

# THE RELATION BETWEEN STUDENTS' ATTITUDES TOWARD FOREIGN LANGUAGE AND FOREIGN LANGUAGE ACHIEVEMENT\*

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## Özet

*Bu araştırmanın temel amacı, lise öğrencilerinin yabancı dil öğrenmeye yönelik tutumları ile akademik başarıları arasındaki ilişkiyi ortaya koymaktır. Araştırma örneklemini Kahramanmaraş, Afşin ve Elbistan'da bulunan çeşitli liselerin son sınıf öğrencileri oluşturmuştur (N=421). Öğrencilerin yabancı dil öğrenmeye yönelik tutumlarının belirlenmesi amacıyla, Saracaloğlu (1992) tarafından geliştirilen "Yabancı Dile Yönelik Tutum Ölçeği 'YDYTÖ' " kullanılmıştır ( $r = 0,96$ ). Araştırma verileri, ANOVA, t, Scheffe ve Tukey HSD testleri ile analiz edilmiştir. Bulgular, öğrencilerin yabancı dil başarılarının cinsiyete göre istatistiksel olarak önemli düzeyde farklılaşmadığını ancak yabancı dil tutumu ile akademik başarı arasında anlamlı bir ilişki olduğunu ve kız öğrencilerin yabancı dil tutumlarının erkek öğrencilerden daha olumlu olduğunu göstermektedir.*

**Anahtar Sözcükler:** Yabancı dil tutumu, yabancı dil başarısı.

## YABANCI DİL VE YABANCI DİL EDİNİMİ İLE ÖĞRENCİ YAKLAŞIMLARI ARASINDAKİ İLİŞKİ

### Abstract

*The purpose of this study is to investigate the relation between students' attitudes towards foreign language and foreign language achievement. The participants are last-year-students in the high schools in Afşin and Elbistan, K.Maraş. The reason why we chose the last-year high school students was to identify their attitudes towards language in the beginning of their career through university. Language Attitude Scale (LAS) -Likert Type scale in five gradations- was administered to all students to see if there was any relationship between their attitude and success. The attitude scale was developed by Saracaloğlu (1992), ( $r = 0,96$ ). 421 students' responses were studied. ANOVA, t, Scheffe and Tukey HSD tests were used in analyzing the data. This study indicates that there is a significant relation between student academic achievement and student attitude towards foreign language but statistically no relation between gender and success. In the light of this study, it is possible to put forward that female students tend to have more positive attitudes than male students.*

**Key words:** Foreign language attitude, foreign language achievement.

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\* The Relationship Between Students' Attitudes Toward Foreign Language And Foreign Language Achievement. Approaches to the Study of Language and Literature. (Paper Presentation) First International Conference Dokuz Eylül University Buca Faculty of Education, 1-3 October, İzmir.

## **Introduction**

Attitude has recently received considerable attention from both first and second language researchers. Most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy. There are several reasons why research on students' attitudes toward language learning is important. First, attitudes toward learning are believed to influence behaviors, (Kaballa & Crowley, 1985) (Source: Weinburgh, 1998) such as selecting and reading books, speaking in a foreign language. Second, a relationship between attitudes and achievement has been shown to exist. Schibeci and Riley (1986), (Source: Weinburgh, 1998) report that there is support for the proposition that attitudes influence achievement, rather than achievement influencing attitudes. How attitudes towards learning are formed, how affect learning has been increasingly interest of language teachers and researchers as well. The reason is that attitude influence one's behaviors, inner mood and therefore learning. So it is clear that there is an interaction between language learning and the environmental components in which the student grew up. Both negative and positive attitudes have a strong impact on the success of language learning. The attitude of an individual depends heavily upon different stimuli. Stern (1983) claims that "the affective component contributes at least as much and often more to language learning than the cognitive skills", and this is supported by recent researches. All studies adduce that affective variables have significant influences on language success, (Eveyik, 1999; Skehan, 1989; Gardner, 1985; Spolsky, 1989). Discovering students' attitude about language will help both teacher and student in the teaching-learning process. Therefore we have to consider the crucial role of affective domain.

