



**HACETTEPE ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Language Education  
English Language Teaching Program

LANGUAGE LEARNERS' ATTITUDES TOWARDS NATIVE SPEAKERS AND  
THEIR COUNTRIES REGARDING ACHIEVEMENT AND GENDER

Nergis PEKMEZCİ

Master's Thesis

Ankara, 2019

With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



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ANADİL KULLANICILARI VE ONLARIN ÜLKELERİNE KARŞI DİL  
ÖĞRENERLERİN BAŞARI VE CİNSİYET AÇISINDAN TUTUMLARI

Nergis PEKMEZCİ

Master's Thesis

Ankara, 2019

### Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Nergis PEKMEZCİ** and entitled "Language Learners' Attitudes towards Native Speakers and Their Countries Regarding Achievement and Gender" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Languages** by the members of the Examining Committee.

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Prof. Dr. Ali Ekber ŞAHİN  
Director of Graduate School of Educational Sciences

## **Abstract**

This study was conducted to investigate language learners' attitudes towards native speakers of English and their countries (the U.S.A., England, Canada, Australia and New Zealand) regarding achievement and gender. A quantitative approach was primarily adopted in the study through a questionnaire to examine students' attitudes towards native speakers and their countries. The quantitative approach was supported by qualitative procedures through interviews with students and instructors in order to see whether the responses validate the quantitative findings. The study was carried out at a private university in Turkey. The quantitative data were gathered from 258 students in the English language preparatory program who completed the questionnaire. The qualitative data were gathered from 16 students and 9 instructors in the English language preparatory program who participated in the interviews. For the questionnaires, a statistical program, SPSS 25.0 was used and the data were analyzed through descriptive statistics and independent samples t-tests. For the interviews, content analysis was employed. The study results demonstrated that there was no statistically significant difference in students' attitudes towards native speakers and their countries and achievement. Also no statistically significant difference was found in students' attitudes towards native speakers and their countries regarding gender. Additionally, the participants' attitudes towards native speakers were found as moderately high. In terms of country-based results, it was revealed that the most conflicting and contradictory findings were about the U.S.A. and England. Canada was found to have the most consistent findings among all. The qualitative findings were in line with the quantitative data.

**Keywords:** attitude, achievement, gender, attitudes towards native speakers, attitudes towards countries of native speakers, target culture and community

## Öz

Bu çalışmanın amacı anadili İngilizce olan kişilere ve onların ülkelerine (A.B.D., İngiltere, Kanada ve Avustralya ve Yeni Zelanda) karşı dil öğrenenlerin başarı ve cinsiyet açısından tutumlarını ölçmektir. Çalışma esas olarak nicel yöntem kullanılarak gerçekleştirilmiştir ve veriler, anadil kullanıcıları ve onların ülkelerine karşı öğrenci tutumlarını ölçmek amacıyla anket yoluyla toplanmıştır. Araştırma için nicel yöntem benimsenmiş olmasına rağmen, çalışma öğrenci ve okutman görüşmeleri yapılarak nitel yönden desteklenmiştir. Bu görüşmelerden elde edilen bulgularla nicel verilerin örtüşüp örtüşmediği kontrol edilmiştir. Çalışma Türkiye'deki özel bir üniversitenin yabancı diller yüksekokulunda gerçekleştirilmiştir. Nicel verinin toplandığı katılımcılar 258 İngilizce hazırlık sınıfı öğrencisinden oluşmaktadır. Nitel verinin toplandığı katılımcılar 16 İngilizce hazırlık sınıfı öğrencisi ve İngilizce hazırlık biriminde çalışmakta olan 9 okutmandır. Anket verileri bir istatistik programı olan SPSS 25.0 kullanılarak betimsel istatistik ve bağımsız örneklem t-testi yoluyla analiz edilmiştir. Görüşmeler için içerik analizi metodu kullanılmıştır. Elde edilen anket bulgularına göre, anadil kullanıcıları ve onların ülkelerine karşı öğrenci tutumları arasında başarı açısından istatistiksel olarak anlamlı bir fark bulunmamıştır. Ayrıca, anadil kullanıcıları ve onların ülkelerine karşı öğrenci tutumları arasında cinsiyet açısından istatistiksel olarak anlamlı bir fark ortaya çıkmamıştır. Ek olarak, katılımcıların anadili İngilizce olan kişilere karşı tutumlarının orta yüksek seviyede olduğu gözlemlenmiştir. Ülke bazlı sonuçlar göz önünde bulundurulduğunda, en çelişkili ve tutarsız bulguların A.B.D. ve İngiltere'ye ait olduğu gözlenmiştir. Ülkeler arasında en tutarlı bulgulara ulaşılan ülke Kanada olmuştur. Görüşme yoluyla elde edilen nitel veriler, anadil kullanıcıları ve onların ülkelerine karşı öğrencilerin tutumları konusunda nicel verileri destekleyici bulgular sağlamıştır.

**Anahtar sözcükler:** tutum, başarı, cinsiyet, anadil kullanıcılarına karşı tutumlar, anadil kullanıcılarının ülkelerine karşı tutumlar, hedef kültür ve toplum

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Dedicated to my family of five



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## **Symbols and Abbreviations**

**AMTB:** Attitude / Motivation Test Battery

**ATESP:** Attitude towards English-speaking people

**CETScale:** Consumer ethnocentric tendency scale

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**L2:** Second/Foreign language

**SLA:** Second language acquisition

## **Chapter 1**

### **Introduction**

In this section, statement of the problem and background of the study is presented. Following that, background of the study is provided, preceding the aim and the significance of the study. Finally, assumptions, limitations of the study and definitions that could be useful are provided in the following parts.

#### **Statement of the Problem and Background of the Study**

In EFL context, it is known that learners have a variety of different reasons to learn a foreign language; sometimes one outstands among others sometimes they all form one single goal; to be proficient in that language. When it comes to find out the reasons behind their motives, researchers carry out plenty of studies to come up with solid answers that may indicate a path to follow in EFL field or maybe enlighten the minds of the educators, course planners and material developers about what to teach and what to integrate into the lesson plans, books and curriculums. Nowadays, it is accepted by many that teaching the life and culture of target language/English speaking people and countries, is a necessary part of language teaching and learning field and that students should also be exposed to target language community culture during their language acquisition.

Moreover, in the light of his study carried out through several Asian and European countries, Littlewood (2001) expressed that students are not in favor of traditional methods of learning and they appreciate active involvement into the lessons with a goal in mind. At this point, learning about target culture may serve to meet this goal for learners. It may also be asserted that language acquisition requires gaining social and cultural awareness for learners to be successful and proficient. Therefore, teaching cultural aspects and giving information about target language communities are important parts for successful language learning.

It should also be highlighted that students' attitudes and orientations should not be disregarded when it comes to teaching and learning a language. In fact, there are a variety of studies that focused on attitudes; specifically, students' attitudes towards the second language learning (also called target language, L2 learning, foreign language learning, or usually English language learning) (Abidin, Pour-Mohammadi, & Alzwari, 2012; Alyaz, 2011; Ahmed, 2015; Al-tamimi & Shuib, 2009; Colaste, 2018; Çetinkaya, 2009; Eshghinejad, 2018;



Gardner, 1985; Gardner and Lambert, 1972; Karahan, 2007). Among these studies, what was discovered in a number of them was that students had positive attitudes towards L2 learning (Ahmed, 2015; Al-tamimi & Shuib, 2009; Alyaz, 2011; Eshghinejad, 2018; Karahan, 2007) whereas in several others, students were found to have negative attitudes towards L2 learning (Abidin, Pour-Mohammadi, & Alzwari, 2012; Colaste, 2018; Çetinkaya, 2009).

In addition to students' attitudes towards the second language learning, many studies investigated their attitudes towards the target culture and target community. A number of these studies found that students have positive attitudes towards the target culture and community (Al-tamimi & Shuib, 2009; Bada, 2002; Çakır and Ünlü, 2018; Haq & Smadi, 1996; Ho, 1998; İter & Güzeller, 2005; Kahraman, 2016; Karahan, 2007; Liu and Laohawiriyanon, 2013; Prodromou, 1992; Rafieyan, Majid & Eng 2013; Sarıçoban & Çalışkan, 2011). Quite a number of studies also revealed that in addition to students, teachers and prospective teachers consider target culture teaching and learning important (Atay, 2005; Gonen & Sağlam, 2012; Kahraman, 2016; Tran & Dang, 2014). Based on these studies, it might be claimed that integration of the target culture is seen positively and supported by many teachers and students.

In a number of studies, students' attitudes towards target language and culture are examined in terms of many variables such as gender, achievement, learner autonomy, age, grade level, departmental differences and preparatory training (Abu-Snoubar, 2017; Abidin, Pour-Mohammadi, & Alzwari, 2012; Büyükkarcı, 2018; Beliles, 2015; Eshghinejad, 2016; Fakeye, 2017; Gardner, 1985; Gardner, 2007; Gökyer & Bakcak, 2014; Gömleksiz, 2010; Karahan, 2007; Rashidi & Nazemi, 2015; Yıldırım, 2016; Žefran, 2015; Zeinivand, Azizifar, & Gowhary, 2015). As the present study aims to investigate students' attitudes in respect to gender and achievement, firstly it should be noted about the studies on language attitudes and gender that there are different findings in the literature regarding the subject. To clarify, many researchers found that female students have higher positive attitudes than their male counterparts (Abu-Snoubar, 2017; Eshghinejad, 2016; Gömleksiz, 2010; Karahan, 2007; Kızıltepe, 2003; Özer & Yılmaz, 2016; Yıldırım, 2016; Zebari & Mohammadzadeh, 2018). Nonetheless, there are several researchers stating that the male students were found to have higher positive language attitudes than females (Boyle, 1987; Gökyer & Bakcak, 2014; Soleimani & Hanafi, 2013) whereas some studies found that gender did not have a significant role in students' language attitudes (Akay & Toraman, 2015; Azarkia & Aliasin, 2015; Fakeye,

2017; Karatas, Alci, Bademcioglu, & Ergin, 2016; Özdemir & Kutsal, 2018; Shams, 2008). These inconsistent findings indicate that further research is needed regarding gender and attitudes towards target language and culture.

In addition to the studies that searched language attitude and gender, many studies investigated the relationship between students' attitudes towards the foreign language and language achievement, or also called, proficiency (Abidin, Pour-Mohammadi, & Alzwari, 2012; Clement, Gardner, & Smythe, 1977; Fakeye, 2010; Gardner & Lambert, 1959; Zeinivand, Azizifar, & Gowhary, 2015). According to many of them, there is a correlation between students' positive attitudes towards L2 and achievement. Nevertheless, it is crucial to note that there are some studies that found no significant relationship between achievement and second language learning and culture (Beliles, 2015; Büyükkarcı, 2018; Žefran, 2015).

As the studies above suggest, it is possible to assert that further studies on attitude towards target language and culture regarding achievement and gender might provide the literature with more guiding and conclusive findings as well as they might be helpful for the insightful planning of the language lessons and curriculums. The current study aims to examine the attitude and achievement relation as well as attitude and gender relation from this point of view.

Additionally, two theories underlie the current study, Social Identity Theory and Ethnolinguistic Identity Theory since these theories focus on the influence of social psychological factors and intergroup relations. These social psychological factors and intergroup relations are particularly prominent when the aim of an SLA study is to investigate language attitudes.

Moreover, the aims and significance of the study is presented below from a broader perspective.

### **Aim and Significance of the Study**

The main aim of the study is to investigate students' attitudes towards native speakers and their countries regarding language achievement and gender. From a detailed perspective, the study firstly aims to find out students' attitudes towards the target communities; native speakers of English and also their countries. Secondly, it aims to reveal whether there is a statistically significant difference in students' attitudes towards native

speakers and their countries regarding language achievement. It is important to note that regarding achievement, students' achievement in English is evaluated. To measure the participants' language achievement, their achievement scores based on the curriculum of the preparatory school throughout the school year were taken into account, which consist of a number of assessments such as progress tests, speaking and writing exams as well as portfolio including writing tasks and speaking tasks with their feedbacks. In addition to achievement, it is aimed to find out whether there is a statistically significant difference in students' attitudes towards native speakers and their countries regarding gender. Lastly, the perspectives of the instructors about the target culture integration and their perspectives about the relationship between language attitudes and achievement are aimed to be shared.

Differently from many previous studies investigating students' attitudes towards target communities, this study aims to find out students' country-specific attitudes in addition to their attitudes towards native speakers. It could be stated that in the current SLA literature, the studies investigating students' attitudes towards the countries of native English speakers are very limited. Thanks to a variety of country-specific items focusing on political, economic and cultural aspects, the study intends to reveal how the participants perceive these countries one by one and the images that the countries represent. In this way, the present study aims to contribute to the literature with these findings. Additionally, many studies on students' attitudes are generally carried out either quantitatively or qualitatively. Therefore, although the present study is mainly a quantitative study, qualitative procedures are also intended to be adopted through interviews with students and instructors. In this way, the findings of both quantitative and qualitative procedures could be compared to see whether they validate with one another.

Another crucial point that is intended to achieve through the study is to provide both methodological and pedagogical implications for the researchers and teachers for the courses and lessons, which could also be useful for the further research.

## **Research Questions**

RQ1: What are the students' attitudes towards English-speaking people / native speakers of English?

RQ2: What are the students' attitudes towards

- a. The U.S.A.
- b. England
- c. Canada
- d. Australia and New Zealand

in terms of (1) the representation of the target culture, (2) familiarity with the countries, (3) liking of the countries and (4) nationalistic attitudes (perceptions of the countries as military and economic threat, product usage, consumer ethnocentric tendency and patriotism)?

RQ3: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding gender?

RQ4: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding achievement?

RQ5: What are the instructors' ideas about the relationship between students' attitudes towards native speakers of English and their countries and achievement?

### **Assumptions**

It is assumed that the participants of the study will represent the target population although convenience sampling method is adopted; especially thanks to the large source of data with the participation of 258 preparatory school students.

Besides, the participants of the questionnaire and interviews are assumed to share honest and sincere responses for both quantitative and qualitative parts of the data due to their voluntary participation into the study without any pressure.

Additionally, the questionnaire and the interview questions are formed in Turkish so that the participants have no problems with understanding the items and questions and with expressing themselves. Therefore, it is assumed that the participants will understand the questionnaire items and interview questions without any difficulties.

The study will be carried out with the research instruments that are accepted to provide the sufficient conditions for validity and reliability. The validation of the instruments and their reliability are given in the Chapter 3 Methodology (3.5 Validation of the instruments and the reliability of the questionnaire).

## **Limitations**

The students participating in the study are 258 Turkish intermediate-level learners of English in preparatory classes of a private school in Ankara and 9 instructors at the same department of the university. Since all of the participants are Turkish, the results may be specific to Turkish context and may not be generalized to other contexts and cultures.

Due to time constraints, a pilot study before the actual study was not implemented; however, a pilot study could have been useful for the research process as well as the development of the questionnaire. If further studies are aimed to be carried out on these subjects through the questionnaire, a pilot study could be guiding and helpful for preventing potential problems.

Also a study carried out with a broader participation, especially with more instructors and educators may have different findings and give more extensive data, since in this study, student and instructor numbers may be accepted as limited.

Additionally, the questionnaire of the study has been formed out of two different questionnaires, one of which was originally created for another field instead of SLA; marketing. This questionnaire, Nation Image, has been used for the present study since it includes a number items based on attitudes towards countries and investigates the attitudes towards countries in terms of different perspectives such as participants' familiarity with different countries, their liking of the countries and participants' perceptions of the countries as a military threat and as an economic threat. In the SLA field, a questionnaire with this perspective does not exist, thus, the questionnaire Nation Image has been used in the present study. However, it is important to note that this newly-formed questionnaire may not present suitable findings for the study.

## Definitions

Language learning motivation: "People's general characteristics for language learning opportunities" (Gardner, 2007, p.15).

Language attitude: "The feelings people have about their own language or the languages of others" (Crystal, 2003, p. 215).

Integrativeness: "interest in learning the language in order to interact with valued members of the other community and/or to learn more about that community", it also involves "an open interest in other cultural communities in general (Gardner, 2007, p.15).

Cultural awareness: "A conscious understanding of the role culture plays in language learning and communication in both first and foreign languages" (Baker, 2012, p. 12).

Intercultural communicative competence (ICC): "The ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram, Gribkova & Starkey, 2002).

Ethnolinguistic identity theory: "This theory was originally formulated to address the issue of who in an ethnic group uses what language strategy, when, and why, in interethnic encounters" (Giles & Johnson, 1987, p. 69).

Ethnolinguistic vitality: "a group's ability to maintain and protect its existence in time as a collective entity with a distinctive identity and language" (Ehala, 2015, p.1).

Social identity theory: "According to social identity theory, a particular group membership can be associated with positive or negative sense, and has meaning only through comparisons with other groups and the theory posits that people endeavour to reach a positive sense of social identity through making their social group favourably distinct from and relatively superior to other groups on valued dimensions." (Vincze, 2013, p.26)

## Chapter 2

### Theoretical Background and Literature Review

In this section, attitude is examined from different perspectives. First of all, different definitions of attitude and motivation are given below, which is followed by the importance of attitude in SLA and Gardner's influence on the studies investigating attitude. Next, attitudes towards target language is given. In this part, the studies about attitude and language learning are given. Target language is used as the umbrella term for English language, second language and foreign language. After that, attitudes towards the target culture and target community is provided. In this part, target community is used as an umbrella term for English speaking people or native speakers of English. Following this, the parts integrating culture into L2 lessons, attitude and achievement and finally theoretical background of the study are shared.

#### Attitude and Motivation in SLA

In language learning, "attitude and motivation" is a salient subject that has been accepted as one of the important factors contributing to the learning process and also one area examined and studied consequently over a long period of time. For this reason, it is possible to see a lot of studies in the second language education (SLA) research field, conducted with students, teachers and prospective teachers in this matter, with the purpose of finding out more conclusive findings about the causes and effects of motivation and attitude on language learning. However, it is necessary to begin with an explanation of "attitude" and "motivation" in terms of SLA terminology.

In literature, some researchers (Crookes, G., & Schmidt, R. W., 1991; Ellis, 1985; Lightbown, & Spada, 2006) use the terms "motivation" and "attitude" to refer to the same thing. However, there are others who make distinctions between these two.

**Motivation.** To begin with, one definition of motivation in SLA field might be put as "attitudes and affective states that influence the degree of effort that learners make to learn an L2", (Ellis, 1985, p. 75). Another definition was made by Gardner (1985 & 2007), one of the first researchers to study motivation and attitude in the field. He refers to motivation as "being people's general characteristics for language learning opportunities" (Gardner, 2007,

p.15). According to Crookes and Schmidt (1991), motivation is “identified with the learner’s orientation towards the goal of learning a second language (p.471)”. According to Gardner and Lambert (1972), there are two types of motivation; integrative and instrumental. The former can be explained as the motivation to learn a language with the goal of being part of the target community and get their acceptance while the latter one can be expressed as the motivation to learn a language in order to fulfill a purpose such as passing the exams or being successful in one’s job. There are quite a number of studies indicating integrative motivation is superior to instrumental motivation for successful language learning (Dörnyei, 1990; Gardner and Lambert, 1972; Skehan, 1991). On the other hand, many studies found out that instrumental motivation is more significant for language learning than integrative motivation (Cooper & Fishman, 1977; Vaezi, 2008; Wong, 2011). Moreover, there are also studies that found students’ having positive language attitudes as well as both high instrumental and integrative orientations (Chalak & Kassaian, 2010; Choubsaz & Choubsaz, 2014). In addition to above, concerning the factors determining motivation, learner’s interest, classroom environment and society might be stated (Fatiha, Sliman, Mustapha, & Yahia, 2014)

**Attitude.** From a broad perspective, attitude can be defined as “a disposition to respond favorably or unfavorably to a person, object, institution or event” (Ajzen, 2005, p.3). However, we should approach the term more specifically in our SLA context although it may seem difficult to differentiate motivation and attitude from each other at first. In this regard, Oroujlou and Vahedi (2011) give an explanation to this situation contending that these two terms, motivation and attitude, might be difficult to differentiate because your beliefs -which consist of your attitude- might be the reason -in other words, your motivation- for the action. Nevertheless, there are a number of researchers in SLA field attempting to define attitude. To start with, one definition belongs to Crystal's (2003), which can be stated as "the feelings people have about their own language or the languages of others" (p. 215). Another definition can be put as: “a collection of feelings regarding language use and its status in the society” (Ahmed, 2015, p.6). Ahmed (2015) also expressed that since students are the vital element of the teaching and learning process rather than teachers, their attitude has a focal importance in the process. Furthermore, based on two different perspectives; behaviorist and mentalist, attitude can be defined differently since behaviorist and mentalist (cognitive) approaches see the components of attitude quite differently from each other. To be more precise, behaviorists accept that there is one component of attitude; affective, whereas



mentalists state that there are three components; affective, cognitive and behavioral (Fazio, 1986; Solís Obiols, 2002). McKenzie (2010) stated that the mentalist view, thanks to its multicomponent model of attitude, is better than behaviorist view at explaining individuals' conflicting and ambiguous attitudes towards others and things since their cognitive, affective or conative attitudes might be in conflict at that time. To exemplify, one may think that he or she should always be honest to their partners about their marital problems but at the same time, he/she may feel that they can offend or hurt the other person in this case. This contradiction between cognitive and affective components of attitude towards marriage may cause irresolution.

To put it more explicitly about the mentalist view and three components of attitude, Wenden (1991) was the first one to propose the idea of a multicomponent model of attitude. According to this model, affective side of attitude consists of one's feelings toward something. Cognitive attitude consists of one's opinions and ideas and behavioral attitude is one's actions.

In accordance with the mentalist view that they support, Gardner and Lambert accept attitude as one of the components of motivation and that there are cognitive, affective and behavioral attitudes that should be considered in language studies (Gardner, 1985; Lambert & Lambert, 1964). What is more, a detailed investigation of attitude was carried out by Gardner, starting from 1972 (1972, 1985). Gardner studied attitude deeply and looked into it from a detailed view. In his studies, he divided attitude into two parts; attitude towards the learning situation and integrativeness. Regarding his point of view, attitude toward learning situation can be stated as the attitudes towards the language teacher and the course, which focuses on attitude from an educational context while integrativeness can be explained as attitudes towards communities and languages and focuses on the attitude from a cultural context (Gardner, 2007).

### **Importance of Attitude in SLA**

Language attitudes are believed to have a considerable role in achieving success in language learning (Fatiha et al., 2014; Gardner, 2009; Karahan, 2009). That is the reason why attitude is one of the aspects of inquiry in many SLA studies, especially when it comes to language proficiency and achievement.

In his paper, Smith (1971) attracted our attention to the significance of attitude in foreign language teaching. In the same paper, he also expressed, “attitudes are situational and can therefore be generalized” (Smith, 1971, p.82). That demonstrates us that if a student does not like his or her class, classmates or teacher, for instance, he or she can also start having this feeling towards other things around him/her, including the language and the course. Thus, having a negative or affirmative attitude may also affect the learning and achievement.

However, the roots to one’s attitude are also worthy of attention as if we know what forms our attitude, that may give us the opportunity to understand our behavior, attitudes and feelings, or even the chance to control or change them in our favor. In this respect, Chalak and Kassaian (2010) remarked that language’ attitudes are likely to be shaped by nearners’ experience. This leads our focus on the individuals, to put differently, learners and their experiences, in this case. This is an important point since learners’ experiences tend to change. In addition to learner’s role, environmental factors; including the learning environment, parents and teachers and peers, are among the aspects that affect students’ attitudes, as it was stated by Fatiha et al. (2014). This indicate us that these factors should be kept in mind to increase students’ positive attitudes towards language learning.

Moreover, in addition to the attitudes towards the target language, attitudes towards the target community and culture are also thought to be important for successful language learning (Bada, 2002; Çakır & Ünlü, 2018; Eng, 2013; Ho, 1998; İter & Güzeller, 2005; Karahan, 2007; Sarıçoban & Çalışkan, 2011; Rafieyan, Majid, & Eng, 2013). Thus, having positive attitudes towards the target community is another topic that is worthy paying attention to. On the other hand, having negative attitudes towards the community may result in having certain undesirable effects in language learning. Whether it has an effect on language learning or not should be investigated. Moreover, as Sbai (2015) noted, negative attitudes towards language or culture may result in having negative feelings towards the target group such as “hatred and racism” (p.7), which in return may prevent the learner from acquiring the language fully and feeling integrated into the language environment.

### **Gardner’s Influence on the Studies Investigating Attitude**

Gardner and Lambert, who could be accepted as the pioneers of the studies on motivation and attitude in SLA, with their model Socio-education Model (Gardner, 1985;

Gardner and Lambert, 1972) had many studies to enlighten the importance of motivation and attitude in language learning. To begin with, Gardner (2001) asserted that integrativeness, attitudes towards communities and languages, is an important factor in SLA as it constructs a strong desire to integrate with the target community, which leads to successful language learning.

Gardner, with his associates, in sequential studies developed a motivational and attitudinal test named the Attitude/Motivation Test Battery (AMTB) (Gardner, Clement, Smythe, & Smythe 1979; Gardner, 1985) that led numerous studies to be able to done following his steps. AMTB is one of the most commonly used instruments in many studies in SLA field, sometimes without changes, as it is, and sometimes with adaptations and the combination of other instruments.

Nevertheless, it should be pointed out that the importance of attitude in language learning and Gardner's view of motivation and integrativeness/attitude also followed by some criticisms.

In order to briefly share the criticisms, Gardner (2001) highlights that integrativeness is an important factor in SLA as it constructs a strong desire to integrate with the target community, which leads to successful language learning. However, Dörnyei (1990) argues that the favorable attitudes towards the target language and instrumental motivation may be more important in terms of language learning than integrative motivation and favorable attitudes towards the community, especially in the beginning period of learning and in such cases that learners do not have opportunities to integrate with the target community. Additionally, Dörnyei and Kormos (2000) state that the recent L2 motivation studies focus on more specific motives regarding behaviors in classroom rather than learners' attitudes, which is a more general concept.

However, in spite of different arguments about the influence of integrativeness and attitude on learning, it can clearly be observed that there is a great deal of research regarding attitude in SLA, no matter how debated and controversial the effect of attitude is.

For a further explanation, it can be seen in literature that a great number of studies based on motivation and attitudes have been conducted. Especially in the SLA field, it is possible to see numerous studies in terms of population such as students' attitudes towards target language and culture (Abidin, Pour-Mohammadi, & Alzwari, 2012; Clement, Gardner, &

Smythe, 1977; Colaste, 2018; Çakır and Ünlü, 2018; Gardner & Lambert, 1959; Liu and Laohawiriyanon, 2013; Kahraman, 2016) and teachers' and prospective teachers' attitudes towards target language and culture (Atay, 2005; Gonen & Saglam, 2012; Kahraman, 2016; Tran & Dang 2014).

Since the present study seeks to understand students' attitudes towards native speakers of English and their countries, students' attitudes towards the target language are given rather than both students' and teachers' perspective on the subject. However, following that, under the title, "attitudes towards the target culture and target community", students' attitudes as well as teachers' and prospective teachers' attitudes are given since teachers' perspectives are also important for target culture integration into the lesson.

### **Students' Attitudes towards the Target Language**

In the literature, there are numerous studies investigating students' attitudes. As Cooper and Fishman (1977) stated, the relationship between language attitudes and language proficiency is the most studied area about language attitudes. Therefore, in terms of students' attitudes towards L2 learning, many studies investigate the relationship between students' attitudes and language proficiency (Abidin, Pour-Mohammadi, & Alzwari, 2012; Clement, Gardner, & Smythe, 1977; Fakeye, 2010; Gardner & Lambert, 1959; Zeinivand, Azizifar, & Gowhary, 2015). In fact, it is accepted by most researchers that there is a positive relationship between attitude and language achievement. Thus, supporting this argument, many studies in SLA field have been conducted to reveal which direction students' attitudes take; positive or negative.

**Positive language attitudes.** Many studies examining students' attitudes found out that students have positive attitudes towards L2 learning (Al-tamimi & Shuib, 2009; Ahmed, 2015; Eshghinejad, 2018; Karahan, 2007).

To exemplify, Eshghinejad (2018) conducted a study with university level EFL students from the departments of English Literature and English Translation and used an adapted questionnaire from the AMTB and two other attitude questionnaires. In the study conducted with the aim of discovering students' attitudes regarding cognitive, behavioral and emotional aspects, the findings uncovered that students had positive attitudes towards L2 (English) in

all aspects; emotional, behavioral, and cognitive.

Similar to the study above, a study carried out in Malaysia by Ahmed (2015) with 238 undergraduate students from different departments at a public university demonstrated that the participants had extremely positive attitude towards English and its usage in different areas such as status of English, learners' experiences teaching methodology and skills.

