The Relationship between Socio-Economic and Socio-Cultural Structures of High School Students and Their Attitudes to English Classes

Dr. Cevdet Epçaçan[1], Ayşe Yılmaz[2], Zahir Erzen[3] and Ebumüslüm Aksoy[4]

[1,2,3,4]*Faculty of Education, University of Siirt, Kezer Campus, Siirt Turkey*

ABSTRACT: *The purpose of this study is to put forth attitudes of students to English class within the scope of socio-cultural structure. Scanning method was used in the study.5 point likert scale was used as a data collection tool. Questionnaire scale was composed of two parts. In the first part, demographical question items providing general information about students were included and in the second part, 5-point attitude items aiming at determining students' attitudes to English class were included. The questionnaire was prepared by scanning the relevant literature and scope and face validity of the questionnaire was tried to be fulfilled through opinions and suggestions provided by English teachers and expert Pedagogues. The items ranked in the questionnaire as "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", "Strongly Agree" were scored with 1, 2, 3, 4, 5. High schools at the center of Siirt were chosen as population of the research. While determining the sample, easily accessible and random sampling methods were utilized. In this regard, students in Anatolian High School (Public High School), High School of Social Sciences, Vocational High School, High School of Athletics and High School of Fine Arts which are located in different socio-economical environments in Siirt was chosen. After removing questionnaires responded by students in an uninterested and wrong way, resting 849 questionnaires were analyzed for data. In analyzing, SPSS 21 Package program was utilized and kruskall wallis analysis was used for descriptive statistics, frequency, crosstabs, independent groups t test, one-way variance and non-parametric tests. Cronbach alpha reliability coefficient of the questionnaire was found 0.96. As a result, it was determined that students had a view of "undecided" for 38 items regarding attitudes to English class and although not being a very high average, "Agree" for 16 items in the questionnaire. It was determined there was a significant difference in favor of males between attitudes of students in High schools as to English classes in line with the independent variable 'gender'; on the other hand, there was not any significant difference between their attitudes in terms of independent variables 'Number of Family Members', 'Self-Expression' and 'Field of Teacher'.*

Keywords: Attitude, English Class, Curriculum for English Classes, Demographical Information, Foreign Language Learning.

I. INTRODUCTION

The world getting smaller because of globalization has become a village as a result of advanced science and technology and increase in mass communication opportunities. Through these developments, international relations have improved in many fields and common grounds of nations have got bigger accordingly. So as to make information transfer and communication easier on these grounds, common language or languages are needed. As stated by Trimnell (2005, 16-17), humankind has always needed a common language (a language for satisfying communication need of people speaking different languages) since ancient times. Throughout history, French, Greek and Latin were used as a common language depending on time and space. Today, as indicated by Vardar and Arsal (2014, 33) English is used as a common language in various fields as science, technology, communication and so on. Therefore recently, English has become a language which needs to be learned (Özsoy, 2003, 156; Kay, 2006; Memduhoğlu and Kozik;2015; Demirel, 2010:3; Babayiğit and Ekuş;2013; Snow: 2007; Er, 2006: 4).

Thanks to its growing global role, English has much more power than any modern or ancient language (Spolsky, 2004). Therefore, English classes possess a significant place in education and teaching programs in many countries from East to West and English is still the number one language that is taught at most in Turkey and in the world (Seta, 2015; Doğan, 1996, 12). Last 50 years in our country it has been paid attention on foreign language education and teaching and even in recent years, foreign language education and teaching has become compulsory in all education sectors. Following 8-year-compulsory education in 1997, English classes for 4th and 5th grades have determined for 3 hours a week and 4 hours a week for 6, 7 and 8th grades. In 2006, English teaching programs for 4th and 8th grades were updated and fundamental changes were done. Traditional methods were abandoned and student centered approaches have adopted. Rather than

teaching grammar structure of the language, it was paid more attention on teaching activities that enable active usage of language in daily life

