ATTITUDES AND PERCEPTIONS OF GENDARMERIE NON-COMMISSIONED OFFICERS VOCATIONAL COLLEGE STUDENTS TOWARDS ENGLISH INSTRUCTION

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ABSTRACT

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TOWARDS ENGLISH INSTRUCTION

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This study aimed at investigating attitudes and perceptions of second year students studying at Gendarmerie Non-Commissioned Officers Vocational College towards English instruction. Attitudes of students were examined by focusing on the levels of attitudes as low, moderate, and high. The three dimensions of an attitude; importance, enjoyment, and anxiety which were extracted through factor analysis were also explored. The students' perceptions were studied in relation with the dimensions of General English courses namely; objectives, content, learning activities, materials and evaluation procedures. The study also explored whether the learners' perceptions differed according to their level of attitudes. The sample of this study was consisted of 308 second year students studying at Gendarmerie Non-Commissioned Officers Vocational College. The data were collected through an attitude scale and a perception questionnaire and were analyzed descriptively and through chi-square test by using IBM SPSS 22.0. The results of the study revealed that majority of the

participants held moderately low attitudes towards English language learning and teaching process. The students also displayed moderately low attitudes regarding each of the three dimensions of attitude. The perceptions of the students revealed that General English courses need improvement. Furthermore, it was found out that some of the students' perceptions varied according to their level of attitudes. In conclusion, based on the students' preferences and perceptions, in alliance with their attitudes, suggestions and recommendations were made to improve the General English courses in Gendarmerie Non-Commissioned Officers Vocational College.

Keywords: Attitudes, perceptions, English language instruction

ÖZ

JANDARMA ASTSUBAY MESLEK YÜKSEK OKULU ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRETİMİNE YÖNELİK ALGI VE TUTUMLARI

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Bu çalışmanın amacı Jandarma Astsubay Meslek Yüksek Okulu 2. sınıf öğrencilerinin İngilizce öğretimine yönelik algı ve tutumlarını belirlemektir. Öğrencilerin tutum seviyeleri düşük, orta ve yüksek olmak üzere incelenmiştir. Öğrencilerin tutumları faktör analizi sonucu belirlenen önem, hoşlanma ve kaygı alt boyutları göz önünde bulundurularak da incelenmiştir. Katılımcıların hedefler, içerik, eğitim durumları, kaynaklar ve sınama durumları gibi Genel İngilizce dersleri boyutlarına yönelik algıları belirlenmiştir. Ayrıca öğrencilerin algılarının tutum seviyelerine göre farklılık gösterip göstermediğine bakılmıştır. Bu çalışmanın örneklemi Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören 308 2. sınıf öğrencisini içermektedir. Veriler bir tutum ölçeği ve bir algı anketi kullanılarak elde edilmiştir ve IBM SPSS 22.0 programı kullanılarak betimsel analiz ve ki-kare test analizi yapılmıştır. Çalışmanın bulguları katılımcıların büyük bir bölümünün İngilizce öğretimine yönelik nispeten düşük tutum sergilediklerini ortaya koymuştur. Öğrencilerin önem, hoşlanma ve kaygı alt boyutlarına göre de nispeten düşük tutum sergiledikleri gözlemlenmiştir.

Öğrencilerin belirlenen algıları ise Genel İngilizce derslerinin geliştirilmesi gerektiğini ortaya koymuştur. Bununla birlikte öğrencilerin bazı algılarının tutum seviyelerine göre farklılık gösterdiği ortaya çıkmıştır. Sonuç olarak, öğrencilerin tutumlarıyla birlikte tercihleri ve algıları göz önünde bulundurularak Jandarma Astsubay Meslek Yüksek Okulu'nda sağlanan Genel İngilizce derslerini geliştirmek amacıyla önerilerde bulunulmuştur.

Anahtar sözcükler: Tutum, algı, İngilizce dil öğretimi

To all the long waited Springs

ACKNOWLEDGMENTS

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JAMYO   Gendarmerie Non-Commissioned Officers Vocational College

NCO   Non-Commissioned Officer

ESL   English as a Second Language

EFL   English as a Foreign Language

CHAPTER 1

INTRODUCTION

This chapter provides information about the background and the purpose of the study and then presents significance of the study and definitions of the terms.

1.1 Background of the Study

Knowing a foreign language has become a normal issue in people's lives with the extension of internationalism which urges an individual to learn a language for the benefits it brings from outside to the home country such as being able to work in other countries or having access to a scientific literature in the target language (Cook, 2001). English, as it has become the modern lingua franca, is the most common foreign language that is taught in almost all the academic institutions in Turkey (Karahan, 2007). A Turkish student starts learning English at second grade with the current legislations and continues to be exposed to English almost at every stage of his/her education. Therefore, the level of success in English has always been an important concern for learners, parents, teachers, institutions and stake holders. However, it has always been a controversial issue among educators that there is a problem of poor language skills regardless of the significant amount of time and effort allocated to language learning (Karahan, 2007). How it can be that some students could learn a foreign language quickly and expertly, while others would fail despite the same learning opportunities (Gardner & Lambert, 1972) is another significant question arouse for educational researchers. In order to clarify this problem, considerable amount of propositions have been made in the field of language learning and teaching.

Affective factors in learning a foreign language are among the leading sources influencing the process of achieving desired English proficiency level as McDonough (1981) claims that "individual psychological characteristics of

learners may be directly or indirectly related to achievement in foreign language learning" (p.125). Attitude is considered as one of the important affective characteristics as it has the role of both shaping and determining perception of learning (Chan, 2009). Ajzen, defined attitude as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" and stated that attitude is a hypothetical construct and it cannot be directly observed thus it must be inferred from measurable responses (1988, p.4). Attitude can be considered as having a degree of stability that enables it to be identified as it is a 'disposition' (Garret, 2010). It has been claimed that learners' positive attitudes towards the language promote their motivation and that leads to success, and failure on the other hand arises from negative attitudes and low motivation (Kiani, 2010). Therefore, most of the researchers have analyzed the relationship between learners' attitude towards the target language and their achievement by using different types of attitude scales (Gardner, 1985). Especially in socio-psychological research attitude has a significant place and it has been indicated that learners who have positive attitudes towards the target language are more likely to succeed, compared the ones with negative attitudes (McKenzie, 2010). Moreover, attitudes and motivation are important because they determine the extent to which individuals will be actively involved in learning the language (Gardner, 1985, p.56).

However, as attitude is a complex phenomenon, in investigating students' attitudes towards a language, it has many facets like teachers, classmates, teaching methods, course materials, etc. and manifestations such as using attitude rating scales to reveal attitudes (Garret, Coupland, & Williams, 2003, p.7). In 1970s and 1980s development of important instruments like Foreign Language Attitude Scale (Bartley, 1970) and Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) maintained key concepts for further researches regarding attitude (Wesely, 2012). AMTB is one of the leading attitude rating scales developed by Robert Gardner and Wallace Lambert who are the initiators of grounded research on motivation and attitude (Dörnyei, 1994). AMTB has different sections in which attitudes towards the target language, teacher and the course are tested. In the language learning and teaching field attitudes of the learners towards the target languages were considered as primary concerns and they were studied not only by using these aforementioned scales (Shirbagi, 2010; Zafarghandi & Jodai, 2012)

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but also different attitude scales were developed by the researchers based on the context of their studies (Gömleksiz, 2003; Hussain, 2010; Liu, 2011; Yee &Young, 2006).

Children acquire their first languages in the social environment that they grow up naturally; therefore they do not need any motivation as it already exists. However, when a foreign language is learned in a school environment motivation plays a very significant role (Gardner, 2007). According to Dörnyei (1998), language learners need strong motivation and positive attitudes both for starting the language learning process and enduring this mostly long and exhausting process. Positive affective qualities in any field of education designate one's capacity of participating effectively in the learning process, help him to enjoy, to develop interest related to it, and to make the learners try to be successful (İnal, Evin, & Saracaloğlu, 2005). Gan (2004) supported this idea and reported that if a student holds positive attitudes towards target language and be confident and self-directed, he uses a variety of language strategies compared to one who holds negative attitudes. In conclusion, attitude of language learners is a significant issue that especially if all the stakeholders (parents, administrators, teachers, students, government) desire success in language learning and teaching, they have to take the attitudes into consideration both for formulation of a language policy and for success in its implementation (Lewis, 1981 as cited in Kızıltepe, 2000).

Language learners' perceptions are also valuable sources of information that lead improvements in language teaching and learning process if obtained and used effectively (Hawkey, 2006). Especially, learners' perceptions of their learning situations determine how students experience and perceive aspects of the classroom such as behaviors of instructors or instructional techniques (Brown, 2009). Moreover, a language learner is regarded as "an individual whose opinions and beliefs are respected. He or she is encouraged to experiment and to choose and is provided with the necessary tools with which to do this" (Ellis &Sinclair, 1989 as cited in Block, 1997, p.350). Nunan (1986) claims that after the initiation of having the learners' views as focus of investigation language learning and teaching process gained many interesting insights such as every learner is different and learn in a different way.

If there is a discrepancy between teachers' perceptions and learners' perceptions, this may have negative impact on students (Barkhuizen, 1998; Bulut

& Üğüten, 2003; Hawkey, 2006; Rao, 2002; Savignon & Wang, 2003; Schulz, 2001; Spratt, 1999). Researchers proposed that if teachers outline their students' opinions and expectations correctly they can close any existing gap between their perceptions and learners' perceptions (Horwitz, 1985; McCargar, 1993; Peacock, 1999). Brown (2003) claimed that when there is a conflict between teachers' styles and learners' perceptions this often results in limited or no learning. Furthermore, language learning and teaching field has become more democratic, student-centered and communicative, thus perceptions of learners have gained importance in line with these changes (Brown, 2009). In the lesson planning and implementation phases learners' perceptions are valuable sources for teachers to identify possible threats and misconceptions beforehand (Hawkey, 2006).

1.2 Purpose of the Study

Gendarmerie Non-Commissioned Officers Vocational College (JAMYO hereafter) is the only institution which was built for training up non-commissioned officers for the Turkish National Gendarmerie Forces. The graduates of this school are going to have significant positions in the Turkish National Gendarmerie Forces nationally and they are going to have international missions as an obligation of their profession. English has become the international language of communication and it has a significant status as the language in which education is transmitted, scholarly articles are published, and major international agreements are negotiated (Sinno, 2008, p.14). However, it has been frequently observed by the English instructors of the institution that most of the students tend to ignore the importance of learning English. They are reluctant to participate in the lessons and they do not want to endeavor to be successful in their General English courses. When the students are asked about the possible reasons of this situation, they state crucial points related to their attitudes and motivation towards the target language. They constantly state that it is not important for them to learn a foreign language or they do not like English at all.

To Oskamp (1977) it is useful to study attitude in such kind of situations where it is regarded as a reason for failure for three important reasons (p.5). First of all, we can consider the attitudes as the cause of a person's behavior towards a particular object, person or situation. Secondly, attitudes may reflect how a person

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perceives the world around him/her. Lastly, by studying attitudes the unconscious determinants of the behavior of a person can be revealed.

In relation with this situation, the first main aim of this research was measuring and determining the attitudes of second year cadets studying at JAMYO towards English instruction in relation with the three important dimensions of an attitude proposed by Aiken (1974 and 1976); importance, enjoyment and anxiety. The second purpose of this research was designation of the perceptions of the second year cadets studying at JAMYO related to General English courses regarding objectives, content, learning activities materials and evaluation procedures. The underlying goal of this specification was to provide necessary information to obtain some modifications in the General English courses provided related to perceptions and the recommendations of the students. The third purpose was to find out whether there is a difference between the perceptions of students who have different levels of attitudes (low, moderate, and high). The main objective was to determine the preferences of the students with respect to their level of attitudes.

1.3 Significance of the Study

In the field of education every single study aims to be more or less a contribution to both theory and practice. It can be in terms of broadening, testing, validating or falsifying a certain issue. This study has the significance of adding some knowledge to the literature in terms of understanding the attitudes and perceptions of future gendarmerie non-commissioned officers towards English instruction. Moreover, trying to understand the deep motives of students' learning of a new language is a real benefit for students in terms of improving their abilities for determining what and how they learn (Vandergrift, 2002).

Gendarmerie Non-Commissioned Officers Vocational College (JAMYO hereafter) is a 2 year educational institution which was built for training up non-commissioned officers (NCOs hereafter) for the Turkish National Gendarmerie Forces which have the same mission, which is providing public security and order, with police forces in rural areas. 92% of Turkey's territory is under gendarmerie responsibility and 40% of Turkey's population lives in this region. The general aim of JAMYO is to train qualified personnel for this huge and critical mission. According to the criteria designated by Turkish National Armed

Forces, NCOs have to internalize the core values of the military mission, develop leadership qualities, gain enough physical ability, have continuous self-improvement, and have the ability of military management and administration. In order to gain these qualities students of this institution have to take different vocational courses such as preventive law enforcement services, general vocational knowledge for gendarmerie, judicial services, etc. Besides these vocational courses, the students are required to take General English courses for 4 semesters, 2 hours in every week. It is necessary for JAMYO students to graduate with the adequate English language skills (reading, writing, speaking, listening, vocabulary, and grammar) to have a certain status in their occupational lives.

There are two significant reasons for NCOs to have adequate language skills. First of all, as Turkey is one of the members of NATO since 1952, there are many international joint operations in different parts of the world that gendarmerie personnel have to attend. Especially, communicative skills are profoundly significant in these missions because if there is a misunderstanding related to operations that may lead serious consequences. Secondly, 30% of responsibility area of gendarmerie is touristic places like coastal areas or historical monuments. To deal with the problems of tourists effectively, NCOs have to have necessary language skills. If they accomplish their duties with tourists, they would not only represent Turkey effectively but also create a perception of secure and safe tourist destination for Turkey. Thus, success in their both academic and professional careers can be maintained by learning English and also this will create a difference among the non-commissioned officers. Although English has an important place in their vocational training, students have difficulties in providing language skills required. Studying their process of learning English as a foreign language from a social psychology perspective considering the affective factors such as attitude and perception is going to provide valuable information to enhance this process. That is why it is crucial to study and improve the English language learning process of these students. Therefore, this study will give a chance to improve General English courses provided in the institution so it may appeal better to its learners.

Furthermore, although there is a vast amount of studies related to individual characteristics of learners such as attitude, motivation, aptitude, personality, age, gender, there is a lack of research considering law enforcement personnel's

attitudes and perceptions especially regarding gendarmerie personnel. Most researches are related to needs analysis and curriculum evaluation. Investigating non-commissioned gendarmerie officers' attitudes and perceptions towards English would be the first study in this field. Considering the accessible research literature this study will contribute to educational research mostly by providing fundamental information to improve General English courses in JAMYO from the point of attitudes and perceptions of students. Determining learners' attitudes is important as attitudes affect students' academic success, and teaching English without positive attitude of language learners is a futile attempt (Gardner, 1985). The aim of studying language attitudes is not only for discovering students' attitudes towards the target language but also discovering the effects they might be having in terms of behavioral outcomes (Garret, Coupland, &Williams, 2003). Therefore, this diagnosis of attitudes and perceptions will contribute to improve current situation in terms of language learning and teaching to an extent that the requirements of learning a foreign language can be maintained.

1.4 Definitions of Terms

Attitude: It is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1954 as cited in Gardner, 1985). In this study, attitude was used as an affective factor which has three dimensions (importance, enjoyment, and anxiety) through an attitude scale.

Perception: Filter through which sensory data are strained (Edwards, 1999, p.101). In this study, perception was used as a construct which included participants' opinions about general issues, objectives, content, learning activities, materials, and evaluation procedures of English instruction.

Gendarmerie Non-commissioned Officers Vocational College: It is a 2 year educational institution which was built for training up non-commissioned officers for the Turkish National Gendarme Forces which have the same mission with police forces in rural areas ("Gendarmerie Non-Commissioned", 2015).

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Non-commissioned Officer: A soldier in the army who has a rank such as sergeant or corporal but not a high rank like commissioned officers such as lieutenant ("Non-commissioned Officer", 2015).

Students of Gendarmerie NCO Vocational College: The students are high school graduates, 21 years old at most and they are admitted to this school first by taking national university exam and then they had to take three special exams; compulsory medical examination, physical examination and interview ("Students", 2015)

English Language Instruction: English language instruction in Gendarmerie NCO Vocational College is provided two hours in a week at A1 (Beginner) level in the first year and in the second year A2 (Elementary) level based on Common European Framework of Reference for Languages through General English courses ("English Language", 2015).

CHAPTER 2

LITERATURE REVIEW

This chapter is devoted the reviewed literature related to attitude and perception. It starts with the detailed explanation of what is meant by attitude towards learning language as it is a very broad term. Then, studies on attitude with empirical data were provided. Finally, with the brief explanation of perception, studies related to it were presented.

2.1 The Definitions and Aspects of Attitude

Language learning is considered as a school subject like math or history with its certain grammar rules and vocabulary. However, language itself has social, cultural and affective aspects that require considering certain constructs like attitudes, motivation, perceptions, and beliefs that influence the language learning (Dörnyei, 2003). Moreover as Kramsch (2006) stated "language learners are not only communicators and problem-solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities" (p.251) and that is why these affective factors becomes valuable to investigate for educational researchers.

Attitude, as one of these constructs, has a significant place in the language learning process because "Students' attitudes towards their language course and their teacher can greatly affect their desire to learn and their classroom participation; their attitudes towards the language itself can shape their reasons for learning and the strategies they use; and their attitudes towards members of the other language group can influence their willingness to learn and/or use the language." (Richards, 1998, p.308). Moreover, attitude is regarded as the most important factor compared to the other affective ones as it determines one's perception of learning, the learning style preferred, and strategies used (Chan,

2009). However, it is necessary to define clearly what is meant by attitude in order not to confuse it with the other affective factors. Simply, attitude is defined as "a feeling or a way of thinking that affects a person's behavior" in the Merriam-Webster dictionary. When we look at the literature on attitude, it can be seen that it is defined in various ways such as 'learned motivations', 'valued beliefs', 'evaluations', 'what one believes is acceptable', or 'responses oriented towards approaching or avoiding' (Wenden, 1991, p. 52).

Almost every researcher took different aspects of attitude related to their field of study. Gardner, the developer of the famous scale; Attitude/Motivation Test Battery, shortly defines attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object" (Gardner, 1980, p.267). Like Gardner to Oskamp (1977) the evaluative aspect of the attitudes is really significant and a certain attitude can be described as 'positive or negative response that is given to a particular object'. Smith (1971) advocated the same perspective and proposed Milton Rokeach's definition; "an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some professional manner." (p.82). There are two important points that should be mentioned in Smith's definition. Firstly, as an attitude is relatively enduring, it can be formed or changed. Secondly, it leads somebody to give a certain reaction and this enables us to measure it. For instance, when somebody agrees with the term "I think English people are good people", this can be considered as the measurement of the attitude towards the community of target language (Wesely, 2012).

Luis Leon Thurstone is among the leading names related to measuring attitude and he defined attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specified topic" (Thurstone 1928, p. 77 as cited in Gardner, 1980).

Icek Ajzen who is the developer of Theory of Planned Behavior with Martin Fishbein drew attention to behavioral aspects of attitude and defined it as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" Ajzen (1988, p.4). This definition pointed out the distinct role of attitude in determining one's behavior as attitude has the power of stimulating a particular behavior. Colin Baker who is the writer of the book *Attitudes and Language* defined attitude as "a hypothetical construct used to

explain the direction and persistence of human behavior" (Baker, 1992, as cited in Tahaineh & Daana, 2013, p.10). As attitude determines the way one behaves and reacts in a specific circumstance, Kara (2009) explained the importance of positive attitudes as follows; "Positive attitudes led to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students were also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally." (p.102). From this perspective Karahan (2007) drew a conclusion that learners who have positive language attitudes will show positive behaviors to learn the target language.

The definition of Gordon Allport's (1935), one of the famous social psychologist, is regarded as one of the most clear and comprehensive one and it flows as; "An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (as cited in Oskamp, 1977, p. 9).

Despite the slightly different definitions of attitude towards learning, there has been a common consensus on the three aspects of the attitude; cognitive, affective, and behavioral (Darabad, 2013; Kara 2009; Karahan, 2007; Wenden, 1991). Cognitive aspects of the attitude represent the beliefs, perceptions, ideas about the learning situation (Karahan, 2007). In the language learning process, cognitive facets of the attitudes may reflect the beliefs of the learners about the role they have in this process or their perceptions of their ability to learn the target language (Wenden, 1991). Affective aspects create like or dislike related to the attitudes that the learners possess (Wenden, 1991). Lastly, behavioral aspects result in particular behavior of the learner towards a specific learning situation (Darabad, 2013). Oskamp defines the behavioral aspects as "action tendencies towards the particular object" and states that certain attitudes may be the cause of a person's behavior (1977, p.10).

