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**SECONDARY SCHOOL STUDENTS' LEARNING CONCEPTIONS AND
ATTITUDES TOWARDS LEARNING FOREIGN LANGUAGE**

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ABSTRACT

The aim of this study is to investigate Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language in terms of variables. 595 students from fifth, sixth seventh and eighth grades in a government school participated in the study. Relational scanning method, one of the quantitative methods, was used in the study. Research data was collected by "Secondary School Students Conceptions of Learning Scale" (CLS) and "Secondary School Students' Attitudes of Learning English Scale" (ALES). According to results mean of CLS was calculated ($\bar{x}=61,37$) and mean of ALES was calculated ($\bar{x}=102,61$). There was a correlation between CLS and ALES Scales. ($r = .581, n = 575, p = .000$) In the study, the effect of gender, ($p = .005, p>.05$), being abroad ($p = .000, p>.05$), habits of reading English books ($p = .000, p>.05$), habits of watching subtitled movies ($p = .000, p>.05$), attending English course ($p = .044, p>.05$) and lastly starting learning English at pre-school ($p = .001, p>.05$) on the attitudes toward foreign language learning were determined. Also, in this study the affect score ($p = .000, p>.05$), having a bedroom ($p = .005, p>.05$), habits of reading English books, ($p = .000, p>.05$) habits of watching English movies ($p = .001, p>.05$), attending an English course ($p = .006, p>.05$) and starting learning English at pre-school ($p = .001, p>.05$) on conceptions of learning were determined.

Linear regression was carried out to test if students' ALES levels significantly predicted three components of conception (Learning as a Personal Change ($F(1,268) = 148.444, p<.001; R^2=.336, \beta=.472, t=13.283, p<.001$), learning as a Development of Social Competence ($F(2,371) = 127.525, p<.001; R^2=.381, \beta=.625, t=16.517, p<.001$), and Learning as Gaining and Using Information ($F(2,221) = 102.652, p<.001; R^2=.336, \beta=.511, t=10.132, p<.001$). A positive correlation was defined between them. Compared to the other two components rate for prediction learning as a development of social competence had the highest levels ($F(2,371) = 127.525, p<.001; R^2=.381, \beta=.625, t=16.517, p<.001$).

Key words: Foreign Language Curriculum, Attitudes, Learning Conceptions



ÖZET

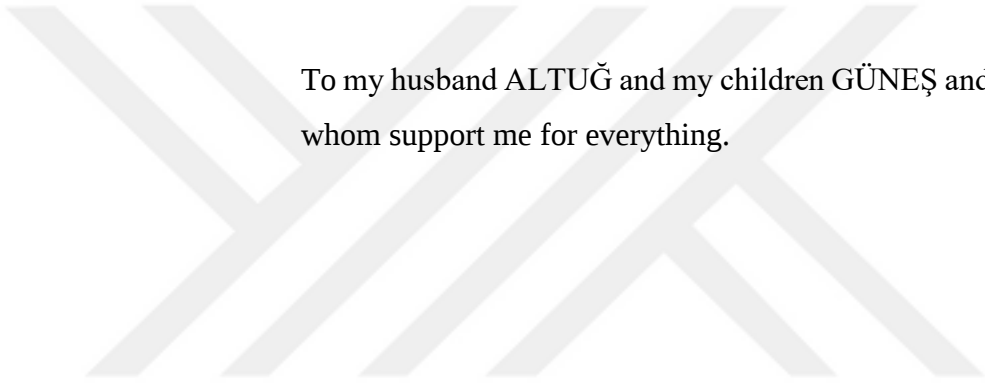
Bu çalışmanın amacı, ortaokul 5. 6. 7. ve 8.sınıf öğrencilerinin İngilizce öğrenmeye ilişkin tutumları ve öğrenme anlayışlarını çeşitli değişkenler açısından incelenmektir. Bu çalışmaya bir devlet okulunda öğrenim gören beşinci, altıncı, yedinci ve sekizinci sınıflardan toplam 595 öğrenci katılmıştır. Araştırmada betimsel araştırma yöntemlerinden ilişkisel tarama yöntemi kullanılmıştır. Araştırma verileri “İlköğretim Öğrencileri Öğrenme Anlayışı Ölçeği” ve “İlköğretim İngilizce Dersine Yönelik Tutum Ölçeği” ile toplanmıştır. Araştırma sonuçlarına göre Öğrenme Anlayışları Ölçeğinden elde edilen puanların ortalaması ($\bar{x}=61,37$); öğrencilerin İngilizce Dersine olan Tutum Ölçeğinin puan ortalaması ($\bar{x}=102,61$) olarak hesaplanmıştır. Her iki ölçek puanları arasında korelasyon olduğu bulunmuştur ($r = .581, n = 575, p = .000$). Araştırmada yabancı dil öğrenmeye karşı olan tutumda cinsiyet ($p = .005, p>.05$), yaş ($p = .001, p>.05$), yurt dışında bulunma ($p = .000, p>.05$), İngilizce kitap okuma alışkanlığının olması ($p = .000, p>.05$), İngilizce alt yazılı film izleme alışkanlığının olması ($p = .000, p>.05$), İngilizce kursuna gitme ($p = .044, p>.05$) ve son olarak İngilizce öğrenmeye okul öncesi yaşta başlamanın ($p = .001, p>.05$) etkisi olduğu belirtilmiştir. Öğrencilerin öğrenme anlayışlarının ise öğrencinin notunun ($p = .000, p>.05$), kendisine ait bir odasının olması ($p = .005, p>.05$), İngilizce kitap okuması ($p = .000, p>.05$), İngilizce film izlemesi ($p = .001, p>.05$), İngilizce kursuna gitmesi ($p = .006, p>.05$) ve okul öncesi eğitim almasının ($p = .001, p>.05$) olumlu etkisi olduğu saptanmıştır.