In 2012, weekly hours of foreign language classes in all education sectors were regulated after the law known as 4+4+4 and making education compulsory for 12 years was put into force. Thanks to these new regulations, foreign language teaching was included in education programs starting from 2nd grade. Foreign language classes for 2nd, 3rd and 4th grades in primary school were determined for 2 hours a week, 3 hours a week for 5th and 6th grades in secondary schools and Imam Hatip High School and 4 hours a week for 7th and 8th grades. In addition, opportunity to opening classes for 5th grade students for up-to 18 hour-language education in a week was given to school administrations conditions of which are convenient. Weekly course schedules in secondary education institutions were updated in 2014. According to these schedules, English class is 3 hours a week for 9th grade and 2 hours a week for 9th, 10th, 11th grades in General High Schools; 6 hours a week as a primary foreign language for 9th grade and 4 hours a week for 9th, 10th, 11th grades (20 hours a week in schools with preparatory classes) and 2 hours for all classes as a secondary language in Anatolian High Schools; 3 hours a week for 9th grade and 2 hours a week for 9th, 10th, 11th grades in Vocational and Technical High Schools; 7 hours a week for 9th grade and 3 hours a week as a primary language for 9th, 10th, 11th grades in High Schools of Science and 2 hours for all classes as a secondary language; 4 hours a week for preparatory class, 6 hours a week for 9th grade and 3 hours a week for other classes as a primary language and 20 hours a week for preparatory class, 4 hours a week for 9th grade and 2 hours a week for other classes as a secondary language in High Schools of Social Sciences. Although English is not defined as a compulsory foreign language in education programs, according to data of MEB in 2005, it is the most learned language with 99.3 percentages in primary education and 91.9 percentages in secondary education (Tok and Arıbaş, 2008, 209-210; Ekmekyermezoğlu, 2010, 17).

Ministry of National Education (MEB) defines main purpose of language education and teaching as following: Multilingualism is encouraged in today's world. Because countries need people knowing foreign languages so as to improve their international relations in social, political and economical areas. The purpose of English teaching in our country is not to enable Turkish people speaking different native languages to communicate each other but to provide necessary conditions so that Turkish citizens can speak a common language in order to communicate with citizens from different nations and in this way, to facilitate our country to reach the level it deserves in political, scientific, military, economical and social areas (MEB, 2013). In other words, what is aimed with English teaching is both to ensure personal development of individuals in society through gaining skills appropriate for necessities of the time and to contribute society to reach the level of contemporary civilizations

Considering the above-mentioned points, it can be stated language teaching (English) is of quite importance within our education system and necessary attention is tried to be paid on this issue (Bal Köyönü, 2012; Karakış, 2014, 4). However, it is hard to say that we have reached the desired level in English language teaching in terms general success (Bağçeci, 2014; Bilgin Aksu and Genç, 2004; Karakış, 2014; Erbaş, 2013; Akkuş, 2009:13; Yılmaz, 2007:3; Işık,2008:15). When English Proficiency Index (EPI) scores in Turkey are examined, it is seen it is very low with the point 47,62. Due to this proficiency level, Turkey ranks at 26 among 27 countries in Europe and 50 among 70 countries in the world. Doğan (1996) has indicated that a student takes 1000-1200 hour-foreign language courses during his/her entire education; nevertheless, the results are not satisfactory. At this point, the answer of this question should be sought: Why can the desired success level in language teaching not be reached despite all efforts and expenses?

Success or failure in education process results from many different factors. They cannot be linked to only one single element. Individual factors (attitude, motivation, age, gender etc.), family, social environment, teacher and physical conditions are influential within this process. Different views as to factors affecting success in language teaching have been put forth by researchers, as well. Particular researchers have associated success in language teaching with internal and external factors (Ellis, 1997, 4-5; Gonzales, 2001, 3; Zhang, 2006, 42; Öner and Gedikoğlu, 2007, 69; Aküzel, 2006, 8: cit; Ekmekyermezoğlu, 2010, 27). According to Gonzales (2001;3), internal factors are emotional and social development of an individual and his/her biological, physical, psychological and cognitive development characteristics whereas external factors are composed of social environment of an individual within and outside of the school. For instance, socio-economical and socio-cultural structure of the family, income levels of parent and language used by family in home are some of external factors.

Akkuş (2009; 20) has determined in his examination on literature that crowded classes, qualitative and quantitative incompetency of teachers, not using appropriate teaching methods and techniques, lack of materials, bad physical conditions in schools, deficiencies in books and problems resulting from students are at the center of problems faced during language teaching process. Although all these problems affect language learning success of a student, as stated by Wilkins (1974; 51), "maybe the most important factor in all learning processes is student him/herself." Similarly, Mcdonough (1986, 130) has indicated that success of students

regarding learning a foreign language is directly or indirectly influenced by their individual characteristics. In other words, it can be argued that individual characteristics of students are a determinant factor in foreign language education. Attitudes is of quite importance among these characteristics.