Also, it is possible to mention that there are studies investigating both students' attitudes and their motivation types. To exemplify, Al-tamimi and Shuib's (2009) study in Yemen with engineering students aimed at finding out students' attitudes towards English and their motivation types; integrative, instrumental and personal. Findings proved that most students had positive attitudes towards English language as well as English culture as it was known from English language films. Moreover, it was reported that instrumental type of motivation was found to be the highest among students, followed by personal and lastly integrative motivation. Thus, it can be said that their findings showed supporting results with former studies about attitudes and motivation types carried out in several countries; for instance in Israel and Thailand (Cooper et al., 1977; Shaw, 1981).

However, it is important to underline that, regarding motivation types, there are studies in literature having reached to contradictory findings with those above. To exemplify, in Benson's (1991) study with Japanese university students, participants were found to have integrative and personal motivation over instrumental. Benson explained that this conflicting result might be due to the learners' very limited exposure to English outside classroom as well as their view that English is not very useful in their lives since Japanese is mostly enough for their daily activities.

A study in Turkey (Karahan, 2007) has importance in terms of language attitudes, as well. Karahan (2007) examined private middle school students' language attitudes towards English language and several variables such as gender, the age at and the place in which they started to learn English. In the study, the group was found to have positive attitudes towards English. However, it is important to note that their positive attitudes were found to be only mildly positive although they were expected to have strongly positive attitudes because of their more intense English learning compared to their counterparts in state schools. Karahan (2007) states that the result for language attitudes may be because of the education

system in Turkey or similar to Benson's (1991) conclusion, because of the fact that the participants believe that they do not need English in their daily lives.

Another study carried out in Turkey also had some salient findings in terms of students' attitudes (Alyaz, 2011). Alyaz (2011) conducted his study with Turkish learners studying German language teaching using a questionnaire to assess their attitudes towards German and their perception of difficulty in this language. In general, the students had positive attitudes towards German language. Nevertheless, the results uncovered that the participants' perception of target language difficulty increases from the first year to fourth year of the academic program and on the contrary, their positive attitudes towards the language decreases each year of the program. The reasons for that fall, as the researcher claimed, might be attached to the rise in students' interaction with the German language in the upper classes as well as social factors such as students' perception of the future of German language teaching.

**Negative language attitudes.** Contrarily to the positive language attitudes, it should be noted that there are also various studies indicating that the participants had negative attitudes towards learning L2/English. (Abidin, Pour-Mohammadi, & Alzwari, 2012; Colaste, 2018; Çetinkaya, 2009). One study belongs to Abidin et al. (2012), in which they studied with students from different Libyan secondary school students. The focus of the study was to examine students' attitudes in terms of three aspects cognitive, behavioral, and emotional and find out whether there are any gender-related differences. In respect to three aspects of attitude, the study indicated that the participants had negative attitudes towards learning English. In accordance with this study, a very recent study by Colaste (2018) with the 9<sup>th</sup> grade students in Philippines highlighted that these participants also had negative attitudes towards English. In the study of Adelabu (1998, as cited in Fakeye, 2010) with secondary school students, it was revealed that the participants had negative attitudes towards language learning, as well. More importantly, the researcher suggested three possible causes for students' negative attitudes. They were identified as following; students dislike of English as a result of low grades, teachers' lack of creating positive attitudes among students and teachers' lack of content and procedure of the course. Since this study shared the factors that might have a role in the direction of language attitudes, it might also be useful for further research about the reasons that affect students' attitudes.

Çetinkaya's (2009) study, on the other hand, came up with interesting results based on students' ambivalent attitudes. Differently from many studies examining attitudes using quantitative instruments, Çetinkaya (2009) explored attitudes of preparatory school students through semi-structured interview and found out that the student had equivocal attitudes toward English. To be more precise, it was reported that students saw English as an international language and appreciate British accent in particular. Moreover, the researcher stated that students saw British speakers as their "role models". Notwithstanding, they keep questioning English's international power and that is why their attitude might be accepted as ambivalent.

It should be expressed here that Çetinkaya's (2009) study might be guiding for our study, as well. The reason is that the study was carried out in Turkey with preparatory school students, which is similar to the design of our study and it may indicate similar findings and provide supporting outcomes for the target group, university preparatory students. The second reason is that the researcher argued that students "associate English with power, and economic and technological development" and "they want to have an access to this power through mastering English" (ibid., p.117). This perspective of students may be helpful for the findings of our study no matter how they are; supporting for or contradictory with each other, since they may help us make a deduction for the present study and suggestions for further research as long as objectivity of the study is aimed and provided.

In addition to Çetinkaya (2009), a study that belongs to Ghaitasi, Azizifar and Gowhary (2014) gave distinctive results about students' attitudes towards speaking. According to their conclusions, the participants, Iranian university level EFL learners, had negative behavioral attitudes despite having high emotional attitudes at the same time. Ghaitasi et al.'s (2014) study results might be helpful to illustrate the possibility of students' having both positive and negative attitudes in terms of three attitudinal aspects.

A research paper which found that students had negative language attitudes was of Sbai (2015). This study was executed with Moroccans to investigate their attitudes towards Hebrew. The results of the research showed that participants had negative attitudes towards the Hebrew language. In addition, another point was investigated as the participants who did not have any Hebrew courses and the ones who had or were taking at that time were aimed to be compared to find out whether there was a difference between their attitudes after the

language courses. This indicated an interesting fact that language course-takers had highly positive attitudes towards the Hebrew language despite their negative attitudes towards Israel, which might be attributed to the political relations.

Some studies from the literature are given below in order to have an understanding of their relation to language attitudes, starting with “gender”.

**Attitude and gender relation.** In terms of gender and language attitudes, Ellis and Ellis, (1994) stated that according to many studies female perform better at language studies than males although there are some studies reporting that males performed better on certain language areas, and the ones concluding that gender was not found to be as a significant variable. When the literature is examined, it is possible to find many studies on attitude which investigate its relationship with gender.

In this regard, Ellis and Ellis (1994) argued that female students have more positive attitudes toward language learning than males. Among the studies having found gender as a significant variable, some found positive students’ attitudes in favor of females (Abu-Snoubar, 2017; Eshghinejad, 2018; Gömleksiz, 2010; Karahan, 2007; Kızıltepe, 2003, Özer & Yılmaz, 2016; Yıldırım, 2016; Zebaria, Allob, & Mohammadzadeh, 2018), one study conducted in Turkey with university students revealed that there was a strong correlation between gender and students’ attitudes, and female students had more positive attitudes than males (Gömleksiz, 2010). Another study carried out by Yıldırım (2016) with Turkish university students in their first year, and Karahan’s (2007) study with Turkish middle school students in Turkey also provided supporting results in that female students had higher language attitudes. Yıldırım (2016), more precisely, found these positive female attitudes based on interest, trust and teacher except the language attitudes based on “usefulness” of the language.

What is more, according to Abidin et al.’s (2012) findings, the gender was also found as a significant variable in language attitudes since female students were reported to have slightly more positive attitudes than male students although both group indicated students’ negative attitude towards English generally.

In the study carried out by Eshghinejad (2018) with Iranian university students with EFL



majors, some crucial findings about gender in terms of attitudinal aspects were reached, since the study investigated both genders' differences regarding three areas of attitude; emotional, cognitive and behavioral. According to the results of the study, females were found to be more positive in their attitudes; with indicating higher attitudes in emotional and cognitive aspects while males were found to have higher positive attitude in behavioral attitude. Thus, Eshghinejad's (2018) study might be helpful in terms of how two genders are different from each other in terms of their understanding of language and indicating their attitudinal differences in terms of three attitudinal aspects, namely; emotional, cognitive and behavioral. With more studies aiming to identify students' attitudinal differences and coming to the same conclusion as the one above, the results might be guiding in the fields of the curriculum design and affective factors in language learning.

Among the studies that found positive attitudes in favor of females, there is another one that may also be helpful for our study because of the similarities shared with the present study. This study belongs to Kızıltepe (2003). In the article "Considering gender with attitudes and motivation of EFL students", Kızıltepe (2003) shares the findings of her research carried out with an adapted version of Gardner's AMTB (1985) with students from four different high schools in Turkey in order to find out whether gender has a significant role in students' motivation and language attitudes. What is crucial in the study is that the researcher also investigates students' attitudes towards the British and Americans rather than mainly native English people which may reflect students' perspectives on two different English-speaking nations separately. These findings supported the literature that found females having more positive attitudes than males. Furthermore, regarding the countries, females were again reported to have more positive attitudes towards the British while attitudes towards Americans were found not to include significant difference between two gender groups. It is salient to report that Kızıltepe (2003) highlighted that why there was a gender-based difference in students' attitudes regarding English speaking countries could not be uncovered in the study and further research was stated to be needed.

On the other hand, there are also studies that found gender as a significant variable in favor of males, stating that males have higher positive attitudes towards language learning (Boyle, 1987; Gökyer & Bakcak, 2014; Soleimani & Hanafi, 2013). Through a study with Chinese university students in Hong Kong, for instance, it was reported that male students

were found to be better at listening than females even though female students were found to be better at general abilities (Boyle, 1987). In another one carried out with medical students in Iran, it was observed that male participants had significantly higher positive attitudes than females, contrary to the many studies reporting the opposite (Soleimani & Hanafi, 2013). Gökyer and Bakcak's (2014) study also gave similar results as it indicated that male students had more positive attitudes than females in their study with university freshmen.

In contrast with the studies that found gender as a significant variable in language attitude studies, there are also others that came to the agreement that gender did not have a significant role in students' attitudes (Azarkia & Aliasin, 2015; Akay & Toraman, 2015; Fakeye, 2010; Hashwani, 2008; Karatas, Alci, Bademcioglu, & Ergin, 2016; Özdemir & Kutsal, 2018). To exemplify, Hashwani (2008), studied with nearly 80 secondary school students in order to find out their attitudes, motivation and anxiety towards English. The results showed that gender does not have a significant role in any of these three fields. More importantly, all of the students in general have positive attitudes towards English language and learning regardless of gender. Similarly, Karatas et al., (2016) sought students attitudes in order to find out their relation to gender, along with other variables. The study found that gender did not have a significant role on students' attitudes. Thus, it is possible to say there are contradictory results achieved from a variety of studies, which may require more research about the influence of gender on their language attitudes.

In conclusion, it is possible to state that there are inconsistent findings about the influence of gender on language attitudes, which require further studies. More studies investigating the relationship between language attitudes and gender might be beneficial to understand the role of gender in language learning and attitude studies.

**Attitude and other variables.** Various findings have been reached as the result of research done to find out the relationship of students' attitudes and a number of variables such as their autonomy, age, grade level, departmental differences and preparatory training (Abu-Snoubar, 2017; Gömleksiz, 2010; Gökyer & Bakcak, 2014, Karahan, 2007; Karatas et al., 2016; Rashidi & Nazemi, 2015; Yıldiran, 2016).

One of the most salient results was achieved in Rashidi and Nazemi's (2015) study in which they investigate the relationship between students' attitudes towards target language

and their level of autonomy. In this true experimental study conducted with 30 Efl learners at a language institute using one experimental group and one control group, the researchers firstly had students completed a pre-test on their language attitudes and autonomy. Following that, the experimental group was given a treatment in order to improve their positive language attitudes while the control group was not given any treatment and then both groups took the post-test on their language attitudes and autonomy. The findings indicated that there is a statistically significant relationship between positive language attitudes and students' levels of autonomy.

It has been also proven by Gökyer and Bakcak (2014) that there is a significant relationship between students' attitudes and prior English learning. In the study of Gökyer and Bakcak (2014), it was verified that prior English learning was found to be a statistically significant difference in language attitude field since the study showed that students who had English courses before starting their university education had more positive attitudes than the ones who did not. Karahan's (2007) study with middle school students also revealed that students who started learning English in pre-school have more positive attitudes than the ones having started in primary school.

Furthermore, Gömleksiz (2010) examined grade levels and departments of the students in addition to gender. The results demonstrated that there were statistically significant differences between students regarding these three variables. It was stated as "Students in the departments of Elementary Mathematics and Turkish Language Education have generally more positive attitudes than the other student groups (Social Studies Education, Computer Education & Instructional Technology, Religious Culture and Moral Education, Early-Childhood Education, Elementary Science Education, Elementary Education and Fine Arts Education departments)" (ibid., p.917). There were also departmental differences found among attitudes of students towards their teacher. According to the study, students studying in Elementary Mathematics Education and Social Studies Education had more positive attitudes towards the teacher than others. Additionally, a suggestion was made by the researcher as other variables such as socio-economic and cultural levels, income levels, education levels of the parents and locations should be examined in further studies. Following Gömleksiz, Gökyer and Bakcak (2014) did a study with 2428 freshmen at a state university in Turkey, using Gömleksiz's questionnaire and aiming to find out students'

attitudes towards learning English. The results showed that there were differences among the participants from different departments, as well. Likewise, the study carried out by Yıldırım (2016) advocated these findings of the studies above, as Yıldırım found the faculties of the students as a significant variable. In terms of faculties, Akay and Toraman (2015) also reached similar results showing that certain students studying in departments had more positive language attitudes than others.

On the other hand, Abu-Snoubar (2017) underlined that no statistically significant difference was found between university students' attitudes towards English regarding their departments in the study conducted in Jordan. What Akay and Toraman (2015) reached was that age, proficiency level, and time spent on English learning did not have a significant difference on participants' attitudes, as opposed to their findings about participants' faculties. In accordance with their findings on gender, Karatas et al., (2016) also stated that students' preparatory training, language level and high schools do not have a significant effect on their attitudes, either.

To conclude, the studies given above reflect the students' perspectives about the language learning from different perspectives, including both positive and negative language attitudes, language attitudes and gender relation in addition to language attitudes and different variables. These studies might be helpful to pave the way for the further studies as they are guiding for the present study. One of the aims of the current study is to focus on students' attitudes regarding gender and investigate the attitude and gender relation. However, instead of students' attitudes towards the target language, the study aims to investigate students' attitudes towards the target culture and community regarding gender. In the literature, the studies examining the relationship between target culture and community and gender might be asserted to be scarce compared to gender and attitude towards target language. Therefore, in the following part studies on attitudes towards the target culture and target community are presented in order to share the main focuses of the studies.

### **Attitudes towards the Target Culture and Target Community**

Cultural awareness can be put as “a conscious understanding of the role culture plays in language learning and communication in both first and foreign languages” (Baker, 2012, p. 12). If the primary importance is not given to cultural awareness in language classes, both

communication might be impeded and the learners' personality might get negatively affected (Altay, 2005). Thus, it is possible to say that culture and understanding its role is crucial in language SLA field.

Learning a language without the culture that it grows and develops within is not very likely for us in this century because the time in which we are living requires us to be multilingual and multicultural at the same time as we are learning a language. About the relationship between culture and language, Schumann (1975) contended that in language learning, learners' preferences about their culture or target culture has a role in their success in language acquisition. Furthermore, since language learning requires learners an adaptation to the target culture and community especially if the learners and native people are sharing the same environment, the influence of the culture on their language learning increases. Namely, if learners' reaction to the community of culture is positive, their success in the language learning is greater than in the situation where learners have negative feelings towards the community and are living adaptation problems into the target culture (Schuman, 1975). Thus, as it is known, learners need to be integrated into the target language community socially and psychologically, and this process is called "acculturation". That is why, in the Acculturation Model, developed by Shumann, socio-psychological factors are accepted to have a great influence on the successful language acquisition (Schumann, 1978; 1986).

In his article, Baker (2012) continues by stressing the current status of English, in other words, a lingua franca that requires a different and more global approach than the ones based on nation-specific. Here, the importance of intercultural competence (or intercultural communicative competence) should be emphasized, as well. This term, intercultural competence (ICC), can be defined as: "the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram, Gribkova and Starkey, 2002, p. 5), and through language teaching, their intercultural competence is aimed to be developed in addition to linguistic competence. Similar to Byram et al. (2002), many researchers pointed out that this competence is a necessity for successful language learning and language teachers should focus on increasing students' intercultural competence as well as linguistic competence. In his article "Towards intercultural communicative competence in

ELT”, Alptekin (2002) concluded “communicative competence, with its strict adherence to native speaker norms within the target language culture, would appear to be invalid in accounting for learning and using an international language in cross-cultural settings” and intercultural competence should be the focus in language acquisition (p.63). Aguilar (2008) also attracted our attention to the importance of this competence type with her statement “We should not forget that FL teaching does not consist in the mere transmission of speaking skills but is part of the whole process of education of a person in the sense of the acquisition of values, attitudes and beliefs” and “ICC also trains us as language and cultural mediators in an increasing multilingual and multicultural world” (p. 75).

The literature also suggest that having positive attitudes towards the target culture and community increase learners’ motivation for language acquisition and this positive attitude and language proficiency are linked (Belilles, 2015). In addition to increased motivation, culture is also a great way to supply students with authentic materials (İlter & Güzeller, 2005). Therefore, it is accepted that culture has a salient importance in today’s world in terms of language acquisition and that there is a prominent relationship between culture and language learning and they are inseparable from each other in this context. Hence, many studies are carried out to explore the influence of cultural integration in language learning.

**Students’ Attitudes towards Target Culture and Target Community.** In terms of the relationship between culture and students’ attitudes, innumerable studies found out that students’ are interested in cultural learning and they have positive attitudes towards it (Bada, 2002; Çakır and Ünlü, 2018; Haq & Smadi, 1996; Ho, 1998; İlter & Güzeller, 2005; Kahraman, 2016; Karahan, 2007; Liu and Laohawiryanon, 2013; Prodromou, 1992; Rafieyan, Majid & Eng 2013; Sarıçoban & Çalışkan, 2011).

One study belongs to Ho (1998), in which he investigated Taiwanese junior high school students’ motivation and attitude towards countries of native English speakers and their culture in by using a questionnaire based on Gardner’s Attitudes and Test Battery (AMTB). In the study with 480 participants, it was observed that students had a positive attitude towards the target culture and target community. Likewise, Liu and Laohawiryanon (2013) conducted a study with university level Chinese students from different departments. The study was carried out with 881 students through a questionnaire it has been found that learners first prefer to see culture in teaching. To be more precise; the results demonstrated

that the participants were interested in learning the culture in the following order; their own culture, target culture and lastly international culture. Similarly, Karahan (2007) found that students had more positive attitudes towards English culture than English language. It is also reported in another study in Turkey that students prefer learning about the target culture with authentic materials and visuals rather than having course books (Sarıçoban & Çalışkan, 2011). Regarding the interest topics, in the same study, the cultural subjects that students are mostly interested in were stated as “body language, idioms, daily lifestyles, food and clothes” (ibid., 2011). Furthermore, Çakır and Ünlü (2018), in their study with more than 300 Turkish and American students who are learning languages like Spanish, French and Italian (Italian is only for Turkish participants), claimed that students’ positive language attitudes were mainly due to their favorable attitudes towards the target culture and interests in “educational opportunities” (p. 183).

Additionally, several significant findings have been found by Bada (2002) and Rafieyan, Majid and Eng (2013). The aim of Bada’s study with Turkish ELT students was reported as evaluating the influence of a course given to raise students’ cultural awareness. Bada argued that students completed a questionnaire after having many lectures, project presentations, videos and several other materials during the lesson to introduce the target culture which required students to join many speaking activities about the target culture and to have a lot of related-reading in and outside the class. It was reached that student felt they developed their speaking and reading skills in addition to learning more about their own culture and target culture through the course. Rafieyan, Majid and Eng (2013) found a link between cultural integration about pragmatic comprehension, also. Very similar to in Bada’s (2002) study, they also collected their data with the help of a culture course, but differently from him, they also implemented a pre and post-test for comprehension check at the beginning and the end of the term in addition to the attitude questionnaire. Their results uncovered that students with more positive attitudes towards target culture had better results in comprehension test compared to ones with less positive attitudes. This study is a salient one in terms of its findings since it suggests that there is a positive correlation between attitudes towards the target community and proficiency.

Hence, both studies given above might be helpful to understand that having a course based on target culture in ELT departments is beneficial, and I believe it is a must, for

students to develop their “sense of adequacy” in their field by contributing to their understanding and appreciation of the relationship between culture and language acquisition.

There are also several studies that share participants’ preferences, more precisely, for target language communities, in other words, for English-speaking countries. It is important to remember that in Kızıltepe’s (2003) article named “Considering gender with attitudes and motivation of EFL students”, the researcher mentions that her study, carried out using Gardner’s (1985) AMTB for learners’ language attitudes, also helped her to discover participants’ (female students’) preferences for one language community over another, namely, British over American in this case.

Likewise, Prodromou (1992) searched students’ attitudes towards several aspects such as bilingual and bicultural teachers, models of English (British, American or other) and cultural topics through a questionnaire. In accordance with the studies above, their study indicated that the students had positive attitudes towards native English models, especially British English was preferred by most compared to American English. Students’ responses that favored British English rather than American English have been ascribed to several reasons; such as participants’ perception of British as a more “refined” variety of English in addition to “a reflection of the 'bad press' the Americans have had in post-war Greece”.

There is also a distinctive study carried out in Saudi Arabia among the other studies conducted in Muslim countries that investigate whether western / target culture is supported or opposed in language teaching and learning environment (Haq & Smadi, 1996). Differently from these other studies, Haq and Smadi, (1996) arrived at the conclusion that participants do not feel “Westernized” neither did they feel their national identity and religious-side are under attack. Rather, it is reported that they appreciated the target culture and saw it prestigious and as a medium for economic development.

**Teachers’ and Prospective Teachers’ Attitudes towards Target culture and Target community.** Along with students, teachers’ attitudes towards teaching and learning culture have also become a subject of interest for a number of studies. In many, teachers and teacher trainees have been found to be aware of the importance of the integrating culture in the foreign language classroom (Atay, 2005; Gonen & Saglam, 2012; Kahraman, 2016; Tran & Dang 2014). One such study belongs to Kahraman (2016) in which he studied with 107 university instructors through a questionnaire as well as 310 Turkish university students and



obtained a quantitative data to understand how important they see culture in language learning and. The study showed that both of the participant groups have positive attitudes towards teaching culture teaching in language teaching. Very similar to Kahraman (2016), Gonen and Saglam (2012) studied with 60 university instructors through a questionnaire and interviews with the same objective. However, differently from Kahraman's study, the educational backgrounds of the teachers; whether they are from ELT or other departments was taken into consideration, as well. Their study proved that both groups of teachers mostly aware of the importance of the integration of culture into language learning. Their contributions also enlightened that when it came to the teaching culture, participants felt restricted by the curriculum and having too much to cover in the school hours.

Two studies are quite important to reflect the perspectives of teachers and prospective teachers on cultural inclusion (Atay, 2005; Tran & Dang, 2014). Atay's (2005) study conducted with 65 Turkish prospective teachers majoring in ELT investigated the teacher trainees' beliefs about culture and its relationship with learning and teaching target culture. It was concluded that teacher trainees think that they do not have enough opportunities to learn about target culture and thus, they do not think they are fully capable of teaching culture even though they believe cultural awareness is important in language learning. The other study in which native and Vietnamese EL teachers were found to have positive attitudes towards the incorporation of culture into language classes, the findings also showed that teacher had difficulty in providing that because of two reasons; "time limitations" and "inaccurate cultural information in the textbooks" (p. 8). Here, the researcher's suggestions should be kept in mind. Tran & Dang (2014) pointed out that teachers should be given various training sessions on culture and how to integrate it into the lessons first of all. Secondly, they should prioritize the cultural topics so as to choose what to focus more than others to prevent or at least decrease the problems arising from the time management. Lastly, according to the researchers, they should also be provided with extra materials to support them about the cultural content along with textbooks

The studies above, which were carried out with teachers and prospective teachers, support the assumption that teachers are aware of the importance of cultural integration and target culture teaching. Nonetheless, this is not true for all the findings gathered in the literature of cultural awareness. The studies below have negative findings about how

teachers or teacher trainees feel about cultural integration and attribute these findings to certain reasons or offer suggestions for these issues (Adaskou, Britten & Fahsi, 1990; Jabeen & Shah, 2011; Nalian, 2013).

To exemplify it, Jabeen and Shah's (2011) and Adaskou, Britten and Fahsi's (1990) studies may be summarized: Jabeen and Shah (2011) have conducted a case study with Pakistani prospective teachers in the ELT department and found out that participants have negative attitudes towards teaching target English culture and they prefer to see Islamic material in English teaching materials rather than English culture. The researchers claimed that learning objectives has a crucial role in learners' attitudes toward cultural integration. Besides, the findings advocate that as learners in a Muslim country, they do not want to see cultural integration in their curriculum. Although this study shares the perspectives of prospective teachers, the researchers also add that the study is in the line with other Muslim countries that have a negative viewpoint towards target culture teaching and learning thus suggesting integrating Islamic culture into the ELT curriculums instead of target culture. This study is a prominent one due to the findings that it has obtained and might be useful for our study, as well, since we would like to see if there is any similar prejudgment in the situation of Turkey, which consists of Muslim population, mostly. Similarly, with their study conducted with English language teachers in Morocco, Adaskou et al.'s (1990) findings supported Jabeen and Shah's study and found that most of the participant teachers opposed to the idea of the integration of target culture and preferred to see the local culture in the lessons instead. The reason was that they were not comfortable "in the role of presenters of alien cultures with which they may not identify and which they perhaps have not themselves experienced (Adaskou et al., 1990, p.8).

Another study that attracts our attention about this topic belongs to Nalian's (2013). The findings of this study also support Jabeen & Shah's (2011) and Adaskou et al.'s (1990), in terms of Chinese prospective teachers who study in the ELT department. His findings have shown that prospective teachers do not want to have cultural integration in their teaching. The reasons for this result were reported in the study as learners' educational background, learning objectives and family income. To be more specific about the educational background, Nalian (2013) alluded that a significant difference was found between two groups of participants coming from ordinary high schools and prestigious ones. To be clear, the former group was reported to adopt more negative attitudes than the latter. The

researcher expressed this situation by saying “Those ordinary high schools do not emphasize the promotion of intercultural tolerance and critical thinking and their students may not be expected to have positive views of the learning of target culture” (p. 789).

To conclude, the studies presented above indicate that students have a general interest in and are willing to learn about target culture during their language learning process. Since the present study aims to investigate Turkish students’ attitudes towards the target culture and community, its findings could be useful to reflect the perspectives of the students in Turkey and could provide valuable findings for further research. Additionally, the most of the studies above and in the literature focus on the target culture more than the target community. Hence, the present study aims to share language learners’ perceptions of the target communities and learners’ attitudes towards the native speakers and their countries. Moreover, it should be noted that in the SLA literature, findings based on different countries of native English speakers should also be provided since there is almost no finding on students’ perception of target communities and countries. Therefore, one of the aims of the current study is to investigate students’ attitudes towards native speakers of English and also attitudes towards their countries. Additionally, it is important to provide the perspectives of both students and teachers since many studies investigate in one of the participant groups only. Thus, another aim of the study is to examine teachers’ perspectives on the target culture integration and to investigate their beliefs about the students’ perceptions of the target culture and communities.

### **Integrating Culture into L2 Lessons**

In terms of the studies done with students, it can be concluded that some findings and suggestions have been made in the light of the studies given above and also in the literature. Stressing the importance of cultural competence, Bada (2002) claimed that linguistic competence will not be enough for successful communication without it and the more students learn about both cultures (theirs and target culture), the more they feel self-confident. Thus, Genc and Bada (2005) concluded that learning about the culture is a necessity for ELT students and a course on culture should be incorporated into ELT curriculums. A similar result is achieved in İter and Güzeller’s (2005) study in that students prefer to learn the target culture as they feel the same for their own cultures. In the study undertaken with preparatory class students in Turkey, the participants expressed that they

believe they gain a better point of view towards the world by learning different cultures. Hence, the researchers came to the agreement that cross-cultural approach is a better way to provide students with cultural information from all around the world rather than focusing only on the target culture.

From a different point of view, Osuna and Meskill (1998) contended that technological integration and internet use are also helpful to develop students' cultural learning and increase their motivation and both should be used to develop culture-integrated curriculums in language courses.

Additionally, in terms of the studies done with teachers and prospective teachers, it can be concluded that EL teachers generally have a positive attitude towards culture and they find cultural awareness an essential aspect of language learning. Despite of that, when it comes to integrate cultural elements into their teaching, teachers state having difficulties such as time limitations and feeling not qualified enough in cultural teaching. To avoid these issues and to enable teachers to integrate the culture into the lesson as much as possible, some steps might be taken. First of all, during their teaching education, having a culture course could be an effective way to equip teachers with necessary and appropriate skills and information they will need during their profession of teaching. Likewise, giving trainings and sessions about how to incorporate cultural content into the lesson and which topics to prioritize is another useful approach. Lastly, teachers should keep in mind that many students prefer to have elements in the lessons both from the target culture and their own culture; and even to learn about different cultures of the world rather than only the target community's culture. About teaching culture, what Choudhury (2014) states may be a useful guideline for ELT teachers in that he mentions a systematic approach should be adopted in terms of the lesson planning so that students might develop a "learning cycle" of culture and that a respectful and flexible environment should be provided to students in order to encourage them to be respectful for each other and appreciate one another. The researcher also underlines the essential role of the teacher in the environment of teaching and learning culture by arguing that he or she is the one responsible for creating such a class dynamic and developing learners' cultural awareness.

