



Student teachers' attitudes towards the compulsory English lessons at a Turkish university

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Abstract

The intent of the current study is to explore teacher candidates' cognitive, affective, and behavioral attitude towards the compulsory English courses at universities and the relation of attitude with the participants' genders, studying departments, graduated high schools, goals and hours for studying English. The cross-sectional survey and correlational research design, interlaced within each other, were embraced to reach that objective. 207 volunteer freshman students were sampled at the education faculty of a state university. A partially adapted survey was wielded as a data collection instrument. Based on the results of the descriptive and inferential statistics, while a large number of the respondents aimed to pass the English course, almost half of them did not ever exert any effort to learn the English language. The participants displayed negative attitude in all attitudinal components substantiating monolithic attitudinal concept. Male students displayed more favorable dispositions than females. Teacher learners getting education at the Turkish Language Education department bore more approving attitude than the other departments. The participants graduated from general high schools unexpectedly embraced more favorable dispositions. The participants' goals and hours for studying English had very little share on their attitude. Hinged upon the results, a number of suggestions were forwarded to educators to promote approving dispositions in the language learners and teacher learners.

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Keywords: motivation, attitude, compulsory English lessons, student teachers, education faculties

1. Introduction

Learning and teaching a foreign language has been invariably a long-debated field of education around the world as well as in Turkey as a result of globalization. The globalization of international relations in all strata of living led one language (English) to be a dominant means of communication (Crystal, 2003; Thomas, 1996). English language being harnessed in international liaison resulted in being dubbed as "lingua franca". Therefore, a massive range of methods, approaches, techniques, strategies, and educational materials have been put forth to accomplish the acquisition of English.

Out of this plethora of issues in language education, the present study was originated as a result of the objective to explore prospective teachers' attitude towards the compulsory English courses at universities. The rationale behind this objective lies in the possible outcomes of prospective teachers'

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negative attitude towards the English courses at the education faculties which might also be conducive to the problems like language learners' reluctance, absenteeism, and high rate of failure encountered in the teaching setting of the researcher. The subsidiary goal is to investigate the relation between the prospective teachers' attitude and their gender, studying departments, types of graduated high schools, reasons for learning English, and their weekly hours of studying English excluding the assignments and exams. Moreover, the prospective teachers' attitude was purported to examine from three subcomponents such as cognitive, affective, and behavioural attitude rather than from the perspective of monolithic attitudinal concept.

1.1. Literature review

Letting alone the globalization on the other side of language education, each individual is also unique in his/her characteristics and this uniqueness can also be observed in language educational environments. Thereby, it is worth dealing with English language acquisition in two aspects under the individual differences; the cognitive and affective dimension (Gardner, H., 1983, 1993; Gardner, R. C., 1985, 2005; Dörnyei, 2005; Brown, 2007; Skehan, 1989). Under the cognitive domain, Gardner, H (1983, 1993) and Goleman (1996) brought about nine multiple intelligences. Learning styles (Brown, 2007) and strategies (O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper, 1985) are also perceived and probed under the framework of cognitive domain of language education. Many publications and conferences have appeared regarding the cognitive domain, but the socio-psychological, socio-cultural, and affective factors in acquiring a foreign language have been mostly taken for granted by the educational circles. However, Hilgard (1963, p. 267, quoted from Brown, 2007) underpins the precious worth of affective aspect by claiming that “purely cognitive theories of learning will be rejected unless a role is assigned to affectivity”. In this sense, Brown (2007) handles the affective dimension of language acquisition in two aspects: intrinsic and extrinsic aspects. Even though many notions have been put forth under each aspect, motivation and attitude have prevailed as two of the most crucial factors to acquire English (Gardner, R. C., 1985, 2005). While motivation is deemed as one of the personality factors in the intrinsic domain in the literature, attitude is included in the extrinsic factors of affectivity. However, Gardner, R. C. (1985) situates attitude in one of the elements of motivation and defines it 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).

Rather than defining such a quite amorphous notion as motivation, it seems more sensible to clarify the qualities of the motivated learner (Gardner & Masgoret, 2003). Moreover, in the literature of motivation, two dichotomies have been predominantly studied by the scholars and researchers. One dichotomy is intrinsic and extrinsic motivation and the other is integrative and instrumental motivation. Brown (2007) tables these two dichotomies in a very explanatory illustration with examples in his book. In the literature of motivation, many theories have been brought about; and therefrom, Dörnyei (2005) separates these theories into three periods: Social Psychological period determined by Gardner, R. C., Cognitive-situated period, and Process-oriented period. In addition, along with the qualitative research methods being utilized more frequently in the field, many more novel theories have come out in the last fifteen years (Dörnyei, 2001). Although many theories, coinages, and dichotomies have been put forward theoretically thus far, very few of them provide any explanations regarding the strategies for the classroom practices. In this concept, Dörnyei and Csizer (1998) determine ten commandments to be practiced in language learning contours.

Returning to the attitude, Gardner (2001) emphasizes the value of attitude in language education by alleging that language pedagogy lacking appropriate attitude to bolster is in vain (cited in Dörnyei, 2005). Moreover, Baker (1995) ascribes five fundamental qualities to attitude notion as that attitude is cognitive and affective, dimensional, orientational, learnt, and persistent but changeable by experience.

Attitude also differs according to the direction of disposition of learners. In that case, two types of attitude are salient; attitude towards the target language community, culture, and custom, that is, social attitude; and attitude towards learning the second language, namely, educational (specific) attitude (Gardner & Lambert, 1972; Gardner, R. C., 1985).