Smith (1971) examined these three aspects of attitude from the perspective of a language learner (p.84). As the first aspect is cognitive, the language learner develops a concept of foreign language and foreign language class. For him a foreign language class may be a forty-five minute block that he learns some vocabulary or grammar rules. After that he develops some feelings towards this

foreign language class concept which stands for the affective aspects of attitude. He may feel excited, happy, bored or frustrated when he is doing activities in class. Lastly, this situation leads him to behave in a certain way. If he feels happy and excited he may participate in actively or if he feels frustrated he may not do his homework regularly. Each of these components of attitude is equally important because there is a strong nexus among them and when there is a disagreement it is possible to confront with an attitude change (Mantle-Bromley, 1995).

2.2 Studies on Attitude

When the literature related to studies on attitude is examined, it can be clearly observed that using attitude scales is one of the common ways of measuring attitudes towards language. Lewis R. Aiken is one of the leading names in terms of measuring attitudes and he defines attitude scales as; consisting of a series of statements expressing negative and positive feelings about a given situation, a group of people or a concept" and he adds that a person's final score is determined according to a number of items he or she agrees or disagrees (1996, p.228). These scales are mostly composed of Likert-scale items which was created by Rensis Likert in 1932 and they are based on five point scale starting with strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5) for positively worded items and the opposite version is applicable to negatively worded items. In this kind of studies language learners complete these scales on their own before, after or during their language learning processes.

As this process is composed of different kinds of components not only attitudes towards learning the target language were studied but also attitudes towards different components of language learning process were determined. Attitude towards the target language community, attitude towards learning situation (like instructors or instructional techniques), the relationship between attitude and achievement, the effect of different variables such as grade level, gender, departments etc on the learners' attitudes towards the target language and attitude towards the language and underlying orientations (instrumental or integrative) are among the leading topics. Although each study tries to make a contribution in literature from a different perspective, the common aim is to

clarify the language attitude of learners in order to enlighten the complicated nature of language learning.

2.2.1 Attitudes towards the target language community

With the development of important instruments in 1970s and 1980s the first steps for measuring attitudes were taken and these studies defined and validated the fundamental concepts to give a rise to further researches (Wesely, 2012). Attitude/ Motivation Test Battery by Gardner in 1972 is one of these instruments and it examines attitude from the socio-educational perspective and attitudes towards the target language's culture and people are examined in order to find out whether they interfere with the process of learning a foreign language because to Gardner and Lambert (1972, p.3) "his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". This battery was used in various educational contexts with different participants in many countries. In one of the studies with petroleum engineering undergraduates in Yemen, it was found out that although the students held positive attitudes towards learning English as a foreign language, they held negative attitudes towards the culture of English speaking countries. After the participants completed the scale they were interviewed by the researchers and they stated such kind of remarks; "I like the English language since I was in Grade 4 at the primary school. However, no one likes to integrate into the culture of the west. Therefore, the English language must not be connected to the western culture" (Al-Tamimi & Shuib, 2009).

In relation with the attitudes towards the culture of the target language, studies on ethnic identity perception of the language learners is another dimension. Language learning has certain significant influences on formation on ethnic identity but also the ethnic identity that the learners support has effects on the attitudes of the learners towards the culture and language (Gudykunst & Schmidt, 1987). Moreover, it is believed that ethnocentric disposition has significant effect of learners' performance thus non-ethnocentric outlook may promote achievement in language learning (Lambert, Gardner, Barik &Tunstall, 1963). In a study done with Chinese university level EFL learners, it was found out that the students held positive attitudes towards English language learning, and they valued to have communication with the English speaking-people, but as

they valued their native language ethnic identity more, they refused to have strong association with the English speaking-culture (Liu, 2011).

However, this is not always applicable to different EFL learners. For instance, in one of the studies with Jordanian undergraduates it was found out that 80.8% of the EFL learners hold positive attitudes towards learning English and they even stated that English should become a compulsory subject and medium of instruction. Moreover, almost the same percentage provided for the positive attitudes that those students held towards English speaking people and the learners stated that they wanted to have more opportunity to interact with this speech community, the culture and the native speakers of English (Tahaineh & Daana, 2013). In Arabic contexts, these kinds of results may contradict with expectations because of the bias against EFL learning as in the study with 23 Business Administration students in Saudi College (Kassem, 2013). Based on students' past comments, the researcher expected that students would demonstrate negative attitudes towards English and they would regard it as a threat to their mother tongue and culture, but the students moderately did not agree with the items stating that English threatens the Arabic language and violates the traditions of Saudi society. In another study with 341 undergraduates at the Macao University of Science and Technology, the results showed that learners attached importance to English for the development of Macao as a nation in the future and their cultural identity as Chinese would not be threatened if they speak accurate and fluent English (Yee & Young, 2006).

2.2.2 Attitudes towards learning situations

Attitude towards learning situation like instructors or instructional techniques is another dimension that has been studied by the educational researchers. There is a reciprocal relationship between language attitude of the learner and the learning situation. For instance, if a learner holds positive attitudes towards his instructor that will encourage his positive attitudes towards learning that language or if the learner holds positive attitudes towards learning that language it is possible that he will develop positive attitudes towards his instructor.

Instructional techniques are also important in determining language attitudes. In an experimental study Mırıcı (2010) studied the effects of pre-study

with handouts on students' attitude towards learning a foreign language and he found out that there was a significant difference between students' attitude before and after study process and the researcher claimed that as this pre-study encouraged interaction in the classroom and the students' success, it helped them to develop positive attitudes towards language learning. Different instructional techniques constitute the learning environment with other dynamics like learning activities, student-teacher relationship, interaction with the classmates etc. In a survey study Hussain (2010) claimed that this environment might have direct or indirect influence on the learners' attitude towards language learning as he can make a relation between his beliefs, experiences and emotions to language learning and the classroom environment and the researcher found out that there was a significant positive correlation between the learning environment scale and the attitude scale. Therefore, it is also possible that this environment may create negative attitudes on students.

In a study with 180 students in Libya it was stated that the participants held negative attitudes towards learning English and the authors proposed that this negative attitude could be a reaction to traditional instructional techniques which are very common among English language teachers of Libya. The authors also recommended that EFL teachers should create encouraging atmosphere in the classroom by implementing suitable methods and activities in order to promote students' positive attitudes (Abidin, Pour-Mohammadi, & Alzwari, 2012). The importance of these methods and activities were proved by Mills (1991) by a project with 24 freshmen students who received an integrated English learning program contained creation of positive learning environment, discussion of students' attitudes and progress, active learning, verbal and written praise and rewards. At the end of the study the students became more active in English classes; they improved their grades and develop more favorable attitudes towards English compared to their beginning situation.

Agreeing with the studies stated above Mantle-Bromley (1995) stated that besides students' attitudes towards the language, their attitudes towards their teacher, class, speakers of the language cultures of the language have been found statistically significant in their relationship between both students' success and their tendency to carry on the language study. Moreover, Ellis (2008) claimed mutual relationship between attitude and achievement and stated that "learner

attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success" (as cited in Hosseini & Pourmandnia, 2013, p.67). Starting from this point of view many researchers studied this relationship. In a study with 44 Chinese graduate students living in the United States it was found out that there is a relationship between especially the participants' attitude towards the target language group and attained level of ESL proficiency. This situation was explained by the authors that students who integratively oriented performed better than the ones who are instrumentally oriented (Oller, Hudson, & Liu, 1977).

In a completely different research setting 409 undergraduates enrolled in English courses at Kuwait University completed a questionnaire developed by the author based on famous scales like Attitude/Motivation Test Battery by Gardner, reported on their attitudes towards English. The correlations showed that the higher the grades obtained by the students in their English midterms and finals, the greater the desire for learning English, the more effort will be expended in learning English and the more positive will be students' affective and instrumental attitudes towards the English language (Malallaha, 2010, p.24).

2.2.3 Attitude and different variables

It is common in studies on attitude to examine the effect of different variables such as grade level, gender, departments etc. on the learners' attitudes towards the target language. Researchers try to determine whether such kind of variables hold certain influence on the attitudes of the learners and by this way it would be possible to create some changes in the attitudes in a positive way. Gender is the most common variable that the researchers examine to find out whether there is a difference between the attitude of female and male students (Gömleksiz, 2010; Hüssein, Demirok & Uzunboylu, 2009; Karahan, 2007; Kızıltepe, 2003; Koboyashi, 2002). Gömleksiz (2010) studied the attitudes of university students in Turkey and found that there was a significant difference between female and male students and female students held more positive attitudes towards learning English than male students. Moreover in that study Gömleksiz (2010) took grade level as another variable and found out that there was a significant difference between freshmen and sophomores and sophomores

held more positive attitudes towards English with regard to different dimensions such as interest, self-confidence and usefulness.

The results related to gender differences were strengthen by Kızıltepe (2003) with another study in Turkey and significant difference was found between male and female students related to attitude towards language in general and attitudes towards English. This study is the first example of using Gardner's Attitude/Motivation Test Battery in Turkey and it was found out that female students had more positive attitudes towards languages both in general and the English language in particular. However, Kobayashi (2002) criticized quantitative studies which only document the statistical gender differences in attitudes towards learning English and she claimed that there should be further research to explain this differences. In her study with 555 Japanese high school graduates she found out that female students had more positive attitudes towards learning English than male students and she provided a literature-driven explanation that those positive attitudes of female students stemmed from Japanese social and educational elements such as the characterization of English as a woman-dominant choice at Japanese schools (Kobayashi, 2002, p.193).

2.2.4 Attitudes towards the target language

When the main question is to determine why the language learners cannot attain the desired level of the particular foreign language, the main focus becomes their attitudes towards that language and the underlying orientations. Turkey is one of the countries in which learning English as a foreign language constitutes a crucial amount of place in the education system. In one of the studies with the learners who were privileged in terms of having all the necessary equipment to learn English, it was found out that they were having mildly positive attitudes instead of the expectations of highly positive attitudes by the researcher (Karahan, 2007). Although these students were aware of the instrumental orientation of English such as getting a better job, they did not think that they need English for their daily lives. It can also be said that they consider English just as a school subject or as a mission to overcome some difficulties so this results in negative attitudes especially when the affective aspect of attitude is regarded. Therefore, it can be said that learning English is perceived as having a power which will ensure the language learners to have better lives.

In a qualitative study by Çetinkaya (2009)Turkish EFL learners demonstrated their attitudes towards learning English as a foreign language in semi-structured interviews and showed strong desire to learn English just for instrumental purposes. The students stated similar perspectives as in the example; "I need to learn English for my future, for my career. Knowing English is not an exception any more. In order to be at a better position in life, English is a must. If a person who works for government knows a foreign language he earns more. In addition, English is necessary for social status" (Denizci).

This situation is the result of the differences between 'instrumental orientation' and 'integrative orientation' stated by Gardner and Lambert in their very first book related to attitudes and motivation (1972). Instrumental orientation represent the desire to learn the target language for utilitarian purposes such as getting a better job in the future or passing the course with a good grade while integrative orientation represents the desire to learn the target language to be able to communicate with the native speakers of that language or get acquainted with the culture of that language (Rifai, 2010). These two orientations are used to explain the different levels (low, moderate, and high) of attitudes that the language learners hold towards the target language.

Instrumental orientation is considered closely related to foreign language learning as the learners do not have much chance to communicate with the target community (Shirgabi, 2010). It is the integrative orientation that sustains long-term success in learning the target language as it enables learners to have positive attitudes towards both the language and the target language group as the learners develop interest in interacting with them (Crookes & Schmidt, 1991). If a learner does not eager to learn the target language for communication purposes, it is possible that he will have negative attitudes and will not want to learn the language enthusiastically (Abidin, Pour-Mohammadi, & Alzwari, 2012).

However, it would be unwise to specify learners who have instrumental orientations as unsuccessful or with negative attitudes. Lukmani (1972) found out that instrumental orientation was more important than integrative orientation for the female high school graduates with seven years English experience and the participants also reflected positive attitudes especially for the target group and English. In another study 96.2% of the participants stated that they learn English to get a job easily and 95.1% of them learn English as it is a university

requirement. Although a huge majority of them reflected instrumental orientation in learning English, 80.8% of these students also reflected positive attitudes towards English and stated that they like English and they wish they speak English well (Tahaineh &Daana, 2013).

In most of the countries where English is learned as a foreign language reaching the desired proficiency level by the students is the major problem as the target language is confined only to classroom settings and the learners barely find a chance to practice English outside their schools. Iran is one of these countries and students' main orientation in learning English is to pass the exams that are given in their schools. Shirgabi (2010) studied with 400 university students in order to determine the relationship between students' orientations and attitudes and specify the effects of attitudes on learning English. The results of this study supported the initial presumptions of the researcher as the students mostly show utilitarian value towards English as they specify that they just want to get a better job by learning a foreign language. These results were also strengthened by Zafarghandi &Jodai (2012) in a study with the 34 Iranian military personnel who determined that they need English for the future to have desirable opportunities in their jobs.

However, it is possible to confront with contradictory results in the other studies regarding the context in which English is learned. Israeli students learn English as a foreign language and different from Iranian students they have many opportunities to use English outside the classroom such as using it with visitors from abroad or with immigrants who speak English natively and also many Israeli have relatives abroad. Cooper & Fishman (1977) expected integrative reasons from 65 Israeli students living in Jerusalem and investigated to what extent those students wanted to learn English in order to communicate with the native speakers of English. However, at the end of the study it was revealed that the students favored instrumental reasons as 61% of them agreed with the item stating that "Knowledge of English is necessary in order to read textbooks assigned in universities or other institutions of higher learning" and they demonstrated positive attitudes towards English as they regarded it as a mean of reaching their valued utilitarian values.

2.3 Studies on Perception

With its dictionary definition perception means 'the way you think about or understand someone or something' in the Merriam-Webster. Although it is a very common term that is used especially in noticing something using one of the senses, it is a very significant and pervasive theme for social psychology. Edwards (1999) drew attention to perception as we do not respond the things around us solely based on sensory input, we react according to how we perceive them, and thus perception is a "filter through which sensory data are strained." (p.101). This filter is unique to a person and it enables one to perceive the world differently from the others. As language learning is regarded as an ego-involving process and requires positive emotional manner to deal with the difficulties encountered successfully how a language learner perceive this process is substantially important (Horwitz, 1995).

From the language learning and teaching perspective, especially the perceptions of learners have gained importance as the field has become more communicative, democratic, and student-centered (Brown, 2009). However, "no curriculum can claim to be truly learner centered unless the learner's subjective needs and perceptions relating to the processes of learning are taken into account" (Nunan, 1989, p.177).

Language learners' perceptions related to the target language are valuable sources especially for teachers as they provide an opportunity to identify possible threats or misconceptions beforehand. For instance, if the students favor grammar based activities while the course plan is mainly based on communicative ones, it would be possible to have certain problems throughout the process of language learning. Dörnyei (2011) use the metaphor "time bombs" for the unrealistic or problematic perceptions of students at the beginning of language learning as they cause inevitable disappointment at the end. It would be wise to consider the perceptions of learners in the lesson planning and implementation phases. Hawkey (2006) studied the perceptions of a group of English language learners in Italy and found out that they were interestingly different from the communicative approaches which were currently implemented in their schools. While pair discussion was regarded as the second most important activity in the syllabus, the students preferred reading texts on their own as the second most important one

and rated the pair discussion as the eighth activity out of thirteen classroom activities specified by the researcher (Hawkey, 2006).

2.3.1 The discrepancy between perceptions of teachers and learners

It is an important problem in foreign language learning that teachers and students may hold different perceptions and this mismatch affect the students negatively and result in discontinuation of language study (Schulz, 2001). Brown (2009) studied students' and teachers' perceptions of effective foreign language teaching and found significant differences especially in the crucial areas such grammar instruction, error correction and group work. For instance, while teachers try to embed the grammar practice in real-world contexts to make it more communicative, students prefer formal grammar instruction, and so the researcher recommends teachers to seek out their students perspectives constantly in order to eliminate this kind of discrepancies. The biggest mistake that the teachers make in such kind of situations that they expect their students to favor the things which are proven to be useful for language learning. In grammar teaching as simply memorizing the rules and applying them to exercises are no longer considered useful; teachers want their students to engage in more communicative activities. Teachers' assumptions can be wrong as learners do not have the necessary rationale at the beginning of a language instruction. In a study with 1431 language learners and 214 teachers in Colombia, Schulz (2001) found out that despite the teachers' preferences, students thought that they need formal study of grammar for the eventual mastery in a language. However, it is the teachers' responsibility to teach not only the language but also how to be language learner, which includes convincing learners of the value of communicative classroom activities (Nunan, 1986).

In most of the literature related to perception researchers initiated their studies when they realized that only teachers' preferences were taken into account for effective teaching and learning activities. Barkhuizen (1998), owner of the ENLEAS,Q which is a famous perception questionnaire, decided to investigate the language learners' perception in South African context when he noticed that in a nationwide survey only teachers were asked to agree or disagree statements that include students' feelings and thoughts. He thought that in such kind of situations learners should be questioned for two important reasons; firstly teachers mostly

rely on their intuition about the true feelings of their students, secondly it is possible that teachers are wrong in their assumptions as there are many studies showing the mismatch between teachers' and learners' perceptions (Barkhuizen, 1998; Brown, 2009; Bulut & Üğüten, 2003; Hawkey, 2006; Rao, 2002; Savignon & Wang, 2003; Schulz, 2001; Spratt, 1999). In Table 2.1 short descriptions and relevant information related to these studies are presented (Wolf, 2013). After collecting the perceptions of students Barkhuizen (1999, p.102) shared the findings with the teachers and he stated that all of the teachers were frequently surprised after they saw their students' feelings and thoughts therefore he suggested that "if we, as teachers are aware of where our learners are coming from (how they approach language learning, what they feel about their language learning experiences, and how they act upon these feelings), we will be able to facilitate desired learning outcomes in the classroom." Similar to this Davies (2006) states four important benefits of getting students' perceptions in his study "What do learners really want from their EFL course?" These are more cohesive long-term course development; the second one is more effective materials selection and design, more learner-centeredness and increased teacher self-development.

Table 2.1

Studies that present mismatch between learners' and teachers' perceptions

The Researcher	Participants	Relevant findings
Barkhuizen (1998)	200 students in grades 8-11 in South Africa	All of the teachers were frequently surprised after they saw their students preferred mechanical aspects of the language
Spratt (1999)	997 students and 50 teachers in Hong Kong	Teachers' assumptions related to their students' preferences are 50% of the time correct
Schulz (2001)	1431 students and 214 teachers in Colombia	Despite the teachers' preferences, students thought that they need formal study of grammar for the eventual mastery in a language
Rao (2002)	30 students in China	Despite teachers' expectations students preferred combination of communicative and non-communicative activities
Savignon and Wang (2003)	174 students in Taiwan	Different from their university instructors' perceptions they stated that a language instruction should be mainly grammar-focused
Bulut and Üğüten (2003)	20 students and 3 teachers in Turkey	Teacher decided to change some of their preferences after their students' perceptions
Hawkey (2006)	228 students and 37 teachers in Italy	Contrary to their teachers' choices the students preferred grammar work over pair work
Brown(2009)	1600 students and 49 teachers in USA	Significant differences were found between teachers and learners especially in the crucial areas such grammar instruction, error correction and group work
Ngoc and Iwashita (2012)	88 students and 37 teachers	Learners perceive formal grammar instruction useful despite their teachers' expectations.

Even in the different contexts it is common to see that learners perceive formal grammar instruction useful despite their teachers' expectations. Vietnamese university students favor structural aspects of learning English because of the nationwide grammar-based discrete point testing methods (Ngoc & Iwashita, 2012). At this point prior learning experiences of the learners are needed to be focused as they have influence on their preferences and perceptions. Savignon & Wang (2003) investigated Taiwanese university students' experiences related to English instruction they had in both junior and senior high school and the findings revealed that instead of meaning based instruction it was primarily

form-focused and the report that sentence drilling and repetition, grammatical rule explanation and practice and frequent use of Chinese as the language of instruction were common. Therefore, different from their university instructors' perceptions they stated that a language instruction should be mainly grammar-focused.

2.3.2 Learners' perceptions and communicative activities

Communicative language teaching is a recent tradition in language teaching and it requires particular attention as it introduces students with diverse activities such as small group discussions, authentic language use, negotiation of meaning, etc. Rao (2002) studied Chinese university students' perceptions related to communicative activities and wondered whether the student would refuse this new tradition in favor of what was familiar to them like non-communicative activities. Students showed a tendency for combination of communicative and non-communicative activities as the researcher claimed that they were aware of no single teaching method can include form, use and content of the target language. In the same vein but in a different context, the findings of aforementioned study were reinforced with another study with Turkish university students it was found out that Turkish university students prefer aligning communicative activities with traditional teaching methods and thought that this integration is beneficial for EFL students (İnceçay & İnceçay, 2009). These are the some of the examples of important findings that can be useful not only for designing each step in the process of language learning but also for determining the precautions that can be taken against the misconceptions of the students.