Öğrencilerin ALES seviyelerinin Yabancı Dil Öğrenmeye Karşı olan tutumun üç ögesi (Kişisel değişim için öğrenme ($F (1,268) = 148.444, p<.001; R^2=.336, \beta=.472 t=13.283 p<.001$), sosyal beceriyi geliştirmek için öğrenme ($F (2,371) = 127.525, p<.001; R^2=.381, \beta=.625 t=16.517, p<.001$), bilgiyi edinmek ve kullanmak için öğrenme ($F (2,221) = 102.652, p<.001; R^2=.336, \beta=.511 t=10.132, p<.001$) arasındaki ilişki anlamlı bulunmuştur. Diğer iki bileşene nazaran,

ALES ile en yüksek seviyede yordama oranı sosyal beceriyi geliřtirmek için öğrenme öğesinin olmuřtur ($F(2,371) = 127.525, p < .001; R^2 = .381, \beta = .625, t = 16.517, p < .001$).

Anahtar kelimeler: Yabancı Dil Öğretim Programı, Tutum, Öğrenme Anlayışı





To my husband ALTUĞ and my children GÜNEŞ and GÖKTUĞ
whom support me for everything.

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ABBREVIATIONS

CLS: Conceptions of Learning Scale

ALES: Attitudes of Learning English Scale



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1. INTRODUCTION

In every part of the life, mankind is pursuing to gain information. Reaching this goal is possible only with education. Education is the process alteration of human behaviors deliberately with the aim of improving their knowledge. Moreover, it encourages and foster learning.

To make it clear, from past to present, a unique definition of education does not exist. It is possible to across with different definitions of education. While the important majority of these definitions' attributes a positive meaning to education some of them define it as a negative action which interfere the nature of human.

According to Ertürk (1985), education is a process which creates changes in individual's behaviors through their own experiences and lives. Likewise, Demirel (2005) describes education is a process concerns creating behavioral changes through one's life and enculturation.

Çilenti (1985) has a similar definition with them, except a minor difference; according to Çilenti, education is in conjunction with concept of learning. Learning is a behavioral change or an occurring of a new behavior. But education is a process which involves creating desired behavior by the community (Gümüş, İ., Demir, Y., Koçak, E., Kaya, Y., & Kırıcı M.,2008).

Supporting them, Senemoğlu (2012) defined the education is enculturation of an individual purposely. Similarly, may be seen as acquiring necessary information, ability and attitudes and behaviors to socialize. In other words, adaptation of a community requires education which means gaining necessary information, ability attitudes and behaviors (Bahar H., 2017).

All these definitions indicates that education does not have a timeline destination. It lasts from birth to death. It may occur planned or randomly. Education develops via the interaction with family, school, and environment. In consequence of these interactions' education occurs formal, informal, and non-formal settings (Iqbal, M. J., 2009).

1.1. Curriculum Development

Education plays a critical role in the shaping of tendencies and self-realization of the individual. On the other hand, education is one of the most important issues as it directly affects the economic, social, and political developments of societies. Therefore, an individual has two main goals: on the one hand self-realization, on the other hand being beneficial to society. To achieve these goals individuals, need to receive qualified education in order to grow and develop with appropriate requirements of today's and future's life. Qualified education may be provided through well planned and implemented curricula focusing on effective learning. Therefore, the issue of developing curriculum to give functional meaning to education and training should be considered seriously. Since curriculum is the basic guide which is prepared by experts, it determines the general and specific qualifications of individuals and direct the regulation and direction of education.

