

ANALYSIS OF TURKISH LEARNERS'
ATTITUDES TOWARDS ENGLISH LANGUAGE
AND
ENGLISH SPEAKING SOCIETIES

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ABSTRACT

ANALYSIS OF TURKISH LEARNERS' ATTITUDES TOWARDS ENGLISH LANGUAGE AND ENGLISH SPEAKING SOCIETIES

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This study aimed at investigating learners' attitudes towards English language and English speaking societies. The study also explored the historical and sociopolitical factors that might have influenced learners' attitudes. In order to collect data, a language attitude questionnaire was designed adapting several questionnaires which were prepared with the goal of collecting information about learners' attitudinal predispositions towards language and language learning in various countries around the world. The study sampled 219 students studying at the preparatory schools of two state and three private universities in Ankara. In addition to the quantitative data obtained from the questionnaire, qualitative data were obtained from the open ended items in the questionnaire and the

interview sessions. Interview sessions were conducted at the sampled universities, and 10 students (5 male 5 female) were asked their opinions about their reasons to learn English, their opinions regarding the current status of English in Turkey and their feelings towards English and towards their native language. After the data collection procedure, inferences were made according to the data obtained from the questionnaire and interviews so as to make quantitative and qualitative analysis. While the quantitative findings of the data were analyzed using descriptive and inferential statistics via SPSS 11.0 (Statistical Package of Social Sciences), qualitative data were analyzed through the content analysis.

According to the factor analysis of the responses in the pilot and the actual study, the parallel statements were categorized into a factor. Consequently, five factors which ultimately formed five ‘themes’ were obtained. The research findings were interpreted with reference to these five themes-native language loyalty, instrumental orientation, cultural interest, appreciation of intercultural contact and attitudes towards British and American people respectively.

According to the research findings, Turkish learners of English at sampled universities have favorable attitudes towards the English language due to their interest in the cultural products of the English speaking societies and the instrumental value of English as a global language. On the other hand, they have developed ambivalent attitudes towards the target societies due to the intercultural contact with these societies throughout Turkish history, current sociopolitical concerns regarding the British and American state policies and finally their perceptions regarding their native language and culture.

Alternative solutions at individual and institutional levels have been proposed in order to change negative attitudes into favorable ones, and prevent the generalization of stereotypes and attitudes into individual levels. In order to achieve the acquisition of favorable attitudes at individual level, intercultural

contact should be promoted so that learners will have personal experiences and personal contacts rather than relying on indirect sources such as press and cultural products which might generate biased assumptions.

Keywords: language attitude, motivation, linguistic nationalism, instrumental orientation, integrative orientation, culture, stereotype, Turkish history

ÖZ
TÜRK ÖĞRENCİLERİN İNGİLİZ DİLİNE
VE
İNGİLİZCE KONUŞAN TOPLUMLARA OLAN TUTUMLARININ
İNCELENMESİ

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Bu çalışma Türk öğrencilerin İngiliz diline ve İngilizce konuşan toplumlara olan tutumunu araştırmayı amaçlamaktadır. Çalışma ayrıca öğrencilerin tutumlarını etkileyebilecek tarihsel ve sosyopolitik unsurları belirlemeyi hedeflemektedir. Çalışma verilerinin toplanması hususunda, dünya çapında çeşitli ülkelerde öğrencilerin İngiliz diline ve İngilizce konuşan toplumlara olan tutumlarını araştırmak üzere hazırlanan tutum ölçeklerinden yola çıkılarak bir tutum ölçeği hazırlanmıştır. Çalışmaya, Ankara’da bulunan üniversitelerden, (3’ü özel ve 2’si devlet üniversiteleri olmak üzere) 5 üniversite’nin hazırlık okullarında öğrenim gören 219 öğrenci katılmıştır.

Sormacadan elde edilen nicel verilerin yanısıra, açık uçlu sorulardan ve röportaj metinlerinden nitel veriler elde edilmiştir. Röportajlar örnekleme katılan

üniversitelerde gerçekleştirilmiş, 5 kız öğrenci ve 5 erkek öğrenci (her üniversiteden 2 öğrenci olmak üzere) röportaja katılmışlardır. Röportaja katılan öğrencilere İngilizce öğrenme sebepleri, İngiliz dilinin Türkiye'deki konumu hususundaki fikirleri ve İngilizce ve Türkçe dillerine olan tutumları sorulmuştur.

Sormaca ve röportaj verileri, nitel ve nicel araştırma yöntemleriyle incelenmiş ve araştırma bulgularına ulaşılmıştır. Pilot çalışma ve asıl çalışma verileriyle yapılan faktör analizine göre paralel temalar içeren sorular aynı faktörde toplanmıştır. Araştırma bulgularına göre 'ana dile olan bağlılık, araçlı güdülenme, kültüre duyulan ilgi, toplumlar arası iletişim ve İngilizce konuşan insanlara olan tutumlar' olmak üzere 5 temaya ulaşılmıştır, araştırma sonuçları bu temalara paralel olarak incelenmiş ve sunulmuştur.

Araştırma bulgularına göre, örneklem dahilindeki üniversitelerde öğrenim gören Türk öğrenciler, İngilizce konuşan toplumların kültürel ürünleri ve İngilizcenin dünya dili olarak işlevsel değeri sayesinde, İngiliz diline karşı olumlu tutumlar geliştirmişlerdir. Öte yandan, Türkiye tarihi boyunca bu toplumlarla olan iletişim, mevcut sosyo-politik durum ve öğrencilerin kendi öz dillerine ve kültürlerine olan bağlılıkları gibi faktörler öğrencilerin tutumlarını etkilemiş olması muhtemeldir.

Olumsuz tutumları olumlu tutumlara çevirebilmek ve ön yargıları toplumdaki insanlara genellemeyi önlemek için bireysel ve kurumsal düzeyde çözüm önerilerinde bulunulmuştur. Kişisel düzeyde olumlu tutumlar geliştirebilmek için kültürler arası iletişim sağlanması önerilmiştir, çünkü bu sayede öğrenciler kültürel ürünler ve basın gibi dolaylı kaynaklara dayanarak ön yargılar edinmek yerine, kişilerle iletişim kurabilecek ve doğrudan kişisel tecrübeler edinebileceklerdir.

Anahtar kelimeler: dilsel tutum, güdü, dil milliyetçiliğı, araçlı güdülenme, bütünsel güdülenme, kültür, ön yargı, Türkiye tarihi

To my parents Zeki Üzüm and Emine Üzüm,
for their perpetual belief in me...

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CHAPTER I

INTRODUCTION

1.0 Presentation

This introductory chapter encompasses the background to the study, the setting, the purpose of the study followed by the research questions and the significance of the study.

1.1 Background to the Study

A few centuries ago English was spoken by only a few million people in the monolingual status and was limited to Britain and its sphere of influence. Today, it is used by approximately two billion speakers in varying competencies and dialects. As English has gone beyond its natural borders, nonnative speakers of English outnumber native speakers three to one as reported by Crystal (1997). Statistically speaking, three out of every four users of English are nonnative speakers. To illustrate, Mandarin is used by 873 million speakers as a native language, while English has 322 million of native speakers (Ethnologue, 2005). That is to say, the remaining one billion and 700 hundred million speakers use English as a second (a situation in which English is the second official language) or foreign language (a context in which English has no official status). Crystal also estimates that English is an official language in 50 countries, and 85% of 12.500 international organizations use it as an official language (1997). According to Thomas (1996), 75% of the world's mail, 80% of computer data and 85% of all information are stored in English. Munat (2006) defines the scope of English as the language of air and maritime navigation, internet and diplomacy, international

scientific exchange and world-wide media. As English has attained a universal status which no natural language had ever achieved (Kachru, 1982), the future of English has aroused much interest in the scholarly milieu. According to a survey regarding the future of English, Graddol (2000) reports that English will not be supplanted by any language as the lingua franca in the next 50 years. As English maintains such a powerful status by becoming the dominant language in science, medicine, politics, business, online communication, arts and sports, it has been welcomed in some ways and rejected in others. Different terms have been coined to label English, and each reflects the attitudinal dispositions towards the language.

Kachru (1982) questioned the power of English as well as the reasons lying behind its domination, and he used the metaphor 'loaded gun' in order to define language. According to Kachru, questions about language and power go beyond linguistics into history, sociology, attitude studies, politics and economic considerations. Kachru maintains "the power of language is intimately connected with societal power" (1986, p.121). Phillipson (1992) used an even stronger metaphor and renamed the prevailing dominance of English as 'Linguistic Imperialism', and defined the term as the dominance maintained by the ongoing reestablishment of structural and cultural inequalities between English and other languages.

While English is considered as a linguistic key to the global world by Kachru (1986), and is favored for its pragmatic and instrumental functions, and defined as an international language, a world language, a medium of intercultural communication, a ticket to the good life, a global language, a word donor, the common linguistic denominator and a decorative language in various sources, it is also criticized for becoming a threat to minority languages and causing socio-cultural destruction in the form of linguistic imperialism. Several researchers coin

extreme terms and formulate metaphors reflecting the current attitudes towards English. English as a Trojan horse (Cooke, 1988), English as a killer language (Pakir, 1997), English as Tyrannosaurus Rex (Swales, 1997), and English as the language of the conqueror (Templer, 2003) are among many examples that could be claimed to mirror attitudes towards the language. As shown above, people in different contexts attributed a mixture of feelings towards English language and culture¹ as well as English speaking societies. This mixture of feelings possessed for a particular language would lead us to the phenomenon ‘linguistic attitude’ which could be investigated through psychometric devices.

Linguistic attitude may be defined as ‘an individual’s psychological constructions regarding their native language or the languages of others’ (Crystal, 1992). Baker (1988) writes that attitudes are learned predispositions, and are not gained by inheriting. They are relatively stable but influenced by experiences. Therefore, linguistic attitudes or attitudes towards a particular language could be positive, negative or neutral. In addition to a particular language towards which certain attitudes are developed, speakers of the languages come into play. According to Fasold (1984) the attitudes towards a language are often mirrored in the attitudes towards the members of that speech community. People’s reaction towards a language variety reveals their perception about the speakers of that variety in terms of their social, political and economic backdrop. Therefore, this study aims to investigate Turkish learners’ attitudes towards English language and culture as well as the speakers of the language.

As far as Turkish educational milieu is concerned, in order to explore the current attitudinal dispositions of learners towards English language and culture, a descriptive framework of historical and sociopolitical concerns that might have influenced learners’ attitudes should be presented. This study also encompasses

¹ English culture: Culture in all English speaking societies.

the brief history of English in Anatolia, its current status and possible influences on learners' attitudes also encompassing other socio-cultural and socio-political factors involved.

1.2 Setting

The study was conducted in the preparatory schools of five universities in Ankara; namely, Middle East Technical University, Hacettepe University, Başkent University, TOBB University and Atılım University. These universities offer intensive English courses before students start their undergraduate education in their departments. The overall program comprises grammar, reading, listening and speaking components. As some of the subjects are from Ankara and others come from different cities of Turkey in order to have a better education, it is possible to claim that they provide a rich profile of learners representing different regions of Turkey.

1.3 Purpose of the Study

It is not uncommon to read somewhere or to hear from the news that English language teaching is unsuccessful in Turkey. Even the Minister of National Education has complained about the matter on many occasions, one of which was published in the newspaper *Hurriyet* with the heading “Yabancı Dilde Yol Ayrımı” on July 10, 2006.

At the heart of common theories is ‘language for communication’ which suggests that language should be taught in communicative contexts. While much attention has been paid to instructional technologies, the use of computer laboratories and material development, an issue the importance of which has been acknowledged by the whole world has been neglected: the attitudes of

learners and teachers towards English as a foreign language, English speaking societies and English language learning.

This study aimed to reveal the attitudinal dispositions of learners towards English language and culture as well as English speaking societies concentrating on historical and sociopolitical factors, and thus suggest ways of influencing learners' attitudes in order to create a positive learning environment.

1.4 Significance of the Study

According to Gardner (1985), language teaching without positive attitudes is a futile attempt. This study will reveal the attitudinal dispositions of learners, and will suggest ways of influencing negative attitudes into positive ones in order to create a better learning environment and foster learners' motivation.

CHAPTER 2

REVIEW OF THE LITERATURE

2.0 Presentation

This chapter provides an overview regarding language attitudes, a brief history and an account of the current status of English in the world and in Turkey. Prior to the discussion pertinent to the possible influences of historical and sociopolitical concerns on attitude development, a framework including the historical and sociopolitical factors that might have influenced learners' attitudes is presented, followed by a conclusion.

2.1 Language in Social Context

Many linguists and sociologists strived to bring forth a perfect definition to characterize the relationship between language and society. Wardhaugh (1990) defines society as 'a group of people who come together for a certain purpose and purposes', and language as 'what the members of a particular society speak'. This relationship became even more evident with the emergence of the socially-based view of language. Chomsky (in Coupland & Jaworski, 1997) conceptualized language as code and knowledge of the grammatical rules as *linguistic competence*. As a reaction to the Chomskian approach, Hymes (in Coupland & Jaworski, 1997) broadened the concept into *communicative competence*-knowledge of grammatical but also social and cultural rules of a language.

Adding a distinct flavor to the existing definitions, a novice attempt to illustrate the relationship could be made so as to emphasize the linguistic and pragmatic integrity of language and society. From a literary perspective, language could be resembled to 'soil' from which miscellaneous plants, trees and flowers

grow, each representing an individual and depicting the diversities within the society. The soil contributes a lot to the nature of the flowers, which come into the world, live for a while, and finally leave the world silently leaving their place to their descendants. Albeit seeming stable and unchangeable, the soil also changes accompanying its guests just like a language does in the course of centuries. From the flower perspective which might be considered to represent an individual, despite growing from the same soil, and being the part of a group, each flower has a certain history and nature which ultimately constitutes its identity. Another provoking metaphor would be the following; a group of plants and flowers would form gardens which could be considered to represent nations (societies), and in the case that all gardens belong to the one farmer, that would ultimately take us to 'Globalization', which will frequently be referred to in this study.

2.2 Language Attitudes

This section concentrates on the types and formation of attitudes along with a brief definition of the concept of attitude within the nexus of foreign language learning.

2.2.1 Definition of Attitude

Foreign language classroom research doubtlessly puts an emphasis on the individual learner with his/her psychological and social aspects. Dörnyei defines these aspects as follows: "individual differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other" (2005, p.1). Dörnyei (2005) also marks the salience of individual differences as one of the most important ways in which social sciences differ from the natural sciences. The factors that add to the success of a language learner could be the causes of

others' failure. In this regard, attitudes of learners have significant contributions to language learning. According to Gardner, "an individual's attitude is an evaluative reaction to some referent or attitude object on the basis of the individual's beliefs or opinions about the referent" (1985, p.9). Ajzen (1988; in Baker, 1992) argues that attitudes are dispositions to approach an object, a person, an institution or an event favorably or unfavorably. Gardner (1985) also adds that it is motivation that lies with attitudes towards other ethnicities and language learning contexts.

2.2.2 Types of Attitudes

One of the earliest studies focusing on language attitudes is that of Gardner and Lambert. Gardner and Lambert (1972) studied the interrelationships of a number of different types of attitudes, and emphasized the significance of group-specific ones-the attitude learners possess towards the speakers of the language they intend to learn. Thus, if a learner possesses positive attitudes towards the target speaker community, a desire to understand them and to empathize with them will emerge, which will also lead to integrative orientation to learn the target language. Gardner and Lambert found a strong correlation between attitudes and language learning achievement. It seems clear that second language learners take advantage of positive attitudes, and the bitter sweet fact is that negative attitudes could lead to decreased motivation because of lack of input and interaction (Brown,1994). Gardner (2001) (in Dörnyei, 2005, p.4) goes one step further, claiming that "language learning without sufficiently positive language attitudes to support is a futile attempt." Due to the fact that attitudes are learned predispositions and could be influenced by exposure to reality, "teachers can aid in dispelling what are often myths about other cultures, and replace those myths with an accurate understanding of the other culture as one

that is different from one's own yet to be respected and valued" (Brown,1994, p.181).

2.2.3 Attitude Formation

Attitudes are learned predispositions by one's indirect exposure to a culture or group through television, movies, news media, books and other sources that may not be reliable. According to Herr (1949, in Şeker, 2003) certain features that may have a role in attitude formation are respectively family (emotionally toned ideas very early in life), school (fostering attitudes to respect for law and order) and the press (powerful tools for creating and controlling attitudes). As far as the Turkish educational context is concerned, families give full weight to language learning, and hire private tutors in order to get the best result. The desire for a better education is often associated with language learning, and often results in the belief that the schools with English medium instruction such as private schools and Anatolian high schools are the best secondary schools. According to Aktuna and Kızıltepe (2005) the strong presence of English could be best seen in the increasing number of private schools with English medium instruction. Being exposed to a race of getting into a better school, Turkish learners have a backdrop of different attempts for learning English.

Many Turkish learners (personal communication) complain about their English learning history regarding their secondary and high school teachers as well as course-books and parental insistence. Curtin (1979) also emphasizes these factors, adding classrooms and psychological preparation of the learner to the task of language learning. Though learners are instrumentally orientated (see 2.2.4) to learn English, they frequently question the dominance of English, putting forward their Turkish language loyalty. This study anticipates that Turkish history including the contact with English speaking communities may have a role in shaping

learners' attitudes, and these attitudes are strengthened by frequent textual inputs emphasizing the heroic battles with English speaking societies, the significance and richness of native language and culture. In this regard, Koch (1975) maintains that the way of presenting information could lead to the development and perpetuation of ethnic stereotypes.

As the advantages of positive attitudes are widely accepted and confirmed, teachers and educational policy makers could develop ways in order to change negative attitudes into positive ones. The possibility to change negative attitudes into more favorable ones is relevant with 'the lifelong openness model' developed by Marsh (1971) and Searing et al. (1976). This model emphasizes the importance of the current social environment to have the greatest impact on attitude formation and change. Also, the maintenance of attitudes continues through the life span according to the stimuli from the new social milieu.

2.2.4 Attitude and Motivation

One of the most complicated problems of second language learning and teaching has been to define motivation construct and investigate its relationship with attitude. The dictionary definition of 'motivation' is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 2001). From a behaviorist perspective, which stresses the importance of reinforcement and reward, motivation is the anticipation of reinforcement (Brown, 2001). Brown also notes "Learners, like the proverbial horse running after the carrot, pursue goals in order to receive externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately happiness" (2001, p.73). In addition to external drives, a more important source of motivation could be put as 'self-reward'.

In light of the seminal research of Gardner (1985), a distinction has been made between instrumental and integrative orientation. Brown clearly summarizes the contradictory claims; “integrative orientation (desire to learn language stemming from a positive affect towards a community of its speakers) was more strongly linked to success in language learning than an instrumental orientation (desire to learn a second language in order to attain certain career, educational or financial goals), later studies showed that both orientations could be associated with success” (2001, p. 75).

Contradictory theories have been proposed regarding the influence of integrativeness construct on second language acquisition. Gardner’s (1985) original interpretation of the notion has been questioned in terms of validity and relevance concerns (Dörnyei, 2005). While Gardner (1985) emphasizes the significance of integrative orientation, scholars like Chimezie (1973) and Shaw (1983) remind the contribution of instrumental orientation to the second language acquisition process.

2.3 English in the World

The progressive spread of English definitely bears with the historical factors that have led to its culmination. The English language, which was confined to the British Isles a few centuries ago, crossed the British channel, and traveled in international waters. Crystal summarizes the story of the succession of English as follows:

In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth century and the early twentieth, it was the language of the leading economic power-the USA. As a result, when new technologies brought

new linguistic opportunities, English emerged as a first rank language in industries which affected all aspects of society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications (Crystal, 1997, p.110-111).

Starting with the colonization of the Caribbean, Australia, New Zealand and India, the British Empire penetrated into South East Asia as well as East and West Africa. The expansion of the empire comprises of not only military acts but also industrial, economic, social, technological and ultimately linguistic concerns. Selvi (2007) perfectly illustrates the progression of English: “As English travels all around the world on the back of the horse, in the barrels of imperial soldiers, on a ship of the Royal navy or in the shadow of the British flag, colonization movement meant conquest of English. In other words, the reign of the British Empire was the reign of the Lingua Anglia in imperial times” (Selvi, 2007, p.18).

Thanks to its colonial acts, the British Empire took the preliminary steps to make its language the world language, which were followed by the triumphant acts of the former colony of the British Empire- the United States-in the 19th century. Millions of people from British Isles, France, Spain and Italy flocked in the United States, as they fled the results of revolution, poverty and famine in Europe (Crystal, 1997). Millions of people from different linguistic backgrounds came together pursuing the same goal-the desire to have a better life. This assimilation process finally brought up the need to use English as the common tongue. Crystal (1997, p.30) maintains “Within one or two generations of arrival, most of these immigrant families had come to speak English, through a natural process of assimilation. Grandparents and grandchildren found themselves living in very different linguistic worlds.” Crystal also adds that English language served like a glue in order to maintain American unity (which is also known as ‘American dream’ today), bring people together and give them common access to

opportunity throughout the period of cultural diversification. The United States served as a melting pot in which different ethnicities came together within the framework of equal access to opportunity.

In addition to its dominance in the United States, English has gained a prestigious status in Europe as well. French and Latin, which were the international languages of a time, were supplanted by English due to the factors that led to its culmination. Accordingly, the global status of English has taken a different form along with the emergence of the European Union, which is a supranational and intergovernmental union of twenty seven states. As its language policy, the EU supports multilingualism within the union and supports the preservation of minority languages spoken in the member states. The EU has 23 official languages, in which it provides interpretation, translation and publication services (McArthur, 1996). Doubtlessly, English is the most spoken foreign language in the union, and widely taught among the member states. It is an appalling fact that a German authority would prefer to speak in English to his/her Greek associate in an official or unofficial meeting.

On the other hand, as English has attained such a global status, some groups are concerned about the maintenance of their linguistic heritage. Some people call English a killer language (Pakir, 1997), and some resemble it to a Trojan Horse (Cooke, 1988). Following an ethnocentric approach, some groups are worried about the future of their culture. In this regard, globalization which could be referred to as Westernization and Americanization faces up to and is threatened by another phenomenon-nationalism.

2.3.1 Englishization and Nationalism

The prevailing dominance of English doubtlessly coincides with industrialization and modernization in the 18th and 19th centuries, which also

comes upon the later era of nationalist movements. National identity and unity, which were originally imposed by European States so as to create a largely literate and culturally harmonized population with the ultimate aim of modernizing economy and society, came along with its side-effects-national conflicts. This study also refers to 'nationalism' in order to investigate the current status of English and its appreciation by the English language learners in Turkey.

The current ethnocentric thoughts are rooted in French Nationalism, which inspired ethnic groups within the sphere of influence of great empires to claim their independence and liberty. While this movement paved the way for the collapse of the Ottoman Empire a great extent of which comprised of minorities, did not influence the British Empire which was at the peak of its power, and for which it was often said "the sun never sets on the British Empire." As this study also focuses on intercultural contact between the Ottoman and the British Empires, their language policies have utmost importance. It could be argued that the language policy of the British Empire was absolutely solid and resulted in the maintenance of the unity of the Empire. However, the Ottoman Empire pursued policies which ultimately brought its collapse. According to Anthony D. Smith (1986), preconditions for the formation of a nation are: a fixed homeland, high autonomy, hostile surroundings, memories of battles, sacred centers, languages and scripts, special customs and historical records and thinking. The maintenance of these factors led to the failure of securing unity and formation of nations within the Ottoman Empire, which was not very evident in the British Empire due to its policies regarding minorities and colonies until the process of decolonization which started with the United States and was followed by Canada (1867), Australia (1901), New Zealand (1907), South Africa (1910), India (1947), African colonies(1957-1968), Caribbean territories (1960s) and finally Hong Kong (1997). After World War II, former territories of the Empire formed a free association of

independent states with the name of 'Commonwealth of Nations'. However, the sociolinguistic influence of the English language has not disappeared after the decomposition of the Empire.

As far as the attitudinal aspect of second language acquisition is concerned, the influences of ethnocentric approaches may have had certain influences on the appreciation of English and its power. Fishman (1977) reminds the salience of 'nationalism' in attitude development by stating that

Puristic and ideological views towards the national languages are the primary attitudinal predictors and, as expected, these are consistently negatively related to English attitudes, across countries as well as across populations. Since attitudes towards the national languages are normally acquired earlier than are attitudes towards English, there is a possible causal sequence here that may deserve to be recognized. It would seem that those adults and youngsters, who acquire strong puristic and ideologically encumbered views of their respective national language, are less likely, therefore, to acquire positive attitudes towards English (Fishman, 1977, p.307).

Attitudes towards English have certain bearings on its history either at micro (individual) or macro (societal) levels. There may have been certain factors which are influential in learners' attitude development. However, there is no doubt that these factors are all related to one common denominator-the power of the language.

2.3.2 The Power of the English Language

The reasons for the dominance of English in several contexts are numerous. First of all, conditions paved the way for the prevailing dominance of English throughout the history. Starting with the discovery of the continent of America and followed by the industrialization, English has been strengthened by political and military powers, which are the chief factors that make an international language (Crystal, 1997). Accordingly, Crystal maintains, "It may take a militarily

powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it” (1997, p.7).

In addition to the military acts of the British Empire which boosted its expansion over several continents, the spread of English took a different form from World War II till the new millennium. Having been wounded by the ethnocentric actions, the spread of English was guaranteed by the scientific developments and cultural exports by the new Empire of the age-United States. Crystal maintains, “Technological advances in the form of movies and records fueled new mass entertainment industries which had a worldwide impact” (1997, p.8). In order to emphasize the significance of scientific and cultural exports of the United States, Rohde (1996) maintains; “what centuries of British colonialism and decades of Esperanto couldn’t do, a few years of free trade, MTV, and the Internet has. English dominates international business politics and culture more than any other language in human history” (Rohde, 1996).

As English has maintained its global status for centuries formerly by the colonial acts of the British Empire, and currently by the triumphant acts of the United States, it has encouraged both favorable and dismissive attitudes towards itself. The United States is often defined as the successor of the British Empire, and criticized for its self-attributed role “the world’s policeman”. The United States maintains 702 military bases in 36 countries (Selvi, 2007), and is defined as a global empire “that Alexander the Great, Caesar Augustus, Genghis Khan, Suleiman the Magnificent, Justinian, and King George V would be proud of” (Vance, 2004). Another provoking metaphor is that of Swales (1997), who resembles English to a Tyrannosaurus Rex which absorbs cultures and traditions as well as national identities of non-native speakers. Though imperialistic claims are frequently rejected by the US authorities, societies attribute a mixture of feelings towards English and its presumed owners-England and the United States.

2.3.3 Global Attitudes towards English and English Speaking Societies

English has apparently achieved a global status in the 20th century, and has attracted favorable and unfavorable attitudes from all quarters of the world. The attitudes attributed to English are explored referring to different regions of the world including Asia, Africa, Europe and former iron curtain countries. The power of English could firstly be observed with its penetration into the iron curtain countries after the collapse of the Soviet Union in 1989. To clarify, Hungary, formerly a part of the Soviet Union, witnesses a transformational process regarding its language choice in social and educational milieu. Dörnyei (2005) conducted an extensive research in order to investigate the attitudinal dispositions of Hungarian learners towards the English language and culture of the English speaking societies after the collapse of the Soviet Union and during the process of the integration into the European Union. Dörnyei (2005, p.1) reports, “English gradually sidelined all the other foreign languages traditionally present on the Hungarian language learning scene, including the primary regional lingua franca, German.” Dörnyei concludes that English has been accredited for its instrumental benefits and considered as a key to a successful career in the global world. Dörnyei obtained different values of motivation with varying types of orientations-integrative or instrumental. According to the research findings, the respondents were grouped according to their L2 motivation. “The first group consisted of basically non-motivated students [...] Group 2 members were superior on the affective side- they had more positive attitudes towards the L2 community and culture- whereas group 3 members were superior on the pragmatic/instrumental side, placing more emphasis of the incentives of L2 proficiency. For a fully fledged Ideal L2 Self learners need to integrate both aspects, which is exactly what we find with members of Group 4” (Dörnyei, 2006, p.147). In addition to positive attitudes, which are believed to enhance

achievement especially along with instrumental orientation, another sign of negative attitudes is shown with the statement that many Hungarian people criticize the dominance of English for being similar to the Soviet invasion which they have just got over (Dörnyei, 2005).