In the reviewed literature of perception studies besides the ones which advocates the mismatch between students' and teachers' perceptions there are also studies showing that teachers having problem with assuming what their students like. 997 language learners and 50 English instructors at a university in Hong Kong were enquired about 48 classroom activities like taking part in discussions, studying grammatical rules, and giving group oral presentations. Firstly, the learners stated their preferences and then the teachers make predictions related to their learners' preferences. It was found out that they had 54% accuracy in their assumptions (Spratt, 1999). Kumaradivelu (1991) claims that "… the narrower the gap between teacher intention and learner interpretation, the greater are the

chances of achieving desired learning outcomes." (as cited in Spratt, 1999, p. 152).

Even there is a mismatch or not, it is crucial for teachers to examine the findings in order to make changes or adjustments. For example, in a study with preparatory students studying at Çukurova University after examining the findings teachers stated that "they would stop reading aloud in class and try to speak less, bring cassettes into classes more often and allot more time for communicative skills in alliance with the students' preferences (Bulut & Üğüten, 2003, p.99). Moreover, most of the language teachers appreciate the students who take initiative in determining learning activities, who is active and who do not expect their teacher to do everything for them (Block, 1997).

In foreign language learning process some learners choose to speak up while others remain silent instead of they were presented with the same opportunities in terms developing the speaking skills (Macintyre, 2007). There are a lot of different factors that affect learners perceptions and preferences regarding their participation such as attitudes, motivation, necessary equipment provided, activity types, etc. (Soureshjani & Riahipour, 2012). With respect to activity types, in the study of Leger and Storch (2008) with French students, it was depicted that learners perceived whole class discussions as the most difficult type of interaction and they stated that they prefer small group discussions as they feel more comfortable and confident. Wolf (2013) studied the importance of willingness to communicate with Japanese university students based on learners' perceptions about textbook assigned and self-selected discussion topics. The study found out that the learners had statistically significantly greater perceptions of knowledge about and interest in discussing their own topics and they stated that they had higher levels of confidence about the topics they had chosen (p.59). In another study with 215 Iranian language learners, participants stated that they do not want to communicate in the target language when their teachers get angry about their mistakes and when there is not any useful equipment and material such as CDs or DVDs (Soureshjani & Riahipour, 2012). For English teachers it would be useful to know learners' preferences beforehand and design communication activities accordingly in order to make the students more willing to participate.

Foreign language instruction requires multi-dimensional activities especially with the new advances in that field. The use of technology has been

expanded in order to provide the language learners with better circumstances. Therefore, besides classroom activities like pair works, discussions, grammar exercises etc. internet activities, electronic pen friends, forum discussions are also dominant in current foreign language classrooms. It is also significant to determine how the language learners perceive these kinds of technological activities. In some cases, although the learners found these activities enjoyable, they mostly preferred being with a group of students and personalized interaction with the instructor to the interaction with a computer (Stepp-Greany, 2002). Contrary to the findings of this study Wu & Wu (2011) studied with 49 first-year university students about their perceptions related to using blogs for language learning. Most of the students perceived positively the use of blogs for their language classes and they claimed that they are useful for developing their reading and writing skills.

2.3.3 Learners' perceptions and evaluation procedures

Evaluation in language learning is another significant dimension that needed to be taken into account in terms of learners' perceptions. If a student thinks that his language abilities cannot be assessed by formal structured exams, he most probably will fail in the exams that he supposed to answer such kind of questions Or if he prefers even not opening his mouth in the classroom he will not get any good grades from classroom participation (Spratt, 1999). Therefore, especially for teachers it is crucial to know students' perceptions and preferences before designing the evaluation procedures. Moreover, evaluation has a significant role designating students' achievement level and as the students are the main respondents they should have an active role in evaluation procedures (Abdoli & Javidi, 2012). In the literature discussion about evaluation practices constitutes significant place but Thompson (1995) claims "…discussions of what constitutes good (or at least appropriate) assessment in specific contexts and for specific goals are often clouded by conflicting goals and values, some of which might not be evident to participants in those discussions." (p.191) and so "better" assessment technique is highly dependent on one's perspective. Although there is an expectation from teachers to develop their assessment practices based on recommendations of experts in this field, it is necessary to both informed the

students about the practices beforehand and take their opinions (Alkharusi, Aldhafri, Alnabhani, & Alkalbani, 2014).

Using peer assessment is an alternative approach for the classes which are been criticized for being examination-oriented and teacher-led in terms of evaluation procedures (Mok, 2010). However, the perception of the learners related to peer assessment is profoundly important as they are the executors of it. Mok (2010) investigated the perceptions of secondary school students in Hong Kong related to peer assessment in their English speaking class. According to the results although students perceived this new assessment technique beneficial for their language learning they have serious concerns such as having low English proficiency to conduct such kind of assessment and they are hesitant to use it. In a literature review study in which Crooks (1988) examined 14 significant researches in the field of impact of classroom evaluation practices on students, he drew a primary conclusion that "…classroom evaluation has powerful direct and indirect impacts, which may be positive or negative, and thus deserves very thoughtful planning and implementation." (p.438). As this impact is so huge, it would be wise to include students and their perceptions to the process of classroom evaluation.

2.4 Summary of the Literature Review

Attitudes and perceptions of the language learners are two important affective factors that affect the language learning and teaching process especially in terms of determining learning styles and learning strategies (Chan, 2009). Attitude is mostly defined as "an inference which is made on the basis of a complex of beliefs about the attitude object" (Gardner, 1980, p.267) and its components are studied in various educational context by using attitude rating scales. Attitudes towards the target language's culture (Al-Tamimi & Shuib, 2009; Gudykunst & Schmidt, 1987; Kassem, 2013; Tahaineh & Daana, 2013; Yee & Young, 2006), attitude towards learning situation like instructors or instructional techniques (Abidin, Pour-Mohammadi, & Alzwari, 2012; Hussain,2010; Mırıcı, 2010), the effect of different variables such as grade level, gender, departments etc. on the learners' attitudes (Gömleksiz, 2010; Hüssein, Demirok & Uzunboylu, 2009; Karahan, 2007; Kızıltepe, 2003; Koboyashi, 2002), and attitudes towards that language and the underlying orientations (instrumental or integrative)

(Crookes & Schmidt, 1991; Çetinkaya, 2009; Karahan, 2007; Shirgabi, 2010;; Zafarghandi & Jodai, 2012) are the components which were studied most.

Perceptions of language learners were also studied mostly in language learning and teaching field. Researchers suggested students' opinions, expectations and perceptions should be determined from time to time to close any existing gap between their perceptions and learners' perceptions (Horwitz, 1985; McCargar, 1993; Peacock, 1999). If there is a discrepancy between teachers' perceptions and learners' perceptions, this may have negative impact on students (Barkhuizen, 1998; Brown, 2009; Bulut & Üğüten, 2003; Hawkey, 2006; Rao, 2002; Savignon & Wang, 2003; Schulz, 2001; Spratt, 1999). Especially in the lesson planning and implementation phases learners' perceptions are valuable sources for teachers identify possible threats and misconceptions beforehand (Hawkey, 2006).

CHAPTER 3

METHOD

This chapter is related to method followed in this study. It starts with the explanation of the design of the study. After that, detailed descriptions of the two instruments used were given. Then, setting and participants of the study were explained. Finally, data collection and analysis procedure and limitations of the study were presented.

3.1 Research Design

In order to study attitudes and perceptions of the cadets studying at Gendarmerie NCO Vocational College (JAMYO hereafter) towards English instruction survey research was used. The major purpose of the survey research was to define some certain characteristics of the particular population (Fraenkel, Wallen, & Hyun, 2012) and it can be described as "gathering data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events." (Cohen, Monion, & Morrison, 2007, p.205). Therefore, data for this study were collected through an attitude scale and a perceptions questionnaire from 340 second year students studying at JAMYO selected through cluster random sampling.

3.2 Research Questions

In this study the following research questions were investigated and tried to be answered appropriately;

1. What are the attitudes of cadets studying at JAMYO towards English language instruction regarding importance, enjoyment and anxiety dimensions?

2. What are the perceptions of cadets studying at JAMYO related to the General English courses provided regarding objectives, content, materials, learning activities and evaluation procedures?

3. Do perceptions of cadets differ according to their level of attitudes (low, moderate, and high) English language instruction?

3.3 The Context

Gendarmerie NCO Vocational High School was built in 2003 in Ankara/Beytepe dependent on Gendarmerie Schools Command. It is a 2 year educational institution which was built for training up non-commissioned officers for the Turkish National Gendarme Forces which have the same mission with police forces in rural areas. The main mission of the graduates of this institution is to provide public security and order. Based on the legislations by Turkish Armed Forces this two-year degree program requires 13 main qualifications ("Qualifications", 2015);

1. Graduates have to attach the social, democratic and secular government principles in line with Atatürk's principles and reforms.

2. Graduates have to have the ability of using Turkish verbally and written effectively.

3. Graduates have to have at least one foreign language in terms of general and vocational knowledge.

4. Graduates have to have basic military knowledge.

5. In the field of security services, graduates have to have the social responsibility and ethical principles of universal and national values and be able to act in accordance with these principles.

6. Graduates have to have communication skills in vocational and social fields.

7. Graduates have to be familiar with basic concepts and principles of law in order to carry out administrative and judicial activities.

8. Graduates have to know vocational legislations.

9. In order to ensure public safety, graduates have to be able to plan their services in accordance with the legislation and be able to perform them.

10. Graduates have to take special measures for children, women, elderly and disabled people during the execution of security services.

11. Related to the execution of the security services graduates have to be able to work with other public institutions.

12. Graduates have to be able to follow scientific and technological developments in the field of security services and apply them to their performances.

13. Graduates have to be able to anticipate the dangers that may arise during the execution of the security services and be able to take measures.

When these 13 main qualifications are examined it can be seen that learning a foreign language comes in the third place after two significant qualifications. Therefore, it would not be wrong to claim that as the foreign language of the school is English, learning English has a very crucial place in the both vocational and social life of the graduates. Generally, English language teaching practices are designed in accordance with the legislations determined by the Language Schools of Turkish Armed Forces. The students are required to take General English courses for 4 semesters. These courses are also in the requirements of Council of Higher Education of Turkey for Vocational High Schools. In their first year they take A1 (Beginner) level of English and in the second year they take A2 (Elementary) level of English based on Common European Framework of Reference for Languages. They have English for two hours every week. Headway course books and workbooks (Beginner and Elementary) from Oxford University Press are used as textbooks. Medium of the course is English but instructors make Turkish explanations when it is necessary or when there is confusion among students. For final grade at the end of semester students have to take a midterm (28%) and a final exam (60%). 12% of the grade given by the instructor is based on the students classroom participation. Students have to take at least 60 out of 100 in order to pass the course.

According to current legislations designated by Gendarmerie Schools Command, non-commissioned officers (NCOs hereafter) graduated from JAMYO have to have adequate language skills for the following reasons;

1. To present both Turkey and the institution successfully with the adequate language skills in temporary or permanent international mission
2. To deal with the problems of tourists especially in the coastal areas and touristic territories and create a perception of secure and safe tourist destination for Turkey.
3. To keep up with the technological developments in military equipment and to be able to read and understand the manuals of new weapons.
4. To keep up with the global military issues like wars or civil wars and to read about them from international media.
5. To represent the institutional image of Turkish National Gendarmerie

3.4 Subjects of the Study

In JAMYO there were 2027 students in total, and 1000 first year and 1027 second year students. They were admitted to this school first by taking national university exam and then they had to take three special exams; compulsory medical examination, physical examination and interview. Due the administrative restrictions and confidentiality issue in military organizations researcher could not collect data related to subject characteristics age or educational background.

The reason for choosing second year students was that they had more experience with the General English than first year students. There were 1027 second year students in the institution and they were placed into 36 sections consisting of 28-30 students. Since selecting individuals randomly was not possible due to administrative restrictions, cluster random sampling was used and 12 sections out of 36 were randomly selected. Overall, 340 students from these 12 sections participated in the study and they all answered the attitude scale and perception questionnaire.

3.5 Data Collection Instruments

To collect data for the study two instruments were used. One of them was attitude scale and the other one was perception questionnaire.

3.5.1 Attitude scale

Using attitude scales is one of the common ways of measuring attitudes towards any kind of objects among educational researchers. Lewis R. Aiken is one of the leading names in terms of measuring attitudes and he defines attitude scales as; consisting of a series of statements expressing negative and positive feelings about a given situation, a group of people or a concept" and he adds that a person's final score is determined according to a number of items he or she agrees or disagrees (1996, p.228).

Likert type attitude scales which was created by Rensis Likert in 1932 are still very common and it is based on five point scale starting with strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5) for positively worded items and the opposite version is applicable to negatively worded items.

There are different kinds of attitude scales that were constructed for measuring the attitudes towards English. For this study, "Attitude Scale on Affective Domain in English Course" developed by Gömleksiz (2003) was taken as a basis for the attitude measurement. The scale was developed in Turkish originally and it was thought that it would be more appropriate for the cadets studying at JAMYO considering their level of English. The original instrument was developed as a one-dimensional attitude scale through related literature, students' opinions and expert judgments. The original attitude scale was modified based on factor analysis implemented and 3 factors (importance, enjoyment, anxiety) were obtained and the new attitude scale consisted of 31 items.

The original one-dimensional attitude scale was modified based on factor analysis implemented and 3 factors (importance, enjoyment, anxiety) were obtained. Initially, factorability of 56 items was examined. The Kaiser-Meyer-Olkin measure of sampling adequacy was .95, above the commonly recommended lowest value of .6, and Bartlett's test of sphericity was significant ($\chi 2$ (1540) = 12768.60, $p < .00$). Based on these indicators, factor analysis was found to be suitable for 56 items.

Principal components analysis and three factors varimax solution were used because the primary purpose was to identify and compute composite scores for the factors (Neill, 2008) underlying the original version of the Attitude Scale on Affective domain in English Course by Gömleksiz (2003). Initial eigen values

indicated that the first three factors explained 40%, 9%, and 4% of the variance respectively. Items did not load to a cluster according to the factor analysis were discarded (25 items) and the total number of items was reduced to 31. 21 items measure favorable (high) attitudes and the 10 of them measure unfavorable (l) attitude. Items that had loadings above .4 were selected and they were grouped according to the degree of loadings and presented in Table 3.1.

Table 3.1

Factor loadings based on principal component analysis

	Factor Loadings		
Items	1	2	3
4. I want to speak English with my English teacher	.754		
3. I consider English as an important lesson	.725		
9. I will need English in my future studies.	.720		
10. I would like to work in an English speaking country for a while	.693		
7. Learning a foreign language contributes to understand the world better.	.680		
2. Learning English will help me in my occupation.	.651		
13. It is worth to endeavor in learning a new language.	.644		
14. It is worth to endeavor in learning English.	.608		
15. It is important to learn a foreign language for a college student	.593		
8. I would like to take English courses in my third and fourth year.	.589		
20. I will use English as an adult in many places.	.524		
26. English is an important and necessary course.	.436		
31. Learning English is easy for me.		.716	
19. I have an interest related to English books in library.		.690	
17. I do the exercises with pleasure on my own in English courses.		.688	
22. I would like to deal with English in my spare time		.677	
18. I could be successful in advanced level of English.		.669	
27. I enjoy being in the discussions which are related to English		.661	
23. I would like to be an English teacher		.620	
28. I could motivate myself while studying English.		.616	
16. I enjoy being in the group activities related to English.		.612	
25. I hesitate to speak in English in the class as I'm afraid of making mistakes			.762
30. I get nervous before English exams.			.751
29. I could not be focused in English courses.			.704
24. I am not a kind of person to learn English better.			.698
21. I manage most of the issues I deal with, but I do not succeed in English.			.668
6. I lose my confidence since we have progress in English.			.589
12. The mistakes in my speeches in English affect me negatively.			.540
1. I do not take English courses if they are not compulsory.			.497
5. I am not good at learning English.			.484
11. I get nervous when my teacher asks a question in English.			.409

First factor was labeled as Importance, second factor labeled as Enjoyment and third factor was labeled as Anxiety. These factor labels were proposed by Aiken (1974 and 1976) as dimensions of an attitude. Importance dimension included items that were related to recognizing the significance and relevance of English to the individual (Aiken, 1974).

Enjoyment dimension included items that were related to not only a liking for English but also a liking for instructional practices like group works (Aiken, 1974). Lastly, anxiety dimension included items related to the situations that arouse English anxiety like making mistakes while speaking in English (Aiken, 1976).

Internal consistency of the whole new constructed scale and each of three factors were examined by using Cronbach's alpha. Cronbach's alpha reliability coefficient of the scale was found as .95. For the three factors the alphas were positive: .93 for Importance (12 items), .92 for Enjoyment (9 items), and .86 for Anxiety (10 items).

Overall, these analyses indicated that there were three distinct factors underlying second year cadets studying at Gendarmerie NCO Vocational College responses to the original version of the Attitude Scale on Affective domain in English Course by Gömleksiz (2003) and that these factors were positively internally consistent. The three dimensional attitude scale including 31 items was used to determine the attitudes of second year cadets studying at Gendarmerie NCO Vocational College.

3.5.2 Perception questionnaire

"Perceptions Questionnaire" which was used to determine the JAMYO students' perceptions related to General English courses was developed by the researcher. The related literature and the instruments developed previously were reviewed in advance and pursuant to data gathered several drafts were created before the final version of the questionnaire. This questionnaire includes 44 questions related to each dimension that a particular General English courses has to provide for the learners as objectives, content, materials, learning activities and evaluation procedures. There are also several questions related to some specific issues of English instruction such as taking General English courses as electives. Students answer the Yes/No type of questions according to their perceptions related to how an effective language instruction should be. Only 7 of the questions require short answers after answering the Yes/No Question. Regarding the English level of the participants, the items are in Turkish to prevent possible confusions. For the reliability, content validity, face validity and clarity of the items both expert check and subject check were used.

Firstly, for the expert judgment three faculty members from English Language Teaching Department in Middle East Technical University examined the questions and made some corrections and proposed their suggestions. According to their recommendations some items were omitted or some changes were made especially regarding wording of the items. As a second step for the expert judgment the researcher discussed the items of the questionnaire with two English Instructors from the institution. As the instructors know their students' qualities well, they reviewed items in detail and made their suggestions. For the face validity of the questionnaire three students from the institution were interviewed. Each of the students read the items one by one and presented their opinions especially when there was an ambiguity or confusion. Generally, all three of them did not have an important problem in understanding the questions. The overall structure of the questionnaire was rearranged in accordance with the information gathered from expert and subject check.

3.6 Data Collection Procedures

The attitude scale and perception questionnaire were found appropriate for collecting data by the Ethics Committee of Research Center for Applied Ethics in Middle East Technical University. Moreover, permission from Gendarmerie General Command was taken in order to collect data from JAMYO for the spring semester of 2014-2015 academic year.

Data for this study were collected in the spring semester of 2014-2015 academic year. 340 students from 12 randomly selected sections were provided with the informed consent form at the beginning and necessary clarifications related to attitude scale and the perception questionnaire were made. Then, attitude scale and perception questionnaire were distributed to the students in the conference hall of the institution and it took 30 minutes to complete these two instruments. Attitude scales and questionnaires of 32 students out of 340 were found to be invalid as there were missing parts.

3.7 Data Analysis

The data obtained by using the instruments were analyzed by using IBM SPSS 22.0 descriptively for the research question 1 "What are the attitudes of cadets studying at JAMYO towards English language instruction regarding

importance, enjoyment and anxiety dimensions?" As there are 10 negatively worded items in the Attitude Scale, these items had to be reversed scaled before starting to analyze data. The second research question was "What are the perceptions of cadets studying at JAMYO related to the General English courses provided regarding objectives, content, materials, learning activities and evaluation procedures?" and the necessary descriptive analysis was run.

In order to find out whether perceptions of cadets differ according to their level of attitudes toward English language instruction the chi-square test for independence was applied. To decrease the possibility of getting false positive error (Huck, 2004) Bonferonni adjustment was made. To determine which pairs of groups (low, moderate, and high) was significantly different post-hoc analysis for chi-square test was run using adjusted standardized residual analysis (Beasley and Schumaker, 1995; Garcia-Perez and Nunez-Anton, 2003).