Attitude

Until today, different philosophers have defined attitude in many various ways with different perspectives. A few of them is as following:

According to Inceoğlu (2000,5), 'Attitude is predisposition of a mental, emotional and behavioral reaction that an individual shows him/herself or any object and social phenomenon depending on his/her experiences, motivation and knowledge." According to Allport (1935, 810), attitude is cognitive and emotional intentions of an individual that arises from his/her own experiences and it has directive and dynamic effects on individual's reactions to objects and incidents s/he would face. According to Smith (1971), attitude is the organization of permanent beliefs as to an object, situation or particular preferred behaviors. Attitude is relatively permanent because it is learned. In the light of these definitions, it can be stated attitudes occur as a result of experiences of an individual, have an organizational structure and emotional and cognitive dimensions.

According to Fidan (1996, 80), attitude is stance of an individual that changes between positive or negative dimensions in respect to an object, tool, person or situation. Similarly, Aiken (1991, 303) defines attitude as an intention to react positively or negatively to a specific object, situation, institution or individual (Cit. Aydoslu, 2005). In other words, attitudes have functional roles in people's lives. So, they play the role of appraisal of judgments. Because when we express our attitude to an object, we actually assess our emotions and opinions as to that object in a positive or negative way (Yılmaz, 2010).

As understood from definitions above, it can be pointed out attitudes are intentions that form behaviors of individuals, lead them and can be observed through their learned behaviors indirectly.

Foreign Language Learning and Attitude

Foreign language is a tool that an individual learns in addition to his/her native language and that enables him/her to communicate with people from different nations or in the same nation with him/her speaking that language. It is obvious learning a foreign language is different from learning the native language because learning processes of native and foreign languages have different characteristics (Ekmekyermezoğlu, 2010, 4). As stated by Kazazoğlu (2013), as native language is inherent, supported by environmental stimuli and embedded in subconscious, individuals have positive attitudes to their mother tongue and learn it more easily. On the other hand, conscious efforts and different cognitive processes are needed for learning a foreign language. As a matter of fact, it has been confirmed through various researches that if positive attitudes to foreign language to be learned cannot be developed, successful results cannot be yielded (Ellis 1994, 199; Gardner, 1985; Horwitz, 1988; Kazazoğlu, 2013, 296).

Having analyzed the literature, it is often faced with studies in which it has been proven that attitudes have powerful effect on foreign and second language learning (Bilgin Aksu ve Genç, 2004, 2). Gardner (1985) considers learning a language without developing positive attitudes to foreign language is a useless effort. He admits attitudes of students as to foreign language are an effective factor in their success or failure in foreign language learning. In this regard, it can be indicated there exists a close relationship between attitude and success in terms of learning a foreign language. Therefore, it is necessary to create environments appropriate for psychological conditions of students so as to reach defined goals within English learning programs. It is crystal clear that in the event that students be willing to learn English, they would make more effort to reach these goals and try to be more positive to the language. In this regard, programs and printed materials which help students to develop positive attitude to foreign language, necessary infrastructure and other opportunities should be provided to education planners, teachers and other persons responsible in this field. In addition, different factors affect occurrence of attitudes. As stated by Mutlu Salman (2011,2), social and economical factors as well are among the most important reasons that determine attitudinal factors in foreign language learning. Because it is thought variables such as socio-economical structure of individual's family and educational level, profession, income of parents play a significant role in occurrence of attitudes.

Having analyzed the relevant literature, it is seen that most of the studies has focused on the relationship between attitudes as to English and success level in this language. Within this context, the purpose of this study is to examine the relationship between attitudes of secondary school students to English and their socio-economical and socio-cultural structures and so, to contribute to the field.

Purpose of the Study: The purpose of this study is to determine attitudes of secondary school students to English classes and the influence of socio-economic and cultural variables which are effective on these attitudes through students' views.

II. METHOD

In this section, information on research model, population, sample and data collection is provided.

Research Model

Scanning method was used in the study. Scanning models are defined as research approaches that aim at describing a situation in the past or at present as it is. (Karasar, 2015, 77). As is known, incident, individual or object that is the subject matter of the research is tried to be described within its own terms and as it is. Within the scope of this research, it is targeted at examining attitudes and opinions of students influenced by different socio-cultural factors as to English classes .

Data Collection Tools

5 point likert scale was used in the study.. Questionnaire scale comprised of two parts. In the first part, demographical question items providing general information about students were included and in the second part, 5 point attitude items aiming at determining students' attitudes to English classes were included. The questionnaire was prepared by scanning the relevant literature and scope and face validity of the questionnaire was tried to be fulfilled through opinions and suggestions provided by English teachers and expert Pedagogues. The items ranked in the questionnaire as "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", "Strongly Agree" were scored with 1, 2, 3, 4, 5. Furthermore, arithmetic mean as to each item was evaluated in terms of admission levels of teachers as to items as following: "1.00- 1.80: Strongly Disagree", "1.81- 2.60: Disagree", 2.61- 3.40; "Neither Agree or Disagree", "3.41- 4.20: Agree", "4.21- 5.00: Strongly Agree" Strongly Disagree", "1.81- 2.60: Disagree", 2.61- 3.40; "Neither Agree nor Disagree", "3.41- 4.20: Agree", "4.21- 5.00: Strongly Agree".

Population and Sample

High schools located at center of Siirt were chosen as the research population. While determining the sample, random sampling method was used and opinions of students studying in schools located in different socio-economical environments were asked. In line with this objective, students from Anatolian high school, high school of science, high school of social sciences, vocational high school, high school of athletics and high school of fine arts in different socio-economical environments of Siirt's city center were selected. The sample's power to represent the population is quite high in random sampling methods.

Data Collection

During data collection process, necessary permissions were taken from Siirt Provincial Directorate of National Education at first, and then the researcher visited schools where questionnaires be conducted and finally questionnaires were carried out after giving brief information about its purpose to students. Questionnaires were carried out with 950 students in total; however, after removing the ones responded by students in an uninterested and wrong way, resting 849 questionnaires were analyzed for data.

Data Analysis

During data analysis, SPSS 21 package program was utilized. Cronbach alpha reliability coefficient of the questionnaire was found 0.96. Descriptive statistics (percentage, frequency, arithmetic mean and standard deviation) of data obtained were calculated. In addition, it was benefited from independent groups test and one-way variance analysis (ANOVA). So as to evaluate data, score ranges regarding each level were determined as following:

- Between 1–1.80 " Strongly Disagree"
- Between 1,81–2,60 "Disagree"
- Between 2,61–3,40 "Neither Agree nor Disagree"
- Between 3,41–4,20 "Agree"
- Between 4,21–5,00 "Strongly Agree"

III. FINDINGS

In this section, tables on demographical information about secondary school students participating in the study and findings acquired from data analysis were provided.

Table-1 Respondents and Demographical Features

	VARIABLE TYPE	N	%
Gender	Male	446	52.5
	Female	403	47.5
Type Of School	Vocational High School	322	37.9
	Science/Anatolian High School	322	37.9
	Social Sciences	107	12.6

	High School Of Athletics	43	5.1
	School of Fine Arts	55	6.5
Class Level	9th Grade	354	41.7
	10th Grade	188	22.1
	11th Grade	263	31.0
	12th Grade	44	5.2
Number Of Family Members	3-5 Persons	225	26.5
	6 Persons And Over	624	73.5
Availability Of Bookcase	Available	547	64.4
	Non-Available	302	35.6
Father-Literate	Illiterate	96	11.3
	Primary School	296	34.9
	Secondary School	157	18.5
	High School	195	23.0
	University	105	12.4
Mother-Literate	Illiterate	366	43.1
	Primary School	285	33.6
	Secondary School	118	13.9
	High School	50	6.0
	University	30	3.4
Profession Of Father	Worker	203	23.9
	Farmer	80	9.3
	Officer	176	20.7
	Craftsman-Merchant	99	11.7
	Freelancer	292	34.4
Income	Lower Than 1000 Tl	266	31.3
	Between 1000-2000 Tl	363	42.8
	Between 2000-3000 Tl	135	16.0
	Between 3000-4000 Tl	52	6.1
	4000 Tl And Over	34	2.8
Success	Very Good	97	11.4
	Good	335	39.5
	Moderate	372	43.8
	Bad	46	5.2
Expression	Oral	552	65.0
	Written	297	35.0
Lecturer	English Teacher	783	92.2
	Out-Of-Field Teacher	66	7.8

Table-2 Descriptive Statistics Results As To Questionnaire Items

ITEMS		X	SD	α	Participation Rate
1.	I like speaking English	3.3734	1.36786	,963	Undecided
2.	I like listening stories in English.	2.8457	1.33476	,964	Undecided
3.	Course hours should be more than now.	2.9058	1.44002	,964	Undecided
4.	English class makes me anxious	3.5571	1.39890	,963	Agree
5.	English classes are often boring.	3.3922	1.38062	,964	Agree
6.	I get bored while studying on English.	3.1979	1.39691	,964	Undecided
7.	English is pleasant and joyful for me.	3.4052	1.39008	,963	Undecided
8.	As I hear the word "English", annoying opinions come to my mind.	3.4511	1.41597	,963	Agree
9.	I have never liked English classes.	3.5194	1.44062	,963	Agree
10.	I would like to take English class in further years.	3.1826	1.48209	,963	Undecided
11.	I am not afraid of mistakes I have made during English class.	3.2662	1.39145	,965	Undecided
12.	English is among classes I do not like.	3.3663	1.41799	,964	Undecided
13.	Studying English makes me happy.	3.2921	1.36825	,963	Undecided
14.	Reading passages in English attracts my attention so much.	2.9446	1.39253	,964	Undecided
15.	Subjects in English classes makes me get bored.	3.1920	1.37262	,964	Undecided
16.	Doing homework given in English class is boring for me.	3.0400	1.48286	,964	Undecided
17.	English means irresponsibility.	3.6101	1.42002	,964	Agree
18.	English is one of lessons I care about.	3.4146	1.37792	,963	Agree
19.	English is a lesson that I manage to learn.	3.6302	1.38977	,963	Agree
20.	I am shy about speaking English in the class.	3.2862	1.43550	,964	Undecided
21.	Without English classes, school life would be more pleasant.	3.3074	1.46047	,963	Undecided
22.	I love studying on English with my friends.	3.0824	1.44972	,963	Undecided
23.	During English classes, time hangs heavy on somebody's hands	3.2733	1.43269	,964	Undecided
24.	I would never get rid of English even if studying it for years.	2.8410	1.41068	,964	Undecided
25.	English classes are useless for me.	3.4923	1.46024	,963	Agree
26.	Compared to other lessons, I study English more willingly.	2.9976	1.38387	,964	Undecided

27.	English classes are attractive.	3.3451	1.37955	,963	Undecided
28.	I think learning English as a second language would give confidence to me.	3.5524	1.42581	,963	Agree
29.	I only fear speaking English during classes.	3.1519	1.39211	,964	Undecided
30.	I think English would make a huge contribution to me in the future.	3.6219	1.47528	,964	Agree
31.	I enjoy doing homeworks and researches given in English class.	3.0683	1.42503	,963	Undecided
32.	I get bored when teacher forces me to speak in English.	3.2556	1.45269	,964	Undecided
33.	I am so willing to learn English.	3.3345	1.42625	,963	Undecided
34.	English is important because it is a new language I am going to learn.	3.5748	1.43717	,964	Agree
35.	English class is necessary for my future career.	3.5041	1.46026	,964	Agree
36.	I am planning to learn English at professional level.	3.3428	1.45176	,964	Undecided
37.	I think English is a waste of time for me.	3.4429	1.48240	,964	Agree
38.	I love studying on subjects related to English class.	3.1578	1.38679	,963	Undecided
39.	I want to be an English teacher in future.	2.6219	1.45435	,965	Undecided
40.	English is as necessary and important as other lessons.	3.5029	1.43747	,963	Agree
41.	I love watching movies in English.	3.2686	1.51516	,964	Undecided
42.	I want weekly hours of English class be decreased.	3.1590	1.46401	,964	Undecided
43.	I study on English in my free times	2.6572	1.38696	,965	Undecided
44.	I love group working during English class.	3.0518	1.46328	,964	Undecided
45.	English is not among lessons I love and be interested in.	3.2497	1.48462	,963	Undecided
46.	I think English is hard to learn.	3.1060	1.42768	,964	Undecided
47.	Time passes so quickly during English class.	3.1508	1.43684	,964	Undecided
48.	I fear from English class' exam.	3.1095	1.44180	,964	Undecided
49.	I want weekly hours of English class be increased.	2.8009	1.45262	,964	Undecided
50.	I enjoy searching words in English and Turkish.	3.2226	1.45568	,964	Undecided
51.	I study English just for passing the exams.	3.1154	1.50027	,964	Undecided
52.	I want to speak English in a fluent manner..	3.7173	1.47389	,964	Agree
53.	I want the number of subjects in English classes be decreased.	3.1213	1.52437	,964	Undecided
TOTAL		3.25	0.84	.96	Undecided

As seen on the table above, it was found that students had a view of " Undecided" for 38 items regarding attitudes to English classes and although not being a very high average, **"Agree"** for 16 items in the questionnaire. On the other hand, as all items were analyzed one by one, it was observed they had a view of "Agree" for 4th, 5th, 8th, 9th, 17th, 25th, 26th items which bear negative meaning and judgment as to English classes. Besides, it was determined they also indicated "Undecided" for most items bearing positive meaning as to English classes. As a result, it can be stated that students generally had a view of **"Undecided"** with 3.25 arithmetic mean.

Table-3. t Test Results of Independent Groups According to Gender

Groups	N	Percentage	Arithmetic Mean	Standard Deviation	F	t	Degree of Freedom	p
Female	446	52.5	3.13	,78	12.15	-	846	,00
Male	402	47.5	3.38	,87		4.43		

As a result of analysis of independent groups t test, it was found there was a significant difference (p=0.00< 0.05)between students as to their attitudes to English classes and this difference was in favor of male students in terms of independent variable "Gender"

Table-4. t Test Results of Independent Groups According to Number of Family Members

Groups	N	Percentage	Arithmetic Mean	Standard Deviation	F	t	Degree of Freedom	p
3 to 5 people	225	26.5	3.19	,90	3.75	-1.14	846	,25
6 people and more	623	73.5	3.27	,818				

As a result of analysis of independent groups t test, it was found there was not any significant difference (p=0.25>0.05) between students' opinions as to their attitudes to English classes in terms of independent variable "Number of Family Members"

Table-5. t Test Results of Independent Groups According to Independent Variable 'Availability of Bookcase in home'

Groups	N	Percentage	Arithmetic Mean	Standard Deviation	F	t	Degree of Freedom	p
Yes	547	64.4	3.33	,84	,901	3.91	846	,00
No	301	35.6	3.10	,82				

As a result of analysis of independent groups t test, it was found there was a significant difference (p=0.00<0.05) between students' opinions as to their attitudes to English classes and this difference was in favor of female students in terms of independent variable "Availability of Bookcase"

Table-6. t Test Results of Independent Groups According to Independent Variable 'Self-Expression'

Groups	N	Percentage	Arithmetic Mean	Standard Deviation	F	t	Degree of Freedom	p
Oral	551	65.0	3.26	,84	,05	,52	846	,59
Written	297	35.0	3.23	,83				

As a result of analysis of independent groups t test, it was found there was not any significant difference (p=0.59>0.05) between students' opinions as to their attitudes to English classes in terms of independent variable "Self-Expression"

Table-7. t Test Results of Independent Groups According to Independent Variable 'Field of Teacher'

Groups	N	Percentage	Arithmetic Mean	Standard Deviation	F	t	Degree of Freedom	p
English Teacher	783	92.2	3.24	.84	.04	-.86	846	0.38
Other Branch Teacher	66	7.8	3.39	.86				

As a result of analysis of independent groups t test, it was found there was not any significant difference (p=0.59>0.05) between students' opinions as to their attitudes to English classes in terms of independent variable "Field of Teacher"

Table-8a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Type of School'

Groups	N	%	X	SD
Vocational High School	322	37.9	3.1720	,88555
Anatolian High School	322	37.9	3.5137	,87310
Social Sciences	107	12.6	2.9495	,64181
High School Of Athletics	43	5.1	3.1055	,52945
School of Fine Arst	55	6.5	2.9012	,39368
Total	848	100.0	3.2531	,84275

As seen on the table above, it was found students from Anatolian High School had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-8b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Type of School'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*	Source of Difference LSD	P
Intergroups	41.480	4	41.480	15.608	,000	Anatolian High Schools-Others	
Intragroups	560.077	843	560.077				0.00
Total	601.557	847					

Through analysis results, it was found there was a significant difference (p=0,02< 0,05) between students' opinions as to their attitudes to English classes in terms of class level.

In order to determine among which groups there was a significant difference, Post - Hoc - LSD Test was used and as seen on the table, it was observed there was a significant difference in favor of students from Anatolian High School.

Table-9a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Class Level'

Groups	N	%	X	SD
9th Grade	354	41.7	3.2727	,81596
10th Grade	187	22.1	3.3563	,87402

11th Grade	263	31.0	3.1339	,83511
12th Grade	44	5.2	3.3691	,90557
Total	848	100.0	3.2531	,84275

As seen on the table above, it was found students at 10th and 12th grades had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-9b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Class Level'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*	Source of Difference LSD	P
Intergroups	6.46	3	2.15	3.05	,02	9th grade-11th grade	0.00
Intragroups	595.09	844	,70			10th grade-11th grade	0.00
Total	601.55	847					

Through analysis results, it was found there was a significant difference (p=0,02< 0,05) between students' opinions as to their attitudes to English classes in terms of class level.

In order to determine among which groups there was a significant difference, Post - Hoc - LSD Test was used and as seen on the table, it was observed there was a significant difference in favor of students at 9th and 10th grades compared to 11th grade.