In addition to Hungary, English has also penetrated into Islamic countries, which are originally conservative regarding their national and religious identities. Several Islamic countries are aware of the significance of English language knowledge, but they may also perceive the spread of English as a threat to themselves pursuing religious concerns. In order to adapt the culture of the language to the needs and norms of their societies, the teachers of English in Islamic countries founded a union called 'TESOL- Islamia', which aims to "promote ELT in ways that best serve the sociopolitical, sociocultural and socioeconomic interests of the Islamic world" (Kumaravadivelu, 2006, p.14). In addition, some extreme groups have more dismissive attitudes and promote 'Jihad', which is defined by Barber as "a rabid response to colonialism and imperialism and their economic children, capitalism and modernity" (1995, p.11) in order to fight the hegemony of English language- 'the language of infidel'.

Another attitudinal study investigating learners' attitudinal positions towards English is that of Gran (1988) from Hong Kong. Exploring the power of English and its appreciation, Gran conducted a matched guise study in which she made use of conversations between international telephone operators for Hong Kong telephone and people who express their complaints either in Chinese, Cantonese or English. Gran reported the belief that "if they [native Cantonese speakers] want to get results when they complain, they do so in English...the informants perceive complaints made in English to be more effective than complaints made in Cantonese" (Gran, 1988, p.58). According to a rating scale filled in by the informants (international telephone operators), Gran found that

native speakers of Cantonese were rated more humble but less accepting, while English speakers were rated as more powerful and angry. Gran concluded that there is a popular belief that English is more powerful and effective in complaints; however, there was no clear indication in the results that English is the more powerful language in which to complain. Based on Gran's conclusion, it could be argued that people in Hong Kong attributed such a power and prestige to English that they prefer switching to English in order to get a problem solved.

Pragmatic value and the power of English have been echoed in the study of Chimezie (1973). Chimezie investigated Nigerian learners' attitudes towards English and found that English is an important "index of Nigerian education as a result of colonial power and economic value of the language" (1973, p.217). Proficiency in English is greatly admired among peers and colleagues and rewarded by the British missionaries, businessmen and political administrators in the form of jobs as catechists, clerks, court messengers and administrative assistants. "English thus acquired double attractiveness: social and economic" (1973, p.216).

Another extensive study emphasizing the instrumental orientation of learners was conducted in Bangladesh. Rahman (2005) analyzed the socio-psychological orientations of undergraduate students towards learning English. According to his research findings, learners want to learn English for its functional role. In the case of Bangladesh, Rahman contradicts with previous studies carried out in Bangladesh, which concluded that integrative motivation is the most dominant factor for the students to learn English.

The power of English has been widely accepted and appreciated by its learners in different ways. Learners may pursue either integrative, instrumental orientations in isolation or together. Another early study emphasizing the significance of the instrumental and integrative orientation of learners is that of

Cooper and Fishman (1977). Cooper and Fishman sampled sixty-five high school students from Jerusalem, and conducted a survey of language attitude, usage and proficiency with respect to English. According to the research findings, the students' attitudes towards English were very favorable. "Their subjective evaluations of English-in terms of adjectives such as *beautiful*, *musical* and *rich*-were higher than those for Hebrew" (1977, p.272). Students chose instrumental reasons as the most important reasons to learn English. In addition, instrumental view of English proved to be correlated to English proficiency and usage. Those students with better proficiency in English (and who tended to use it more outside class), tended to view English as valuable for personal objectives.

Having heard the voices of Hungary, Hong Kong, Nigeria and Israel, it is time to visit the Asian steppes. The seminal study of Shaw, (1983) investigating Asian student attitudes towards English, echoed the findings of Cooper and Fishman (1977) in the sense that English has been welcomed mainly for its instrumental incentives. Shaw collected data through a closed format questionnaire that directly asked for their feelings regarding their need for English. The information included; "language background of students, their reasons for studying English, the pattern of their present and future use of English, the English language skills which they wish to develop, their opinions regarding the English language, target varieties, and the future of English as a world language" (Shaw, 1983, p.22). Shaw concludes that the reasons for studying English are overwhelmingly instrumental ones. It is also claimed that high level of proficiency cannot be reconciled with only integrative motivation, or "At least the whole aspect of integrative motivation should be re-examined in terms of a desire among learners to join an indigenous group of English language speakers or a vague international one rather than a group of foreign native speakers" 1983, p.33). Regarding the future of English, Shaw maintains that the informants foresee

an expansion in its use throughout the world. Contradicting with many theories regarding the imperial status of English, Shaw maintains that decolonization and indigenization of English will boost its spread, but is now seen less as a symbol of imperialism but a candidate for the world's most important international language. According to his research findings, he claims that "the number of non-native speakers grows and they increasingly come to accept English as one of their own languages and not a tool borrowed from someone else. The future of English will become less and less controlled by the native speaker arbiter in areas outside his homeland" (1983, p.33).

Attitudinal studies in the world have not reached a consensus yet, as societies in different contexts attribute a mixture of feelings to the growing supremacy of English and its speakers. However, they tend to share some common points. The major factors that researchers tend to agree on could be summarized as follows:

1. Integrative motivation has been proven to enhance second language acquisition but it is inappropriate to claim that it is the 'sine qua non' of this process (Chimezie, 1973; Shaw, 1983).
2. Instrumental motivation has also proven to increase achievement in language acquisition (Chimezie, 1973; Shaw, 1983).
3. Instrumental motivation along with integrative motivation could be claimed to make the best effect (Cooper and Fishman, 1977, Dörnyei, 2006).
4. Ethnocentric approach and linguistic nationalism may trigger negative attitudes towards English (Fishman, 1977)
5. Learners from different contexts may have unfavorable and dismissive attitudes towards English and perceive it as a threat to their national identity.

Having discussed the status of English in the world and ambivalent attitudes possessed towards its domination, the case in Turkish educational context is discussed below. During the ongoing battle between nationalism versus globalism regarding the spread of English, the successor of the Ottoman Empire-Turkish Republic has maintained its secular position, took its place in the picture as a member in the expanding circle according to the framework of Kachru (1993). The possible attitudinal impact of the historical and sociopolitical factors as well as intercultural contact will be discussed with reference to the Turkish social and educational milieu.

2.4. English in Turkey

2.4.1 History of Anatolia

Anatolia, a peninsula of Western Asia, forms the greatest part of the present Turkish Republic lands. The name comes from Greek which means “rising of the sun” and it is associated in Turkish with “the realm of mothers”. As Akurgal (1998) wrote, Anatolia has been the land of leading civilizations, and became the cultural leader especially during the epochs: BC 8000-5000 and AD 650-450. Akurgal also added that the inhabitants of Çayönü, Çatalhöyük and Hacılar were the first farmers in the history of Anatolia. As lands of Turkish Republic have been the cradle of several civilizations, it is relevant to mention the past ethnicities that ultimately constitute the current sociolinguistic profile of Turkey.

Until the Seljuq Dynasty entered Anatolia in 1071, it used to be the lands of Hattis, Hurris, Trojans, the Hittite Empire, Urartu, Frygia, Lydia, Karia, Lykia, Hellen and the Byzantine Empire. All of these civilizations had numerous contributions to the world history. To mention a few of them, coins were invented in Lydia around 660 BC, and the Hittite Empire was one of the two superpowers in

1300 BC. Also, many well known philosophers of the classical age such as Thales 625-545 BC (the father of Hellen Philosophy), Anaksimandros 610-545 BC (the inventor of sundial), Herakleitos 550-480 BC, Ksenophanes 570-475 BC, Protagoras 485-415 (famous for the saying: *Anthropos Metron Pantos*: Man is the measure of all things: of things which are, that they are, and of things which are not, that they are not"), Anaksogoras, 496-428 BC and Hippokrates (one of the most outstanding figures in the history of Medicine) as well as Mawlānā Jalāl-ad-Dīn Muhammad Rūm and Yunus Emre (Muslim philosophers) lived in Anatolia and established their schools in these lands(Akurgal, 1998).

On the other hand, the current residents of Anatolia, Turks, used to dwell in Central Asia. Because of physical inconveniences such as droughts, disasters, wars and population growth, Turks had to emigrate from one place to another over the centuries (Shaw, 1976). Following a nomadic life, they lived upon agriculture and live stock, and finally led their way to Anatolia in 1071 (Sevim and Merçil, 1995). They established hundreds of states, pursued different religions, spoke various languages and dialects, dwelling on Central Asia, Anatolia and ultimately European lands.

The scope of this paper encompasses the period 1071-2007 and the profile of nations as well as their language policies. It is significant to note that hundreds of civilizations lived together in Anatolia for ages, and the present citizens of Turkish Republic are descendants of the ethnicities mentioned above. In order to establish a framework of foreign languages and possible attitudes towards them in Anatolia, it is relevant to deconstruct the multifaceted nature of the land. The historical factors regarding local and foreign languages in Turkey have certain influences on attitude development, and thus will briefly be explored under such subtitles as the time of the Seljuq Dynasty, the Ottoman Empire and the Turkish Republic after its proclamation.

2.4.2 Era of Seljuq Dynasty

(1071 'Battle of Manzikert' - 1299 'Rise of Ottoman Empire')

The Seljuq Dynasty was a Muslim Dynasty and a descendant of Oguz Turks, those who moved from the Altaic homeland to Eastern Europe, the Middle East and parts of Central Asia (Shaw, 1976). The Seljuqs were not only good warriors but also highly civilized people. They are considered to have brought energy and reunion to the Islamic civilization (Sevim & Merçil, 1995). The dominion of the Great Seljuq Dynasty in Anatolia shows a strong influence of Persian culture and society; therefore, it is often regarded as a combination of Islam-Turkish-Persian culture. Accordingly, the multilingual culture of the state was reflected in language use. While Persian was used as the language of government, Turkish was used as the language of court and military. Also, Persian literature was highly respected and regarded as a superior language to Turkish language and literature, which was considered to be the language of nomads (Demircan, 1988).

It is also significant to note that the Seljuqs were not interested in Western languages as these languages had no prestige or artistic value at the time and because of the fact that Muslim Seljuqs were potential enemies for Western nations during the crusades which were series of military acts usually sanctioned by the Pope in order to recapture Jerusalem and the sacred 'Holy Land' from Muslim rule and prevent the expansion of the Muslim Seljuq Dynasty in Anatolia. On the other hand, the Seljuqs regarded Western nations as 'infidels' and pursued the goal of expanding their religion to their lands, and they really accomplished this to some extent (Shaw, 1976).

However, the union of the state could not be preserved for long, as the fractured lands of the dynasty were potential targets for the Crusades I and II. Eventually, Mongols invaded Anatolia in the 1260s and divided the lands into small

emirates, also known as Anatolian Beyliks one of which would rise among all and dominate Anatolia (Sevim and Merçil, 1995). Consequently, the social, cultural and linguistic heritage was delivered to the infant Ottoman State. As Sevim and Merçil (1995) wrote; the reign of Seljuqs was marked with the influence of Persian culture, art and language and also characterized by astronomers such as Ömer Hayyam, Ebul-Muzaffer İsfizari and Meymun bin Necip Vasiti as well as the philosophers Yunus Emre and Mawlānā Jalāl-ad-Dīn Muhammad Rūm, whose works are universally appreciated and highly credited. Those times, when the sun used to rise from the east, Persian language and literature was attached great prestige, thus taught and learnt by vast majorities.

2.4.3 Era of Ottoman Empire (1299-1922)

The Ottoman Empire was founded following religious (pursuing the goal of expanding Islam) and economic motives, in the west Anatolia, in 1280 (Shaw, 1976; Uzunçarşılı, 1979), and extended over three continents, merging with hundreds of ethnicities and languages in the course of centuries. Following Islamic doctrines which were provided in the Holy Quran, ethnic minorities were shown tolerance, which would take the shape of capitulations in the future. To illustrate, the minorities were protected thorough a legal system called '*aman*'. As Shaw wrote; "...each Muslim had the right to give to any individual or small group who came from the 'Land of War', that is, the lands outside Islam. In this way, minorities were given the right to pass through or dwell in Muslim territory without harm" (1976, p. 163).

Ottoman Empire was one of the two superpowers of the time (the other one was the British Empire), and had its golden ages between 1453 and 1699. As for foreign language concerns, Persian (the language of science and literature) and Arabic (the language of the Quran) were encouraged to learn. They were both

attached prestige and respected greatly. Under these circumstances, Ottoman people were not interested in Western languages like their predecessors-the Seljuqs. Not interfering with the language of other ethnicities, they lived in prosperity until certain factors laid the groundwork for the collapse of the state. The realization of a need to learn Western languages started with commercial relations which came into being by ascending privileges in the form of capitulations.

Capitulations were rights given to several countries in order to improve relations. As summarized by Shaw; "...capitulations allowed free passage for French ships into Ottoman waters..., thus strengthening the position of the French consular representatives as leaders of the Frankish community in the empire" (1976, p.177). These privileges ultimately provided foreign merchants with a free trade land, which they soon monopolized and had the biggest role in the collapse of local trade and ultimately the decline of the Ottoman Empire.

As Shaw illustrated;

The traders of Europe purchased Ottoman Raw Materials, which they then manufactured in Europe and shipped back to the sultan's dominions, undercutting the traditional Ottoman goods in cost and occasionally in quality. Thus began the process to destroy the traditional Ottoman craft industry in the late eighteenth century (Shaw, 1976, p. 173).

Naturally, great efforts were made to enhance economy of the state. Regulations were issued regarding the prohibition of the export of strategic grains and other commodities (Shaw, 1976). Economic disruptions were paid particular attention and Sultans introduced different ways so as to cope with them. Formerly, the economic system was based on the idea of imperial self-sufficiency. As the system of self-sufficiency weakened beginning in the late sixteenth century, Europe developed a kind of economic and financial power (Shaw, 1976),

which ultimately excited the interest of Ottomans. Capitulations, which were already granted to several Western states, paved the way for commercial relations.

The Ottoman governors of the 19th century bestowed attention to financial relations with Western states and adopted methods to enhance the state's collapsing economy. In this regard, commercial relations had great importance among the attempts to enhance the general status of the state. It could be argued that introduction of Western languages in Anatolia coincides with the economic disruption of the Ottoman Empire. Unlike Persian and Arabic, which used to be taught at the golden ages of the Turks and greatly admired due to their religious and artistic status, Western languages, especially English, had no such artistic or religious value for Turks, but had an instrumental value instead.

This study takes 'socioeconomic concerns' as the starting point to investigate the foreign language policies of the time, paying specific attention to the multilingual nature of the state. The relations with Western states, which started in the form of commercial ones, had direct influence on the choice of foreign language to use and to teach. In this regard, during the decline years of the Ottoman Empire, bidirectional language exchanges could be observed between Ottomans and Western societies. While foreign merchants hired interpreters (also known as Dragomans) for marketing their products, the Ottoman Empire focused on foreign languages for instrumental motives. According to Demircan (1988), while western countries penetrated into the Ottoman Empire for commercial goals, the Ottoman Empire concentrated on foreign languages pursuing not only commercial but also military goals. Because of the losses in the Balkans, military authorities realized that Western forces had also developed new ways and techniques in battles.

Therefore, the Ottoman Empire laid stress on foreign languages in order to follow military innovations. As they were unable to follow developments in military during the decline years, French, English and German officers were hired with high salaries in order to train Turkish officers. This brought foreign languages into military schools. For instance, while English was taught as an obligatory course in navy school, German was taught in artillery (Demircan, 1988). However, none of the graduates of these schools was able to use the language effectively. Language policies were changed frequently and ineffective methods were adopted resulting in loss of time and effort.

Foreign languages were taught in order to understand the books written in these languages because of the scarcity of sources in the Ottoman language. In military schools, French course books were followed in French medium instruction because of the shortage of Ottoman textbooks (Demircan, 1988). Also, Demircan noted that the reason for the failure of teaching foreign languages lies behind the fact that programs were over loaded and focused on many languages at a time including Arabic, Persian, French and English in the syllabus of 1894. However, the miserable situation in education was pregnant to drastic changes soon, and the schools of Turks in Anatolia would be praised by Brian Stanley with the words: Turkey has had a great progress in terms of education; thus, travelers to this country would witness the great commitment of Turkish teachers to their jobs and students. They also show their students the same solicitude as a gardener shows to his precious young tree. Their salaries are not very high and they live in the school building along with the principal and other teachers (Uğurlu, 2003).

It is also noteworthy that western countries made great investments in order to initiate schools for ethnic minorities living in Ottoman lands. According to Demircan, Christians have far more schools and books when compared to Muslims as of 1859. The number of minority schools in 1894 is given in Table 2.1. (All of

these foreign schools were closed down in 1921, and a few of them were opened again on condition that they would work according to the regulations of Turkish Republic).

Table 2.1

The number of minority schools in 1894)

<u>The Origin</u>	<u>In Turkey</u>	<u>In Arabic</u>	<u>In Balkans</u>	<u>Total</u>
		<u>Countries</u>		
France	65	46	3	114
U.S.A	64	33	1	98
England	8	44	1	53
Italy	12	10	15	37
Germany	4	13	1	18
Other	100	11	49	160

Source: Demircan, 1988

In Ottoman schools, sources in Arabic and Persian were available; however, Arabic and Persian societies had already fallen behind regarding new developments in natural and behavioral sciences. In order to grant access to the knowledge and experience of Western societies, Turkish people needed to learn their language because of the scarcity of sources in their native languages. Among the foreign languages taught; doubtlessly, English had the most privileged status. The reasons for the succession of English will be investigated below regarding its history (the British Empire & the United States) in the Ottoman Empire and the Turkish Republic, as well as instruction methods and its current status in Turkey.

2.4.3.1 English Language in the Ottoman Empire

Though the introduction of English in Anatolia dates back to the Crusades between the dates 1096-1270 as mentioned earlier, there was a massive French influence during the Tanzimat period. French, the language of the elites, was

frequently used and encouraged to learn among the intellectuals. The great influence of French is exemplified by an anecdote of the British Ambassador of the time:

In 1809, the British Ambassador in Constantinople explained to Canning why he had to draw up a treaty with the Turks in French: Even if the negotiations had been carried on at Constantinople, I should have found no dragoman employed by the Porte sufficiently master of the English language to render himself responsible for affixing the signature of the Turkish plenipotentiary to an instrument of so much importance (Lewis, 1982, p. 85).

Later, the Ottoman Empire developed commercial relations with the British Empire, which ultimately led to the fall of the former and rise of the latter. It is noteworthy that the two Imperial States of the same era differed from each other in such a fashion that while one collapsed and was destined to collapse, soon the other became known as ‘the state on which the sun never sets’ because its size and the span across the globe assured that the sun was always shining one of its several colonies. Consequently, great efforts were made in order to learn the language of the superior community, which was Persian in the Seljuqs, Arabic in the Ottomans and ultimately English during the collapse of the Ottoman Empire and rise of the Turkish Republic.

2.4.3.2 Relations with the British Empire

As mentioned earlier, English goods were traded in the Ottoman harbors as of 1511. Upon the request of Queen Elizabeth I. to Sultan Murat III., three British merchants were allowed to carry on commerce in Ottoman’s lands. A commercial corporation called “Levant” (Turkey) was founded in 1581 (Demircan, 1988). Until 1669, relations were in a unidirectional fashion oriented towards merely commercial goals; thus, neither a British person learnt Turkish and nor did a

Turkish person. Instead, people from minority societies such as Jewish and Greek people were hired as interpreters in order to provide negotiation between the two parties.

After the acknowledgment of ‘free competition’ in 1813, Levant annihilated itself, and commercial relations between the British Empire and the Ottoman State took shape of a multiple company fashion. Between the dates 1850-1870 British merchants monopolized the foreign commerce in the Ottoman State. The number of British merchants increased from 202 to 912 between the dates 1849-1855, and to 1061 as of 1856 (Demircan, 1988). It is also significant to note that British merchants had relied on Armenian and Greek interpreters to such a great extent that they did not want to lose them, which could be obviously seen in the attempt of naturalization of 2626 merchants when they were about to be deported from the Ottoman Empire (Demircan,1988). Though the volume of trade by Germans outperformed that of Britain after 1860, England attained the lion’s share with a percentage of 51.2 between the dates 1905-1908.

British merchants living in the Ottoman State studied Turkish to some extent but failed to acquire the vowel harmony due to the use of the Arabic alphabet. In this era, several studies were conducted investigating the Ottoman Empire and Turkish language. J.W. Redhouse, famous for his dictionaries, worked in the Ottoman State in this era and retired as an Ottoman officer. His publications included the Dictionary of Arabic and Persian Words used in Turkish (1853), the English-Turkish Dictionary (1856) and the Turkish-English Dictionary (1861) (for further reading see “Dünden Bugüne Türkiye’de Yabancı Dil” Demircan,1988).

2.4.3.3 Relations with the United States

Until 1811, American mercantile vessels carried on commerce only with the authorization of the British Levant company, and thus paid 15% value added tax. In 1830, the Ottoman Empire and the USA concluded a treaty of commerce. In the course of decades, relations with the USA developed and were strengthened with the investments of the USA in Ottoman lands. To illustrate, achievement of American commerce was enhanced by Robert College, which paved the way for bringing up an intellectual generation loyal to the American life style. According to Ortaylı, 1981 (as cited in Demircan, 1988) the USA has granted naturalization for non-muslim Ottoman citizens; therefore, these institutions could be regarded as places cultivating American citizens. In this period, 367.000 people migrated to the USA, and Muslims constituted 5% of this sum. In 1899, New York and Istanbul was bound by bidirectional cruises. In 1920, the first American bank branch were founded (Gordon, 1932, as cited in Demircan, 1988).

2.4.4 The Era of the Turkish Republic

English instruction did not take up much room in the newly established Turkish state schools. Not having a solid foreign language policy, various languages were taught in a number of contexts. Starting from 1806, English was a compulsory course, while French was an elective one in navy school. In the madrasah of Darül Hilfet-ül Aliye English, French, German, Arabic and Russian were taught, while in the school of sea-captains and engineers the medium of instruction was English in 1870.

Instructional methods could be analyzed on the basis of teaching objectives. In Turkey, foreign language teaching was translation oriented, and the goal was to enable learners to translate works in foreign languages. Though the 'Direct Method' was adopted as of 1919, the former method 'Grammar

Translation' was considered to be more effective and readopted by dwelling on reading comprehension and translation.

Along with the failure of instructions, which was probably caused by Ottoman negligence-as Bear (1985) puts it, another factor which enabled the reunion of Turks under the same ideal, could have added to the attitude development of learners towards English. To clarify, language reform, conducted by M. Kemal Atatürk with the goal of rescuing Turkish from the effects of such foreign languages as Ottoman, Persian and Arabic may have had an influence on the current status of English and other foreign languages as well as attitudes towards these languages and societies.

2.4.5 Language Reform and Linguistic Nationalism

The transition from the Ottoman Empire, which did not have a solid language policy and standardized education, to the Turkish Republic, which highlights the common culture and Turkish national identity, is encompassed in this study to a limited extent. This transition period marks the beginning of the present period, and linguistically speaking, the most significant period of contact with the west. The historical factors and sociopolitical concerns, and certain aspects of this transition have significant influences on contemporary Turkish attitudes towards the English language.

In order to gain insight into the attitudinal dispositions of learners towards English, it is relevant to investigate the current status of the native language Turkish and its history. It is interesting to note that the Turkish language was a prestigious language neither in Seljuq Dynasty nor in the Ottoman Empire. The former had attributed great prestige to Persian for its being the language of literature and science then, while the latter had greatly admired Arabic for being

the language of the Quran. However, the Turkish language, regarded as ‘crude Turkish’, used to be the language of the vast majority in Anatolia.

In the 19th century, there was an obvious discrepancy among the citizens of the Ottoman Empire. As the empire did not put any restriction to the use of minority languages, other ethnicities successfully maintained their language and culture, while ordinary people used Turkish and the elite used Ottoman Turkish. As Aydingun and Aydingun (2004) put it, there was an obvious need to maintain the unity of the Ottoman State which had been invaded by the greatest powers of Europe. Ziya Gokalp, who also inspired M. Kemal Atatürk with his ideas regarding the Turkish language and culture, believed that there was a need for a well defined Turkish identity which comprises speaking Turkish and adopting Turkish culture. He also claimed that the Turkish nation had a glorious history of which the people should be proud. Accordingly, there were two extreme theories put forward with the aim of restoring national self confidence in reaction to the image of the “Turk” seen in the west as “primitive, vulgar and barbarian”.

The first one is the “Sun Language Theory” which originated as a reaction to the classification of languages by 19th century German Linguists Schlegel and Humboldt, who categorized languages as isolating, agglutinative and inflectional ones and claimed that speakers of inflectional languages were more creative than the speakers of isolating and agglutinative languages. Friedrich Max Müller also added that Turkic languages are nomad languages and differ from Aryan languages, which represent the ideal of literary and political traditions, and concluded that Turks could not establish a lasting political entity and they did not have a civilization of their own either (Aydingun and Aydingun, 2004). These biased generalizations regarding the language and history of Turks is a perfect illustration of the general attitudes towards the Turks and the Turkish language at that time.

According to the Sun Language Theory, the Turkish language had been the most ancient language, and it had provided crucial elements for the creation of other languages. Feraizcizade Mehmet Sakir (1894) had gone even farther by stating: “...all names that Almighty God taught Adam in paradise were of Turkish origins, and other languages derived from Turkish...” (as cited in Ayturk, 2004, p.12).

On the other hand, the second extreme theory, Turkish History thesis, claimed that all nations within Anatolia were of Turkish origin because people who came from central Asia were the first residents of the region, and were thus the ancestors of all those who later lived in these lands (Aydingun&Aydingun, 2004; Ayturk, 2004). Neither of these two theories could be supported with scientific evidence, but they had originated with naïve intentions. They were put forward with the aim of boosting pride in Turkish culture so that Turks would claim a respected place among the world’s civilizations (Aydingun and Aydingun, 2004; Ayturk, 2004)

Aydingun and Aydingun wrote: “...language was the main instrument defining the nation and national history” (2004, p. 417). The Turkish used by ordinary people was purified from the influence of Arabic, Ottoman and Persian with the goals of mobilizing people around a specific ideal and bringing the masses and the elite together (Aydingun&Aydingun,2004). Atatürk, the founder of modern Turkey and the architect of the language reform, strived to eliminate discrimination within the nation, and thus established an ideal under which he could unite the people of Turkey. The changes included using Latin alphabet instead of Arabic letters, purifying the language from Arabo-Persian elements which will be also followed by newly-coined words, as well as infusion of words from other Turkic languages (Bear, 1985).

Mustafa Kemal Atatürk believed that national language and national culture are coined together (Bear, 1985). Therefore, he fostered linguistic nationalism which had a positive nation-building influence rather than opposing foreign societies (Bear, 1985). Atatürk's statements regarding the Turkish language have a great role in determining Turkish people's attitudes to language.

The language of the Turkish nation is Turkish. The Turkish language is the most beautiful, the richest and the simplest language in the world. For that reason, every Turk loves his language greatly and seeks to glorify it. Furthermore, the Turkish language is a sacred treasure for the Turkish nation. Because, the Turkish nation realizes that in the many difficult situations which it has experienced, it has preserved its morals, its traditions, its memories, its interests, in short, everything which makes up its own nationality, through the medium of language (Bear, 1985; Turan, 1981).

Oran (1987, p.157) quotes Atatürk, "Language is one of the salient features of a nation. A person who says that s/he belongs to the Turkish nation should speak the Turkish language in the first place. If a person who does not speak Turkish claims that s/he belongs to the Turkish nation and culture, it would not be convincing".

Oran (1987) maintains that the nation-building approaches during the rise of the Turkish Republic have been inevitable, and have definitely contributed a lot to the construction of unity within the nation. However, in the course of years that brought about new socio political processes, some attitudinal problems emerged. First of all, nationalism, which was proposed in order to maintain unity within the nation, had frequently intersected with racism and ethnocentrism. Oran (1987) illustrates that young people in İstanbul would stop trolleys so as to turn Greek speaking people out of the trolley and beat them wildly in the middle of the road. Oran (1987) also shares an anecdote of a teacher of physics in İzmir Atatürk High School, who reprimanded his students saying: "we used to take their

seats and make them stand on foot, but you hold them very precious.” These attitudes are definitely irrelevant to Atatürk’s nationalism.

The infant Turkish Republic was grounded on a nationalist language and history union rather than religion base. However, the ethnocentric movements of 1930s reached a culmination with the Turkish History Thesis and the Sun Language Theory, both of which were initiated with the goal of uniting a nation under an ideal. This ethnocentric approach frequently resulted in attitudes and regulations regarding minorities. Oran (1987) notes that military schools changed their gate keeping policies and stated that the first rule to get enrolled to a military school is not only to be a Turkish citizen but also to be of Turkish origins. There were also attempts to attribute these ethnocentric doctrines to Atatürk relying on his quotations, though he had never pursued ethnocentric and racist approaches “Bir Türk dünyaya bedeldir-A Turk is worth a world”, “Muhtaç olduğun kudret damarlarındaki asil kanda mevcuttur-The power you need lies with the blood in your vessels” (Oran, 1987). To quote Oran, “These expressions aimed to restore national consciousness and pride of a nation, who has been made to forget its Turkish identity” (1987, p.158).