In order to meet the needs of both students and the society, curriculum must answer questions such as "Which qualifications will students acquire with which curriculum?" In another word, it becomes important to define which schools and what kind of curriculum are necessary to develop individuals and society. In this way, unnecessary waste of time, financial resources, labor, energy, and other resources allocated for education may be prevented. All these, require well curriculum development (Oliva & Gordon, 2018 p.5). The creation of the curriculum is not just about the processing of papers. It is the creation, in reality, of a prepared curriculum with a research approach. At the same time, a continuous, systematic, and

implemented method involves correspondence from the center to the school and from the school to the center, and a cyclical assessment is required (Koç, Y., Işıksal, + Bulut, S., 2007). In this way, curriculum may be developed in accordance with the characteristics and needs of the target group with as few errors as possible (Fer, 2019).

Addressing the emergence of the field of curriculum development as a discipline is deemed significant from a historical perspective to illustrate its historical origins. Historical roots are of considerable significance in terms of the roots of the definition and mechanism of curriculum development and the degree to which it is within this timeframe and in terms of the participation of service providers and the views of service providers in this area. Previous curriculum creation techniques and frameworks can be a source of inspiration in the preparation and concept editing phases of curriculum development studies. Similarly, the improvements and innovations at each point of the curriculum implementation process should be analyzed in the same manner. Historical bases of curriculum growth have been researched from this point of view, in keeping with change in Turkey and abroad, up to now.

Before focusing historic development of English Curriculum in Turkey, it is necessary to define the term of curriculum. Owing to the unclear limits, several suggestions have been made on the length of the service over the years. People made various statements about the initiative on the grounds of their philosophical views. Any of these comments can be given as follows:

- What is learned at school.
- A collection of concepts.
- A program of study.
- A collection of materials.
- A collection of lessons.

- A collection of achievement expectations.
- All that happens at school, including extracurricular sports, mentoring and interpersonal relationships.
- What is both learned within and outside the classroom, as instructed by the school.
- What is all organized by the school staff.
- What is a collection of lessons taught by students at school.
- What students learn as a result of education on an individual basis.

It may be concluded from descriptions; the curriculum may not be seen in a narrow or broad way (school-directed experiences of students inside and outside the school). The effect of numerous ideas on the curriculum on schools will differ greatly. A school, for example, that embraces the curriculum as a collection of subjects, has a far easier job than a school that assumes responsibility for the interactions of students both within and outside of the school. It is shown that there are variations in the meanings of education specialists for the curriculum.

One of the first writers in the curriculum field, Franklin Bobbitt (1986), discussed the curriculum as a set of things that children and adolescents need to do and experience by developing the skills needed to accomplish the work of adulthood successfully and become adults in all respects. (Oliva & Gordon, 2018, p.5).

These changes should occur due to experiences gained. When addressing the requirements for offering curriculum improvement learning experiences, by listing the components of the curriculum, Taba (1971) described the program. Taba stated that each curriculum contains internationally similar elements such as priorities and objectives and diverse approaches to content determination and control that form learning and teaching

practices and concludes with an evaluation process aimed at deciding whether the curriculum's goals have been achieved (Oliva & Gordon, 2018 p.6).

Robert M. Gagné (1962), who has been approached with a different viewpoint on identifying the curriculum. Gagné's view was largely shared with Mauritz Johnson (1974). He described the curriculum as "a structured set of intended learning outcomes." Johnson characterized the curriculum as "the output of the curriculum development system and the input of the education system" Albert I. Oliver (1977) equated the curriculum with the school curriculum and separated the curriculum into four fundamental elements: "(1) the curriculum of studies, (2) the curriculum of experiences, (3) the curriculum of services, and (4) the implicit curriculum." To these components, Oliver applied an abstract definition of the curriculum that incorporates the principles promoted by the school, the variations in the priority assigned by various teachers to the same subject field, the teachers' motivation, and the school's physical and social environment. (Oliva & Gordon, 2018 p.6).

Many researchers have similar definition of curriculum. For example, the following description of the curriculum was proposed by Galen Saylor, William M. Alexander, and Arthur J. Lewis (1981): "We define the curriculum as a plan to provide a range of learning opportunities to those to be trained." As the years go by, you will find some broadening of views on the school curriculum. Geneva Gay (1990), writing on the non-segregation of the curriculum, has introduced a wider definition of the curriculum: "If we are to excel similarly, we need to widen our understanding about the curriculum to include not just the substance of the course, but the whole community of the school. Michael Connelly (1992) argues that the curriculum is no different than a "living space" guided by teachers as curriculum makers. A school curriculum is described by Ronald C. Doll (1996) as it is the structured and informal content and mechanism by which students learn knowledge and understanding, improve their

talents, change their attitudes, respect, and values under the auspices of the school (Oliva & Gordon, 2018 p. 7).