The characteristics of affective domain are: interest, values and tendency and most of these shape our attitudes (Saracaloğlu, 2000). Valuing, belief, interest and expectations are refers to affective characteristics. In the same work, Saracaloğlu (quoted from Bloom 1973) points out that these affective characteristics have a great impact on learning as well. Alexander & Strain (1978) show that expectations, and behaviors influence both student's self, image and academic performance. With reference to the work of Saracaloğlu (2000) the studies, related to students' attitudes are generally restricted, (Saracaloğlu (2000) (quoted from Allport, 1967). But in fact measuring attitude is achieved more successfully than defining it as a term. Student attitude measured with high reliability shapes the school curriculum especially in ELT classes.

In order to be able to evaluate the students' attitudes, let us begin with the definition of the term, 'attitude'. There are many definitions of the term. Among

them Triandis (1971) accepts that it is a manner of consistency toward an object. To Brown (2001: 61), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community. Krımsoy (1997) emphasizes “the power of culture thereby shaping our life and feeling” and therefore our attitudes towards external world.

Gardner (1985:91-93) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent.

Eveyik (1999: 21) in her MA thesis, agrees with most scholars on the definition of ‘attitude’ that it is the state of readiness to respond to a situation and an inclination to behave in a consistent manner toward an object.

Lambert (1967), (quoted from Macnamara, 1973: 37) mentions about two types of attitudes; ‘integrative’ and ‘instrumental’ attitude to language learning, an integrative attitude is a desire to know and become friendly with speakers of a language, an instrumental one is a desire to better oneself materially by means of the language. And he adds, “an integrative attitude is more likely to lead to success than an instrumental one”. Brown (1994:168) gives an example of Canadian’s positive attitude toward French to understand them, and to empathize with them-will lead to high integrative motivation to learn French.

Brown (1994: 168), in his great work ‘*Principles of Language Learning and Teaching*’ adds: “ Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents’ and peers’ attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience”. Here it seems clear that there are many stimulants lead to positive or negative attitude of an individual.

The same result was reached in another study: Language learning is very much interplay of personalities – one shouldn’t tend to forget that pupils too are human, with likes/dislikes/moods. ([www.aber.ac.uk](http://www.aber.ac.uk)).

Chamber (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning. Gardner and Lambert (1972) in their extensive studies give evidence that positive attitudes toward language enhance proficiency as well. Language attitude studies explore how people react to language interactions and how they evaluate others based on the language behavior they observe ([www.cal.or/eric](http://www.cal.or/eric)).

Sönmez (1994: 64), shares the same idea with Brown; “attitude is a product of all life experiences”. Therefore attitude may not come out during school life. But it is the duty of school to help students develop positive attitude towards foreign language.

To sum up, attitude refers to our feelings and shapes our behaviors towards learning.

Here are some studies taken from literature review that indicate the relationship between attitude and achievement:

Haitema (2002) and Saracaloğlu (2000) in their studies reveal that there is a positive relationship between affective characteristics and foreign language achievement. In her study, Saracaloğlu refers to the students' attitudes that they differ according to the type of high school, that is Anatolian High School and private high school showed high positive attitudes towards foreign language.

This result contrasts with Çalış (1995:7). Her study was carried out on university freshmen. She asserts that Both SHS, AHS, PS graduates showed negative attitude towards foreign language at the university level. Graham (1990) in his study (N=1200) on Irish children indicates that females had a significantly more positive attitude. Baranov (1986) in his study, with the secondary school students, in the Soviet Union adduces minimal difference between male and female. Csepo & Nikolov (2002), (with 6-8-10 grade-student) reveals a close relationship between students' attitudes towards foreign language and parent-education.

### **Aim**

A major purpose of this investigation was to reveal the contributions, if any, that attitudes related to achievement in the foreign language. To reach this aim the following questions were identified:

1. Does student attitude differ according to gender; type of high school; the state of knowing foreign language (the instructional language); mother's education; father's education; knowing second foreign language; whether or not being abroad?

2. Does student achievement differ according to type of high school; the state of knowing foreign language (the instructional language); mother's education; father's education; knowing second foreign language; whether or not being abroad?

### **Assumptions**

1. The students were expected to answer the scale honestly.
2. The student's achievement score given by the instructor determines their learning level.

### **Limitations**

1. This study was carried out during 2003-2004 fall-term and included Afşin and Elbistan high schools' last-year-student in Kahramanmaraş city, in the eastern part of Turkey.