2.4.6 The Current Status of English in Turkey

The current status of English in Turkey is discussed referring to language contact, educational context and local attitude studies.

2.4.6.1 Language Contact

In addition to the historical concerns broadly discussed in previous parts, the English language has maintained a global status in the Turkish social and educational context regardless of time. As mentioned before, the influence of

foreign languages dates back to the Tanzimat period (the Westernization process from 1839) and the transitional period from the Ottoman to the Turkish Republic.

In the first years of proclamation, Atatürk aimed to restore ‘Turkish identity’ accompanied with Westernization. Ottoman Empire, defined as the sick man of Europe, had fallen behind the European countries in terms of military, social and educational innovations. This required a speedy process of transformation in various fields of life. Accordingly, Westernization fueled with the social, political and educational reforms brought along linguistic influences. New concepts were employed along with their foreign lexicon. French, the lingua franca of the time, penetrated into the Turkish language through such new concepts.

Once Arabic and Persian, and then French, in the age of modernization and the Westernization. Everything in the country became ‘German’, including Wilhelm style Moustache. When train came into the country, it came along with cars filled with French words! Imagine, anything pertinent to trains in this country is not Turkish! Do Germans do that? There was only Atatürk who wanted to lead this train into national lands, and achieved this in his time (Ozen, 2003: Cumhuriyet-05.01.2003).

As the process of modernization brought along its vocabulary, the Turkish language went under the bombardment of foreign lexicon within the last 50 years. Güncel Türkçe Sözlük (2005 edition) by Turkish Language Association includes 104,481 entries, of which about 14% are of foreign origin. The major word donors to Turkish language are Arabic with a number of 6463, French (4974), Persian (1374), Italian (632), English (538) and Greek (399). The seemingly low values of English influence might be explained with the fact that English language has a rather short history in Turkey when compared to Arabic, Persian and French. Yet, it has been more and more influential since the World War II, which could be obviously seen in the education system at tertiary and high school level.

Educational policy makers in Turkey have made various attempts in order to develop an effective foreign language teaching program. One of these attempts, which is at the heart of current discussions, is integrating English language into the curriculum as the medium of instruction.

2.4.6.2 English in Turkish Education

English has an instrumental function in Turkish educational system. Every Turkish citizen under 30 years old have gone through an intensive English education sometime in his/her education. By means of Anatolian High schools, English medium schools, British Council, American Cultural Association and English medium universities, a considerable number of Turkish citizens have learnt English in different settings, using different materials, at different institutions but with the same goal-accessing the opportunities it will bring. In the Turkish educational context, English is neither the second language nor an official one; yet, it is “the most useful foreign language” (Konig, 1990).

According to a report published by the Higher Education Council- “Higher Education Strategy in Turkey”, there are 53 state and 24 private universities in Turkey. As of February 2007, the total number of students studying at these universities is 1,247,404. Of the 53 state universities, 27 are English-medium, 11 of them offer Turkish and English-medium education, and rest of them offer English language courses. All private universities offer English medium education with the exception of one, which offers Turkish and English medium education together. Doğançay-Aktuna emphasizes the significance of English in Turkish context as follows:

In Turkey, English carries the instrumental function of being the most studied foreign language and the most popular medium of instruction after Turkish. On an interpersonal level, it is used as a link language for international business

and for tourism while also providing a code that symbolizes modernization and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder. (1998, p.37)

Though the significance of English language knowledge is acknowledged and appreciated, what is still vague is the ideal role of English language in Turkish national educational system. While some scholars advocate English-medium instruction, thinking that bilingual education develops not only one's cognitive abilities but also linguistic abilities in native language regardless of gender and age (Alptekin, 1989; Alakuş, 1989), others believe that it reduces cognitive abilities causing insufficient in-class participation, conveying the content at the expense of the subject studied, and it ultimately threatens one's native language and culture (Demircan, 1995; and Sinanoğlu, 1974; Arslantunalı, 1998; Boztaş, 1998; Ülkü, 1990; Kocaman, 1989, 1998; Köksal, 1995, 2002).

Kocaman (1989) draws attention to the specific situation of Turkish social and educational context:

It is possible that countries like Canada with a history of colonization might be successful in using second language-medium instruction in their national education; however, these countries cannot be models for Turkey. Because, in these countries second language is also used in daily communication, where as Turkey is a monolingual country, and in such countries second-language medium instruction is doomed to failure. Therefore, a better model should be developed, as native language-medium instruction forms the basis of national education system of many European countries and other developed countries like Japan (Kocaman, 1989, p.61).

The introduction of foreign language- instruction in the Turkish educational context dates back to the 1950s. In a fifty year period, foreign medium instruction reached its culmination with Anatolian High Schools, which were founded with the aim of offering high quality education in state schools by catching up the success

of private colleges such as Robert College, Saint Joseph and Ankara High School. On the other hand, at tertiary level, Middle East Technical University is one of the first English-medium universities in Turkey, and much of the discussion about English-medium education is directed at this institution.

Akunal-Okan (1997) surveyed opinions of students studying at Middle East Technical University regarding English-medium instruction. According to Akunal's findings, students believe that they lack oral expression skills in English. In addition, 54 % of students majoring in Economics, 50 % in the field of Chemistry and 45 % at the department of Architecture believe that English medium-instruction is not efficient.

Ambivalent opinions and attitudes towards the English language, English medium-instruction and English speaking societies are investigated at national and supranational levels. According to a survey with 38,000 participants from 44 countries conducted by the Pew Research Center in 2002, favorable attitudes towards US have seriously declined all around the world.

As could be seen from Figure 2.1, favorable attitudes of British and Canadian people seriously declined from 71 % and 83 % to 59 % and 55 %. While people of France, German and Spain showed less favorable

Favorable Opinion of the U.S.					
	'99/'00	2002	2003	2004	2005
	%	%	%	%	%
Canada	71	72	63	—	59
Britain	83	75	70	58	55
Netherlands	--	--	--	--	45
France	62	63	43	37	43
Germany	78	61	45	38	41
Spain	50	--	38	--	41
Poland	--	79	--	--	62
Russia	37	61	36	47	52
Indonesia	75	61	15	--	38
Turkey	52	30	15	30	23
Pakistan	23	10	13	21	23
Lebanon	--	35	27	--	42
Jordan	--	25	1	5	21
Morocco	77	--	27	27	N/A ¹
India	--	54	--	--	71
China	--	N/A	--	--	42

1999/2000 trends from Office of Research, U.S. Dept. of State; Canada from Environics. All other data from Pew Global Attitudes Project

Figure 2.1 Survey Report of PEW

attitudes after 2002, countries with great Muslim population also showed declining patterns of attitudes.

The overall decline in favorable attitudes towards the US from 2002 and 2003 could be best explained with the USA's invasion of Iraq in 2003. However, the picture must be interpreted in the way that global attitudes towards US do not necessarily represent those towards the people of the US. US state policies might have attracted anger and resistance, but attitudes at individual basis might have remained intact. Therefore, global attitudes at macro (societal) levels may not be adequate to explore the attitudes towards English language and English speaking societies. In addition to global attitude studies, which investigate attitudes from a broader perspective, local attitude studies should be analyzed with reference to the current situation in the Turkish social and educational context.

2.4.6.3 Local Attitudes towards English and English Speaking Societies

As much of the discussion regarding language and language policies rested on 'English medium-instruction', local attitude studies in Turkey generally targeted dispositions towards English as a medium of instruction. One of the most extensive studies investigating attitudes towards English medium-instruction is that of Tarhan (2003). Tarhan sampled 982 students, 383 teachers and 988 parents in 42 Anatolian high schools across 32 provinces in Turkey. According to her research findings, though all groups perceive English positively as a foreign language, teachers and parents do not favor English-medium instruction in secondary education. From a pedagogical perspective, teachers and students believe that English-medium instruction influences the instructional process in Math and Science in Anatolian high schools and posits problems regarding the content of the course.

Another study which is approaching attitudes from teachers' perspective is that of Kilickaya (2006). Kilickaya conducted a small-scale survey of attitudes in which he investigated the attitudes of 100 instructors towards the use of English as a medium of instruction in Turkey. The research findings indicate that instructors of non-language subjects favor Turkish-medium instruction rather than English. Yet, they are also concerned about the application problems of policies such as resources provided in Turkish and English, proficiency levels of students and students' participation during the classes.

In addition to studies investigating attitudes towards English-medium instruction, several scholars explored students' dispositions towards English language per se and English speaking societies. Kızıltepe (1999) explored learners' attitudes towards British and American societies, interest in English, attitudes towards learning English, classroom anxiety, family support and English learning environment. According to her research findings, students have intermediate interest towards English and American cultures. They not only have integrative but also instrumental orientation. Thanks to the parental support, they have favorable attitudes towards learning English and do not have classroom anxiety. Their attitudes towards the immediate learning environment vary according to the setting.

Another small-scale study with a social-psychological approach to foreign language acquisition in Turkey was conducted by König (2003). In addition to attitude studies focusing on English as a foreign language, König investigated attitudes towards other foreign languages such as German, French, Spanish and Italian. Her research findings indicate that the students' instrumental orientation is very strong. They want to learn a second foreign language in order to get a job, a better position, for graduate studies and to realize objectives in life.

Local attitude studies carried out in Turkey follows a similar pattern focusing on instrumental incentives blended with integrative motivation in some cases. The pragmatic value of English is widely accepted at varying degrees. Another study emphasizing the instrumental orientation along with integrative motivation was conducted by Şeker (2003) at tertiary level. Şeker investigated learners' initial and final attitudes towards English at the end of one year study at the preparatory school of English at Çukurova University. According to her research findings initial attitudes are subject to change due to the quality of language education. She suggested ways of influencing negative attitudes into more favorable ones. It is also recommended that learners should be exposed to cultural products of target societies so that they will have an idea regarding their culture and society.

CHAPTER III

METHOD

3.0 Presentation

This chapter presents the overall design of the study including the research questions, the participants, data collection instruments and procedure as well as the preliminary findings of the pilot study.

3.1 Overall Design of the Study

This study aims to analyze learners' attitudes towards English and English speaking societies within the framework of historical and sociopolitical concerns using a survey research design. This study consists of quantitative and qualitative data collection methods. It was aimed to make inferences according to the data obtained from a questionnaire and interviews. The quantitative findings of the data were analyzed using SPSS 11.0 (Statistical Package of Social Sciences) and interpreted using descriptive and inferential statistics. In order to achieve triangulation among the data collection instruments, open ended questions were coded.

3.2 Research Questions

The study addresses the following research questions:

1. What are the attitudes of students towards the English language and English speaking societies?
2. What are the historical, sociopolitical and educational factors that might have influenced Turkish learners' attitudes towards English?

3. Do female and male students have similar language attitudes?

3.3 Participants

The study was conducted at the preparatory schools of five universities in Ankara. (N=219) students were sampled from Middle East Technical University (n=48), Hacettepe University (n=46), Başkent University (n=40), TOBB University (n=36) and Atılım University (n=49). A convenience sampling method was implemented. The schools were contacted prior to administration, and the questionnaire was delivered to the classes, which was determined by the management. The demographic information of students regarding their age, gender and the university they are studying at is given in Figures 3.1, 3.2 and 3.3 respectively.

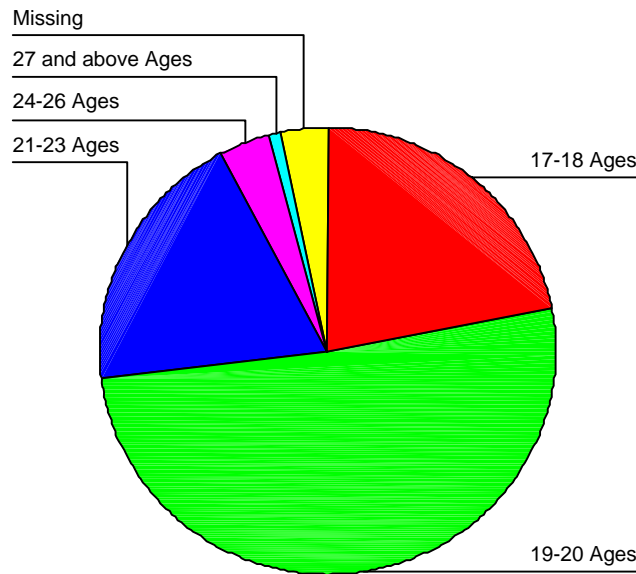


Figure 3.1 Visual illustration of Age Distribution

As Figure 3.1 shows, half of the total population (52,8%) is from the 19-20 age group, while the other half is mainly from 17-18 (22,6%) and 21-23 (19,8%)

groups. Missing data refer to those who did not specify their ages in the questionnaire. This study targeted young adults who were having their first year of university study. Their initial attitudes were explored, which may change in the course of their undergraduate studies. Figure 3.2 shows the gender distribution of the respondents.

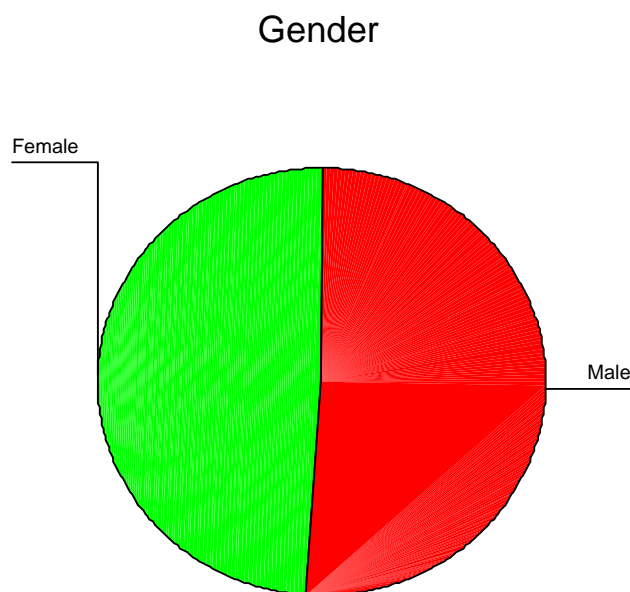


Figure 3.2 Visual illustration of Gender Distribution

As Figure 3.2 shows, there is an equal distribution among the respondents in terms of gender. While a half (51,1%) of the respondents are male, the remaining 48,9% are female students. Having achieved a homogenous sample regarding gender, this study aimed to explore whether female and male students possess similar language attitudes. Figure 3.3 shows the university distribution.

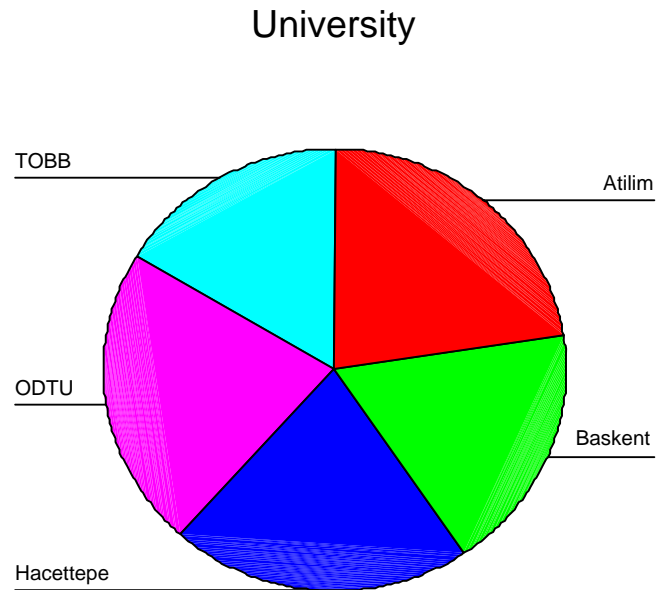


Figure 3.3 Visual illustration of University Distribution

It could be seen from Figure 3.3 that there is an almost equal distribution among the sampled universities. As for the distribution, students at Atılım University make up 22,4%, Başkent 18,3%, Hacettepe 21%, ODTU 21,9% and TOBB 16,4% of the total population. Having achieved a homogenous sample regarding gender, this study aimed to explore whether female and male students possess similar language attitudes.

3.4 Data Collection Instruments

The data for the study were collected via quantitative and qualitative data collection instruments. The major data collection instrument is a questionnaire which comprises two sections a) Likert scale items b) Open ended questions.

3.4.1 Questionnaire

The questionnaire was adapted from several questionnaires, which were prepared with the goal of collecting information about learners' attitudinal predispositions towards language and language learning in various countries around the world. 'The Attitude/Motivation Test Battery' (AMT), which was first developed by Gardner, Clement, Smythe and Smythe and modified by Gardner in 1985, was used as the core of the questionnaire, and specific items (Section B, Items 1, 2, 3) were added from the inventory of Salli-Copur (2004), which was administered in a case-study on prospective English language teachers' perceptions of dominance of English as an international language. In order to enclose more global items in addition to localized and culture specific ones, specific items (Section A, Items 7, 8, 9, 10) were adapted from the extensive study of Dörnyei (2005).

The questionnaire had three parts: the first part comprised of some questions about the background of the participants. These questions included their age, gender, the high school they graduated from, number and level of the languages they spoke as well as the age and context they started learning English. This section provided demographic information about the participants, and the findings were used while making inferences with reference to whole population and gender differences.

The second part consisted of statements about their perception of the instrumentality of English in the Turkish educational context, their attitudes towards English and English speaking societies, their cultural interest towards the products of these societies and finally their native language loyalty and appreciation of intercultural contact with these societies. Students were asked whether they agree or disagree with the statements by showing the degree of agreement or disagreement. In order to prevent comprehension problems, the

questionnaire was administered in Turkish- the native language of the respondents.

The options were prepared in a five-point Likert Scale fashion:

	<u>Value</u>
Strongly Disagree.....Kesinlikle Katılmıyorum	1
Disagree Katılmıyorum	2
Neutral Kararsızım	3
Agree Katılıyorum	4
Strongly Agree Kesinlikle Katılıyorum	5

Example:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SECTION A					
1. English language learning is significant as it will make me a more knowledgeable person.	O	O	O	O	O

Questionnaires were printed on colorful papers instead of traditional A4 white sheets. According to Newell (1993), 1) a colorful questionnaire stands out from the mass of other paper which might be received, 2) it is pleasant to handle, and 3) people will not have the heart to throw away such an attractive document” (cited in Dörnyei 2003,p.21).

In order to ensure validity and reliability issues, items in the questionnaire were reviewed by experts so as to guarantee face and content validity. Three scholars in Linguistics and language teaching, an expert in educational research design, a teacher of English language, a student, a research assistant and a Turkish language teacher commented on the questionnaire in terms of content and

style before the administration. Bearing the comments in mind, modifications were made and sensitive questions were avoided in order to prevent social desirability. For example, the fifteenth question in the first draft of the questionnaire “I believe that I will learn English easily, and will not have difficulty using it”. This question was deleted because it might be subject to social prestige bias. To clarify, very few learner can acknowledge his/her weaknesses, and would show it on a school related survey. Others would like to seem successful and self-confident. As this questionnaire will be administered in the classroom, learners will attach the questionnaire a relation with their schools no matter how much they are reminded about the actual aims of the study. Consequently, even though a learner is a low-achiever in English language courses, or does not believe that s/he will have a good knowledge of English, s/he will opt for Strongly Agree or Agree alternative.

Dörnyei defines the term social desirability as “...what the respondents report to feel or believe, rather than what they actually feel or believe. Questionnaire items are often transparent, that is, respondents can have a fairly good guess about what the desirable/acceptable/expected answer is, and some of them will provide this response even if it is not true”(2003,p.12). A perfect illustration for this prestige bias is given by Dörnyei, which he came across in the official US visa application form (DS156):

“Have you ever participated in genocide?”

This question was weakly designed and seems hopeless to get an honest response ever. In order to prevent prestige bias (formerly mentioned as social desirability), items were modified and also respondents were informed that the findings of the study would be kept confidential and their names would remain anonymous.

As for the layout of the questionnaire, a proper title “to identify the domain of the investigation, to provide the respondent with initial orientation, and to activate various content schemata” (Dörnyei 2003,p.24) and general instruction including the aim of the study along with the contact information of the researchers were provided. The questionnaire was designed in an acceptable length (Dörnyei, 2003) (4 pages-27 items), and was estimated to take approximately 15 minutes for the respondents to fill in according to the pilot administration.

3.4.2 Interview

Respondents, who wanted to join to the interview, provided their contact information in the questionnaire and were later contacted. According to the questionnaires, 12 students volunteered to join the interview, and 10 were sampled in accordance with convenience issues. A girl and a boy from each university were interviewed in order to achieve homogeneity in terms of university and gender. The respondents, whose consent was taken for the interview and the use of video camera, were interviewed at their school for 15-20 minutes. The interviews were recorded using a video camera for transcription and analysis. The real names of the respondents were kept anonymous and numbers were used to identify each interviewee.

3.5 Data Collection Procedure

The data collection procedure started with a permission letter written to the administration of the institution to get allowance for conducting the study. The researcher visited each school in person, and distributed the questionnaires to the sampled classes. As the instructions have a significant role regarding the reliability concerns, the researcher gave the instructions to each sampled group.

According to the principles Dörnyei (2003,p.26) maintains, the oral and written instructions included “what the study is about, why it is important or socially useful, the organization responsible for administering the study, emphasizing that there are not right or wrong answers, requesting sincere answers, promising confidentiality and saying thank you.”

3.6 Pilot Study

The initial piloting of the questionnaire was processed by having expert opinions from various fields as mentioned in 3.5.1, and the items were finalized for final piloting. As it was still uncertain whether the respondents would respond in the manner anticipated, a group of students who were similar to the target group were administered the questionnaire. In order to achieve the similarity to the target group for whom the questionnaire had been originally designed, junior students studying at Middle East Technical University, Department of Foreign Language Education were selected. The piloting group comprised 106 students including regular students (students with regular tuition) and SUNY-METU joint group students (students with higher tuitions similar to private university students).

The findings of the pilot study were analyzed and reliability values were obtained. Reliability coefficients for 34 items were calculated as “**Alpha = .8690**”. The overall reliability of the questionnaire was considered as acceptable according to Fraenkel and Wallen (2003, p. 168); “For research purposes a useful rule of thumb is that reliability should be at least ‘.70’ and preferably higher”. In addition to overall reliability values, subscale reliability values for each factor was calculated. The reliability and subscale reliability values for each factor are shown in Appendices (C, D, E, F, G and H) section.

The questionnaire was modified based on the factor analysis implemented to the pilot study findings, and major changes according to the early results are listed below:

1. The first draft of the questionnaire comprised four sections including A) Demographic information, B) Language Attitude Section C) Historical and Sociopolitical Factors D) Open ended items with a total of 40 items. According to the factor analysis conducted to the findings of the pilot study, B and C sections were found to intersect and were thus combined into one section.
2. Items that did not load to a cluster according to the factor analysis were discarded and the total number of items was reduced to 21 (First draft, Section B, Items 2, 4, 6, 15, 18, 19 Section C, Items 1, 2, 9, 11).
3. Item 10 required factual information rather than opinion, and was thus discarded (First draft, Section B, Item 10).
4. Items which were inquiring about direct opinions were discarded (First draft, Section B, Items 1, 20)
5. Respondents in the piloting group had comprehension problems regarding significance ordering question type in Section D (first draft), and thus the wording of these items was clarified with an addition of a sample answer.
6. According to the factor analysis 5 factors were obtained including 21 items.

The table for factor analysis is presented in Table 3.1:

Table 3.1

Factor analysis of the pilot study

Rotated Component Matrix ^a					
	Component				
	1	2	3	4	5
B6	,849				
B4	,839				
B7	,830				
B8	,817				
B5	,620				
A3		,798			,301
A5		,772			
A17		,667			
A7		,654			
A16		,493	,385		
A11			,859		
A12			,854		
A13			,744		
A14			,713		
B13				,897	
B14				,818	
B3				,698	
B12		,558		,591	
A10					,847
A9					,752
A8		,364			,635

Extraction Method: Principal Component Analysis.

Rotation Method: Equamax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Items had significant loadings, and were grouped according to the degree of loading. To illustrate, if an item loaded to two factors at the same time, the items were grouped in accordance with their content, and it is noteworthy that these items happened to be coded in the groups to which they already loaded with greater values as in the example of A16 which loaded to Factor 2 with a degree of ‘,493’ and to Factor 3 with ‘,385’.

According to final modifications relying on the findings of the pilot study, the questionnaire was finalized, and the last draft was obtained along with its overall and subscale reliability values.

Table 3.2*Factor Analysis of the Final Draft***Rotated Component Matrix^a**

	Component				
	1	2	3	4	5
A14	,872	5,859E-02	-,123	4,258E-02	,157
A18	,842	9,124E-02	-,105	-1,28E-02	2,374E-03
A17	,830	4,975E-02	-5,86E-02	-,106	-2,87E-02
A16	,788	2,441E-02	-,248	1,593E-02	,129
A15	,399	-,182	-,162	-,312	-,199
A12	5,766E-03	,749	4,638E-02	,159	,216
A1	,193	,684	-8,21E-02	,141	,265
A11	7,921E-02	,664	2,454E-02	,165	,249
A2	,301	,615	-,140	,232	,291
A3	-,108	,597	,188	,140	9,510E-02
A19	-,105	,577	,416	-5,32E-02	-,160
A20	-,135	,152	,844	,121	1,323E-02
A21	-,188	4,846E-02	,821	,110	,149
A13	-,174	-1,28E-02	,778	,103	,118
A7	7,063E-02	7,835E-03	,104	,831	,133
A8	-7,64E-02	,224	,140	,762	-6,31E-03
A10	-4,10E-02	,275	-3,13E-03	,712	,193
A9	-,192	,239	,158	,304	,154
A5	4,183E-02	,280	4,570E-02	,109	,800
A6	9,255E-02	,131	,134	8,130E-02	,782
A4	1,204E-03	,305	7,514E-02	,203	,644

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

As Table 3.2 shows the items that loaded to the five factors in the pilot study successfully loaded to the same components. As anticipated, statements 14, 15, 16, 17, 18 made up the ‘language loyalty’ component. Statements 1, 2, 3, 11, 12, 19 formed the ‘instrumental orientation’ component, while statements 7, 8, 9, 10 made up the ‘cultural interest’ one. Finally, statements 13, 20, 21 formed ‘appreciation of intercultural contact’, and statements 4, 5, 6 formed ‘attitudes towards English speaking societies’ in the questionnaire.

As for the subscale reliabilities of the statements in subscales, ‘Native language loyalty’, Alpha = 0.80; ‘Instrumental Orientation’, Alpha = 0.76; ‘Cultural

Interest', Alpha = 0.70; 'Intercultural Contact', Alpha = 0.81 and 'Attitudes towards the speakers', Alpha= 0.74. These reliability values are all above 0.70 (acceptable reliability degree), and prove that the statements in the questionnaire are holistically and componentially reliable. Proving that the design of the questionnaire meets the expected criteria, the quantitative and qualitative analyses along with a discussion are presented in Chapter IV.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0 Presentation

In this chapter, analyses of the data gathered through the Language Attitude Questionnaire (LAQ), and the interview questions are presented. The quantitative data were analyzed using Statistical Package of Social Sciences (SPSS for Windows 11.0), and the qualitative data were analyzed through content analysis.

The data from LAQ were analyzed through descriptive and inferential statistics in the SPSS program. The statements that claim similar views, and loaded to the same factor were examined in groups in accordance with the factor analysis results presented in the previous chapter. After the analysis of each statement in a factor, the total frequency and percentage rates of the responses were presented in the form of tables and figures. Analysis of each factor included the analysis of the statement, gender differences and finally open ended responses gathered from the questionnaires and the interviews regarding each factor. The factors were presented respectively as language loyalty, instrumental orientation, cultural interest, intercultural contact and attitudes towards English speaking societies.

4.1 Analysis of the Statements in ‘Native Language Loyalty’

This factor includes the statements exploring the degree of native language loyalty of the respondents. The statements in this cluster are similar in that they all claim that the Turkish language is a very beautiful language and Turkish culture could be regarded as a culture superior to that of other countries. To illustrate,

while statement 14 investigates the degree of loyalty to the native language and culture, statement 16 explores the intended effort put to maintain and preserve local language and culture. Statements 17 and 18 point out that Turkish language and culture are more beautiful than those of other countries. Finally, statement 15 claims that the English language causes degeneration on Turkish language and culture.