Table-10a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Education Level of Father'

Groups	N	%	X	SD
Illiterate	97	11.3	3.1358	,67965
Primary School	295	34.9	3.2421	,85908
Secondary School	157	18.5	3.2084	,84207
High School	195	23.0	3.3323	,88141
University	105	12.4	3.3108	,85553
Total	849	100.0	3.2531	,84275

As seen on the table above, it was found students whose fathers were high school or university graduate had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-10b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Education Level of Father'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*
Intergroups	3.242	4	,810	1.142	,33
Intragroups	598.315	843	,710		
Total	601.557	847			

Through analysis results, it was found there was not any significant difference (p=0,33< 0,05) between students' opinions as to their attitudes to English classes in terms of the independent variable 'education level of father'.

Table-11a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Education Level of Mother'

Groups	N	%	X	SD
Illiterate	365	43.1	3.2582	,85289
Primary School	285	33.6	3.1949	,83316
Secondary School	118	13.9	3.3282	,82644
High School	50	6.0	3.2912	,96920
University	30	3.4	3.3883	,61278
Total	848	100.0	3.2531	,84275

As seen on the table above, it was found students whose mothers were university graduate had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-11b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Education Level of Mother'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*
Intergroups	2.24	4	,56	,78	,53
Intragroups	599.31	843	,71		
Total	601.55	847			

Through analysis results, it was found there was not any significant difference (p=0,53< 0,05) between students' opinions as to their attitudes to English classes in terms of the independent variable 'education level of mother'.

Table-12a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Profession of Father'

Groups	N	%	X	SD
Worker	203	23.9	3.3411	,84567
Farmer	80	9.3	3.1838	,74364
Officer	176	20.7	3.2596	,83832
Craftsman-Merchant	99	11.7	3.1826	,84146
Freelancer	291	34.4	3.2306	,86898
Total	849	100.0	3.2531	,84275

As seen on the table above, it was found students whose fathers were worker or officer had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-12b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Profession of Father'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*
Intergroups	2.599	4	,650	,914	,455
Intragroups	598.958	843	,711		
Total	601.557	847			

Through analysis results, it was found there was a significant difference (p=0,45< 0,05) between students' opinions as to their attitudes to English classes in terms of the independent variable 'Profession of Father'.

Table-13a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Family Income'

Groups	N	%	X	SD
Lower Than 1000 Tl	266	31.3	3.1888	,83993
Between 1000-2000 Tl	362	42.8	3.2738	,83737
Between 2000-3000 Tl	135	16.0	3.3120	,84385
Between 3000-4000 Tl	52	6.1	3.3415	,85428
4000 Tl And Over	34	2.8	3.0058	,95087
Total	849	100.0	3.2531	,84275

As seen on the table above, it was found students whose families' income were between 2000-3000 TL and 3000-4000 TL had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-13b. Results of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Family Income'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*
Intergroups	3.167	4	,792	1.115	,348
Intragroups	598.390	843	,710		
Total	601.557	847			

Through analysis results, it was found there was a significant difference (p=0,34< 0,05) between students' opinions as to their attitudes to English classes in terms of the independent variable 'Family Income'.

Table-14a. Arithmetic Mean and Standard Deviation of Students' Opinions As to Their Attitudes to English Classes According to Independent Variable 'Success at School'

Groups	N	%	X	SD
Very Good	97	11.4	3.0815	,68869
Good	334	39.5	3.3503	,80410
Moderate	372	43.8	3.2103	,89324
Bad	46	5.2	3.2551	,92944
Total	849	100.0	3.2531	,84275

As seen on the table above, it was found students whose success levels were **"good"** had a higher arithmetic mean in terms of attitude to English classes. So as to determine whether there exists a significant difference between students' opinions, one-way variance analysis was used.

Table-14b. Result of One-Way Variance Analysis of Students' Opinions As To Their Attitudes to English Classes According to Independent Variable 'Success at School'

Source of Variance	Sum of Squares	Degree of Freedom	Mean of Squares	F	P*
Intergroups	6.694	4	2.231	3.166	,024
Intragroups	594.863	843	,705		
Total	601.557	847			

Through analysis results, it was found there was a significant difference (p=0,02> 0,05) between students' opinions as to their attitudes to English Class in favor of those whose success level was **"good"** rather than those with **"very good"** and **"moderate"** success level in terms of the independent variable 'Family Income'.