3.8 Limitations of the Study

In this study, there are a few limitations to be considered. First of all, the data collected in this research are completely context specific as Gendarmerie NCO Vocational College is the only institution in Turkey that trains non-commissioned officers for Turkish National Gendarmerie Forces. Although this makes the study unique compared to other studies, it is difficult to generalize the findings to the other language learners in Turkey. However, the researcher did not aim to generalize the results that are specific to this unique context.

The second limitation stems from the nature of self-report based surveys. It is assumed that participants may disguise their real attitudes (Spolsky, 2000, p.161) and give socially desirable answers (Baker, 1988, p.116). The reason for not responding to questions as truthfully as possible subjects may have the perception of existence of an unseen authority behind the questionnaire and try to seem good in one's own eyes, in the eyes of others and be consistent in responding the questions (Hashimoto, 2002, p.35).

Another limitation of the study refers to the context in which the study conducted. Military organizations like Gendarmerie NCO Vocational College have their own rules and they are very strict about them. Confidentiality is one of the main obstacles of this study as the institution refused to share some information with the researcher. For instance, as the researcher could not collect

any information related to educational background of the participants, the effect of previous knowledge could not be studied.

CHAPTER 4

RESULTS

This chapter presents the findings of the collected data in alliance with the determined research questions.

4.1 Attitude towards English Instruction

The aim of this study was to investigate the attitudes and perceptions of Gendarmerie NCO Vocational College (JAMYO hereafter) students towards English instruction provided by their institution. In order to fulfill this aim the first research question was "What are the attitudes of cadets studying at JAMYO towards English language instruction?" In order to clarify this problem descriptive analysis were run by using SPSS 22.0. There were 31 items in the attitude scale that were used for this study. 21 of the items were positively worded and 10 of them were negatively worded. Therefore, these 10 items were reverse scaled since they expressed low attitude. Then, in order to determine the overall attitudes of the participants mean, median and mode of attitude scale were computed and the results of the analysis are shown in Table 4.1.

Table 4.1

Descriptive statistics for overall attitudes

	Mean	*Median*	*Mode*	*SD*
General attitudes	2.83	2.88	1.20	.93

In this study the participants who scored between 1 through 2.49 were categorized in low attitude group, the participants who scored between 2.50 through 3.49 were categorized in moderate attitude group and the ones who scored between 3.50 through 5 were depicted in high attitude group (Huck, 2004). The

sample consisted of 308 participants and the mean score of the attitude scale was found 2.83, and this showed that the cadets held moderate attitudes as this score is close to 3, which means undecided in the scale. Also, the median is 2.88 and the mode, which is the most occurring score, is 1.20.

The attitude scale that was used in this study consisted of three dimensions; importance, enjoyment, and anxiety. First of all, general mean scores of the participants that they got from each factor are provided in Table 4.2. Then, in further descriptive analysis participants responses for each item in each different attitude dimension are provided.

Table 4.2

Descriptive statistics for the three factors

	Number of the items	*M*	*SD*
Importance	12	2.86	1.21
Enjoyment	9	2.59	1.15
Anxiety	10	2.91	1.03

When Table 4.2 is examined it can be observed that participants displayed moderate attitudes in all three factors. Based on the mean score in importance factor (*M*=2.86, *SD*=1.21), it can be observed that participants had problems in recognizing the significance and the value of learning English. Related to enjoyment factor (*M*=2.59, *SD*=1.15), it can be stated that generally participants did not like English as the mean score was low. Lastly, as all the items in anxiety factor were negatively worded, the higher mean score (*M*=2.91, *SD*=1.03) showed that participants experienced situations that arouse their English anxiety.

Participants of this study had the lowest mean score in enjoyment dimension compared to importance and anxiety dimensions. However, as all of them were below 3, it can be stated that they had moderately low attitudes in all three dimensions.

4.1.1 Attitudes towards importance of English instruction

Importance factor in the attitude scale consisted of 12 items and there were items related to the importance and value of learning English such as "I consider English as an important lesson". Descriptive analysis of these items belonging to

importance factor was performed, and mean and standard deviation values are provided in Table 4.3.

Table 4.3

Descriptive statistics for items in importance factor

Items	M	SD
2. Learning English will help me in my occupation.	2.82	1.63
3. I consider English as an important lesson	**2.64**	**1.60**
4. I want to speak English with my English teacher	2.85	1.49
7. Learning a foreign language contributes to understand the world better.	2.99	1.57
8. I would like to take English courses in my third and fourth year.	2.67	1.56
9. I will need English in my future studies.	2.94	1.61
10. I would like to work in an English speaking country for a while.	2.98	1.65
13. It is worth to endeavor in learning a new language.	**3.05**	**1.64**
14. It is worth to endeavor in learning English.	2.67	1.62
15. It is important to learn a foreign language for a college student	2.98	1.61
20. I will use English as an adult in many places.	2.82	1.52
26. English is an important and necessary course.	2.86	1.57

Key: The lowest and the highest mean values were given in bold.

When Table 4.3 is examined it can be observed that participants displayed moderate attitudes towards the importance of learning English. The mean scores of all the items were below 3, which implies moderate attitude except item 29 (*M*=3.05, *SD*=1.64), in which students stated that it was worth to endeavor in learning a new language. However, students did not consider English as an important lesson (*M*=2.64, *SD*=1.60), and they stated that it was not worth endeavoring in learning English (*M*=2.67, *SD*=1.62).

4.1.2 Attitudes towards enjoyment of English instruction

Enjoyment dimension in the attitude scale consisted of 9 items and there were items related to getting pleasure from learning English such as "I do the exercises with pleasure on my own in English courses". Descriptive analysis of these items belonging to enjoyment factor was conducted, and mean and standard deviation values are provided in Table 4.4.

Table 4.4

Descriptive statistics for items in enjoyment factor

Items	M	SD
16. I enjoy being in the group activities related to English.	2.67	1.49
17. I do the exercises with pleasure on my own in English courses.	**2.69**	**1.49**
18. I could be successful in advanced level of English.	2.62	1.47
19. I have an interest related to English books in library.	2.51	1.45
22. I would like to deal with English in my spare time	2.54	1.45
23. I would like to be an English teacher	**2.37**	**1.33**
27. I enjoy being in the discussions which are related to English	2.61	1.53
28. I could motivate myself while studying English.	**2.69**	**1.53**
31. Learning English is easy for me.	2.64	1.49

Key: The lowest and the highest mean values were given in bold.

When Table 4.4 is examined it can be observed that generally participants held low attitudes towards English in terms of enjoyment factor as the mean scores of all the items were below 3 and very close to low. It can be said that participants did not do the exercises with pleasure (M=2.69, SD=1.49), and they neither enjoyed being in the group activities (M=2.67, SD=1.49) nor being in the discussions which were related to English (M=2.61, SD=1.53). The lowest mean (M=2.37, SD=1.33) in this dimension belonged to item 23 which asked participants if they would prefer being an English teacher if they had had a chance.

4.1.3 Attitudes towards anxiety of English instruction

Anxiety factor in the attitude scale consisted of 10 items and there were items related to anxiety level of the students while learning English such as "I hesitate to speak in English in the class as I'm afraid of making mistakes". Table 4.5 illustrates the mean and standard deviation values of 10 items which were related to the anxiety factor.

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Table 4.5

Descriptive statistics for items in anxiety factor

Items	M	SD
1. I do not take English courses if they are not compulsory.	2.84	1.81
5. I am not good at learning English.	**2.75**	**1.56**
6. I lose my confidence since we have progress in English.	2.84	1.54
11. I get nervous when my teacher asks a question in English.	3.09	1.53
12. The mistakes in my speeches in English affect me negatively.	2.98	1.52
21. I manage most of the issues I deal with, but I do not succeed in English.	2.84	1.52
24. I am not a kind of person to learn English better.	2.92	1.55
25. I hesitate to speak in English in the class as I'm afraid of making mistakes	**3.14**	**1.52**
29. I could not be focused in English courses.	2.82	1.52
30. I get nervous before English exams.	2.87	1.54

Key: The lowest and the highest mean values were given in bold.

When Table 4.5 is examined it can be stated that participants generally held moderate anxiety towards English instruction. As all the items in this factor were negatively worded, it can be implied that highest mean value indicates the highest level of being anxious. Therefore, the students probably hesitated to speak in English in the class as they were afraid of making mistakes (*M*=3.14, *SD*=1.52), and they got nervous when their teacher asked a question in English (*M*=3.09, *SD*=1.53). The lowest mean in the anxiety factor belongs to item 5 (*M*=2.75, *SD*=1.56). Thus, it can be stated that participants moderately thought that they were good at learning English.

4.2 Perceptions about General English Courses

The second research question was "What are the perceptions of cadets studying at JAMYO towards General English courses?" To clarify this problem descriptive analysis was run by using IBM SPSS 22.0. There were 44 Yes/No items in the perception questionnaire.

The questionnaire was developed based on each dimension that a particular General English courses has to be provided for the learners as objectives, content, learning activities, material, and evaluation procedures. 33 of the items were grouped into these five categories in order to provide clear and comprehensive analysis. The other 11 items were related to specific issues of

learning English and they were analyzed in a separate group. 5 of these 11 items required participants to give short answers, and these items were also analyzed in another separate group. Overall, the frequency analyses of these 44 items were done in seven different categories. Each response of the participants to the each item was analyzed individually.

4.2.1 Perceptions about specific issues in the General English courses

The first 6 items in the questionnaire were about the participants' perceptions about the specific issues in language learning, and the students' responses are summarized in Table 4.6.

Table 4.6

Participants' perceptions about specific issues

Items related to specific issues in learning English	Yes	*%*	No	*%*
1. Do you think General English courses are useful for your future vocational development?	195	63.3	113	36.7
2. Do you think General English courses should be taken as electives?	228	74	80	26
3. Do you think it is necessary to attend a private language institution to improve your English language skills?	232	75.3	76	24.7
4. Do you think background knowledge is important in learning English?	222	72.1	86	27.9
5. Is preparing for general national and international English proficiency tests among your goals of learning English?	164	53.2	144	46.8
6. Do you think there should be preparatory class in your school to learn English better?	145	47.1	163	52.9

[a]*n=308*

When the items in this category are examined it can be seen that 75.3% of the students thought that they need to attend a private language institution besides the General English courses provided in Gendarmerie NCO Vocational College. This suggested that they regard private language courses as a mean for improving language skills. 74% of the students stated that General English courses should be taken as electives. 52.9% of the participants did not want a preparatory class in their school to learn English better.

4.2.2 Perceptions about objectives of the General English courses

This section includes items related to objectives of learning English. The students were asked which of the following objectives should be among the objectives of the General English courses. The participants were provided with 10 different objectives related to learning English. The responses of the participants are displayed in Table 4.7.

Table 4.7

Participants' perceptions about objectives

Objectives	Yes	*%*	No	*%*
a. To learn English grammar rules	187	60.7	121	39.3
b. To translate English sentences into Turkish or vice versa	181	58.8	127	41.2
c. To understand English of movies, songs, etc.	220	71.4	88	28.6
d. To read in English (literature/magazines/journals/articles, etc.)	220	71.4	88	28.6
e. To integrate English language skills into daily life	224	72.7	84	27.3
f. To write reports, letters, and research papers in English	170	55.2	138	44.8
g. To use English in your occupation	222	72.1	86	27.9
h. To make presentations	175	56.8	133	43.2
i. To comprehend the native speakers of English and their cultures	210	68.2	98	31.8
j. To use English in other countries as a common language	206	66.9	102	33.1

[a]*n=308*

The highest percentage was 72.7 in "to integrate English language skills into daily life" and the lowest percentage was 55.2 in "to write reports, letters, and research papers in English". Based on the percentages given in Table 4.7, it can be said that more than half of the students thought that all of these ten different objectives should be included in the objectives of their General English courses.

4.2.3 Perceptions about content of the General English courses

This section was related to the content of the General English courses provided in the institution. The consequent four items were categorized in this group, and the responses of the participants are provided in Table 4.8.

Table 4.8

Participants' perceptions about content

Items related to content	Yes	%	No	%
7. Do you think it is necessary to include topics related to your occupation in General English courses?	229	74.4	79	25.6
8. Do you think reading texts related to your occupation in General English courses is motivating?	192	62.3	116	37.7
9. Do you think it is necessary to include topics related to your own life experiences in General English courses?	206	66.9	102	33.1
10. Do you think it is necessary to include topics related to current issues (political, social, cultural, art, sport) in General English courses?	195	63.3	113	36.7

[a]$n=308$

Gendarmerie NCO Vocational College is the only institution for training non-commissioned officers for Turkish National Gendarmerie Forces. Therefore, participants are required to take a lot of vocational courses related to their occupation. When the items of the content section are examined, it can be seen that participants also wanted to engage in these vocational issues in their General English courses as 74.4% of them thought it is necessary to include topics related to their occupation in the General English courses, and 62.3% of them found the reading texts related to their occupation motivating.

4.2.4 Perceptions about learning activities in the General English courses

The items related to learning activities provided in an English course were analyzed individually. There are 9 items in this category and 8 of them were related to general concerns related to teaching English and one item (item 34) was related to learning activities. The participants were provided with 24 different learning activities and were asked "Which of the following activities do you think helps you to learn English better?" The responses given to item 34 are analyzed separately in Table 4.9, and the responses of students for the other 8 item are provided in Table 4.10.

Table 4.9

Participants' perceptions about learning activities

Learning activities given in item 34	Yes	%	No	%
a. Grammar exercises	229	74.4	79	25.6
b. Vocabulary exercises	234	76	74	24
c. Vocabulary memorization	211	68.5	97	31.5
d. Reading exercises (literature, books, articles, magazines, newspapers)	214	69.5	94	30.5
e. Reading texts memorization	160	51.9	148	48.1
f. Role-plays, short plays, dramas, games, and songs	164	53.2	144	46.8
g. Discussions in small groups	165	53.6	143	46.4
h. Discussions with the whole class	163	52.9	145	47.1
i. Writing notes, letters, or compositions	161	52.3	147	47.7
j. Doing orals (speeches, presentations)	171	55.5	137	44.5
k. Working in pairs	184	59.7	124	40.3
l. Group projects	176	57.1	132	42.9
m. Working on your own	216	70.1	92	29.9
n. Watching English TV channels	208	67.5	100	32.5
o. Listening to English radio channels	206	66.9	102	33.1
p. Talking to native speakers of English	205	66.6	103	33.4
q. Revising the previous lessons	211	68.5	97	31.5
r. Practicing pronunciation	172	55.8	136	44.2
s. Computer based activities	214	69.5	94	30.5
t. Activities based on English language and culture	163	52.9	145	47.1
u. Homework	156	50.6	152	49.4
v. Workbook exercises	160	51.9	148	48.1
w. Talking to classmates in English	202	65.6	106	34.4
x. Listening and note taking activities	170	55.2	138	44.8

[a]$n=308$

In this category participants were provided with 24 different learning activities ranging from communicative to non-communicative ones, and they were asked about their preferences. Respectively, most preferred 10 activities out of 24 were vocabulary exercises (76%), grammar exercises (74.4%), working on their own (70.1%), reading exercises (69.5%), computer-based activities (69.5%), vocabulary memorization (68.5%), watching English TV channels (67.5%), listening to English radio channels (66.9%), talking to native speakers of English (66.6%), and talking to classmates in English (65.6%).

Table 4.10

Participants' perceptions about teaching English

Items related to teaching English	Yes	%	No	%
29. Do you think participation is necessary in language learning?	172	55.8	136	44.2
30. Do you think it is necessary to follow a certain lesson plan in General English courses?	208	67.5	100	32.5
31. Do you think Turkish should be used in General English courses?	212	68.8	96	31.2
32. Do you think your teacher should make Turkish explanation from time to time?	214	69.5	94	30.5
33. Do you think there should be extracurricular activities (reading, film, drama club, etc.) to learn English better?	166	53.9	142	30.5
35. Do you think it is necessary to give responsibility to students in determining class activities?	224	72.7	84	27.3
36. Do you think it is necessary to reshape the lesson according to students' feedbacks?	201	65.3	107	34.7
37. Do you think the level of class activities should be above your current level to learn English better?	162	52.6	146	47.4
38. Do you think the activities in General English courses should be related to all language skills (reading, listening, writing, speaking), grammar, and vocabulary?	236	76.6	72	23.4

[a]*n*=308

In the second part related to learning activities participants answered general questions in respect to teaching English. 76.6% of the participants stated that the activities in General English courses should be related to all language skills (reading, listening, writing, speaking), grammar, and vocabulary.

In the item 30 and 31 participants were asked about the inclusion of their L1 (mother tongue), Turkish, into their General English courses. It was found out that the majority of the participants had positive perceptions related to usage of L1 as 67.5% of them stated that Turkish should be used as a medium of instruction in their General English courses and 68.8% of them thought that their teacher should make Turkish explanations from time to time.

When it comes to the extra-curricular activities, participants did not have clear preferences as 53.9% of them stated that they were useful for their language learning while 46.1% of them found them unnecessary.

4.4.5 Perceptions about materials used in the General English Courses

This section was related to materials that were used in General English courses. Six items were grouped in this dimension, and the participants' responses to these items are summarized in Table 4.11.

Table 4.11

Participants' perceptions about materials

Items related to materials	Yes	*%*	No	*%*
11. Do you think the textbook you used in General English courses was useful?	160	51.9	148	48.1
12. Do you think the textbook you used in General English courses was satisfactory?	136	44.2	172	55.8
13. Do you thing authentic materials (restaurant menus, newspapers, magazines, advertisements) are useful for learning English?	216	70.1	92	29.9
14. Do you thing audio-visual materials (poster, television, video, computer, etc.) are useful for learning English?	222	72.1	86	27.9
15. Do you think it is useful to closely follow the content of the textbook of the course?	121	39.3	187	60.7
16. Do you think it is necessary to keep notebook in English classes?	168	54.5	140	45.5

[a]*n=308*

In the material section participants were asked whether they perceived their course book useful and satisfactory. More than half of the participants found their course book useful (51.9%), but 55.8% of them found it unsatisfactory. Also, 60.7% of the participants did not prefer following the textbook closely. Based on the percentages presented for these three items, it can be suggested that there was discontent among students related to their course book. The participants were asked whether they found authentic materials useful for their language learning and 70.1% of them found them useful. Moreover, participants were asked about their opinions related to audio-visual materials and 72.1% of them found these materials useful for their English language learning.

4.2.6 Perceptions about evaluation in the General English courses

This section included items related to evaluation procedures, and there were 12 items in this group and the responses of participants are provided in Table 4.12.

Table 4.12

Participants' perceptions about evaluation procedures

Items related to evaluation procedures	Yes	%	No	%
17. Do you think instructions in the exams should be in English?	118	38.3	90	61.7
18. Do you think listening skills should be assessed in the exams?	154	50	154	50
19. Do you think speaking skills should be assesses in the exams?	142	46.1	166	53.9
20. Do you think writing skills should be assesses in the exams?	144	46.8	164	53.2
21. Do you think there should be pop quizzes in General English courses?	137	44.5	171	55.5
22. Do you think there should be quizzes as a preparation for midterms or finals?	169	54.9	139	45.1
23. Do you think grades of quizzes should be included to your final grade?	133	43.2	175	56.8
24. Do you think participation should be included to your final grade?	193	62.7	115	37.3
25. Do you think group projects given by the instructor should be included to your final grade?	171	55.5	137	44.5
26. Do you think it is necessary to assess grammar while speaking and listening skills are evaluated?	160	51.9	148	48.1
27. Do you think it is necessary to make self-evaluation in General English courses?	193	62.7	115	37.3
28. Do you think it is useful to examine the questions after exams?	218	70.8	90	29.2

[a]*n*=308

In this section participants' perceptions related to the evaluation procedures were examined. First of all, 61.7% of the participants stated that instructions in the exam should not be in English, so it can be suggested that more than half of the students preferred Turkish instructions in the exams. Then, the students were asked about the content of the exams, and it was found out that 53.9% of the participants did not want their speaking skills to be assessed in the exams. Similarly, 53.2% of the students did not want their writing skills to be assessed in the exams. When it comes to listening skills there is equality among the participants. 55.5% of the participants did not want pop-quizzes, but 54.9% of them wanted to take quizzes about which they were informed in advance as a preparation for their midterm and final exams. However, more than half of the participants (56.8%) did not what their grades taken from those quizzes to be

included in their final grade. Therefore, it can be stated that majority of the participants wanted quizzes under three conditions. First of all, they should be informed beforehand related to quizzes, then the quizzes should be designed as a preparation for exams, and the grades that they get from these quizzes should not be included in their final grade.

In the evaluation procedures section the students were asked about their preferences related to what should be included in their final grade. 62.7% of the participants stated that their performance related to participation should be included in their final grade. Participants were asked about whether they value group projects or not, and more than half of the students (55.5%) preferred including the group projects into their final grade.