Statements in this factor: 14, 15, 16, 17, 18

Table 4.1

Summary Results for ‘Native Language Loyalty’

	1	2	3	4	5	N	M	SD
14. I am loyal to my native language and culture with strong ties.	3%	3%	5%	30%	59%	219	4,39	0,9
15. I believe that English causes degeneration on Turkish language and culture.	6%	12%	12%	27%	43%	218	3,90	1,2
16. I am ready to do my best in order to maintain and preserve Turkish language and culture.	3%	2%	6%	27%	62%	219	4,40	0,9
17. I believe that Turkish language is more beautiful than other languages.	2%	8%	20%	22%	48%	219	4,06	1,09
18. I believe that Turkish culture is more beautiful than other cultures.	2%	5%	8%	24%	61%	219	4,36	0,9

Note. Column values: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, N= Population, M= Mean, SD= Standard Deviation

Each of the statements is shown in Figures 4.1, 4.2, 4.3, 4.4, 4.5 in the form of bar charts.

Figure 4.1

Results for Statement 14

“I am loyal to my native language and culture with strong ties.”

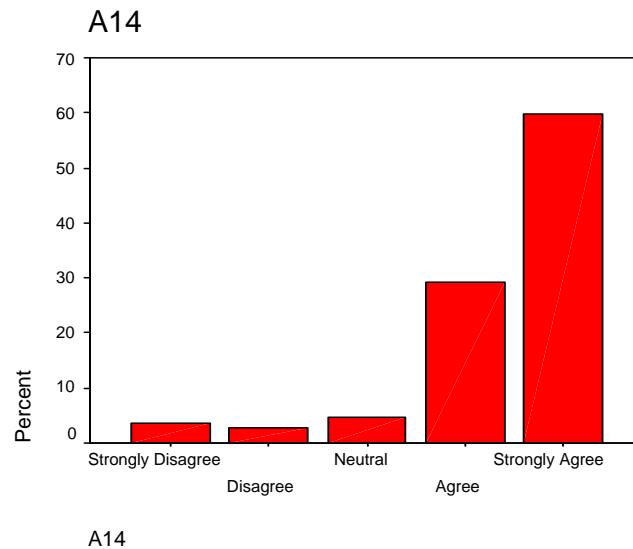


Figure 4.1 Visual representation of the distribution of responses for statement 14.

As Figure 4.1 shows, the frequency distribution of the responses for statement 14 loaded to “Agree and Strongly Agree” responses with a value of 29,2 % for the former and 59,8 % for the latter. This reveals the fact that respondents show high values of native language loyalty.

Figure 4.2

Results for Statement 15

“I believe that English language causes degeneration on Turkish language and culture.”

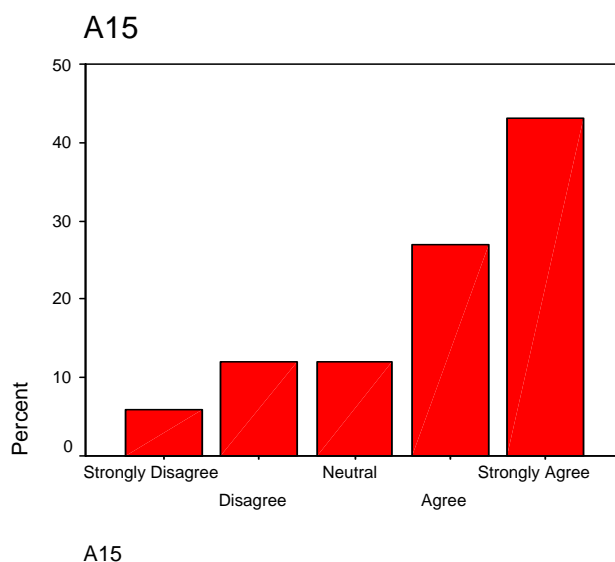


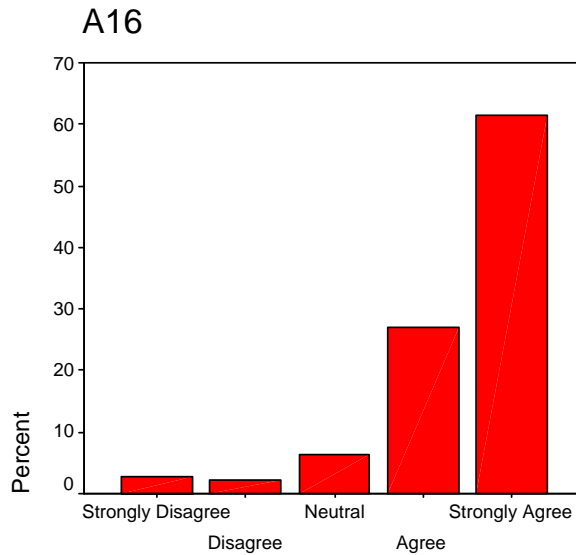
Figure 4.2 Visual representation of the distribution of responses for statement 15.

As Figure 4.2 shows, the majority of the students agree and strongly agree with the statements. While one-third (27,1%) of the respondents agrees, almost half of them(43,1%) strongly agree with the claim pointed in the statement.

Figure 4.3

Results for Statement 16

“I am ready to do my best in order to maintain and preserve Turkish language and culture.”



A16

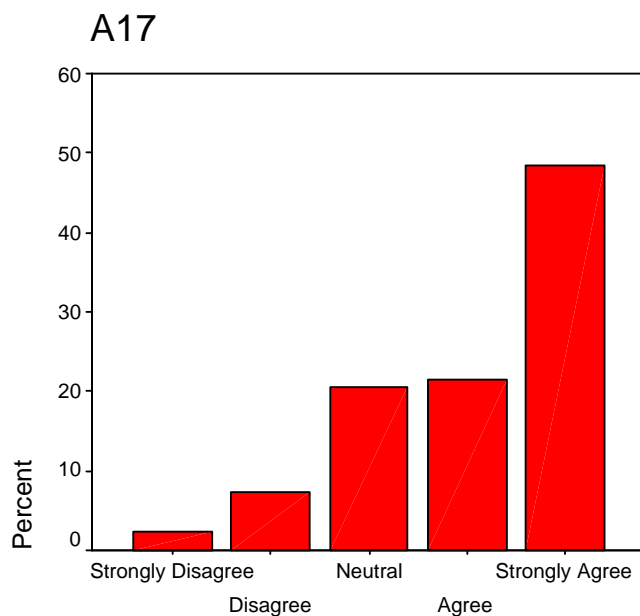
Figure 4.3 Visual representation of the distribution of responses for statement 16.

As Figure 4.3 displays, this statement investigates the degree of the intended effort put to preserve and maintain native language and culture. Similar to statement 15, one- third of the respondents (27,1%) agrees, and more than a half strongly agrees (61,5%) with the statement. This reveals a high degree of native language and culture loyalty on the part of the respondents.

Figure 4.4

Results for Statement 17

“I believe that the Turkish language is more beautiful than other languages.”



A17

Figure 4.4 Visual representation of the distribution of responses for statement 17.

As Figure 4.4 displays, while one-fourth (21,5%) of the students agrees, almost half of them (48,4%) strongly agree. Another one-fourth (20,5 %) remains neutral, and a small group of students disagrees (7,3%) or strongly disagrees (2,3%) with this statement in the questionnaire. The most frequent responses are ‘Agree’ and ‘Strongly Agree’. Thus, the statistical results let us claim that the majority of the students are of the opinion that Turkish language is more beautiful than other languages.

Figure 4.5

Results for Statement 18

“I believe that the Turkish culture is more beautiful than other cultures.”

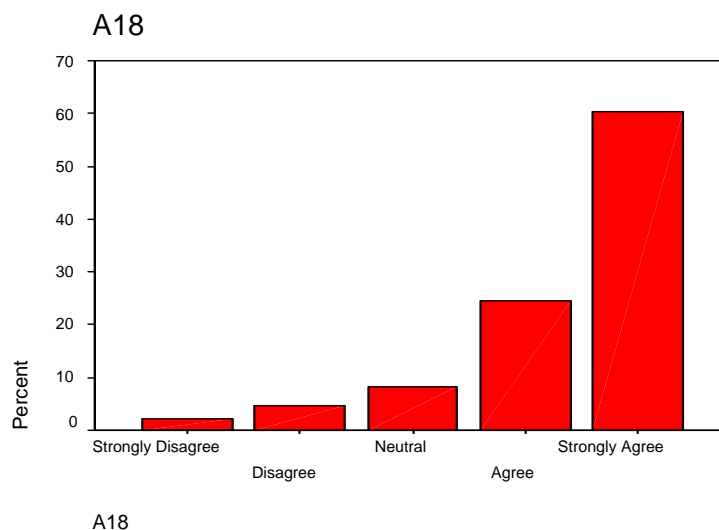


Figure 4.5 Visual representation of the distribution of responses for statement 18.

As Figure 4.5 shows, the responses given to this statement reveal significantly high values of Agree and Strongly Agree alternatives. As language and culture are coined together, the responses given to statement 17 are echoed in statement 18. While most of the students agree (24,4%) or strongly agree (60,4%), a small group expresses their neutral opinion (8,3%), disagrees (4,6%) or strongly disagrees (2,3%) with the statement.

4.1.1. Gender Differences for 'Native Language Loyalty'

Gender differences for each subscale were analyzed using descriptive and inferential statistics, and are presented in Table 4.2, Figure 4.6 and Figure 4.7.

Table 4.2

Gender Differences for 'Native Language Loyalty'

			Cinsiyet		Total
			Male	Female	
Language Loyalty	Strongly Disagree	Count	1	2	3
		% of Total	,5%	,9%	1,4%
	Disagree	Count	4	2	6
		% of Total	1,9%	,9%	2,8%
	Neutral	Count	9	9	18
		% of Total	4,2%	4,2%	8,4%
	Agree	Count	47	45	92
		% of Total	21,9%	20,9%	42,8%
	Strongly Agree	Count	49	47	96
		% of Total	22,8%	21,9%	44,7%
Total	Count	110	105	215	
	% of Total	51,2%	48,8%	100,0%	

As Table 4.2 shows, male and female respondents seem to possess similar degrees of native language loyalty. They agree and strongly agree with the statements given in this factor.

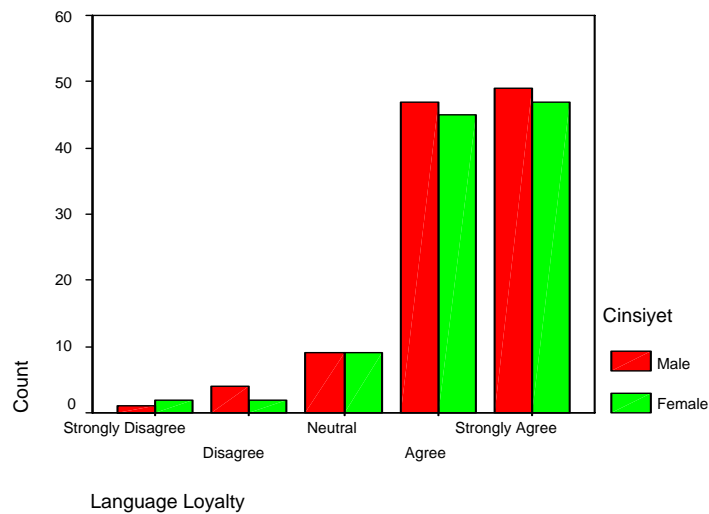


Figure 4.6 The visual illustration of the table.

The results of the inferential statistics for ‘native language loyalty’ are given in Figure 4.7.

Figure 4.7

Inferential Analysis of Gender Differences for Native Language Loyalty

Gender	N	Mean	std. deviation	<i>t value</i>	<i>df</i>	<i>Sig(2tailed)</i>
Boys	110	4,26	,831	- .026	213	,979
Girls	105	4,27	,847			

Figure 4.7 Results of the independent-samples t test

The negative *t* value indicates that the mean of responses for the female and male students does not yield a significant difference. In this table, the variances are very similar and, consequently the standard *t* (213) test, $t = (-.026)$, $p = .979$, and the *t* test for unequal variances, t (212) = $(- .026)$, $p = .979$ yield identical results. As shown in this analysis, there is not a significant difference ($p = 0.979 > 0.05$) between girls and boys regarding their native language loyalty.

4.1.2 Open Ended Responses for ‘Native Language Loyalty’

The open ended responses gathered from the questionnaire and the interviews were analyzed through content analysis and are presented in Tables 4.3 and 4.4.

Table 4.3*Responses from the questionnaire for Native Language Loyalty*

English Language...	f	%
<ul style="list-style-type: none"> causes degeneration on Turkish language 	30	13,6%
<ul style="list-style-type: none"> causes our people to humiliate their own language and culture 	9	4,10%

Responses gathered from the questionnaire confirm the statistical findings in the way that respondents are of the opinion that the English language pollutes Turkish, and they also claim that some people may humiliate their own language and culture being influenced by English. Responses from the interview are also parallel with the findings of the questionnaire as they all claim that Turkish language is superior to other languages; however, it is threatened by English.

Table 4.4*Responses from the interviews for Native Language Loyalty*

Turkish Language...	f	%
<ul style="list-style-type: none"> has been violated by English words. 	9	90%
<ul style="list-style-type: none"> is a rich language with a long history. 	7	70%
<ul style="list-style-type: none"> should be developed by Turkish Language Association. 	7	70%
Turkish culture...		
<ul style="list-style-type: none"> is threatened by English and American cultures. 	8	80%
<ul style="list-style-type: none"> has been violated by English or American cultural products. 	6	60%
<ul style="list-style-type: none"> is one of the oldest cultures of world history. 	6	60%

Based upon the findings from the open-ended questions in the questionnaire and the interview sessions, students hold the belief that English and American languages are influencing Turkish language on lexical, morphological and phonological levels. Table 4.5 shows the influence of English on the Turkish language.

Table 4.5

Influence of English on Turkish Language Structure

English has an influence on Turkish on...	1	2	3	4	5	N	M	SD
a. using English words in Turkish utterance	80%	10 %	3%	4%	3%	197	1,38	0,9
b. using English affixes in Turkish utterance	4%	35%	39%	21%	1%	144	2,81	0,8
c. using English pronunciation in Turkish speech	11%	42%	31%	15%	1%	157	2,55	0,9
d. using English syntactic structure in Turkish	8%	25%	24%	41%	3%	149	3,09	1

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

As can be seen from Table 4.5, learners identified lexical, morphological and phonological influence of English on Turkish respectively by ordering the alternatives in accordance with their significance from one to five. While the greatest majority (80%) of the students identified lexical influence as the most significant, 42% and 35% identify morphological and phonological influences as quite significant.

Students complained about peoples' irresponsibility in terms of word choice in their daily speeches:

People are using English words in their speeches, and sometimes they may raise the bar and end up speaking half Turkish half English. (Interviewee 1)

I hate teachers' using English words in their Turkish utterances. (Interviewee 10)

Though there are Turkish equivalents, people prefer using English words. (Interviewee 3)

In addition, they pointed to the use of English words in business discourse and shop names on lexical and morphological level:

When people come across with English shop names, they get used to them and start to use them in their daily speech as well. If a café is given an English name, this is a sign of its penetration into Turkish language and culture. (Interviewee 1)

One thing which irritates me most is that we employ their terms into our language as they are and entitle our products with their terms. For example- the use of 'sh' for 'ş'. We use 'Adana shish' instead of 'Adana şış', or use 'fish burger' instead of 'balık ekmek' [fish and bread]. (Interviewee 8)

Most of the interviewees also emphasized the status of English and point a resistance its influence in other countries, and claim that they should be taken as models and their policies should be administered in Turkey as well.

I have a French friend, and I know that they do not use English in their shop names. Thus, a nation must be aware of the value of its language, and make its people conscious of the importance of its national language. (Interviewee 4)

English is more than a threat for Turkish language. A very simple example is that there is a cartoon called 'Sonic'. Japanese people are using its Japanese equivalent, the French are using the French one, but a Turkish child does not call it 'ses' in Turkish but its English equivalent-'sonic'. When a child uses the Turkish equivalent, his/her friends make fun of him. This is silly that when a child uses a Turkish equivalent for a concept, he/she is found ridiculous. (Interviewee 8)

France did not use English in Eurovision song contest. (Interviewee 2)

In France, when a Hollywood film is released, French people prefer watching dubbed version rather than one with subtitles. (Interviewee 7)

When the interviewees are asked what they do personally in order to maintain and preserve native language, they report that they try to be careful in their written and oral language:

I read Turkish books. I am trying to avoid foreign words in my speech. The more we are careful about our language and try to use different words, the richer our language will get. (Interviewee 4)

I am using English in times of need, and I prefer using Turkish rest of the time. I am reading books of our culture and literature and want to learn more. (Interviewee 5)

As for the influence of English and American cultures on native language and culture, respondents complain about the ‘exaggerated’ curiosity for these cultures. As a reaction, in order to emphasize the superiority of local language and culture, one Interviewee illustrates his/her belief as follows:

We live in an American dream. We are glorifying their lives and culture while undermining ours. Nobody is aware of the crime rate in Miami, which is far higher than in Turkey. We are not aware of the virtuous personality of our people. To illustrate, after an exhausting football match, we could knock a door and ask for water. The housekeeper would most probably give a glass of cold water. However, when one does the same in the United States, the housekeeper either slams the door or does worse and may use his/her shotgun fearing that the person might be a burglar or even a murderer. (Interviewee 8)

In terms of the cultural heritage of Turkish Lands, another interviewee added:

Turkish people live in Turkey simply because they have a sense of belongingness rather than pursuing an incentive. They love the soil and the grass thinking that their ancestors stepped on that soil. Also, Turkish cuisine is much richer than that of any other country. While we have kebab, şiş, ayran and yoghurt, they do not have such concepts in their lives. (Interviewee 8)

While most of the interviewees supported the superiority of Turkish culture, an interviewee reported that Turkish language and culture do not have a significant role in the world:

I do not think that we have a significant role in the world. We are just perceived as nomads. We know that there are successful people, but most of our people live as nomads. For instance, Germany, England and France are full of Turkish immigrants. They [German, British and French societies] believe that we are isolating ourselves from our native culture and want to adopt theirs. (Interviewee 1)

It could be seen from the statistical analysis and responses to interview and open-ended questions that respondents are loyal to their native language and culture with strong ties, (89% agreed or strongly agreed with statement 14), believe in the superiority of Turkish language (70% agreed or strongly agreed with statement 17), Turkish culture (85% agreed or strongly agreed with statement 18), believe that English language causes degeneration in native language and culture (70% agreed or strongly agreed with statement 15), and could do their best to preserve and maintain it (89% agreed or strongly agreed with statement 16).

4.2 Analysis of the Statements in ‘Instrumental Orientation’

This subscale includes the statements exploring the degree of instrumental orientation of the respondents. The statements in this cluster are similar in that they all claim that knowledge of English language would bring along several opportunities including a good job, a respected career, prestige and so on. To illustrate, while statement 1 and 19 emphasize the necessity of English language proficiency in order to be a knowledgeable and respected person, statement 2 maintains that it will help find a good job. Statements 11 and 12 point that English language is a world language, and has a significant status in Turkish educational

context. Finally, statement 3 claims that English language would help one take part in cultural activities arranged by the European Union. Summary results for instrumental orientation are presented in Table 4.6.

Statements in this factor: 1, 2, 3, 11, 12, 19

Table 4.6

Summary Results for ‘Instrumental Orientation’

	1	2	3	4	5	N	M	SD
1. English language learning is important for me as I think that this will make me a more knowledgeable person	4%	9%	5%	36%	46%	218	4,09	1,1
2. English language learning is important for me, because I believe that I will be able to find a good job by the help of it.	3%	3%	6%	38%	50%	219	4,30	0,9
3. English language learning is important for me as it will enable me to take part in cultural activities arranged by the European Union.	7%	11%	22%	34%	26%	218	3,61	1,1
11. I believe that English language has become a world language rather than that of a nation.	10%	6%	7%	35%	42%	219	3,95	1,2
12. I think that English language has an important status in our education.	6%	11%	11%	37%	35%	218	3,83	1,2
19 English language learning is important for me because, by the help of it, people will respect me more.	19%	27%	23%	22%	9%	219	2,70	1,2

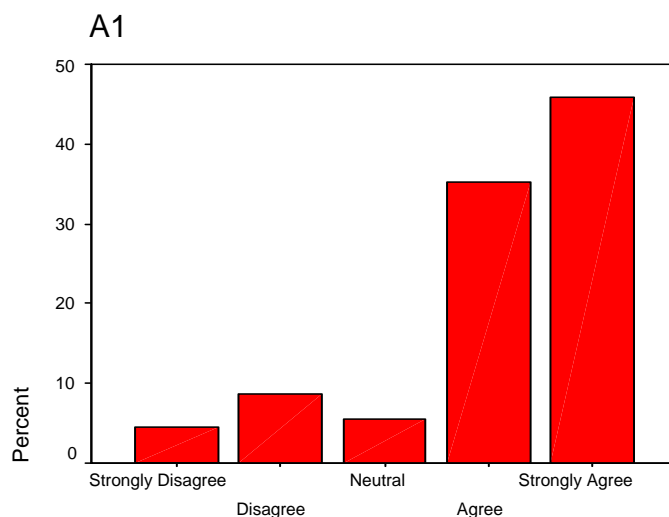
Note. Column values: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, N= Population, M= Mean, SD= Standard Deviation

Each statement of ‘instrumental orientation’ is presented in figures.

Figure 4.8

Results for Statement 1

“English language learning is important for me as I think that this will make me a more knowledgeable person”



A1

Figure 4.8 Visual illustration of Statement 1

As Figure 4.8 displays, most of the respondents agree (35,3%) or strongly agree (45, 9%) with the statement. It could be inferred that the learners are aware of the vitality of English language in their personal development, and believe that knowledge of English will make them more knowledgeable. This could be associated with the fact that most of the respondents are studying at English medium universities (METU, TOBB, Hacettepe and Atılım Universities) and the knowledge of English represents a “linguistic key” (Kachru, 1983) for access to information.

Figure 4.9

Results for Statement 2

“English language learning is important for me, because I believe that I will be able to find a good job by the help of it.”

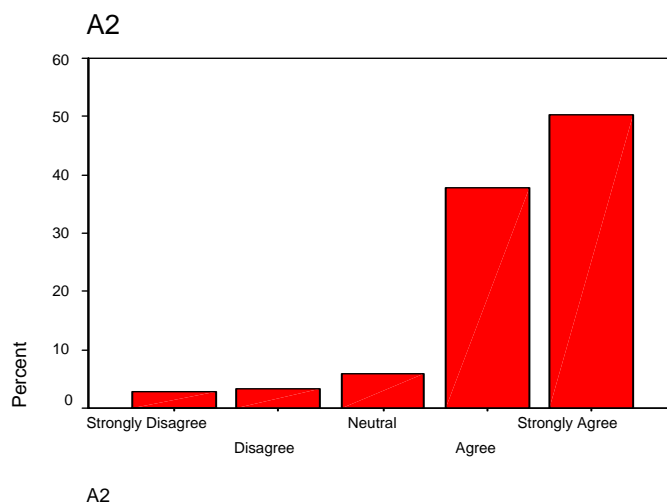


Figure 4.9 Visual illustration of Statement 2.

It could be observed that most of the students share the opinion that English language knowledge will help them find a good job in their future career. While half of the respondents (50,2%) strongly agree, 37,9% of them agree with the statement. This reveals the fact that students are instrumentally oriented towards learning English, and appreciate the pragmatic significance of English in their future career.

Figure 4.10

Results for Statement 3

“English language learning is important for me as it will enable me to take part in cultural activities arranged by the European Union.”

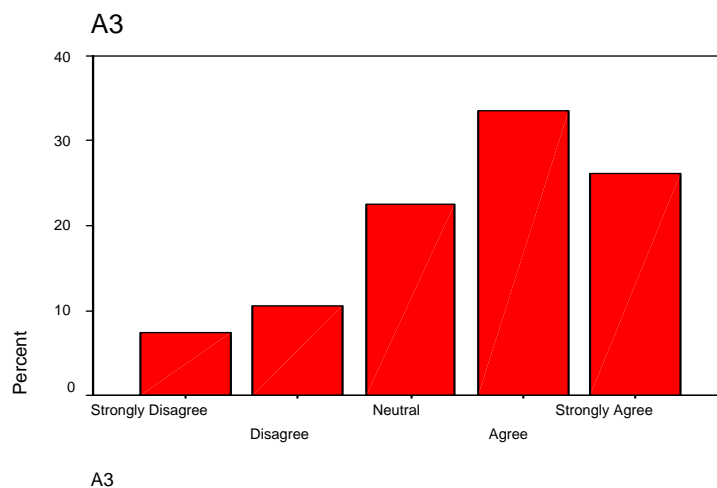


Figure 4.10 Visual illustration of Statement 3.

As Figure 4.10 shows, responses do not show an overwhelming superiority on any of the alternatives. Students possess ambivalent opinions towards the significance of English language knowledge regarding the cultural activities of the European Union. Yet, while a sum of ‘agree’ and ‘strongly agree’ alternatives equals 59,3%, that of disagree and strongly disagree alternatives equals 17,8%. This reveals that students appreciate the significance of English in European arena.

Figure 4.11

Results for Statement 11

I believe that English language has become a world language rather than that of a nation.

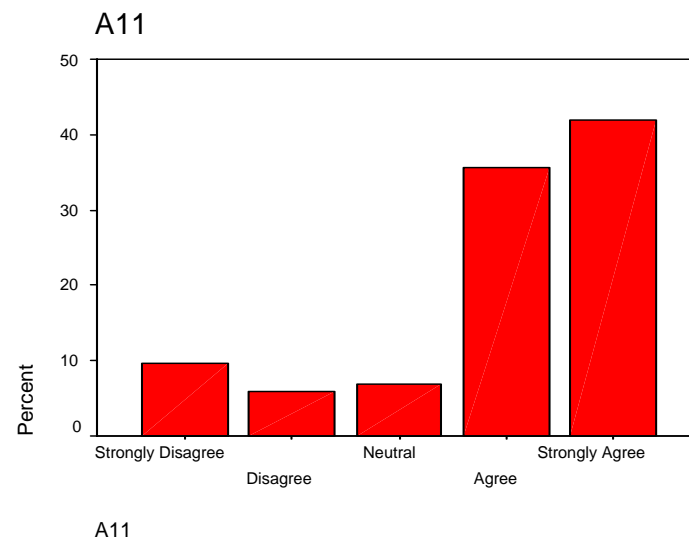


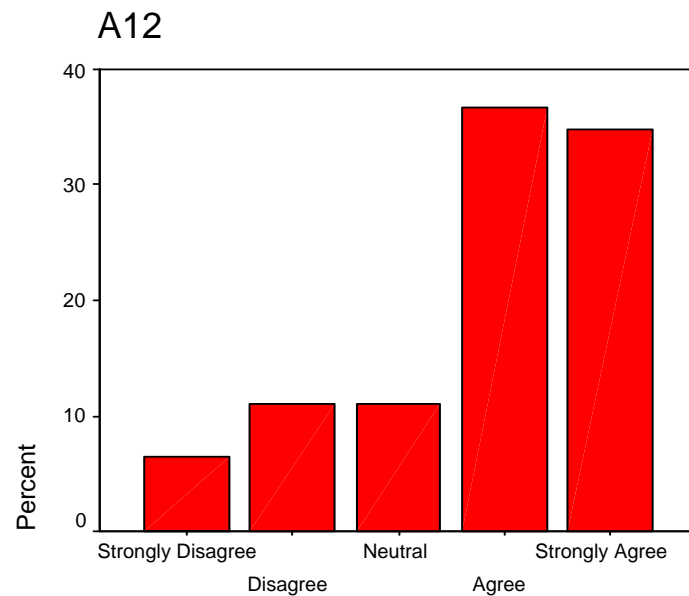
Figure 4.11 Visual representation of Statement 11

It is clear from Figure 4.11 that there is an overwhelming superiority of Agree (35,6%) and Strongly Agree (42,0%) alternatives, which reveals that students appreciate English as an international language and view it as a tool of world communication rather than the language of a nation.

Figure 4.12

Results for Statement 12

“I think that English language has an important status in our education.”



A12

Figure 4.12 Visual representation of Statement 12.

Most of the students agree (36,7%) or strongly agree (34,9%) with the statement, while a small group of students disagrees or remains neutral. This reveals that learners are aware of the necessity of English language knowledge for their personal development.

Figure 4.13

Results for Statement 19

“English language learning is important for me because, by the help of it, people will respect me more.”