Curriculum development, in tandem with social trends, in terms of the general and particular goals of the curriculums, course subjects, instructional methods and assessment methods, etc., is the job of correcting, strengthening, and generalizing the suggested improvements since they have been tried Özdayı, (2019). Varış, (1996), one of the pioneers of curriculum development activities in Turkey, defines it as "all coordinated activities aimed at creating material and activities structured with suitable strategies and techniques to successfully meet the aims of national education and school, both within and outside the school. (Koç, Y., Işıksal, M., & Bulut, S., 2007) Curriculum development was also described by Demirel (2002, s. 6) as "a set of dynamic relationships between the objectives, content, learning-teaching process and evaluation elements of the curriculum.

1.2. English Language Teaching Curriculum in Turkey

With the effect of the globalization English has become the most used language all over the world. For this reason, people try to learn English to communicate with other cultures, people. English is used widely in international relationships (Crystal, 1997). The increasing rate of using English spread the European countries rapidly. Then they started to teach English at early grades. Moreover, their curriculum involved English at the age of six (Haznedar and Uysal, 2010). These developments in the world of course affect the Turkey too. Turkey tried to prepare their citizen to this global wave. English has been given importance since the establishment of The Republic in Turkey. There have been several attempts to educate foreign language teachers by sending them abroad (Kırkgöz, 2019). Foreign language teachers were educated at teacher institutes until 1980s, then this education assigned to the Faculty of Foreign Language Education. Growing popularity of English influenced the curriculum of English Language

Teaching Curriculum gradually. Firstly, in 1997 Teaching English to young learners added to the curriculum, students interned for three terms. These revises in the curriculum aimed to train competent English teachers. So, this new curriculum included acquisition of second language, technique of foreign language learning, teaching English to young learners instead of translation or literature lessons. Mustafa Kemal Atatürk leaded to run in teaching by including foreign language into the curriculum within modernization movement. In addition, number of foreign language schools is fixed, and they were included to ministry of national education. English is a compulsory subject to graduate from secondary school since 1924.

After World War II in 1950s English became the most preferred subject at primary, secondary, high school, and university in Turkey like rest of the world. Parents who give importance to learning English, direct their children to learn English an earlier age, in this way their children may be able to have economic, cultural, and educational chances (Fojkari, M. D., Skela, J., & Kovac, P., 2013).

In the middle of the 90's it was seen that parents tried to provide opportunities to send their children to foreign language, especially English intensive schools. Firstly in 1997 English is added to curriculum at grade 4. Because most of the research indicated that at the early age's students learn English easily and effectively.

These changes were added to the curriculum because through years in Turkey English were taught in a way against nature of learning. A baby starts listening from mother's womb and this process continue nearly two years. Right after that speaking ability develops gradually and during the primary school life literacy starts to develop. But English is thought intensive grammar for many years. By means of updating the curriculum in 2003 and 2008 it was turned back the natural language learning and from second grade we apply an English education based on listening and speaking. With this new system students meet reading and writing partial at fourth grade and get listening and speaking education by the end of the eighth grade.

English language education continued by the same way in high school. English Language learning procedure reached more effective and efficient dimension with this new system. Starting teaching English from second grade supported the “acquisition threshold” principle of Lenneberg (Dekeyser, R. M., 2018) and Krashen (1982) which proved the importance of the learning English at the early ages. Another important basic principle of this new curriculum is it is focused practice which is coherent with Europe common application text. It is aimed to teach English through using and living it by supporting an appropriate ground and prepare a learner autonomy in frame of constructivist approach. This provides learner an ability to learn English in an environment without a teacher. Thanks to the last updating in curriculum, we see the implicit values such as friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism in textbooks. This means that this curriculum provides students to recognize and protect their own identity and transform this procedure to an extra gain by learning a new culture.

Education system includes English from second grade to graduation from high school, for different hours per week. At the university level, English is also compulsory. English at a level is compulsory for many universities. For whom does not pass necessary exam is subjected to prep class.

Despite students start learning English from second grade, students have difficulties to achieve the goals of English learning. In most of the cases, English in Turkey is taught and learnt only as a foreign language. In another words it is not used outside the classroom. According to lots of different research, neither quality nor rate of English learning is satisfactory. There may be some factors affecting the learning outcomes. It may derive from students, from the environment like family, friends, teachers, learning, achievement, etc. (Abidin, J., M., Z., 2012). At this point students’ conceptions and attitudes have critical role in language learning.