### **Attitude and Achievement**

Quite a number of studies investigate the relationship between attitude and

achievement (Abidin, Pour-Mohammadi, & Alzwari, 2012; Beliles, 2015; Büyükkarçı, 2018; Clement, Gardner, & Smythe, 1977; Fakeye, 2017; Gardner, 1985; Gardner, 2007; Gardner & Lambert, 1959; Žefran, 2015; Zeinivand, Azizifar, & Gowhary, 2015). Nonetheless, many of these studies are carried out in terms of a general aspect “language attitudes” rather than “attitudes towards target culture” specifically. For this reason, the relation between attitude and achievement is discussed here under one title only.

As it is underlined, attitude has been a subject of study for many researchers due to the fact that it is assumed that there is a correlation between students’ positive attitudes and their language proficiency/ achievement. Thus, many studies have been carried out to reveal this relationship between them.

To start, when it comes to the link between students’ attitudes and language proficiency; Gardner, Lambert and Clement were the pioneers in the field of attitude and motivation. They helped many other studies to be carried out by the guidance of their research. First and foremost among attitude studies, Gardner and Lambert pursued their research starting from the 1950 (Gardner, 1985; Gardner, 2007; Gardner, 2010; Gardner, Clement & Smythe, 1977; Gardner & Lambert 1959, 1972) and there have been some prominent studies of theirs which indicated that, in addition to their linguistic ability, learners’ motivation and attitudes towards the target community are also related to their achievement. That is why they should be taken into consideration in the language learning process. One study, particularly, that paved the way for other researchers is Gardner and Lambert’s (1959) study carried out with 75 high school students who were English-speaking Canadians learning French. In accordance with the study, Clement et al. (1977) with his associates executed another study including 304 high school students who were French-speaking Canadians learning English (Clement et al., 1977). The findings of both studies revealed that the motivational components, which include students’ attitudes, should be taken into consideration beside students’ ability to have a good English proficiency.

Another study on students’ attitudes belongs to Zeinivand et al. (2015). They undertook their study with AMTB and a proficiency test to examine students’ attitudes and their relationship with their speaking proficiency. The results that Zeinivand et al. (2015) found in their study with EFL learners from three different institutions advocated the previous findings. In the study carried out with AMTB and a proficiency test, students were found to

have positive attitudes towards English and that there is a positive relationship between attitude and speaking proficiency. In accordance with findings of Zeinivand et al. (2015), Fakeye's (2010) study in Nigeria with 400 senior secondary level students uncovered that the students' attitudes are positively correlated with their academic achievement in English.

Nevertheless, there are also studies that could not find any significant relationship between language attitudes and language proficiency or achievement (Beliles, 2015; Büyükkarcı, 2018; Žefran, 2015). One distinctive study with supporting findings for this statement belongs to Büyükkarcı (2018). In his study, the researcher (2018) studied with 106 university Turkish students majoring in classroom education and sought whether students' attitudes and anxiety are related to their achievement. Both quantitative and qualitative methods were used thanks to a scale and questionnaire as well as open-ended questions through writing so as to measure participants' anxiety levels and attitudes. Based on the results, it was found out that there was no significant relationship between students' attitudes and their achievement, nor was a significant correlation between their attitudes and anxiety levels as it was expected by Büyükkarcı (2018).

All in all, as many studies suggest, it is possible to assume that there is a significant relationship between attitude and language proficiency/ achievement and some other suggest no relationship between them. In the following sub-section, theoretical background is shared.

### **Theoretical Background of the Study**

In this part, two theories that lie behind the current study are explained. These theories are given below;

**Social Identity Theory.** When the language learning is the focus, there is another prominent aspect that deserves attention to be paid and that is the influence of social psychological factors and intergroup relations. Hence, we should take the relationship between language and intergroup relations into account. With this being expressed, it should be stated that a theory, social identity theory, focuses on this subject.

First proposed by Tajfel and Turner (1979), social identity theory assumes that people define themselves based on their group membership, by creating "us" versus "them", namely "in-group" versus "out-group(s)". However, in order to adopt a positive sense of identity within

their group and they compare their group to other social groups and try to make their group superior to others (Vincze, 2013). Social identity theory is based on three mental concepts; categorization, social identification and social comparison (Tajfel & Turner, 1979). To be more precise, categorization can be stated as grouping people and oneself based on certain qualities such as gender, religion, profession, ethnicity, which help us define ourselves as well as others. Our social identity, on the other hand, depends on the group categorization we assign ourselves into. We try to act according to the group we feel we belong to so as to achieve a positive social identity in the group. Lastly, social comparison is done through comparing our group, in-group with the other groups, out-groups in respect of prestige and we strive to be better than other groups to feel superior (Tajfel & Turner, 1979).

Especially, regarding language studies, what Ellinger (2000) argued might be helpful regarding language learning; “When we relate social identity theory to language groups, we include membership in a language group, an emotional attachment to a language and to speakers of that language, as well as a feeling of distinctiveness from other language groups” (p. 303).

Social identity theory paved the way for the ethnolinguistic theory, which is explained briefly in the part below.

**Ethnolinguistic Identity Theory.** First proposed by Giles and Johnson in 1981 and 1987, ethnolinguistic identity theory is a theory that focuses on the language strategies people in an ethnic group use to interact with others with the aim of finding specifically who does that, when and why it is done (Giles & Johnson, 1987). The theory was formulated based on another theory, social identity theory of Tajfel (Hansen & Liu, 1997) and Giles’s communication accommodation theory (Noels, 2017). Therefore, to prevent the confusion, it might be better to clarify the differences between the terms; ethnolinguistic identity theory and social identity theory. Firstly, social identity theory focuses on individual identity from a broader perspective of self-concept such as “sport teams, religion, nationalities, occupations, sexual orientation, gender and ethnic groups” (Leaper, 2011). Differently from this broader focus of social identity theory, ethnolinguistic identity theory is particularly interested in language use and identity, claiming that how the language is used indicates the group membership and identity. In other words, the focus of ethnolinguistic identity theory is the language maintenance among groups of people.

At this point, “ethnolinguistic vitality” is another important term that should be explained for the following studies aimed to be shared. It might be stated as “a group’s ability to maintain and protect its existence in time as a collective entity with a distinctive identity and language” (Ehala, 2015). Hence, high vitality groups can be stated as the ones committed to their groups regarding their language and culture and keep their essential cultural traits whereas low vitality groups are the ones open to linguistic assimilation (Yagmur, 2011). Moreover, these groups might also be referred as “hot groups” and “cold groups” respectively (Ehala, 2011).

This group vitality is assessed based on the variables such as “demographic”, “status”, “group’s control” and “intuitional support (like the ones received from government, culture, education and mass-media)” (ibid., p. 112). Furthermore, what Ehala (2011) argues, the main role in defining one’s ethnolinguistic vitality lies in his or her emotional bond with the group.

**Studies based on these theories.** There is one study which has a very important place in terms of the relationship between ethnolinguistic identity of the learners, their language attitudes and achievement (Ellinger, 2000). Ellinger (2000) studied with 188 Israeli and Russian students to find out whether their ethnolinguistic identity and attitudes towards learning English have a significant influence on their language achievement. To reveal that, students took language tasks, exams, teacher evaluations to see students’ achievement. In addition, to see their ethnolinguistic identity results and attitudes, a set of questionnaires were used such as self-confidence questionnaire, “emotional distance from target community and culture” questionnaire, an adapted version of Attitude/Motivation Test Battery (AMTB) (Gardner, 1985), subjective vitality questionnaire (SVQ) (Bourhis, Giles, & Rosenthal, 1981), questions about identity and language (adapted from Giles & Johnson, 1987). The study demonstrated that there is a significant relationship between ethnolinguistic vitality and achievement.

Similarly, Stalikas and Gavaki (1995) worked on to find out the relationship between learners’ self-esteem, ethnic identity and achievement. The focus group was Greek-Canadian middle school students and they took a self-esteem measure (The Coopersmith Self-Esteem Inventory, Coopersmith, 1987) as well as a questionnaire (The Demographic, Educational, and Ethnic Identity Development Questionnaire, “DEEDQ”) to obtain information on their personal academic achievement (GPA) and ethnic identity development. The findings



showed that ethnic identity, along with self-esteem, is significantly related to participants' achievement (ibid. p, 5).

Kraemer's (1993) study, which was essentially carried out to test Gardner's Socio-educational Model, was another useful study to enlighten the way for the present study. Kraemer (1993) studied with 484 Jewish Israeli students in high school studying Arabic as a foreign language. The data was collected through teacher marks and a set of questionnaires which includes subjective vitality questionnaire (SVQ) (Bourhis et al., 1981). It was reached that the socio-educational model was suitable to be generalized in to this specific context of Israel. Furthermore, the study presented several important arguments which might be guiding for us in terms of the construct of ethnolinguistic vitality perception in the questionnaire. The results showed that vitality perceptions are in a significant relationship with learning outcomes (Kraemer, 1990, cited in Ellinger, 2000). What is more, when the Israeli learners of Arabic compared to another participant group; Israeli learners of French, the groups were not found to be significantly different from each other based on the social and political attitudes and Arab vitality scales (Kraemer, 1990, as cited in Kraemer, 1993).

## Chapter 3

### Methodology

#### Research Design

Regarding the research design, mainly a quantitative method was used in the study, which was supported by qualitative procedures. To clarify, since the primary findings were reached through quantitative method and qualitative method was partially used in this process, the adopted method cannot be explained as a mixed methods research. Before going further, it might be helpful to explain these three methods and make distinctions between them; quantitative, qualitative and a mixed methods research.

Quantitative research is explained very briefly by Dörnyei (2007) as “data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods” (p. 24). In quantitative method, the assumption underlies the theory of “determinism” and the method adopts the idea “cognition and behavior are highly predictable and explainable” (Johnson & Christensen, 2014, p.83). With this perspective, quantitative method aims to find the cause and effect relation, to test its hypotheses, and tries to provide “generalizability” for its findings. This generalizability, which is achieved through random sampling or replication of the study, might be accepted as one of the main reasons for implementing a quantitative research and it is one of the main advantages of the quantitative method. Its other benefit is that it is time-efficient, more precise with numerical findings, provides more credible results because of the large sample of data compared to qualitative research (Johnson & Christensen, 2014).

Qualitative research is, according to Dörnyei (2007), “data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods” (p. 24). Differently from quantitative method, qualitative method does not necessarily aim to generalize its findings, instead, it focuses particularly on the study group and “it sees human behavior as fluid, dynamic, and changing over time and place” (Johnson & Christensen, 2014, p. 85). In terms of its advantages, it might be asserted that qualitative research enables the researcher to study a group in depth. Also, qualitative studies provide the researcher with quite a large number of findings about the sample (Dörnyei, 2007).

Nevertheless, according to Dörnyei (2007), qualitative findings are not usually suitable for testing a hypothesis or generalizability, and qualitative research might get affected from the researchers' biases easily. That is why it is difficult to present objective findings through qualitative research compared to quantitative research. Thus, they are found less credible by "some administrators and commissioners of programs" (Dörnyei, 2007, p. 647). Also, qualitative findings require the researcher to be knowledgeable in the field since the research is based on the researcher's explanation and interpretation.

Mixed methods research, on the other hand, includes the aspects of both quantitative and qualitative studies by incorporating their strengths into one research study (Creswell, 2007). The reason to choose a mixed methods approach is because of its benefits compared to quantitative and qualitative methods separately. One advantage is that mixed methods increases the validity of the study since it helps to validate the findings of one method with another method (Jason & Glenwick, 2016). This validation of the data with the corroboration of the findings is known as "the principle of validation" (Johnson & Christensen, 2014, p.652) and it is important for a study to understand the phenomena clearly. Another advantage is that it gives a deeper perspective into the research (Jason & Glenwick, 2016). Also, through mixed research, researchers can use a method as additional or supporting method to eliminate a weakness or inadequacy of the main method adopted for the study, which is known as "the principle of non-overlapping weaknesses" (Johnson & Christensen, 2014, p.652). Despite these benefits, there are several challenges that may restrain a mixed methods study from being successfully implemented. According to Johnson and Christensen (2014), these drawbacks might be stated as; its being time-consuming, being more expensive as well as the difficulty for a researcher to conduct both quantitative and qualitative procedures on his or her own, which may indicate a necessity of a group of researchers to work on the steps of the implementation of the study.

Regarding the order of the adoption of the quantitative and qualitative aspects in a mixed methods study, Molina Azorin and Cameron (2014) asserted the following:

"When qualitative data collection precedes the quantitative data collection, the intent is to first explore the problem under study and then follow up on this exploration with quantitative data that are amenable to studying a large sample so that results might be inferred to a population. Alternatively, when quantitative data precede the qualitative

data, the intent is to test the variables with a large sample and then carry out a more in-depth exploration of a few cases during the qualitative phase” (p. 98).

From this point of view, it might be expressed that the present study primarily adopted a quantitative procedure via questionnaires, which was followed by a qualitative procedure thanks to the interviews with students and instructors. As explained above, the purpose of this order was, firstly; to reach a large sample of participants and test the relationship between the achievement and attitude towards the English-speaking countries through questionnaires, and secondly; to analyze the attitude and achievement relation more by providing the perspectives of the participants into the findings through interviews.

Furthermore, as mentioned in their book on research methods by Jason and Glenwick (2016), when two different approaches are implemented, one of the methods is frequently used as the main method, while the other is used to support that. Hence, in terms of this study, quantitative procedures were seen as the primary source of data and qualitative ones were accepted as the supporting data.

In terms of triangulation, which might be expressed as “a method used by researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives” (Guion, Diehl, & McDonald, 2011, p.1), is salient to increase the credibility of the research and it is already a constant part of the mixed research due to the combination of qualitative and quantitative methods, which is known as “methodological triangulation”. Nevertheless, it is not the only type of triangulation since there are four others; “data triangulation”, “investigator triangulation”, “theory triangulation” and “environmental triangulation” (ibid., p. 2). The current study adopts a methodological triangulation method since it includes questionnaires with students and interviews with both students and instructors to see whether quantitative findings and qualitative findings validate with each other. Besides, it involves a data triangulation through multiple sources of data; students and instructors, since there are interviews with both groups of participants.

Additionally, in his book, Dörnyei (2007) mentions two different sorts of research; longitudinal and cross-sectional research. The former one refers to examining variables over a long period through gathering information at several points in time, whereas the latter refers to examining variables at a single point in time with only one or limited data collection

(Dörnyei, 2007). Longitudinal studies are frequently used to see the characteristics or changes of a single group or sample over time while cross-sectional studies are generally used to compare two different groups or samples at a given time. Thus, the present study might be stated to have been designed as a cross-sectional study since the data collection was carried out at a certain period of time and the participants; the two groups of students, “high achievers” and “low achievers”, were compared with each other (in terms of their attitudes towards English-speaking countries).

### **Setting and Participants**

The study was conducted at University of Turkish Aeronautical Association (UTAA), English preparatory school, in the school year of 2018-2019. At UTAA, there is a compulsory English preparatory school for students and each student takes a proficiency exam at the beginning of the first term to be placed into levels of classes according to their exam results.

There are three levels of classes for them based on their scores on the proficiency exam. The first one is called Alpha, which starts from beginner-A1 level and secondly, Bravo, which starts from elementary-A2 level and lastly, Charlie 1, which starts from pre-intermediate-B1 level. Additionally, it should be mentioned that there is one more class called Charlie 2, which consists of students who have failed proficiency exam at the end of their first year of preparatory school and have enrolled in the preparatory class again. Based on their curriculums, all of the groups cover the levels they start and end up finishing B1 level at the end of the year. The expected level they reach regarding the school curriculum is B2.

At the end of the first term, Charlie students are allowed to take English proficiency exam, and in the case that they pass the exam, they can start their departmental courses in the following year (Thus, Charlie 1 program was not available in the second term of 2018-2019, when the data for the study was collected).

For the present study, participants were chosen by means of convenience sampling method. This method might be defined as having participants who are accessible and available for the research according to Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2007). The reason for using convenience sampling

for the present study as well as choosing University of Turkish Aeronautical Association as the setting was the time and accessibility issues.

The participants of the study who took the questionnaire were 258 students among 384 preparatory school students in total at University of Turkish Aeronautical Association, who took the proficiency exam at the beginning of the school year and whose classes were determined based on their results.

According to the participants' demographic information, there were 98 (38%) female students while 160 (62%) of the participants were males. Regarding their ages, students vary starting from the ones aged 18 to 28 although most of them are between the ages 18 and 20. To clarify; there were 73 students aged 18 (28.3%), 108 students aged 19 (41.9), 56 students aged 20 (21.7%), 14 students aged 21 (5.4), 6 students aged 22 (2.3%) and 1 student aged 28 (0.4%). Regarding their levels, there were 177 Alpha (68.6%), 72 Bravo (27.9%), 9 Charlie (repeating class, Charlie 2) (3.5%) students who participated in the study.

Additionally, the departments of the students were also obtained for the data collection of the study. There were 10 departments that students were from, which can be listed as astronautical engineering, aeronautical engineering, computer engineering, electrical and electronics engineering, industrial and systems engineering, mechanical engineering, mechatronics engineering, aviation management, logistics management and management. Regarding their departments, there were 15 students from astronautical engineering (5.8 %), 31 students from aeronautical engineering (12%), 45 students from computer engineering (17.4%), 38 students from electrical and electronics engineering (14.7%), 20 students from industrial and systems engineering (7.8%), 25 students from mechanical engineering (9.7%), 20 students from mechatronics engineering (7.8%), 52 students from aviation management (20.2%), 10 students from logistics management (3.9%) and 2 students from management (0.8%). The descriptive statistics of the participants are provided in the following table (Table 1).

Table 1

*Descriptive Statistics for the Participants of the Study*

| Variables                              | Number | Percentage |
|--|--------|------------|
| Gender                                 |        |            |
| Male                                   | 160    | 62.0       |
| Female                                 | 98     | 38.0       |
| Age                                    |        |            |
| 18                                     | 73     | 28.3       |
| 19                                     | 108    | 41.9       |
| 20                                     | 56     | 21.7       |
| 21                                     | 14     | 5.4        |
| 22                                     | 6      | 2.3        |
| 28                                     | 1      | .4         |
| Level                                  |        |            |
| Alpha (Beginner)                       | 177    | 68.6       |
| Bravo (Elementary)                     | 72     | 27.9       |
| Charlie (Repeating)                    | 9      | 3.5        |
| Department                             |        |            |
| Mechanical Engineering                 | 25     | 9.7        |
| Computer Engineering                   | 45     | 17.4       |
| Electrical and Electronics Engineering | 38     | 14.7       |
| Industrial and Systems Engineering     | 20     | 7.8        |
| Aeronautical Engineering               | 31     | 12.0       |
| Astronautical Engineering              | 15     | 5.8        |
| Mechatronics Engineering               | 20     | 7.8        |
| Aviation Management                    | 52     | 20.2       |
| Logistics Management                   | 10     | 3.9        |
| Management                             | 2      | .8         |

The participants of the study who attended the interviews were 16 students from the focus group along with 9 instructors working in the preparatory school of University of Turkish Aeronautical Association. Convenience sampling method was used for both groups of students and instructors who participated in the interviews. More specifically, voluntariness was regarded as important in the selection of participants to have honest and valid answers.

In other words, students and instructors were asked about whether they would like to participate in the interviews and the ones that replied positively were interviewed. Notwithstanding, it was paid attention to have students as participants from each three levels; Alpha, Bravo, Charlie. In accordance with that, 8 of the students were from Alpha level, 5 students were from Bravo, 2 were from Charlie 2 (repeating class). Also, 6 of the participants were females and 9 were males. Additionally, interviews with the instructors at the preparatory school of University of Turkish Aeronautical Association were completed. 9 instructors participated in the teacher interviews. Similar to student interviews, interviews with instructors were also conducted based on voluntariness and convenience.

### **Data Collection**

The data collection was carried out in May, in the spring semester of the 2018-2019 academic year. First of all, the consents from the owners of the questionnaires were taken. That is followed by getting permission for the research from the institution where the study was going to be held, the preparatory school of University of Turkish Aeronautical Association. After that, to ensure that ethical standards that were required for academic research were met, the forms and documents demanded by Hacettepe University Ethics Board were provided to the board and the approval was received in April, 2019 (see Appendix F). Then, the process of data collection started. The data was gathered in the first week of May, on the same day in every class. The instructors of each class devoted 15 to 20 minutes on the questionnaire, which was the duration needed for it, by having students filling it out and by guiding them through it. The lesson suitable for the questionnaire was decided by the instructor of each class based on their curriculums and planning. However, it is important to note that the instructors were informed about the questionnaire and the process first, so that when / if students had any questions, they could guide them. For the data collection, voluntary participation and informed consent forms were distributed to the participants of the study who was going to take part in the questionnaires (see Appendix E). This form enabled students to understand the aim of the study, by whom and with what kind of procedures it is carried out in addition to providing the information about confidentiality of the study. Namely, students were informed about the fact that their personal information will be kept in private, which might be helpful for having more valid responses from the participants and eventually providing more valid findings for the study. The questionnaire was



given to the participants through an online platform, Google Forms, in order to make data gathering session easier for both sides. Later, this quantitative data collected through questionnaires were transferred to and processed in SPSS 25.0. Afterwards, the findings acquired quantitatively through the questionnaire were compared with students' achievement scores at school to see whether there is a significant relationship between students' positive attitudes and their achievement. For students' achievement scores, the permission was granted from the preparatory school of University of Turkish Aeronautical Association. More detailed information about the achievement scores and how they were evaluated is given below, after the brief explanation of the qualitative part of the study which was done with interviews carried out with students and instructors.

In addition to the questionnaire, interviews were held with students and instructors in the following week, the second week of May. For the interviews, time arrangements were carried out with both groups and each participant was given a suitable time for interviews, mostly after classes in that week. These interviews were recorded via a voice recorder in order to be analyzed for the study. Before the interviews, both groups were informed about the study and particularly about the interviews and recording process thanks to the voluntary participation and informed consent forms. Prior to the interviews, participants signed the forms and their permission was obtained for data collection. Since the interviews were done by the researcher directly, the participants also had the opportunity to ask about the parts that they would like to know about the interviews. Later, this qualitative data collected through interviews were transcribed to be analyzed more easily.

**Achievement scores.** So as to measure students' achievement, their achievement scores based on the curriculum of the preparatory school throughout the school year were taken into account. In this way, it was aimed to find out whether there was a difference in students' attitudes towards native speakers and their countries regarding students' language achievement. In order to explain the achievement scores in detail, it could be expressed that throughout the three periods of preparatory school year, students had a number of assessments such as progress tests, speaking exams and writing exams as well as a language portfolio including writing tasks and speaking tasks with their feedbacks. At the end of the year, the students who get 65 out of 100 based on all of the scores of these assessment types are allowed to take the proficiency exam whereas the ones who get below

65 are accepted as failed the preparatory program. These students who are accepted to have failed the program are not allowed to take the proficiency exam in June; they are only allowed to take the proficiency exam in September. Therefore, for the present study, students were divided into two groups; “high achievers” and “low achievers” based on this score. Students who had 65 and above were labeled as “high achievers” and valued as “1” in SPSS while students who scored 64 and below were labeled as “low achievers” and valued as “2” in order to differentiate the two groups from one another. Finally, the scores were examined in SPSS 25.0 and compared with students’ attitudes towards the countries of English. In the following part, the instruments of the study are provided in details.

## **Instruments**

For the quantitative part of the study, a questionnaire was formed out of two questionnaires, (Gardner, 1985; Ishii, Kaigo, Tkach-kawasaki and Hommadova, 2015) after getting the permission of the researchers. For the qualitative part of the study, interviews with students and instructors were carried out, whose questions were formed by the researcher of the study. To see the instruments used and adaptations done in more detail along with the validity and reliability of the questionnaires, the explanations below might be helpful.

**Instrument 1: Questionnaire.** This questionnaire consisted of 33 items in total (32 5-point likert type items and 1 ordering question) (See Appendix A). The lowest score of the questionnaire was 32 and the highest score was 160. High scores demonstrate a positive attitude towards native speakers of English and their countries while low scores indicate a negative attitude towards native speakers of English and their countries. It is important to note that negative items about the countries were graded from 5 to 1 as opposed to the rest of the items, which were graded from 1 to 5.

The main goal was to learn about the participants’ attitudes towards the following countries; the U.S.A., England, Canada and Australia and New Zealand separately. To achieve this goal, each country was evaluated with a different item apart from each other in the questionnaire. However, Australia and New Zealand were used and evaluated together in the country-based items, since these two countries are found to be alike in regard to having similar socio-cultural, geographical and political environments.

In addition to country-based attitudes of the participants, another aim of the study was to learn about participants' attitudes towards the target community, namely, native English speakers. To achieve this goal, items about English-speaking people were used in the questionnaire and "attitude towards English-speaking people" was examined as a separate variable.

The present questionnaire was formed out of two questionnaires. One of them was Attitude/Motivation Test Battery (AMTB) by Gardner (1985). The reason to use this battery as a part of the present instrument was to investigate participants' attitudes towards English-speaking people in their language acquisition. 6 items in total were used in this instrument from the AMTB. The detailed explanations about this battery and the items used were given in the next part (in 3.4.1.1 Attitude/Motivation Test Battery (AMTB)) after the introduction of the second questionnaire used for the present study.

The second questionnaire belongs to Ishii, Kaigo, Tkach-kawasaki and Hommadova (2015) and was used in their study "Assessing American Attitudes Toward East Asian Countries". The reason to use this questionnaire in the present study was to learn about participants' country-specific attitudes in language acquisition process; specifically, attitudes towards the U.S.A, England, Canada, Australia and New Zealand were evaluated. From this questionnaire, 26 items were formed and used for this study.

Gardner's (1985) AMTB and Ishii et al.'s (2015) Nation Image questionnaire are explained and the items retrieved from these questionnaires are shared in detail in the next part. However, before the questionnaires, it should be explained that one additional item was specifically generated for the questionnaire of this study. This item was an ordering question, in addition to 32 likert-type items in this newly-formed questionnaire. In this ordering question, the participants were asked to put the countries of English; namely the U.S.A., England, Canada, Australia and New Zealand, in order from 1 to 4 according to what comes to their minds when they hear the term "target culture" (the item is "When I say target culture, the order that comes to my mind is...." with four options to order; "the U.S.A.", "England", "Canada", "Australia and New Zealand"). In this item, "1" was accepted as the first country of target culture that comes to their minds and "4" as the fourth and the last one. With this item, it is aimed to have information about the participants' perceptions of the order of English speaking countries in relation to the target culture.

In the following part, both questionnaires used to form the newly-adapted questionnaire of the present study and the items taken and adapted from these questionnaires are given below in detail.

***Attitude/Motivation Test Battery (AMTB) (Gardner, 1985).*** Taking its roots from Socio-educational model of second language acquisition (Gardner and Lambert, 1972; Gardner, 1985), the AMTB was first designed to investigate the affective variables in the language learning process of English-Canadians learning French. The instrument aims to assess non-linguistic aspects of language acquisition such as an interest in language learning and the language community (Gardner, 1985). It would not be wrong to express that this battery is one of the most frequently-used instruments to measure motivation, integrativeness, attitude towards the learning situation and language anxiety in the teaching field, including SLA.

The AMTB, adapted to the SLA field for international use as “International AMTB for English as a foreign language” by the researcher (Gardner, 2004), consists of 104 items in a 6-point likert-type scale. It is formed out of 12 different scales (see Appendix B). Regarding the item-key document of this battery, these 12 scales can be stated as following; interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety, instrumental orientation (ibid., 2004). There is also a mini version of the full form of the AMTB, which consists of 12 items; one item equivalent for each scale of the full AMTB (Gardner & MacIntyre, 1993; Tennant & Gardner, 2004). As Gardner asserts, this procedure of single-item measure instead of multiple-item was first adopted by Guilford (1954) and mini-AMTB was used to assess the convergent validity of the AMTB scales internationally (Gardner, 2004). It might be useful to explain convergent validity in order to understand why mini-AMTB has been formed and is being used. Convergent validity, which is one of the six sub-types of construct validity, is defined as the validity type that “reflects the extent to which two measures capture a common construct” by (Carlson & Herdman, 2012, p. 18) In other words, this validity type is about how closely two measures are related.

It is essential to state why this questionnaire was chosen for the instrument of this research. The AMTB is one of the most frequently used instruments to measure motivation

and attitude. Moreover, its validity and reliability has been supported by many researchers and studies. For the present study, one of the AMTB's 12 constructs was chosen and that is attitudes towards English-speaking people. With these AMTB items under the category of attitudes towards English-speaking people, it was aimed to learn about the participants' attitudes towards the target community, in other words, native English speakers in a general aspect. In the next paragraph, the AMTB items which were used in this study are explained elaborately.