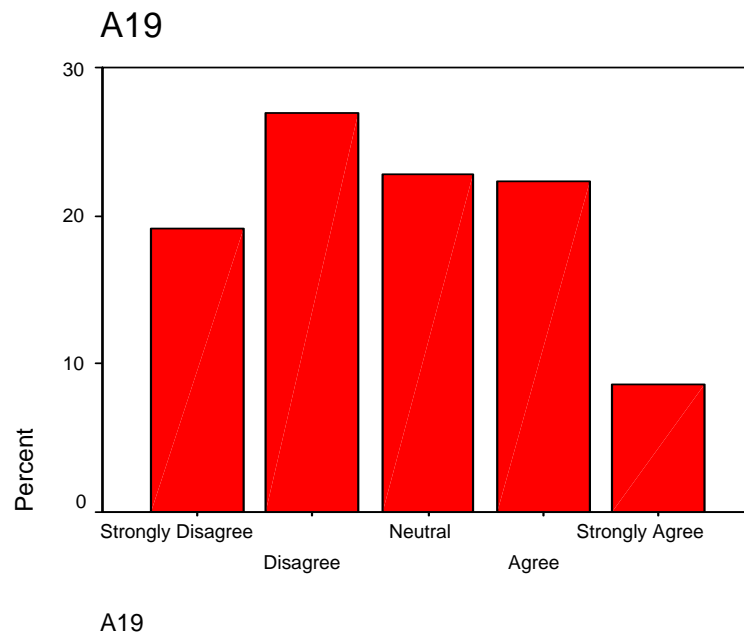


Figure 4.13 Visual representation of Statement 19.

Finally, in Figure 4.13 there is an almost even distribution among the responses, which does not yield a significant bearing on any of the alternatives. While the most frequent response is ‘disagree’ with a percentage of 26,9, only 8,7% of the students strongly agrees, and 22,4% agrees with the statement. This reveals that students have ambivalent opinions about whether knowledge of English will make them more respectable or not.

4.2.1 Gender Differences for ‘Instrumental Orientation’

Gender differences for each subscale were analyzed using inferential statistics, and the statistical findings are presented in Table 4.7.

Table 4.7

Gender Differences for Instrumental Orientation

			Cinsiyet		Total
			Male	Female	
Instrumentality	Strongly Disagree	Count	2		2
		% of Total	,9%		,9%
	Disagree	Count	7	7	14
		% of Total	3,2%	3,2%	6,5%
	Neutral	Count	24	14	38
		% of Total	11,1%	6,5%	17,6%
	Agree	Count	60	64	124
		% of Total	27,8%	29,6%	57,4%
	Strongly Agree	Count	17	21	38
		% of Total	7,9%	9,7%	17,6%
Total		Count	110	106	216
		% of Total	50,9%	49,1%	100,0%

As Table 4.7 shows, female and male students have similar opinions regarding their instrumental orientation to learn English. They mostly agree with the statements given in this subscale.

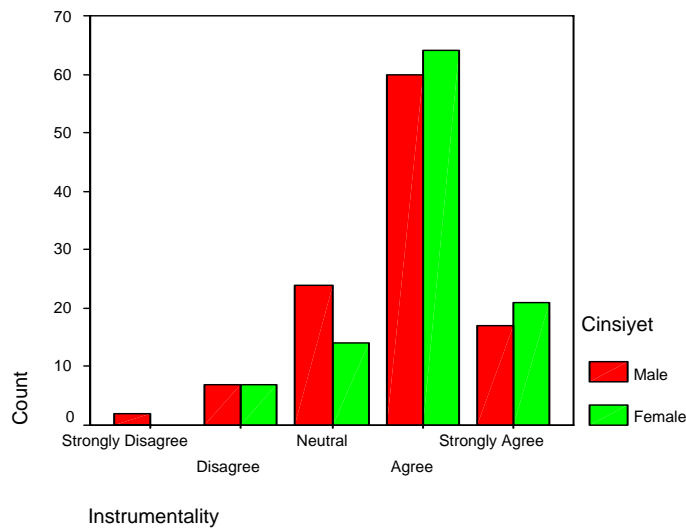


Figure 4.14 Visual representation of gender differences for ‘instrumental orientation’

Gender differences for instrumental orientation were analyzed using independent-samples *t* test, and the statistical findings are presented in Figure 4.15.

Gender	N	Mean	std. deviation	<i>t value</i>	<i>df</i>	<i>Sig(tailed)</i>
Boys	110	3,75	,859	- 1.613	214	,108
Girls	106	3,93	,772			

Figure 4.15 Results of independent-samples *t* test

The negative *t* value indicates that the mean of responses for female and male students does not yield a significant difference. In this table the variances are very similar and, consequently the standard *t* (214) test, $t = (-1,61)$, $p = .108$, and the *t* test for unequal variances, $t (212) = (-1,61)$, $p = .108$ yield identical results. Statistically speaking, there is not a significant difference ($p = 0.108 > 0.05$) between girls and boys regarding their instrumental orientation.

4.2.2 Open Ended Responses for ‘Instrumental Orientation’

Students were asked about their reasons to learn English and their responses in the questionnaire and the interviews were analyzed using content analysis.

Table 4.8***Respondents' Reasons to Learn English***

I want to learn English, because...	1	2	3	4	5	N	M	SD
a. it is important to know other cultures	12%	16%	14%	19%	38%	116	3,5	1,4
b. I want to communicate with a wider community	24%	20%	19%	16%	19%	169	2,8	1,4
c. English is an international language	32%	26%	16%	17%	9%	174	2,4	1,3
d. I want to pass my courses	21%	15%	25%	17%	22%	138	3,0	1,4
e. English is necessary for higher education	12%	18%	24%	30%	16%	164	3,2	1,2
f. I want to have a good job	25%	30%	24%	13%	9%	178	2,5	1,2

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less

Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

In this item, learners ordered their reasons for learning English in terms of significance. While 1 stands for the most significant reason reported, 5 is the least significant one. As shown in the table, most of the students reported that they want to learn English, because it is an international language (32%); because they want to have a good job (25%); and because they want to communicate with a wider group of people (24%). On the other hand, they perceived “knowing about other cultures” as the least significant reason (38%) to learn English. Their appreciation of English language knowledge significantly relies on its global status and benefits in regards. Respondents are aware of the fact that English has dominated various aspects of their lives. They identify the domains in which English is frequently used as in Table 4.9:

Table 4.9*Domains in which English is Frequently Used*

English is frequently used in these domains...	1	2	3	4	5	N	M	SD
a. Politics	6%	6%	8%	9%	9%	81	3,2	1,3
b. Economy	4%	5%	8%	7%	9%	72	3,3	1,3
c. Academic Studies	17%	19%	11%	10%	11%	147	2,6	1,4
d. Communication	14%	13%	14%	9%	12%	134	2,9	1,4
e. Sports	2%	3%	4%	5%	5%	42	3,4	1,3
f. Education	11%	14%	14%	15%	7%	137	2,8	1,2
g. Religion	0.5%	2%	-	1%	3%	13	3,6	1,5
h. Media and Entertainment	3%	5%	9%	10%	14%	88	3,6	1,2
i. Scientific Developments	17%	16%	15%	16%	5%	152	2,6	1,2
j. Tourism	20%	13%	11%	8%	10%	136	2,5	1,4
k. Literature	-	-	-	1%	3%	8	4.7	0,4

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

As can be seen from Table 4.9, respondents identified tourism, scientific developments, academic studies and communication respectively as the domains in which English is most frequently used. Their responses to the open ended items in the questionnaire (Table 4.10) and the interview questions (Table 4.11) also reflect the pragmatic value they attach to English language knowledge.

Table 4.10*Responses from the Questionnaire regarding the instrumental value of English.*

English language knowledge is significant because...	f	%
<ul style="list-style-type: none"> it is the language of superpowers in the world. 	10	4,5%
<ul style="list-style-type: none"> it is the world language and necessary for communicating with the world 	44	20%
<ul style="list-style-type: none"> it brings along job opportunities. 	24	11%
<ul style="list-style-type: none"> it is necessary to follow scientific developments 	8	4%
<ul style="list-style-type: none"> it is necessary for personal development 	15	7%

Responses from the interview shown in Table 4.11 are also parallel with the findings of the questionnaire and confirm the anticipation that learners are fully aware of the instrumental incentives of English language knowledge.

Table 4.11*Responses from the Interviews regarding the instrumental value of English.*

English language knowledge is necessary to...	f	%
<ul style="list-style-type: none"> find a good job. 	7	70%
<ul style="list-style-type: none"> follow books and journals in English. 	5	50%
<ul style="list-style-type: none"> know about other societies and cultures. 	3	30%
<ul style="list-style-type: none"> advertise our native language and culture. 	2	20%
<ul style="list-style-type: none"> understand their music and movies. 	6	60%

Findings from the open-ended questions in the questionnaire and interview sessions indicate that students are fully aware of the benefits that the knowledge of English would bring in terms of job opportunities, scientific developments and academic studies. They define the significance of English as follows:

Several societies speak English. It has become a world language. In Turkey, it has become obligatory. (Interviewee 2)

Frankly speaking, if I learn English very well, I will be able to follow the English publications regarding my profession, and thus I will know what my rivals are doing. (Interviewee 8)

Interviewees emphasized the importance of being able to read in English. A respondent complained about the scarcity of Turkish publications, and pointed the abundance of English ones in various fields. Claiming that reading a translation may cause loss of information, an interviewee reported:

When we read a translation, details may be overlooked. When we read it in the original language it is written, we can obtain far more information. (Interviewee 5)

In addition to academic requirements (following academic journals and books), they also appreciate the influence of English on other aspects of life such as communication, tourism and entertainment:

English language knowledge will be useful in social aspects of life. For example, I may go to a symposium, and I may communicate with people from all over the world in English. (Interviewee 7)

I like their books, music and movies, and I would like to be able to read and listen in the original language. (Interviewee 9)

It is clear from statistical analysis and responses to interview and open-ended questions that students emphasize the pragmatic value of English language knowledge thanks to its global status and prevailing influence on various aspects of life. Besides scientific developments and academic studies about which the

students are mostly concerned, cultural products of English speaking societies are frequently mentioned. Reporting their desire to understand books, songs and movies in English, students showed their admiration and appreciation towards the cultural products of target societies. Accordingly, the next part will focus on cultural interest of students.

4.3 Analysis of the Statements in ‘Cultural Interest’

This factor includes the statements exploring interests of the respondents in the cultures of English speaking societies. The statements in this cluster emphasize appreciation of cultural products of English and American societies. Among these cultural products are movies (Statement 7), television programs (Statement 8), published materials (Statement 9) and music (Statement 10). Summary results for cultural interest are presented in Table 4.12.

Statements in this factor: 7, 8, 9, 10

Table 4.12

Summary Results for ‘Cultural Interest’

		1	2	3	4	5	N	M	SD
7.	I admire the movies of English speaking societies.	5%	7%	27%	39%	22%	217	3,6	1,0
8.	I admire the television programs of English speaking societies.	10%	13%	39%	28%	10%	219	3,1	1,0
9.	I admire the published materials (books, journals and magazines) of English speaking societies.	5%	13%	44%	31%	7%	217	3,2	0,9
10.	I admire the music of English speaking societies.	8%	11%	17%	39%	25%	219	3,6	1,2

Note. Column values: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, N= Population, M= Mean, SD= Standard Deviation

Each statement of cultural interest is presented in Figures 4.16, 4.17, 4.18, 4.19.

Figure 4.16

Results for Statement 7

“I admire the movies of English speaking societies.”

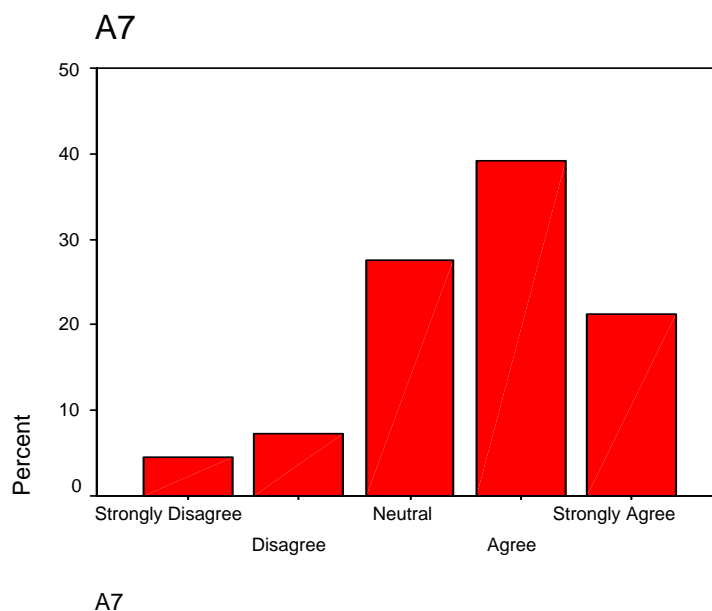


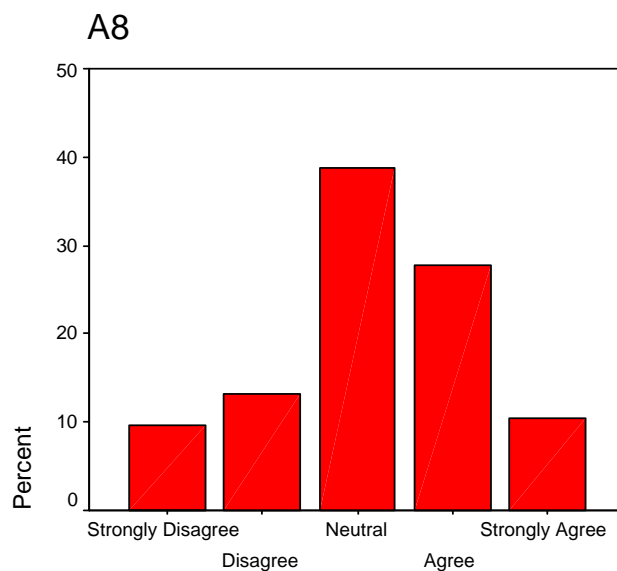
Figure 4.16 Visual illustration of Statement 7

This statement aims to investigate learners’ opinions regarding the movies of English speaking societies. It is clear from the table that most of the students agree (38,8%) or strongly agree (21,2%) with the statement. While only one-tenth (12,0%) of the respondents disagrees and strongly disagrees, finally one-fourth of them (27,4%) neither agrees nor disagrees.

Figure 4.17

Results for Statement 8

“I admire the television programs of English speaking societies.”



A8

Figure 4.17 Visual illustration of Statement 8.

As can be seen from Figure 4.17, almost one third of the students (27,9%) agrees with the statement, while most of the students (38,8%) remains neutral. This shows that while students are of the opinion that they admire the movies of English speaking societies, the same level of admiration is not mirrored in the appreciation of the television programs. It could be argued that while Hollywood (an American enterprise) has a dominant status in film-making industry, the television programs may not have such a great influence on the respondents.

Figure 4.18

Results for Statement 9

“I admire the published materials (books, journals and magazines) of English speaking societies.”

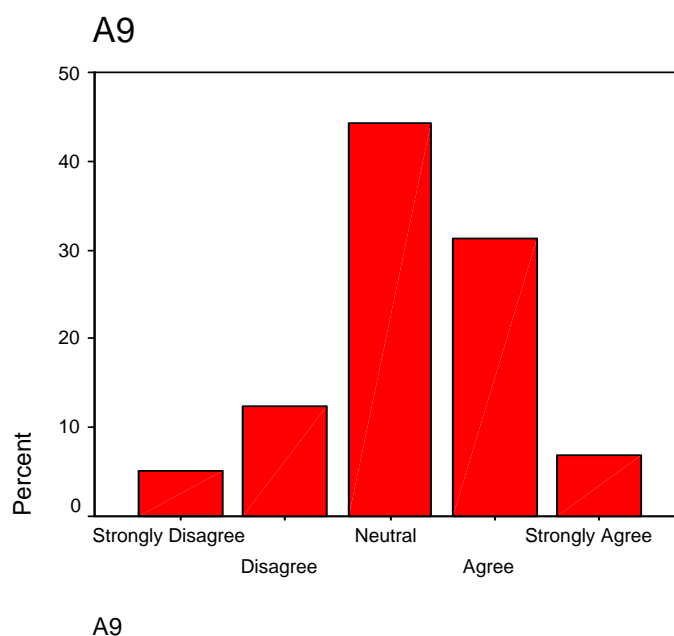


Figure 4.18 Visual illustration of Statement 9.

It is clear from Figure 4.18 that the greatest majority of the students neither agrees nor disagrees with the statement. 31,3% shows their agreement regarding their appreciation of the publications of English speaking societies. Only a small group of students (6,8%) strongly agrees with the statement. According to the table, their admiration towards music, movies and television programs is not mirrored in the appreciation of published materials. This could be associated with accessibility concerns. While movies, television programs and music are easily accessible, English books and magazines may be inaccessible, expensive and may require a reading habit along with a considerable degree of proficiency in English. Besides, another reason for their neutral opinions may be because they have no idea or experience about books, magazines and journals of the target cultures.

Figure 4.19

Results for Statement 10

“I admire the music of English speaking societies.”

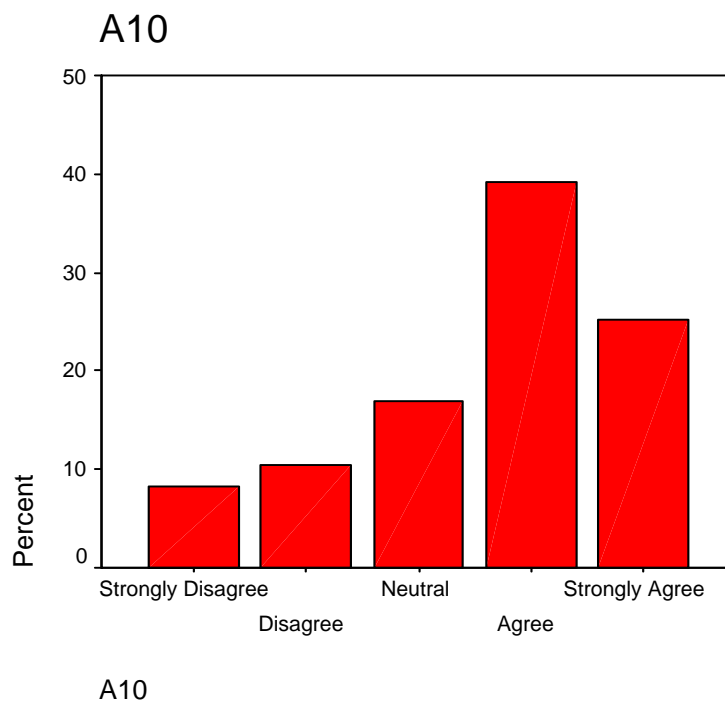


Figure 4.19 Visual illustration of Statement 10.

Figure 4.19 illustrates the reported opinions of students towards the music of English speaking societies. While the greatest majority of students expresses their admiration (39,3%) and (25,1%), a small of group students disagrees (10,5%) or strongly disagrees (8,2%) with the statement. Learners' increased exposition to and familiarity with the music of target societies may stem from the fact that MTV and the internet have boosted the expansion of English songs and made them easily accessible all over the world.

4.3.1 Gender Differences for 'Cultural Interest'

Gender differences regarding cultural interest were analyzed using descriptive statistics, and the statistical findings are presented in Table 4.13.

Table 4.13

Gender Differences for Cultural Interest of Respondents

			Cinsiyet		Total
			Male	Female	
Cultural Interest	Strongly Disagree	Count	1		1
		% of Total	,5%		,5%
	Disagree	Count	11	8	19
		% of Total	5,1%	3,7%	8,8%
	Neutral	Count	46	32	78
		% of Total	21,4%	14,9%	36,3%
	Agree	Count	41	56	97
		% of Total	19,1%	26,0%	45,1%
	Strongly Agree	Count	9	11	20
		% of Total	4,2%	5,1%	9,3%
Total	Count	108	107	215	
	% of Total	50,2%	49,8%	100,0%	

As Table 4.13 shows while most of the male students tend to remain neutral (21,4%), female students agree with the statements (26,0%) showing more interest towards cultural products of English speaking societies.

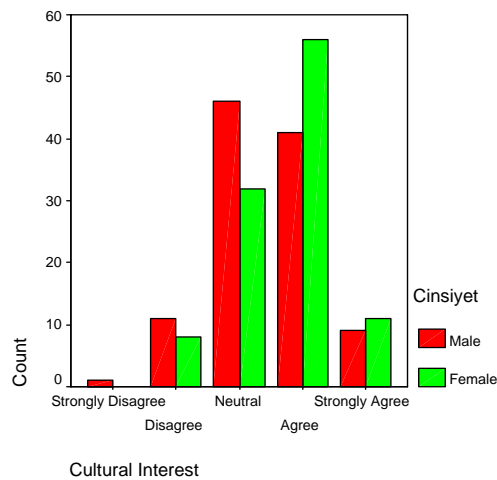


Figure 4.20 Distribution of responses regarding gender for Cultural Interest

Gender differences for cultural interest were analyzed using independent-samples *t* test, and the statistical findings are presented in Figure 4.21.

Gender	N	Mean	std. deviation	<i>t value</i>	<i>df</i>	<i>Sig(tailed)</i>
Boys	108	3,43	,823	- 2.105	213	,036
Girls	107	3,65	,766			

Figure 4.21 Results of independent-samples *t* test

According to the results of independent-samples *t* test, the mean of responses for the female and male students yields a slightly significant difference. As the variances are very similar the standard *t* (213) test, $t = (-2,10)$, $p = .036$, and the *t* test for unequal variances, $t (212) = (-2,10)$, $p = .036$ yield identical results. As a difference could be observed in the distribution of responses in Table 27, this dissimilar distribution confirms a statistically significant difference ($p = 0.036 < 0.05$) between the male and female respondents. Based upon the statistical analysis, it could be argued that female students showed more interest towards the cultural products of target societies. This could be explained with female students' openness to other cultures and their interest in movies, music and TV programs, which may be perceived as 'girlish' by a number of male students.

4.3.2 Open Ended Responses for 'Cultural Interest'

Respondents were asked about their interest towards the cultural products of the English speaking societies, and the responses to the questionnaire were analyzed using content-analysis, and are presented in Table 4.14.

Table 4.14

Responses from the Questionnaire for Cultural Interest

I like the.....of English speaking societies.	f	%
• movies	13	6%
• TV programs (serials, talk shows)	15	6%
• Online games	4	2%
• music	25	11%

Interview sessions yield parallel findings with open-ended questionnaire items. Responses to the interview questions are pursuing similar patterns with the responses to the open-ended items in the questionnaire. Respondents are of the opinion that British and American societies are very influential in terms of their cultural products. They appreciate the quality of music, movies and TV programs. Students' opinions regarding their cultural interest are as follows:

I believe that 'music' is universal. I love metal music and my favorite group is Metallica. They are very good at their jobs. (Interviewee 8)

There is not much creative work in Turkey. New songs and movies are always repeating previous ones. I like the music of these societies. I do not listen to them just because they are English, but because there are not such good works in Turkey.(Interviewee 10)

As MTV and the internet have expanded the sphere of influence of American pop music, students are very familiar with American songs and singers, and they report their admiration. In addition to pop music of these societies, Hollywood has a considerable influence on learners' cultural interest. Students appreciate the quality of Hollywood films and wish Turkey could have done such high quality works.

I think they are number one in movie industry. (Interviewee 2)

Their movies are wonderful in terms of visual effects and plot. (Interviewee 1)

Expressing his/her admiration towards American movies, an interviewee complains about the negligence of Turkish movies.

Recently, a Turkish movie was awarded in Cannes, but it was not advertised as much as a Hollywood movie. Fatih Akin is one of us and he made a good work. We know that if we try hard we could do such wonderful works. (Interviewee 5)

Another interviewee adds that there are too many ethnocentric elements in American movies.

American movies are very good, but they always put a heroic element in every movie in order to show what a big country USA is. For example, we saw Spiderman 3. There was a scene on which Spiderman rescued a woman, and immediately a heroic song followed with an American flag at the background (Interviewee 2)

As shown in statistical analysis and the open ended items, learners report their interest towards the cultural products of English speaking societies. They express their admiration for movies, TV programs and music. Relying on the statistical analysis and responses to open ended questions, it could be inferred that learners do not possess very high degrees of interest towards published materials other than academic ones. This could be explained with the pragmatic value of academic materials; whereas, magazines are not were not attached much significance by the respondents. Consequently, learners are fully aware of the

necessity to be able to follow English journals and books as mentioned in part 4.2, but they do not show such admiration towards other published materials.

4.4 Analysis of the Statements in ‘Intercultural Contact’

This factor includes the statements exploring the opinions of respondents regarding the intercultural contact with English speaking societies. The statements in this cluster are focusing on the language contact with target societies in terms of historical and sociopolitical concerns. To illustrate, statement 13 claims that Turkish society was in peace with English speaking societies throughout its history. Statement 20 is repeating the claim in statement 13 and has been designed for cross-checking purposes. Finally, statement 21 points that English speaking societies have favorable attitudes towards Turkey and Turkish society. Summary results for intercultural contact are presented in Table 4.15.

Statements in this factor: 13, 20, 21

Table 4.15

Summary Results for ‘Intercultural Contact’

	1	2	3	4	5	N	M	SD
13. Considering its history, Turkey has been in peace with English speaking societies.	29%	34%	27%	7%	3%	219	2,2	1,0
20. Considering its history, Turkey has been in peace and cooperation with English speaking societies.	37%	32%	21%	5%	5%	219	2,0	1,1
21. I believe that English speaking societies like Turkey and Turkish people.	43%	30%	22%	1%	4%	218	1,9	1,0

Note. Column values: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, N= Population, M= Mean, SD= Standard Deviation

Statements 13, 20 and 21 are presented in Figures 4.22, 4.23, 4.24.

Figure 4.22

Results for Statement 13

“Considering its history, Turkey has been in peace with English speaking societies throughout its history.”

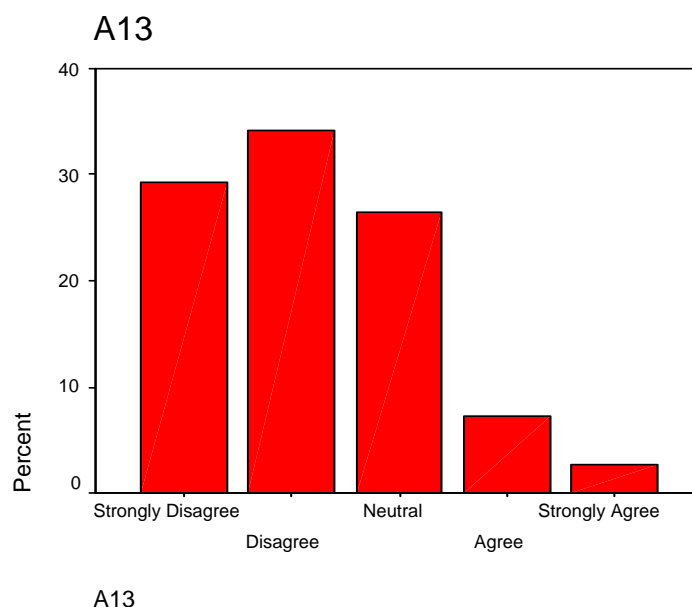


Figure 4.22 Distribution of responses for Statement 13.

As can be seen from Figure 4.22, most of the learners disagree (34,2%) or strongly disagree (29,2%) with the statement. This reveals that learners do not believe that Turkey has been in peace with English speaking societies throughout its history. While only a small group of learners (10,0 %) agree, 26,5 % neither agrees nor disagrees with the statement.

Figure 4.23

Results for Statement 20

“Considering the history of Turkey, English speaking societies have been in peace and cooperation with Turkey.”

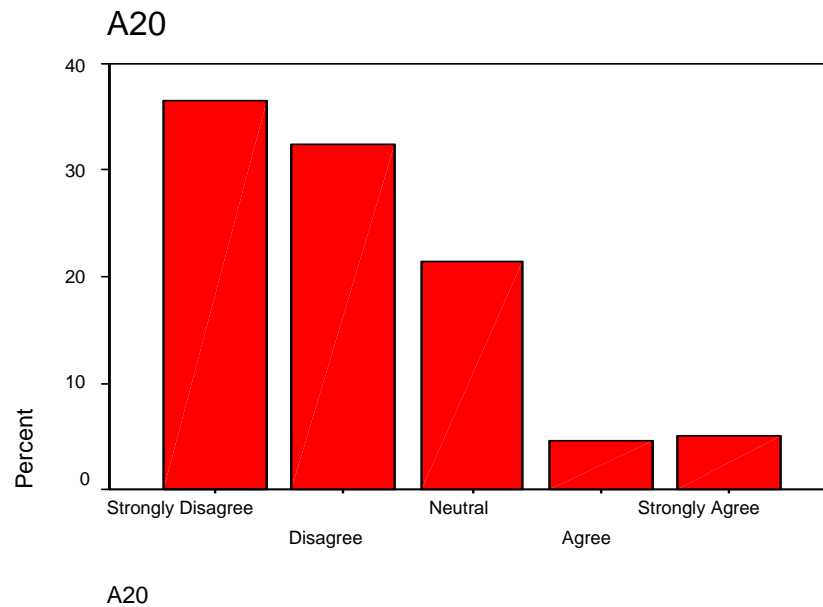


Figure 4.23 Distribution of responses for Statement 20.