In Turkey, a new education reform movement has started in 2003. The new curriculum aimed to create learning environments in which students can express their ideas and actively engage, while also connecting different disciplines and using various teaching strategies within the enriched framework. (MONE, Elementary School Mathematics Curriculum Draft, 2005a; Elementary School Social Sciences Curriculum Draft 2005b; Elementary School Social Sciences Curriculum Draft 2005c; Elementary School Life Sciences Curriculum Draft 2005d; Elementary School Turkish Curriculum Draft 2005e). That curriculum was designed from the start to be closely related to in-service preparation and the enhancement of school facilities, with a focus on the fundamental requirements of children's awareness and skills, learning, feelings, attitudes, desires, self-confidence, values, anxiety, self-regulation, psychomotor development, and social skills. As a result, the curriculum seeks to define instructional goals that will help students improve their problem-solving abilities. The following are the goals for improving the individual fundamentals:

- recognizing each student as a unique individual with distinct personal characteristics.
- fostering academic, professional, and personal achievement in one's life.
- allowing experiences to boost personal satisfaction and professional success by reinforcing intrinsic motivation.
- fostering environments that encourage the development of lifelong skills such as innovation, entrepreneurship, and scientific, analytic, and critical thinking.
- promoting psychological and physical well-being.
- emphasizing metacognitive skills; and
- offering learning opportunities that endorse diverse viewpoints

As a result of this reform movement English Language Teaching Curriculum was in 2005. The constructivist method and Communicative Language Teaching standards were the core

concepts of that curriculum. Multiple intelligences theory was also incorporated into new tasks since it was thought that various activities for young learners could promote an efficient teaching environment. Unlike some previous reforms this curriculum focused on grammatical form classification, the current curriculum places less focus on grammar and is structured to improve all language skills through a variety of communicative activities. The program's content was then greatly expanded, with 40 units covering a variety of topics related to everyday English use. To develop young learners' cultural understanding and intercultural communication skills, the new curriculum includes new concepts and cultural elements. Another breakthrough is the use of constructive tasks and task-based homework to improve the evaluation of young learners

Then in 2017, all courses in Turkey's EFL curriculum for primary and secondary schools were revised, and they were implemented throughout the country in 2018. The modern curricular model stresses the use of language in a genuine communicative environment. Since no single language teaching methodology is thought to be versatile enough to meet the needs of learners at different stages and to accommodate a broad variety of learning styles, an eclectic combination of instructional approaches has been introduced, based on an action-oriented approach to enable students to experience English as a means of communication (MoNE, English Course Curriculum 2013). Furthermore, the current curricular model emphasizes language learning as communication in order to impress upon students the importance of English as a means of relaying needs and desires, expressing thoughts and values, establishing relationships, and so on.

It was stated that in the new curriculum the majority of Turkish students were unable to communicate in English, which was due to the language's status as an academic prerequisite rather than a communication tool. (MoNE, English Course Curriculum, 2013)

Kırkgöz (2009b) stated that Turkey must address current inconsistencies between idealized macro policy goals and their implementation in micro-level teaching situations. Around the same time, Turkey's English language teaching system needed to be improved in order to benefit both English teachers and young students.

Altan (2017) also said on paper, everything seems to be in order. Erdem and Yücel-Toy (2017) stated that about issues caused by class size, a lack of a planned curriculum, and a lack of a coursebook. Erdem and Yücel-Toy also reported that the most critical things to consider when developing an English program for foreign language-oriented students are the students' preparation. Similarly, Dilekli (2018) stated that because of the heavy curriculum, teachers complained about an overburdened curriculum and issues with limited time.

Lastly Yücel, Dimici, Yıldız and Bümen (2017) analyzed how English language curricula released in the last 15 years were implemented. They discovered that the communicative approach was introduced in secondary school curricula but could not be implemented as other research indicated, and that in secondary school programs, students' desires and needs were overlooked in content and objective design.

It has been proposed that student-centered classroom environments should be structured to encourage students to actively participate in their own learning. The aim of student-centered instruction is to replace rote memorization with understanding learning (Hiebert et al, 1997).

Students should also be encouraged to collaborate in order to efficiently interact and reflect on their learning. (Johnson and Johnson, 1990; Hiebert et al, 1997). This may enable them to express themselves and boost their self-esteem (Bandura, 1986). Students should eventually enjoy their own learning, according to the current curriculum. Furthermore, the program should recognize and encourage extracurricular activities as an important part of student learning.

Furthermore, Learner-centered curriculum allows students to take a more active role in planning their own learning experiences, allowing them to achieve two main goals. One, Learner may help shape the curriculum, meeting the needs of a variety of contextual topics, including a modern situational personal culture. Two, Students' participation is structured in such a way that they participate in meta-learning, which allows them to learn about the design and construction of purposeful learning activities. (Ernes & Cleveland-Innes, 2003).