4.2.7 Perceptions about specific issues with short answers

This category is related to specific issues about learning English and there were five items (40-44) in this category. These items were slightly different from the other ones as they required participants to give short answers after answering the Yes/No question. First of all, the responses of the participants to five Yes/No questions are displayed in Table 4.13. The analysis of the given short answers is also provided.

Table 4.13

Participants' perceptions about specific issues in learning English

Items related to specific issues in learning English	Yes	%	No	%
40. Do you think it is necessary to start learning English earlier in order to learn it better?	252	81.8	56	18.2
41. Do you think two credit hours were enough for General English courses?	125	40.6	183	59.4
42. Do you think it is necessary to have small class size in order to learn English better?	233	75.6	75	24.4
43. Do you think the lesson content should be interesting in order to learn English better?	218	70.8	90	29.2
44. Do you think exams are necessary to learn English better?	165	53.6	143	46.4

[a]$n=308$

Participants were asked about their opinion related to starting learning English earlier. 81.8% of the participants agreed that it was necessary to start learning English earlier in order to learn it better. So, it can be stated that there was a general consensus among students related to starting language learning earlier. In relation with this question participants were asked about their own starting age, and the ideal age of starting language learning. None of the participants shared his starting age. Only 43 participants out of 308 shared their opinions related to ideal starting age. Majority of the students suggested that the ideal starting age should be 5 to 8.

In Gendarmerie NCO Vocational College students take General English courses for only two hours in a week. Participants were asked whether this two hour course was enough for General English courses, and 59.4% of them stated that it was not. In this question, students were requested to state how many hours their courses should be if their answer is no. Only 34 participants out of 308 answered this question and they stated that it should be 4 to 10 hours.

In Gendarmerie NCO Vocational College the classes consist of 28 to 30 students. In item 42 the participants were asked whether they think it was necessary to have small class size in order to learn English better. A significant number of the participants (75.6%) agreed that in order to learn English better the class size should be small. The students who said the class size should be small were asked about how large the class size should be. Only 39 participants

answered this question and stated the number of students in an English class should be 10 to15.

In item 43, 70.8% of the participants stated that the lesson content should be interesting in order them to learn English better. In this question they were asked to state the topics which were interesting to them if their answer was yes. Only 21 students answered this question, and they stated vocational topics related to armed forces and current issues like social or political were interesting to them.

In the last item, 53.6% of the participants considered that exams are necessary to learn English better, and 46.4% of them did not found them necessary. The participants who said exams were unnecessary were requested to state how the students in English classes could be evaluated. Only 5 students answered this question and one of them stated that students should be assessed based on their classroom participation, and the other four participants stated that students should be assessed based on their oral performances.

4.3 Perceptions and the Level of Attitudes

The third research question of this study was "Do perceptions of cadets differ according to their level of attitudes (low, moderate, and high) towards English language instruction?" In order to clarify this problem a chi-square test was run through IBM SPSS22.0 and to decrease the possibility of getting false positive error (Huck, 2004) Bonferonni adjustment was made.

First of all, in order to construct the attitude level groups the students who scored between 1 through 2.49 were categorized in low attitude group, the students who scored between 2.50 through 3.49 were categorized in moderate attitude group, and the ones who scored between 3.50 through 5 were depicted in high attitude group (Huck, 2004). The frequencies are provided in Table 4.14.

Table 4.14

Frequencies and Percentages of Attitude Groups

	f	%
Low	94	30.5
Moderate	142	46.1
High	72	23.4
Total	308	100.0

As Table 4.14 displays, 94 cadets out of 308 (30.5%) showed low attitudes towards English instruction. 46.1% of the participants (totally 142) were categorized in low attitude group and the rest of them, 72 students (23.4%), embodied high attitudes. When these percentages are examined it can be said that generally cadets held moderate attitudes towards learning English. Also, the number of students having low attitudes is higher than the students having high attitudes.

Secondly, 6 items out of 44 were chosen from the perception questionnaire for analysis as they are the most representative ones considering general perceptions about learning English and participants' responses to those items. The findings of this analysis were given in Table 4.15.

Table 4.15

Chi-Square analysis results

	Low		Moderate		High		Chi-square	df	p
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)			
1. Do you think General English courses were useful for your future vocational development?	22.3	77.7	75.4	24.6	93.1	6.	104.218	2	.000*
2. Do you think General English courses should be taken as electives?	87.2	12.8	69.7	30.3	65.3	34.7	12.765	2	.002*
5. Is preparing for general national and international English proficiency tests among your goals of learning English?	13.8	86.2	63.4	36.6	84.7	15.3	93.177	2	.000*
6. Do you think there should be preparatory class in your school to learn English better?	13.8	86.2	59.2	40.8	66.7	33.3	61.109	2	.000*
40. Do you think it is necessary to start learning English earlier in order to learn it better?	81.9	18.1	80.3	19.7	84.7	15.3	.634	2	.728
41. Do you think two credit hours were enough for these courses?	34	66	45.1	54.9	40.3	59.7	2.856	2	.240

*Significant at the Bonferroni adjusted significance level: .05/6 = .008

For item 1, 22.3% of the participants in low attitude group found their General English courses useful for their future vocational development while 77.7% did not find them useful. In low attitude group, the General English courses were considered to be useful by 75.4% of the cadets. As for the high attitude group, 93.1% of the cadets found their General English courses useful for their future vocational development while only 6.9% did not find them useful. Based on chi-square test results, significant relationship was found between the perceptions of cadets regarding their future vocational development and their level of attitudes (low, moderate, and high) towards English language instruction X^2 (2, N = 308) = 104.218, $p<.00$. However, as there were three attitude groups we did not know which pairs of groups were significantly different. Therefore, post-hoc analysis for chi-square test was run using adjusted standardized residual analysis (Beasley and Schumaker, 1995; Garcia-Perez and Nunez-Anton, 2003). The findings for item 1 were provided in Table 4.16.

Table 4.16

Post-Hoc test results for Item 1

Item 1	Adjusted Residual	Chi-Square	*df*	*p*
Low (Yes)	-9.89	97.81	2	.000*
Low (No)	9.89	97,81	2	.000*
Moderate (Yes)	-4.06	16.48	2	.000*
Moderate (No)	4.06	19.48	2	.000*
High (Yes)	-5.98	35.76	2	.000*
High (No)	5.98	35.76	2	.000*

* Significant at the Bonferroni adjusted significance level: .05/6 = .008

Based on the results provided in Table 4.16 for item 1, which is Do you think General English courses were useful for your future vocational development?, a significant difference was found among the three attitude groups. Thus, more participants from high attitude group (93.1%) found General English courses useful for their future vocational development than the participants in moderate and low group. Also, more participants from moderate group (75.4%) regarded General English courses useful for their future vocational development than the participants in low attitude group (22.3%).

For item 2, While 87.2% of the participants in low attitude group stated that General English courses should be taken as electives, 69.7% of the moderate attitude group and 65.3% of the high attitude group were in favor of this idea. Based on chi-square test results, significant relationship was found between the perceptions of cadets regarding taking General English courses as electives and their level of attitudes (low, moderate, and high) towards English language instruction X^2 (2, N = 308) = 12.765, p <.00. However, as there were three attitude groups we did not know which pairs of groups were significantly different. Therefore, post-hoc analysis for chi-square test was run using adjusted standardized residual analysis (Beasley and Schumaker, 1995; Garcia-Perez and Nunez-Anton, 2003). The findings for item 2 are provided in Table 4.17.

Table 4.17

Post-Hoc test results for Item 2

Item 2	Adjusted Residual	Chi-Square	*df*	*p*
Low (Yes)	-3.50	12.25	2	.002*
Low (No)	3.50	12.25	2	.002*
Moderate (Yes)	-1.59	2.53	2	.282
Moderate (No)	1.59	2.53	2	.282
High (Yes)	-1.93	3.72	2	.155
High (No)	1.93	3.72	2	.155

* Significant at the Bonferroni adjusted significance level: .05/6 = .008

Based on the results provided in Table 4.17 for item 2, which is "Do you think General English courses should be taken as electives?" a significant difference was found only for low attitude group. Thus, more participants from low attitude group (87.2%) stated General English courses should be taken as electives than the participants in moderate and high groups. There is not any significant difference between moderate and high group.

For item 5, in high attitude group 86.2% of the participants stated that preparing for general national and international English proficiency tests among their goals of learning English. In moderate attitude group 63.4% of the participants stated that preparing for general national and international English proficiency tests among their goals of learning English In low attitude group only 13.8% of the participants stated that preparing for general national and

international English proficiency tests among their goals of learning English. Based on the chi-square test results, significant relationship was found between the perceptions of cadets regarding their goal of learning English and their level of attitudes (low, moderate, and high) towards English language instruction X^2 (2, N = 308) = 93.177, p<.00. The post-hoc analysis for chi-square test was run using adjusted standardized residual analysis (Beasley and Schumaker, 1995; Garcia-Perez and Nunez-Anton, 2003). The findings for item 4 are provided in Table 4.18.

Table 4.18

Post-Hoc test results for Item 5

Item 5	Adjusted Residual	Chi-Square	*df*	*p*
Low (Yes)	-9.19	84.46	2	.000*
Low (No)	9.19	84.46	2	.000*
Moderate (Yes)	-3.30	10.89	2	.004*
Moderate (No)	3.30	10.89	2	.004*
High (Yes)	-6.12	37.45	2	.000*
High (No)	6.12	37.45	2	.000*

* Significant at the Bonferroni adjusted significance level: .05/6 = .008

Based on the results provided in Table 4.18 for item 5, which is "Is preparing for general national and international English proficiency tests among your goals of learning English?" a significant difference was found among three attitude groups. More participants from high attitude group (84.7%) stated preparing for general national and international English proficiency tests as their goal of learning English than the participants in moderate attitude group (63.4%) and low attitude group (13.8%). Also, more participants from moderate attitude group stated preparing for general national and international English proficiency tests as their goal of learning English than the participants in low attitude group.

For item 6, in low attitude group 86.2% of the participants did not want a preparatory class in their school. On the other hand, 40.8% of the participants in neutral group and 33.3% of those in negative group shared this idea. Based on chi-square test results, significant relationship was found between the perceptions of cadets regarding preparatory class and their level of attitudes (low, moderate, and high) towards English language instruction X^2 (2, N = 308) = 61.109, p<.00.

However, as there were three attitude groups we did not know which pairs of groups were significantly different. Therefore, post-hoc analysis for chi-square test was run using adjusted standardized residual analysis (Beasley and Schumaker, 1995; Garcia-Perez and Nunez-Anton, 2003). The findings for item 6 are provided in Table 4.19.

Table 4.19

Post-Hoc test results for Item 6

Item 6	Adjusted Residual	Chi-Square	*df*	*p*
Low (Yes)	-7.75	60.06	2	.000*
Low (No)	7.75	60.06	2	.000*
Moderate (Yes)	-3.93	15.44	2	.000*
Moderate (No)	3.93	15.44	2	.000*
High (Yes)	-3.80	14.44	2	.000*
High (No)	3.80	14.44	2	.000*

* Significant at the Bonferroni adjusted significance level: .05/6 = .008

Based on the results provided in Table 4.19 for item 6, which is "Do you think there should be preparatory class in your school to learn English better?" a significant difference was found among the three attitude groups. Thus, more participants from low attitude group (86.2%) did not want a preparatory class in their school in order to learn English better than the participants in moderate and high group. Also, more participants from moderate group (40.8%) did not want a preparatory class in their school in order to learn English better that the participants in high group (33.3%).

In item 40, a chi-square test was performed and no significant relationship was found between the perceptions of cadets regarding starting learning English earlier and their level of attitudes (low, moderate, and high) towards English language instruction X 2 (2, N = 308) = .634, p >.7.

In item 41, a chi-square test was performed and no significant relationship was found between the perceptions of cadets regarding weekly hours of General English courses and their level of attitudes (low, moderate, and high) towards English language instruction X 2 (2, N = 308) = 2.856, p >.2.

4.4 Summary of the Results Related to Attitudes

Based on the mean score of 308 participants of this study (M=2.83, SD=.93) it can be observed that they had moderately low attitudes towards English instruction as the mean score was below 3. In terms of three attitude dimensions (importance, enjoyment, and anxiety), the participants also held moderately low attitudes. They got the lowest mean score from enjoyment factor compared to importance and anxiety dimensions. Regarding the mean score in importance factor (M=2.86, SD=1.21) it can be inferred that participants had problems in recognizing the significance and the value of learning English. Related to enjoyment factor (M=2.59, SD=1.15) it can be stated that generally participants did not like English as the mean score was low. Lastly, as all the items in anxiety factor were negatively worded, the higher mean score (M=2.91, SD=1.03) showed that participants experienced situations that arouse their English anxiety.

4.5 Summary of the Results Related to Perceptions

In this study 308 participants stated their opinions related to general issues, objectives, content, learning activities, materials, and evaluation procedures of their General English courses through a perception questionnaire consisted of 44 items. Although the percentages varied from item to item, it can be possible to make generalizations considering the opinions of the cadets. These opinions can be listed as follows;

1. General English courses can be taken as electives.
2. There can be increase in the class hours.
3. Class sizes can be reduced.
4. Objectives of the General English courses can be revised in relation with the students' opinions.
5. Topics and reading texts related to the vocational issues can be included in General English courses.
6. Topics related to students' life experiences can be included in General English courses.
7. Topics related to current issues (political, social, cultural, art, sport) can be included in General English courses.

8. Combination of communicative and non-communicative activities can be presented.

9. Teachers can make Turkish explanation from time to time.

10. Classroom participation can be supported.

11. Students can be given the responsibility in determining class activities.

12. Lessons can be reshaped according to students' feedbacks.

13. The activities in General English courses can be related to all language skills (reading, listening, writing, speaking), grammar, and vocabulary.

14. There can be some adjustment related to course book.

15. Authentic materials (menus, newspapers, magazines, advertisements) and audio-visual materials (poster, television, video, computer, etc.) can be used.

16. Instructions in the exams can be in Turkish.

17. Quizzes can be made as a preparation for midterms or finals.

18. Classroom participation can be included to final grade of the students.

19. Group projects can be given by the instructor and be included in the final grade of students.

20. Self-evaluation can be used in the General English courses.

21. Questions can be examined after the exams.

22. Alternative assessment techniques can be used.

CHAPTER 5

DISCUSSION

This chapter includes discussion based on the findings of the study. Firstly, main issues related to attitude, and then main issues related to perception are presented. Finally, pedagogical implications are provided.

5.1. Main Issues Related to Attitude

Based on the findings related to attitude, it can be suggested that there were a tendency of showing moderate attitude among the participants (*M*=2.83, *SD*=.93). In most of the countries where English is learned as a foreign language, students may have negative or moderate attitudes towards English as the target language is confined only to classroom settings and the learners barely find a chance to practice English outside their schools (Shirgabi, 2010). If a learner is not eager to learn the target language for communication purposes, it is possible that he will have negative attitudes and will not want to learn the language enthusiastically (Abidin, Pour-Mohammadi, & Alzwari, 2012). This situation is the result of the differences between 'instrumental orientation' and 'integrative orientation' presented by Gardner and Lambert in their very first book related to attitudes and motivation (1972). 2Instrumental orientation' represents the desire to learn the target language for utilitarian purposes such as getting a better job in the future or passing the course with a good grade while 'integrative orientation' means the desire to learn the target language as a tool for communicating with the native speakers of that language or get acquainted with the culture of that language (Rifai, 2010). It is the integrative orientation that sustains long-term success in learning the target language as it enables learners to have positive

attitudes towards both the language and the target language group as the learners develop interest in interacting with them (Crookes & Schmidt, 1991).

5.1.1 Importance of learning English

In a further analysis, three dimensions (importance, enjoyment and anxiety) of an attitude were determined through factor analysis. Attitudes towards the importance of English include its recognized value, for instance English is a worthwhile and necessary subject or all students should be required to take English (Aiken, 1974). In the modified attitude scale, there were 12 items related to the recognized value of English, and based on the students' responses it can be observed that generally they were not aware of the significance and value of learning English (M=2.86, SD=1.21). They did not consider English as an important and necessary course. Moreover, they did not think that they would need English in their future studies and their occupation. Karahan (2007) claimed that students consider English just as a school subject or as a mission to overcome some difficulties, so this results in negative attitudes especially when the affective aspect of attitude is regarded. Furthermore, awareness of importance of learning English can enhance the students' attitudes towards learning the language (Nair et al, 2014).

5.1.2 Enjoyment in learning English

It has been claimed that there appears a link between motivation, enjoyment and achievement (Brantmeier, 2005). It is possible to enhance a student's motivation, attitude and achievement with the language activities he/she enjoys most (Savignon, 1976). Moreover, if a student holds positive attitudes towards the target language and is motivated to learn it, he/she most probably show persistence and enjoy the necessary activities to achieve this goal (Gardner, 2006). However, when the responses of the participants of this study to the items related to enjoyment are examined, it can be said that they did not like being in activities related to English (M=2.59, SD=1.15). This can be explained by their general low attitudes towards English instruction. Affective aspect (includes liking or disliking) of an attitude is considerably significant as it arouses a certain behavior towards the attitude object (Wenden, 1991). If a student feels happy and

excited about his English course, he may participate in actively; or if he feels frustrated, he may not do his homework regularly (Smith, 1971). It can be stated that as the participants of this study held moderately low attitudes towards English, they liked neither doing exercises in the English class nor enjoyed being in discussions or group works.

5.1.3 Anxiety in learning English

In the countries where a language is learned as a foreign language, students experience various levels of being anxious and in return develop a specific attitude towards English (Hussain, Shahid & Zaman, 2011). Empirical evidence suggests that anxiety plays an important psychological role for language students and affect both their affective reactions and attitude which are likely to influence their decision to continue studying the language (Phillips, 1992). Findings of this study revealed that students studying at Gendarmerie NCO Vocational College experienced moderate level of anxiety related to English instruction (M=2.91, SD=1.03). It can be stated that their level of anxiety interfered with their language learning as they hesitated to participate in the lesson or got nervous when the teacher asked a question. An important number of studies suggested that foreign language anxiety impedes foreign language learning (Horwitz, 1986; Young, 1991; MacIntyre & Gardner, 1994; Baily, Daley & Onwuegbuzie, 1999; Williams & Andrade, 2008).

5.2 Main Issues Related to Perception

The second research question of the study was "What are the perceptions of cadets studying at Gendarmerie NCO Vocational College towards General English courses?" The data to clarify this problem were collected through a perception questionnaire developed by the researcher and the descriptive analysis was run by using SPSS. The responses of the participants for each item in the questionnaire were provided with the percentages in the Results. Generally, based on the findings it can be observed that students had variety of perceptions related to different dimensions of General English courses; namely, general issues, objectives, content, learning activities, materials, and evaluation procedures. Furthermore, the third research question of this study was "Do perceptions of

cadets differ according to their level of attitudes (low, moderate, and high) towards English language instruction?" and the results for this question will be discussed together with the second research question.

5.2.1 Specific issues in the General English courses

First of all, 74% of the participants wanted to take General English courses as electives although they are the part of common compulsory courses determined by Higher Education Institution of Turkey (YÖK) for vocational colleges. This finding is in line with what Çakıcı (2007) found out with the first year students from İzmir Vocational College at Dokuz Eylül University. In her study, Çakıcı (2007) claimed that as the students of vocational colleges do not have the chance of choosing the language course, none of the students may actually select a language to learn and this causes low attitudes towards English instruction. In the same vein, as it was found out that more participants from low attitude group (92.9%) stated that General English courses should be taken as electives than the participants from moderate (67.5%) and high (65.8%) attitude groups, it can be stated that the students with low attitudes wanted to have freedom of choice in terms of General English courses. As Wilkins (1974) stated that language learners should have freedom to choose taking a language course and as they have become volunteers they develop more interest and by this way foreign language teaching can reach its objectives (as cited in Çakıcı, 2007).

63.3% of the participant found their General English courses useful for their vocational development. However, it can be said that the majority of these participants belong to high attitude group as significant difference was found out between the three groups. More participants from high attitude group (93.1%) found General English courses useful for their future vocational development than the participants in moderate and low attitude groups. Also, more participants from moderate group (75.4%) found the General English courses useful for their future vocational development than the participants in low attitude group (22.3%). These findings can be supported by the statements of Nair et al (2014) as they claimed that when students have positive attitudes towards language learning, the more they appreciate the instruction given, the more they perceive the importance of learning English. Therefore, the researchers suggested that attitudes and

perceptions of students should be checked regularly in order to ensure that they remain enthusiastic and motivated to learn a foreign language.