For the present study, 6 items from the English/international version of the AMTB's construct, attitudes towards English-speaking people, were used. From these 6 items, 5 were from the full form of the AMTB and 1 of them was from the mini-AMTB. To make it clear; these 5 items from the full form of the AMTB were included into the questionnaire without making any adaptations in terms of wording for the research (The items are as follows: Most native English speakers are so friendly and easy to get along with, We are fortunate to have them as friends., I wish I could have many native English speaking friends., Native English speakers are very sociable and kind., Native English speakers have much to be proud about because they have given the world much of value., I would like to know more native English speakers.). However, the battery normally consists of 6-point likert type items; for this study, these items were turned into 5-point likert scale. In addition to these 5 items, 1 item from the mini-AMTB was added from the same construct, attitudes towards English-speaking people, as mentioned. In the mini-AMTB, the items/constructs were provided with a scale ranging from 1 to 7 for each of them. For the current study, this item was adapted to 5-point-likert type along with the rest of the items of the questionnaire (Thus, the statement in the mini-AMTB "My attitude toward English speaking people is..." which requires the respondents to choose the rest of the sentence from the scale ranging from 1 (unfavourable) to 7 (favourable) was turned into "I have a favourable attitude towards English-speaking people" with 5-point likert scale). These 5 responses range from strongly disagree to strongly agree, from 1 to 5 in the scale. To put it more clearly, the items were in the following order; 1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree and 5 strongly agree. One reason for the adaptation of the originally 6-point likert type AMTB to 5-point scale might be easily stated; 5-point scales are easier for the researchers to analyze the responses of the participants (Dawes, 2008). Another reason for this adaptation can be explained in that it gives the questionnaire-takers to stand in the midpoint while they feel neither / neutral about the

statements instead of choosing a more positive or negative side than they feel they belong to. For these reasons, a 5-point likert scale was used for the suitability of the study.

It is important to note that Gardner's Attitude/Motivation Test Battery is stated to have a good reliability and validity, including the full form and the mini-AMTB. (Gardner, 1985; 2006; 2010; Gardner & MacIntyre, 1993; Tennant & Gardner, 2004)

As Gardner reported (1985), the AMTB's internal consistency reliability was found to be 0.91 while its test-retest reliability was found to be 0.79 in Canadian context. These findings indicate a high level of reliability. Also, Gardner (2001) attempted to check the generalizability of the AMTB to see whether the battery is suitable to use in other language settings in addition to the Canadian context. To do this, he executed several studies in four countries; Spain, Romania, Croatia and Poland. The results demonstrated a fairly high level of internal consistency reliability for these four countries as the medians of the reliability coefficients range from 0.79 to 0.88. Hence, according to Gardner (2001, p. 21), "translation of the AMTB to other languages would give consistent results with the ones in Canada". Additionally, similar translations and adaptations of the AMTB were made in many other foreign language settings and the AMTB was supported in terms of its validity and reliability in those studies, as well. (Gardner & MacIntyre, 1993; Tremblay & Gardner, 1995; Gardner, Tremblay, & Masgoret, 1997; Ho, 1998; Baker & MacIntyre, 2000; Chalak & Kassaian, 2010; Atay & Kurt, 2010; Abidin et al., 2012; Ghaitasi et al., 2014, Dordi-Nezhad, 2015).

In the following part, the second questionnaire used to form the questionnaire of this study is explained thoroughly.

***The questionnaire "Nation Image" by Ishii, Kaigo, Tkach-kawasaki and Hommadova (2015).*** In their quantitative study "Assessing American Attitudes Toward East Asian Countries" Ishii et al. (2015) investigated American people's attitudes mainly towards Japan, China and South Korea via their questionnaire, "Nation Image" (see Appendix C). The study aimed to find out the perception of these countries among American people. In the questionnaire, there are 6 constructs. These can be stated as the following; familiarity with 14 nations (although the focus is South East countries; Japan, China and South Korea, the questions about familiarity with the following countries have also been added in this construct: India, Mexico, Brazil, Russia, Australia, UK, France, Germany, Italy, Spain and Canada;

examined through 5-point likert scale), liking these 14 nations (examined through 7-point scale), cultural interest in East Asian countries (examined through multiple choice questions), familiarity with Japanese popular culture (examined through multiple choice questions), nationalistic attitudes towards East Asian countries (through 5-point likert scale) and prejudices against East Asian practices (such as whaling, dolphin hunting and Chinese working conditions; through 5-point likert scale).

It is important to highlight why this questionnaire of Ishii et al.'s (2015) was used for our study. With the newly-formed and adapted questionnaire of this study, it was aimed to; firstly, learn about the participants attitudes towards the target group and this was examined through Gardner's AMTB (1985) items. The second purpose of the study was to find out participants' attitudes towards the countries of native English speakers separately through their country-specific responses. In this matter, Ishii et al.'s (2015) questionnaire originally provides rather detailed information about the Americans' attitudes towards East Asian countries and reveals the national images of these countries through the eyes of American people. Since, in the SLA field, there is a very limited research to examine country/nation-based attitudes of language learners, Ishii et al.'s (2015) study was taken as an example and with some adaptation, it was intended to be used as a guide to investigate language learners' attitudes towards the countries of native English speakers, namely; the U.S.A., England, Canada and Australia and New Zealand, separately.

For the present study, 3 constructs among 6 total constructs of the questionnaire were used. These constructs were familiarity with nations, liking of the nations and nationalistic attitudes towards these countries. They were investigated through a 5-point likert scale. These 5-point responses range from strongly disagree to strongly agree, from 1 to 5 in the scale. To put it more clearly, the items were in the following order: 1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree and 5 strongly agree.

The first construct to be used for the present study was familiarity with nations from Ishii et al.'s (2015) questionnaire. This part was used with some adaptations for the suitability of the current study. In Ishii et al.'s (2015) questionnaire, the main purpose was to learn about the participants' familiarity with East Asian countries; Japan, China and South Korea. However, participants evaluated 14 countries in total, which were India, Mexico, Brazil,

Russia, Australia, UK, France, Germany, Italy, Spain and Canada in addition to Japan, China and South Korea. Different from Ishii et al. (2015), for this study, 4 items based on 5 countries were given to the questionnaire-takers and these were the U.S.A, England, Canada, Australia and New Zealand. More specifically, the items were used as, for instance; “I am familiar with the U.S.A” or “I am familiar with England”. Hence, instead of 14 items, 4 items were asked and evaluated in terms of familiarity. In this part, Australia and New Zealand were evaluated in one item since they are thought to be similar to one another in terms of their socio-cultural, political and geographical closeness. Both in Ishii et al.’s (2015) and this study, 5-point likert scale was used to measure familiarity with the nations.

The second construct to be used was liking of the countries. Similar adaptation to the one above was made in terms of target countries. More explicitly, instead of 14 countries given above, 4 items based on 5 countries were used in the present study, which were the U.S.A, England, Canada, Australia and New Zealand. To be more precise; the items were used as, for instance; “I like Canada” or “I like Australia and New Zealand”. Hence, instead of 14 items, 4 items were asked and evaluated by the respondents. Additionally, in Ishii et al.’s (2015) questionnaire, this construct was evaluated with 7-point likert scale; however, this part was turned into 5-point likert scale in order to provide the same systematic measurement with the rest of the questionnaire.

The third and the last construct taken from Ishii et al.’s (2015) study instrument was “nationalistic attitudes”. Since this part may seem rather complicated, firstly, the construct will be briefly explained with its sub-categories. After that, the adaptations made for the current study will be given in the next paragraph. In Ishii et al.’s study (2015), the items in the construct nationalistic attitudes focus on three countries; Japan, China and South Korea. Other countries that are asked in the previous parts of the questionnaire are excluded in this part. There are 5 sub-categories in this construct. The first sub-category is the perceived military threat of East Asian countries (3 items used in this part are about the perception of Japan, China and South Korea as a military threat to America) and the second sub-category is the perceived economic threat of East Asian countries (3 items used in this part are about the perception of Japan, China and South Korea as an economic threat to America). The third sub-category is the attitudes towards electronic products made in these countries. This part is also evaluated with 3 items; one item for each country; Japan, China and South Korea. The



fourth sub-category is consumer ethnocentric tendency and it includes 4 items from the consumer ethnocentric tendency scale (Shimp & Sharma, 1987). To explain the consumer ethnocentric tendency scale, what Shimp and Sharma, (1987) stated might be paid attention to, “this scale aims to measure “consumers' ethnocentric tendencies related to purchasing foreign- versus American-made products” (p. 281). 4 items taken from the scale are included in the questionnaire by Ishii et al. (2015) with no changes. The fifth and the last sub-category is patriotism. This sub-category is used to measure respondents' sense of attachment to their country with 2 items. In what ways this construct of nationalistic attitudes was adapted to the present study is described in the following two paragraphs.

The first three sub-categories of the construct, nationalistic attitudes, are about Japan, China and South Korea in the questionnaire. Each of these sub-categories contains 3 items in Ishii et al.'s study (2015). For this study, these countries were changed into the U.S.A, England, Canada and Australia and New Zealand and used as 4 items in each sub-category. To exemplify, an item in “perceived military threat”, i.e. “Japan (or China / South Korea) is a military threat to America” was used as “The U.S.A. (or England / Canada / Australia & New Zealand) is a military threat to Turkey”. Similarly, an item in “perceived economic threat”, i.e. “Japan (or China / South Korea) is an economic threat to America” was adapted as “The U.S.A. (or England / Canada / Australia & New Zealand) is a military threat to Turkey”. Moreover, in the third sub-category, which is originally the attitudes towards electronic products made in these countries, the word “products” was used instead of “electronic products” specifically. For instance, an item in “attitudes towards the electronic products made in these countries”, i.e. “I prefer buying Japanese (or Chinese / South Korean) electronic products” was changed into “I prefer buying American (or British / Canadian / Australian and New Zealand) products”.

The following two sub-categories; the consumer ethnocentric tendency scale and patriotism include the word “America” and “American” since they normally target American people and involve items about American-made products. These parts were changed as “Turkey” and “Turkish” respectively. In other words, the 4 items used in the consumer ethnocentric tendency scale were adapted; the item “It is not right to purchase foreign products, because it puts Americans out of jobs” was turned into “It is not right to purchase foreign products, because it puts Turkish people out of jobs”. The item “A real American

should always buy American-made products” was turned into “A real Turkish person should always buy Turkish-made products”. The item “We should purchase products manufactured in America instead of letting other countries get rich off us” was turned into “We should purchase products manufactured in Turkey instead of letting other countries get rich off us” and lastly, the item “Americans should not buy foreign products, because this hurts American business and causes unemployment” was adapted as “Turkish people should not buy foreign products, because this hurts Turkish business and causes unemployment”. In the same way, one of the two items in the sub-category, patriotism, was changed from “American” to “Turkish” as in “I am proud to be American” to “I am proud to be Turkish”. The other item on patriotism was not required to be changed since no word about nationality was used in the item (“I love my country”). In both of the actual questionnaire used in Ishii et al.’s (2015) study and the present one, 5-point likert scale was preferred for these parts, as well.

Ishii et al.’s (2015) study, which was originally carried out in the marketing field, might be accepted as valid based on several points. With the aim of evaluating the attitudes of the people in the U.S., they planned to reach 800 respondents through an online survey and eventually carried out the questionnaire with 827 participants. In their study, age and gender were accepted as independent variables that may affect the attitudes of the participants in the U.S., thus, equal number of female and male participants were planned to be reached. Similarly, 3 age groups were the target groups and the group quotas were determined regarding the statistics of the U.S. population, which may be explained as follows: the youngest age group at the ages of “18- 29=29.0%”; the middle aged group at the ages of “30-44=34.3%”, and the oldest age group, at the ages of “45-59=46.7%” (Ishii et al., 2015). For the data collection, quota sampling method was used, which was explained by Chao (2012) as “a representative sample similar to the population structure; thus, quota sampling seems like a natural choice to draw such samples in a cost-efficient manner” (p. 1180). Because of the difficulty of reaching to enough numbers of the third group members and female participants, the study was carried out with the following percentages of each group; the youngest age group=43.1%, the middle aged group 30-44=43.9%, and the oldest age group 45-59=13.0%. Additionally, of the participants, 433 (52.4%) were males and 394 (47.6%) were females. Additionally, the researchers reported that the study included various people from different ethnicities (“67.7% were white, 6.8% were Hispanic, 14.1% were black, 4.0% were Asian, and 7% as “other” (Ishii et al., 2015).

The study results were given through the analysis of variance, also called ANOVA, since the findings, namely; the means of each group were compared in terms of gender and 3 different age groups. Cronbach's Alpha reliability coefficients were not given in the published study of Ishii et al. (2015), however, the ANOVA findings were shared with *F*-statistics with  $p < 0.01$  for two constructs, liking of the countries and familiarity with the countries. The standard deviation ranged from 1.02 to 1.31 and 0.92 to 1.22 for these two constructs respectively. For the construct, nationalistic attitudes, the analysis was based on different significance levels for different items changing from  $p < 0.05$ ,  $p < 0.01$  to  $p < 0.001$ .

**Instrument 2: Interviews.** Student interviews consist of 7 questions. Teacher interviews, on the other hand, include 8 questions prepared by the researcher (see Appendix D). The interviews were recorded by the researcher via a recording program called "Audacity" and then were transcribed to have the code-descriptions for the analysis. The interview findings were used to see whether the participants' responses were in line with the quantitative findings of the questionnaire.

### **Validation of the Instruments and the Reliability of the Questionnaire**

The questionnaire of the current study was given to the participants both in English and Turkish languages. The items of the questionnaire were provided in its original form, English, and also with their Turkish translation below each item. This adaptation was made since the respondents' proficiency levels are not high enough to fully understand the statements in English and thus may have trouble in responding to the statements correctly.

The interviews were conducted in the respondents' mother tongue, Turkish, as well to ensure the interviewees feel comfortable while expressing their ideas and views and not to cause any communication problems due to the language barriers that participants may encounter.

Questionnaire items and interview questions were supervised by two researchers in the field to assure the clarity, simplicity and appropriateness of the adaptation of the questionnaire as well as the appropriateness of the interview questions and translation of the questionnaire items. The necessary adjustments for the adaptation and translation were carried out accordingly for the administration process of the instruments. The content validity,

which “provides evidence that formatting, instructions and response options are relevant, and the measure is understandable and acceptable” (Brod, Tesler, & Christensen, 2009, p. 1263), was provided by the researchers of Hacettepe University.

In the present study, the Cronbach’s Alpha reliability coefficients were given based on the following variables: attitudes towards English-speaking people (ATESP), familiarity with the countries of native English speakers (familiarity), liking of the countries of native English speakers (liking), the perception of the countries of native English speakers as a military threat (military threat), the perception of the countries of native English speakers as an economic threat (economic threat), patriotism, the consumer ethnocentric tendency scale (CETScale), attitudes towards products made in these countries (products).

As an internal consistency estimate, Cronbach’s Alpha reliability coefficients were found as follows: the attitudes towards English-speaking people  $\alpha = .78.$ , familiarity with the countries of native English speakers  $\alpha = .90$ , liking the countries of native English speakers  $\alpha = .82$ , perception of the countries as a military threat  $\alpha = .83$ , perception of the countries as an economic threat  $\alpha = .81$ , patriotism  $\alpha = .71$ , the consumer ethnocentric tendency scale  $\alpha = .86$ , and attitudes towards products made in these countries  $\alpha = .86$ . Moreover, Cronbach’s Alpha reliability coefficients for the questionnaire itself with 32 items was found as  $\alpha = .87$  (since 1 item of 33 items in total is an ordering question, it was excluded)

These Cronbach’s Alpha values are accepted to be reliable according to Field (2009) and Pallant (2011), who express that the values above .7 are acceptable. Pallant (2011) also states that the values above .8 are preferable.

### **Data Analysis Procedures**

Data analysis was carried out in the light of the research questions below:

RQ1: What are the students’ attitudes towards English-speaking people / native speakers of English?

RQ2: What are the students' attitudes towards

- e. The U.S.A.
- f. England
- g. Canada
- h. Australia and New Zealand

in terms of (1) the representation of the target culture, (2) familiarity with the countries, (3) liking of the countries and (4) nationalistic attitudes (perceptions of the countries as military and economic threat, product usage, consumer ethnocentric tendency and patriotism)?

RQ3: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding gender?

RQ4: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding achievement?

RQ5: What are the instructors' ideas about the relationship between students' attitudes towards native speakers of English and their countries and achievement?

Table 2

*Research Questions and Related Procedures*

| Research Questions  | Data Collection Instrument                   | Sample   | N          | Data Analysis | Analysis Method   |
|---|--|----------|------------|---------------|---|
| RQ 1: What are students' attitudes towards English-speaking people / native speakers of English?  | Questionnaire and semi-structured interviews | Students | 258 and 16 | Mixed-methods | Descriptive; mean; standard deviation; Content analysis |
| RQ 2: What are the students' attitudes towards<br>a. the U.S.A.<br>b. England<br>c. Canada<br>d. Australia and New Zealand<br>in terms of (1) the representation of the target culture, (2) the familiarity with the countries, (3) the liking of the countries and (4) nationalistic attitudes (perceptions of the countries as military and economic threat, product usage, consumer ethnocentric tendency and patriotism)? | Questionnaire and semi-structured interviews | Students | 258 and 16 | Mixed-methods | Descriptive; mean; standard deviation; Content analysis |
| RQ 3: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding gender?   | Questionnaire                                | Students | 258        | Mixed-methods | Independent samples t-test                              |
| RQ 4: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding achievement?  | Questionnaire and Achievement scores         | Students | 258        | Quantitative  | Independent samples t-test                              |

|  |                            |             |   |             |                  |
|--|----------------------------|-------------|---|-------------|------------------|
| RQ 5: What are the instructors' ideas about the relationship between students' attitudes towards the native speakers of English and their countries and achievement? | Semi-structured interviews | Instructors | 9 | Qualitative | Content Analysis |
|--|----------------------------|-------------|---|-------------|------------------|

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The data consists of the findings from both quantitative and qualitative methods. Therefore, data analysis procedures were as follows: The quantitative data taken from the questionnaire results were evaluated via Package for Social Sciences (SPSS 25.0). For the qualitative data taken from the interviews, content analysis was conducted starting with the orthographic transcription of the recorded response and continued with the coding of the data through an online content analysis program. Lastly, the findings of the interviews were compared with the quantitative data.

In terms of the findings of the questionnaires, first of all, these quantitative data were coded and transferred to the program to be analyzed. To start with, testing for normality of the participants was applied to check whether the group of participants is in line with the distribution of the actual population, meaning that the sample has a normal distribution. This procedure helps to see what kind of methodology to adopt for the analysis of the quantitative data; parametric or non-parametric. To do this, the variables were entered to the SPSS and two tests of normality; Kolmogorov-Smirnov and Shapiro-Wilk were used. The results of these tests can be seen in the following table (Table 3).

Table 3  
*Tests of Normality*

|                 | Kolmogorov-Smirnov |     |      | Shapiro-Wilk |     |      |
|-----------------|--------------------|-----|------|--------------|-----|------|
|                 | Statistic          | df  | Sig. | Statistic    | df  | Sig. |
| ATESP           | ,079               | 258 | ,000 | ,986         | 258 | ,011 |
| Familiarity     | ,115               | 258 | ,000 | ,938         | 258 | ,000 |
| Liking          | ,095               | 258 | ,000 | ,970         | 258 | ,000 |
| Military.Threat | ,129               | 258 | ,000 | ,953         | 258 | ,000 |
| Economic.Threat | ,116               | 258 | ,000 | ,967         | 258 | ,000 |
| Products        | ,150               | 258 | ,000 | ,957         | 258 | ,000 |
| CETScale        | ,063               | 258 | ,016 | ,967         | 258 | ,000 |
| Patriotism      | ,432               | 258 | ,000 | ,542         | 258 | ,000 |

To make it clear; for the variables to be accepted to have a normal distribution, the significance level (Sig.), also referred as “alpha” or “ $\alpha$ ”, should be above .05; this demonstrates normality (Pallant, 2011). That might be interpreted as that if it is below 0.5, the distribution is non-normal and that the the null hypothesis, which states “sample distribution is normal (Ghasemi & Zahediasl, 2012, p.486)” is rejected. According to these explanations, the findings of Kolmogorov-Smirnov and Shapiro-Wilk normality tests, as seen in table 2, indicate non-normal distributions of the sample. However, when the sample size is larger than 40, it is accepted to be a “large” sample (Elliott & Woodward, 2007, p.26) and according to Pallant (2011), these tests may indicate non-normal distribution for the large samples even though the distribution is normal. Besides, what Field (2009) asserts in his book “Discovering statistics using SPSS” is that “big samples the sampling distribution tends to be normal” based on the central limit theorem and “the sampling distribution will tend to be normal regardless of the population distribution in samples of 30 or more” (p.134). Additionally, there are other methods to indicate the normality visually; which are P-P plot, Q-Q plot, histogram, stem-and-leaf plot and boxplot (Ghasemi & Zahediasl, 2012). For this reason, Q-Q- plot; which is “a graph used to display the degree to which the quantiles of the normal distribution differ from the sample quantiles of the data (Elliott & Woodward, 2007, p.29)” was used for all the variables to be checked in terms of normality. The Q-Q plots for each variable are given on the following pages.



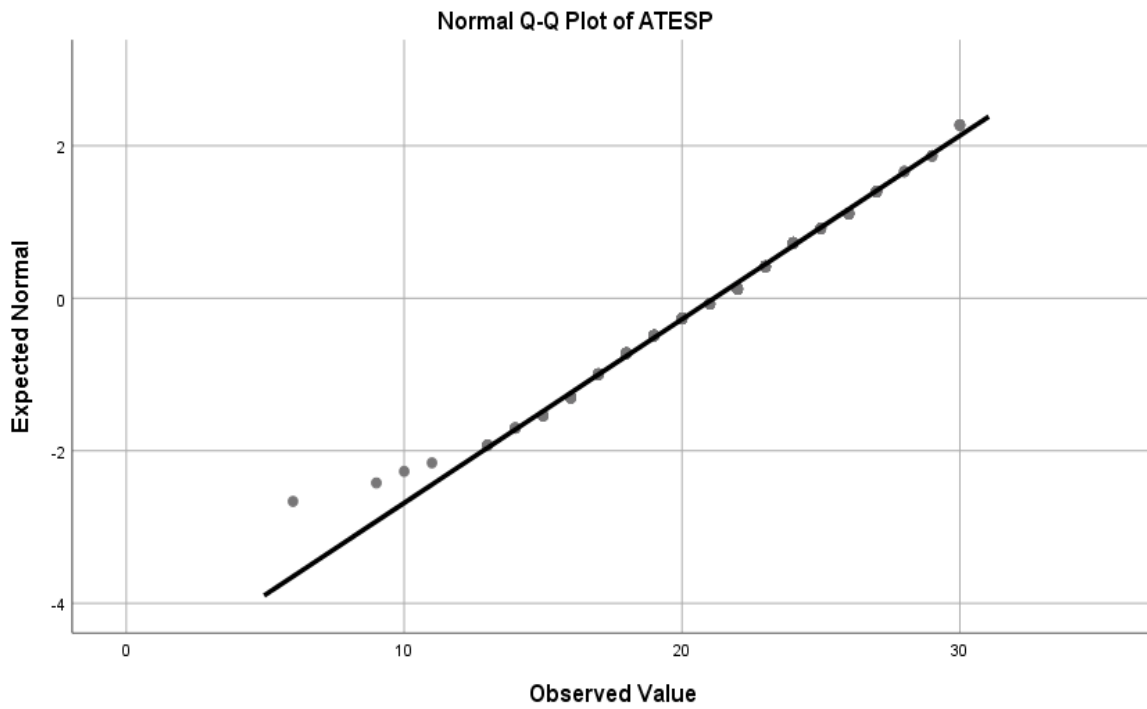


Figure 1. Normal probability plots for attitudes towards English-speaking people

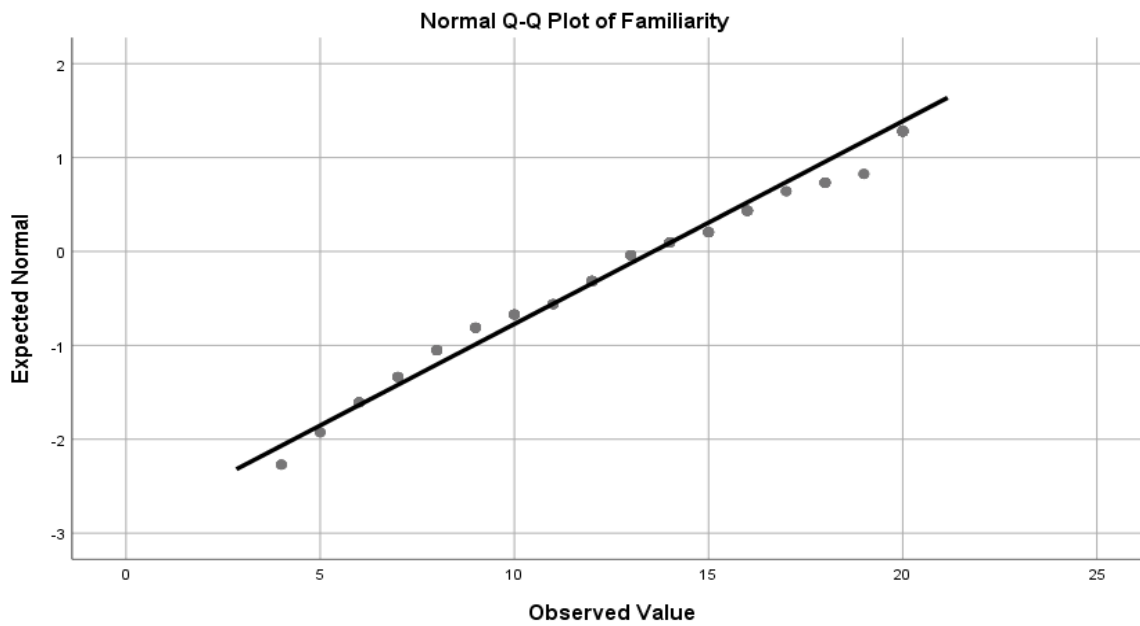


Figure 2. Normal probability plots for familiarity with the countries of native English speakers

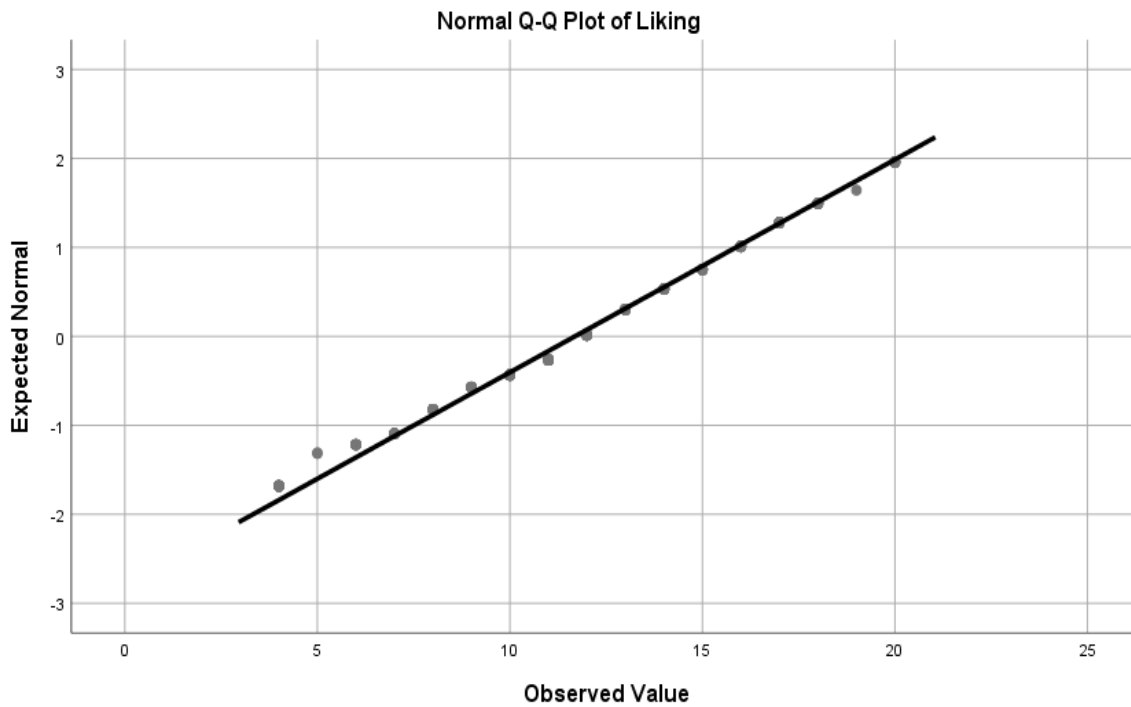


Figure 3. Normal probability plots for liking the countries of native English speakers