Beside these, A learner centered program makes use of a variety of educational experiences, but the student is involved in the process of planning and choosing those experiences. This opens the possibility of breaking down conventional curriculum barriers. It implies that in a learner-centered program, our conventional view of what and how things should be learned at various levels would be questioned. (Ernes & Cleveland-Innes, 2003).

All these research show that an effective curriculum should be learner centered. Preparing an affective learner-centered curriculum requires knowing the learner well. This study was designed to find out the learning conceptions and attitudes towards learning foreign language.

1.3. Learner-Centered Curriculum

The American Psychological Association has accepted five domains of psychological values, which include essential factors that have been described as influencing learning: meta-cognitive and cognitive, affective, developmental, personal, and social, and individual differences (Stark & Lattuca, 1997). All instructional practice in the classroom should be guided by this fundamental knowledge. Moreover, the standard learning method was lecture-based and instructor-centered, with course-by-course examinations.

Progressive educational thinking, on the other hand, indicates that this approach to learners is only cognitive, that students remain largely inactive or even passive, and that the notion that large numbers of students could be given the same material and learn the same thing

is a mirage. (Peters, 2000). It is inevitable for the learner to be active in the learning process. This can only be possible by putting the learner at the center of the curriculum.

The Word “learner” refers to the role that a group of students plays in a program: learners as a whole, and as a term that refers to each individual's specific characteristics as they perform this role of learner. The word "centered" refers to the concept that the learner can serve as a constant point of reference, but not the only one. The use of a learner-centered program entails a number of things. It aids in the understanding of curricular decision-making processes. Both program and course-related decisions are infused with it.

In a learner-centered curriculum, 'learning outcomes,' or the outcomes of this process, are known as part of 'learning outcomes,' or the effects of this process. This often-overlooked aspect of learning should be made clear in the curriculum's foundations. Learner-centered curriculum will allow students to take a more active role in the design of their own learning experiences, which they will be able to do for the rest of their lives.

A learner-centered program makes use of a variety of educational experiences, but the student is involved in the process of planning and choosing those experiences. This method often considers the students' developmental levels. The learner's position is defined by their academic ability rather than by conventional assumptions. This opens the possibility of breaking down conventional curriculum barriers. It implies that in a learner-centered program, our conventional view of what and how things should be learned at various levels would be questioned. At the same time, as an active participant in the process, they are more likely to comprehend and embrace the existing structural formats (Emes & Cleveland-Innes, 2003).

With the aid of rich and authentic life circumstances, learning-centered curriculum design aims to achieve the required learning objectives. In other words, learners' perceptions of the teaching and learning environment influence their learning approaches. (Fry *et al.*, 2009) For example, knowledge transfer practices and teacher-centered approaches lead students to

choose a surface rather than a deep approach to learning. In this regard, it is reasonable to conclude that in learning-centered classrooms, a deep approach is likely to be favored (Trigwell *et al.*, 1999).

Some abilities learner acquires with a learner centered curriculum are:

- Thinking both critically and creatively
- Problem-solving analysis
- Abstract thinking and its applications
- Skills in interpretation and evaluation
- Resolve their academic, professional, and ethical issues.
- Make a link between theory and reality.
- Work both independently and collaboratively.
- Communicate meaning in a professional and efficient manner.
- Engage in constructive dialogue with people from different cultural and linguistic backgrounds.
- Understanding the World from a vary of perspectives.

1.4. As a curriculum component learning attitudes and conceptions

All the students come across the same curriculum but some of them are successful while the others have important learning difficulties. In the same class what is the reason for this discrepancy? Maybe to answer this question firstly meaning of “learning” should be investigated.

Learning is not a simple process that is easily defined. Maybe the most popular definition of learning is: Since learning is a complex process, it cannot be defined easily and has many definitions that varies due to point of view. The most common definition is that because one’s

experience, learning changes one's behavior permanently and does not wash away like a temporarily disease. (Alamdarloo, G. H., Moradi, S., & Dehshiri G. Z., 2013). There are lots of definition of learning like this, in the light of the common features of these definitions the most important characteristics of learning are as follow (Senemoğlu, 2012):

1. There should be an observable change in the behavior.
2. The changing in the behavior should be continuous comparatively.
3. The changing in the behavior should be result of an experience.
4. The changing in the behavior should not be occur under the effect temporal cases such as tiredness, illness, or taking a medicine.
5. The changing in the behavior should not be a result of only growth.

These explanations are not consisting of the learning cognitive processes and personal, social, and emotional perspective of learning (Entwistle & Peterson, 2004).