The participants of the study were asked about the necessity of a preparatory class in their school and more than half of the participants (52.9%) stated that they did not need a preparatory class. However, the majority of these participants belong to low attitude group as significant difference was found between the attitude groups. More participants from low attitude group (86.2%) did not want a preparatory class in their school in order to learn English better than the participants in moderate and high group. Also, more participants from moderate group (40.8%) did not want a preparatory class in their school in order to learn English better than the participants in high attitude group (33.3%). These findings can be supported by the study of Davras & Bulgan (2012) with the students from Isparta Vocational College at Süleyman Demirel University. In this study students who displayed positive attitudes and thought that English was useful for their future vocational development stated that the elective preparatory class program in their institution should become compulsory. This situation is also applicable to this study. The more high the attitudes of the cadet, the more likely that they find General English courses useful for their future vocational development and the more likely that they want a preparatory class in Gendarmerie NCO Vocational College.

More than then half of the participants (53.2%) were in favor of preparing for general national and international English proficiency tests among their goals of learning English. The responses of participants from high attitude and low attitude groups were significantly different. More participants from high attitude group (84.7%) stated preparing for general national and international English proficiency tests as their goal of learning English than the participants in low attitude group (13.8%). Gardner (1985) claimed that attitudes towards language learning have been found to be statistically significant in their relationship with both students' achievement and their intentions to continue a language study. He also argued that the favorable attitude of a student is directly linked with his desire to achieve a certain goal related to language learning (Gardner, 1985, p.11). Overall, it can be summarized that participants from high attitude group found General English courses useful for their future vocational development, had a goal

of preparing for general national and international English proficiency tests and wanted a preparatory class in their institution in order to learn English better. Therefore, it can be suggested that the attitude of the students can not only affect their eagerness to learn but also reshape their reasons for learning a language (Richards, 1998).

5.2.2 Objectives of the General English courses

The students were provided 10 different objectives and they were asked which of the given objectives should be among the objectives of their General English courses. An important majority of the students (72.7%) chose "to integrate English language skills into daily life". "To better use of the English language in their occupation" had the second highest percentage determined by the participants (72.1%). Based on these two results it can be assumed that the students were aware of the importance of both integrative purposes and instrumental purposes proposed by Gardner and Lambert in their very first book related to attitudes and motivation (1972).

5.2.3 Content of the General English courses

Content is another dimension in the General English courses. Participants were asked four questions in this category. 74.4% of the participants stated that it is necessary to include topics related to their occupation in the General English courses and 62.3% of them found reading texts related to their occupation motivating. Content is an important dimension in foreign language learning as a language is learned most effectively for communication in meaningful, purposeful social and academic contexts and in real life, people use language to talk about what they know and what they want to know more about, not to talk about language itself (Snow, Met, & Genesee, 1989, p.202). Moreover, content provides the initial motivation for the learners and if it is valuable for them, they eventually conclude that language is worth learning (Snow, Met, & Genesee, 1989). Furthermore, the students' responses to item 43 supported this situation. 70.8% of them stated that the lesson content should be interesting in order them to learn English better. In Gendarmerie NCO Vocational College students have to take many different vocational courses, and they are knowledgeable about their

professions insofar. Because of the specific nature of their educational context it would be motivating to integrate language instruction and content related to their occupation into their General English courses.

A crucial mistake is done in language learning and teaching when it is thought that the process should be isolated from other issues but as this is a life-long process, it should include everything related to social, cultural, personal, cognitive and academic issues (Collier, 1995). This idea can provide an explanation for students' preferences for content related to current issues related to political, cultural, and social and etc. (63.3%) and for topics relate to their own life experiences (66.9%).

5.2.4 Learning activities in the General English courses

In the learning activities part, participants were asked 8 questions related to general concerns in teaching English and 1 question was related to learning activities and provided students with 24 different learning activities to choose. Regarding the general issues an important number of the participants (72.7%) stated that it was necessary to give responsibility to students in determining class activities. Ellis & Sinclair (1989) stated that "helping learners take on more responsibility for their own learning can be beneficial because, learning can be more effective when learners take control of their own learning because they learn what they are ready to learn, those learners who are responsible for their own learning can carry on learning outside the classroom, and learners who know about learning can transfer learning strategies to other subjects." (as cited in Yıldırım, 2012, p.20).

When the participants' preferences related to learning activities were examined, it can be suggested that the students wanted a combination of communicative and non-communicative activities. For instance, 74.4% of the students preferred grammar exercises while 66.6% of them preferred talking to native speakers of English. These findings can be supported by the study of İnceçay & İnceçay (2009) in which Turkish university students from a private university preferred aligning communicative activities with traditional teaching methods and thought that this integration is beneficial for EFL students. In such kind of situations, Rao (2002, p.98) claimed that the students are aware of the fact

that "no single teaching method, so far, can be expected to deal with everything that concerns the form, use and content of the target language and the only way out is to reconcile communicative activities and non-communicative activities in English learning." Therefore, before designing classroom activities it would be wise to learn students' preferences as Hawkey (2006, p.249) claimed that "there is no doubt that the more we know about what is perceived to be happening in the classroom, the better our chances are of improving the quality of language learning and use."

Participants were also asked about the inclusion of their L1 (mother tongue), Turkish, into their General English courses. It was found out that the majority of the participants had positive perceptions related to usage of L1 as 67.5% of them stated that Turkish could be used as a medium of instruction in their General English courses and 68.8% of them thought that their teacher should make Turkish explanations from time to time. Auerbach (1993, p.20) explains this preferences of usage of L1 in language students and states that "its use reduces anxiety, enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner centered curriculum development."

5.2.5 Materials used in the General English courses

Eclectic approach in teaching English as a foreign language is desirable as it provides learners with variety of methodologies including interesting and interactive classroom activities and teaching aids like authentic and audio-visual materials (Mathew & Alidmat, 2013). With the crucial advances in technology, instructional methods, classroom activities and materials, the content delivery formats, the role of teachers and students are needed to be modified. For instance, traditional textbook can be supported by audio-visual aids (Su, 2009). In alliance with these claims, the majority of the participants found audio-visual materials (poster, television, video, computer, etc.), and authentic materials (restaurant menus, newspapers, magazines, advertisements) useful for learning English. Authentic materials like restaurant menus, newspapers, magazines, advertisements and are regarded as useful tools in English Language Teaching as they present real

world instead of artificially created linguistic data and provide learners with the language used in real and daily life (Rahman, 2014).

5.2.6 Evaluation in the General English courses

Participants were asked about the evaluation practices related to their General English courses. Assessment has a very crucial role in language learning and teaching process by supporting it with the information provided about learners, teachers and schools (Lam, 2015). Language teachers have the chance of using a variety of assessment procedures such as selected response assessments (true-false, multiple choice, matching) or personal response assessments (self and peer evaluations) (Brown & Hudson, 1998). Self-evaluation is a useful tool for including students directly to the process of assessment and increasing their motivation to learn the language in question (Brown & Hudson, 1998, p.666). Evaluation procedures are not only for determining students' knowledge and achievement levels, they also have the role of creating the conditions for creating situations for developing all students' skills and self-evaluation is a valuable tool for achieving this goal (Abdoli & Javidi, 2012, p.341). Majority of the participants (62.7%) were aware of the importance of the self-evaluation and they stated that they found making self-evaluation in the General English courses necessary. Moreover, preferences of the students related to alternative assessments techniques can be supported by their responses given to item 44. In the last item 53.6% of the participants thought that exams are necessary to learn English better although 46.4% of them did not found them necessary. The participants who said exams were unnecessary were requested to state an alternative way for evaluation. Only 5 students answered this question, and one of them stated that students should be assessed based on their classroom participation and the other four stated that students should be assessed based on their oral performances.

Students did not prefer quizzes as a part of their language assessment as 55.5% of them stated that they did not want pop-quizzes. Although 54.9% of the students preferred taking quizzes about which they were informed in advance as a preparation for their midterm and final exams. However, 56.8% of them did not what their grades taken from those quizzes to be included in their final grade. Moreover, related to their final grade students (62.7%) suggested that classroom

participation should be included. Davies (2003) stated that instead of what is expected, generally students hate lecture-style teaching in large classes as it prevails their classroom participation which means they want to have more chance of participating in lessons and value classroom participation. In language learning and teaching, group works have many pedagogical advantages for the learners such as increasing the quantity of language practice opportunities, creating a positive affective environment in the classroom and increasing students' motivation (Long & Porter, 1985, p.207). 55.5% of the participants stated that group projects given by the teacher should be included in their final grade.

61.7% of the participants stated that instructions in the exam should not be in English so it can be stated that more than half of the students preferred Turkish instructions in the exams. Moreover, an important majority of the participants (70.8%) found examining the questions after exams useful. It is necessary to state that exams not only serve as criteria to sort out learners as successful or unsuccessful but also provide feedbacks for improvement in instructional and evaluation practices (Solak, 2010, p.107). From this perspective, preferences of the students regarding exam instructions or examining the exam questions can be taken into consideration.

5.3 Implications for Practice

The current study may provide insights to the assumptions of the English Instructors at Gendarmerie NCO Vocational College related to their students. The instructors claimed that the students tended to ignore the importance of learning English, they were reluctant to participate in the lessons and they did not want to endeavor to be successful in their General English courses due to their low attitudes towards English instruction. These claims turned out to have scientific value as the participants displayed moderately low attitudes. If, as research and theory suggest, attitudes affect the endeavors that students expend to learn another language, then language teachers need a clear understanding of attitudes in order to deal with the issues related to attitudes (Mantle-Bromley, 1995).

In Turkey, English is learned as a foreign language and it is confined to classroom setting and the students do not have much chance of using English in their daily life therefore English is mainly learned for instrumental purposes such

as getting a good job or passing a course, not for integrative purposes such as being able to communicate with the native speakers of English. However, it was claimed by many educational researchers that instrumental orientations commonly create negative attitudes among students (Crookes & Schmidt, 1991; Shirgabi, 2010; Abidin, Pour-Mohammadi, & Alzwari, 2012).

Despite their low attitudes, participants of this study were aware of both instrumental and integrative purposes as they stated "to integrate English language skills into daily life" and "to better use of the English language in their occupation" as the most important objectives of their General English courses. In such a context where English confined to classrooms, teachers have to take the responsibility of providing most available sources that can enhance students' attitudes. To accomplish this aim, they can elaborate the learning activities in relation with the students' preferences and perceptions in order to main the attention of the students. Grammar, reading and vocabulary exercises, watching English TV channels, listening to English radio channels, talking to native speakers of English, computer based activities, talking to classmates in English were among the most preferred activities by the participants. Teachers can make use of these preferences while designing their lessons besides their pedagogical knowledge and teaching methods. In that way, students may enjoy classroom activities, feel less anxious, and be more comfortable as they see that their opinions are taken into consideration.

Secondly, as awareness of importance of learning English can enhance the students' attitudes towards learning the language (Nair et all, 20014) and as the participants showed some problems related to perceived value of English, it would be wise to consider this issue from the perspectives of the students. Why English is an important and necessary course, how they can make use of it in many places, why it is worth to endeavor in learning English, and why a non-commissioned officers has to have the necessary language skills should be made as clear as possible for the cadets. For instance, NCOs who worked in international joint missions and experienced the importance of English may help teachers by sharing their experiences with the cadets from time to time.

The participants generally showed moderately low attitudes and they shared their opinions related to the General English courses through perception

questionnaire. In the light of the findings of this study some general adjustments may be taken into consideration by the administration in charge as well as the teachers. However, the study does not suggest that the students were all correct about their preferences but as Nunan (1989, p.177) put forth "no curriculum can claim to be truly learner centered unless the learner's subjective needs and perceptions relating to the processes of learning are taken into account", the choices of the participants would be beneficial for the improvement of the General English courses provided in the institution and the enhancement of the students' attitudes. The following recommendations can be made regarding general issues, objectives, content, learning activities, materials and evaluation procedures according to the findings;

1. As the students held low attitudes towards English instructions some changes can be made in order to improve their level of attitudes. As teachers, materials, and activities are significant in shaping attitudes to learning (Kozmos and Czisér, 2008) these three dimensions of instruction should be considered in General English courses.

2. Generally, students preferred to take the General English courses as electives. Regarding their low attitudes towards the importance of learning English, a positive change in their attitudes can make the students appreciate the significance of learning English and take the English course regardless of it being elective or must.

3. Language learning and teaching should not be isolated from other issues as this is a life-long process and it should include everything related to social, cultural, personal, cognitive and academic issues (Collier, 1995). Topics related to vocational issues, students' own life experiences, and current issues should be included in the General English courses in order to help students develop positive attitudes towards English.

4. Rao (2002) claimed that "no single teaching method, so far, can be expected to deal with everything that concerns the form, use and content of the target language and therefore the only way out is to reconcile communicative activities and non-communicative activities in English learning." Therefore, a combination of communicative and

non-communicative activities should be provided in the General English courses. Moreover, the activities in the General English courses should be related to all language skills (reading, listening, writing, speaking), grammar, and vocabulary.

5. As classroom participation has many benefits for language learners such as acquisition of knowledge (Murray & Lang, 1997) and developing higher order thinking skills (De Vita, 2000), it should be supported.

6. Recent technological developments created the chance of using innovative practices such as using poster, television, video, and computer in language classrooms and they made language learning process interesting and resourceful (Mathew & Alidmat, 2013). As the students held low attitudes concerning enjoyment dimension of attitudes, authentic materials (menus, newspapers, magazines, advertisements) and audio-visual materials (poster, television, video, computer, etc.) should be used in order to catch the attention of students and make the courses joyful.

All of these findings and recommendations should be taken into consideration in alliance with the theoretical and pedagogical background provided in this study. Overall, the scope of this study is limited to second year cadets studying at Gendarmerie NCO Vocational College. It aimed to investigating learners' attitudes and perceptions related to English instruction in order to form a base for further studies in this area.

5.4 Implications for Further Research

Based on the findings of this study several suggestions for further research can be made. As there is a lack of research concerning affective characteristics of law enforcement personnel more empirical studies should be conducted. In order to find out the factors affecting attitudes and perceptions of the cadets studying at Gendarmerie NCO Vocational College qualitative studies could be done. Moreover, as English instruction has other stake holders such as instructors and administrators, they can also be included in the study. Their opinions and suggestions can be taken related to attitudes of the students.

Regarding the sample size of the study, it can be recommended that further studies with larger samples can be conducted to have more insight about students' attitudes and perceptions. Furthermore, other studies could be done by using observational research methods as observing actual classroom environment provides the chance of developing more understanding of cadets' attitudes and perceptions.

However, rather than macro-level the most useful further studies could be done at individual classroom level where teachers act as researchers if they want to understand their students' perceptions and use them as a tool for improving their teaching.

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APPENDICES

APPENDIX A: Attitude Scale (Turkish Version)

İNGİLİZCE DERSİNE İLİŞKİN TUTUM ÖLÇEĞİ

Değerli Öğrenci,

Bu ölçek İngilizce dersine ilişkin tutumlarınızı değerlendirmek amacıyla geliştirilmiştir. Bu çalışma Ortadoğu Teknik Üniversitesi, Eğitim Programları ve Öğretim yüksek lisans programındaki çalışmanın bir bölümünü oluşturmaktadır. İngilizce dersi ile ilgili olarak bir görüş ve yargı bildiren aşağıdaki cümleleri okuyunuz. Bu görüşlere ne ölçüde katıldığınızı veya katılmadığınızı sağ tarafta bulunan sütunda yanıt olarak verilen beş görüşten birini işaretleyerek belirtiniz. Lütfen duygu ve düşünceleriniz en iyi ifade ettiğini düşündüğünüz, kendinize en uygun seçeneği işaretleyiniz. Araştırmaya gösterdiğiniz katkı için teşekkürlerimi sunarım.

Afra Nur Aksoy
ODTÜ Yüksek Lisans Öğrencisi

Lütfen aşağıda yer alan ifadeleri değerlendirerek ilgili yere çarpı (X)işareti koyarak işaretleyiniz.

1.Kesinlikle katılmıyorum 2.Katılmıyorum 3.Kararsızım 4.Katılıyorum 5.Kesinlikle katılıyorum

	1	2	3	4	5
1. İngilizce dersi zorunlu olmasa dersi almam.	1	2	3	4	5
2. İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.	1	2	3	4	5
3. İngilizceyi önemli bir ders olarak görüyorum.	1	2	3	4	5
4. İngilizce öğretmenimle İngilizce konuşmak isterim.	1	2	3	4	5
5. İngilizce dersinde iyi değilim.	1	2	3	4	5
6. Konular ilerledikçe kendime güveni kaybediyorum.	1	2	3	4	5
7. Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur.	1	2	3	4	5
8. İngilizcenin üçüncü ve dördüncü sınıflarda da okutulmasını isterim.	1	2	3	4	5
9. Gelecekteki çalışmalarımda İngilizceye ihtiyaç duyacağım.	1	2	3	4	5
10. İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.	1	2	3	4	5

11. Öğretmen sınıfta soru sorunca heyecanlanırım.	1	2	3	4	5
12. Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.	1	2	3	4	5
13. Yeni bir dil öğrenmek için çaba göstermeye değer.	1	2	3	4	5
14. İngilizce için çaba göstermeye değer.	1	2	3	4	5
15. Bir üniversite öğrencisi için yabancı bir dil öğrenmek önemlidir.	1	2	3	4	5
16. İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım.	1	2	3	4	5
17. Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.	1	2	3	4	5
18. İngilizcede daha ileri düzeydeki çalışmaları yapabilirim.	1	2	3	4	5
19. Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.	1	2	3	4	5
20. Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.	1	2	3	4	5
21. Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.	1	2	3	4	5
22. Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.	1	2	3	4	5
23. İngilizce öğretmeni olmak isterim.	1	2	3	4	5
24. İngilizceyi iyi öğrenebilecek bir tip değilim.	1	2	3	4	5
25. Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.	1	2	3	4	5
26. İngilizce önemli ve gerekli bir derstir.	1	2	3	4	5
27. İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.	1	2	3	4	5
28. İngilizce çalışırken kendi kendimi motive edebiliyorum.	1	2	3	4	5
29. İngilizce dersinde kendimi derse veremiyorum.	1	2	3	4	5
30. İngilizce sınavından önce korku ve heyecan duyarım.	1	2	3	4	5
31. İngilizce bana kolay gelir.	1	2	3	4	5

GENEL İNGİLİZCE DERSİNE YÖNELİK GÖRÜŞ VE ÖNERİ ANKETİ

Değerli Öğrenci,

Bu anket almış olduğunuz **<u>Genel İngilizce</u>** dersinize yönelik genel görüş ve önerilerinizi değerlendirmek amacıyla hazırlanmıştır. Bu çalışma Ortadoğu Teknik Üniversitesi, Eğitim Programları ve Öğretim yüksek lisans programındaki çalışmanın bir bölümünü oluşturmaktadır. Ankette Genel İngilizce dersinize yönelik sorular bulunmaktadır. Araştırmaya gösterdiğiniz katkı için teşekkürlerimi sunarım.

Afra Nur Aksoy
ODTÜ Yüksek Lisans Öğrencisi

Lütfen aşağıda yer alan soruları <u>Genel İngilizce</u> derslerinizdeki öğrenme sürecinize göre değerlendirerek "Evet" veya "Hayır" seçeneklerinden birine çarpı (X)işareti koyarak cevaplayınız.

	EVET	HAYIR
1. İngilizce derslerinizi mesleki gelişiminiz açısından yararlı buluyor musunuz?		
2. İngilizce dersleriniz seçmeli ders olmalı mıdır?		
3. İngilizce dil becerilerinizi geliştirmek için İngilizce derslerinizin yanında özel bir kursa katılmayı gerekli buluyor musunuz?		
4. İngilizce öğreniminizde geçmişte öğrenilen bilgiler önemli bir yere sahip midir?		
5. Ulusal ve uluslar arası İngilizce sınavlara hazırlanmak İngilizce öğrenme hedeflerinizden biri midir?		
6. İngilizceyi daha iyi öğrenebilmeniz için okulunuzda İngilizce hazırlık sınıfı okutulmalı mıdır?		
7. İngilizce derslerinizde mesleğinizle ilgili konular ele alınmalı mıdır?		
8. İngilizce derslerinizde mesleğinizle ilgili okuma parçalarını motive edici buluyor musunuz?		
9. İngilizce derslerinizde kendi yaşantılarınızla ilgili konular ele alınmalı mıdır?		