IV.   DISCUSSION AND SUGGESTIONS

It was determined that students had a view and perception of **"undecided"** for 38 items regarding attitudes to English classes and although not being a very high average, "Agree" for 16 items in the questionnaire. On the other hand, as all items were analyzed one by one, it was observed they had a view of "Agree" for 4th, 5th, 8th, 9th, 17th, 25th, 26th items which bear negative meaning and judgment as to English classes. Besides, it was determined they also indicated "Neither Agree nor Disagree" for most items bearing positive meaning as to English classes. As a result, it can be stated that students generally had a view of "Neither Agree nor Disagree" with 3.25 arithmetic mean.

It was determined there was a significant difference in favor of males between attitudes of students as to English class in term of independent variable 'Gender'. In this regard, it can be pointed out male students had more positive attitudes to English classes rather than females. This result shows parallelism with the study carried out by (Erbaş, 2013, Kazazoğlu, 2013). However, (Aydoslu, 2005, Yılmaz, 2007, Duman, 2007) founded positive results in favor of female students. On the other hand, it the study of Ekmekyermezoğlu (2012), it was observed students' attention and sympathy to English did not differ in line with gender and gender was a neutral factor in terms of student success.

Besides, it was determined there was not any significant difference between attitudes of high school students as to English class in terms of independent variables 'the number of family members', 'self-expression', 'field of teacher'. It can be indicated these variables do not have significant effect in forming attitudes to English.

In terms of attitude to English class, it was found students in Anatolian High School had higher arithmetic mean. As a result of one-way variance analysis, it can be indicated attitudes of students in Anatolian High schools as to English class are more positive compared to students in vocational high school, high school of athletics and high school of fine arts and this difference is st significant level. Different school types may affect attitudes of students at different levels. Results of study carried out by Yılmaz (2007) show parallelism of this study. In his/her study on university students at 1st grade, Aydoslu (2005) has concluded that "Emotional and cognitive attitudes of students as to English class differs according to type of high school they have graduated."

It was found students at 10th and 12th grades had a higher arithmetic mean in terms of attitude to English classes. Through analysis results, it was observed there was significant differences between students' opinions as to their attitudes to English classes in favor of students at 9th and 10th grade rather than11th grade in terms of the independent variable 'Class Level'.

It was found students whose success levels were **"good"** had a higher arithmetic mean in terms of attitude to English classes. As a result of one-way variance analysis, it was observed there was a significant difference (p=0,02> 0,05) between students' opinions as to their attitudes to English Class in favor of those whose success level was "good" rather than those with "very good" and "moderate" success level.

In the light of results above, it can be pointed out success at school is an important variable in terms of determining attitudes of students as to English. Kırkız (2010) has reached parallel results with this study. Kazazoğlu (2013) has founded a significant relationship between attitude as to English and academic success.

It was determined students whose fathers were high school or university graduate had a higher arithmetic mean in terms of attitude to English classes. However, as a result of one-way variance analysis, it was found there was not any significant difference between students' attitudes as to English class in terms of the independent variable 'Education level of father'

It was found students whose mothers were university graduate had a higher arithmetic mean in terms of attitude to English classes. On the other hand, as a result of one-way variance analysis, it was found there was not any significant difference between students' attitudes as to English class in terms of the independent variable 'Education level of mother'.

It was found students whose fathers were worker or officer had a higher arithmetic mean in terms of attitude to English classes.. As a result of one-way variance analysis, it was found there was not any significant difference between students' attitudes as to English class in terms of the independent variable 'Profession of father'

It was found students whose families' income were between 2000-3000 TL and 3000-4000 TL had a higher arithmetic mean in terms of attitude to English classes. As a result of one-way variance analysis, it was found there was not any significant difference between students' attitudes as to English class in terms of the independent variable 'Family income'.

It can be indicated graduation level of father and mother, profession of father and monthly income of family are not important variables in forming attitudes of students as to English class. In a similar study, Doğan (2008) has founded education and income levels of families do not affect anxiety level of students as to foreign language. However, results of the study Genç and Aksu (2004) carried out on university students and those of Tung (1997) do not show parallelism with this study.

Considering the above-mentioned results, following suggestions could be provided.

- Qualitative researches could be conducted so as to determine the reasons why students show indecisive attitude to English classes.
- In order to make schools more appropriate for effective language learning, necessary infrastructures could be improved. For instance, language laboratory, movie room and reading room where students would easily reach various books, newspapers and magazines in English could be established.
- In vocational high schools, vocational English classes in line with interests of students could be organized.
- It could be pay attention on finding effective education and training activities that would enable students to develop positive attitudes to English.
- Just like in TEOG (Transition from Primary to Secondary Education), English could be included in YGS (Transition to Higher Education) and LYS (Undergrduate Placement Exam), as well.

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