According to Wenden (1999), learning definition includes different attitudes and conceptions about learning and they cannot be seen different part of context, moreover they are dependent to the context. Furthermore, there are not lots of study about insight of students' learning attitudes and conceptions (Benson & Lor, 1999). Research on students' learning attitudes and conceptions are mostly phenomenographic research which is focusing on how students see the environment around them. Generally, students were asked open ended questions then they categorized the answers on the basis of similarities or differences. Phenomenography ignores the evaluation of attitudes and conceptions; it only concerns misconceptions of reality. Because Phenomenographic research are conducted with interviewing students or analyzing students written open ended answers, it is hard to use big sample size which is not simple to establish and test theory. In this study we used Scales can be used with larger groups.

To illustrate the way, we teach, or the way students learn it is essential to focus on learning attitudes and conceptions. While whole class carry out the same performance, their conception makes the learning situation different. Furthermore, these attitudes and conceptions can affect their learning process badly. In these cases, teachers have a big responsibility to decrease these wrong attitudes and conceptions pretending student learning. (Altan, 2006). To achieve this goal, it is critical to know students well. And this requires developing a learner-centered curriculum. Constructivist and brain-based learning processes consider learner-centered curriculum important. Planning an effective learner-centered curriculum requires knowing learner deeply.

Knowing the features of the learner always makes the job of programmers easier. Knowing the characteristics of the learner involves recognizing the interests, abilities, needs and expectations of the learner. Program developers who know these features of the learners prepares their program to fully cover these features and does not have difficulty in attracting the attention of the learners. For example, if a grade curriculum involves the themes attracting that age, students easily take part in learning environment and as a result of this they learn more. In another word when programmers know the themes learners like, they do not have to try to find themes they should insert to curriculum. This means both time and effort saving.

1.5. Learning Foreign Language

The way people use to express feelings or thoughts by using signs or speaking is called language (TDK, 2020). Language is a communication tool, and it is connected to a culture with its roots. Learning Language is a process which consists how people understand and speak a language. Learning a language does not consist of memorizing the grammar and vocabulary (Özbent, 2008). Being able to use a language effectively means using it at the appropriate time and place (Polat, 2012). Learning a foreign language means learning a new world. When you learn a new language, you explore new countries, new people, new cultures.

In spite of purposes, context and needs vary for learning English as a foreign language. As a rule of thumb, it is very necessary, moreover a must, in the globalized world. So, learners enhance different conceptions and attitudes toward Learning English.

For example, according to Klatter, Lode- wijks, and Aarnouste (2001) each person has different ideas on learning, such as learning consequences, learning necessities, or learning purposes.

Because people have different purposes on learning, their conceptions and attitudes are unique. So, attitudes and conceptions of learning may affect the achievement of learning. They may also have effects on lots of academic outcomes.

There are lots of positive and negative factors affecting the students' attitude and conception they develop to learning. In the light of various studies on foreign language learning, researchers agreed on students' metacognitive awareness is one of the most important key factors in the learning a foreign language.

Learning a language involves, listening, speaking, reading, and writing. Speaking is the most challenging skill in Turkey. Nowadays, Learning Foreign Language concentrate on cognitive dimension of Learning Foreign Language. These researches prove that every single student has unique approach to learning foreign language issue. (Baş, 2014). In the process of learning each student comes with their own experiences, characteristics, expectations, and cultures. Moreover, each one is unique for each student. These variations may be the results of learners' conceptions of language learning (Sakui & Gaies, 1999).

Holec (1981) recommends throwing off the negative effects of misconceptions language learners should go through a psychological preparation (Altan, 2006).

1.6. Attitudes of Learning

Attitude is a type of Scale that allows the analysis of the change of attitudes, ideas and thoughts through the answers given to the questions asked by the scientists (Payne and Payne, 2004). So 'Attitude' is an individual reaction, it refers people's feeling and form his/her actions. In a similar way, Johnson & Johnson (1999 pg. 10), defined the attitude as attitudes may be options, beliefs, ways of responding to some set of issues. They may not be verbally formulated until someone asks; they may be created from haphazard experience, or they may be the result of intentional thinking. They may comply or not with cultural or peer-group norms. As such, they are vague, loose, and difficult to capture. They can exert considerable control over the behavior of a learner in various ways, and therefore may be directly or indirectly linked to levels of accomplishment.

Gardner (2003) illustrated attitude as giving a reaction to something according to individual's own ideas, believes, background, culture. He also added the concept of attitude is complex, so it has various of descriptions. He defined is at as evaluable reactions of human. He declared that attitude has cognitive and affective components. Gardner pointed those attitudes may be identified by behaviors but sometimes they cannot be observed directly (Akkuş-Çakır, N., & Ünlü, N. A., 2019). Supporting Gardner, Lo Castro (2001p. 72) stated that the relationship between attitudes and behavior is certainly hard to predict. Each person can develop different attitudes towards different situations, influenced by various reasons.