2. Private schools were excluded in this study.

## **Method**

### **Population & Sample**

The present study was carried in Afşin and Elbistan towns, in Kahramanmaraş city, and sampling groups are last-year high school students in these towns. The participants are 55,1%female, 44,9% male, the total is 421 students. 49,9% of the students are from public high school (high school) 23,8 % Anatolian high school, 10,9 % vocational high school, 15,4 % again public high school (super); 96,7% of the students are studying English as a foreign language 3,3 % French. 9,7% are studying French and Arabic as second foreign languages whereas 90,3% of them don't know any foreign languages, 3,6% of the participants had been abroad before, whereas 96,4% had not been.

### **Data Collection**

In this study in order to define students' attitudes towards foreign language and its relation with different variables, Language Attitude Scale (LAS) which was designed by Saracaloğlu (1992) was administered to all students, (N= 421), ( $\mu=0,92$ ). 21 items of scale are negative, 17 are positive; the total consists of 38 items. LAS (Language Attitude Scale) is Likert-Type scaling instrument in five gradations. The statements were graded as *Strongly Agree*, *Agree*, *No idea*, *Disagree* and *Strongly Disagree*. The lowest score is 38, and the highest one is 190. The high score shows negative attitude towards foreign language. Positive items are graded from 5 to 1, and the negative ones from 1 to 5. Students were asked to circle the number of the response on the instrument that best described their feeling toward the statement at the moment.

Personal information about parent-education, gender, type of high school, knowing second foreign language, the students' foreign language scores, whether or not being abroad is obtained from school administration and students themselves through Personal Information Form that was prepared by the researcher.

### **Data Analysis**

In data analysis SPSS 11.0 statistical program was used. To carry out this study, oneway analysis of variance and t- test was used to identify the difference between the groups; the frequencies, and the percentages of the statements were calculated as well. At the end of variance analysis, the difference between the groups was identified through Tukey HSD and LSD tests. Students' attitudes towards foreign language and the relation between foreign language achievement score were examined through Pearson correlation squares.

## Findings & Interpretation

### The Interpretation of the first question

The first question is 'Is there any significant difference between students' attitudes and gender, type of high school, first foreign language, mother education, father education, knowing second foreign language and whether or not being abroad?' The relation between attitudes and these variables was examined through t- test and oneway analysis of variance. The findings are shown in the **Table 1**.

As it is displayed in the Table 1 there is a significant difference between male and female students at 0,05 level. Females show higher positive attitude than males. This result shows parallelism with the study of (Saracaloğlu, 2000; Graham, 1990; Boykin and Trungamphai, 1982; Zamir, 1981). These studies support our findings in this study, in that females show more positive attitude than males. On the other hand there are some studies that differ from the findings we obtained. Saracaloğlu (1996), for example, carried out her study on university students of Physical Education trainees and the result indicates no difference in gender. In her another study, Saracaloğlu, (1995) revealed the same finding with Yaşar (1989) that male students have more favorable attitude than female students. According to Karaş (1996)'s finding the students show positive attitude towards foreign language and foreign culture but showed no significant difference between male and female students. This may occur from the students' level of education. Baranov (1986) studied on secondary school students in Russia and found that all of the students had negative attitude towards foreign language with no difference between males and females. Baranov grounds this on the negative effect of 1980s revolution in Russia and difficult situation of the classes without course materials after the revolution.

**Table 1** *The Distribution of Students' Attitudes Towards Foreign Language According to Different Variables*

<b>Gender</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>ss</b>	<b>t</b>	<b>p</b>
Female	232	128,453	23,97108	3,181	0,002*
Male	189	120,984	23,94419		
<b>High School Type</b>	<b>n</b>	<b><math>\bar{x}</math></b>	<b>ss</b>	<b>t</b>	<b>p</b>
Public H. School	210	127,895	21,12547	3,194	.023*
Anatolian H. School	100	120,840	27,79896		
Vocational H. School	46	118,804	21,95917		
Super H. School&Teo. H. School	65	127,077	27,75974		