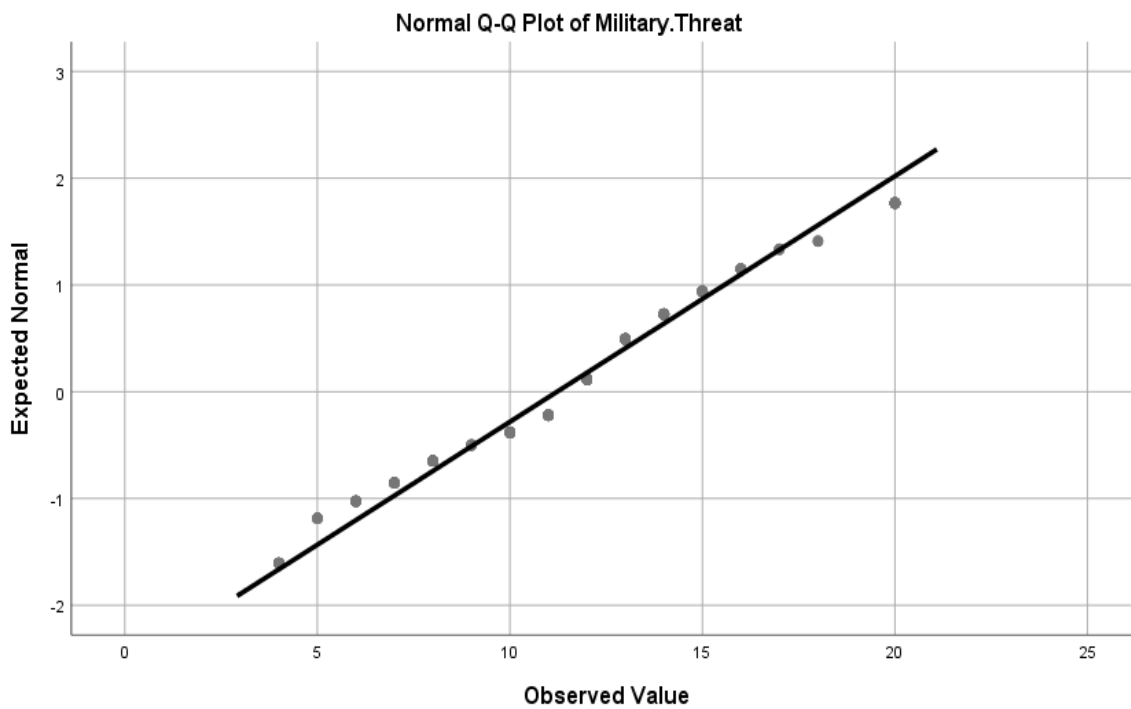


Figure 4. Normal probability plots for the perception of the countries of native English speakers as a military threat

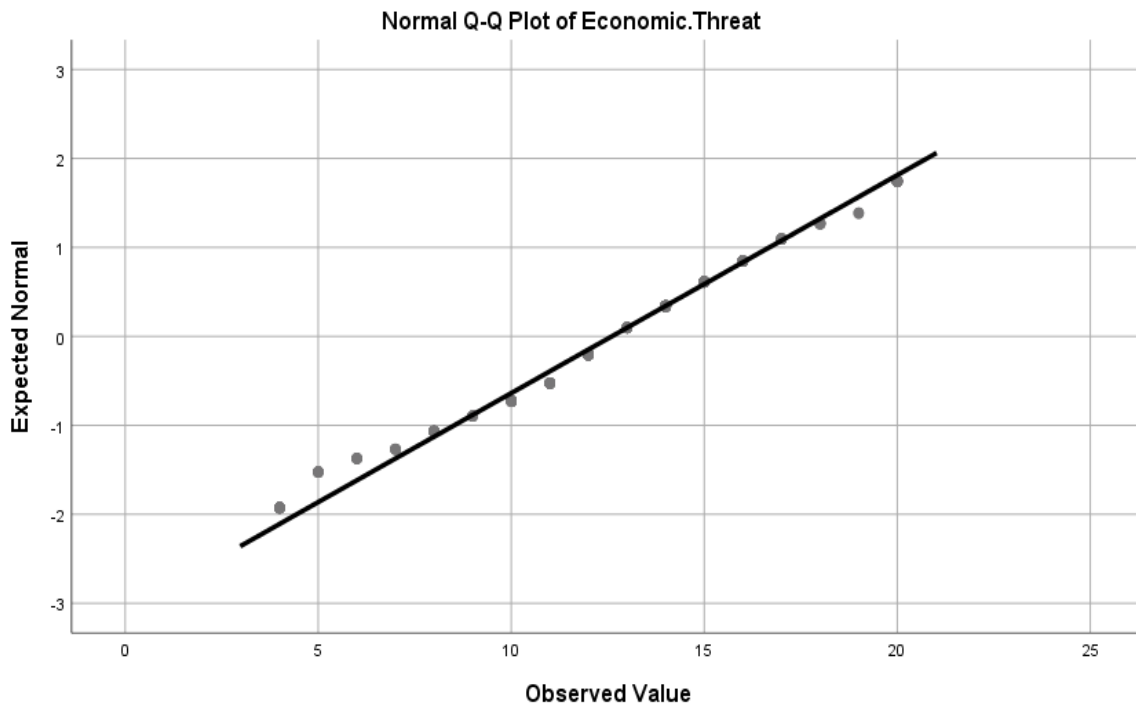


Figure 5. Normal probability plots for the perception of the countries of native English speakers as an economic threat

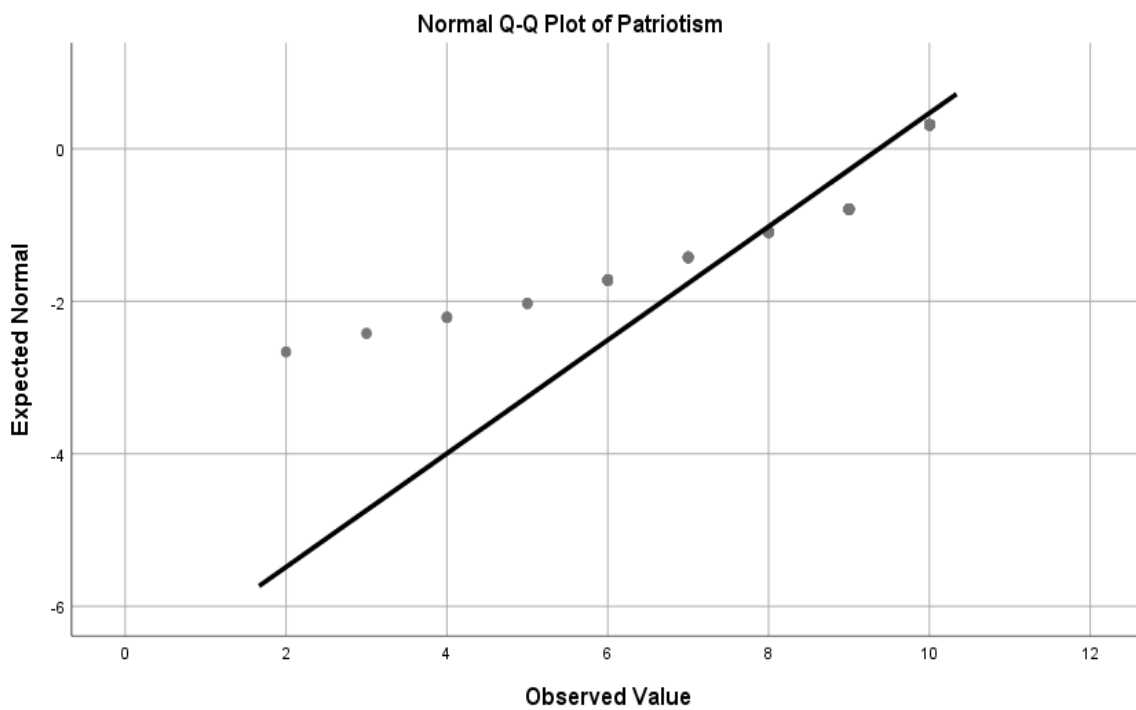


Figure 6. Normal probability plots for patriotism

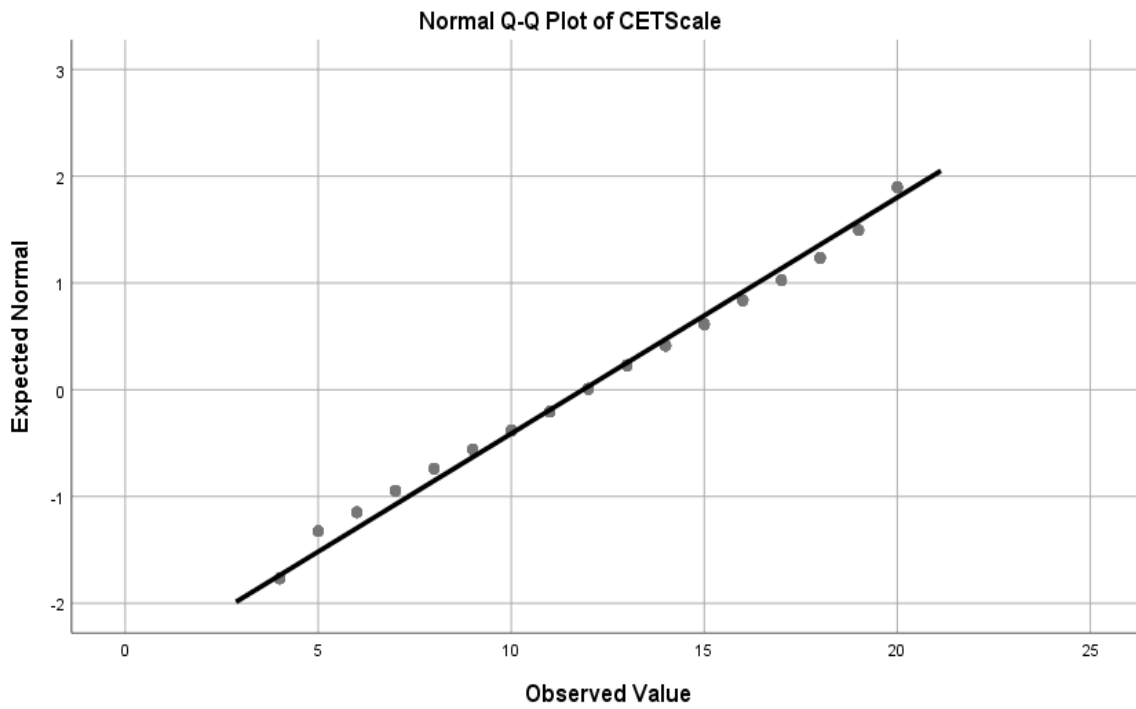


Figure 7. Normal probability plots for the consumer ethnocentric tendency scale

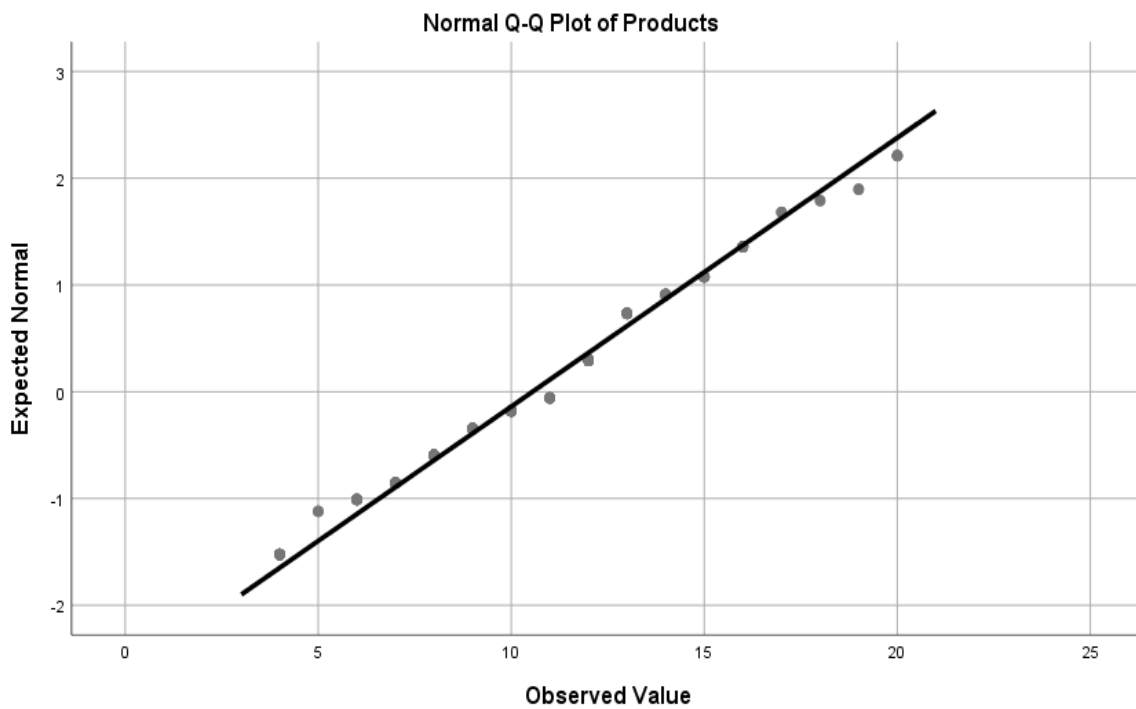


Figure 8. Normal probability plots for the attitudes towards the products made in the countries of native English speakers

As seen in the figures 1 to 8, it might be suggested that there is a normal distribution and this indicates that parametric tests can be employed for the data to be analyzed. Therefore, for the first and second research questions, descriptive analysis was employed for the quantitative data taken from the questionnaires. The mean scores of the variables and their standard deviations were checked. Also, content analysis was conducted to the qualitative data taken from the interviews. For the third and fourth research question, independent samples t-test was employed. Lastly, for the fifth research question, content analysis was conducted. For the quantitative data analysis, the  $p$  value was accepted as 0.5.

## Chapter 4

### Findings

#### Introduction

In this chapter, the answers for each research question are provided. In this study, data analysis was carried out with the combination of quantitative and qualitative methods, namely, the mixed methods research approach. Quantitative data analysis was conducted via SPSS 25.0 and qualitative data analysis was done through content analysis.

The findings of the first and second research questions are provided with both types of the data. The third and fourth research questions were analyzed quantitatively. Data analysis for the fifth research question was conducted qualitatively. To answer the research questions as well as the organization of the data, the findings are divided into two parts; questionnaire results and interview findings under the title results of the data analysis.

#### Results of the Data Analysis

In this section, first of all, questionnaire results are shared. The research questions from 1 to 4 are answered in this part quantitatively. In the next part, analyses of the instructor and student interviews are shared under interview findings. In this part, firstly, the last research question, research question 5, is answered qualitatively since it is based on qualitative findings, which are aimed to be reached through interviews with the instructors. Then, the analyses of the student interviews are provided in this section to see if they validate the questionnaire results for the first and second research questions and also to share additional information collected from the participants.

#### Questionnaire Results

##### **Research Question1: What are the students' attitudes towards English-speaking people / native English speakers?**

With this question, it is aimed to be discovered whether the participants have positive, neutral or negative attitudes towards the English-speaking people. In order to answer this question, descriptive statistics for questionnaire findings and content analysis for interview findings were carried out. In this part, only questionnaire results are shared. Interview findings

are given in the sub-section, analyses of the interviews with the students under the section, interview findings.

In terms of the questionnaire findings, the construct, attitudes towards English-speaking people which consists of 6 items was examined to understand the participants' general attitudes towards the target community; native English speakers. The results can be seen in the table below:

Table 4

*Descriptive Statistics of the Attitudes towards English- speaking People*

|  | N   | Mean | Std. Deviation |
|--|-----|------|----------------|
| ATESP Items  |     |      |                |
| <ul style="list-style-type: none"> <li>• Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.</li> </ul> | 258 | 3.53 | 1.13           |
| <ul style="list-style-type: none"> <li>• I wish I could have many native English speaking friends.</li> </ul>  | 258 | 4.43 | .89            |
| <ul style="list-style-type: none"> <li>• Native English speakers are very sociable and kind.</li> </ul>  | 258 | 2.90 | 1.09           |
| <ul style="list-style-type: none"> <li>• Native English speakers have much to be proud about because they have given the world much of value.</li> </ul>               | 258 | 2.25 | 1.26           |
| <ul style="list-style-type: none"> <li>• I would like to know more native English speakers.</li> </ul>   | 258 | 4.31 | .88            |
| <ul style="list-style-type: none"> <li>• I have a favourable attitude towards English speaking people.</li> </ul>  | 258 | 3.73 | .97            |

ATESP Total 258 3.52 .69

Note: n=258.

Table 5  
*Frequency Table of Attitudes towards English-speaking People*

|  | Strongly disagree | Disagree   | Neither agree Nor disagree | Agree      | Strongly agree |
|--|-------------------|------------|----------------------------|------------|----------------|
|  | N (%)             | N (%)      | N (%)                      | N (%)      | N (%)          |
| Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. | 16 (6.2%)         | 24 (9.3%)  | 85 (32.9%)                 | 72 (27.9%) | 61 (23.6%)     |
| I wish I could have many native English speaking friends.  | 3 (1.2%)          | 7 (2.7%)   | 32 (12.4%)                 | 51 (19.8%) | 165 (64%)      |
| Native English speakers are very sociable and kind.  | 33 (12.8%)        | 47 (18.2%) | 116 (45%)                  | 38 (14.7%) | 24 (9.3%)      |
| Native English speakers have much to be proud about because they have given the world much of value.               | 98 (38%)          | 62 (24%)   | 54 (20.9%)                 | 24 (9.3%)  | 20 (7.8%)      |



|   |          |           |            |            |             |
|---|----------|-----------|------------|------------|-------------|
| I would like to know more native English speakers.            | 3 (1.2%) | 5 (1.9%)  | 39 (15.1%) | 73 (28.3%) | 138 (53.5%) |
| I have a favourable attitude towards English speaking people. | 4 (1.6%) | 16 (6.2%) | 93 (36%)   | 77 (29.8%) | 68 (26.4%)  |

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Note: n=258.

As seen in the table, the study results implied that the participants generally have moderately high attitudes towards English-speaking people ( $M = 3.52$ ,  $SD = .69$ ). From a more detailed view with the help of the frequency table, it can be said that students prefer to have many native speakers of English as their friends, since these two items “I wish I could have many native English speaking friends” and “I would like to know more native English speakers” have the highest means among all ( $M = 4.43$ ,  $SD = .89$  and  $M = 4.31$ ,  $SD = .88$  respectively). From the frequency table, it appears that 83.8% of the participants ( $N = 216$ ) marked “agree” or “strongly agree” on the former item mentioned and 81.8% of them ( $N = 211$ ) agreed on the latter one (by reporting “agree” and “strongly agree”).

Conversely, the least-agreed item is “Native English speakers have much to be proud about because they have given the world much of value” ( $M = 2.25$ ,  $SD = 1.26$ ) with 17.1% of the respondents ( $N = 216$ ) agreeing on the statement.

**Research Question 2: What are the students’ attitudes towards;**

- a. The U.S.A.**
- b. England**
- c. Canada**
- d. Australia and New Zealand**

**in terms of (1) the representation of the target culture, (2) familiarity with the countries, (3) liking of the countries and (4) nationalistic attitudes (perceptions of the countries as military and economic threat, product usage, consumer ethnocentric tendency and patriotism)?**

With this question, it is aimed to be discovered whether students have positive, neutral or negative attitudes towards the countries given in the question. In order to answer this question, following seven variables for each country were analyzed quantitatively and descriptive analysis was conducted; liking and familiarity with the countries, perceptions of the countries as military and economic threat, attitudes towards products made in these countries, consumer ethnocentric tendency and patriotism. In addition, as a result of the qualitative data reached from the content analysis of the student interviews, students' attitudes towards these countries were evaluated to check if they are in line with the quantitative data or not. However, in this part, only questionnaire results are shared.

In order to have a detailed explanation, the data are given based on each variable one by one. First of all, the order of the countries in terms of target culture is provided. This finding was reached via the first question in the questionnaire which required the respondents to put the countries in order (The item is "When I say target culture, the order that comes to my mind is ....". In this item, respondents are required to put the countries of native English speakers in order from 1 to 4).

Following that, participants' familiarity with the countries of native English and their like/dislike of the countries are shared. The findings for the order of the countries in terms of the target culture are given. Next, perceptions of the countries as a military threat and economic threat are given separately. These are followed by the results of attitudes towards electronic products made in these countries, consumer ethnocentric tendency and patriotism.

### **1. The Representation of the Target Culture**

The data elicited from the first item of the questionnaire demonstrates the order of the countries of native speakers as target culture representatives according to what participants reported for the study. The results can be seen in the following frequency table (Table 6):

Table 6

*Frequency Table of the Order of the Countries as the Representatives of Target Culture According to the Participants*

“When I say target culture, the order that comes to my mind is:”

| Country                  | The First Choice<br>N (%) | The Second Choice<br>N (%) | The Third Choice<br>N (%) | The Fourth Choice<br>N (%) |
|--------------------------|---------------------------|----------------------------|---------------------------|----------------------------|
| The U.S.A.               | 96 (37.2%)                | 74 (28.7%)                 | 43 (16.7%)                | 45 (17.4)                  |
| England                  | 102 (39.5%)               | 96 (37.2%)                 | 45 (17.4%)                | 15 (5.8%)                  |
| Canada                   | 54 (20.9%)                | 67 (26%)                   | 104 (40.3%)               | 33 12.8%)                  |
| Australia and NewZealand | 6 (2.3%)                  | 21 (8.1%)                  | 66 (25.6%)                | 165 (64%)                  |

Note: n=258.

The results indicate that majority of the participants see England as the first country representing the target culture ( $N = 102, 39.5\%$ ). This finding of England is followed very closely by the U.S.A., which was marked as the first country, as well, by a very close number of respondents ( $N = 96, 37.2\%$ ).

Interestingly, as the second country representing target culture, the results indicate that England was chosen again by the most ( $N = 96, 37.2\%$ ) and the U.S.A follows it with the second highest rate ( $N = 74, 28.7\%$ ) for this category. This implies that England and the U.S.A. are seen as the first two countries in terms of target culture by the participants, with very close ratios to one another in the order as the first and second country.

As the third country, 40.3% of the participants ( $N = 104$ ) chose Canada. Lastly, Australia and New Zealand was found as the fourth o since 64% ( $N = 165$ ) of the participants marked it as their fourth choice.

**Familiarity with the Countries**

Using 5-point likert type statements, the familiarity with the each country of native English speakers was asked to the respondents. The results are shown in the the table of descriptive statistics below (Table7) and frequency table afterwards (Table 8):

Table 7

*Descriptive Statistics of Familiarity with the Countries of Native English Speakers*

| Country                   | N   | Mean | Std. Deviation |
|---------------------------|-----|------|----------------|
| The U.S.A                 | 258 | 3.73 | 1.18           |
| England                   | 258 | 3.62 | 1.24           |
| Canada                    | 258 | 3.34 | 1.28           |
| Australia and New Zealand | 258 | 2.89 | 1.42           |

Note: n=258.

Table 8

*Frequency Table of the Participants' Familiarity with the Countries of Native English Speakers*

|   | Strongly disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly agree<br>N (%) |
|---|----------------------------|-------------------|--|----------------|-------------------------|
| I am familiar with the U.S.A.                 | 8 (3.1%)                   | 39 (15.1%)        | 60 (23.3%)                             | 59 (22.9%)     | 92(35.7%)               |
| I am familiar with England.                   | 14 (5.4%)                  | 39 (15.1%)        | 68 (26.4%)                             | 48 (18.6%)     | 89 (34.5%)              |
| I am familiar with Canada.                    | 33 (12.8%)                 | 43 (16.7%)        | 60 (23.3%)                             | 47 (18.2%)     | 75 (29.1%)              |
| I am familiar with Australia and New Zealand. | 54 (20.9%)                 | 61 (23.6%)        | 56 (21.7%)                             | 33 (12.8%)     | 54 (20.9%)              |

Note: n=258.

The findings of the descriptive statistics demonstrate that the familiarity rate from the highest to the lowest was found as follows; the U.S.A ( $M = 3.73$ ,  $SD = 1.18$ ), England ( $M =$

3.62,  $SD = 1.24$ ), Canada ( $M = 3.34$ ,  $SD = 1.28$ ) and lastly, Australia and New Zealand ( $M = 2.89$ ,  $SD = 1.42$ ).

From a detailed view, it can be inferred from the frequency table that 58.6% of the participants ( $N = 151$ ) reported that they are familiar with the U.S.A. (reporting “agree” and “strongly agree”). 53.1% of the participants ( $N = 137$ ) reported that they are familiar with England. 47.3% of the participants ( $N = 122$ ) reported that they are familiar with Canada. 33.7% of the participants ( $N = 87$ ) reported that they are familiar with Australia and New Zealand.

## 2. Liking of the Countries

Using 5-point likert type statements, the liking each country of native English speakers was asked to the respondents. The results are shown below; in the tables of descriptive statistics (Table 9) and frequency (Table 10):

Table 9

*Descriptive Statistics of the Participants’ Liking of the Countries of Native English Speakers*

| Country                   | N   | Mean | Std. Deviation |
|---------------------------|-----|------|----------------|
| The U.S.A                 | 258 | 2.65 | 1.3            |
| England                   | 258 | 2.94 | 1.31           |
| Canada                    | 258 | 3.39 | 1.31           |
| Australia and New Zealand | 258 | 2.71 | 1.23           |

Table 10

*Frequency Table of the Participants’ Liking of the Countries of Native English Speakers*

|                   | Strongly disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly agree<br>N (%) |
|-------------------|----------------------------|-------------------|--|----------------|-------------------------|
| I like the U.S.A. | 67 (26%)                   | 52 (20.2%)        | 71 (27.5%)                             | 41 (15.9%)     | 27(10.5%)               |
| I like England.   | 47 (18.2%)                 | 51 (19.8%)        | 71 (27.5%)                             | 49 (19%)       | 40 (15.5%)              |
| I like Canada.    | 32 (12.4%)                 | 28 (10.9%)        | 73 (28.3%)                             | 57 (22.1%)     | 68 (26.4%)              |

|   |            |            |            |          |            |
|---|------------|------------|------------|----------|------------|
| I like Australia<br>and<br>New Zealand. | 54 (20.9%) | 56 (21.7%) | 85 (32.9%) | 36 (14%) | 27 (10.5%) |
|---|------------|------------|------------|----------|------------|

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Note: n=258.

Based on the descriptive statistics, Canada was found as the most-liked country ( $M = 3.39$ ,  $SD = 1.31$ ) whereas the U.S.A was found to be the least-liked country ( $M = 2.65$ ,  $SD = 1.3$ ). Among the four choices, England was found to be the second highest ( $M = 2.94$ ,  $SD = 1.31$ ) and Australia and New Zealand was reported as the third one in terms of participants' liking of the countries ( $M = 2.71$ ,  $SD = 1.23$ ).

It can be inferred from the frequency table that 26.4% of the participants ( $N = 68$ ) reported that they like the U.S.A. (by marking "agree" and "strongly agree") whereas 46.2% of them ( $N = 119$ ) disagree with the statement "I like the U.S.A" (reporting "disagree" and "strongly disagree"). 34.5% of the participants ( $N = 89$ ) reported that they like England while 38% ( $N = 98$ ) of them reported that they dislike England (by marking "disagree" and "strongly disagree"). Canada, on the other hand, was found as the favourite country of the majority since 48.5% of the participants ( $N = 125$ ) reported that they like Canada compared to 23.3% ( $N = 60$ ) of them disagreeing with the statement. Finally, 24.5% of the participants ( $N = 63$ ) reported that they like Australia and New Zealand unlike the ones who reported to dislike Australia and New Zealand with 42.6% ( $N = 110$ ).

### **Nationalistic Attitudes**

In this part, nationalistic attitudes are presented under the following sub-titles: the perception of military threat, the perception of economic threat, product usage, consumer ethnocentric tendency, and patriotism.

### **The Perception of Military Threat**

Using 5-point likert type statements, the perception of the countries of native English speakers as a military threat was asked to the respondents. The results are shown in the following table of descriptive statistics and the table of frequency.

Table 11

*Descriptive Statistics of the Perception of the Countries as a Military Threat*

| Country                      | N   | Mean | Std. Deviation |
|------------------------------|-----|------|----------------|
| The U.S.A                    | 258 | 3.58 | 1.38           |
| England                      | 258 | 3.15 | 1.41           |
| Canada                       | 258 | 2.21 | 1.24           |
| Australia and<br>New Zealand | 258 | 2.29 | 1.28           |

Table 12

*Frequency Table of the Perception of the Countries as a Military Threat*

|   | Strongly<br>disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly<br>agree<br>N (%) |
|---|-------------------------------|-------------------|--|----------------|----------------------------|
| The U.S.A is a<br>military threat<br>to Turkey.       | 30 (11.6%)                    | 24 (9.3%)         | 70 (27.1%)                             | 34 (13.2%)     | 100 (38.8%)                |
| England is a<br>military threat to<br>Turkey.         | 50 (19.4%)                    | 28 (10.9%)        | 77 (29.8%)                             | 40 (15.5%)     | 63 (24.4%)                 |
| Canada is a<br>military threat to<br>Turkey.          | 104 (40.3%)                   | 50 (19.4%)        | 71 (27.5%)                             | 12 (4.7%)      | 21 (8.1%)                  |
| Australia and<br>New Zealand is a<br>military threat. | 96 (37.2%)                    | 55 (21.3%)        | 69 (26.7%)                             | 13 (5%)        | 25 (9.7%)                  |

Note: n=258.