As Figure 4.23 shows, the responses for statement 20 confirm the statistical findings of statement 13. These two statements were designed for crosschecking purposes and were located in different places in the questionnaire. As the statements are claiming the same message that Turkey has been in peace with English speaking societies, the responses are following the same pattern. While most of the students disagree (32,4%), and strongly disagree (36,5 %), a minority group of students agrees (4,6%) or strongly agrees (5%) with the statement.

Figure 4.24

Results for Statement 21

“I believe that English speaking societies like Turkey and Turkish society.”

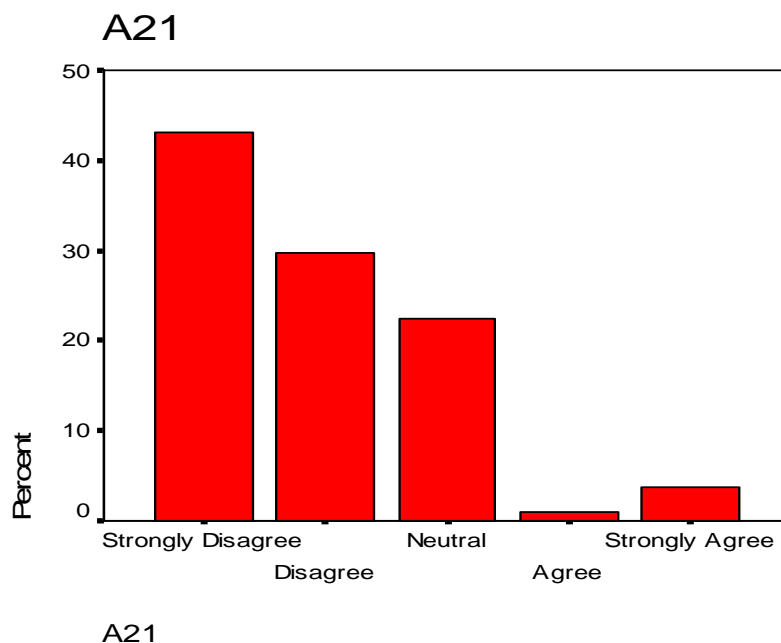


Figure 4.24 Distribution of responses for Statement 21.

As can be seen from Figure 4.24, the greatest majority of students strongly disagree (42,9%) or disagree (29,7%) with the statement. The statistical analysis of responses allows us to claim that students are of the opinion that English speaking societies do not have favorable attitudes towards Turkey and Turkish society. This belief has been also mentioned in open ended items and the interview sessions.

4.4.1 Gender Differences for ‘Intercultural Contact’

Gender differences regarding the theme ‘intercultural contact’ were analyzed using descriptive statistics and are presented in Table 4.16.

Table 4.16

Results for the Perception of Intercultural Contact with English Speaking Societies

			Cinsiyet		Total
			Male	Female	
Intercultural Contact	Strongly Disagree	Count	38	30	68
		% of Total	17,4%	13,8%	31,2%
	Disagree	Count	49	43	92
		% of Total	22,5%	19,7%	42,2%
	Neutral	Count	19	27	46
		% of Total	8,7%	12,4%	21,1%
	Agree	Count	3	6	9
		% of Total	1,4%	2,8%	4,1%
	Strongly Agree	Count	2	1	3
		% of Total	,9%	,5%	1,4%
Total	Count	111	107	218	
	% of Total	50,9%	49,1%	100,0%	

It is clear from Table 4.16 that male students show slightly higher degrees of disagreement. Most of the students disagree or strongly disagree with the statements given in this subscale.

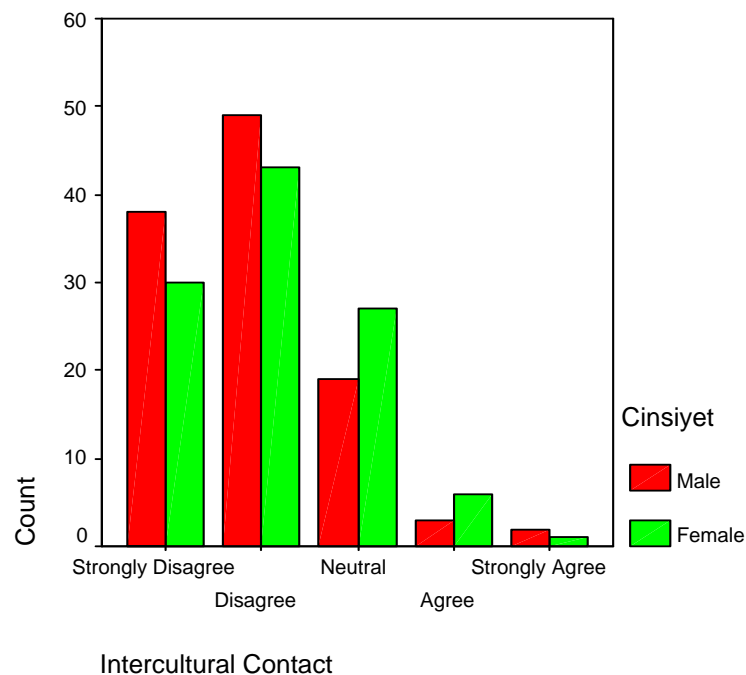


Figure 4.25 Distribution of responses

Gender differences for intercultural contact were analyzed using inferential statistics, and the statistical findings are presented in Figure 4.26.

Gender	N	Mean	std. deviation	<i>t value</i>	<i>df</i>	<i>Sig(2tailed)</i>
Boys	111	1,99	,892	- 1.338	216	,182
Girls	107	2,16	,893			

Figure 4.26 Results of the independent-samples *t* test

As shown in the table the negative *t* value indicates that the mean of responses for the female and male students does not yield a significant difference. As the variances are very similar, the standard *t* (216) test, $t = (-1,33)$, $p = .182$, and the *t* test for unequal variances, *t* (215,6) test $t = (-1,33)$, $p = .182$ yield identical results. According to the results of the independent-samples *t* test, there is not a statistically significant difference ($p = 0.182 > 0.05$) between male and female respondents in terms of their responses to the statements in ‘intercultural contact’.

4.4.2 Open Ended Responses for ‘Intercultural Contact’

Responses in the questionnaire and the interview regarding the perceptions of students about the intercultural contact with English speaking societies were analyzed using content analysis and are presented in Table 4.17 and 4.18.

Table 4.17*Responses from the Questionnaire for Intercultural Contact*

English language...	f	%
<ul style="list-style-type: none"> is not very significant in Turkish peoples' lives. 	8	4%
<ul style="list-style-type: none"> is the language of imperial powers, and used for imperial goals. 	31	14%
English speaking societies...		
<ul style="list-style-type: none"> have influenced our democracy and social life negatively throughout our history through wars and political intrigues. 	36	16%
<ul style="list-style-type: none"> have had negative attitudes towards Turkish people. 	20	9%
<ul style="list-style-type: none"> have not been in peace with our society throughout our history. 	28	13%
Today...		
<ul style="list-style-type: none"> We are having better relations with these societies. 	5	2%
<ul style="list-style-type: none"> I used to have a negative attitude towards these societies but now it has changed 	3	1%

Responses gathered from the questionnaire on students' perceptions of the intercultural contact with English speaking societies show parallelism with the responses in the interview shown in Table 4.18.

Table 4.18*Responses from the Interviews for Intercultural Contact*

In the past...	f	%
<ul style="list-style-type: none"> we did not have much contact with English speaking societies. 	4	40%
<ul style="list-style-type: none"> relations were based on pragmatic goals. 	4	40%
<ul style="list-style-type: none"> these societies derived benefit from our geopolitical location. 	3	30%

Today...

• Britain and USA want to exploit our natural sources.	5	50%
• Britain and USA want to make use of our military forces for their imperial goals.	2	20%
• Britain and USA are not as influential as they used to be.	2	20%
• We are having better relations with these societies.	2	20%
• Language contact or intercultural contact with these societies does not affect my attitude	2	20%

Findings from the open-ended questions in the questionnaire and the interview sessions indicate that students hold ambivalent opinions regarding the intercultural contact of Turkey with English speaking societies. Considering the history of Turkey before the establishment of the republic, one respondent maintains:

In the Ottoman State, our contact with these societies was seemingly friendly but actually based on their imperial goals. There used to be an institution like today's IMF. We used to contract loan and soon pay usurious interest rates. I would like to cite Atatürk here; "If you take money today, tomorrow you will have to take orders. It is a matter of discussion how an empire ended up in such misery."
(Interviewee 8)

An interviewee perceives "religion" as a uniting or dividing factor, and interprets these relations from this perspective:

Actually, the Ottoman State was far away from the British Empire and the United States. Thus, we had more contact with European states such as Germany, France and Russia. However, the Ottoman people considered the European states and societies as 'infidel' or 'gavur' and did not maintain much contact. (Interviewee 7)

While discussing the situation from historical and current sociopolitical perspectives, interviewees express different opinions regarding the contemporary role of England and the United States in Turkey:

England and the United States are two countries that want to exploit our natural sources. The company 'British Petrol' (BP) is exploiting our petrol in Eastern Anatolia. (Interviewee 4)

The United States does not need our country. The only time they need us is when they want to invade a country and want to use our forces to do that. For example, when they invaded Iraq, they wanted to use our soldiers. (Interviewee 10)

On the other hand, some students believe that British and American influence is not as strong as it used to be. They believe that in the course of the integration process to the European Union, Turkey has developed international partnerships and alliances with several states, which enables Turkey to have a wider sphere of contact:

In the past, there used to be a greater influence of the United States. Today, I believe that friendly relations with other states released Turkey from the yoke of dominant powers. (Interviewee 6)

Finally, another respondent reports that macro level contact between states is not very influential on his/her attitude development at micro level:

Relations between two states may not be friendly. Still, it does not make sense to generalize this attitude to its people. Thus, I do not think that international contact has an influence on relations at individual basis. (Interviewee 9)

As can be seen from statistical analysis and qualitative analysis of open-ended responses, learners perceive the intercultural contact with English speaking societies in varying ways. It seems that learners have less favorable attitudes towards English speaking societies regarding the history of contact as well as current sociopolitical influence of these societies. Yet, as one of the respondents maintains, intercultural contact may not have such a great influence on learners' attitude development on individual basis. In addition the appreciation of intercultural contact on societal basis, it is also vital to explore the attitudes directly to the people of England and the United States.

4.5 Analysis of the Statements in 'Attitudes towards the Speakers'

This factor includes the statements exploring the attitudes of respondents towards English speaking societies. The statements in this cluster aim to investigate the attitudinal dispositions of learners towards the people of England and the United States. To illustrate, statement 4 expresses a desire to visit English spoken countries. Statement 5 suggests a desire to have conversations with English speaking people. Finally, statement 6 points an intended effort to talk to English speaking tourists when come across. Summary results for attitudes towards the speakers are presented in Table 4.19.

Statements in this factor: 4, 5, 6

Table 4.19

Summary Results for 'Attitudes towards the Speakers'

	1	2	3	4	5	N	M	SD
4. I would like to visit English spoken countries.	3%	5%	6%	35%	51%	218	4,2	1,0
5. I like meeting and having conversation with English speaking people.	5%	7%	16%	37%	35%	217	3,9	1,1
6. When I come across with tourists coming from English speaking societies, I try to have conversation with them as long as I could.	8%	18%	20%	34%	20%	219	3,4	1,2

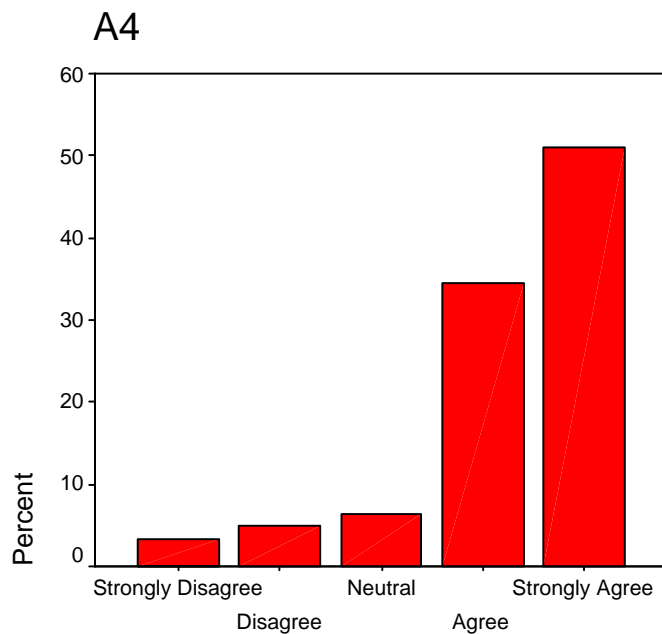
Note. Column values: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree, N= Population, M= Mean, SD= Standard Deviation

Statements 4, 5 and 6 are presented in Figures 4.27, 4.28, 4.29.

Figure 4.27

Results for Statement 4

“I would like to visit English spoken countries.”



A4

Figure 4.27 Distribution of responses for Statement 4

It is clear from Figure 4.27 that half of the respondents (50,9%) strongly agree, and 34,4% of them agree with the statement. This reveals that learners possess favorable attitudes towards English spoken countries and would like to visit them in the future. While a sum of 85% expresses their willingness to visit these countries, a minority group disagrees or opts for the neutral alternative.

Figure 4.28

Results for Statement 5

“I like meeting and having conversation with English speaking people.”

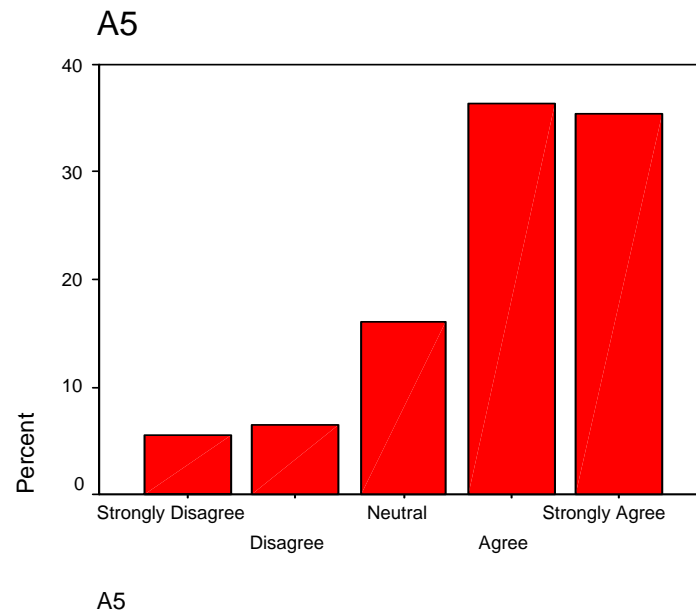


Figure 4.28 Distribution of responses for Statement 5.

As can be seen from Figure 4.28, favorable attitudes towards English speaking societies are also reflected in this statement. Most of the students agree (36,4%) or strongly agree (35,5%) with the statement expressing their desire to have conversation with people from English speaking countries.

Figure 4.29

Results for Statement 6

“When I come across with tourists coming from English speaking societies, I try to have conversation with them as long as I could.”

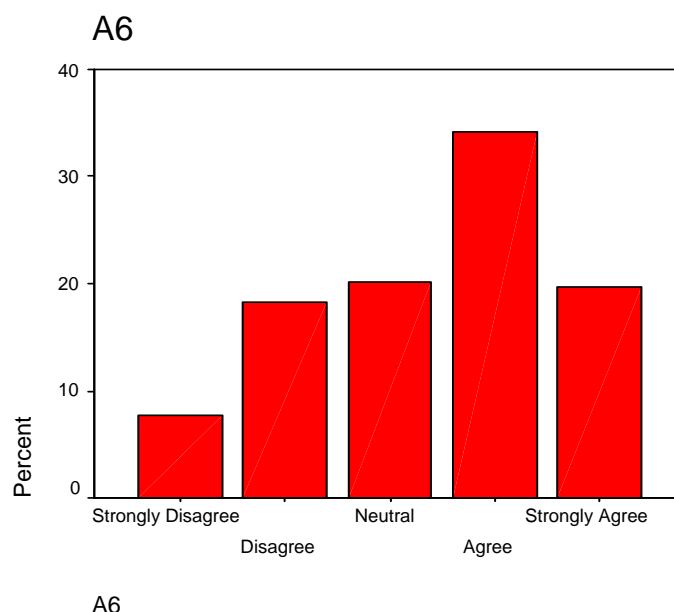


Figure 4.29 Distribution of responses for Statement 6.

Unlike the previous two statements in this subscale, there is not an overwhelming superiority of Agree and Strongly Agree alternatives. Yet, 34,2% of the respondents agree and 19,6% strongly agree with the statement, which makes slightly more than a half of the sampled group. This could be explained with learners' curiosity for other countries and cultures. While they would like to see other countries very much, and would like to have conversation with their people, they do not show the same enthusiasm when the people of these societies come to their country as tourists.

4.5.1 Gender Differences for 'Attitudes towards the Speakers'

Gender differences for 'Attitudes towards the Speakers' were analyzed using descriptive analysis, and are presented in Table 4.20.

Table 4.20

Results for Respondents' Attitudes towards English Speaking Societies

			Cinsiyet		Total
			Male	Female	
Attitudes toward People	Strongly Disagree	Count	4	1	5
		% of Total	1,9%	,5%	2,3%
	Disagree	Count	6	8	14
		% of Total	2,8%	3,7%	6,5%
	Neutral	Count	25	19	44
		% of Total	11,6%	8,8%	20,4%
	Agree	Count	47	49	96
		% of Total	21,8%	22,7%	44,4%
	Strongly Agree	Count	30	27	57
		% of Total	13,9%	12,5%	26,4%
Total	Count	112	104	216	
	% of Total	51,9%	48,1%	100,0%	

It is clear from Table 4.20 that male and female respondents show almost identical patterns of responses. Most of the students agree and strongly agree with the statements, which shows their willingness to communicate with English speaking societies. Visual illustration of the table is provided in Figure 4.30.

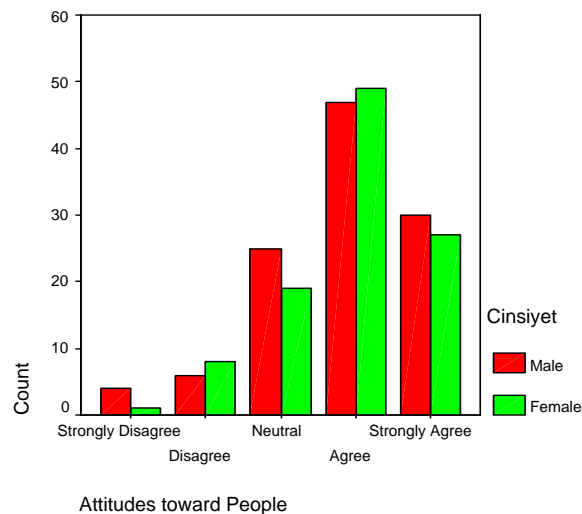


Figure 4.30 Distribution of responses for Gender Differences for Attitudes towards the Speakers.

Gender Differences for Attitudes towards the speakers were also analyzed using inferential statistics and results of the independent-samples *t* test were given in Figure 4.31.

Gender	N	Mean	std. deviation	<i>t</i> value	<i>df</i>	<i>Sig</i> (2tailed)
Boys	112	3,84	,983	- .83	214	,934
Girls	104	3,85	,829			

Figure 4.31 Results of the independent-samples *t* test

As shown in the statistical analysis, the negative *t* value indicates that the mean of responses for the female and male students does not yield a significant difference. In this group the variances are alike, thus the standard *t* (214) test, *t* = (-.083), *p* = .934, and the *t* test for unequal variances *t* (212) test, *t* = (-.083), *p* = .934 yield identical results. Consequently, a statistically significant difference (*p* = 0.934>0.05) has not been found between girls and boys regarding their attitudes towards English speaking societies.

4.5.2 Open Ended Responses for ‘Attitudes towards the Speakers’

Open ended responses to the questionnaire and the interviews were analyzed using content analysis and are presented in Table 4.21 and Table 4.22.

Table 4.21*Responses from the Questionnaire for Attitudes towards the Speakers*

English speaking people...	f	%
<ul style="list-style-type: none"> are bumptious people and have had a hostile attitude towards us. 	4	2%
<ul style="list-style-type: none"> are model people for me so that I develop myself intellectually and professionally. 	2	1%
I do not like...	f	%
<ul style="list-style-type: none"> the people of England and the United States. 	5	2%
<ul style="list-style-type: none"> the governmental policies of England and the United States. 	30	14%

Research findings gathered from the open ended questions in the interview confirm the anticipation that learners' attitudes have been shaped at societal level, and they did not have much individual contact. Interview findings show parallelism with the responses in the questionnaire, and are presented in Table 4.22.

Table 4.22*Responses from the Interviews for Attitudes towards the Speakers*

People of England and United States...	f	%
<ul style="list-style-type: none"> live in prosperity. 	4	40%
<ul style="list-style-type: none"> are interested in our language. 	2	20%
<ul style="list-style-type: none"> want to know more about us. 	2	20%
<ul style="list-style-type: none"> have more access to innovations. 	4	40%
<ul style="list-style-type: none"> find us different 	5	50%
<ul style="list-style-type: none"> find us conservative 	2	20%
I have met people from these societies.	1	10%

I have never met people from these societies.	9	90%
The governments of England and United States...		
• are dominant and influential.	4	40%
• are controlling the world economy	2	20%
• are controlling the world's natural sources	2	20%

Consequently, it could be argued that learners' unfavorable attitudes target the governments of these societies, not the individuals. One of the interviewees mentions this claim as follows:

We cannot generalize our beliefs to the whole society. Their presidents and governments have attracted hatred from Turkey and other countries, but at individual level I do not know any person. (Interviewee 8)

It could be seen from the responses that what the students do not like about these societies is not their language, their culture, their people but mainly their state policies. Recently, the United States have encouraged unfavorable attitudes from some Turkish people because of its acts in Iraq:

The invasion of the United States in Iraq has boosted anger especially for 'religious' concerns. We talk about this among friends and hate this happen. (Interviewee 7)

It is obvious that they dominate the world. They manipulate it as they like. They controlled the petrol traffic, and they invaded Iraq with unsubstantiated claims and without any reasonable justifications (Interviewee 9).

It is clearly seen from the statistical and qualitative analysis of responses that students have neither positive nor negative attitudes towards the people of target societies. Also, they do not have much idea about the culture of these countries. This could be associated with the fact that they did not have much direct contact with British or American people. Much of their knowledge of these societies relies on cultural products such as movies and serials as well as indirect experiences (experiences of friends or relatives). This could stem from the EFL situation of Turkey, where English is neither the native nor the second language, but a foreign language which is taught at secondary, and tertiary levels. As Turkey's geographical and sociological setting does not offer such an ideal multicultural context through which intercultural contact could be achieved, students may end up formulating their generalizations through indirect ways and limited exposure. These generalizations formulated on the basis of indirect exposure and limited contact may cause negative attitudes or even biased stereotypes. In chapter V, the summary of the study, summary of the findings and conclusion along with pedagogical implications will be presented.

CHAPTER V

CONCLUSION

5.0 Presentation

This chapter presents the summary of the study, discussion of the findings along with pedagogical implications and recommendations for further studies.

5.1 Summary of the Study

The main aim of the study was to find out learners' attitudes towards the English language and English speaking societies. The study also explored the historical and sociopolitical factors that might have influenced learners' attitudes. In order to collect data, a language attitude questionnaire was designed adapting several questionnaires which were prepared with the goal of collecting information about learners' attitudinal predispositions towards language and language learning in various countries around the world. The study sampled 219 students studying at the preparatory schools of two state and three private universities in Ankara. In addition to the quantitative data obtained from the questionnaire, qualitative data were obtained from the open ended items in the questionnaire and the interview sessions. Interview sessions were conducted at the sampled universities, and 10 students (5 male 5 female) were asked about their opinions about their reasons to learn English, their opinions regarding the current status of English in Turkey and their feelings towards English and towards their native language. After the data collection procedure, inferences were made according to the data obtained from the questionnaire and interviews so as to make quantitative and qualitative analysis .While the quantitative findings of the

data were analyzed using SPSS 11.0 (Statistical Package of Social Sciences), qualitative data were analyzed through the content analysis.

According to the factor analysis of the responses in the pilot and the actual study, the parallel statements were categorized into factors. Five factors which ultimately formed five ‘themes’ were obtained. The research findings were interpreted with reference to these five themes-native language loyalty, instrumental orientation, cultural interest, appreciation of intercultural contact and attitudes towards British and American people respectively.

5.2 Summary of the Findings

Summary of the findings are provided under the subtitles native language loyalty, instrumental orientation, cultural interest, intercultural contact and finally attitudes towards the speakers.

5.2.1 Discussion of Native Language Loyalty

According to the factor analysis, the first component of the questionnaire was ‘native language loyalty’ which included the statements exploring the opinions of the respondents of their native language and culture. The statements in this cluster were similar in that they all claimed that Turkish language is a very beautiful language and Turkish culture could be regarded as a superior culture to those of other countries. While one of the statements explored the intended effort put to maintain and preserve local language and culture, another statement claimed that English language causes degeneration on Turkish language and culture.

It is clear from the research findings of the first component that the male and female students are loyal to their native language-Turkish with strong ties with no significant difference. Most of the students agreed with the statements in

this cluster and reported that Turkish is a beautiful language, and Turkish culture has a long history. On the one hand, there are some with more ethnocentric approach:

We are not aware of the virtuous personality of our people. To illustrate, after an exhausting football match, we could knock a door and ask for water. The housekeeper would most probably give a glass of cold water. However, when one does the same in the United States, the housekeeper either slams the door or does worse and may use his/her shotgun fearing that the person might be a burglar or even a murderer. (Interviewee 8)

On the other hand, some maintained a neutral opinion towards the native language and culture:

I do not think that we have a significant role in the world. We are just perceived as nomads. We know that there are successful people, but most of our people live as nomads. For instance, Germany, England and France are full of Turkish immigrants. They [German, British and French societies] believe that we are isolating ourselves from our native culture and want to adopt theirs. (Interviewee 1)

The most significant point most of the respondents agreed upon is that Turkish language is under the threat of English language in terms of daily speech and shop-names:

When people come across with English shop names, they get used to them and start to use them in their daily speech as well. If a café is given an English name, this is a sign of its penetration into Turkish language and culture. (Interviewee 1)

One thing which irritates me most is that we employ their terms into our language as they are and entitle our products with their terms. For example- the use of 'sh' for 'ş'. We use 'Adana shish' instead of 'Adana şiş', or use 'fish burger' instead of 'balık ekmek' [fish and bread] (Interviewee 8).

As they believe that the English language causes degeneration on Turkish language and culture, they reported that they could do their best to maintain and

preserve it from degeneration. In order to maintain and preserve native language and culture respondents reported their individual efforts:

I read Turkish books. I am trying to avoid foreign words in my speech. The more we are careful about our language and try to use different words, the richer our language will get. (Interviewee 4)

I am using English in times of need, and I prefer using Turkish rest of the time. I am reading books of our culture and literature and want to learn more. (Interviewee 5)

Respondents' native language loyalty could be best explained with some historical facts in Turkish history. Considering the linguistic travel of Turkish language throughout its history, it could be argued that it had been considered as the language of barbarians by foreigners, and the language of ordinary people in the Seljuq Dyansty and the Ottoman Empire. Persian and Arabic languages were highly respected for their literary (Demircan, 1988) and religious (Shaw, 1976) values. While the former had attributed great prestige to Persian for its being the language of literature and science then, the latter had greatly admired Arabic for being the language of Quran. Turkish language was considered to be the language of nomads, though spoken by the greatest majority in Anatolia. As the need to maintain the unity of the Ottoman Empire had emerged upon the invasion of the greatest powers of Europe, Mustafa Kemal Atatürk put forward Turkish language and culture as a uniting factor in order create a national identity through which vast majorities could come together and defend their lands. Consequently, Turkish language ultimately reached at a prestigious status in the time of the Turkish Republic thanks to the inspiring speeches of Atatürk:

The language of the Turkish nation is Turkish. The Turkish language is the most beautiful, the richest and the simplest language in the world. For that reason, every Turk loves his language greatly and seeks to glorify it. Furthermore, the Turkish language is a sacred treasure for the Turkish

nation. Because, the Turkish nation realizes that in the many difficult situations which it has experienced, it has preserved its morals, its traditions, its memories, its interests, in short, everything which makes up its own nationality, through the medium of language (Bear, 1985; Turan, 1981).

As Turkish language had been under the influence of many foreign languages such as Arabic, Persian and French with varying reasons, it had deserved to have a prestigious status in the eyes of its speakers. Atatürk, the founder of Turkish Republic, frequently emphasized the significance of Turkish language for national identity, and led studies for the purification of language from foreign influence. However, his encouragement which actually aimed at achieving nation building objectives took the shape of two extreme theories: “Sun Language Theory” and “Turkish History Thesis”:

According to Sun language theory, Turkish language had been the most ancient language, and it had provided crucial elements for the creation of other languages. On the other hand, Turkish history thesis claimed that all nations within Anatolia were of Turkish origin because people who came from central Asia were the first residents of the region, and were thus the ancestors of all those who later lived in these lands (Aydingun and Aydingun, 2004; Ayturk, 2004). Neither of these two theories could have been supported with scientific evidence, but they had originated with naïve intentions. They were put forward with the aim of boosting pride in Turkish culture so that Turks would claim a respected status among the world’s civilizations (Aydingun&Aydingun, 2004; Ayturk, 2004).

As Aydingun&Aydingun wrote “...language was the main instrument defining the nation and national history” (2004, p.417). Accordingly, M. Kemal Atatürk believed that national language and culture were coined together. Therefore, he fostered linguistic nationalism which had a positive nation-building influence

rather than opposing foreign societies (Bear, 1985). From the contemporary perspective, as Atatürk founded the Turkish Republic along with several reforms to which Turkish people are still grateful from heart, his inspiration regarding Turkish language and culture had a great role in determining Turkish people's attitudes towards the native language. Though there may have been some exaggerated forms of ethno-centric approach as stated in Oran (1987), they are completely irrelevant to Atatürk's nationalism which was originally proposed in order to maintain unity rather than discrimination within the nation.

Consequently, the citizens of the Turkish Republic, which was founded on a nationalist language and history union rather than a religion or ethnicity base, are certainly inspired by the speeches of Atatürk and love Turkish language, and could do their best so as to ensure its future. In this regard, students' loyalty to their native language is neither despised nor condescended, but admired and appreciated. However, it is vital to put a fine line between the facilitating and debilitating effects of such loyalty. It could be argued that an exaggerated form of ethno-centric approach beyond language loyalty could influence learners' attitudes towards other languages. Fishman (1977) emphasizes the possible influence of 'nationalism' on attitude development;

Puristic and ideological views towards the national languages are the primary attitudinal predictors and, as expected, these are consistently negatively related to English attitudes, across countries as well as across populations...those adults and youngsters, who acquire strong puristic and ideologically encumbered views of their respective national language, are less likely, therefore, to acquire positive attitudes towards English (1977, p.307).

As favorable attitudes have utmost importance in the process of second language acquisition (Gardner, 1985), it is vital to create a learning environment

in which learners do not perceive the target language as a threat on their native language. As an alternative solution, teachers could be best models to use English and Turkish perfectly and in isolation in order to convince the students that English language knowledge does not interfere with Turkish language knowledge. Students could also be reminded the fact that their native language can always remain intact due to their own efforts. Learning a second language does not mean coding the second language over the first one. A person can be bilingual by speaking two languages at ease, and can be ‘bicultural’ by being familiar with the features of target and native cultures. It should be kept in mind that many people learn several languages, and know about several cultures; however, this does not necessarily mean that the new languages supplant the native one. Most important of all, English language knowledge has attained such an indispensable role in the Turkish educational context that its pragmatic incentives sideline the possible disadvantages.

5.2.2 Discussion of Instrumental Orientation

The research findings for instrumental orientation of students reflect parallel results with the findings of (Dörnyei, 2005; Chimezie, 1973; Cooper and Fishman, 1977; Rahman, 2005; Shaw, 1983; Kızıltepe, 1999; Tarhan, 2003; Konig, 2003; Şeker, 2003). Research results indicate that learners are fully aware of the benefits of English language knowledge. They define the significance of English as follows:

Several societies speak English. It has become a world language. In Turkey, it has become obligatory. (Interviewee 2)

They also point its academic dominance and emphasize the significance of being able to read in English rather than its translation.

Frankly speaking, if I learn English very well, I will be able to follow the English publications regarding my profession, and thus I will know what my rivals are doing. (Interviewee 8)

When we read a translation, details may be overlooked. When we read it in the original language it is written, we can obtain far more information. (Interviewee 5)

In terms of its pragmatic benefits, a good job, career opportunities, scientific developments and academic studies were frequently mentioned. They maintain that English language knowledge will make them more knowledgeable, and enable them to access a wider community. They also point a contemporary issue that English language learning is gaining more importance in the course of the integration process of Turkey into the European Union.

In terms of gender differences, male and female students do not show significant differences in terms of their opinions regarding their instrumental orientation. Both groups have developed a consciousness of the global status English maintains today. They believe that it does not belong to a nation anymore, and became a global commodity a long time ago. As for the domains on which English has significant influences, learners identified tourism, scientific developments, academic studies and communication respectively. It could be argued that their reasons to learn English might have been shaped on the basis of their beliefs. The most popular reason to learn English is to have a good job, and to communicate with a wider community. In addition to the reported significance of English for academic and career purposes, learners point another factor which affects their motivation. Reporting their desire to understand books, songs and movies in English, students show their admiration towards the cultural products of British and American societies:

English language knowledge will be useful in social aspects of life. For example, I may go to a symposium, and I may communicate with people from all over the world in English. (Interviewee 7)

I like their books, music and movies, and I would like to be able to read and listen in the original language. (Interviewee 9)

It is clear from statistical analysis and responses to interview and open-ended questions that students emphasize the pragmatic value of English language knowledge thanks to its global status and prevailing influence on various aspects of life. In addition to scientific developments and academic studies about which the students are mostly concerned, cultural products of English speaking societies were reported to exhibit utmost importance. Expressing their desire to understand books, songs and movies in English, students showed their admiration and appreciation towards the cultural products of the target societies.

5.2.3 Discussion of Cultural Interest

According to the findings for the cultural interest of the students, they are of the opinion that they like the songs, movies, TV programs and the books of the British and American societies. Their admiration towards the songs and the movies of the target societies could be explained with the fact that their contact with these products have seriously increased in the last 10 years. MTV and the internet have accelerated the expansion of songs and movies all over the world. While listening to an English song was only possible through radios and cassettes ten years ago, today internet brought it everywhere with almost no price. As Rohde (1996) maintains; “what centuries of British colonialism and decades of Esperanto couldn’t do, a few years of free trade, MTV, and the Internet has. English dominates international business politics and culture more than any other language in human history” (Rohde, 1996, p.16).

Students are of the opinion that they like the music of the English speaking societies:

There is not much creative work in Turkey. New songs and movies are always repeating previous ones. I like the music of these societies. I do not listen to them just because they are English, but because there are not such good works in Turkey.(Interviewee 10)

Another significant finding is that respondents possess ambivalent opinions regarding American movies. They like the visual effects, plot and actors but they also believe that there are too many ethnocentric elements in American movies:

American movies are very good, but they always put a heroic element in every movie in order to show what a big country USA is. For example, we saw Spiderman 3. There was a scene on which Spiderman rescued a woman, and immediately a heroic song followed with an American flag at the background (Interviewee 2)

As for published materials, learners have a limited exposure to books, journals and magazines of the target societies. While movies, television programs and music are easily accessible, English books and magazines may not be available due to their high prices and scarcity. Due to the availability concerns, learners do not have an idea about the published materials of the target societies, and thus express their neutral opinions. The reported neutral opinions towards the published materials may either stem from the accessibility concerns mentioned above, or learners' reading habits. Students may not have a reading habit in their native language either; and thus may not be interested in the published materials of the target societies. However, the accessibility concerns blended with the English proficiency and general reading habits may render published materials completely out of reach.

As for the gender differences in cultural interests of the students, results of independent-samples t test indicate that there is a significant difference between female and male students in terms of their interest towards the cultural products of the British and American societies. It is clear from the statistical analysis that girls show higher values of interest than boys, which could stem from the fact that female students may be more open to different cultures and have more access to their cultural products. On the other hand, male students may perceive these products as girlish and may be more distant. A traditional Turkish boy at the age of 19 might be more interested in sports rather than songs, movies and TV programs of the target societies. In terms of cultural products, most of the male students point online games as their interest areas, while female students could list several songs, singers, movies and actors.

5.2.4 Discussion of Intercultural Contact

In addition to the native language loyalty, instrumental orientation and cultural interest, intercultural contact is another factor that might have influenced learners' attitudes towards English and English speaking societies. Most of the respondents are of the opinion that Turkey has not had friendly relations with Britain throughout its history. They remind the wars and political conflicts, and claim that Britain has pursued imperial goals ever since its intrusion into Turkish lands. Male and female respondents show no significant difference in terms of their opinions, and they agree upon the belief that British and American state policies are damaging the whole world:

In the Ottoman State, our contact with these societies was seemingly friendly but actually based on their imperial goals. There used to be an institution like today's IMF. We used to contract loan and soon pay usurious interest rates. I would like to cite Atatürk here; "If you take money today, tomorrow you will have to take orders. It is a matter of discussion how an empire ended up in such misery." (Interviewee 8)

On the other hand, some students believe that British and American influence is not as strong as it used to be. They believe that these relations are getting better thanks to the integration process into European Union:

In the past, there used to be a greater influence of the United States. Today, I believe that friendly relations with other states released Turkey from the yoke of dominant powers. (Interviewee 6)

In parallel with the findings of this study, Pew Research Center (2005) had found descending favorable attitudes towards US all over the world because of its invasion in Iraq. Accordingly, the respondents in this study frequently complained about the US interference with other countries, and claimed that the US assigned itself the “world’s policeman” role, which was also reflected in the study of Selvi (2007).

Based upon the research findings, it could be argued that learners have developed less favorable opinions regarding the intercultural contact with British (due to historical facts) and American (due to the current sociopolitical domination of the US) societies. From a historical perspective, the Ottoman Empire had been defeated by the British forces along with its allies, and invaded by several countries including Britain itself. After the collapse of the Ottoman Empire, the establishment of the Turkish Republic was actualized by sending the enemies away from Turkish lands at the expense of millions of martyrs during the independence war. Bearing these facts in mind, Turkish learners might have developed negative attitudes towards the British society. Consequently, English- ‘the language of the invaders’ did not have the prestige that once Arabic and Persian had. On the other hand, the US has attracted unfavorable attitudes due to its invasion in Iraq and Afghanistan. Today, there are numerous anti-American

movements fueled by NGOs and press in the Turkish sociopolitical context (see Selvi, 2007 for further reading).

As discussed above, the historical and sociopolitical facts of Turkish history might constitute a ‘collective consciousness’, and learners may maintain and generalize their attitudes. In order to eliminate the negative influences of unfavorable attitudes, dispositions at societal level should not be demoted to individual level. As one respondent maintains “Relations between the two states may not be friendly. Still, it does not make sense to generalize these attitudes to their people. Thus, I do not think that international contact has an influence on relations at individual basis”. In the present case, students may not like the invasion of Iraq by the US, the state policies of the US or the president of the US, but this does not mean that every US citizen are hostile people.

In order to have a better opinion of the people of target societies, learners should be given more opportunities to acquire first hand observations and experiences. However, as English is a foreign language in Turkey, and learners do not have much chance to meet native speakers of English, policy makers and government authorities should develop ways to create more opportunities for learners to meet people from target societies, so that learners will not formulate biased generalizations and assumptions from limited exposure and knowledge. Language contact with target societies might be simply achieved by partnerships among schools via internet or exchange programs that will enable students to visit other countries and host people from target societies.

5.2.5 Discussion of Attitudes towards the Speakers

Finally, the study aimed at investigating learners’ attitudes towards the people of Britain and the United States. According to Gardner (1985) and Fasold (1984), attitudes towards a language are also reflected in the attitudes towards its

speakers. In this bidirectional process, learners may generalize their linguistic attitudes to the speakers of the society and vice versa. Therefore, attitudes towards the speakers of a language have utmost importance in the second language acquisition process.

According to the research findings, learners possess favorable attitudes towards the English spoken countries and would like to visit them. In terms of gender differences, male and female respondents show similar patterns of responses. They agree upon their willingness to visit the English spoken countries such as Britain and the United States. They also report that they like meeting and having conversation with the people from these societies.

One of the important findings of this study is that learners' unfavorable attitudes are directed to the governments of these societies, not the individuals:

We cannot generalize our beliefs to the whole society. Their presidents and governments have attracted hatred from Turkey and other countries, but at individual level I do not know any person. (Interviewee 8)

As can be read between the lines, what the students do not like about these societies is not their language, their culture, their people but mainly their state policies:

The invasion of the United States in Iraq has boosted anger especially for 'religious' concerns. We talk about this among friends and hate this happen. (Interviewee 7)

It is obvious that they dominate the world. They manipulate it as they like. They controlled the petrol traffic, and they invaded Iraq with unsubstantiated claims and without any reasonable justifications (Interviewee 9).

5.3 Conclusions and Pedagogical Implications

As a conclusion, this study investigated learners' attitudes referring to five themes: native language loyalty, instrumental orientation, cultural interest,

intercultural contact and attitudes towards the people of English speaking societies. It could be argued that some societies might be sensitive regarding their native language. An American or a British person may not have such language loyalty, but the historical facts and the linguistic travel of Turkish language have paved the way for such language loyalty in the Turkish sociolinguistic context. Turkish learners' opinions towards their native language could be facilitating in the maintenance of their native language; however, an exaggerated form of "linguistic nationalism" may influence the attitudes towards English.

In terms of instrumental orientation, Turkish learners are fully aware of pragmatic benefits of English language knowledge, and are instrumentally oriented towards English, which might have facilitative influences in the acquisition process. Contradicting with the theories of Gardner (1985), it could be argued that integrative orientation is not the *sin qua non* of the acquisition process, and thus instrumental orientation may also accelerate second language acquisition, and may be more applicable in such contexts where integrative orientation could not be achieved due to sociological, historical and sociopolitical concerns. (Cooper and Fishman, 1977; Rahman, 2003).

From a pedagogical perspective, learners' favorable attitudes towards the cultural products and the people of the target societies could be used for the benefit of second language teaching. In terms of the Turkish educational context, as English is taught in an EFL (English as a foreign language) setting; that is, English is neither the native nor the second language, but a foreign language which is taught at secondary, and tertiary levels, learners do not have the chance to use English in the streets. In a context where English is confined to schools, classrooms, books and other indirect sources such as songs and movies, learners might end up formulating their attitudes through indirect ways and limited exposure, referring to the most available sources, that is press, cultural products

and experiences of friends and relatives in most cases. As Turkey's geographical and sociological setting does not offer an ideal multicultural context through which a favorable intercultural contact could be achieved, policy makers and language teachers must bring solutions at macro and micro levels in order to increase learners' contact with these societies enabling them to acquire first hand observations.

A possible solution could be to increase language contact through partnerships among schools via internet or exchange programs that will enable students to visit other countries and host people from target societies. To exemplify, a teacher could simply create a better language learning environment by inviting native speakers to the class, conducting field trips to many places with touristic significance, where the learners could create opportunities to contact native speakers of English and encouraging learners to be more open to diverse cultures and societies in order to prevent the generalization of biased assumptions and stereotypes.

From an institutional perspective, teachers of English in Turkey could be encouraged and helped to join trips to English speaking societies, where they could gather first hand observations and experiences that could be shared with the students in the form of direct anecdotes. To illustrate, these experiences could have solid evidence (photos and videos) which might make up perfect teaching activities, and promote interest on the part of the students.

The scope of this study was limited to the students who were studying at English preparatory schools of the sampled universities. It aimed at investigating learners' attitudes, and reaching descriptive findings of learners' attitudinal dispositions towards English language and English speaking societies in order to form basis for further studies in this area.

5.4 Suggestions for Further Research

A further study should be designed to investigate the attitudinal changes of students in the course of university education. The questionnaire administered in this study may be employed at the beginning and the end of the university education, so that the difference could be calculated by means of inferential statistics. The researcher may also look into the factors that might have triggered attitudinal changes in the process. A possible way is to conduct interviews and ask the students about the factors that have changed their attitudes towards the target language and the target societies.

As this study aimed at exploring attitudes and describing them, another study may investigate the relationship between linguistic attitude and achievement in second language learning. The researcher might gather the proficiency scores (TOEFL, IELTS and other local exams) of the respondents and compare them with their attitudinal values. It is interesting to find out whether favorable attitudes directly bring along high proficiency scores or not. Another focus of this study was to search for the differences between male and female students' language attitudes. A further study may search for the correlations between other variables, age, language aptitude or cognitive abilities.

As this study depicted the situation in July 2007, further studies may look into the situation after five or ten years. It is unfortunate that there are not any studies depicting the attitudinal dispositions of the students in the Ottoman Empire and the early periods of the Republic. Historical records might be used in order to formulate a general picture and could be used in order to shed light on the current state. In this regard, it is possible to sample the whole country and look into the attitudinal changes in the course of the integration process of Turkey into the European Union. Several studies showed that European Union had great influences on the learners' attitude development (Dörnyei, 2005), and as Turkey is

on the verge of European Union membership, the current sociolinguistic context might be pregnant to drastic changes in a few years. Researchers might calculate the difference using inferential statistics and decide whether the difference is statistically significant which might propose a sociolinguistic change in the society. In order to confirm quantitative findings, interviews may be administered with the goal of exploring the reasons lying behind the attitudinal changes before, while and after the integration.

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APPENDICES

APPENDIX A

FIRST DRAFT OF THE QUESTIONNAIRE

ÖĞRENCİLERİN İNGİLİZCE KONUŞAN TOPLUMLARIN DİLİ ve KÜLTÜRÜNE KARŞI GELİŞTİRİLEN TUTUMLARININ BELİRLENMESİ

Bu çalışma, Orta Doğu Teknik Üniversitesi, İngilizce Öğretmenliği Bölümü tarafından yabancı dil olarak İngilizceye ve İngilizce konuşan toplumların kültürüne karşı geliştirilen tutumları belirlemeyi ve öğrencilerin İngilizce derslerinden beklentilerini ortaya koymayı amaçlamaktadır. Elde edilecek veriler sadece bu araştırmayla sınırlı kalacak ve kişisel bilgiler kesinlikle gizli tutulacaktır. Detaylı bilgi için 210 40 74 veya golge@metu.edu.tr ile Doç.Dr.Gölge Seferoğlu'na ve 210 40 85 veya baburhan@metu.edu.tr ile Araş.Gör.Babürhan Üzümlü'e ulaşabilirsiniz.

A) Kişisel Bilgiler

Yaş:

Cinsiyet: Kız ☐ Erkek ☐

Mezun olduğunuz lise:.....**Lisesi** **il:**.....

B) Yabancı Dil Bilgileri

Bildiğiniz Yabancı Dillerin Seviyesi (Aşağıdaki seçeneklerden birini işaretleyiniz)

Yabancı Diller	İleri	Orta	Başlangıç
1)			
2)			
3)			

İngilizce öğrenmeye başlama yaşınız:	
İngilizceyi öğrenmeye başladığınız yer ve durum:	Seçiniz (1 seçenek)
Okulda, ders olarak	
Evde, ailemin yardımıyla	
Dilin konuşulduğu ülkelerde bulunarak	

Yönerge:

Bu kısımda yer alan hiçbir soru için doğru ya da yanlış cevap yoktur. Toplam 40 adet soruyu içermektedir ve ortalama 20 dakika sürmektedir. Lütfen sorulara içtenlikle cevap veriniz ve düşüncenizi en iyi ifade eden seçeneği işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
A BÖLÜMÜ					
1. İngilizceyi seviyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. İngilizce bilmek, İngilizce konuşan toplumların kültürlerini ve insanlarını tanımak açısından önemlidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. İngilizce öğrenmek benim için önemlidir, çünkü beni daha bilgili bir birey yapacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. İngiliz ve Amerikan toplumlarının dünyada önemli rolleri vardır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede bir gün iyi bir iş bulabileceğimi düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. İngiliz ve Amerikan toplum ve kültürünü daha yakından tanıdıkça, daha akıcı bir İngilizcem olmasını istiyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede Avrupa Birliği kapsamında yapılacak kültürel etkinliklere katılabilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. İngilizce konuşulan ülkeleri ziyaret etmek isterim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. İngilizce konuşan insanlarla buluşmak ve sohbet etmekten hoşlanırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. İngilizce konuşulan ülkelere gelen turistlerle karşılaştığımda onlarla mümkün olduğunca iletişim kurmaya çalışırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. İngilizce konuşan toplumların yaptıkları filmleri beğeniyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. İngilizce konuşan toplumların yaptıkları televizyon programlarını beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. İngilizce konuşan toplumların basılı yayınlarını (kitap, dergi ve magazin) beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. İngilizce konuşan toplumların müziklerini beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. İngilizceyi kolay öğreneceğime ve kullanırken zorluk çekmeyeceğime inanıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. İngilizcenin artık yalnız bir ulusun dili olmaktan öte, bir dünya dili haline geldiğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. İngilizcenin eğitimimizde önemli bir yeri olduğunu düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. İngilizce konuşan toplumların çok disiplinli ve çalışkan olduklarına inanıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. İngilizce konuşurken kendimi rahat hissetmiyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. İngilizce konuşan toplumların insanlarını seviyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
B BÖLÜMÜ					
1. İngilizcenin ülkemizde her geçen yıl önemi daha da artacaktır.	O	O	O	O	O
2. İngiliz ve Amerikan devletlerinin politikalarının diğer ülkeler üzerinde olumsuz bir etkisi olduğunu düşünüyorum.	O	O	O	O	O
3. Düünden bugüne Türkiye geçmişini düşünülduğünde, İngilizce konuşan toplumlarla dostça ilişkiler kurulmuştur.	O	O	O	O	O
4. Türk dili ve kültürüne çok kuvvetli duygularla bağlıyım.	O	O	O	O	O
5. İngilizcenin Türk dili ve kültüründe yozlaşmaya sebep olduğunu düşünüyorum.	O	O	O	O	O
6. Türk dilinin ve kültürünün bozulmaması için elimden gelen her şeyi yapmaya hazırım.	O	O	O	O	O
7. Türk dilinin diğer dillerden daha güzel olduğuna inanıyorum.	O	O	O	O	O
8. Türk kültürünün diğer ülkelerin kültürlerinden daha güzel olduğuna inanıyorum.	O	O	O	O	O
9. İngilizce konuşurken kendimi Türk kimliğimden uzaklaşmış gibi hissediyorum.	O	O	O	O	O
10. Dünyada İngilizceyi ikinci dil olarak konuşan insanların sayısının anadili İngilizce olanların sayısından daha fazla olduğuna inanıyorum.	O	O	O	O	O
11. İngilizce öğrenmek, bu dili konuşan insanlarla iletişim kurarken daha rahat olmamı sağlayacaktır	O	O	O	O	O
12. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede insanların bana olan saygısı artar.	O	O	O	O	O
13. Türkiye tarihi düşünülduğünde, İngilizce konuşan toplumların toplumumuzla sürekli barış içinde ve işbirliği halinde olduğunu düşünüyorum.	O	O	O	O	O
14. İngilizce konuşan toplumların Türkiye'yi ve Türk toplumunu sevdiklerine inanıyorum.	O	O	O	O	O

C BÖLÜMÜ

Bu kısımda verilen seçenekleri 1-5 arası puanlayarak önem sırasına koyunuz. En önemli olduğunu düşündüğünüz ilk 5 seçeneği seçiniz ve diğer seçenekleri boş bırakarak seçtiklerinizi aralarında sıralayınız.

1: En çok önemli

5: En az önemli

1. İngilizce aşağıda belirtilen alanlarda sıklıkla kullanılmaktadır

..... **a.** Siyaset

..... **b.** Ekonomi

..... **c.** Akademik Çalışmalar

..... **d.** İletişim

..... **e.** Spor

..... **f.** Eğitim

..... **g.** Din

..... **h.** Basın-Yayın ve Eğlence

..... **i.** Bilimsel Gelişmeler

..... **j.** Turizm

..... **k.** Edebiyat

..... **Diğer:**

2. İngilizce öğrenmek isterim

çünkü_____ .

a.Diğer kültürleri anlamak benim için önemlidir.

b.Daha geniş bir kitleyle iletişim kurmak istiyorum.

c.İngilizce uluslar arası geçerli bir dildir.

d.Derslerimi geçmek istiyorum.

e.İngilizce yüksek öğrenim görmek için gereklidir.

f.İyi bir iş sahibi olmak istiyorum.

g.Diğer-_____

3. Hangi alanlarda İngilizcenin Türkçeye etkisi olduğunu düşünüyorsunuz?

- a.Kelime Hazinesi (İngilizce sözcükler kullanımı) (Lexicon)
- b.Biçim (İngilizce ekler kullanımı) (Morphology)
- c. Telafuz (İngilizce ses yapısı kullanımı) (Pronunciation)
- d.Cümle Yapısı (İngilizce cümle yapısı kullanımı) (Syntax)
- e.Diğer

4. Eğer geçmişte seçme şansım olsaydı birinci yabancı dil olarak..... ve ikinci yabancı dil olarak.....seçerdim.

- a. İngilizce
- b. Almanca
- c. Fransızca
- d. Diğer.....

5. İngilizce'ye ve İngilizce öğrenmeye olan yaklaşımınızı etkilediğini düşündüğünüz kişi, olay ya da bağlam varsa açıklayınız?

6. Sizin İngilizceye ve İngilizce konuşan toplumlara olan tutumunuzu geçmişten bu yana Türkiye tarihi, ve sosyopolitik etkenler düşünüldüğünde nelerin etkilediğini kısaca yazınız.

Anketimize katıldığınız için teşekkür ederiz. :)

Araştırmamıza, röportaja katılarak katkıda bulunmak veya çalışmanın sonuçlarından haberdar edilmek isterseniz, ilgili kutucuğu işaretleyiniz ve iletişim bilgilerinizi yazınız, en kısa zamanda sizinle irtibata geçilecektir.

Röportaja katılmak istiyorum

☐

Araştırmanın sonuçlarından haberdar edilmek istiyorum

☐

Telefon:

E-mail:

APPENDIX B
FINAL DRAFT OF THE
QUESTIONNAIRE

**ÖĞRENCİLERİN İNGİLİZCE KONUŞAN TOPLUMLARIN DİLİ ve KÜLTÜRÜNE KARŞI
GELİŞTİRDİKLERİ TUTUMLARIN BELİRLENMESİ**

Bu çalışma, Orta Doğu Teknik Üniversitesi, İngilizce Öğretmenliği Bölümü tarafından yabancı dil olarak İngilizceye ve İngilizce konuşan toplumların kültürüne karşı geliştirilen tutumları belirlemeyi ve öğrencilerin İngilizce derslerinden beklentilerini ortaya koymayı amaçlamaktadır. Elde edilecek veriler sadece bu araştırmayla sınırlı kalacak ve kişisel bilgiler kesinlikle gizli tutulacaktır. Detaylı bilgi için 210 40 74 veya golge@metu.edu.tr ile Doç.Dr.Gölge Seferoğlu'na ve 210 40 85 veya baburhan@metu.edu.tr ile Araş.Gör.Babürhan Üzümlü'e ulaşabilirsiniz.

A) Kişisel Bilgiler

Yaş:

Cinsiyet: Kız ☐ Erkek ☐

Mezun olduğunuz lise:.....Lisesi il:.....

B) Yabancı Dil Bilgileri

Bildiğiniz Yabancı Dillerin Seviyesi (Aşağıdaki seçeneklerden birini işaretleyiniz)

Yabancı Diller	İleri	Orta	Başlangıç
1)			
2)			
3)			

İngilizce öğrenmeye başlama yaşıınız:	
İngilizceyi öğrenmeye başladığınız yer ve durum:	Seçiniz (1 seçenek)
Okulda, ders olarak	
Evde, ailemin yardımıyla	
Dilin konuşulduğu ülkelerde bulunarak	
Diğer (Belirtiniz)	

Yönerge:

Bu kısımda yer alan hiçbir soru için doğru ya da yanlış cevap yoktur. Toplam 27 adet soruyu içermektedir ve ortalama 15 dakika sürmektedir. Lütfen sorulara içtenlikle cevap veriniz ve düşüncenizi en iyi ifade eden seçeneği işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
A BÖLÜMÜ					
1. İngilizce öğrenmek benim için önemlidir, çünkü beni daha bilgili bir birey yapacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede bir gün iyi bir iş bulabileceğimi düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede Avrupa Birliği kapsamında yapılacak kültürel etkinliklere katılabilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. İngilizce konuşulan ülkeleri ziyaret etmek isterim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. İngilizce konuşan insanlarla buluşmak ve sohbet etmekten hoşlanırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. İngilizce konuşulan ülkelerden gelen turistlerle karışlaştığımda onlarla mümkün olduğunca iletişim kurmaya çalışırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. İngilizce konuşan toplumların yaptıkları filmleri beğeniyorum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. İngilizce konuşan toplumların yaptıkları televizyon programlarını beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. İngilizce konuşan toplumların basılı yayınlarını (kitap, dergi ve magazin) beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. İngilizce konuşan toplumların müziklerini beğeniyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. İngilizcenin artık yalnız bir ulusun dili olmaktan öte, bir dünya dili haline geldiğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. İngilizcenin eğitimimizde önemli bir yeri olduğunu düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Düünden bugüne Türkiye geçmişi düşünüldüğünde, İngilizce konuşan toplumlarla dostça ilişkiler kurulmuştur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Türk dili ve kültürüne çok kuvvetli duygularla bağlıyım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. İngilizcenin Türk dili ve kültüründe yozlaşmaya sebep olduğunu düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Türk dilinin ve kültürünün bozulmaması için elimden gelen her şeyi yapmaya hazırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Türk dilinin diğer bütün dillerden daha güzel olduğuna inanıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Türk kültürünün diğer ülkelerin kültürlerinden daha güzel olduğuna inanıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. İngilizce öğrenmek benim için önemlidir, çünkü bu sayede insanların bana olan saygısı artar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Türkiye tarihi düşünüldüğünde, İngilizce konuşan toplumların toplumumuzla sürekli barış içinde ve işbirliği halinde olduğunu düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. İngilizce konuşan toplumların Türkiye'yi ve Türk toplumunu sevdiklerine inanıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B BÖLÜMÜ

Bu kısımda verilen seçenekleri 1-5 arası puanlayarak önem sırasına koyunuz. En önemli olduğunu düşündüğünüz ilk 5 seçeneği seçiniz ve diğer seçenekleri boş bırakarak seçtiklerinizi aralarında sıralayınız.

1: En çok önemli

5: En az önemli

1. İngilizce aşağıda belirtilen alanlarda sıklıkla kullanılmaktadır

..... **a.** Siyaset

..... **b.** Ekonomi

..... **c.** Akademik Çalışmalar

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..... **h.** Basın-Yayın ve Eğlence

..... **i.** Bilimsel Gelişmeler

..... **j.** Turizm

..... **k.** Edebiyat

..... **Diğer:**

2. İngilizce öğrenmek isterim çünkü_____ .

g.Diğer kültürleri anlamak benim için önemlidir.

h.Daha geniş bir kitleyle iletişim kurmak istiyorum.

i.İngilizce uluslar arası geçerli bir dildir.

j.Derslerimi geçmek istiyorum.

k.İngilizce yüksek öğrenim görmek için gereklidir.

l.İyi bir iş sahibi olmak istiyorum.

g.Diğer-_____

3. Hangi alanlarda İngilizcenin Türkçeye etkisi olduğunu düşünüyorsunuz?

- a.Kelime Hazinesi (İngilizce sözcükler kullanımı) (Lexicon)
- b.Biçim (İngilizce ekler kullanımı) (Morphology)
- c. Telafuz (İngilizce ses yapısı kullanımı) (Pronunciation)
- d.Cümle Yapısı (İngilizce cümle yapısı kullanımı) (Syntax)
- e.Diğer

4. Eğer geçmişte seçme şansım olsaydı birinci yabancı dil olarak..... ve ikinci yabancı dil olarak.....seçerdim.

- a. İngilizce
- b. Almanca
- c. Fransızca
- d. Diğer.....

5. İngilizce'ye ve İngilizce öğrenmeye olan yaklaşımınızı etkilediğini düşündüğünüz kişi, olay ya da bağlam varsa açıklayınız?

6. Sizin İngilizceye ve İngilizce konuşan toplumlara olan tutumunuzu geçmişten bu yana Türkiye tarihi, ve sosyopolitik etkenler düşünüldüğünde nelerin etkilediğini kısaca yazınız.

Anketimize katıldığınız için teşekkür ederiz. :)

Araştırmamıza, röportaja katılarak katkıda bulunmak veya çalışmanın sonuçlarından haberdar edilmek isterseniz, ilgili kutucuğu işaretleyiniz ve iletişim bilgilerinizi yazınız, en kısa zamanda sizinle irtibata geçilecektir.

Röportaja katılmak istiyorum

☐

Araştırmanın sonuçlarından haberdar edilmek istiyorum

☐

Telefon:

E-mail:

APPENDIX C

OVERALL RELIABILITY ANALYSIS OF THE 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)				
Statistics for SCALE	Mean 74,9902	Variance 98,1378	Std Dev 9,9065	N of Variables 21
Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
A1	70,8775	85,7041	,5555	,7592
A2	70,7010	86,9890	,5961	,7595
A3	71,4118	87,0808	,4280	,7669
A4	70,7696	87,1831	,5207	,7623
A5	71,1176	85,7693	,5306	,7604
A6	71,6373	86,5673	,4495	,7654
A7	71,3088	89,7219	,3759	,7708
A8	71,8235	89,2199	,3763	,7706
A9	71,7794	92,4289	,2705	,7768
A10	71,3529	86,7615	,4516	,7653
A11	71,0294	84,2454	,5389	,7586
A12	71,1275	84,6339	,5634	,7577
A13	72,7990	93,8166	,1671	,7828
A14	70,6373	91,5722	,2952	,7755
A15	71,1127	102,8789	-,2480	,8121
A16	70,5931	93,6908	,1963	,7807
A17	70,9216	93,8165	,1453	,7848
A18	70,6373	92,9811	,2223	,7795
A19	72,2157	90,2882	,2682	,7781
A20	72,9069	91,6218	,2629	,7775
A21	73,0441	92,7320	,2213	,7798
Reliability Coefficients				
N of Cases = 204,0			N of Items = 21	
Alpha = ,7816				

APPENDIX D

RELIABILITY ANALYSIS OF THE SUBSCALE 'NATIVE LANGUAGE LOYALTY'

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)					
Statistics for		Mean	Variance	Std Dev	N of Variables
SCALE	21,1023	15,5128	3,9386		5
Item-total Statistics					
	Mean	Scale	Scale	Corrected	Alpha
	if Item	Variance	Item-		if Item
	Deleted	if Item	Total		if Item
		Deleted	Correlation		Deleted
A14	16,7256	10,0785	,7267		,7288
A15	17,1953	11,3448	,3097		,8686
A16	16,6884	10,5613	,6838		,7445
A17	17,0512	9,7591	,6661		,7435
A18	16,7488	10,3105	,6750		,7440
Reliability Coefficients					
N of Cases =	215,0		N of Items = 5		
Alpha =		,8056			

APPENDIX E

RELIABILITY ANALYSIS OF THE SUBSCALE 'INSTRUMENTAL ORIENTATION'

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)					
Statistics for SCALE	Mean 22,5880	Variance 21,9922	Std Dev 4,6896	N of Variables 6	
Item-total Statistics					
	Mean if Item Deleted	Scale Variance if Item Deleted	Scale Item- Total Correlation	Corrected	Alpha if Item Deleted
A1	18,4861	15,6742	,5677		,7124
A2	18,2778	17,0946	,5404		,7252
A3	18,9907	16,3720	,4348		,7474
A11	18,6157	15,1493	,5506		,7160
A12	18,7407	14,7325	,6405		,6907
A19	19,8287	16,9519	,3422		,7734
Reliability Coefficients					
N of Cases =	216,0		N of Items = 6		
Alpha = ,7632					

APPENDIX F

RELIABILITY ANALYSIS OF THE SUBSCALE 'CULTURAL INTEREST'

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)				
Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	13,7209	9,5012	3,0824	4
Item-total Statistics				
	Scale	Scale	Corrected	
Mean	Variance	Item-		Alpha
if Item	if Item	Total		if Item
Deleted	Deleted	Correlation		Deleted
A7	10,0558	5,7165	,5512	,6084
A8	10,5395	5,4552	,5701	,5940
A9	10,5023	7,0642	,3187	,7356
A10	10,0651	5,2294	,5432	,6119
Reliability Coefficients				
N of Cases =	215,0		N of Items =	4
Alpha = ,7070				

APPENDIX G

RELIABILITY ANALYSIS OF THE SUBSCALE 'INTERCULTURAL CONTACT'

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)				
Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	6,2202	7,1955	2,6824	3
Item-total Statistics				
	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
A13	4,0183	3,7047	,6106	,7943
A20	4,1239	3,2519	,6881	,7167
A21	4,2982	3,5374	,6935	,7127
Reliability Coefficients				
N of Cases =	218,0		N of Items =	3
Alpha = ,8124				

APPENDIX H

RELIABILITY ANALYSIS OF THE SUBSCALE 'ATTITIDES TOWARDS THE SPEAKERS'

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)				
Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	11,5417	7,4587	2,7311	3
Item-total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
A4	7,2917	4,3192	,5113	,7243
A5	7,6481	3,3919	,6749	,5293
A6	8,1435	3,5095	,5388	,7037
Reliability Coefficients				
N of Cases =	216,0		N of Items =	3
Alpha = ,7435				

APPENDIX I

INTERVIEW SCHEDULE

1. Welcome, I would like to thank you for your participation. I am going to ask a few short questions.
2. What do you think about your English courses? Do you like learning English?
3. What do you think about English speaking societies; namely, British and American Societies?
4. Have you ever met a British or an American Person?
5. If yes, What kind of a contact was that? What is your impression?
6. What do you think the English language knowledge will bring to you in your future career?
7. Do you think there are any disadvantages of English language learning?
8. Do you think Turkey was in peace with British and American societies considering its history during the pre and post republic periods?
9. What do you think about the roles of Britain and the US in the world?
10. Is there any influence of these societies on your attitudes towards English language?
11. What do you think about the role of the Turkish language and culture in the world?
12. What do you personally do in order to maintain and preserve your native language and culture?

13. Do you think English has an influence on the Turkish language and culture?

14. Some people consider English as a threat on the Turkish language and culture? What is your opinion?

APPENDIX J

TURKISH TRANSLATION OF THE INTERVIEW QUESTIONS

GÖRÜŞME SORULARI

1. Hoş geldiniz! Katılımınız için teşekkür ediyoruz, size birkaç kısa sorum olacak.
2. İngilizce dersleriniz hakkında ne düşünüyorsunuz? İngilizce öğrenmeyi seviyor musunuz?
3. İngiliz ve Amerikan toplumları gibi İngilizce konuşan toplumlar hakkında ne düşünüyorsunuz?
4. İngiliz veya Amerikan toplumlarından kimseyle tanıştınız mı?
5. Eğer evetse, nasıl bir iletişim kurdunuz? İzleniminiz nedir?
6. Gelecek kariyerinizde sizce İngilizce bilgisinin size ne gibi getirileri olacaktır?
7. Sizce İngilizce öğrenmenin hiç dezavantajı var mıdır?
8. Cumhuriyet öncesi ve sonrası Türkiye tarihi düşünüldüğünde, sizce Türkiye İngiliz ve Amerikan toplumlarıyla dostça ilişkiler kurmuş mudur?
9. Sizce İngiliz ve Amerikan toplumlarının dünya üzerindeki rolleri nelerdir?
10. Bu toplumların sizin dile karşı geliştirdiğiniz tutumlara bir etkisi var mıdır?
11. Sizce Türk dili ve kültürünün dünya üzerinde ne gibi rolleri vardır?

12. Ana dilinizi ve kültürünüzü korumak için kişisel olarak ne yapıyorsunuz?
13. Sizce İngilizcenin Türk dili üzerinde bir etkisi var mıdır?
14. Bazı çevreler İngilizcenin Türk dili ve kültürü üzerinde tehdit unsuru oluşturduğunu düşünüyor, sizin görüşünüz nedir?

APPENDIX K

ENGLISH VERSION OF THE QUESTIONNAIRE

THE INVESTIGATION OF TURKISH LEARNERS' ATTITUDES TOWARDS ENGLISH AND ENGLISH SPEAKING SOCIETIES

This study is being conducted by the department of English Language Teaching, Middle East Technical University and aims to investigate Turkish learners' attitudes towards English and English speaking societies as well as describe learners' expectations from English language classes. The research findings will be limited to this study and personal information will be kept confidential. For detailed information contact Assoc. Prof. Gölge Seferoğlu, 210 40 74, golge@metu.edu.tr or Research Assistant Babürhan Üzümlü 210 40 85 baburhan@metu.edu.tr.

A) Personal Information

Age:

Gender: Female ☐ Male ☐

High school of graduation:..... City:.....

B) Foreign Language Information

The level of Foreign Languages (put a tick in one of the boxes)

Languages	Advanced	Intermediate	Beginner
1)			
2)			
3)			

The age you started to learn English:	
The place and context you started to learn English:	choose (only one)
As a course at school	
Home, by the help of my family	
Living in the country of the target language	
Other (specify)	

Instructions:

There is no correct or wrong answer for this section. There are 27 questions total and takes approximately 15 minutes to answer. Please mark the choice that best reflects your opinion.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SECTION A					
1. English language learning is important for me as I think that this will make me a more knowledgeable person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. English language learning is important for me, because I believe that I will be able to find a good job by the help of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. English language learning is important for me as it will enable me to take part in the cultural activities arranged by the European Union.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I would like to visit English spoken countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I like meeting and having conversation with English speaking people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When I come accross with tourists coming from English speaking societies, I try to have conversation with them as long as I could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I admire the movies of English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I admire the television programs of English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I admire the published materials (books, journals and magazines) of English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I admire the music of English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I believe that English language has become a world language rather than that of a nation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I think that English language has an important status in our education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Considering its history, Turkey has been in peace with English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am loyal to my native language and culture with strong ties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I believe that English causes degenaration on Turkish language and culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am ready to do my best to maintain and preserve Turkish language and culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I believe that Turkish language is more beautiful than other languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I believe that Turkish culture is more beatiful than other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. English language learning is important for me, because by the help of it people will respect me more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Considering its history, Turkey has been in peace and cooperation with English speaking societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I believe that English speaking societies like Turkey and Turkish people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B

Order the alternatives from 1 to 5 in terms of significance. The most significant choice will be graded with 1, while the least significant one with 5. Please choose only 5 options and leave the others empty.

1: The most significant

5: The least significant

1. English is frequently used in these domains.

- | | |
|----------------------------------|---|
| a. Politics | g. Religion |
| b. Economy | h. Media and Entertainment |
| c. Academic Studies | i. Scientific Develoments |
| d. Communication | j. Tourism |
| e. Sports | k. Literature |
| f. Education | Other: _____ |

2. I want to learn English, because_____ .

- m.**it is important to know about other cultures.
- n.**I want to communicate with a wider community.
- o.**English is an international language.
- p.**I want to pass my courses.
- q.**English is necessary for higher education.
- r.**I want to have a good job.
- g.**Other_____

3.Under which domains do you think English has an influence on Turkish?

- a.**Lexicon (Using English words)
- b.**Mophology (Using English affixes)
- c.**Pronunciation (Using English Phonology)
- d.**Syntax (Using English sentential structure)
- e.**Other

<p>4. If I had the chance, I would choose as the first and as the second foreign language.</p> <p>a. English</p> <p>b. German</p> <p>c. French</p> <p>d. Other.....</p>
<p>5. Is there any event/person or context that might have influenced your attitude towards English and English speaking societies?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>6. Write briefly if there is anything that might have influenced your attitude towards English and English speaking societies considering the history of Turkey.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Thanks for joining our study. :)

If you would like to join the interview session or be informed of the research results, please choose the related option.

I want to join the interview ☐

I want to be informed of the research results. ☐

Telepone:

E-mail:

APPENDIX L

SAMPLE INTERVIEW TRANSCRIPTION

Date: 24.05.2007

1. Welcome, and I would like to thank you for joining our study. I would like to ask a few questions. What do you think about your English classes?

Necessary. We really love English and it is necessary to find a good job, but the classes are too long.

2. What do you think about English speaking societies?

They are relaxed and rich people. It is good for them to have expanded their culture all over the world. I think they have a rich culture, but we do not know their cultures in detail.

3. Have you ever been to an English spoken country?

No.

4. Have you ever met a person from these societies?

I had a British friend. We were together in a summer holiday. They have more freedom when compared to us. They live in a more civilized country.

5. What do you think their attitudes are towards us?

They find us different: our dance and our culture. They also find us more conservative.

6. What do you think about the cultural products (movies, music and published materials) of these societies?

We frequently listen to their music and watch their movies. Frankly speaking, their music and movies are excellent.

7. Do you think there are any disadvantages of English language learning?

I do not think that there are any disadvantages. While learning a language we do not delete Turkish. Some people claim that it has negative influences, but I do not think that English has negative influences on Turkish language.

8. Do you think Turkey was in peace with British and American societies considering its history during the pre and post republic periods?

Relations with these countries are getting better especially by the help of the European Union. Before the proclamation of the republic, France was more influential, but now the United States is more influential than ever.

9. Is there any influence of these societies on your attitudes towards English language?

Personally, I do not have any stereotypes for any society. Even if there are unfriendly relations between the two societies, these should not affect people's opinions.

10. What do you think about the role of the Turkish language and culture in the world?

I think our country and our society deserves more considering its rich natural resources. We are not developed enough, and we have to work hard in order to be a developed country. Our language is very rich but we have to be more careful in our spoken and written language.

11. What do you personally do in order to maintain and preserve your native language and culture?

I read a lot, and I try to be more careful in my daily speech by avoiding English words in my utterance.

12. Some people consider English as a threat on the Turkish language and culture? What is your opinion?

I slightly agree. As far as I am concerned, French people are far more sensitive about the use of their language. I have a French friend and he said that they do

not use English words in their shop-signs, but we have them everywhere. I think our people should be more careful in their daily speech and authorized institutions should take precautions in order to prevent the pollution the language.

APPENDIX M

SUMMARY OF THE STATISTICAL FINDINGS

	1	2	3	4	5	N	M	SD
14. I am loyal to my native language and culture with strong ties.	3%	3%	5%	30%	59%	219	4,39	0,9
15. I believe that English causes degeneration on Turkish language and culture.	6%	12%	12%	27%	43%	218	3,90	1,2
16. I am ready to do my best in order to maintain and preserve Turkish language and culture.	3%	2%	6%	27%	62%	219	4,40	0,9
17. I believe that Turkish language is more beautiful than other languages.	2%	8%	20%	22%	48%	219	4,06	1,09
18. I believe that Turkish culture is more beautiful than other cultures.	2%	5%	8%	24%	61%	219	4,36	0,9
	1	2	3	4	5	N	M	SD
1. English language learning is important for me as I think that this will make me a more knowledgeable person	4%	9%	5%	36%	46%	218	4,09	1,1
2. English language learning is important for me, because I believe that I will be able to find a good job by the help of it.	3%	3%	6%	38%	50%	219	4,30	0,9
3. English language learning is important for me as it will enable me to take part in cultural activities arranged by the European Union.	7%	11%	22%	34%	26%	218	3,61	1,1
11. I believe that English language has become a world language rather than that of a nation.	10%	6%	7%	35%	42%	219	3,95	1,2
12. I think that English language has an important status in our education.	6%	11%	11%	37%	35%	218	3,83	1,2
19. English language learning is important for me because, by the help of it, people will respect me more.	19%	27%	23%	22%	9%	219	2,70	1,2

English has an influence on Turkish on...	1	2	3	4	5	N	M	SD
a. using English words in Turkish utterance	80%	10 %	3%	4%	3%	197	1,38	0,9
b. using English affixes in Turkish utterance	4%	35%	39%	21%	1%	144	2,81	0,8
c. using English pronunciation in Turkish speech	11%	42%	31%	15%	1%	157	2,55	0,9
d. using English syntactic structure in Turkish	8%	25%	24%	41%	3%	149	3,09	1

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

I want to learn English, because...	1	2	3	4	5	N	M	SD
a. it is important to know other cultures	12%	16%	14%	19%	38%	116	3,5	1,4
b. I want to communicate with a wider community	24%	20%	19%	16%	19%	169	2,8	1,4
c. English is an international language	32%	26%	16%	17%	9%	174	2,4	1,3
d. I want to pass my courses	21%	15%	25%	17%	22%	138	3,0	1,4
e. English is necessary for higher education	12%	18%	24%	30%	16%	164	3,2	1,2
f. I want to have a good job	25%	30%	24%	13%	9%	178	2,5	1,2

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

English is frequently used in these domains...	1	2	3	4	5	N	M	SD
a. Politics	6%	6%	8%	9%	9%	81	3,2	1,3
b. Economy	4%	5%	8%	7%	9%	72	3,3	1,3
c. Academic Studies	17%	19%	11%	10%	11%	147	2,6	1,4
d. Communication	14%	13%	14%	9%	12%	134	2,9	1,4
e. Sports	2%	3%	4%	5%	5%	42	3,4	1,3
f. Education	11%	14%	14%	15%	7%	137	2,8	1,2
g. Religion	0.5%	2%	-	1%	3%	13	3,6	1,5
h. Media and Entertainment	3%	5%	9%	10%	14%	88	3,6	1,2
i. Scientific Developments	17%	16%	15%	16%	5%	152	2,6	1,2
j. Tourism	20%	13%	11%	8%	10%	136	2,5	1,4
k. Literature	-	-	-	1%	3%	8	4.7	0,4

Note. Column values: 1=Most Significant, 2= Quite Significant, 3= Significant, 4= Less Significant, 5= Least Significant, N= Population, M= Mean, SD= Standard Deviation

	1	2	3	4	5	N	M	SD
7. I admire the movies of English speaking societies.	5%	7%	27%	39%	22%	217	3,6	1,0
8. I admire the television programs of English speaking societies.	10%	13%	39%	28%	10%	219	3,1	1,0
9. I admire the published materials (books, journals and magazines) of English speaking societies.	5%	13%	44%	31%	7%	217	3,2	0,9
10. I admire the music of English speaking societies.	8%	11%	17%	39%	25%	219	3,6	1,2

	1	2	3	4	5	N	M	SD
13. Considering its history, Turkey has been in peace with English speaking societies.	29%	34%	27%	7%	3%	219	2,2	1,0
20. Considering its history, Turkey has been in peace and cooperation with English speaking societies.	37%	32%	21%	5%	5%	219	2,0	1,1
21. I believe that English speaking societies like Turkey and Turkish people.	43%	30%	22%	1%	4%	218	1,9	1,0

	1	2	3	4	5	N	M	SD
4. I would like to visit English spoken countries.	3%	5%	6%	35%	51%	218	4,2	1,0
5. I like meeting and having conversation with English speaking people.	5%	7%	16%	37%	35%	217	3,9	1,1
6. When I come across with tourists coming from English speaking societies, I try to have conversation with them as long as I could.	8%	18%	20%	34%	20%	219	3,4	1,2

APPENDIX N

CURRICULUM VITAE

BABURHAN UZUM
MIDDLE EAST TECHNICAL UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGE
EDUCATION, ANKARA/TURKEY
PHONE +905057 0 4 7 1 5 6
BABURHAN2000@YAHOO.COM
BABURHAN@METU.EDU.TR

PERSONAL INFORMATION

Marital status: Single
Gender: Male
Nationality: Turkish
Age: 24
Place of Birth: Bilecik- Turkey

EDUCATION

2004- <i>present</i>	Middle East Technical University Ankara, TURKEY MA, English Language Teaching High Honor Student
2000-2004	Middle East Technical University Ankara, TURKEY BA, Foreign Language Education Honor Student
1996-2000	Nevzat Ayaz Anatolian Teacher Training High School Cankiri, TURKEY High Honor Student

AWARDS AND CERTIFICATES

2005	Certificate of “Teacher Development Course II” (formerly known as “Diploma of ELT” provided by the British Council, Ankara, Turkey. Course includes the review of ELT theory and methods with reference to ELT literature and the
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	learning environment.
2004	Power-point Presentation Contest on the advertisement of the department FLE at Middle East Technical University. (1st place)
2000	Ranking 154th in Turkey's University Entrance exam among a sample of approximately 40000 candidates.
1997	Essay contest on "Educational problems of Turkey" (1st place)
1995	Poem contest on one's hometown (1st place)

RESEARCH INTERESTS

Individual Variables in Second Language Acquisition, Language and Culture, English as an International Language(EIL), Spread of English, Sociolinguistics, Computer Assisted Language Learning, Classroom Research and Educational Research Design.

LANGUAGES

English- Advanced

German- Elementary

French- Elementary

Turkish- Mother Tongue

WORK EXPERIENCE

2006- <i>present</i>	Middle East Technical University, SUNY-METU Joint Undergraduate Program in Liberal Studies with an emphasis on English Language Teaching. <i>Program Assistant</i>
2006- <i>present</i>	Middle East Technical University, Department of Foreign Language Education Ankara, Turkey <i>Research/Teaching Assistant</i> Conducting and assisting studies in Language and Language Pedagogy.
2004- 2006	Atilim University, Preparatory School of English <i>Instructor of English</i> Ankara, Turkey Teaching English to young adults, designing materials for teaching and testing.
2003	Professional English, Language Course Ankara, Turkey

Instructor of English

Teaching English to small groups (teenagers, adults)
2003 TED Ankara College Ankara, Turkey

Intern Teacher of English

Teaching English at primary school level (4th and 5th graders)

2001 Bilim College Ankara, Turkey

Intern Teacher of English

Observing classes at primary school level (4th and 5th graders)

VOLUNTEER EXPERIENCE

2005 Helping candidates with poor eye-sight in such exams as university entrance and language proficiency exams.

COMPUTER KNOWLEDGE

- Good command of Windows 9x, XP, and MS Office Applications (*Word, Excel, PowerPoint, FrontPage and Publisher*)
- Windows based video editing software (Windows movie maker, *Ulead Video Factory 7.0*)

INTERNATIONAL EXAM SCORES

• **TOEFL (CBT):** 05/30/2006 Total Score: **273**

Essay Rating: **5.0**

• **GRE (General):** 09/06 (MMYY) Verbal: **460** Below: 48%

Quantitative: **570** Below: 40%

Analytical Writing: **4.5** Below: 52%

Total: **1030**

REFERENCES

Assoc. Prof. Golge Seferoglu, Middle East Technical University,
Department of Foreign Language Education, (ELT Graduate Program
Coordinator), (thesis advisor) golge@metu.edu.tr

Prof. Husnu Enginarlar, Middle East Technical University, Department
of Foreign Language Education, (chair of the department of Basic English

and Modern Languages) husnu@metu.edu.tr

Assist. Prof. Betil Erozu, Middle East Technical University, Department of Foreign Language Education, beroz@metu.edu.tr

Assist. Prof. Hanife Akar, Middle East Technical University, Faculty of Education, (vice-chair of the department of Faculty of Education) , (thesis co-advisor) hanif@metu.edu.tr

EXTRACURRICULAR ACTIVITIES

- 2005 **Academic Coordinator** of a students' club at Atilim University, (Movie Lovers)
- June 2004 Acted in **Canterbury Tales** performed at METU in Ankara, Turkey
- June 2004 **Member of the Organizing Committee** for the publication of the METU/FLE Department yearbook.
- May 2003 **Played at Classical Guitar Concert** at METU in Ankara, Turkey.
- July 2002 **Did parachuting** at varying heights in Eskisehir, Turkey.

PROFESSIONAL MEMBERSHIPS

- 2005- **Founder Member**, The Association of Fighting Drug Abuse (known as UMUD in Turkey)
- 2006- Member of The Association of English Teachers in Turkey (also known as INGED)

PRESENTATIONS AND PUBLICATIONS

Sagin, C, Uzum, B. and Selvi A.F. (in review) Attitudes of METU-FLE students towards German as a Compulsory Second Language. *Zeitschrift fur Interkulturellen Fremdsprachenunterricht*

Uzum, B. (in review-accepted) Online Collaboration to Students' Interlanguage: Xlingo-Language Exchange. *Essential Teacher*

Uzum, B. and Selvi A. F. (in review). An Investigation of the Predictive Validity of METU-EPE as an Indicator of academic success of the

FLE Freshmen Students. *Asian EFL Journal*.

Uzum, B. (2006). Multilingual Brain: Pedagogical Implications for Language Learning. Paper presented at the 4th International Postgraduate Conference in Linguistics and Language Teaching in Adana, Turkey in December, 15-18.

Uzum, B. (2006). The Leaders or The 'Louderers': A Case Study of Group Dynamics. Paper presented at the 2nd International ELT Conference in Famagusta, Cyprus in May, 2-5.

Uzum, B. (2005). The Preferences of Language Learners: Silence versus Talk, Risk-taking versus Conservativeness. Paper presented at the 3rd International Postgraduate Conference in Linguistics and Language Teaching in Adana, Turkey in October, 20-22.

Uzum, B. (2005). The Effects of Formal Assessment on Learners' Writing Performance. Paper presented at the 4th International ELT Research Conference in Canakkale, Turkey in May, 26-28.