Despite of the many definitions originated so far, two prominent views offered by Brehm and Kassin (1990) and Franzoi (2003) have survived and been embraced by the educational and psychological circles: tricomponent (tripartite) and single component view. While tripartite view stands up for three components of attitude; cognitive, affective, and behavioural attitude (Rosenberg & Hovland, 1960), the supporters of single component view of attitude (Feldman, 1995) claim that attitude only has an evaluative-affective side which defines attitude as a approving or disapproving assessment of a persona, act, creed, or a material. In the current study, the tripartite view was adopted to analyse the attitude of teacher learners towards the compulsory English courses at the state universities.

Aware of the prominence and the great impact of attitude on language acquisition, many practitioners and researchers around the globe have conducted many studies probing the attitude notion. For instance, while Dörnyei (2005) encountered with instrumental attitude of learners in Hungary, Friedrich (2000) explored both instrumental and integrative attitude in Brazil. According to a study conducted by Kobayashi (2002) in Japan, female learners exhibited a higher approving attitude towards learning English than males possibly due to the females' social identity in Japan. Similar to the present study, Abidin, Mohammadi, and Alzwari (2012) carried out a study in Libya and discovered that learners held negative posture in all three components of attitude. In Turkey, Üzümlü (2007), in his investigation, came up with university students' meriting the instrumental worth of English as a global language but holding incoherent dispositions towards the target communities and cultures possibly due to Turkish people's historical and socio-political relationship with the target communities. However, Genç and Aksu (2004) found that learners showed approving tendency towards English language but did not keep enough motivation to exhibit effort to attain the required skills of English. The other eye-catching result among these studies came out of Çakıcı's (2007) study on freshmen at a university. The outcomes indicated that learners graduated from Anatolian high schools held more disapproving attitude towards learning English than the other state high schools.

As a result, as stated in the Regulation of Foreign Language Education and Teaching (Milli Eğitim Bakanlığı, Yabancı Dil Eğitimi and Öğretimi Yönetmeliği, 2006, p. 2), one of the objectives of foreign language teaching in the formal institutions in Turkey is "to develop positive attitude towards the foreign language teaching", which is one of the rationales behind the present study. The other reason is the problems like language learners' reluctance, high rate of failure, absenteeism, and truancy in the lessons that the researcher of the current study frequently experienced in his teaching setting, namely, at the education faculty of a state university.

1.2. Research questions

To reach the objectives of the study, two research questions including a number of sub-items were constituted to retrieve the results of the current study:

1. What is the prospective teachers' cognitive, affective, and behavioural attitude towards the compulsory English courses at universities?
2. What is the relationship between prospective teachers' attitude towards the compulsory English course and their genders, studying departments, graduated high schools, their reasons and weekly hours of studying English?

2. Method

A totally quantitative design of research was grasped to attain the objective of the study. Out of the quantitative research designs, cross-sectional survey was preferred due to its broad scope of examining the target representative group (Fraenkel, Wallen, & Hyun, 2012), and correlational research method aiming to find the way and level of the relation between aforementioned variables (Fraenkel et al, 2012). As for the procedures of research, the cross-sectional was preliminarily carried out. Subsequent to gathering the data via the instrument, the attendees' attitude was examined by dividing the attitude notion into three subcomponents. Later, the association between the attitudinal subcomponents and the aforementioned variables was investigated through the correlational method.

2.1. *Setting and participants*

The study was conducted at the education faculty of a state university in the spring semester of 2013-2014 academic year as a result of convenience sampling. The rationale behind favouring that setting is that since the participants studying at the education faculty will work as the future teachers at the other educational institutions, their future students would perceive them as a model in their future life. Therefore, as the positive attitude is the prerequisite for any behaviour to reach success as well as in achieving triumph in foreign language learning, those teacher candidates' opinions and dispositions towards English language bear a great prominence and possibility to transfer their attitude to their pupils; and thereby, examining and rehabilitating the prospective teachers' postures at that faculty is quite rewarding and substantial. At that faculty, compulsory English courses are provided for 2 hours per week via various instructors without utilizing any joint educational materials and starting from the A1 (beginner) level. The name of the institution was kept confidential for some ethical issues.

The study was performed with the sample of 210 freshman attendees chosen voluntarily out of 6 departments of the education faculty while the population is 460 pupils. Volunteer sampling was managed excluding the unwilling students which could harm the validity and reliability of the study. The included departments in this study are Primary School Teacher, Turkish Language, Social Sciences, Science, Primary Mathematics, and Computer and Instructional Technology Education.

2.2. *Instrument*

The original survey formed by Aydoslu (2005) was adapted to realize the aim of the study as a data collection instrument. The instrument is composed of two parts: the first section is germane to the learners' gender, studying departments, the graduated high schools, the goals and hours for learning English which are the variables of this study, the second one embodies the attitude scale composed of 30 5-Likert type items. The attitudinal items are parted into three groups which came out via the factor analysis applied in the original study (Aydoslu, 2005). Cognitive items are 2, 3, 15, 19, 30; affective sub-component involves 1st, 4th, 5th, 6th, 7th, 8th, 9th, 11th, 12th, 13th, 14th, 17th, 18th, 20th, 22nd, 23rd, 25th, 26th, 27th, 28th, 29th items; and 10th, 16th, 21st, 24th items delineate behavioural aspect of the attitude notion. In addition, half of the items (4, 5, 8, 9, 12, 13, 14, 17, 18, 20, 22, 23, 25, 26, and 30.) in the scale are formed in a negative connotation.