Based on the results, it is seen that the U.S.A is perceived as a military threat most strongly ( $M = 3.58$ ,  $SD = 1.38$ ) and this finding is followed by England ( $M = 3.15$ ,  $SD = 1.41$ ). 52% of the respondents ( $N = 134$ ) reported that the U.S.A is a military threat to Turkey and the percentage of the respondents reporting England as a military threat to Turkey is 39.9%

( $N = 103$ ) (marking “agree” and “strongly agree”). Australia and New Zealand ( $M = 2.29$ ,  $SD = 1.28$ ) and after that Canada ( $M = 2.21$ ,  $SD = 1.24$ ), on the other hand, are thought less as a military threat. The participants who see Australia and New Zealand as a military threat equal to 14.7% ( $N = 38$ ) and Canada is perceived as a military threat by 12.8% ( $N = 33$ ). Among all, the U.S.A. has the highest and Canada has the lowest rate of perception as a military threat according to the participants’ responses.

### The Perception of Economic Threat

Using 5-point likert type statements, the perception of the countries of native English speakers as an economic threat was asked to the respondents. The results are shown in the table of descriptive statistics and the table of frequency below:

Table 13

*Descriptive Statistics of the Perception of the Countries as an Economic Threat*

| Country                      | N   | Mean | Std. Deviation |
|------------------------------|-----|------|----------------|
| The U.S.A                    | 258 | 4.09 | 1.18           |
| England                      | 258 | 3.55 | 1.32           |
| Canada                       | 258 | 2.57 | 1.29           |
| Australia and<br>New Zealand | 258 | 2.39 | 1.26           |

Table 14

*Frequency Table of the Perception of the Countries as an Economic Threat*

|  | Strongly disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly agree<br>N (%) |
|--|----------------------------|-------------------|--|----------------|-------------------------|
| The U.S.A is an economic threat to Turkey. | 14 (5.4%)                  | 13 (5%)           | 47 (18.2%)                             | 46 (17.8%)     | 138 (53.5%)             |



|  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| England is an economic threat to Turkey.         | 31 (12%)   | 17 (6.6%)  | 70 (27.1%) | 58 (22.5%) | 82 (31.8%) |
| Canada is an economic threat to Turkey.          | 73 (28.3%) | 47 (18.2%) | 85 (32.9%) | 24 (9.3%)  | 29 (11.2%) |
| Australia and New Zealand is an economic threat. | 87 (33.7%) | 47 (18.2%) | 84 (32.6%) | 16 (6.2%)  | 24 (9.3%)  |

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Note: n=258.

Similar to the findings of the perceived military threat, when ranked from highest to the lowest, the U.S.A. was found as the first one since it is perceived as an economic threat most strongly ( $M = 4.09$ ,  $SD = 1.18$ ). 71.3% of the respondents ( $N = 184$ ) reported that the U.S.A is an economic threat to Turkey (by marking “agree” and “strongly agree”). The second country as an economic threat was reported to be England ( $M = 3.55$ ,  $SD = 1.32$ ). 54.3% of the respondents ( $N = 140$ ) reported that the England is an economic threat to Turkey. After the U.S.A. and England, Canada is the third country ( $M = 2.57$ ,  $SD = 1.29$ ) and Australia and New Zealand are the fourth one ( $M = 2.39$ ,  $SD = 1.26$ ) in terms of the perception of economic threat based on participants’ responses. Canada was reported as an economic threat by 20.5% ( $N = 53$ ). Also, Australia and New Zealand was reported as an economic threat by 15.5% of the participants ( $N = 40$ ).

## Product Usage

Using 5-point likert type statements, the attitudes towards electronic products made in these countries were asked to the respondents. The results are shown in the following table of descriptive statistics and the table of frequency:

Table 15

*Descriptive Statistics of the Attitudes towards Electronic Products Made in the Countries of Native English Speakers*

| Country                      | N   | Mean | Std. Deviation |
|------------------------------|-----|------|----------------|
| The U.S.A                    | 258 | 2.84 | 1.22           |
| England                      | 258 | 2.73 | 1.19           |
| Canada                       | 258 | 2.63 | 1.17           |
| Australia and<br>New Zealand | 258 | 2.34 | 1.11           |

Table 16

*Frequency Table of the Attitudes towards Electronic Products Made in the Countries of Native English Speakers*

|  | Strongly<br>disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly<br>agree<br>N (%) |
|--|-------------------------------|-------------------|--|----------------|----------------------------|
| I prefer buying<br>American<br>products.                           | 47 (18.2%)                    | 45 (17.4%)        | 97 (37.6%)                             | 40 (15.5%)     | 29 (11.2%)                 |
| I prefer buying<br>British products.                               | 50 (19.4%)                    | 53 (20.5%)        | 95 (36.8%)                             | 36 (14%)       | 24 (9.3%)                  |
| I prefer buying<br>Canadian<br>products.                           | 55 (21.3%)                    | 58 (22.5%)        | 91 (35.3%)                             | 35 (13.6%)     | 19 (7.4%)                  |
| I prefer buying<br>Australia and<br>New Zealand-<br>made products. | 78 (30.2%)                    | 56 (21.7%)        | 91 (35.3%)                             | 23 (8.9%)      | 10 (3.9%)                  |

*Note:* n=258.

In terms of attitudes towards the products of the English-speaking countries, it appears that the participants' preferences of the products of the English-speaking countries are moderate since the means change from 2.84 to 2.34 and standard deviation changes from 1.22 to 1.11. In terms of country-based results, it was found that American products have the highest mean among all ( $M = 2.84$ ,  $SD = 1.22$ ). 26.7% of the participants ( $N = 69$ ) reported they agree on the statement "I prefer buying American products" (by marking "agree" and "strongly agree"). Following that, England products have the second highest mean ( $M = 2.73$ ,  $SD = 1.19$ ). 23.3% of the participants ( $N = 60$ ). This is followed by Canadian products ( $M = 2.63$ ,  $SD = 1.17$ ) and lastly Australia and New Zealand-made products ( $M = 2.34$ ,  $SD = 1.11$ ). The percentage of the ones agree on the statement "I prefer buying Canadian products" was found as 21% ( $N = 54$ ). 12.8% ( $N = 33$ ) reported that they prefer Australian and New Zealand-made products.

### Consumer Ethnocentric Tendency

Using 5-point likert type statements, consumer ethnocentric tendency of was asked to the respondents. The results are shown below; in the tables of descriptive statistics (Table 17) as well as the frequency table (Table 18):

Table 17

*Descriptive Statistics of Consumer Ethnocentric Tendency*

|  | N   | Mean | Std. Deviation |
|--|-----|------|----------------|
| CETScale   |     |      |                |
| Items  |     |      |                |
| • It is not right to buy foreign products, because it puts Turkish people out of jobs. | 258 | 2.82 | 1.35           |
| • A real Turkish person should always buy Turkish-made products.                       | 258 | 2.53 | 1.35           |

|  |     |      |      |
|--|-----|------|------|
| • We should purchase products manufactured in Turkey instead of letting other countries get rich off us.       | 258 | 3.63 | 1.32 |
| • Turkish people should not buy foreign products, because this hurts Turkish business and causes unemployment. | 258 | 2.88 | 1.33 |
| CETScale Total   | 258 | 2.96 | 1.13 |

Table 18  
*Frequency Table of Consumer Ethnocentric Tendency*

|  | Strongly disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly agree<br>N (%) |
|--|----------------------------|-------------------|--|----------------|-------------------------|
| It is not right to buy foreign products, because it puts Turkish people out of jobs. | 61 (23.6%)                 | 42 (16.3%)        | 74 (28.7%)                             | 44 (17.1%)     | 37(14.3%)               |
| A real Turkish person should always buy Turkish-made products.                       | 86 (33.3%)                 | 39 (15.1%)        | 72 (27.9%)                             | 32 (12.4%)     | 29 (11.2%)              |

|  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| We should purchase products manufactured in Turkey instead of letting other countries get rich off us.       | 25 (9.7%)  | 25 (9.7%)  | 65 (25.2%) | 49 (19%)   | 94 (36.4%) |
| Turkish people should not buy foreign products, because this hurts Turkish business and causes unemployment. | 54 (20.9%) | 45 (17.4%) | 77 (29.8%) | 43 (16.7%) | 39 (15%)   |

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*Note:* n=258.

Based on the consumer ethnocentric tendency scale, the participants were found to be only moderately consumer-ethnocentric ( $M = 2.96$ ,  $SD = 1.13$ ). Besides, the item that respondents agree on the most was found as “We should purchase products manufactured in Turkey instead of letting other countries get rich off us”, since this is the statement 55.4% of the participants ( $N = 143$ ) marked “agree” or “strongly agree” as well as this is the statement with the highest mean among all ( $M = 3.63$ ,  $SD = 1.32$ ). Contrarily, the item with the lowest mean is “A real Turkish person should always buy Turkish-made products”, which might be accepted as the item that the participants agree on the least ( $M = 2.53$ ,  $SD = 1.35$ ); because only 23.6% ( $N = 61$ ) marked “agree” or “strongly agree”.

## Patriotism

Using 5-point likert type statements, two items of patriotism were asked to the survey-takers. The results are shown in the tables below:

Table 19

### *Descriptive Statistics of Patriotism*

|                             | N   | Mean | Std. Deviation |
|-----------------------------|-----|------|----------------|
| Patriotism                  |     |      |                |
| Items                       |     |      |                |
| • I love my country.        | 258 | 4.60 | .83            |
| • I am proud to be Turkish. | 258 | 4.77 | .67            |
| Patriotism Total:           | 258 | 4.68 | .75            |

Note: n=258.

Table 20

### *Frequency Table of Patriotism*

|                              | Strongly disagree<br>N (%) | Disagree<br>N (%) | Neither agree<br>Nor disagree<br>N (%) | Agree<br>N (%) | Strongly agree<br>N (%) |
|------------------------------|----------------------------|-------------------|--|----------------|-------------------------|
| I love my country.           | 3 (1.2%)                   | 7 (2.7%)          | 20 (7.8%)                              | 30 (11.6%)     | 198 (76.7%)             |
| I am proud to<br>be Turkish. | 2 (0.8%)                   | 5 (1.9%)          | 9 (3.5%)                               | 18 (7%)        | 224 (86.8%)             |

Note: n=258.

In terms of patriotism, the findings indicate that participants have extremely high level of patriotic feelings ( $M = 4.68$ ,  $SD = .75$ ). 93.8% of the participants ( $N = 242$ ) agreed on the statement “I am proud to be Turkish” ( $M = 4.77$ ,  $SD = .67$ ) and 88.3% of the respondents ( $N = 228$ ) agreed on the statement “I love my country” ( $M = 4.60$ ,  $SD = .83$ ).

**Research Question 3: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding gender?**

With this question, it is aimed to be found out whether there is a gender-based difference in the participants' attitudes towards the countries of native English speakers. In order to answer this question, quantitative data collected through questionnaire results were taken into consideration. An independent sample t-test was used to compare females and males in terms of their results on the questionnaire. All of the 32 items were evaluated to check the attitude towards the English-speaking countries. Additionally, a result of the qualitative data reached from the content analysis of the student interviews, students' attitudes towards these countries were evaluated to check if they are in line with the quantitative data or not.

To start with, the group statistics and the results of the independent samples t-test were employed. The table for the results of the independent sample t-test is given below:

Table 21

*Independent Samples T-Test Results for Attitudes towards the Countries of Native English Speakers in terms of Gender*

|        | M     | SD    | Mean Difference | t    | df  | p   |
|--------|-------|-------|-----------------|------|-----|-----|
| Gender |       |       |                 |      |     |     |
| Male   | 96.3  | 18.15 | 1.26            | .465 | 256 | .64 |
| Female | 95.25 | 16.74 |                 |      |     |     |

As the table indicates, there is not a statistically significant difference between the female ( $M = 96.30$ ,  $SD = 18.15$ ) and male ( $M = 95.25$ ,  $SD = 16.74$ ) participants in terms of their attitudes towards the countries of native English speakers as the conditions are as follows:  $t(256) = .46$ ,  $p = .64$ . Since the  $p$ -value was found as  $p > .005$ , the findings do not indicate any statistical difference in the attitude towards the countries in terms of gender.

**Research Question 4: Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding achievement?**

With this question, it is aimed to be revealed whether high achievers and low achievers differ in their attitudes towards the countries of native English speakers. In order to answer this question, the participants, who were divided into two groups as “high achievers” and “low achievers”, were compared based on their responses to the questionnaire consisting of 32 items. Since the participants were divided into two categorical groups, the analysis was made through an independent samples t-test.

Table 22

*Independent Samples T-Test Results for Attitudes towards the Countries of Native English Speakers in terms of Achievement*

|                | M     | SD    | Mean Difference | t    | df  | p    |
|----------------|-------|-------|-----------------|------|-----|------|
| Groups         |       |       |                 |      |     |      |
| High achievers | 96.76 | 16.96 | -2.18           | 1.27 | 256 | .205 |
| Low achievers  | 93.64 | 19.14 |                 |      |     |      |

As the table indicates, there is not a statistically significant difference between the high achievers ( $M = 96.76$ ,  $SD: 16.96$ ) and low achievers ( $M = 93.64$ ,  $SD: 19.14$ ) in terms of their attitudes towards native speakers and their countries as the conditions are as follows:  $t(256) = 1.27$ ,  $p = .2$ . Since the  $p$ -value was found as  $p > .05$ , the findings do not indicate any statistical difference in the attitude towards the countries in terms of t two groups' achievements.



## Interview Findings

### Analyses of the Interviews with the Instructors

#### **Research Question 5: What are the instructors' ideas about the relationship between students' attitudes towards native speakers and their countries and achievement?**

With this question, the relationship between students' attitudes towards the countries of native English speakers and their achievements is aimed to be examined in terms of the instructors' perspectives. In order to answer this question, the data were collected qualitatively, through the interviews with the instructors. The findings, which were analyzed via content analysis, can be seen below.

Firstly, the instructors were asked how frequently students are in touch with English speaking countries. All of them (100%,  $N = 9$ ) reported that the interaction level is very limited.

Then, instructors evaluated the general attitude towards the countries of native English speakers. Among 9 instructors, 5 (55%) reported that students have positive attitudes towards English-speaking countries while 1 stated that it is generally negative and 1 (11%) stated that they are neutral towards the countries. 2 (22%) of the participants expressed that it depends on the students; some have positive attitudes while some have neutral or negative. For the positivity, the reasons were shared as "admiration", "curiosity", "Work and Travel education program", "online English games". Specifically about the U.S.A., this positive attitude was attributed to "the media influence" and "the rights of freedom" in the U.S.A. The general negative attitude towards these countries was adhered to the fact that students believe that these countries think themselves as superior to others and that their cultures are not appropriate for Turkish people. 2 of the instructors (22%) asserted that the students have negative attitudes towards the U.S.A and 1 instructor (11%) asserted the same for England and these were also attributed to the politics.

The instructors were asked to put the countries in order from positive to negative according to what they think students' attitudes are towards these countries. The instructors evaluated 5 countries separately; which were "the U.S.A, England, Australia, Canada and New Zealand". 7 instructors among 9 shared their ideas about this question in total. Based on

the majority, which was 77% of the respondent who expressed their ideas ( $N = 5$ ), the students have the most positive attitude towards was the U.S.A. Following that, based on the majority with 44% of the respondents ( $N = 4$ ), England was found as the second one. As the third country, Canada was chosen based on the majority with 44% of the respondents ( $N = 4$ ). Similarly, Australia was found to be the fourth country and New Zealand was found to be the fifth country with the answers of the majority (%44,  $N = 4$  for both).

After that, the instructors were asked whether students should learn about the target culture and all of the participants agreed that students should (100%,  $N = 9$ ). 1 of the participants (11%) expressed that students should learn not only about the target culture but also about the world cultures. When they were asked about whether students' attitudes and achievement affect each other, 7 (77%) agreed that they are related to each other while 2 (22%) reported there is no relationship between them (1 of the participants (11%) did not answered the question).

### **Analyses of the Interviews with Students**

In total, 16 students participated into interviews. Only one of the respondents stated to have been in one the English-speaking countries before while the rest reported not to have visited any of them. Firstly, participants were asked about how familiar they were with the English-speaking countries and to put the countries in order based on their familiarity. For this question, students gave responses based on each country separately. That means that they evaluated Australia and New Zealand separately although this was not intended at the beginning of the interviews. Thus, with the idea of learning more about their perspectives about each country, all of the countries were analyzed separately.

Thanks to these 16 participants, the order of the familiarity was found as follows; the U.S.A, England, Canada, Australia, New Zealand, which is the same as the findings of the questionnaire. According to the results, 75% ( $N = 12$ ) of the respondents reported that they are familiar with the U.S.A the most. Afterwards, England was chosen as the second country based on 62.5% of the respondents ( $N = 10$ ). Canada is the third country according to what 56.3% of the respondents ( $N = 9$ ) shared. These are followed by Australia (56.3%,  $N = 9$ ) and New Zealand (56.3%,  $N = 9$ ).

In terms of the attitudes towards the target community and the countries of native English speakers, participants were found to be generally positive towards the English speaking people and countries as a whole. To be specific 75% ( $N = 12$ ) of the participants stated that they feel positive about English speaking people and countries and that they have a positive attitude towards them. 18.75% ( $N = 3$ ) of the respondents expressed that they are neutral about them whereas 1 participant (6.25%) reported to have negative attitudes towards the English speaking people and countries. From a detailed view, the positive attitudes were attributed to curiosity about the countries and their culture, being open to different cultures, humanistic feelings and perception of the countries as a way to develop the target language. The participant with the negative attitude asserted that she feels in this way because “the English speaking countries are not suitable for our traditions and culture and learning their language makes me feel dependent on them and I do not want that and that is why I do not want to learn English”.

In terms of country-specific responses, the U.S.A. was found to be evoking different opinions. 25% of the participants ( $N = 4$ ) asserted that they have positive attitude specifically towards the U.S.A. The reasons for their attitudes were financial, economic and educational opportunities that they believe the U.S.A. offers. To exemplify, one of the participants was a student in the department of aeronautical engineering and he expressed that U.S.A. could provide him with more job opportunities compared to Turkey. Contrarily; 31.25% participants ( $N = 5$ ) expressed that they feel negative about the U.S.A. Several reasons were given for their attitudes; one of them was because of the politics, which was shared by two respondents. To exemplify, one student asserted; “the U.S.A. does not act appropriately in terms of politics and does things only for its own benefit”. Another reason was explained as “Especially Americans have hostile feelings against Turks and Muslims” and another one “They call us terrorists”.

Moreover, specifically about England, 18.75 ( $N = 3$ ) participants argued that they have positive attitude towards it whereas 5 of the participants expressed their negativity towards England. Participants with positive attitudes expressed their reasons as; positive experiences of family members in England, British culture and their kindness and respectfulness, and the influence of British TV series. Participants with negative attitudes expressed their reasons as; hostile feelings against Turks and Muslims (the same as

American people), politics and lastly, the royal family, as the participant explained “I find it strange that it still exists nowadays”.

Specifically about Canada, 31.25 % of the participants ( $N = 5$ ) marked that they have positive attitudes towards Canada while 12.5% ( $N = 2$ ) marked the otherwise. The reasons for the positive attitude were explained as; job and educational opportunities, its nature, the ease and convenience of the living conditions, friendly and relaxed Canadians, freedom that the citizen have compared to Turkey, and feeling themselves close to it. The negative attitudes, on the other hand, were adhered to the politics, and Canadians' image on the TV series.

No positive or negative feelings and attitudes were reported about Australia. However, about New Zealand, two participants (12.5%) expressed to have positive attitude while another one expressed the opposite. The reason for the positive attitude was given as; “New Zealanders, namely; Kiwis, are very friendly” and “curiosity” for the country. On the other hand, the negative attitude was attributed to the recent event happened in New Zealand, which was an armed attack to two mosques. The participant argued “They call us terrorists. I feel the same about them”.

Moreover, the participants were asked whether their attitudes towards English-speaking people and countries affect their language learning process in their opinion. The results demonstrated that 56.25% of the respondents ( $N = 9$ ) believe it affects the learning process while 43.75% of them ( $N = 7$ ) believe it does not. The ones who reported that attitude and language learning process are related explained as; “the curiosity about their culture increases my positivity towards the countries”, “I want to work there so I need to learn English very well”, “I watch TV series and listen to songs in English a lot, so my speaking and listening are better than other skills”, “For instance, since I like England more than others, I like British accent a lot, too”. On the contrary, one of the participants (6.25%) who reported the attitude and language learning process are not related according to their opinions expressed “negative political views do not affect me because I learn English to develop myself.”

Additionally, the respondents were asked about whether they think they should learn about the target culture during language learning process. 62.25% of the respondents ( $N = 10$ ) argued that target culture should be learned while 2 of them think the otherwise. 31.25%

of the students ( $N = 5$ ) did not report their opinions about the subject. 5 of the respondents who supported target culture learning expressed “we should learn about every culture, not only the ones of English-speaking countries” and “It is important to learn about the world cultures”.

## Chapter 5

### Discussion

#### Introduction

The main focus of this study was to find out the participants' attitudes towards native speakers and their countries regarding achievement and gender. Through questionnaires with students, and interviews with students and instructors, some additional findings have also been reached. These findings are discussed in this chapter.

In terms of the organization of this section, the related findings are reviewed under each research question in a parallel way to the findings section. For the research questions, first, the quantitative findings are discussed and after that, if there are qualitative findings, their reviews are provided.

Any additional information, which was found during the process of the research, is given afterwards. The second research question, which has the longest explanation and discussion part, has been examined from several ways, differently from the findings section. For the second research question, first of all, the orders of the countries that participants provided for different items such as; countries as target culture representatives, familiarity with the countries, perceptions of the countries as a military threat are given one after another through a bulleted list in order to make a clear and understandable comparison of these findings. Secondly, each country is given a title and they are discussed separately in order to examine the consistency of the responses and findings.

#### General Discussion

As mentioned in chapter 4 findings, the first research question aimed to be answered in this study was **“What are the students' attitudes towards English-speaking people / native English speakers?”** and the participants were found to have moderately high positive attitudes towards the native speakers of English ( $M = 3.52$ ,  $SD = .69$ ).

At this point, it should be noted that in many studies, attitude towards target community is not a subject studied alone; instead, what is examined is the target culture, which is “an umbrella term”; a broader perspective of target community. Therefore, the studies in the

literature on target culture are used for a comparison here. Regarding this explanation, the finding of this research question is supported by the studies of several researchers in Turkey; as Bada, (2002), Çakır and Ünlü, (2018), İter and Güzeller (2005), Karahan (2007), Kahraman (2016), Sarıçoban and Çalışkan (2011) well as the researchers of a number of studies carried out worldwide, such as Haq and Smadi (1996), Ho (1998), Liu and Laohawiriyanon (2013), Prodromou (1992) and Rafieyan, Majid and Eng (2013). This finding of the study, in addition to the ones above, suggests that participants have positive attitudes towards target culture and community. Thus, it might be useful to integrate cultural elements into language lessons. According to Bada (2002) “cultural awareness does not only contribute to developing a sense of cross-cultural understanding, but also builds in individuals confidence and faith in their own deeds” (p. 110). Hence, students might develop their understanding of other cultures starting with theirs as well as boosting their self-confidence in language learning through culture learning since it may help them see and appreciate the similarities and differences between these two or more countries.

The second research question was **“What are the students’ attitudes towards The U.S.A., England, Canada, Australia and New Zealand in terms of (1) the representation of the target culture, (2) familiarity with the countries, (3) liking of the countries and (4) nationalistic attitudes (perceptions of the countries as military and economic threat, product usage, consumer ethnocentric tendency and patriotism)?”**

For this question, at first, another group of variables was intended to share. These variables were country-specific variables consisting of country-specific items. In the questionnaire there are 5 items about each country and these are; “I am familiar with ...(the U.S.A/England/Canada/Australia and New Zealand)”, “I like ...(the U.S.A/England/Canada/Australia and New Zealand)”, “I prefer buying (American/English/Canadian/ Australia and New Zealand-made) products”, “(the U.S.A/England/Canada/Australia and New Zealand)... is a military threat for Turkey” and “(the U.S.A/England/Canada/Australia and New Zealand)... is an economic threat for Turkey”. However, when a variable for each country was formed out of these 5 items (although negative items were included into the variable in reversed forms), the Cronbach’s Alpha reliability co-efficients were really low for all the countries (USA  $\alpha = .53$ , England  $\alpha = .58$ , Canada  $\alpha = .54$ , Australia and New Zealand  $\alpha = .47$ ). Since these reliability coefficients

were poor, the country-specific variables were not used in the study. Instead, the countries were investigated through other several variables, such as; familiarity with the countries, liking the countries and nationalistic attitudes like perception of threat, product usage, consumer ethnocentric tendency and patriotism. Below, firstly, different orders of the countries elicited from the data were provided. Secondly, data collected about each country are shared and discussed under the name of each country in order to make a comparison between the findings and interpret what they indicate us.

**Orders of the Countries.** While answering this question, different orders of countries were encountered according to the questionnaire findings and these were indicated with bullets below to make it easier to compare:

- First of all, when the participants were asked about the countries as target culture representatives, the order that they shared from the first to the fourth was as follows; England, the U.S.A, Canada, and Australia and New Zealand (England had the highest first and second order, but since it was accepted as the first country as representative, the next one, the U.S.A. was accepted as the second country) (see Table 6).

- Secondly, students were asked about their familiarity with the countries and the order that they shared from the highest to the lowest one was as follows; the U.S.A, England, Canada, and Australia and New Zealand (see Table 7).

- Thirdly, students were asked about their liking of the countries and the order that they shared from the highest to the lowest was as follows; Canada, England, Australia and New Zealand, and the U.S.A (see Table 9).

- Fourthly, students were asked about their perception of the countries as a military threat and the order that they shared from the highest to the lowest was as follows; the U.S.A, England, Australia and New Zealand, and Canada (see Table 11).

- Fifthly, students were asked about their perception of the countries as an economic threat and the order that they shared from the highest to the lowest was as follows; the U.S.A, England, Canada, and Australia and New Zealand (see Table 13).

- Lastly, students were asked about their preferences of the products made in these countries and the order that they shared from the highest to the lowest was as follows; American products, English products, Canadian products, and Australia and New Zealand-made products (see Table 15).



In terms of interview findings, two orders of the countries were also given below:

- In the interviews with students, the participants were asked about the order of familiarity with the countries. The order that they shared from the first to the last was as follows; the U.S.A., England, Canada, Australia, and lastly New Zealand.
- In the interviews with instructors, the participants shared their opinions about the students' attitudes towards the countries. The order that they shared from positive to negative was as follows; the U.S.A, England, Canada, Australia, and lastly New Zealand.

When it comes to what should be understood from these orders of countries, it may be possible to make several interpretations about each country based on the quantitative and qualitative findings. Notwithstanding, when it comes to examine participants' country-specific attitudes, it is a challenging issue to have a sensible and understandable explanation and to report that students have positive or negative attitudes towards one country, because it might be stated that the responses are quite equivocal and ambivalent and they sometimes contradict with each other. To make it clear, it might be helpful to review each country one by one.

**The U.S.A.** the U.S.A has the most challenging and equivocal findings, since students' attitudes might seem to have positive attitudes towards the U.S.A. according to one finding whereas their attitudes might seem to be negative according to another. First of all, it might be helpful to look at the order that the students shared for the countries as target culture representatives. According to their responses, England is the first and the U.S.A. is the second country preceding Canada and lastly Australia and New Zealand. Based on this result, it might be rational to assume that students have positive feelings towards the U.S.A because they accept it as one of two main countries representing the target culture, in addition to England. Yet, regarding students' responses on the order of liking, the U.S.A was found to be as the last country with the lowest mean. Interestingly, it is the first country (with the highest mean) that the participants chose for their perception as a military and economic threat as well. What is more interesting; although the participants ranked the U.S.A. as the first country for economic threat, they chose American products as the first ones in terms of their preferences of the products made in these countries.

The interviews also showed similar findings about the U.S.A in that the participants explained both positive feelings such as preferring the U.S.A. for higher education and its job opportunities and also negative feelings such as the belief that the U.S.A. has hostile feelings against Turks and Muslims and see them as “terrorists”.

These findings suggest that the participants have contradictory ideas about the U.S.A and they have both negative and positive feelings and attitudes towards the U.S.A at the same time. The reason for this contradiction might be resulting from the strong image that the U.S.A. has politically and economically and its power over the media and social media. Also, the language books and materials are almost always from American or British publishers, which result in their huge effect on the content and culture shared through the materials. Additionally, it is known that the U.S.A. has a huge effect on the popular culture in the world. All in all, when all of these factors are considered, it is possible to think that the U.S.A. is a leading figure among all of the other countries, which seem to arouse both positive and negative feelings from language learners, leaving many of them confused and conflicted in terms of their views on the U.S.A.