		EVET	HAYIR
10.	İngilizce derslerinizde güncel konular (politik, sosyal, kültürel, sanat, spor, magazin vb.) ders içi etkinliklere dâhil edilmeli midir?		
11.	İngilizce derslerinizde kullanılan ders kitabını yararlı buluyor musunuz?		
12.	İngilizce derslerinizde kullanılan ders kitabını yeterli buluyor musunuz?		
13.	İngilizce derslerinizde özgün materyallerin kullanılması (restoran menüleri, gazeteler, dergiler, reklamlar vb.) İngilizce öğrenmenizde yararlı mıdır?		
14.	İngilizce derslerinizde görsel-işitsel materyaller ve gereçler (poster/afiş, televizyon, video, bilgisayar vb.) kullanılmalı mıdır?		
15.	Derslerinizin sadece ders kitabına bağlı bir şekilde işlenmesini doğru buluyor musunuz?		
16.	İngilizce dersi için düzenli defter tutmak gerekli midir?		
17.	Sınavlardaki yönergeler İngilizce mi olmalıdır?		
18.	Sınavlarda dinleme becerisi ölçülmeli midir?		
19.	Sınavlarda konuşma becerisi ölçülmeli midir?		
20.	Sınavlarda yazma becerisi ölçülmeli midir?		
21.	İngilizce derslerinizde habersiz küçük sınavlar yapılmalı mıdır?		
22.	Vize ve final sınavlarından önce sınava hazırlık olarak haberli küçük sınavlar yapılmalı mıdır?		
23.	Sınavlara hazırlık olarak yapılan küçük sınavlar dönem sonu değerlendirme notuna dâhil edilmeli midir?		
24.	Derse katılım dönem sonu değerlendirme notuna dâhil edilmeli midir?		
25.	Öğretmen tarafından verilmiş grup projeleri dönem sonu değerlendirme notuna dâhil edilmeli midir?		
26.	Konuşma ve yazma becerileri notlandırılırken dil bilgisinin de göz önünde bulundurulması gerekli midir?		
27.	İngilizce öğreniminizde öz değerlendirme yapmayı gerekli buluyor musunuz?		
28.	Sınavlardan sonra sınav sorularını incelemeyi yararlı buluyor musunuz?		
29.	İngilizceyi daha iyi öğrenebilmeniz için derse katılımı gerekli buluyor musunuz?		
30.	İngilizce derslerinizde belirli bir ders planını takip etmek önemli midir?		
31.	Türkçe İngilizce derslerinizde ders dili olarak kullanılmalı mıdır?		
32.	İngilizce derslerinizde öğretmen zaman zaman Türkçe açıklamalar yapmalı mıdır?		
33.	İngilizceyi daha iyi öğrenebilmeniz için okulunuzda ders dışı etkinlikler (İngilizce okuma, film, oyun kulübü vb.) olmalı mıdır?		
34. Aşağıda verilen etkinliklerden hangileri İngilizceyi daha iyi öğrenmenizi sağlar?		**EVET**	**HAYIR**
a.	Dil bilgisi alıştırmaları		
b.	Kelime alıştırmaları		
c.	Kelime ezberleme		
d.	Okuduğunu anlama alıştırmaları (edebi metinler, kitaplar,		

denemeler, dergiler, gazeteler vb.)		
e. Okuma parçalarını ezberleme		
f. Oyunlar, şarkılar, canlandırmalar, kısa skeçler		
g. Küçük gruplar halinde yapılan tartışmalar		
h. Tüm sınıfın katıldığı tartışmalar		
i. Kompozisyonlar, notlar, mektuplar yazma		
j. Sunum		
k. Eşli çalışma		
l. Grup projeleri		
m. Bireysel çalışma		
n. İngilizce televizyon kanallarını izleme		
o. İngilizce radyo kanallarını dinleme		
p. Ana dili İngilizce olan kişilerle konuşma		
q. Bir önceki dersi tekrar etme		
r. Telaffuz çalışması		
s. Bilgisayar destekli etkinlikler		
t. İngiliz dili ve kültürüne ait çalışmalar		
u. Ödevler		
v. Çalışma kitabı alıştırmaları		
w. Sınıf arkadaşlarıyla İngilizce konuşma		
x. Dinleme ve not alma çalışmaları		
Yukarıda belirtilen etkinlerin dışında eklemek istediğiniz diğer etkinlikler varsa lütfen belirtiniz.		
35. Ders içi etkinlikleri belirlemede öğrencilere de sorumluluk verilmeli midir?		
36. Ders akışının sizden alınan öneriler doğrultusunda düzenlenmesini ister misiniz?		
37. Ders içi etkinliklerin seviyesi İngilizceyi daha iyi öğrenebilmeniz için seviyenizin üzerinde olmalı mıdır?		
38. Ders içi etkinlikler tüm becerileri (okuma, dinleme, yazma, konuşma), dil bilgisi ve kelime bilgisini içermeli midir?		
39. Aşağıda verilen amaçlardan hangileri İngilizce derslerinizin amaçları arasında yer almalıdır?	**EVET**	**HAYIR**
a. İngilizce gramer bilgisine sahip olma		
b. İngilizce-Türkçe veya Türkçe-İngilizce çeviri yapabilme		
c. Film, şarkı gibi görsel ve işitsel İngilizce programları anlayabilme		
d. İngilizce okuduğunu anlayabilme (edebi metinler/dergiler/makaleler vb.)		
e. İngilizceyi günlük hayatta kullanabilme		
f. İngilizce yazı yazabilme (raporlar/notlar/mektuplar/araştırma projeleri vb.)		
g. İngilizceyi mesleğinde kullanabilme		
h. İngilizce konuşmalar veya sunumlar yapabilme		
i. Ana dili İngilizce olan kişileri ve onların kültürlerini anlayabilme		
j. Ortak dil olarak İngilizceyi diğer ülkelerde de kullanabilme		
Yukarıda belirtilen amaçların dışında eklemek istediğiniz diğer amaçlar varsa lütfen belirtiniz.		

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40. İngilizceyi daha iyi öğrenebilmeniz için İngilizce öğrenmeye erken yaşlarda başlanması gerektiğini düşünüyor musunuz?		
Sizin İngilizce eğitime başlama yaşınızı ve size göre ideal yaş aralığını lütfen belirtiniz.		
41. İngilizce dersleriniz için haftada iki ders saati yeterli midir?		
Eğer cevabınız hayır ise size göre kaç saat olmalıdır? Lütfen nedeniyle belirtiniz.		
42. İngilizceyi daha iyi öğrenebilmeniz için sınıf mevcudunun az olması gerekli midir?		
Eğer cevabınız evet ise sınıf mevcudu en çok ne kadar olmalıdır? Lütfen nedeniyle belirtiniz.		
43. İngilizceyi daha iyi öğrenebilmeniz için dersin içeriğinin ilgi çekici olması önemli midir?		
Eğer cevabınız evet ise hangi konular sizin için daha ilgi çekicidir? Lütfen belirtiniz.		
44. İngilizceyi daha iyi öğrenebilmeniz için sınavlar gerekli midir?		
Eğer cevabınız hayır ise size göre İngilizce derslerinde öğrenci başarısının değerlendirilmesi nasıl olmalıdır?		

APPENDIX C: The Consent of Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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18.11.2014

Gönderilen : Prof. Dr. Meral Aksu
Eğitim Bilimleri

Gönderen : Prof. Dr. Canan Sümer
IAK Başkanı Vekili
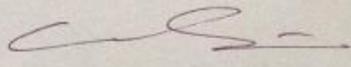
İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Afra Nur Aksoy'un "Jandarma Astsubay Meslek Yüksek Okulu Son Sınıf Öğrencilerinin İngilizce Öğretimine Yönelik Algı ve Tutumları" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

18/11/2014
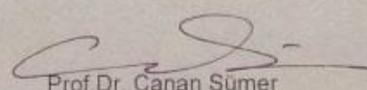
Prof. Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı Vekili
ODTÜ 06531 ANKARA

APPENDIX D: Voluntary Participation Form

Gönüllü Katılım (Bilgilendirilmiş Onay) Formu

Araştırmacının Adı-Soyadı: Afra Nur Aksoy

Araştırmanın Amacı: Bu çalışmanın birincil amacı Jandarma Astsubay Meslek Yüksek Okulunda eğitim gören 2. Sınıf öğrencilerinin 1. ve 2. Sınıflarda almış oldukları Genel İngilizce dersine yönelik tutum ve algılarının belirlenmesidir. Belirlenen bu tutum ve algılar doğrultusunda öğrencilere verilen İngilizce öğretimine yönelik önerilerin sağlanması amaçlanmıştır.

Belirtilen amaç doğrultusunda toplanan verilerin değerlendirilmesi sonucu var olan Genel İngilizce dersinin geliştirilmesine yönelik öneriler ortaya konacaktır. Çalışma gerek kurum adına gerekse öğrenciler adına herhangi potansiyel bir risk içermemektedir. Katılımcılardan kendilerine basılı olarak dağıtılan "Tutum Ölçeği" ve "Genel İngilizce Dersine Yönelik Görüş ve Öneri Anketi'ni" belirtilen süre içerisinde eksiksiz bir şekilde tamamlamaları beklenmektedir. Ölçekteki ve anketteki soruların cevaplandırılmasının yaklaşık olarak 30 dakika sürmesi ön görülmektedir. Ölçeğin ve anketin 2014-2015 Eğitim-Öğretim yılı ikinci yarıyılı içerisinde uygulanması planlanmaktadır. Katılım tamamen gönüllü olup katılmamaktan ötürü veya katılımdan vazgeçme sonunda olumsuz hiçbir sonuç oluşmayacaktır. Çalışmada elde edilen kişisel bilgiler 3.şahıslarla kesinlikle paylaşılmayacaktır. Katılımcılardan elde edilen veriler sadece analiz için kullanılacak ve tez çalışmasında yer alacaktır. Ayrıca analiz sonuçları tez çalışmasının bir parçası olarak, öğrencilerin kişisel bilgileri paylaşılmadan bilimsel kongre ve konferanslarda sunulabilir.

Araştırmaya ilişkin sorular için aşağıdaki iletişim adreslerinden iletişime geçilebilir.

Afra Nur Aksoy   Prof. Dr. Meral Aksu

Yahşihan İlçe Jandarma Komutanlığı   Orta Doğu Teknik Üniversitesi

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                                                                    Bölümü

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Araştırmanın amacı konusunda bilgilendirildim ve gönüllü olarak katılmayı kabul ediyorum.

Katılımcının Adı-Soyadı: **İmzası:**

GİRİŞ

Dünyamızın giderek küreselleşmesi sonucu yabancı bir dil sahibi olmak bir bireyin yaşantısında normal bir durum halini almıştır (Cook, 2001). Modern lingua franca haline gelen İngilizce Türkiye'deki hemen hemen bütün eğitim kurumlarında öğretilen en yaygın yabancı dildir. Türkiye'de yeni uygulanan yasalarla birlikte İngilizce eğitimi 2. Sınıfta başlamaktadır ve öğrenciler eğitimlerinin her seviyesinde İngilizceyle karşılamaktadırlar. Bu nedenle İngilizce dersinde başarılı olmak öğrenciler, aileler, öğretmenler ve kurumlar için önemli bir hale gelmiştir. Fakat dil öğretimi için ayrılan zaman ve verilen çabaya karşın öğrenimin yeterli seviyelerde olmaması her zaman tartışmalı bir konu olmuştur (Karahan, 2007). Bu sorunu açıklığa kavuşturmak amacıyla birçok öneri ileri sürülmüştür.

Duyuşsal faktörler istenen İngilizce yeterlilik seviyesine ulaşma sürecini etkileyen önemli faktörler arasındadır. Tutum öğrenme algısını hem şekillendirdiği hem de belirlediği için önemli duyuşsal faktörlerden biri olarak kabul edilmektedir (Chan, 2009). Tutum kısaca bir nesne, kişi, kurum veya olaya olumlu ya da olumsuz yanıt verme eğilim olarak tanımlanabilir (Ajzen, 1988). Öğrencilerin dile yönelik olumlu tutumları motivasyonlarını artırarak başarılı olmalarını sağlarken, olumsuz tutumları başarısızlığa neden olmaktadır (Kiani, 2010). Bu nedenle, birçok araştırmacı farklı tutum ölçekleri kullanarak öğrenilmesi hedeflenen dile yönelik öğrencilerin tutum ve başarısı arasındaki ilişkiyi analiz etmiştir (Gardner, 1985). Dörnyei'ye (1998) göre uzun ve yorucu olan dil öğrenme sürecine hem başlamak hem de bu süreci başarı ile sürdürebilmek için öğrencilerin güçlü bir motivasyona ve dile yönelik olumlu bir tutuma ihtiyaçları vardır.

Dil öğrenen kişilerin algıları da eğer doğru bir şekilde elde edilir ve kullanılırsa dil öğrenimi ve öğretimi sürecini geliştirmek için değerli bilgi kaynaklarındandır. Eğer öğretmenlerin ve öğrencilerin algıları arasında bir uyumsuzluk söz konusu ise bu durumun öğrencilerin üzerinde olumsuz etkileri olabilir (Schulz, 2001; Hawkey, 2006; Bulut and Üğüten, 2003; Barkhuizen, 1998; Spratt, 1999; Rao, 2002; Savignon and Wang, 2003). Araştırmacılar eğer öğrencilerin görüşleri ve beklentileri doğru bir şekilde ortaya konursa öğretmenlerin ve öğrencilerin algıları arasında var olabilecek herhangi farklılıkların giderebileceğini ortaya koymuşlardır (Horwitz, 1985; McCargar, 1993; Peacock, 1999). Ayrıca ders planlama ve uygulama aşamalarında öğretmenlerin öğrencilerinin algılarını göz önünde bulundurmaları olası yanlış anlaşılmaların ve yanlış uygulamaların önüne geçebilir (Hawkey, 2006).

Araştırmanın Amacı: Jandarma Astsubay Meslek Yüksek Okulu, Jandarma Genel Komutanlığının temel astsubay kaynağıdır. Jandarma Astsubay Meslek Yüksek Okulu; Kamu Güvenliği ve Asayişin Sağlanması programında iki yıllık ön lisans düzeyinde eğitim vermektedir. Türkiye topraklarının %92'si jandarma sorumluluğundadır ve Türkiye nüfusunun %40'ı bu bölge içerisinde yaşamaktadır. Türk Silahlı Kuvvetlerince belirlenen yönetmeliğe göre Astsubay Meslek Yüksek Okullarının hedefi; askerlik mesleğinin temel değerlerini özümsemiş, sürekli kendini geliştiren, liderlik özellikleri gelişmiş, askerî sevk ve idare edebilme yeteneği olan, yeterli fizikî yeteneği kazanmış astsubaylar yetiştirmektedir.   Almak zorunda oldukları birçok meslek bilgisi dersinin yanında astsubay adayı öğrenciler haftada 2 saat olmak üzere 4 dönem boyunca Genel İngilizce dersi almak zorundadırlar. İngilizce astsubayların mesleki yaşantılarında iki nedenden dolayı çok önemlidir. İlk olarak Türkiye 1952'den bu yana NATO üyesi bir ülke olduğunda dolayı jandarma personelinin katılması gereken birçok uluslararası görev bulunmaktadır. Bu görevlerde özellikle olası yanlış anlaşılmaları önlemek amacıyla iletişimsel dil becerilerin önemi vurgulanmaktadır. İkinci olarak, jandarma sorumluluk sahasının yaklaşık %30'u sahil kesimi gibi turistik bölgelerden oluşmaktadır. Bu bölgeleri ziyaret gelen turistlerin problemleriyle etkili bir şekilde ilgilenebilmek için bir jandarma astsubayının yeterli İngilizce bilgisine ve becerisine sahip olması gerekmektedir.

Fakat JAMYO öğrencilerinin İngilizce ile ilgili bazı sorunlar yaşadıkları kurumun İngilizce okutmanları tarafından sıklıkla dile getirilmektedir. Derse katılımda isteksizlik ve başarılı olmak için çaba harcamama bu problemlerden bazılarıdır. Öğrencilere bu durumun olası sebepleri sorulduğunda öğrenciler İngilizceden nefret ettikleri, İngilizceyi önemli ve gerekli bir ders olarak görmediklerini ifade etmektedirler. Bu problemler temelde tutum, algı ve motivasyon kaynaklı problemler olarak görülmektedir. Bu nedenle bu çalışmanın amacı Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizceye yönelik algı ve tutumlarının belirlenmesidir.

Bu çalışma belirlenen amaçlar doğrultusunda aşağıdaki araştırma sorularına cevap aramaktadır:

Araştırma Soruları:

1. Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizceye yönelik tutumları önem, hoşlanma ve kaygı boyutları açısından nasıldır?

2. Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin Genel İngilizce derslerine yönelik algıları hedefler, içerik, eğitim durumları, kaynaklar, sınama durumları açısından nasıldır?

3. Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizceye yönelik algıları tutum seviyelerine göre (düşük, orta, yüksek) farklılık göstermekte midir?

YÖNTEM

Bu çalışmada Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizceye yönelik algı ve tutumlarının belirlenmesi amacıyla nicel araştırma tekniklerinden tarama yöntemi kullanılmıştır. Bu yöntem belirli bir grubun belli özelliklerini tanımlamak ve ortaya koymak amacıyla kullanılmaktadır (Fraenkel, Wallen and Hyun, 2012).

Çalışma Ortamı: Jandarma Astsubay Meslek Yüksek Okulu 2003 yılında Ankara/Beytepe de Jandarma Genel Komutanlığı bünyesinde çalışacak gerekli astsubay personelini yetiştirmek amacıyla açılmış 2 yıllık bir ön lisans eğitim kurumudur. Almak zorunda oldukları birçok meslek bilgisi dersinin yanında

astsubay adayı öğrenciler haftada 2 saat olmak üzere 4 dönem boyunca Genel İngilizce dersi almak zorundadırlar. Genel İngilizce dersleri öncelikli olarak Yüksek Öğretim Kurulu'nun yüksekokullar için belirlediği zorunlu dersler kapsamındadır. Birinci sınıfta A1 seviyesi ikinci sınıfta A2 seviyesi olmak üzere Headway ders kitabı kullanılmaktadır. Öğrenciler dönem sonu notlarının %28'ini vize, %60'ını final ve %12'sini sözlü notu oluşturmaktadır. Öğrenciler dersten geçebilmek için 100 üzerinden en az 60 almak zorundadırlar.

Çalışma Grubu: Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören 1000 birinci sınıf öğrencisi, 1027 ikinci sınıf öğrencisi olmak üzere toplam 2027 öğrenci bulunmaktadır. 1027 ikinci sınıf öğrencisi her biri 28-30 kişilik olmak üzere 36 ayrı sınıfta öğrenim görmektedir. 36 sınıftan 12 tanesi rastgele seçilmiştir ve toplamda 340 öğrenci bu çalışmaya katılmıştır.

Veri Toplama Araçları: Bu çalışmada Tutum Ölçeği ve Algı Anketi olmak üzere iki adet veri toplama aracı kullanılmıştır. Tutum Ölçeği Fırat Üniversitesi öğretim üyesi Prof. Dr. Mehmet Nuri Gömleksiz tarafından 2003 yılında geliştirilmiş tek boyutlu ölçek kaynak alınarak yapılan faktör analizi sonucu oluşturulmuş 31 maddelik bir ölçektir. Ölçeğin güvenilirlik katsayısı .95 olarak bulunmuştur. Bu sonuç ölçeğin güvenilir bir ölçek olduğunu ortaya koymaktadır. Ölçekte 21'i olumlu 10'u olumsuz olmak üzere toplam 31 madde bulunmaktadır. Diğer bir veri toplama aracı olan Algı Anketi araştırmacının kendisi tarafından geliştirilmiştir. Anket hedefler, içerik, eğitim durumları, kaynaklar ve sınama durumları gibi Genel İngilizce derslerinin boyutlarına yönelik toplam 44 Evet/Hayır sorusundan oluşmaktadır. Anketin güvenilirliği, içerik geçerliliği ve anket maddelerinin anlaşır olup olmadığı uzman görüşü ve katılımcı görüşü alarak değerlendirilmiştir.

Verilerin Analizi: Tutum Ölçeği ve Algı Anketi kullanılarak toplanan nicel veriler IBM SPSS 22.0 programı kullanılarak tanımlayıcı istatistik analizi kapsamında incelenmiştir. Ayrıca katılımcıların tutumları yapılan faktör analizi sonucu elde edilen önem, hoşlanma ve kaygı boyutları altında incelenmiştir. Katılımcıların algılarının tutum seviyelerine göre farklılık gösterip göstermediği ki-kare analizi kullanılarak incelenmiştir.