The Cronbach Alpha test that was calculated by the creator researcher had been found as .93 in the original research. And in this study, the reliability test was executed to the scale both as a whole and for the components. As for the reliability of this attitude scale as a whole including 30 items, the Cronbach Alpha (α) test shows a high level of internal consistency of .94. The internal consistency of cognitive items (5) is .67, moderately high level of reliability. The internal consistency of affective items (21) came out as .92, a fairly high level of reliability. And lastly, the Cronbach Alpha value of .75 for the

behavioural subcomponent alludes to moderately high level of reliability. Consequently, these numbers meet the precondition of reliability for this research.

2.3. Data collection and analysis

The data was gathered via direct administration mode of data collection which enabled the researcher to hand out the survey to the attendees during a lesson time in a week. The consented participants with the consent forms were included in the study. Later, their responses were entered into SPSS 20. The descriptive and inferential analyses were executed to retrieve the answers of the RQs by using the SPSS 20. As for the descriptive analyses, mean and standard deviation scores were benefited. The inferential statistics as T-test, ANOVA, and LSD tests were applied to attain the relationship between the variables and the subcomponents of attitude. Finally, for the last two variables, regression analyses were carried out to see the effect of learners' goals and hours of studying English on the attitude of the participants.

3. Results

As the data collection tool consists of two sections; personal data variables and attitude scale, the descriptive findings of the first division were conferred for each variable. In the second section, the participants' attitude was interpreted in three attitudinal components; behavioural, cognitive, and affective. Later, the descriptive, inferential, and correlational analyses between the variables in the first part and the attitudinal components were delineated.

3.1. The findings on the variables of the personal data part

On the strength of the frequency and percentage analyses conducted for the personal data section, 92 (44.4 %) females and 115 (55.6 %) males were sampled in the present study. As for the dispersion of the participants through the studying departments, 35 (16.9 %) students get educated at Primary School Teacher Education, 43 (20.8 %) students at Turkish Language Education, 36 (17.4 %) students at Social Sciences Education, 38 (18.4 %) students at Science Education, 28 (13.5 %) students at Primary Mathematics Education, and 27 (13.0 %) students at Computer and Instructional Technology Education. The reason behind the unequally spread of participants is the volunteer sampling which led to attendees at Turkish Language Education department participating to the present research fairly more voluntarily.

The findings of the dispersion of the graduated high schools show that most of the students; that is, 139 (67.1 %) are graduates of general high schools, 32 (15.5 %) participants of Anatolian high schools, 17 (8.2 %) of Vocational high schools, and the rest of the attendees (9.2 %) were graduated from private, Anatolian Teacher, Technical, and other high schools.

According to the findings of the fourth variable, about the goals for studying English, near half of the attendees, namely, 92 (44,4 %) hold the "pass the lesson" goal for learning English. The other goals are respectively dispersed as such; 37 (17,9 %) students study English to make a career, 29 (14,0 %) students to get in contact with foreigners, 19 (9,2 %) students to find a better job, 12 (5,8 %) students for other reasons, and 10 (4,8 %) students are uncertain about motives to study English. Lastly, only 8 (3,9 %) students study English to go abroad. The findings out of the analyses on the 'hour' variable demonstrate that 159 (76.8 %) students do not ever study English. 36 (17.4 %) students study English between 1 and 2 hours per week. Only 12 students endeavour to attain the required skills of English for more than 3 hours weekly.

3.2. The findings over the two research questions

In this section, the findings are clarified under each research question by bestowing the descriptive and inferential analyses.

- a) What is the prospective teachers’ cognitive, affective, and behavioural attitude towards the compulsory English courses at universities?

Table 1. Descriptive analysis of the attitudinal components

Attitudinal components	N	Mean	Std. Deviation
Cognitive	207	15,36	04,64
Affective	207	58,22	21,31
Behavioural	207	09,10	03,91

Table 1 demonstrates the descriptive scores of the attitudinal components. In cognitive component, as a total score of 20 or more means a strongly positive attitude, a total score between 15 and 19 indicates the moderately positive attitude, and a score of 14 and less shows negative attitude. This outcome would mean that the teacher learners bear a very slightly positive cognitive attitude (Mean: 15.36).

As for the affective attitudinal component, a total score of 84 or more implies that the participants hold the strongly positive attitude, a total score between 63 and 83 demonstrates the moderately positive tendency, a score of 62 and less represents the negative attitude. And these scores may show that the attendees hold disapproving affective attitude (Mean: 58,22).

Regarding the behavioural items on the attitude scale, a total score of 16 or more signifies that the learners have the strongly positive attitude, a total score from 12 to 15 shows the moderately positive dispositions, and a score of 11 and less indicates the negative attitude. This offshoot can indicate that the participants again embody negative attitude in terms of the behavioural dimension of attitude (Mean: 9,10).

These generic results indicate that no distinctions between the subcomponents have come out; namely, the participants’ disapproving posture does not alter from one component to another. Therefore, this study upholds the single component view which alleges that attitude encompasses only one monolithic component, say, evaluative-affective component.

- b) *What is the relationship between prospective teachers’ attitude towards the compulsory English course and their genders, studying departments, the graduated high schools, their reasons and weekly hours of studying English?*

Table 2. T-test result regarding the cognitive, affective, and behavioural attitude towards the English lesson

	Gender	N	Mean	sd	df	t	*p
Cognitive	Female	92	14,78	04,82	205	1,62	,106
	Male	115	15,83	04,46			
Affective	Female	92	52,96	21,63	205	3,24	,001
	Male	115	62,42	20,18			
Behavioural	Female	92	07,96	03,84	205	3,86	,000
	Male	115	10,01	03,74			

As revealed in Table 2, the findings retrieved from the correlational analyses between gender and attitudinal components show that in cognitive subcomponent [$t(205) = 1.62, p > .05$], there is not any statistically significant difference between the genders. However, in affective [$t(205) = 3.24, p < .05$] and behavioural [$t(205) = 3.86, p < .05$] subcomponents, males exhibited more favourable dispositions than females towards learning English that alludes to statistically significant difference.