**England.** The findings about England is not as contradictory and ambivalent as the ones about the U.S.A, however, it is possible to see several conflicting findings. First of all, England was chosen as the first country as the target culture representative and as the second for the familiarity, liking and product usage. These might suggest that the participants have highly positive feelings about England. Nonetheless, for the perception of military and economic threats, they also reported to see it as the second threat right after the U.S.A. It is particularly interesting to see that students see England as the second biggest economic threat and they still prefer the English products as their second choice after their first choice, American products. These findings might be interpreted as the same as the ones about the U.S.A in that participants have both negative and positive feelings and attitudes towards the England at the same time. This conflict in the participants’ attitudes towards England might be attributed to England’s being in a similar situation to the U.S.A in terms of its leading role in the world. Both of the countries are accepted as the world leaders in terms of economy and politics. Besides, when looked into history of the world, England has always had a great influence on many countries, including Australia and New Zealand. It also has an essential role in shaping the popular culture and trends as well as the TV and media. When it comes to

language learning, it directs and manages the publication of the English books and materials all over the world with the American publications. All these aspects might have been influential on the participants' responses since the findings include both positively and negatively oriented responses from the same sources of the data.

**Canada.** Based on the responses, it might be expressed that the findings about Canada are the most consistent ones. To start with, in terms of target culture representation and familiarity, Canada was chosen as the third country. However, in terms of liking, it was found as the first one. This finding might be about the perception of Canada among participants, since regarding the perception of threat, Canada was found as the last (fourth) one as the military threat and the third one as the economic threat. Hence, it might be stated that the participants do not feel intimidated by the image of the country, according to the questionnaire findings. Supporting results were also reached through student interviews in that the participants expressed almost only positive reviews about Canada. The reasons for the positive attitude were explained as; job and educational opportunities, its nature, the ease and convenience of the living conditions, friendly and relaxed Canadians, freedom that the citizen have compared to Turkey, and feeling themselves close to it. From this point of view, the findings suggest that the attitudes towards Canada are generally highly positive. This may be because Canada is known for prestigious universities and good educational opportunities which may be influential on participants' opinions regarding educational issues. Regarding political issues, it is known as a friendly and a welcoming country for not only visitors but refugees as well, in addition to its green nature and contributions to the fight against climate change. Regarding economic issues, it might be asserted that its economy accepted as one of the largest ones and that it has high living standards. All of these aspects might have a role in Canada's positive image among the participants.

**Australia and New Zealand.** Based on the responses, it might be expressed that the findings about Australia and New Zealand are consistent and that they are the least well-known countries compared with three other English-speaking countries. Australia and New Zealand was chosen in the questionnaire as the last one (fourth) as the target culture representative. Also it was again the last one for the familiarity, products usage and the perception as an economic threat. Differently from others, in terms of liking of the countries and the perception as a military threat, it is the third one. These results might be because

these two countries are far from Turkey geologically and are not as influential as the U.S.A., England and Canada in terms of sociocultural and political influence on the world. Another reason might be that the language learning books and materials do not involve much information about these countries in terms of target culture integration.

Nonetheless, the interviews provided the research with some valuable findings. First of all, since in the interviews, Australia and New Zealand were asked to the participants as different items, both groups of participants evaluated the countries separately. In terms of familiarity, students' responses were in line with questionnaire findings, which indicated Australia and New Zealand as the least well-known ones. However, during the interviews with instructors, it was revealed about the order of students' positive attitudes towards the countries that the instructors think Australia and New Zealand is the last one. They justified their answers as that students do not know much about these countries and they might have neutral feelings about them. Thus, the order that they shared was from the positive to neutral. This finding is open for discussion. When the familiarity of the students is taken into consideration, the order that they gave for the positive attitude might be true. Nevertheless, students' responses about the liking of the countries indicate different results in that Australia and New Zealand was chosen as the third one and the U.S.A is the last. Hence, it might be inferred that students have more positive feelings about Australia and New Zealand than the U.S.A. when the variable of liking is evaluated. Additionally, during student interviews, it was revealed that students feel differently towards New Zealand from Australia. To be precise, among 16 students interviewed, none of the participants shared a positive or negative feeling about Australia whereas two students shared positive feeling about New Zealand by one of them saying "I find New Zealanders friendly" and the other one sharing her curiosity about the country. Interestingly, one reported to have negative attitudes towards New Zealand referring to the recent armed attacks to the Muslims, to two mosques in New Zealand. He explained that he sees New Zealanders negatively because they see Muslims negatively, in fact, stating that they see Muslims as "terrorists" and by calling New Zealanders "terrorists".

This finding suggests that these kinds of important and political events may affect the learners' perspective of the countries, in this case, English-speaking countries. The interview finding above is in fact in accordance with the findings about the U.S.A. and England in which the participants explained negative attitudes towards them because of politics and for

instance they think the U.S.A. has hostile feelings against Turks and Muslims and they see Turks and Muslims as “terrorists.”

In addition to the findings given specifically for each country, the participants' responses on the variables “consumer ethnocentric tendency scale” and “patriotism” should also be mentioned. Regarding the consumer ethnocentric tendency scale, the participants were found to be only moderately consumer-ethnocentric ( $M = 2.96$ ,  $SD = 1.13$ ). Nevertheless, in terms of patriotism, the findings indicate that participants have extremely high level of patriotic feelings ( $M = 4.68$ ,  $SD = .75$ ). Although consumer ethnocentric tendency is usually used in marketing research, since this study aims to investigate the attitudes from different perspectives such as political, military and popularity, the findings about the consumer ethnocentrism might be useful. According to Erdogan and Uzokurt (2010) ethnocentrism refers to “the tendency of individuals to see their cultural group as proving the norms for acceptable behaviors and preferences” (p. 395). They also stated that the more ethnocentric individuals become the more intolerant and judgmental they become towards the different cultures (Erdogan and Uzokurt, 2010). Hence, it might be assumed that for this study, the higher mean of ethnocentric tendency indicate discouragement against learning about the target culture and the target communities whereas lower mean indicate a more tolerant attitude and openness to different cultures. Also, it is possible to make a comparison between consumer ethnocentrism and another variable “product usage”. Normally, based on the explanation of Erdogan and Uzokurt (2010), it is expected that consumer ethnocentrism and product usage are negatively correlated. Namely, higher mean for consumer ethnocentrism may indicate lower mean for the variable “product usage”. Hence, about these two variables it might be stated that the findings are not consistent with each other. The reason is that the participants were found as moderately ethnocentric; nonetheless, they prefer the products of the U.S.A and England the most among all ( $M = 2.84$ ,  $SD = 1.22$  for American products;  $M = 2.73$ ,  $SD = 1.19$  for English products) even though these two countries are the ones perceived as the main economic threats and although the U.S.A was found as the least-liked country among them. These findings, like the ones reached through other variables and findings demonstrate confusion among students' feelings and attitudes towards the English-speaking countries.

Consumer ethnocentrism may also be linked with another variable “patriotism” ( $M = 2.96$ ,  $SD = 1.13$  for consumer ethnocentrism;  $M = 4.68$ ,  $SD = .75$  for patriotism). Since the higher means of consumer ethnocentrism indicate intolerance against different cultures and countries, these findings might also be supported by high level of patriotism. Therefore, about these two variables it might be stated that they are consistent to a certain extent. To put it clearly, the participants’ patriotic feelings were found to be extremely high and their consumer ethnocentrism rate was found as moderate. It may be suggested that there is a positive correlation between these two variables. Nevertheless, what this study presents about them may not be enough since this was not the main purpose of the study and the items used to examine these variables were limited. Patriotism was investigated with two items only (as in the original study; Ishii et al (2015)). Moreover, more research based on learners’ patriotic feelings might provide deeper understanding about their perspectives on learning English, and their learning experiences.

The third research question was **"Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding gender?"** and it was found that there was no statistically significant difference between female and male students (for females  $M = 96,30$ ,  $SD: 18,15$  and for males  $M = 95,25$ ,  $SD: 16,74$ ). This finding is in line with several previous studies carried out in Turkey to find out language attitudes of the participants; such as Akay and Toraman's (2015), Karatas, Alci, Bademcioglu and Ergin's (2016), Özdemir and Kutsal's (2018) studies in addition to the ones conducted with the same goal in other countries such as Azarkia and Aliasin's (2015), Shams's (2008), and Fakeye's (2010) studies. In all of these studies, no significant correlation was found between gender and attitudes towards target language learning. Moreover, the present study is also in opposition to the language attitude studies of Abu-Snoubar (2017), Eshghinejad (2018), Gömleksiz, (2010), Karahan (2007), Özer and Yılmaz (2016); Yıldiran (2016), Zebaria, Allob, & Mohammadzadeh (2018) who found significant findings in favor of females and also other researchers such as Boyle (1987), Gökyer and Bakcak (2014) and Soleimani and Hanafi (2013) who found significant findings in favor of males.

From a different standpoint, the current study might be viewed differently from the ones above since the these studies are based on the students’ attitudes towards language learning

while this study is particularly interested in finding out country-wise attitudes of both genders. However, when it comes to comparison of the findings, many studies that investigated gender have been carried out to examine general language attitudes rather than attitudes towards target culture, target community or the English-speaking countries. That is the reason why these studies on language attitudes are provided in this part; the relevant literature based on the relationship between gender and attitude was intended to be presented.

Regarding the importance of this finding, it might be assumed that both genders feel similar things about the countries of native English speakers and that it does not play a crucial role in learners' attitudes towards English-speaking countries.

The fourth research question was **“Is there any statistically significant difference in students' attitudes towards native speakers of English and their countries regarding achievement?”** and it was found that there is not a statistically significant difference between two groups of student; high achievers and low achievers (for high achievers  $M = 96.76$ ,  $SD = 16.96$  and for low achievers  $M = 93.64$ ,  $SD = 19.14$ ). It is important to state that it may not be meaningful to discuss this finding with the results of other studies since in the SLA field there is a very limited literature for students' country specific attitudes in language learning. Similarly, almost no literature exists on the relationship between attitude specifically towards the target culture and achievement. Rather than that, attitude and achievement relation has been investigated in many studies in terms of a broader perspective, which is “language attitudes”. Thus, for this specific finding about the achievement and attitude towards English-speaking countries, the studies on “attitudes towards language learning” are intended to be discussed and compared here. When these studies examining language attitudes are taken into consideration, it might be expressed that the present study is in line with the studies of Beliles (2015), Büyükkarcı (2018) and Žefran (2015), in which no correlation was found between language attitudes and achievement. This also means that the present study is in opposition to Fakeye's (2010) and Zeinivand et al.'s (2015) and studies in which achievement and attitudes towards foreign language were revealed to be strongly correlated.

Regarding the importance of this finding, it might be claimed that the finding of no significant correlation between achievement and attitude toward English-speaking countries might be for the benefit of language learners. The reason is that many participants in the present study shared conflicting responses especially for the U.S.A. and England even

though they think these two countries are the main representatives of the target culture. To be precise, the U.S.A. and England were revealed to be the first two countries that are perceived as military and economic threats. Additionally, the U.S.A. was found as the least-liked country among all. Although more research might be useful for providing more trustworthy results; if the achievement and attitude towards English-speaking countries are found to be correlated, that may mean that students' attitudes towards the English-speaking countries affect their language learning negatively rather than positively; because of the unstable and conflicting images of the leading English-speaking countries.

The fifth research question was **“What are the instructors' ideas about the relationship between students' attitudes towards native speakers of English and their countries and achievement?”** and it was revealed that 77% of the instructors ( $N = 7$ ) think that students' attitudes towards the English-speaking countries and achievement are related to each other while 22% ( $N = 2$ ) think that there is no relationship between them (1 of the participants (11%) did not answer the question). However, the present study suggests that there is no significant relationship between achievement and the attitude towards English-speaking countries. According to this result, it may be inferred that what the instructors state about this relation is not supported in the study. At this point, more research might be helpful for a better understanding of the relationship of the attitude towards English-speaking countries and achievement.

In order to provide a more detailed view into the subject, it might be expressed that in a variety of studies done in Turkey and around the world, teachers were found to see the integration of the target culture into lessons as an important and useful part of language learning (Atay, 2005; Gonen & Saglam, 2012; Kahraman, 2016; Tran & Dang, 2014). From this point of view as well as when the interview findings of the present study are taken into consideration, it might be stated that teachers believe that target culture is an important part of successful language learning. Nevertheless, this study suggests that the attitudes based on the countries are not related to students' achievement. Nevertheless, it should be highlighted that although students' achievement may not be correlated with their country-specific attitudes, it might be correlated with positive language attitudes. Thus, looking from a broader perspective onto attitude and achievement relationship might provide different results for the future studies, as well.



All in all, although no significant correlation has been found in the study between achievement and the attitude towards the countries of native English speakers, through the present study, the findings might also be investigated under two theories “social identity theory” and “ethnolinguistic vitality theory”, which might be accepted as forming the theoretical background of this study. According to social identity theory, people define themselves based on their state of belonging to their groups and see the world as “we” versus “them” or in another word, “in-group” versus “out-group (s)” (Tajfel & Turner, 1979). Also, to create a positive group identity they try to make their group superior to others (Vincze, 2013). In addition to social identity theory, ethnolinguistic identity theory is particularly interested in language use and identity and it assumes that the group membership and identity is shaped by how the language is used. Namely, ethnolinguistic identity theory focuses mainly on the language maintenance among groups of people. Besides, several studies found that ethnic identity is related to students’ achievement (Kraemer's 1993; Stalikas and Gavaki, 1995; Ellinger, 2000) In the light of these theories, when the means of participants’ ethnocentric consumerism and patriotism are taken into consideration, it might be inferred that the findings are in line with what the social identity theory and ethnolinguistic identity theory represent. To make it clear, social identity theory consists of three mental concepts; categorization, social identification and social comparison (Tajfel & Turner, 1979) and this is how individuals create their social identity and status. From the interview findings, it is seen that participants look at the language learning process from a nationalistic view by seeing “we” versus “them” namely, creating this “in-group” versus “out-group” based on their nationality as well as some looking from religious sides. Additionally, the findings may also be assumed to indicate the learners’ perspectives based on their ethnic identities and the state of belonging to their group as “Turkish learners” since both questionnaire and interview findings indicate similar orientations.

## Chapter 6

### Conclusion and Suggestions

In this section, firstly, summary of the study is provided briefly. Secondly, general conclusions are given based on the results of the study and their analyses in the following part, conclusions. Thirdly, pedagogical implications and then methodological implications are shared for the outcome of the study. Finally, suggestions for further studies are given below.

#### Summary of the Study

The main aim of this study was to examine students' attitudes towards native English speakers and their countries regarding language achievement and gender. These countries were accepted as the U.S.A., England, Canada and Australia and New Zealand. Australia and New Zealand were evaluated as one item in quantitative data since they are very close to each other in terms of geological, political and cultural aspects. The reason for the implementation of this research was to learn about students' attitudes towards the native speakers as well as students' country-specific attitudes in language learning and, in this way, to contribute to the SLA literature.

The study was mainly designed as a quantitative method, which was supported by qualitative procedures. For the quantitative part of the study, a questionnaire consisting of 33 items was used and given to the students. This questionnaire was formed out of two questionnaires with adaptations, Attitude / Motivation Test Battery (AMTB) (Gardner, 1985) and National Image questionnaire (Ishii et al., 2015). One construct was used from the AMTB, which was attitudes towards English-speaking people. 6 items were adapted and used from this construct of the AMTB in total (5 items were used from the full version, 1 item was used from the mini version of the AMTB). Three constructs were used from the other questionnaire National Image and these constructs were familiarity with the countries, liking the countries and nationalistic attitudes towards these countries (from this last construct, 5 variables were formed; and these were perception of military threat, perception of economic threat, product usage, ethnocentric consumer scale and patriotism). From the nation image questionnaire, 26 items in total were adapted and used. These 32 items were used as 5-points likert type items. In addition to them, one ordering item was added to the questionnaire

by the researcher. This item indicated the order of the countries as target culture representatives according to the participants' responses. For the qualitative part of the study, interviews with students and instructors were carried out in order to see if the responses validate the quantitative findings.

The data were collected from the School of Foreign Languages Department of University of Turkish Aeronautical Association. Before the implementation of the study, consents from the researchers of both questionnaires were taken. Afterwards, the questionnaire was given to 258 students, who were chosen through the convenience sampling method. For the questionnaires, a statistical program, SPSS 25.0 was used. Firstly, the findings of the questionnaires were entered to SPSS and the normality and the linearity of the data were checked in order to see whether the data as suitable for parametric or non-parametric tests. The data were analyzed through parametric tests since the results of the Q-Q plots indicated a normal distribution. Additionally, interviews were carried out with 16 students and 9 instructors. For the interviews, content analysis was employed.

For the first and second research questions, both descriptive statistics and content analysis were conducted since they included quantitative and qualitative findings. Quantitative data were given through table of descriptive statistics and table of frequencies. For the third and fourth research questions, descriptive statistics were employed since they include only quantitative findings. For both questions, independent samples t-test was conducted. For the fifth research question, content analysis was carried out since it included only qualitative findings. The findings of the study are given below briefly:

1. The first research question aimed to investigate the participants' attitudes towards the English-speaking people. The results suggested that the participants have moderately high attitudes towards the English-speaking people.
2. The second research question aimed to investigate the participants' attitudes towards the countries of native English speakers in terms of (1) the representation of the target culture, (2) familiarity with the countries, (3) liking of the countries and (4) nationalistic attitudes towards these countries (perception of military and economic threat, product usage, consumer ethnocentric scale and patriotism). The findings of the second research question are given below:

In terms of questionnaire findings of the second question, 6 orders of the countries were given below:

- The order that the participants shared for the countries as target culture representatives, from the first to the fourth was as follows; England, the U.S.A, Canada, and Australia and New Zealand (England had the highest first and second order, but since it was accepted as the first country as representative, the next one, the U.S.A. was accepted as the second country)
- The order that the participants shared for the familiarity with the countries, from the highest to the lowest one was as follows; the U.S.A, England, Canada, and Australia and New Zealand.
- The order that the participants shared for their liking of the countries, from the highest to the lowest was as follows; Canada, England, Australia and New Zealand, and the U.S.A.
- The order that the participants shared for their perception of the countries as a military threat, from the highest to the lowest was as follows; the U.S.A, England, Australia and New Zealand, and Canada.
- The order that the participants shared for their perception of the countries as an economic threat, the highest to the lowest was as follows; the U.S.A, England, Canada, and Australia and New Zealand.
- The order that the participants shared for their preferences of the products made in these countries, from the highest to the lowest was as follows; American products, English products, Canadian products, and Australia and New Zealand-made products.

In terms of interview findings, two orders of the countries were given below:

- The order that the students shared for their familiarity with the countries, from the first to the last was as follows; the U.S.A., England, Canada, Australia, and lastly New Zealand.

- The order that the instructors shared for the students' positivity towards the countries, from positive to negative was as follows; the U.S.A, England, Canada, Australia, and lastly New Zealand.

In terms of country-specific findings of the second question, it may be stated that:

- The most conflicting and contradictory findings were about the U.S.A. and England. Although England was chosen as the first and the U.S.A. as the second country as the target culture representatives, the U.S.A. was chosen as the first and England as the second country regarding the participants' perceptions of them as a military threat and economic threat. Additionally, again the U.S.A. was the first and England was the second country chosen for the preferences for product usage and familiarity. Still, the U.S.A. was chosen as the least-liked country, while England was chosen as the second one. The interviews supported the questionnaire findings.
- Canada was found to have the most consistent findings among all. It is the third country chosen for the familiarity, and the first country in terms of liking. Also, it was chosen as the fourth country for the perception of military threat and the third country for the perception of economic threat and product usage. The interviews supported the questionnaire findings.
- Australia and New Zealand was found as the fourth country (fourth option) in terms of familiarity, third country in terms of liking, product usage and the perception of military threat and the fourth country again for the perception of economic threat. The interviews supported the questionnaire findings.

In terms of consumer ethnocentric tendency and patriotism:

- The participants were found to be only moderately consumer-ethnocentric and they were found to have extremely high level of patriotic feelings (When the means of participants' ethnocentric consumerism and patriotism are taken into consideration, it might be inferred that the findings are in line with what the social identity theory and ethnolinguistic identity theory represent. From the interview

findings, it is seen that participants look at the language learning process from a nationalistic view by seeing “we” versus “them” namely, creating this “in-group” versus “out-group” based on their nationality as well as some looking from religious sides.)

3. The third research question aimed to investigate whether there is a difference between participants’ attitudes towards the native speakers of English and their countries regarding gender. The results suggested that there is no statistically significant difference between students’ attitudes towards the native speakers and their countries regarding gender.

4. The fourth research question aimed to investigate whether there is a difference between participants’ attitudes towards the native speakers of English and their countries in terms of achievement. In order to answer this question, students were divided into two groups as high achievers and low achievers and the grades of these two groups were compared. The results suggested that there is no statistically significant difference between students’ attitudes towards the native speakers and their countries regarding achievement.

5. The fifth research question aimed to investigate instructors’ perspectives about the relationship between attitudes towards the native speakers of English and their countries and achievement. The content analysis indicated that the instructors think attitude towards the countries of native English speakers and achievement are positively correlated and that learning about target culture is necessary for successful language learning.

## **Conclusions**

This study was carried out to investigate students’ attitudes towards the native speakers of English and their countries from several perspectives such as the perception of the countries as target culture representatives, perception of the countries as a military and an economic threat. Besides, another aim was to examine the relationship between the attitude towards native speakers of English and their countries and achievement as well as gender. Since this is not a perspective that the SLA field has extensive research on, the findings were important to pay attention to.

In the study, which was an EFL setting, it was concluded as the main result that there is no statistically significant difference in students' attitudes towards the native speakers of English and their countries regarding students' achievements in English. Additionally, there is no statistically significant difference in students' attitudes towards the native speakers of English and their countries regarding gender. Also, regarding the target community, English-speaking people, it was concluded that the students have moderately high level of attitudes. In respect to country-based attitudes, the attitude for each country differs. However, the attitudes towards the U.S.A. and England are the most conflicting, equivocal and contradictory ones while the attitudes towards the Canada are the most consistent ones. Nevertheless, it should be noted that an ESL setting instead of EFL might result in different outcomes. Similarly, the findings reflect only Turkish students' perspectives; thus, a study with the participants from a different ethnicity and nationality might bear different results, as well.

### **Pedagogical Implications**

In terms of pedagogical perspective, several important implications are provided through the study. First of all, the study intended to share the students' perspectives about the native speakers of English and their countries. In this way, a variety of data have been reached about the U.S.A., England, Canada, Australia and New Zealand. These findings might be useful for the material development and curriculum designs as well as the lesson plans.

In addition to the questionnaires with students, by collecting data through interviews with students and instructors, different types of data were reached. Although the study is primarily a quantitative study, the qualitative data of the interviews provided different perspectives from the students. They were also useful to validate questionnaire findings of the students. Additionally, interviews with the instructors helped to see the viewpoints of the teachers about the subject as well. Different sources of data through the participation of different groups, the findings might be evaluated from different perspectives.

Additionally, a number of distinctive items are included into the questionnaire, which are normally not found in the questionnaires, interviews or other instrument in the SLA field, and these are the items based on economic and political aspects, such as the perception of

military and economic threat, preferences about the product usage, ethnocentric consumer tendency and patriotism. These items generally focus on nationalistic attitudes of the participants and they examine students' perspectives and attitudes from a different point that may result in new pedagogical findings with further research.

### **Methodological Implications**

In terms of methodological perspective, it could be expressed that the study aimed to investigate the attitudes towards the native speakers of English and their countries in order to compare them with achievement and gender. However, it was a struggle to examine the attitude towards the English-speaking countries because of the lack of a proper instrument in the SLA field to evaluate attitudes specifically towards the English-speaking countries, including country-specific items. Moreover, it could further be stated that finding out suitable items to evaluate the attitude towards target community was also difficult, since many SLA instruments focus on the target culture from a more general aspect. These instruments typically focus on the topics that provide the cultural information and materials used for this integration. A development of a valid and reliable instrument might be helpful.

Another difficulty in the study was to evaluate the country-specific items. Since the participants' provided some contradictory findings about certain countries, it was quite challenging to state whether the participants' have positive or negative attitudes. If these contradictions about the evaluation of the items could be eliminated, more trustworthy results about each country might be provided.

### **Suggestions for Further Studies**

It could be expressed that first of all, for this study, quantitative findings were used as the main source of data while the qualitative data was accepted to have a supporting role in the study. A design based on qualitative methods or an equally-balanced mixed methods study might bear different results. Additionally, including student observations could be really helpful in order to evaluate their attitudes towards the target culture and communities.

This study conducted at the preparatory school of a university. However, the source of data might be expanded; instead of university students only, participants from different age groups and education level might be added. Moreover, it might also yield interesting findings



to implement the study with prospective teachers and also teachers. Although the teachers can be seen as one of the sources to teach and learn about the target culture, their positive or negative attitudes towards the English-speaking countries might be reflect a different aspect for the integration of the target culture into the lessons.

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## APPENDIX-A: The Questionnaire of the Study

### Attitudes towards Countries of Native English Speakers (Anadil Olarak İngilizce Konuşulan Ükelere Karşı Öğrenci Tutumları)

Respondent's details (Katılımcı Bilgisi) :

Name/Surname (Ad/Soyad):.....

Age (Yaş) : .....

Gender (Cinsiyet): Male (Erkek) / Female (Kadın)

Education (Eğitim): .....

Proficiency Level in English (İngilizce Yeterlilik Seviyesi): .....

For each of the statements below, circle the response that best characterizes how you feel about it.

(1=strongly disagree, 2=disagree, 3=neither agree nor disagree (neutral), 4=agree and 5=strongly agree.)

Lütfen her bir ifade için nasıl hissettiğinizi en iyi tanımlayan cevabı işaretleyiniz.

(1=kesinlikle katılmıyorum, 2= katılmıyorum, 3= ne katılıyorum ne katılmıyorum, 4= katılıyorum 5=kesinlikle katılıyorum)

1. *When I say target culture, the order that comes to my mind is* (Put these in order according to what you think) :

*(Hedef kültür dediğim zaman aklıma gelen sıra aşağıdaki gibidir (Ne düşündüğünüze göre sıraya koyunuz)) :*

\_\_\_\_\_ the U.S.A      \_\_\_\_\_ England      \_\_\_\_\_ Canada      \_\_\_\_\_ Australia&New Zealand  
(A.B.D.)      (İngiltere)      (Kanada)      (Avustralya&Yeni Zellanda)

|   | <b>Strongly disagree</b><br>(kesinlikle katılmıyorum) | <b>Disagree</b><br>(katılmıyorum) | <b>Neither agree nor disagree</b><br>(ne katılıyorum ne katılmıyorum) | <b>Agree</b><br>(katılıyorum) | <b>Strongly agree</b><br>(kesinlikle katılıyorum) |
|---|---|-----------------------------------|---|-------------------------------|---|
| <p>2. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.</p> <p>(Anadili İngilizce olan tanıdığım çoğu kişi sıcakkanlı ve anlaşması kolay insanlardır, arkadaş olarak onlara sahip olduğumuz için şanslıyız.)</p> | 1   | 2                                 | 3   | 4                             | 5   |
| <p>3. I wish I could have many native English speaking friends.</p> <p>(Keşke bir çok anadili İngilizce olan arkadaşım olsa.)</p>   | 1   | 2                                 | 3   | 4                             | 5   |
| <p>4. Native English speakers are very sociable and kind.</p> <p>(Anadili İngilizce olan kişiler sosyal ve kibar insanlardır.)</p>  | 1   | 2                                 | 3   | 4                             | 5   |
| <p>5. Native English speakers have much to be proud about because they have given the world much of value.</p> <p>(Anadili İngilizce olan kişilerin gururlanacak çok şeyi vardır çünkü dünyaya çok değer kazandırmışlardır.)</p>  | 1   | 2                                 | 3   | 4                             | 5   |
| <p>6. I would like to know more native English speakers.</p>  | 1   | 2                                 | 3   | 4                             | 5   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| (Ana dili İngilizce olan daha çok insan tanımak isterim.)  |   |   |   |   |   |
| 7. I have a favourable attitude towards English speaking people.<br><br>(Ana dili İngilizce olan kişilere karşı olumlu bir tutumum vardır.)  | 1 | 2 | 3 | 4 | 5 |
| 8. It is important to develop positive attitude and tolerance towards L2 culture.<br><br>(Dilini öğrendiğimiz ülke/ülkelerin kültürüne karşı olumlu bir tutum ve hoşgörü geliştirmek önemlidir.) | 1 | 2 | 3 | 4 | 5 |
| 9. The U.S.A is a military threat to Turkey.<br><br>(A.B.D. Türkiye'ye karşı askeri bir tehdittir.)  | 1 | 2 | 3 | 4 | 5 |
| 10. England is a military threat to Turkey.<br><br>(İngiltere Türkiye'ye karşı askeri bir tehdittir.)  | 1 | 2 | 3 | 4 | 5 |
| 11. Canada is a military threat to Turkey.<br><br>(Kanada Türkiye'ye karşı askeri bir  | 1 | 2 | 3 | 4 | 5 |



|  |   |   |   |   |   |
|--|---|---|---|---|---|
| tehdittir.)  |   |   |   |   |   |
| 12. Australia & New Zealand is a military threat to Turkey.<br><br>(Avustralya ve Yeni Zellanda Türkiye'ye karşı askeri bir tehdittir.)    |   |   |   |   |   |
| 13. The U.S.A is an economic threat to Turkey.<br><br>(A.B.D. Türkiye'ye karşı ekonomik bir tehdittir.)                                    | 1 | 2 | 3 | 4 | 5 |
| 14. England is an economic threat to Turkey.<br><br>(İngiltere Türkiye'ye karşı ekonomik bir tehdittir.)                                   | 1 | 2 | 3 | 4 | 5 |
| 15. Canada is an economic threat to Turkey.<br><br>(Kanada Türkiye'ye karşı ekonomik bir tehdittir.)                                       | 1 | 2 | 3 | 4 | 5 |
| 16. Australia & New Zealand is an economic threat to Turkey.<br><br>(Avustralya ve Yeni Zellanda Türkiye'ye karşı ekonomik bir tehdittir.) |   |   |   |   |   |
| 17. I prefer buying American products.   | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| (Amerikan ürünlerini satın almayı tercih ederim.)   |   |   |   |   |   |
| 18. I prefer buying British products.<br><br>(İngiliz ürünlerini satın almayı tercih ederim.)   | 1 | 2 | 3 | 4 | 5 |
| 19. I prefer buying Canadian products.<br><br>(Kanada ürünlerini satın almayı tercih ederim.)   | 1 | 2 | 3 | 4 | 5 |
| 20. I prefer buying Australian & New Zealand-made products.<br><br>(Avustralya ve Yeni Zellanda ürünlerini satın almayı tercih ederim.)   | 1 | 2 | 3 | 4 | 5 |
| 21. It is not right to buy foreign products, because it puts Turkish people out of jobs.<br><br>(Yabancı ürünleri satın almak doğru değildir, çünkü bu Türkiye’de yaşayan insanları işsiz bırakır.) | 1 | 2 | 3 | 4 | 5 |
| 22. A real Turkish person should always buy Turkish-made products.<br><br>(Gerçek bir Türk vatandaşı her zaman Türk yapımı ürünleri satın almalıdır.)   | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <p>23. We should purchase products manufactured in Turkey instead of letting other countries get rich off us.</p> <p>(Diğer ülkelerin zengin olmasını sağlamaktansa Türkiye’de üretilen ürünleri satın almalıyız.)</p>                              | 1 | 2 | 3 | 4 | 5 |
| <p>24. Turkish people should not buy foreign products, because this hurts Turkish business and causes unemployment.</p> <p>(Türk vatandaşları yabancı ürünler satın almamalıdır, çünkü bu Türkiye ekonomisini zedeler ve işsizliğe sebep olur.)</p> | 1 | 2 | 3 | 4 | 5 |
| <p>25. I love my country.</p> <p>(Ülkemi seviyorum.)</p>  | 1 | 2 | 3 | 4 | 5 |
| <p>26. I am proud to be Turkish.</p> <p>(Türk vatandaşı olduğum için gururluyum.)</p>   | 1 | 2 | 3 | 4 | 5 |
| <p>27. I am familiar with the U.S.A.</p> <p>(A.B.D. yi biliyorum.)</p>  |   |   |   |   |   |
| <p>28. I am familiar with England.</p> <p>(İngiltere’yi biliyorum.)</p>   |   |   |   |   |   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 29. I am familiar with Canada.<br><br>(Kanada'yı biliyorum.)   |   |   |   |   |   |
| 30. I am familiar with Australia and New Zealand.<br><br>(Avustralya ve Yeni Zellanda'yı biliyorum.) |   |   |   |   |   |
| 31. I like the U.S.A.<br><br>(A.B.D.'yi seviyorum.)  | 1 | 2 | 3 | 4 | 5 |
| 32. I like the U.K.<br><br>(İngiltere'yı seviyorum.)   | 1 | 2 | 3 | 4 | 5 |
| 33. I like Canada.<br><br>(Kanada'yı seviyorum.)   | 1 | 2 | 3 | 4 | 5 |
| 34. I like Australia & New Zealand.<br><br>(Avustralya ve Yeni Zellanda'yı seviyorum.)               | 1 | 2 | 3 | 4 | 5 |

## APPENDIX-B: Attitude/Motivation Test Battery (AMTB) (Original Questionnaire)

Attitude/Motivation Test Battery:

International AMTB Research Project

*(English version)*

**\*\*Note:** This is the English-language version of the Attitude/Motivation Test Battery (AMTB) for use with secondary school students studying English as a foreign language. The items comprising each scale are presented in the 'AMTB item-key' document. The AMTB has been translated and used in our research in Brazil, Croatia, Japan, Poland, Romania, and Spain (Catalonia). Some findings from this research are presented in the document 'Integrative Motivation and Second Language Acquisition' (CAAL Talk, 2005). All of the documents mentioned above are available on this website. Copies of the AMTB in the other languages can be obtained from R. C. Gardner.

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Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

- a. Spanish football players are much better than Brazilian football players.
- |          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |

In answering this question, you should have circled one alternative. Some people would have circled AStrongly Disagree@, others would have circled AStrongly Agree@, while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
2. My parents try to help me to learn English.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
3. I don't pay much attention to the feedback I receive in my English class.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
4. I don't get anxious when I have to answer a question in my English class.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
5. I look forward to going to class because my English teacher is so good.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
6. Learning English is really great.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |
  
7. If Japan had no contact with English-speaking countries, it would be a great loss.
 

|          |            |          |          |            |          |
|----------|------------|----------|----------|------------|----------|
| Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| Disagree | Disagree   | Disagree | Agree    | Agree      | Agree    |

8. Studying English is important because it will allow me to be more at ease with people who speak English.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
9. I have a strong desire to know all aspects of English.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
10. My English class is really a waste of time.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
11. I would get nervous if I had to speak English to a tourist.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
12. Studying foreign languages is not enjoyable.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
13. I make a point of trying to understand all the English I see and hear.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
14. I don't think my English teacher is very good.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
15. Studying English is important because I will need it for my career.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
16. I never feel quite sure of myself when I am speaking in our English class.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
17. Knowing English isn't really an important goal in my life.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|

18. I hate English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
19. I feel very much at ease when I have to speak English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
20. I would rather spend more time in my English class and less in other classes.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
21. I wish I could read newspapers and magazines in many foreign languages.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
22. My parents feel that it is very important for me to learn English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
23. I don't bother checking my assignments when I get them back from my English teacher.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
24. I feel confident when asked to speak in my English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
25. My English teacher is better than any of my other teachers.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
26. I really enjoy learning English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
28. Studying English is important because it will allow me to meet and converse with more and varied people.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree



29. If it were up to me, I would spend all of my time learning English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
30. I think my English class is boring.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
31. Speaking English anywhere makes me feel worried.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
32. I really have no interest in foreign languages.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
33. I keep up to date with English by working on it almost every day.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
34. The less I see of my English teacher, the better.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
35. Studying English is important because it will make me more educated.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
36. It embarasses me to volunteer answers in our English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
37. I sometimes daydream about dropping English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
38. I would rather spend my time on subjects other than English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
39. It doesn't bother me at all to speak English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

40. I wish I could have many native English speaking friends.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
41. I enjoy the activities of our English class much more than those of my other classes.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
42. I would really like to learn many foreign languages.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
43. My parents feel that I should continue studying English all through school.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
44. I put off my English homework as much as possible.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
45. I am calm whenever I have to speak in my English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
46. My English teacher has a dynamic and interesting teaching style.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
47. English is a very important part of the school programme.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
48. My parents have stressed the importance English will have for me when I leave school.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
49. Native English speakers are very sociable and kind.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
50. Studying English is important because it will enable me to better understand and appreciate the English way of life.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

51. I want to learn English so well that it will become natural to me.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
52. To be honest, I really have little interest in my English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
53. Native English speakers have much to be proud about because they have given the world much of value.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
54. It would bother me if I had to speak English on the telephone.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
55. It is not important for us to learn foreign languages.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
56. When I have a problem understanding something in my English class, I always my teacher for help.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
57. My parents urge me to seek help from my teacher if I am having problems with my English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
58. My English teacher is one of the least pleasant people I know.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
59. Studying English is important because it will be useful in getting a good job.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
60. It worries me that other students in my class seem to speak English better than I do.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

61. I'm losing any desire I ever had to know English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
62. Learning English is a waste of time.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
63. I would feel quite relaxed if I had to give street directions in English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
64. I like my English class so much, I look forward to studying more English in the future.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
65. If I planned to stay in another country, I would try to learn their language.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
66. My parents are very interested in everything I do in my English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
68. I don't understand why other students feel nervous about speaking English in class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
69. My English teacher is a great source of inspiration to me.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
70. I plan to learn as much English as possible.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
71. I would like to know more native English speakers.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

72. Studying English is important because I will be able to interact more easily with speakers of English..
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
73. I would like to learn as much English as possible.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
74. To be honest, I don't like my English class.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
75. I would feel uncomfortable speaking English anywhere outside the classroom.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
76. Most foreign languages sound crude and harsh.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
77. I really work hard to learn English.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
78. I would prefer to have a different English teacher.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
79. Studying English is important because other people will respect me more if I know English.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
80. I get nervous when I am speaking in my English class.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
81. To be honest, I really have no desire to learn English.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
82. I think that learning English is dull.
- |                   |                     |                   |                |                  |                |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|-------------------|---------------------|-------------------|----------------|------------------|----------------|

83. I would feel comfortable speaking English where both Japanese and English speakers were present.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
84. I look forward to the time I spend in English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
85. I enjoy meeting people who speak foreign languages.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
86. My parents encourage me to practise my English as much as possible.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
87. I can't be bothered trying to understand the more complex aspects of English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
88. Students who claim they get nervous in English classes are just making excuses.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
89. I really like my English teacher.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
90. I love learning English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
91. The more I get to know native English speakers, the more I like them.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
92. I wish I were fluent in English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
93. I have a hard time thinking of anything positive about my English class.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

94. I feel anxious if someone asks me something in English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
95. I would rather see a TV program dubbed into our language than in its own language with subtitles.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
96. When I am studying English, I ignore distractions and pay attention to my task.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
97. My English teacher doesn't present materials in an interesting way.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
98. I am sometimes anxious that the other students in class will laugh at me when I speak English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
99. I haven't any great wish to learn more than the basics of English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
100. When I leave school, I will give up the study of English because I am not interested in it..  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
101. I would feel calm and sure of myself if I had to order a meal in English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
102. English is one of my favourite courses.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
103. My parents think I should devote more time to studying English.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree
104. You can always trust native English speakers.  
 Strongly Disagree    Moderately Disagree    Slightly Disagree    Slightly Agree    Moderately Agree    Strongly Agree

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with English speaking people is:  
WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG
2. My attitude toward English speaking people is:  
UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE
3. My interest in foreign languages is:  
VERY LOW \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY HIGH
4. My desire to learn English is:  
WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG
5. My attitude toward learning English is:  
UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE
6. My attitude toward my English teacher is:  
UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE
7. My motivation to learn English for practical purposes (e.g., to get a good job) is:  
WEAK \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 STRONG
8. I worry about speaking English outside of class:  
VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH
9. My attitude toward my English course is:  
UNFAVOURABLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 FAVOURABLE
10. I worry about speaking in my English class:  
VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH
11. My motivation to learn English is:  
VERY LOW \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY HIGH
12. My parents encourage me to learn English:  
VERY LITTLE \_\_\_1:\_\_\_2:\_\_\_3:\_\_\_4:\_\_\_5:\_\_\_6:\_\_\_7 VERY MUCH



## APPENDIX-C: Questionnaire “Nation Image” (Original Questionnaire)

### Nation Image

1. How familiar are you with India?

Respondents: 20%

1. How familiar are you with Mexico?

Respondents: 20%

1. How familiar are you with Brazil?

Respondents: 20%

1. How familiar are you with Russia?

Respondents: 20%

1. How familiar are you with Australia?

Respondents: 20%

- not familiar at all
- a little familiar
- familiar
- familiar to some extent
- familiar to a great extent

2. How familiar are you with the UK?

Respondents: 16.7%

2. How familiar are you with France?

Respondents: 16.66%

2. How familiar are you with Germany?

Respondents: 16.66%

2. How familiar are you with Italy?

Respondents: 16.66%

2. How familiar are you with Spain?

Respondents: 16.66%

2. How familiar are you with Canada?

Respondents: 16.66%

- not familiar at all
- a little familiar
- familiar
- familiar to some extent
- familiar to a great extent

## Nation Image

**\*3.** How familiar are you with

China?  not familiar at all

a little familiar

familiar

familiar to some extent

familiar to a great extent

**\*4.** How familiar are you with

Japan?  not familiar at all

a little familiar

familiar

familiar to some extent

familiar to a great extent

**\*5.** How familiar are you with South

Korea?  not familiar at all

a little familiar

familiar

familiar to some extent

## Nation Image

6. How much do you like or dislike India?

Respondents: 20%

6. How much do you like or dislike Mexico?

Respondents: 20%

6. How much do you like or dislike Brazil?

Respondents: 20%

6. How much do you like or dislike Russia?

Respondents: 20%

6. How much do you like or dislike Australia?

Respondents: 20%

like a great deal

like a moderate amount

like a little

neutral

dislike a little

dislike a moderate amount

dislike a great deal

## Nation Image

7. How much do you like or dislike UK?

Respondents: 16.7%

7. How much do you like or dislike France?

Respondents: 16.66%

7. How much do you like or dislike Germany?

Respondents: 16.66%

7. How much do you like or dislike Italy?

Respondents: 16.66%

7. How much do you like or dislike Spain?

Respondents: 16.66%

7. How much do you like or dislike Camada?

Respondents: 16.66%

- like a great deal
- like a moderate amount
- like a little
- neutral
- dislike a little
- dislike a moderate amount
- dislike a great deal

**\*8.** How much do you like or dislike

China?  like a great deal

like a moderate amount

like a little

neutral

dislike a little

dislike a moderate amount

dislike a great deal

## Nation Image

**\*9.** How much do you like or dislike

Japan?  like a great deal

like a moderate amount

like a little

neutral

dislike a little

dislike a moderate amount

dislike a great deal

**\*10.** How much do you like or dislike South

Korea?  like a great deal

like a moderate amount

like a little

neutral

dislike a little

dislike a moderate amount

dislike a great deal

# Nation Image

|  | Strongly agree        | Agree                 | Neutral               | Disagree              | Strongly disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| China is a military threat to America.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Japan is a military threat to America.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Korea is a military threat to America.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| China is an economic threat to America.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Japan is an economic threat to America.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Korea is an economic threat to America.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I prefer buying Chinese electronic products.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I prefer buying Japanese electronic products.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I prefer buying South Korean electronic products.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is not right to purchase foreign products, because it<br><input type="radio"/> puts Americans                                     | <input type="radio"/> |                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A real American should always buy American-made products.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We should purchase products manufactured in America<br><input type="radio"/> instead of letting other countries                      | <input type="radio"/> | <input type="radio"/> |                       | <input type="radio"/> | <input type="radio"/> |
| Americans should not buy foreign products, because<br><input type="radio"/> this hurts American business and causes<br>unemployment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |
| I love my country.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am proud to be an American.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Nation Image

12. Which aspect(s) of Chinese culture interest you the most? You may select more than one answer.

- Alcoholic beverages
- Animation
- Architecture
- Clothes
- Comics/manga
- Customs
- Electronics
- Fashion
- Folk handicrafts
- Food
- Heritage
- Language (including characters)
- Literature
- Martial arts
- Movies
- Paintings and art
- People
- Philosophy
- Popular music
- Porcelain
- Religion
- Tea
- TV drama
- Video/computer games
- I have no interest in their culture.



## Nation Image

13. Which aspect(s) of Japanese culture interest you the most? You may select more than one answer.

- Alcoholic beverages
- Animation
- Architecture
- Clothes
- Comics/manga
- Customs
- Electronics
- Fashion
- Folk handicrafts
- Food
- Heritage
- Language (including characters)
- Literature
- Martial arts
- Movies
- Paintings and art
- People
- Philosophy
- Popular music
- Porcelain
- Religion
- Tea
- TV drama
- Video/computer games
- I have no interest in their culture.

## Nation Image

14. Which aspect(s) of Korean culture interest you the most? You may select more than one answer.

- Alcoholic beverages
- Animation
- Architecture
- Clothes
- Comics/manga
- Customs
- Electronics
- Fashion
- Folk handicrafts
- Food
- Heritage
- Language (including characters)
- Literature
- Martial arts
- Movies
- Paintings and art
- People
- Philosophy
- Popular music
- Porcelain
- Religion
- Tea
- TV drama
- Video/computer games
- I have no interest in their culture.

## Nation Image

15. Are you familiar with the following aspects of Japanese pop culture? You may select more than one answer.

- Anime
- Character goods or figures (e.g. Hello Kitty)
- Cosplay
- Electronic Toys (e.g. Tamagochi)
- Gaming
- Harajuku style
- Hentai
- Japanese AV
- J-POP
- Manga
- Otaku
- Reality TV
- Vocaloid
- None of the above

\*16. What are your views about the following statements?

|  | Strongly agree        | Agree                 | Neutral               | Disagree              | Strongly disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Whaling is a common practice in Japan.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Whaling by Japan is acceptable.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dolphin hunting is a common practice in Japan.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dolphin hunting in Japan is acceptable.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Americans should be concerned about working conditions in China. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\*17. China and Japan have a territorial conflict over the Senkaku (Diaoyu) islands. Which country do you think is justified in its claims?

- China
- Japan
- Undecided
- I am not familiar with this problem.

## Nation Image

\*18. Japan and South Korea have a conflict over "comfort women." Which country do you think is justified in its claims?

- Japan
- South Korea
- Undecided
- I am not familiar with this problem.

**\*19.** Do you have friends from the following countries? You may select more than one answer.

Australia

Brazil

Canada

China

France

Germany

India

Italy

Japan

Mexico

Russia

South Korea

Spain

UK

I have no friends from the above countries.

## Nation Image

\*20. Do you have acquaintances from the following countries? You may select more than one answer.

- Australia
- Brazil
- Canada
- China
- France
- Germany
- India
- Italy
- Japan
- Mexico
- Russia
- South Korea
- Spain
- UK
- I have no acquaintances from the above countries.

## Nation Image

\*21. Have you visited the following countries? You may select more than one answer.  Australia

Brazil

Canada

China

France

Germany

India

Italy

Japan

Mexico

Russia

South Korea

Spain

UK

I have never been out of the U.S.

I have never visited the above countries.

## Nation Image

\*22. Which countries would you like to visit for vacation? You may select more than one answer.

- Australia
- Brazil
- Canada
- China
- France
- Germany
- India
- Italy
- Japan
- Mexico
- Russia
- South Korea
- Spain
- UK
- I would not go outside of the U.S.
- I would not go to the above countries.

\*23. About how many hours per day on average do you use the Internet on the following devices?

|            | I do not use the Internet on this device. | Less than 1 hour      | 1 - 2 hours           | 2 - 3 hours           | 3 - 4 hours           | 4 - 8 hours           | More than 8 hours     |
|------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Desktop PC | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Laptop PC  | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tablet PC  | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Smartphone | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cellphone  | <input type="radio"/>                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## Nation Image

\*24. About how many hours per day on average do you watch

TV?  I do not watch TV.

- Less than 1 hour
- 1 - 2 hours
- 2 - 3 hours
- 3 - 4 hours
- 4 - 5 hours
- 5 - 6 hours
- 6 - 7 hours
- 7 - 8 hours
- More than 8 hours

\*25. How do you currently get your international news? Check all that

apply.  Radio

- Television
- Newspaper - hard copy
- Newspaper - online
- Magazines - hard copy
- Magazines - online
- Internet news site
- Internet video site (e.g. YouTube)
- Other
- I do not usually get international news.

26. Which of the following racial categories do you most closely identify with?

- Hispanic or Latino
- White (non Hispanic)
- Black (non Hispanic) or African-American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other Pacific Islander
- Multiracial

## Nation Image

\*27. What is the highest level of schooling you have completed or the highest degree you have received?

- Less than high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree



28. In what U.S. state or territory do you live?

- Alabama
- Alaska
- American Samoa
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia (DC)
- Florida
- Georgia
- Guam
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey

## Nation Image

- New Mexico
- New York
- North Carolina
- North Dakota
- Northern Marianas Islands
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Puerto Rico
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virgin Islands
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

### 29. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

## Nation Image

\*30. Please describe

your gender?

Female

Male

## APPENDIX-D: Interview questions (Turkish)

### Semi-structured interview (with students)

1. a. İngilizceyle ilişkili ülke, kültür ve insanları ne kadar tanıyorsun? (A.B.D., İngiltere, Kanada, Avustralya ve Yeni Zellanda)  
b. Bu ülkeleri en çok tanıdığından en az tanıdığına doğru sırayalabilir misin?
2. Hiç A.B.D., İngiltere, Kanada, Avustralya ya da Yeni Zellanda'ya gittin mi? Eğer gittiyseniz deneyimlerinle ilgili neler söyleyebilirsin?
3. Bu ülke, kültür ve insanlara karşı düşüncelerin nedir?
4. Bu ülkeler arasında özellikle olumlu ya da olumsuz tutumunun olduğunu bir ülke var mıdır? Hangisi? Neden böyle hissettiğini anlatabilir misin?
5. Sence bu tutum dil öğrenme sürecini etkiliyor mu? Eğer öyleyse, kendi deneyimlerinden örnekler vererek açıklayabilir misin?
6. Sence bu ülkelerin kültürlerini öğrenmeli miyiz?

### **Semi-structured interview (with teachers)**

1. Öğrencilerinizin anadili İngilizce olan ülkeler ve insanlara karşı algıları ve düşüncelerine dair neler söylemek istersiniz? (ABD, İngiltere, Kanada, Avustralya& Yeni Zelanda)
2. Sizce öğrencileriniz anadili İngilizce olan ülkelerle ne sıklıkla iletişim halindedeler?
3. a. Öğrencilerinizin anadili İngilizce olan ülkelere karşı pozitif ya da negatif bir tutumu var mı? (Hangi ülkelere karşı nasıl hissediyorlar?)  
b. (Öğrencilerinizin bu ülkelere karşı tutumlarını) En pozitiften başlayarak sıralayabilir misiniz?
4. a. Sizce öğrenciler bu ülkelerin kültürlerini öğrenmeli mi?  
b. Peki öğrenmek istiyorlar mı, öğrenmeye açıklar mı?
5. Sizce başarı ve anadili İngilizce olan ülkelere karşı tutum arasında bir ilişki var mı?
6. Sizce anadili İngilizce olan ülkelere karşı tutum ile başarı arasındaki ilişki zamanla değişebilir mi?



## APPENDIX-E: Voluntary Participation and Informed Consent Forms (Turkish)

### ÖĞRENCİ GÖNÜLLÜ KATILIM FORMU (öğrenci anketi)

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı anlatmayı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonu'ndan izin alınmıştır. Araştırma, "Anadil Olarak İngilizce Konuşulan Ülkelere Karşı Öğrenci Tutumları ve Başarı Arasındaki İlişki" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Bu çalışma, öğrencilerin akademik başarısına etki eden etmenlere ışık tutmak amacıyla öğrencilerin anadili İngilizce olan ülkelere karşı tutumlarını ve bunun akademik başarılarına olan etkisini incelemeyi hedeflemektedir.

Araştırmaya gönüllü olarak katılım esastır. Senden anket yoluyla veri toplanacaktır. Bu veriler tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecek, anketteki sorulara vermiş olduğun cevaplar hiçbir şekilde bu dersten alacağın notu etkilemeyecektir. Elde edilecek bilgiler bilimsel yayımlarda kullanılacak ancak katılımcıların kimlik bilgileri paylaşılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır.

Tüm oturumlar araştırmacı kontrolünde geçmektedir. Katılım sırasında herhangi bir nedenden ötürü kendini rahatsız hissedersen oturumu yarıda bırakmakta serbestsin. Böyle bir durumda, araştırmacıyı bilgilendirmen yeterli olacaktır. İstedikğin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istedikğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Çalışmaya katıldığın için şimdiden teşekkür ederiz.

#### **Katılımcı Öğrenci:**

Adı, soyadı

Telefon:

İmza:

#### **Sorumlu araştırmacı:**

Dr. Öğr. Üyesi İSMAİL FIRAT ALTAY

H.Ü., Eğitim Fakültesi, Yabancı Diller

Eğitimi Bölümü,

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#### **Araştırmacı:**

Nergis PEKMEZCİ

Türk Hava Kurumu Üniversitesi  
/ANKARA

05054461120

## ÖĞRENCİ GÖNÜLLÜ KATILIM FORMU (öğrenci görüşmesi)

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı anlatmayı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonu'ndan izin alınmıştır. Araştırma, "Anadil Olarak İngilizce Konuşulan Ülkelere Karşı Öğrenci Tutumları ve Başarı Arasındaki İlişki" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi İsmail Fırat Altay danışmanlığında yürütülmektedir. Bu çalışma, öğrencilerin akademik başarısına etki eden etmenlere ışık tutmak amacıyla öğrencilerin anadili İngilizce olan ülkelere karşı tutumlarını ve bunun akademik başarılarına olan etkisini incelemeyi hedeflemektedir.

Araştırmaya gönüllü olarak katılım esastır. Senden görüşme yoluyla veri toplanacak olup, görüşme esnasında ses kaydı alınacaktır. Bu veriler tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecek, anketteki sorulara vermiş olduğun cevaplar hiçbir şekilde bu dersten alacağın notu etkilemeyecektir. Elde edilecek bilgiler bilimsel yayımlarda kullanılacak ancak katılımcıların kimlik bilgileri paylaşılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır.

Tüm oturumlar araştırmacı kontrolünde geçmektedir. Katılım sırasında herhangi bir nedenden ötürü kendini rahatsız hissedersen oturumu yarıda bırakmakta serbestsin. Böyle bir durumda, araştırmacıyı bilgilendirmen yeterli olacaktır. İstedikğin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istedikğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Çalışmaya katıldığın için şimdiden teşekkür ederiz.

### **Katılımcı Öğrenci:**

Adı, soyadı:

Telefon:

İmza:

### **Sorumlu araştırmacı:**

Dr. Öğr. Üyesi İSMAİL FIRAT ALTAY

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## ÖĞRETİM ELEMANI GÖNÜLLÜ KATILIM FORMU

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı anlatmayı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

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Araştırmaya gönüllü olarak katılım esastır. Senden görüşme yoluyla veri toplanacak olup, görüşme esnasında ses kaydı alınacaktır. Bu veriler tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecek, anketteki sorulara vermiş olduğun cevaplar hiçbir şekilde bu dersten alacağın notu etkilemeyecektir. Elde edilecek bilgiler bilimsel yayımlarda kullanılacak ancak katılımcıların kimlik bilgileri paylaşılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir isim kullanılacaktır.

Tüm oturumlar araştırmacı kontrolünde geçmektedir. Katılım sırasında herhangi bir nedenden ötürü kendini rahatsız hissedersen oturumu yarıda bırakmakta serbestsin. Böyle bir durumda, araştırmacıyı bilgilendirmen yeterli olacaktır. İstedikğin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Çalışmaya katıldığın için şimdiden teşekkür ederiz.

### Katılımcı Öğrenci:

Adı, soyadı:

Telefon:

İmza

### Sorumlu araştırmacı:

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### Araştırmacı:

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APPENDIX-F: Ethics Committee Approval



T.C.  
HACETTEPE  
ÜNİVERSİTESİ  
Rektörlük

Sayı : 35853172-300  
Konu : Nergis PEKMEZCİ Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22.04.2019 tarihli ve 51944218-300/00000561699 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencilerinden **Nergis PEKMEZCİ**'nin **Dr. Öğr. Üyesi İsmail Fırat ALTAY** sorumluluğunda yürüttüğü "**Anadili İngilizce Olan Ülkelere Karşı Öğrenci Tutumları ve Başarı Arasındaki İlişki**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **30 Nisan 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır  
Prof. Dr. Rahime Meral NOHUTCU  
Rektör Yardımcısı

## APPENDIX-G: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

09/10/2019



Nergis Pekmezci

## APPENDIX-H: Thesis/Dissertation Originality Report

05/11/2019

HACETTEPE UNIVERSITY  
Graduate School of Educational Sciences  
To The Department of Foreign Language Education

Thesis Title: Language Learners' Attitudes towards Native Speakers and Their Countries Regarding Achievement and Gender

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Nergis Pekmezci  
Student No.: N15227828  
Department: Foreign Language Education  
Program: English Language Teaching  
Status:  Masters  Ph.D.  Integrated Ph.D.



Signature

### ADVISOR APPROVAL

  
APPROVED  
Assist. Prof. Dr. Ismail Firat ALTAY

## APPENDIX-I: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. <sup>(2)</sup>
- o Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

09/10/2019

  
Nergis PEKMEZCİ

*"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"*

- (1) Madde 6. 1. Lisansüstü teze ilişkin patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tez erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metodların kullandığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkanı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tez erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, isihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir\*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.  
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

\* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