BULGULAR

Öğrencilerin İngilizceye Yönelik Tutumları: Uygulanan tutum ölçeği soncunda katılımcıların İngilizceye yönelik nispeten düşük tutum sergiledikleri gözlemlenmiştir (M=2.83, SD=93). Orijinalinde tek boyutlu olan tutum ölçeği yapılan faktör analizi sonucunda önem, hoşlanma ve kaygı olmak üzere üç boyut altında 31 madde olarak tekrardan düzenlenmiştir (Aiken 1974 ve1976). Önem boyutu İngilizce dersinin önemli ve gerekli bir ders olması ile ilgili maddeler içermektedir. Hoşlanma boyutu öğrencilerin İngilizce dersinden ve o derste yaptıkları etkinliklerden hoşlanıp hoşlanmadıklarına ilişkin maddeler içermektedir. Kaygı boyutu ise öğrencilerin İngilizce dersinde yaşadıkları kaygı durumlarına ilişkin maddeler içermektedir. Bu boyutlardan alınan cevaplar tanımlayıcı istatistik çerçevesinde incelendiğinde katılımcıların İngilizce dersinin önemine ilişkin düşük tutum sergiledikleri gözlenmiştir (M=2.86, SD=1.21). Ayrıca katılımcıların İngilizce dersinden ve bu dersteki etkinliklere katılmaktan hoşlanmadıkları söylenebilir (M=2.59, SD=1.15). Son olarak katılımcıların İngilizce dersine bazı kaygılar yaşadıkları belirtilebilir (M=2.91, SD=1.03).

Bu boyutlar altında yer alınan maddeler ayrı ayrı incelendiğinde de yukarıda özetlenen durum gözlenmiştir. Genel olarak öğrenciler İngilizceyi önemli ve gerekli bir ders olarak görmemektedirler (M=2.64, SD=1.60) ve İngilizce için çaba göstermeye değmeyeceğini belirtmişlerdir (M=2.67, SD=1.62). Hoşlanma boyutunda ise öğrenciler ders esnasında verilen alıştırmaları zevkle yapamadıklarını (M=2.69, SD=1.49) ve İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk almadıklarını ifade etmişlerdir (M=2.67, SD=1.49). Son olarak, kaygı boyutunda öğrencilerin hata yapmaktan korktukları için sınıfta İngilizce konuşmaktan çekindikleri (M=3.14, SD=1.52) ve öğretmen sınıfta soru sorduğunda heyecanlandıkları ortaya çıkmıştır (M=3.09, SD=1.53).

Öğrencilerin İngilizce Öğretimine Yönelik Algıları: Bu çalışmanın bir diğer amacı Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizce öğretimine yönelik algılarının belirlenmesidir. Bu çalışması sorusu kapsamında uygulanan algı anketine öğrencilerin verdikleri yanıtlar frekans analizi yapılarak sunulmuştur. Katılımcıların yanıtları özel konular,

hedefler, içerik, eğitim durumları, kaynaklar, sınama durumları ve kısa cevapları sorular olmak üzere toplam 7 başlık altında incelenmiştir.

Özel konular kapsamında yer alan maddeler incelendiğinde öğrencilerin %75,3'ü İngilizce dil becerilerini geliştirmek için İngilizce derslerinin yanında özel bir kursa katılmayı gerekli bulmaktadır. Öğrencilerin %72,1'i geçmişte öğrenilen bilgilerin İngilizce öğreniminde önemli bir yere sahip olduğunu düşünmektedir. Katılımcıların %52,9'u İngilizceyi daha iyi öğrenebilmek için okullarında İngilizce hazırlık sınıfının gerekli olmadığını düşünmektedir.

Hedefler kapsamında 10 farklı hedef arasından katılımcılar en yüksek yüzdeye "İngilizceyi günlük hayatta kullanabilme" hedefinde sahiptir (%72,7). En düşük yüzde ise "İngilizce yazı yazabilme(raporlar/notlar/mektuplar/araştırma projeleri, vb.)" hedefinde görülmektedir (55,2%). Bununla birlikte bu bölümde verilen diğer bütün hedefler %50'nin üzerinde bir yüzdeye sahiptirler.

İçerik bölümünde katılımcıların %74,4'ü İngilizce derslerinde meslekleri ile ilgili konuların ele alınması gerektiğini belirtmiş ve ayrıca %62,3'ü meslekleri ile ilgili okuma parçalarını motive edici bulmuşlardır.

Eğitim durumları bölümünde katılımcılar İngilizce derslerinde yapılan etkinlikler başta olmak üzere çeşitli sorulara cevap vermişlerdir. Öğrencilere verilen 24 etkinlikten hangilerinin İngilizceyi daha iyi öğrenmelerini sağladığı sorulmuştur. Bu bölümde en yüksek yüzdelere sahip ilk 10 etkinlik şu şekilde sıralanmıştır; kelime alıştırmaları (%76), dil bilgisi alıştırmaları (%74,4), bireysel çalışma (%70,1), okuduğunu anlama alıştırmaları (%69,5), bilgisayar destekli etkinlikler (%69,5), kelime ezberleme (%68,5), İngilizce televizyon kanallarını izleme (%67,5), İngilizce radyo kanallarını dinleme (%66,9), ana dili İngilizce olan kişilerle konuşma (%66,6) ve sınıf arkadaşları ile İngilizce konuşma (%65,6).

Kaynaklar bölümünde öğrencilere ders kitabını yararlı ve yeterli bulup bulmadıkları sorulmuştur. Öğrencilerin %51,9'u kullandıkları ders kitabını yararlı buluyorken %55,8'i bu kitabı yetersiz bulmuştur. Katılımcıların %70,1'i İngilizce derslerinde restoran menüleri, gazeteler, dergiler, reklamlar gibi özgün materyallerin kullanımını yararlı bulunmuştur. Bununla birlikte öğrencilerin %72,1'i poster/afiş, televizyon, video, bilgisayar gibi görsel-işitsel materyallerin kullanımını yararlı bulmuştur.

Sınama durumları ile ilgili olarak öğrencilere çeşitli sorular sorulmuştur. Öğrencilerin %61,7'si sınavlardaki yönergelerin Türkçe olması gerektiğini düşünmektedir. Katılımcıları %55,8'i İngilizce derslerinde habersiz küçük sınavlar yapılmasını istememektedir. Fakat %54,9'u vize ve final sınavlarından önce sınava hazırlık olarak haberli küçük sınavlar yapılması gerektiğini düşünmektedir ve %56,8'i sınavlara hazırlık olarak yapılan bu küçük sınavlardan alınan notların dönem sonu değerlendirme notuna dahil edilmemesi gerektiğini düşünmektedir.

Son olarak öğrencilere İngilizce öğretimine yönelik bazı özel konular ile ilgili toplam 5 adet kısa cevaplı soru sorulmuştur. İlk olarak öğrencilerin %81,8'i İngilizceyi daha iyi öğrenebilmek için İngilizce öğrenmeye erken yaşlarda başlanması gerektiğini düşünmektedir. Bu soruda öğrencilere daha sonra kendilerinin İngilizce eğitimine başlama yaşları ve kendilerine göre ideal yaş aralığı sorulmuştur. Bu soruya yalnızca 43 öğrenci yanıt vermiştir ve ideal başlama yaşının 5 ile 8 arasında olması gerektiğinin belirtmişlerdir.

Bu bölümdeki ikinci soruda İngilizce dersleri için iki saatin yeterli olup olmadığı sorulmuştur. Katılımcıların %59,4'ü iki ders saatini yetersiz bulmuştur. Bu soruda öğrencilerden eğer cevapları hayır ise ders saatinin kendilerine göre kaç saat olması gerektiğini yazmaları istenmiştir. Yalnızca 34 katılımcı bu soruya yanıt vermiştir ve ders saatlerinin 4 ile 10 saat arasında olması gerektiğini belirtmişlerdir.

Bu bölümdeki üçüncü soruda öğrencilere İngilizceyi daha iyi öğrenebilmeleri için sınıf mevcudunun az olması gerekli midir diye sorulmuştur. Katılımcıların %75,6'sı sınıf mevcudunun az olması gerektiğini belirtmiştir. Sınıf mevcudu en çok ne kadar olması gereklidir sorusuna ise yalnızca 39 öğrenci cevap vermiştir ve sınıf mevcudunun 10 ile 15 kişi arasında olması gerektiğini belirtmişlerdir.

Bu bölümdeki dördüncü soruda öğrencilere İngilizceyi daha iyi öğrenebilmeleri için dersin içeriğinin ilgi çekici olup olmaması gerektiği sorulmuştur ve öğrencilerin %70,8'ine göre dersin içeriği ilgi çekici olmalıdır. Hangi konular size göre ilgi çekicidir sorusuna yalnızca 21 öğrenci cevap vermiştir ve bu öğrenciler mesleki ve güncel konuları ilgi çekici bulduklarını belirtmişlerdir.

Bu bölümdeki son soruda öğrencilere İngilizceyi daha iyi öğrenebilmeleri için sınavları gerekli bulup bulmadıkları sorulmuştur. Öğrencilerin %46,4'ü sınavları gereksiz bulmuştur. İngilizce derslerinde öğrenci başarısının değerlendirilmesi nasıl olmalıdır sorusuna ise yalnızca 5 öğrenci cevap vermiştir ve bu öğrenciler derse katılımın ve sözlü performansın değerlendirilmesi gerektiğini belirtmişlerdir.

Öğrencilerin Tutumlarının ve Algılarının Karşılaştırılması: Bu araştırma da son olarak Jandarma Astsubay Meslek Yüksek Okulu'nda öğrenim gören ikinci sınıf öğrencilerin İngilizceye yönelik algıları tutum seviyelerine (düşük, orta, yüksek) farklılık göstermekte midir? sorusu ki-kare test analizi kullanarak incelenmiştir. İlk olarak öğrenciler tutumları açısından düşük, orta, yüksek olmak üzere üç gruba ayrılmıştır. Öğrencilerin aldıkları genel puanlara göre 1 ile 2,49 arası düşük, 2,50 ile 3,49 arası orta, 3,50 ile 5 arası yüksek olarak gruplandırılmıştır. Daha sonra algı anketinden 6 madde seçilerek öğrencilerin bu maddelere verdiklerin cevapların tutum seviyelerine göre farklılık gösterip göstermediğine bakılmıştır. Bu 6 maddeden 4'ü için anlamlı sonuç elde edilmiştir. Bunun sonucunda hangi iki grup arasında anlamlı farklılık olup olmadığına ki-kare için post-hoc analizi yapılarak bakılmıştır.

Bu analizde bakılan ilk madde "İngilizce derslerinizi mesleki gelişiminiz açısından yararlı buluyor musunuz?" maddesidir. Bu madde de üç grup arasında da anlamlı farklılık elde edilmiştir. Yüksek tutuma sahip olan öğrenciler (%93,1) orta ve düşük tutuma sahip olan öğrencilere göre bu soruya daha çok evet cevabı vermişlerdir. Bununla birlikte orta tutuma sahip olan öğrenciler (%75,4) düşük tutuma sahip öğrencilere (%22,3) göre bu soruya daha çok evet cevabı vermişlerdir.

Bu analizde ikinci olarak "İngilizce dersleriniz seçmeli ders olmalı mıdır?" maddesi incelenmiştir. Bu madde de sadece düşük tutuma sahip öğrenciler için anlamlı farklılık bulunmuştur. Düşük tutuma sahip öğrenciler (%87,2) orta ve yüksek tutuma sahip öğrencilere göre bu soruya daha çok evet cevabı vermişlerdir. Orta tutuma sahip öğrenciler ve yüksek tutuma sahip öğrenciler arasında anlamlı bir farklılık bulunmamıştır.

Bu analizde üçüncü olarak "Ulusal ve uluslararası İngilizce sınavlara hazırlanmak İngilizce öğrenme hedeflerinizden biri midir?" sorusu incelenmiştir.

Bu madde üç grup arasında da anlamlı farklılık bulunmuştur. Yüksek tutuma sahip olan öğrenciler (%87,4) orta ve düşük tutuma sahip olan öğrencilere göre bu soruya daha çok evet cevabı vermişlerdir. Bununla birlikte orta tutuma sahip olan öğrenciler (%63,4) düşük tutuma sahip öğrencilere (%13,8) göre bu soruya daha çok evet cevabı vermişlerdir.

Bu analizde son olarak "İngilizceyi daha iyi öğrenebilmeniz için okulunuzda İngilizce hazırlık sınıfı okutulmalı mıdır?" maddesi incelenmiştir. Bu madde üç grup arasında da anlamlı farklılık bulunmuştur. Düşük tutuma sahip olan öğrenciler (%86,2) orta ve yüksek tutuma sahip olan öğrencilere göre bu soruya daha çok hayır cevabı vermişlerdir. Bununla birlikte orta tutuma sahip olan öğrenciler (%40,8) yüksek tutuma sahip öğrencilere (%33,3) göre bu soruya daha çok hayır cevabı vermişlerdir.

TARTIŞMA

Bu araştırma sonucunda elde edilen bulgular ışığında Jandarma Astsubay Meslek Yüksek Okulu ikinci sınıf öğrencilerinin İngilizceye yönelik nispeten düşük tutum sergiledikleri ortaya konmuştur. Türkiye gibi İngilizcenin yabancı dil olarak öğretildiği birçok ülkede öğrencilerin düşük veya orta tutumlara sahip olması sıklıkla karşılaşılan bir durumdur. Bunun sebebi öğrencilerin İngilizce öğretimlerinin ders saati ile sınırlı kalması ve okul dışında İngilizceyi kullanma imkânlarının bulunması olarak düşünülmektedir (Shirgabi, 2010). İngilizce öğrenmenin önemi göz önünde bulundurulduğunda öğrencilerin İngilizceyi sadece geçmek zorunda oldukları bir okul dersi olarak görmeleri İngilizceye yönelik olumsuz tutum sergilemelerine neden olmaktadır (Karahan, 2007). Bu nedenle öğrencilerin İngilizcenin önemini kavramaları İngilizceye yönelik olumlu tutum sergilemelerini sağlayabilir (Nair et al, 2014). Ayrıca öğrencilerin İngilizce dersinden ve derste yapılan etkinliklerden zevk alması sağlanarak İngilizceye yönelik olumluları desteklenebilir (Savignon, 1976). Bunun yanında kaygı durumu öğrencilerin İngilizceye yönelik tutumlarını ve İngilizce öğrenmeye devam edip etmeme kararlarını etkileyen önemli bir faktör olarak değerlendirilmektedir (Phillips, 1992).

Jandarma Astsubay Meslek Yüksek Okulu ikinci sınıf öğrencilerinin İngilizce dersine yönelik algıları ele alındığında okulda sağlanan İngilizce öğretimi açısından bir çok önemli sonuç ortaya konabilir. İngilizce dersi Yüksek Öğretim Kurumu tarafından belirlenen zorunlu dersler kapsamında okutulmasına rağmen katılımcıların %74'ü İngilizce dersinin seçmeli ders olarak okutulması gerektiğinin düşünmektedir. Bu durumun öğrencilerin sahip olduğu nispeten düşük tutum göz önünde bulundurularak değerlendirilmesi gerekmektedir. Çakıcı'ya (2007) göre öğrencilerin dersi seçme konusunda özgürlüğünün bulunmaması derse yönelik olumsuz tutum sergilemelerine neden olabilmektedir.

Katılımcıların %74,4'ü İngilizce derslerinde meslekleri ile ilgili konuların ele alınması gerektiğini düşünmektedir. Ayrıca %70,8'i derslerin içeriğinin ilgi çekici olması gerektiğini belirtmiştir. Collier'e (1995) göre İngilizce öğretiminde en büyük hata bu sürecin sosyal, kültürel, kişisel ve akademik konulardan ayrı tutulması gerektiğinin düşünülmesidir. Bu nedenle İngilizce derslerine içerik öğrenciler için ilgi çekici olmalıdır ve onların ileriki meslekleri ve kendi yaşantıları ile ilgili konular ele alınmalıdır.

Eğitim durumları bölümünde öğrencilerin verdikleri cevaplar incelendiği zaman genel olarak öğrencilerin İngilizce derslerindeki etkinliklerin çeşitlilik göstermesini istedikleri ortaya konabilir. Rao'ya (2002) göre öğrenciler İngilizce öğretiminde bir yöntemin veya etkinliğin tek başına yeterli olmayacağını düşünmektedirler ve kullanılan yöntemlerin ve etkinliklerin çeşitlilik göstermesi gerektiğini vurgulamaktadırlar.

İngilizce öğretiminde restoran menüleri, gazeteler, dergiler, reklamlar gibi özgün materyaller öğrencilere günlük hayatta kullanılan dili kullanma imkanı sağlamaktadırlar (Rahman, 2014). Ayrıca gelişen teknolojik imkanlar ile İngilizce derslerinde kullanılan ders kitapları görsel-işitsel materyaller kullanılarak desteklenebilir (Su, 2009).

Çalışmanın başında da belirtildiği üzere Jandarma Astsubay Meslek Yüksek Okulu öğrencilerinin İngilizce ile ilgili bazı sorunlar yaşadıkları kurumun İngilizce okutmanları tarafından sıklıkla dile getirilmektedir. Derse katılımda isteksizlik ve başarılı olmak için çaba harcamama bu problemlerden bazılarıdır. Öğrencilere bu durumun olası sebepleri sorulduğunda öğrenciler İngilizceden nefret ettikleri, İngilizceyi önemli ve gerekli bir ders olarak görmedikleri ifade

etmektedirler. Bu problemler temelde tutum, algı ve motivasyon kaynaklı problemler olarak görülmektedir. Bu çalışmanın sonucunda elde edilen bulgular göz önünde bulundurulduğunda İngilizce okutmanlarının bu öngörülerinin bilimsel olarak desteklendiği söylenebilir. Nunan (1989) bir öğretim programının öğrencilerin bireysel ihtiyaçlarını ve algılarını göz önünde bulundurmadığı sürece tam anlamıyla öğrenci merkezli olarak sayılamayacağını belirtmiştir. Öğrencilerin sahip oldukları nispeten düşük tutumlar ve algı anketine verdikleri cevaplar göz önünde bulundurularak aşağıda yer alan öneriler yapılabilir;

1. İlk olarak öğrencilerin sahip oldukları nispeten düşük tutumları değiştirmeye yönelik çalışmaların yapılması sağlanmalıdır. Öğretmenler, kullanılan kaynaklar ve ders içi etkinlikler öğrencilerin tutumlarını belirlemede önemli bir yere sahip oldukları göz önünde bulundurularak (Kozmos ve Czisér, 2008) bu üç boyut Genel İngilizce dersleri için dikkatli bir şekilde belirlenmelidir.

2. Genel olarak öğrenciler İngilizce derslerini seçmeli olarak almak istemektedirler. Bu nedenle öğrencilerin İngilizce dersinin önemine yönelik sahip oldukları düşük tutum göz önünde bulundurulmalıdır ve bu dersin önemini kavramaları sağlanmalıdır.

3. Öğrencilerin ileride sahip olacakları meslekleri ile ilgili konular, kendi yaşantıları ile ilgili konular ve sosyal politik olaylar gibi güncel durumlarla ilgili konular İngilizce dersinin içeriğine dahil edilmelidir.

4. İngilizce dersinde uygulanan etkinlikler öğrencilerin ilgisini çekecek şekilde çeşitlilik göstermelidir ve okuma, dinleme, yazma, konuşma gibi tüm becerilerin yanı sıra dil bilgisi ve kelime bilgisi etkinliklerini de içermelidir.

5. Teknolojik gelişmeler İngilizce derslerinde poster, televizyon, video, bilgisayar gibi görsel işitsel materyallerin kullanımına olanak sağlamıştır bu sayede İngilizce dersleri öğrenciler için ilgi çekici hale getirilebilmektedir (Mathew and Alidmat, 2013). Özellikle öğrencilerin hoşlanma boyutunda sahip oldukları düşük tutum göz önünde bulundurulduğunda Genel İngilizce derslerinde görsel işitsel ve özgün materyallerin kullanımı öğrencilerin ilgisini çekebilir ve bu sayede öğrenciler İngilizce dersine yönelik olumlu tutum geliştirebilirler.

Bu çalışmada yer alan bulgular ve öneriler sağlanan literatür kapsamında değerlendirilmedir. Genel olarak bu çalışmanın kapsamı Jandarma Astsubay Meslek Yüksek Okulunda öğrenim gören ikinci sınıf öğrencileri ile sınırlıdır. Bu çalışmaya katılan öğrencilerin İngilizceye yönelik tutumları ve algıları bu alandaki diğer çalışmalara kaynak olması amacıyla belirlenmiştir.

TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

Soyadı : Aksoy
Adı   : Afra Nur
Bölümü : Curriculum and Instruction

TEZİN ADI (İngilizce) : ATTITUDES AND PERCEPTIONS OF GENDARMERIE NON-COMMISSIONED OFFICERS VOCATIONAL COLLEGE STUDENTS' TOWARDS ENGLISH INSTRUCTION

TEZİN TÜRÜ : Yüksek Lisans ☒ X   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒ X

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: