*3*	N	M	SD
Item 1	1.6%	33.3%	**58.5%**	6.5%	123	1.69	0.61
Item 2	2.4%	**36.6%**	33.3%	27.6%	123	1.86	0.85
Item 3	2.4%	18.7%	**42.3%**	36.6%	123	2.13	0.79
Item 4	1.6%	27.8%	**43.1%**	28.5%	123	1.98	0.78
Item 5	2.4%	26%	**52%**	19.5%	123	1.88	0.73
Item 6	2.4%	24.4%	**56.1%**	17.1%	123	1.87	0.7
Item 7	3.3%	21.1%	**42.3%**	33.3%	123	2.05	0.82
Item 8	3.3%	10.6%	40.7%	**45.5%**	123	2.28	0.78
Item 9	1.6%	30.1%	**56.1%**	12.2%	123	1.78	0.66
Item 10	2.4%	32.5%	**33.3%**	31.7%	123	1.94	0.86

Numbers: 1 = minimum motivational intensity, 2 = average motivational intensity,
3 = maximum motivational intensity

Abbreviations: N = number of the participants, M = mean, SD = standard deviation

APPENDIX Q

ORIGINAL VERSIONS OF THE OPEN-ENDED RESPONSES

Respondent 18:

Önemlidir çünkü dil bilmek güzeldir. Ayrıca dünyada çok fazla konuşulan bir dil olduğundan öğrenilmesi kesinlikle gereklidir.

Respondent 145:

Farklı kültürlerin farklı dillerini öğrenmek insanın kendisini iyi hissetmesine yarar. Elimde olsa İngilizceyi öğrendikten sonra Çince ve İspanyolca öğrenmek isterim.

Respondent 259:

… farklı diller bilmenin güzel olduğunu düşünüyorum. İngilizce tüm dünyada kullanılan ortak bir dil ve bu yüzden her ırktan insanlarla iletişim kurabileceğimi düşünebiliyorum ve bunun bana çok fazla mutluluk verebileceğini düşünüyorum.

Respondent 164:

İngilizce güzel bir dil. Hem diğer yabancı dillerden daha kolay. İngilizce dünyanın en çok konuşulan bir dili. Kelimelerin yazılışlarıyla okunuşlarının farklı olması, Türkçe gibi olmaması zor oluyor. Ama yine de öğrenmesi zevkli.

Respondent 232:

… Zaten tek hayalim American kültür ve edebiyatı okumaktı. Ama ailem izin vermediği için dil değil meslek okuluna geldim. Şu an kardeşim için uğraşıyorum. America hayranıyım ve bir gün mutlaka gidicem. Bunun için de İngilizceyi önemsiyorum.

Respondent 284:

… ben İngilizce öğrenmeye başladığımdan beri hep bunun öğretmenliğini hayal ederim.

Respondent 288:

... Ben ilkokuldan beri hep İngilizce Öğretmeni olmak istiyorum.

Respondent 45:

… İngilizce dünya dilidir. Dünyanın genelinde İngilizce ön plandadır.

Respondent 244:

…Dünyada yaygın olan İngilizce kullanılıyor.

Respondent 218:

İngilizce çok önemli aslında. Günümüzde bir okulu bitirip de işe başladığımızda ilk sorulan sorulardan birisi de "Kaç dil biliyorsunuz?"sorusu oluyor. Ayrıca artık bir dil bilmek de yetmiyor. Zaten İngilizce evrensel dilimiz, onu zaten iletişim için bilmeliyiz. Ve ondan hariç de en az bir dil bilmemiz gerekiyor.

Respondent 169:

Tabi ki de İngilizce öğrenmek önemlidir. Günlük hayatta fazla karşılaşmasak da, elbet bir yurt dışında ve Türkiye içinde olsun bir işe yardımcı olur ve İngilizceden para kazanırız.

Respondent 151:

… Yani bir tür ekmeğini kazanmak için bir yol denebilir.

Respondent 46:

… örneğin bir seramik mühendisi olduğumuzu düşünürsek mastır için yabancı ülkeye gideriz. Orada yaşam tarzı, eğitim durumu, insanlar falan çok farklı olduğu için İngilizce şart gibi görünüyor.

Respondent 1:

Bir bilgisayar öğretmeni olursam ve yabancı bir yerde olursam İngilizce benim için çok önemlidir.

Respondent 181:

Önemlidir çünkü iş bulmamız kolaylaşıyor.

Respondent 153:

İlerde yurt dışına çıkarsam diye yani.

Respondent 154:

Çünkü gelecekte bir işe girdiğimizde genelde yabancı dil soruluyor. Daha çok iş için, gelecek için.

Respondent 176:

… ben ilerde yurt dışına çıksam ne yapacağım? Öyle insanlara boş boş bakmanın anlamı yok! Hem Türkiye'de bile tatil yörelerinde, turistlere bilmeyenler boş boş bakıyor.

Respondent 50:

… Diğer yönden İngilizce rehberliği yapılabilir (Bazı yerlerde).

Respondent 319:

Bütün bilgisayar donanımları ve programları İngilizce üzerine. Bazı cihazlar İngilizce. Arabaların da bazı parçaları ve donanımları…

Respondent 19:

Bazen İngilizce mail geliyor. Onları anlamak için öğrenmek lazım. Bir de chat yaparken lazım oluyor.

Respondent 84:

… Gelecekte İngiltere gibi bir ülkede Premier Ligde futbol oynamak istiyorum.

Respondent 307:

Farklı bir dil bilen insan diğerlerinin gözünde farklı olabilir.

Respondent 129:

… sınavları geçebilmek için önemli…

Respondent 295:

… öğrenmemiz lazım ama aşırıya kaçmadan.

Respondent 183:

Fayda sağlayacağı zamanlar olur, ama bence kendi dilimizi, kendi benliğimizi asla kaybetmemeliyiz. Şartlar ne olursa olsun dilimizi en üst düzeylere çıkarmalıyız.

Respondent 236:

Önemlidir çünkü dünya dili. Önemsizdir çünkü Türkçeyi bozuyor.

Respondent 25:

İlerde İngilizcenin işime yarayacağını biliyorum. Fakat İngilizce dersi bana çok saçma geliyor.

Respondent 219:

… önemli fakat derslerde zarf, sıfat, fiil gibi İngilizce şeyler öğreniyoruz. Kelime haznemiz fazla geniş değil. İngilizce konuşamıyoruz.

Respondent 90:

… Bilgili olmak iyidir. Ama okuldaki eğitimler tüm okullar için geçerli yetersiz. Dil kursuna gidilmesi lazım. Öğrenmek isterim aslında, ama öğrenemeyeceğim kuşkusu var.

Respondent 53:

… bu dili öğreniyoruz, ama konuşamıyoruz. Bu yüzden üzgünüm. Ama bu dili çok konuşmak isterim.

Respondent 211:

Türkçe varken İngilizce önemsiz. NE MUTLU TÜRKÜM DİYENE!

Respondent 26:

Başka bir devletin dilini öğrenmek istemiyorum. Sevmiyorum.

Respondent 68:

Ben İngilizceyi sevmiyorum. Ben Türkçeden başka dil kullanmam.

Respondent 118:

… Keşke dünyanın ortak dili TÜRKÇE olsa.

Respondent 77:

… İngilizce bazen benim için önemsizdir. Kendi dilim varken bana ne başkasının dilinden.

Respondent 296:

… iyi bir dil değil. Türkçe dururken İngilizceye ne gerek var?

143

Respondent 245:

Bence önemsiz. Çünkü kendi ülkemizde başkalarının dilini öğrenmek zorunda değiliz. Onlar neden bizim dilimizi öğrenmek zorunda değiller?

Respondent 170:

İngilizce öğrenmek benim için önemsizdir. Çünkü biz kendi dilimize bu kadar önem vermiyorken niye başkasının dilini bu kadar öğrenmeye çalışıyoruz ki?

Respondent 7:

İngilizceye ilgim olmadığı için benim için önemsiz ve sıkıcıdır.

Respondent 10:

Bir işime yarayacağını düşünmüyorum. Zaten bir şey de anlamıyorum.

Respondent 44:

… anlamadığım için o kadar da bir önemi yok.

Respondent 225:

İngilizce konuşmadıktan sonra hiçbir önemi yok.

Respondent 2:

Zaten okuduğum bölüm İngilizce ağırlıklı olduğundan öğrenmemiz şart. Dış ülkelere okumaya veya gezmeye gittiğimde de bana lazım olacak. Yukarıda bahsettiklerim dışında İngilizceyi fazla sevmem.

Respondent 6:

İş hayatında yardımcı olacağı için, ama sevmem.

Respondent 307:

Tabi ki evet. Çünkü başka ülkelerin kültürlerini öğrenmek insana çok faydalı olabilir. İnsanın sadece kendi ülkesinin kültürünü öğrenmesinin yanında başka ülke kültürlerinden faydalanması o kişinin gelişimi için çok yararlıdır.

Respondent 11:

Herkesin kullandığı bir dilin kültürünü merak ederim. Kimin, nasıl insanların dilini konuşuyoruz. Bizden farkları ne? Benim için çok önemli.

Respondent 17:

Önemlidir. Çünkü bildiğim bir dilin geçmişini de bilmek isterim.

Respondent 99:

… İngilizce müzik dinlemeyi, yabancı müzik dinlemeyi seviyorum. O yüzden İngilizce hakkında bilgi edinmek benim için önemli. Amerikan filmleri de çok güzel. Oradaki bize yansıtılan şeyler, doğru ve güzel.

Respondent 222:

Benim için hayatımda en çok önem verdiğim şeylerden birisi American kültürü. "American dream" dedikleri şey. Belki bir gün içinde olurum =)) America'yı seviyorum.

Respondent 232:

… Americaya ve kültürüne aşığım. Orada yaşayabilmek için green karta girmeyi düşünüyorum. Umarım bir an önce giderim.

Respondent 266:

Evet önemlidir. Onların hakkında bilgi edinmek benim çok hoşuma gidiyor. Onlar da bizim gibi insan, ama kültürlerimiz çok farklı. Onların bizden öğreneceği çok şey var, bizim de onlardan öğreneceğimiz çok şey var.

Respondent 1:

… Her milletin kültürünü öğrenmek benim için önemlidir.

Respondent 259:

… Benim için sadece İngiliz, Amerikan kültürü değil, Yunan kültürü de önemlidir.

Respondent 303:

Her kültürü bilmek lazım. Kültürler insanların yaşayışlarının tarihleridir.

Respondent 120:

Evet, daha farklı kültürler, farklı insanlar tanımak çok isterim.

Respondent 183:

Önemlidir. Fakat İngiliz ve Amerikan kültürünü yaşatmak için değil. Bu kültürler neden bizden daha ileride diye bilgi edinirim. Kendi kültürümüzü en az onlar kadar ileriye götürmek için çalışmalar yaparım.

Respondent 8:

… kültürleri gelişmiştir. Ben de önem vererek kültürümü geliştirebilirim.

Respondent 199:

Bilgi edinmek isterim. Çünkü değişik yerlerin (ülkelerin) farklı özelliklerini bilip kendimi ve ülkemdeki kişileri değiştirebilirim.

Respondent 122:

… bizim kültürümüzle onların kültürü arasındaki farklılıkları araştırmaya çalışırım. Onlar neden bizi kültür bakımından örnek almış, ama bizi neden bu kadar ele alma çabasındalar onları araştırırım.

Respondent 264:

… Bazı önemli kişiler geliyor. Biz İngiliz veya Amerikan kültürü hakkında biraz da olsa bilgi edinelim ki ileride önemli bir durum olduğunda Türklerin İngiliz veya Amerikan kültürünü önemsediğimizi gösterelim.

Respondent 304:

Çok olmasa da önemli. Ama öncelikle kendi kültürümüzü iyi bilmeliyiz ki fıtratımızda bir değişiklik olmasın. Onların kültürünü öğrenmek de yanımızda kalsın.

Respondent 300:

Başka dillerin kültürünü bilmek benim kültürümü geliştirmek açısından önemli. Yalnız onların kültürünü öğrenip de kafamı karışıklığa sokmak istemiyorum.

Respondent 274:

Bir bakımdan evet. Ama ben öz mü öz Türk kültürünü tavsiye ederim.

Respondent 29:

Aslında bilgi edinmek fena olmaz. İngiliz kültürü bildiğim kadarıyla oldukça zengin ve köklü, fakat Amerikan kültürü neredeyse yok gibi bir şey. Kısacası bilgi fena olmaz, ama bu benim o kültürle ilgileneceğim anlamına gelmez. Kendi toprağımın örfü, âdeti, geleneği yeter ve artar.

Respondent 130:

Evet kesinlikle öğrenilmelidir. Tek İngiliz, Amerikan değil, tüm kültürleri öğrenmeli insan. Ancak kendi kültürümüzün güzelliğini bozmamalıyız. Yozlaşmadan neden öğrenmeyelim ki?

Respondent 170:

Başka bir ülkenin kültürünü öğrenmek tabi ki de güzel bir şeydir. Ama bunu dilini öğrenmeye çalışarak yapmamalıyız.

Respondent 201:

Evet önemli. Ama küçük yerdeyiz. Okullarda öyle eğitim vermeleri biraz zor. Tek İngilizceyi zor görüyoruz.

Respondent 15:

İngiliz veya Amerikan kültürü hakkında bilgi edinmek istemiyorum. Benim düşüncem, kültürle dil öğrenme arasında bir ilişki yok.

Respondent 121:

Hayır değildir. Çünkü yabancı dil bilmenin yabancı ülkelerin kültürünü öğrenmekle alakası yoktur.

Respondent 218:

Aslında çok da önemli değil benim için. Kendi kültürüm daha önemli tabi ki. Günümüzde de sürekli dış ülkelerle muhatap olduğumuz için ilgili dili bilmek ve onlarla anlaşmak yeterli diye düşünüyorum.

Respondent 263:

Hayır! Ben sadece yabancıların kullandığı dili önemsiyorum. Dil olmasa kültürle anlaşamayız zaten! Hem onların kültür yapısına baktığımızda da bizden çok farklı olduklarını görüyoruz. Dediğim gibi benim için önemli olan kullanılan dil!

Respondent 181:

Hayır önemli değil. Çünkü onların kültürü değil, dilleri ilgilendiriyor bizi.

Respondent 61:

Hayır. Ne İngilizleri ne de Amerikalıları hiç sevmem.

Respondent 68:

Hayır. Çünkü onlar beni ilgilendirmiyor. Ben yabancı dili ve yabancıları sevmiyorum.

Respondent 23:

İngiliz veya Amerikan kültürü oldu her şeyimiz. Kendi kültürümüze bu kadar önem vermiyoruz.

Respondent 34:

Bana ne İngilizden, Amerikalıdan. Bizim dilimiz gibi hiçbir yerde yoktur. Ben onun kültürünü öğreneceğime onlar benim kültürümü öğrensinler.

Respondent 22:

Onların kültürleri beni ilgilendirmez. Benim kültürüm bana yeter.

Respondent 57:

Kesinlikle hayır. Önce onlar bizim kültürümüzü öğrensinler. Çünkü bizimki daha iyi.

Respondent 43:

Hayır. Bizim kültürümüz gibi iyisi yok. Yabancıların kültürünü öğrenip de ne yapcaz? Önemli değildir.

Respondent 306:

Hayır önemli değildir. Kendi kültürümüz çok güzeldir. Başka kültür öğrenmeme gerek yok diye düşünüyorum.

Respondent 321:

Önemli değil. Kendi kültürüm yetiyor. Başkasının kültüründen bana ne.

Respondent 128:

Maalesef Amerika'yı sevmiyorum. Kültürleri benim pek dikkatimi çekmiyor. Bu yüzden Amerika ve İngilizler hakkında yorum yapmak istemiyorum. Sebebini bilmiyorum ama bu konuda yorum yapmaktan rahatsız oluyorum. Üzgünüm.

Respondent 118:

Hiç önemli değil. Benim için önemli olan kendi kültürümdür. Ama bizim ülkemizde nedense bir yabancı kültüre önem var.

Respondent 32:

… biz daha kendi kültürümüzü öğrenememiş bir milletiz. Önce kendi benliğimize sahip çıkmalıyız. Neden onlar bizim kültürümüzü değil de, biz onların kültürünü öğrenelim?

Respondent 12:

İngiliz veya Amerikan kültüründen önce kendi kültürümüze değerini vermeli ve öğrenmeliyiz.

Respondent 3:

İngiliz veya Amerikan kültürü hakkında bilgi edinmek benim için hiç önemli değil. Bence öncelikle kendi kültürümüzü A'dan Z'ye öğrenmeliyiz.

Respondent 185:

Zaten onların kültürlerini öğrenerek kendi kültürümüzden oluyoruz, yani onu kaybediyoruz.

Respondent 85:

Hayır önemli değil. Ben daha kendi kültürümü yaşayamıyorum.

Respondent 288:

Çok önemli değildir. Çünkü insanlar daha kendi kültürlerini bilmiyorlar. Ama benim için onların kültürü hakkında bilgi edinmek çok da önemli değil. Zaten Avrupa Birliği'ne girmeye de karşıyım. Çünkü toplumumuz daha kendi kültürlerini güzelce bilmezken başka toplumların kültürüne girmeye kalkıyor.

Respondent 192:

Her şeyi yaptığımı sanmıyorum. Sadece okulda gördüklerim.

Respondent 75:

Derslere katılıyorum ama haftada 3 saat olduğu için fazla bir şey öğrenmiyoruz.

Respondent 260:

Doğruyu söylemek gerekirse hiçbir şey yapmıyorum. Ama İngilizcem çok iyidir. Çok da severim.

Respondent 229:

Maalesef yapamıyorum. Herkesin elinde olan imkânlar bizim için geçerli değil.

Respondent 33:

Şimdilik hayır. Okulda şu ana kadar öğrendiğim şeyleri ayrı bir kurs alarak daha mantıklı şekilde öğrenmek istiyorum.

Respondent 290:

Hayır yapmıyorum. Yani kursa filan gitmiyorum. Sadece okulda öğrendiğim ve evde tekrar ettiğim kadar.

Respondent 49:

İngilizce sözlük okuyorum, fakat aklımda kalmıyor.

Respondent 9:

Arkadaşlarla İngilizce konuşuyorum.

Respondents 16, 52 and 58:

İngilizce şarkılar dinliyorum.

Respondent 70:

Film izliyorum, müzik dinliyorum, dergiler okuyorum, v.s.

Respondent 18:

Yurt dışındaki insanlara mail gönderiyorum ve alıyorum. Onlarla konuşuyorum. Ayrıca 1,5 sene de kurs aldım.

Respondent 253:

Evde nadiren İngilizce kitabı okumaya çalışırım.

Respondent 56:

Sıklıkla İngiliz yayın yapan TV kanallarını izliyorum.

Respondent 91:

Çalışıyorum. İngilizce DVD alıp izliyorum.

Respondent 262:

Boş zamanlarımda cümle kurmaya çalışıyorum.

Respondent 275:

Genellikle sözlükten kelimelere bakıyorum. Dersi dikkatli dinliyorum. Yani İngilizcemi geliştirmek için pek fazla kaynak yok.

Respondent 304:

Öğrendiğimiz kelimeleri günlük beş kere yazıyorum. İngilizce parçaları okuyorum.