Table 3. The descriptive statistics regarding participants' cognitive, affective, and behavioural attitude according to their studying departments

Departments	N	Cognitive		Affective		Behavioural	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Primary School Teacher	35	15,62	4,22	55,02	19,83	8,85	3,20
Turkish Language	43	17,37	4,56	71,25	22,12	10,97	4,81
Social Sciences	36	15,66	4,24	59,25	17,66	9,47	3,47
Science Education	38	14,42	5,18	52,36	21,23	8,18	3,71
Primary Mathematics	28	14,32	4,05	56,53	23,03	8,32	3,70
Computer/Instructional Technology	27	13,85	4,77	50,22	16,31	8,07	3,36

As Table 3 evinces, the participants at Turkish Language Education exhibited more favouring dispositions towards acquiring English than the other departments' student teachers in all subcomponents of attitude (Mean:17,37–71,25–10,97, respectively). The other departments after Turkish Language Education follow in a changing order in attitudinal subcomponents. The department that had taken the least score is not the same in all subcomponents of attitude.

Table 4. The inferential statistics on participants' cognitive, affective, and behavioural attitude according to their studying departments (ANOVA)

		Sum of Squares	df	Mean Square	F	*p	LSD
Cognitive	Between Groups	305,10	5	61,02			
	Within Groups	4144,99	201	20,62	2,959	,013	2 - 4,5,6
	Total	4450,09	206				
Affective	Between Groups	10809,39	5	2161,87			
	Within Groups	82782,38	201	411,85	5,249	,000	2-1,3,4,5,6
	Total	93591,77	206				
Behavioural	Between Groups	235,75	5	47,15			
	Within Groups	2921,90	201	14,53	3,244	,008	2-1,4,5,6
	Total	3157,66	206				

* $p < 0,05$

1. Primary School Teacher Education, 2. Turkish Language Education, 3. Social Sciences Education, 4. Science Education, 5. Primary Mathematics Education, 6. Computer and Instructional Technology Education

Table 4 shows that there is a statistically meaningful distinction in cognitive, affective, and behavioural attitude among the departments of participants in favour of Turkish Language Education according to the p scores [cognitive: $F(5.201)=2,95; p < 0,05$; affective: $F(5.201)= 5,24; p < 0,05$;

behavioural: $F(5.201)= 3,24$; $p < 0,05$]. LSD findings also exhibits that there is a significant difference between Turkish Language Education and other departments.

Table 5. The descriptive statistics on participants’ cognitive, affective, and behavioural attitude in terms of graduated high schools

Graduated high schools	N	Cognitive		Affective		Behavioural	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
General high school	139	15,98	4,56	60,95	21,58	9,66	3,92
Private high school	2	10,50	2,12	34,00	7,07	4,50	,70
Anatolian high school	32	15,03	4,37	57,90	22,51	8,68	4,23
Anatolian teacher high school	4	14,75	4,85	45,50	7,32	6,50	2,38
Science high school	1	13,00	.	49,00	.	8,00	.
Vocational high school	17	12,47	4,74	48,11	16,41	7,35	2,64
Technical high school	7	14,14	5,92	50,85	19,72	7,28	3,90
Other high schools	5	14,80	4,32	50,60	18,68	9,00	3,93

According to the descriptive outcomes in Table 5, participants graduated from general high schools seem to have exhibited more approving tendency towards learning English than other high schools in all attitudinal subcomponents as evinced in the mean scores respectively (Mean: 15,98 – 60,95 – 9,66).

Table 6. The inferential statistics on participants’ cognitive, affective, and behavioural attitude in terms of graduated high schools (ANOVA)

		Sum of Squares	df	Mean Square	F	*p	LSD
Cognitive	Between Groups	266,01	7	38,00	1,80	,088	
	Within Groups	4184,08	199	21,02			
	Total	4450,09	206				
Affective	Between Groups	5354,49	7	764,92	1,72	,105	
	Within Groups	88237,28	199	443,40			
	Total	93591,77	206				
Behavioural	Between Groups	194,86	7	27,83	1,87	,076	
	Within Groups	2962,794	199	14,888			
	Total	3157,662	206				

* $p < 0,05$

However, as shown in Table 6, one-way ANOVA and LSD test results reveal that the p scores retrieved from cognitive, affective, and behavioural subcomponents of attitude show that general high school graduates’ bearing a higher level attitude when compared to other high schools. This result though does not purport a statistically meaningful difference. [$F(7.199)= 1,80$; $p < 0,05$; $F(7.199)= 1,72$; $p < 0,05$; $F(7.199)= 1,87$; $p < 0,05$ sequentially]. Hence, the LSD test did not yield any scores on the diversity among the high schools. To sum up, even though the attendees graduated from general high schools demonstrated more favourable dispositions than others, this difference did not turn out to be statistically valuable in terms of giving a more thorough elucidation on this disparity.

Table 7. The results of regression analysis concerning the prediction of cognitive attitude

Variables	B	Std. Error B	β	<i>t</i>	p	Bivariate r	Partial r
Constant	18,418	,675		27,27	,000		
GOAL	-,641	,155	-,275	-4,13	,000	-,302	-,278
HOUR	-,952	,368	-,172	-2,59	,010	-,215	-,178
R = ,347 ^a R ² = ,120 F = 13,934 p = ,000 ^b							

Dependent variable: Cognitive attitude

Predictors: (constant), Goal, Hour

Multiple regression-linear analyses were executed to determine the strength of attitudinal subcomponents' relation to the goals for learning English and the hours of studying English. As a result of analyses on bivariate and partial correlations between dependent variable (cognitive attitude) and predictors (goal, hour), a low and negative correlation ($r = -0,30$) was found between cognitive attitude and goals for studying English, whereas controlling the other predictor variable (hour), the correlation between these two variables was found to be lower and again negative ($r = -0,28$). Between cognitive attitude and the hours that students give effort to learn English, the correlation is very little and negative ($r = -0,21$), even this score gets lowered and negative when the other predictor variable (goal) is controlled ($r = -0,18$).

The correlation between cognitive attitude and goal and hour variables was found to be at a low but a significant level ($R = ,347$). The two mentioned variables account for 12 % of cognitive attitude variance ($R^2 = ,120$). The p scores indicate that goal ($p = ,000$) and hour ($p = ,010$) variables are statistically significant predictors of cognitive attitude ($p < ,01$).

Table 8. The results of regression analysis concerning the prediction of affective attitude

Variables	B	Std. Error B	β	<i>t</i>	p	Bivariate r	Partial r
Constant	73,953	3,051		24,236	,000		
GOAL	-3,014	,699	-,282	-4,310	,000	-,316	-,289
HOUR	-5,496	1,661	-,217	-3,308	,001	-,261	-,226
R = ,382 ^a R ² = ,146 F = 17,408 p = ,000 ^b							

Dependent variable: Affective attitude

Predictors: (constant), Goal, Hour

Analyses on bivariate and partial correlations between a dependent variable (affective attitude) and predictors (goal, hour) reveal that there is a low and negative correlation ($r = -0,32$) between affective attitude and goals for studying English, whereas controlling the other predictor variable (hour), the correlation between these two variables was found to be lower and again negative ($r = -0,29$). Between the affective attitude and the hours of learning English, the correlation is very little and negative ($r = -0,26$), even this score gets lower and negative when the other predictor variable (goal) is controlled ($r = -0,23$).

The correlation between affective attitude and goal and hour variables is at a low and a significant level ($R = ,382$). The two mentioned variables explain 14% of affective attitude variance ($R^2 = ,146$). It can be inferred from the p scores that goal ($p = ,000$) and hour ($p = ,001$) variables are statistically significant predictors of affective attitude ($p < ,01$).

Table 9. The results of regression analysis concerning the prediction of behavioural attitude

Variables	B	Std. Error B	β	<i>t</i>	p	Bivariate r	Partial r
Constant	11,883	,558		21,291	,000		
GOAL	-,661	,128	-,337	-5,169	,000	-,361	-,340
HOUR	-,709	,304	-,152	-2,333	,021	-,205	-,161
R = ,391 ^a		R ² = ,153		F = 18,413		p = ,000 ^b	

Dependent variable: behavioural attitude

Predictors: (constant), Goal, Hour

As it is discerned from the analyses on bivariate and partial correlations between a dependent variable (behavioural attitude) and predictors (goal, hour), a low and negative correlation ($r = -0,36$) was discovered to be between behavioural attitude and goals for studying English, whereas controlling other predictor variable (hour), the correlation between these two variables was found to be lower and negative ($r = -0,34$). Between behavioural attitude and the hours of learning English, the correlation is very little and negative ($r = -0,20$), and when the other predictor variable (goal) is controlled, this score gets lower but again negative ($r = -0,16$).

The correlation between the behavioural attitude and goal and hour variables was found to be at a low and a significant level ($R = ,391$). The two mentioned variables explain 15% of behavioural attitude variance ($R^2 = ,153$). One can deduce from the p scores that goal ($p = ,000$) and hour ($p = ,021$) variables are statistically significant predictors of behavioural attitude ($p < ,01$).

To encapsulate the results yielded out of regression analyses, the p scores in the tables indicate that there is a significant connection between the attitudinal components and the students' hours and goals for studying English. However, this relation in all attitudinal components is very low and negative. The relation is low because these two predictors (goal, hour) account for very little of attitude; that is, approximately between 12 and 15%.

The negative relation intends that the goals and hours for studying English may decrease the students' favourable dispositions. In other words, even though almost half of the participants have the "passing the English course" as their goal, this goal might lower their attitude in all dimensions. Similarly, 77 % of participants never endeavoured to learn the necessitated knowledge of English language, and an increase in this score may lead to less approving attitude in the teacher learners.

4. Discussion

4.1. Interpretation and discussion of the research questions

4.1.1. Discussion of Differences in Attitudinal Components

The results alluded that the participants displayed dismissive attitude in all dimensions of attitude. This outcome contradicts with the presumption of the researcher that the student teachers' dispositions may differ from one subcomponent to another. For that reason, this result justifies the single component view (Eagly, Alice, & Chaiken, 1998). This consistence amongst the attitudinal subcomponents might be accounted by the negative reciprocal influence; that is to say, each of them might serve as the cause or effect of each other. Nevertheless, that students' not investing any effort to acquire English might be ascribed to the learning environment, the impression and style of the instructors, their instructional

techniques, the activities, and the home tasks. This dismissive behavioural posture can also be confirmed by the 76.8 % of student teachers' not studying English except for exams and lesson in their leisure time.

This resultant is in consonant with several studies while contradicting with a number of them. Abidin, Mohammadi, and Alzwari (2012) and Çakıcı (2007), embracing single component view, came up with dismissive attitude of learners, as well; but Genç and Aksu (2004) found that students at universities bear approving dispositions towards English. As Williams and Burden (1997, p. 88) propose that “it is undoubtedly true that learners bring many individual characteristics to the learning process”, the attitude of candidate teachers at education faculties is rather worthy in terms of the possibility of transferring their dispositions to their students. The investigation of Elkılıç, Akalın, and Salman (2010) with the analogous result of the present study, which again discovered dismissive attitude at an education faculty, justifies this concern.

4.1.2. Discussion of Gender Differences

According to the results of this study, males and females' attitude did not differ in terms of cognitive attitude whereas males displayed more approving attitude in affective and behavioural attitudinal components. Still, males' exhibiting favourable attitude in affective and behavioural dimension is conflicting with Aydoslu (2005). This current result is also contradictory with Abidin et al (2012) who discovered that the dispositions of female learners are delicately higher than that of males in secondary schools. However, the present result is in accord with most of the studies in the literature such as Elkılıç et al (2010), Kobayashi (2002), Burgucu (2011), and Karahan (2007). On the other hand, Çakıcı (2007), Karaş (1996), and Saracaloğlu (1996) encountered no difference between gender-related attitudes.

4.1.3. Discussion of Department Differences

The remarkable outcome of the present research is that learners at Turkish Language Education (TLE, hereafter) held more approving dispositions than other departments in all attitudinal components. The interpretation of this result is that as the learners at Turkish Language Education deal with the structures, rules, skills, teaching methodologies, strategies, and styles of learning a language, they appreciate the worth of learning a foreign language. This finding can be also leaned on Gardner and Lambert's (1959, p. 290) statement that an individual who acknowledges the structures of English could succeed in French courses focusing on grammar (cited in Krashen, 1981). This outcome is overlapping with the study of Çakıcı (2007) who discovered that students at TLE held favourable attitude. On the other hand, Burgucu (2011) found that learners studying at programs related to language and mathematic manifested more favourable attitude than other programs, and advanced her speculation that language learning and mathematic might have a positive connection. However, Aydoslu (2005) unveiled a different result in her study that students at Physical Training and Sports Education demonstrated the highest level of positive attitude in all attitudinal components.

4.1.4. Discussion of High School Differences

Here, the salient result was that no attitudinal differences came out among the graduated high schools; nevertheless, considering the mean scores, the respondents graduated from the general high schools surprisingly appeared to preserve the highest level of attitude in all attitudinal components. The most striking finding arose when learners graduated from the private high schools where English instruction is one of the consequential priorities in the curriculum exhibited the lowest level of attitude; but still, this also can be criticized in terms of only two respondents' being sampled and this sampling may have affected the reliability and validity. Nevertheless, Çakıcı (2007) also encountered with more approving attitude in the state high schools than Anatolian high schools. On the other aspect, her rationale that the intensive training of English might have caused weariness and unfavourable dispositions at the learners might also justify the outcome of the current study in this respect. However, quite contrary to those

investigations, Aydoslu (2005) obtained the highest level of attitude in the learners graduated from private high schools.

4.1.5. Discussion of Goal and Hour Differences

The goals for and hours of studying a foreign language can easily and greatly influence attaining the success. Based on the results, respondents' main purpose in studying English is to pass the English course which is an instrumental goal, and most of them do not ever put any effort for acquiring the essential aspects of English in their leisure time. As the participants' main goal is to pass the course in acquiring English, they invest their time and effort only for the lessons and exams. According to the results of regression tests, these goal and hour variables explain only about 14% of learners' cognitive, affective, and behavioural attitude. More, low level and negative association between attitude and goal and hour variables have been discovered and that connotes that passing the course as a goal and not ever studying do not cast any effect on the respondents' dispositions. Even it could have any impact, it would be negative. This result is also consistent with that of Aydoslu (2005) because she also discovered low level and negative relation between attitude and goal and hour variables. This outcome can also be supported by the study of Çolak (2008) who reached that learners just revise their knowledge and familiarity of English before exams but not any time.

4.2. Suggestions for Further Research

Several suggestions can be put forward for the concerned researchers. For instance, new investigations can be executed to assure the generalization by including the other faculties, universities, the educational institutions affiliated with the Ministry of National Education, and even the other institutions in other countries. Since the attitude notion is a changeable feature rather than a stable feature that exists in a foreign language learner, a longitudinal study can be put into action by encompassing the upper grades. A qualitative research that could be conducted in coalescence with quantitative research on such a socio-psychological notion as attitude can also grant a more expository and exhaustive outcomes. Recommendations to promote favourable attitude endowed in the pedagogical implications can be tested in an empirical research in terms of whether they are of any assistance in developing positive posture on learners towards language learning. The influence of success and failure on the favourable or unfavourable learner dispositions can also be examined.

The sweeping diversity of the results on attitude notion emerged out of the investigations conducted around the globe indicates that one cannot purport any generic and veritable cause for positive or negative attitude in attaining the success or failure in foreign language education. As every human being is typified as a unique nature in his/her thought, feelings, and behaviours, this might also lead the researchers to appeal to attitude construct, one of the crucial factors in the individual differences, in light of the postmodernist paradigm which is becoming a prevalent issue in educational science as well as in foreign language education (Fahim & Pishghadam, 2009). Consequently, scholars in the educational science would get aware of the necessity of stepping slightly out of the modernist paradigm and approximating to the postmodernist paradigm in foreign language education.

4.3. Pedagogical Implications

Statement of a problem without bestowing a solution would be a futile endeavour. In this sense, Gökçe (2008) advises language practitioners to keep in mind that attitude is a can-be-developed feature, not an inherent and stable feature. To this end, Çakıcı (2007) accentuates that the responsibility of developing positive dispositions in language learners is on teachers and accordingly the education policy at education faculties should be reorganized to take stock of the promotion of positive attitudes in teacher

learners. These responsibilities were mentioned below in terms of the style of instructors, instructional materials, and a technique called “free talk session”.

As for the instructional style of the instructors, rather than persisting on a single approach, relevant diversified approaches in an eclectic way could be espoused. Feedback and formative assessment could be exploited fairly more effectively. Genç and Aksu (2004) counsel the language teachers to capture the attention of the language learners and take the individual differences into consideration. Teachers need to make up an encouraging, authentic, personalized, and relaxing atmosphere in the classrooms (Abidin et al, 2012). According to Çolak (2008), it is of utmost significance to apply motivational strategies so as to promote the favourable attitude. Lastly, Oroujlou and Vahedi (2011) underline the provision of contexts that will help the students to be in a mood of accomplishment, rendering pair and group work activities to ensure the students’ confidence, and assisting the learners to form their own short-term goals.

In terms of instructional materials, Aydoslu (2005) proffers the language teachers to organize instructional techniques, activities, supplementary resources, and the up-to-date visual materials (videos, movies, songs, games, pictures, sketches, etc.) in accord with learners’ needs, expectations, and interests. Teachers are advised to emphasize the use of the information technologies as computers, smart boards and phones, tablets, and online educational sites on internet to sustain the learning outside the school, and stimulate them to be autonomous learners by aspiringly training them “to learn how to learn” (Çolak, 2008; Gökçe, 2008).

Instructors at education faculties and language teachers at other education institutions could organize free talk sessions between ten and fifteen minutes in the first weeks or during the semester to arrange a rapport in deciding on and developing their instructional style so as to see the process in the development of approving attitude. During these sessions, teachers can highlight the importance of pragmatic benefits of knowledge and proficiency in English (Üzüm, 2007); and more, passing the English course would rather not be dictated as the sheer goal of acquiring English. Moreover, language practitioners could exhort language learners to show their demeanours in a tolerant, welcoming manner towards the target culture and community.

5. Conclusions

With regard to the responsibility of educators in learning and teaching environments, educators should concentrate more on individual differences as attitude rather than putting excessive exertion on instructional methods and techniques yet ignoring the affective agents. As one of the main formal objectives of the language educators is to “develop positive attitude toward foreign language teaching” (Milli Eğitim Bakanlığı Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği, Tebliğler Dergisi, 2006, p. 2), educators at education faculties as well as language teachers should keep this objective in mind and promote positive attitude in learners.

As a last yet foremost word in promoting positive attitude, it is paramount to make language learners hold a great affection and respect towards the instructors, learning environment, learning English, English itself, its culture and community, and global culture and community; and then the continuum of learning and teaching a foreign language will proceed spontaneously.

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Appendix

Öğretmen Adaylarının İngilizce Dersine İlişkin Tutumları (Bir Devlet Üniversitesi Örneği)

Değerli öğrenci;

Üniversitesi Eğitim Fakültesi'nde yapılmakta olan “*Öğretmen Adaylarının İngilizce Dersine İlişkin Tutumları (SİÜ Örneği)*” konulu bir araştırma için Üniversitesi Eğitim Fakültesi I.ve II. sınıf öğrencileriyle ilgili kişisel bilgilere ve zorunlu İngilizce dersine ilişkin tutumlarına dair bilgilere gereksinim duyulmaktadır.

Bu amaçla tarafımda yeniden düzenlenmiş olan ölçeğin (Aydoslu, 2005) ilk bölümünde *kışisel bilgiler anketi*, ikinci kısmında ise *İngilizce dersine yönelik tutum maddeleri* bulunmaktadır. Lütfen her maddeyi dikkatle okuyup, cevaplandırınız. Ankette verdiğiniz bilgiler bilimsel bir araştırma için kullanılacak olup, kesinlikle bu kapsamda tutulacaktır. Anketi doldururken tüm soruları eksiksiz cevaplamaya özen göstermeniz rica olunur. Katkılarınız için şimdiden teşekkürlerimi sunarım.

Katılımcının

Adı - Soyadı:

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

İmza:

I. BÖLÜM

KİŞİSEL BİLGİLER ANKETİ

Aşağıdaki sorular çoktan seçmeli olarak düzenlenmiştir. Size uygun olan seçeneğin içine (X) işareti koyunuz.