<b>First. Forg. Lang. (Medium Of Instruction)</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
English	243	124,147	23,63157	-4,447	0,000*
French	201	152,786	25,56794		
<b>Mother Education</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Literate	58	120,466	23,36417	7,923	0,000*
Primary School	207	122,217	22,59728		
Secondary School	57	125,070	20,51816		
High School	53	126,094	24,41962		
University	46	142,804	26,85237		
<b>Father Education</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Literate	14	125,857	22,99450	0,575	0,681
Primary School	117	123,316	24,48421		
Secondary School	87	124,678	21,70816		
High School	152	127,322	25,13661		
University	51	123,078	25,54435		
<b>Second Foreign Language</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Know	41	124,683	23,67017	0,116	0,922
Not Know	380	125,145	29,124484		
<b>Foreign Country</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Been	15	135,067	27,30899	1,626	0,105
Not Been	406	124,732	24,05466		

When we consider students' attitudes mean scores and the relation between high school types, statistically there is a significant difference at 0,023 level. To define which group causes this difference Scheffe test was used. It was recorded that the difference is between SL, AHS and SL. To this finding SHS students have more positive attitudes than AHS and SL This is an unexpected result because we, as all researchers hoped that AHS and SL the medium of instruction of which heavily depends on foreign language (mostly English) would express stronger attitude than PHS. Saracaloğlu (1995) recorded that AHS and Private Schools had the highest attitude mean score. This finding contrasts with ours. Our finding can be explained as: PHS students have limited hours of foreign language courses

through their education and therefore they have great interest and curiosity in learning English. As a matter of fact, Yaşar (1989), in his study on high school students, revealed that vocational high school students had the highest positive attitude mean score than all other high schools' students.

The students who study French have more positive attitudes than English students. The contradictions between findings may cause from students' different level; and French classes are less crowded than English ones. French unlike English is rarely used in daily life, this may create interest in French, and this may cause the difference. This finding contradicts with (Saracaloğlu, 1994, 1995, 1996; Yaşar, 1989). they revealed that the students whose medium of instruction are English and German have higher attitude mean score than those whose language is French. Also, the level of students may play role in these studies. Because we study on secondary school students, and these researches were carried out on university students.

Although Gardner (1972) reveals that there is no relation between parents and language progress we found that the students whose mothers illiterate have low tendency towards foreign language, there is a minor difference between those whose mothers graduated from primary school. Those whose mothers graduated from university reflected the most favorable attitude toward foreign language. This emphasizes the importance of mother education, that it shapes student's attitude throughout school life. Therefore we have to consider this matter as a clue and give priority to women education. This finding supports another study on relation between attitude and parent-education; Csepo & Nikolov (2002), (with 6-8-10 grade-student) reveals a close relationship between students' attitudes towards foreign language and parent-education. This finding was done through variance analysis. The mean difference is .000, to define which group caused the difference Tukey HSD was used.

Unlike the former variable, there isn't any significant relation between students' attitudes and father education. All groups reflect minor differences among each other in this sense. It can be said that father doesn't play a major role on a child as well as mother. But generally the students whose fathers graduated from high school have more favorable attitudes than those whose father graduated from university. This was an unexpected case. We thought that the students whose fathers are university graduates would have more positive attitude but the case was not so. This result can be a subject for further studies.



There are some studies, which show a relation between knowing second foreign language and attitude. Gardner & Lambert (1972)'s study showed that bilingual children have markedly more favorable attitudes toward another language and culture. Quaßdorf (2002) in his/her studies figured out the close relation between bilingualism and attitudes towards foreign language and continues; "Bilingualism increases positive attitudes towards foreign language".

Although Gardner & Lambert (1972) and Saracaloğlu (1995)'s studies contrast with our finding there is another study consistent with our finding by Erdim (2001) that is, there is no relation between students attitudes and knowing second foreign language. So, our study shows that knowing second foreign language doesn't change students' attitudes towards foreign language. This result was recorded by Saracaloğlu (1996) too. This may depend on different factors, such as language methods used in classroom, teacher's behavior, course books, individual interests, intelligence etc. as Gardner (1972) suggests "of course teaching techniques and teachers' personalities can certainly affect the attitudes and motivation of students" (Ibid).

Generally speaking, there is a tendency among people that individuals who once had been or lived abroad will have sympathy to foreign language. This sympathy has influenced students' attitudes. The studies that were carried out by Erdim (2001), Saracaloğlu (1995) support this idea but our finding contradicts with their findings. The result shows that there is no significant difference between groups, whether student had been abroad or not. This partly may have relevant to Gardner & Lamberts' (1972) idea, "the impact of background differences even on the attitudes and motivation of students involved in learning a foreign language". Saracaloğlu (Ibid.) revealed the significant relation between student's being abroad and attitude towards foreign language.

### **The interpretation of the second question**

The second question was defined as: Is there any relation between students' achievement and gender, high school type, language of instruction, mother education, father education, knowing second foreign language and whether or not being abroad?

Students' responses were analyzed according to different variables through one way analysis of variance and t-test to compare the means of dimensions to find out whether the difference was significant or not. The findings are displayed in the **Table 2**.

<b>Table 2</b>					
<i>The Distribution of Students' Achievements According to Different Variables</i>					
<b>Gender</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Female	232	3,9741	0,92077	2,120	0,035*
Male	189	3,7778	0,97486		
<b>High School Type</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Public H. School	210	3,8810	0,92809	0,738	0,530
Anatolian H. School	100	3,7900	1,03763		
Vocational H. School	46	3,9565	0,84213		
Super H. School&Teo. H. School	65	4,0000	0,95197		
<b>First. Forg. Lang. (Medium Of Instruction)</b>	<b>n</b>	$\bar{x}$	<b>Ss</b>	<b>t</b>	<b>p</b>
English	243	3,8771	0,94928	-1,030	0,304
French	201	4,1429	0,94923		
<b>Mother Education</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Literate	58	3,6552	0,94686	0,738	0,530
Primary School	207	3,8889	1,01441		
Secondary School	57	3,7719	1,00031		
High School	53	4,0377	0,78354		
University	46	4,1304	0,80578		
<b>Father Education</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Literate	14	3.7857	1,05090	1,597	.176
Primary School	117	3.7949	0,99601		
Secondary School	87	3.7471	0,91776		
High School	152	4.0132	0,94194		
University	51	3.9804	0,86000		
<b>Second Foreign Language</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Know	41	3,9512	0,92063	-0,463	0,644
Not Know	380	3,8789	0,95331		
<b>Foreign Country</b>	<b>n</b>	$\bar{x}$	<b>ss</b>	<b>t</b>	<b>p</b>
Been	15	3,9333	1,09978	0,196	0,844
Not Been	406	3,8842	0,94485		

The sub-variable, which related to gender and achievement, shows close relation. The significant mean difference is 0,035. It can be said that female students whose marks are 5 got the highest positive attitude mean score. Those who got 4 show more positive attitudes than those who got 3, the same difference is reflected between 3 and 2. This idea supports Gardner & Lambert's (1972; 1985) extensive studies on different countries, and with that of Chamber (1999). Chamber strongly emphasizes the relation between attitude and achievement.

When students' achievement and the relation between parents education is considered, it was found that there is no any significant difference between parents' education level and students' achievement. This may rise from different factors that are related to individual differences and different physical conditions of schools.

In considering students' knowing second foreign language, we found that there is no any relation between achievement and the second foreign language

Lastly, we examined the relation between success and being in a foreign country. We were expecting that students who stayed abroad would have more favorable attitude and success but the result indicated different case. So we can induce from this study that being in a foreign country is not an indication of achievement.

The main purpose of his study was based on the idea that there is a relation between attitudes and achievement from the view point of Gardner and his colleagues. The correlation coefficient between students' attitudes and their achievements was calculated;  $r = 0,428$  ( $p = 0,000$ ). To this result we can say that there is a high positive relation between their attitudes and their achievements. This finding supports Gardner & Lambert (1972,1985) that there is a close connection between attitude and achievement; Gardner & Lambert (1972) "The learner's tendencies and attitude determine how success he will be in learning the new language". Unlike Gardner & Lambert, Lanara (1999), in her study on Japanese students, indicates that there is no relation between success and positive attitudes and adds: " Many students who were not strongly motivated (therefore had positive attitudes) and were taking English because it was a required course, were expecting good grades and they were looking forward to attending the classes". Karaş (1997), points out that there is only a weak relationship between achievement and attitudes. In fact these inconclusive results were also reached by Lambert et al., (1972), (quoted from Lanara 1999) "Lambert et al. , who found that Francophilia was positively related with the success among beginner students of French, but negatively related among advanced students. Gardner too, found that in some parts of USA there was no correlation between achievement and attitudes". Altan, (1996), (quoted from Au 1988,) criticizes Gardner's model on foreign-language attitude and motivation; that is, Gardner's model would never explain all, or even most of the variance in second-language learning, this would ignore the complexity

of learners and that of language learning. He adds, “His studies could only explain the existing data and indicate future directions for research. Gardner’s clarification was: one study cannot be taken as conclusive and there is no substitution for replication. One study no matter how carefully conducted cannot be taken as conclusive. It is only with repeated investigation that the complexity of an area can be truly appreciated and comprehended”. So, further studies will enlighten the shadow on the complexity of the area.