<p>1. Cinsiyetiniz: (.....) Kız (.....) Erkek</p> <p>2. Anabilim / Ana Sanat Dalınız:</p> <p>(.....) Sınıf Öğretmenliği (.....) Türkçe Öğretmenliği (.....) Sosyal Bilgiler Öğretmenliği (.....) Fen Bilgisi Öğretmenliği (.....) İlköğretim Matematik Öğretmenliği (.....) Bilgisayar ve Öğretim Teknolojileri Öğretmenliği</p> <p>3. Mezun Olduğunuz Lise Türü:</p> <p>(.....) Genel Lise (.....) Özel Lise (.....) Anadolu Lisesi (.....) Anadolu Öğretmen Lisesi (.....) Fen Lisesi (.....) Meslek Lisesi (Tam adını yazınız.)</p> <p>(.....) Teknik Lise (Tam adını yazınız.)</p> <p>(.....) Diğer (lütfen belirtiniz)</p>	<p>4. En çok hangi amaçla İngilizce öğreniyorsunuz? (Sadece birini işaretleyiniz.)</p> <p>(.....) Dersten geçmek (.....) Yabancılarla iletişim kurmak (.....) İyi bir iş bulmak (.....) Yurt dışına gitmek (.....) Kariyer yapmak (.....) Kararsızım. (.....) Diğer (lütfen belirtiniz)</p> <p>5. Derse ve sınava hazırlanmak dışında haftada kaç saat İngilizce çalışıyorsunuz?</p> <p>(.....) Hiç çalışmıyorum. (.....) 1-2 saat (.....) 3-4 saat (.....) 5-6 saat (.....) 7-8 saat (.....) Daha fazla (lütfen belirtiniz)</p>
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II. BÖLÜM - İNGİLİZCE DERSİNE YÖNELİK TUTUM MADDELERİ Aşağıdaki cümlelerin karşısında size en uygun olan kısmı (X) işaretleyiniz. Adınızı yazmayınız ve soru atlamayınız.	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
TUTUMLAR					
1. İngilizce sevdiğim bir derstir.					
2. İngilizce'yi kullanabileceğim web sitelerine girerim.					
3. İngilizce şarkılar dinlerim.					
4. İngilizce dersinden korkuyorum.					
5. İngilizce zor bir derstir.					
6. İngilizce dersinde zaman çabuk geçiyor.					
7. İngilizce zevkli geçen bir derstir.					
8. Mümkün olsa İngilizce dersi yerine başka bir ders almak isterdim.					
9. Türkçe alt yazısız ya da dublajsız İngilizce filmleri izlemem.					
10. İngilizce bilmenin iş şansımı artıracığını düşünüyorum.					
11. İngilizce hikaye kitapları okurum.					
12. İngilizce sınavından çekinirim.					
13. İngilizce dersini sıkıcı buluyorum.					
14. İngilizce ders kitaplarını çalışmaktan hoşlanmam.					
15. İngilizce yayın yapan televizyon kanallarını izlerim.					
16. İngilizce bilgimi artırmak için daha çok zaman harcamak istiyorum.					
17. İlkokuldan itibaren İngilizce dersi verilmesine karşıyım.					
18. İngilizce'den nefret ediyorum.					
19. İngilizce oyunlar oynarım.					
20. İngilizce öğrenmek benim için son derece gereksizdir.					
21. İngilizce'yi yaşamımda birçok şekilde kullanacağıma inanıyorum.					
22. İngilizce dersi benim için boşa zaman harcamaktır.					
23. İngilizce ders saatinin sayısı azaltılırsa mutlu olurum.					
24. İngilizce derslerinde işlenen konular önemlidir.					
25. İngilizce derslerinde İngilizce konuşmaktan hoşlanmam.					
26. İngilizce çalışmak sinirimi bozar.					
27. İngilizce yazılabileceğim yabancı arkadaşlar edinmeye çalışırım.					
28. İngilizce dersini kaçırmak istemem.					
29. İngilizce ödevlerini yapmaktan zevk alırım.					
30. İngilizce çalışarak zamanımı boşa harcamam.					

Öğretmen adaylarının bir Türk üniversitesindeki zorunlu İngilizce dersine ilişkin tutumları

Öz

Bu çalışmanın amacı öğrencilerin zorunlu İngilizce derslerine yönelik bilişsel, duyuşsal ve davranışsal tutumlarını ve bu tutumların cinsiyet, bölüm, mezun olunan lise, İngilizce öğrenme amaçları ve İngilizce'ye ayırdıkları saatlerle ilişkisini belirlemektir. Bu amaçla birbiriyle iç içe kesitsel anket ve ilişkisel araştırma deseni benimsenmiştir. Araştırmanın örneklemini bir devlet üniversitesinin eğitim fakültesinden gönüllü seçilen 207 öğrenciden oluşmaktadır. Bilgi toplama aracı olarak kısmen uyarlanmış anket kullanılmıştır. Tanımlayıcı istatistik için frekans, yüzdeler, ortalama ve standart sapma, çıkarımsal istatistik için ise bağımsız örneklem t-test, tek yönlü ANOVA ve regresyon analizinden faydalanılmıştır. Bulgular bu istatistikler yolu ile tanımlanıp ve yorumlanmıştır. Bu sonuçlara göre katılımcıların büyük bir çoğunluğu İngilizce dersini geçmeyi amaç edinirken, yarıya yakını İngilizce öğrenmek için hiçbir çaba sarf etmezler. Katılımcılar tutum bileşenlerinde ayırt edilmeksizin hepsinde olumsuz tutum sergilemişlerdir. Önceki çalışmalara zıt olarak, erkek öğrencilerin tutumları kız öğrencilere göre daha olumludur. Türkçe Öğretmenliği'nde okuyan öğrenciler diğer bölümlerde okuyan öğrencilere göre daha olumlu tutum göstermişlerdir. Düz liselerden mezun olan öğrenciler beklenmedik bir şekilde diğer liselerden mezun olan öğrencilere oranla daha olumlu bir tutum sergilemişlerdir. Öğrencilerin İngilizce öğrenme amaçları ile İngilizce'ye ayırdıkları saatlerin sergiledikleri tutumlarda çok az rolü vardır. Bir öneri olarak, dil öğretmenlerinin İngilizce dil yapısını öğretmenin yanında, bireysel farklılıklara ve duyuşsal etmenlere daha fazla odaklanmaları ve İngilizce bilmenin önemini açıklamaları tavsiye edilir.

Anahtar sözcükler: motivasyon; tutum; zorunlu İngilizce dersi; öğretmen adayları; eğitim fakülteleri

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