### **Discussion**

Generally last-year-student’s attitude towards foreign language, gender, high school type, knowing first and second foreign language, mother’s education show significant difference but in spite of this, students’ attitudes do not show any relation between father’s education, second foreign language and being abroad.

Students’ achievement was analyzed in relation to school type, medium of instruction, parents education, second foreign language and being abroad, the result indicates that there is no any relation between all these variables and achievement, but statistically significant relation with gender. This means female students have more positive attitude than male students toward foreign language. Students who have negative attitude are not successful in their school grades.

As a result, the findings revealed that in the eastern part of Turkiye (K.Maraş-Afşin-Elbistan towns), among last year high school students, there is a high relationship between attitude and achievement. The same result was recorded by Saracaloğlu (1996). Various studies have found that motivation and therefore attitude are very strongly related to achievement in language learning Ur (1996). Identifying student’s attitude is not important only in learning but it is important on two levels:

**1. The individual level** which refers to academic achievement and student’s satisfaction in learning.

**2. The larger level** which refers to instructional program.

According to the findings, for the purpose of offering meaningful solutions it is possible to put some suggestions:

Students will have positive attitude if the teacher has respect for students’ feelings. Therefore; to teach a foreign language, students’ affective characteristics should be taken into consideration. To develop favorable attitude towards foreign language affective aims and activities should be placed in curriculum.

It is also interesting to note that PHS have more favorable attitude than AHS and Others (SL, TEO. HIGH. SCHO.) This means that especially AHS should revise its curriculum and consider students’ needs and interest.

On close relation between mother’s education and we can suggest that priority should be given to mother’s education as her primary role on a child. Special

courses should be designed for mothers those who live in small towns and cities. Students' affective characteristics and the process of teaching learning should be examined through experimental studies.

It is clear that students who know first foreign language have more favorable attitude towards foreign language, Considering this fact, what factors cause this should be examined, language classes should be designed according to students need, new techniques should be applied through scientific studies. The results of such studies should be implemented on language curriculum. The language curriculum should be designed according to the needs of students and individual differences. The result of this study should be a tool for the teachers to consider their students attitudes.

These studies should be implemented in all institutions at all levels because as it is indicated by Chamber (1999)“Of the majority of studies that have been carried out, the focus has largely been in the area of university students' attitudes toward foreign language study”. So, primary and secondary schools should be investigated.

In order to define the relation between attitude and learning level other affective characteristics such as anxiety, motivation, interest, perception should be investigated.

Such studies should be conducted not only in big cities, but also in all other parts of Turkey such as small towns and cities.

All in all, as Hilgard (quoted from Brown 1994:134) states “Cognitive theories of learning will be rejected unless a role is assigned to affectivity”. Identifying students' attitudes will help us to understand how students are affected by second language learning? And what causes them to have positive or negative attitudes. Brown (1994:134) also refers to second language as perplexing problems and he adds in order to find solutions to this problem (second language learning) it is necessary to examine human personality. Affective characteristics in education are important because with the cognitive characteristics they determine the individual's capacity to participate effectively in the learning process and help student to enjoy and interest in the subject and have students be successful. In order to obtain cognitive success learner must have a positive attitude toward the subject and have minimal anxiety; therefore, the characteristics of affective domain should be put forward in the studies. The term attitude, today, has shaped the landscape of education.

#### **ABBREVIATIONS:**

**LAS:** Language Attitude Scale

**PHS:** Public High School

**AHS:** Anatolian High School

**VHS:** Vocational High School  
**SL:** Super High School  
**TEO:** Theology  
**SCHO:** School  
**H:** High  
**LSD:** Low Standard Deviation  
**HSD:** High Standard Deviation  
Note: High school means lycee.

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