Like them, Siregar (2010 p. 72) declared that attitudes exemplify the inner thoughts, feelings, and tendencies in actions in the different contexts. He also indicated some aspects of it: they are learnt, they are not inherited, they are stable, they persist. It is certain that attitudes are unique, they may make students value the learning environment and outcomes, in this case Siregar (2010 pg. 66) declared that attitudes have a crucial effect on language growth or decay, restoration or destruction.

There may be some factors affecting the learning outcomes. It may derive from students, from the environment like family, friends, teachers, learning, achievement, etc., (Abidin, 2012).

Moreover, when the result of a research done by Fayeke (2010) investigated, it was seen that attitude is the most major factor affecting language learning (Abidin, 2012).

1.7. Attitudes towards Learning Foreign Language

Nowadays, researchers done Foreign Language Learning have focused on attitudes toward English language because the importance of the learning English spreads dramatically.

Of the most important indicator of learning a foreign language is reaching the proficiency level for student. When accounting this variation, quality and quantity of input, age, aptitude, and attitude have been considered. (Bidin et al., 2009; Friedrich, 2000; Fırat, 2009; Gömleksiz, 2010). Lots of studies indicated that positive attitudes towards foreign language learning improve students learning potential, students with positive attitudes mostly have high marks. (Sutarso, 1996). On the other hand, if a student has a bad experience on learning foreign language, he / she may generalize this manner to all procedure of learning a foreign language, and this bad attitude may decrease the success of the student. The attitudes of lots of variables such as students, teachers, parents, peers are very crucial and help to detect the success achievement in learning process.

Khalaf Ibnihan (2017), classified the attitudes into three interrelated associated constituents called cognitive, affective, and behavioral (Isti, M., & Istikharoh, L., 2019). As Meul Isti, Lutfi Istikharoh (2019 p.95) said the cognitive component includes the attitudinal object's beliefs, thoughts, or viewpoints. The affective component relates to the feelings and emotions of the individual towards an object, whether he or she likes it or dislikes it. The

behavioral element includes the tendency to embrace specific learning behaviors.

While Karahan (2007 p.75) indicated three characteristics of attitudes: cognitive, evaluative, and behavioral. Moreover, Dede declared that language attitudes involve cognitive, affective, and behavioral qualities. In the view of these descriptions' attitudes, in the context of foreign language learning may be explained as feelings, perceptions or behaviors towards a language itself, a culture or a group of people (Diallo, 2005, p.29).

The emotional part of the attitude is an affective component. The acceptance of learners towards learning, the reactions of learners to English learning, appreciation of English learning, organization of a good habit or consistency and practice of English are some characteristic indicators (Isti, & Istikharoh, 2019).

Nearly all the indicators cannot be observed directly because people's feelings cannot be seen. For example, readiness of the student about learning, their conceptions, their stability, how they practice English inside or outside of the classroom (Isti, & Istikharoh, 2019).

Cognitive component involves students' beliefs of the language learning which concerns acquisition and understanding of the language. It is about brain and mental exercises. (Isti, M., & Istikharoh, L., 2019). Bloom categorized these domains in to six degrees. These are memorizing, understanding, analyzing, composing, producing, and evaluating. To accomplish these components, students should come to classroom and involve all the process.

In a specific case, the behavioral dimension concerns an action or behavior. This factor is subdivided into seven degrees. These are vision, preparation or activity, the capacity of students to mimic or direct responses, the trust of students to make those gestures starting with customary movement, complicated movement, modification of movement patterns and imagination (Isti, & Istikharoh, 2019).

According to behavioral component nearly all the exercises are done by movements. Observation in classroom is used for this component because movement can be seen directly.

1.7.1. Factors Affecting Attitude of Learning

How students act in the classroom is affected by various factors.

First, parents. As stated by Gardner the most significant element affecting active or passive parents, as reported by Gardner (1977), is parents. The role of parental impact on attitudes towards the learning of foreign languages is also important (Demirtaş, 2007; Kızıltepe, 2000; Tavi, 2009). For instance, Fullan (2001) noted that the closer the parent is to the child's education, the greater the impact on the development of children and the achievement of education. In addition, Gardner (1985) found out that unfavorable foreign language learning by parents may have a detrimental impact on the attitudes of students towards learning foreign languages (Akkuş-Çakır & Ünlü, 2019). Second, Gender. One of the most important components affecting the attitude of foreign language learner is gender. There are lots of research on the effect of gender on students' foreign language learning attitudes, the results are not consistent. (Atlı, 2008; Aydın, 2007; Gömleksiz, 2010; Kobayashi, 2002). Males and Females students' attitudes are in different level toward the foreign language learning. The effect of gender difference in attitudes has three aspects; these are cultural effects, employment needs and image of the target language (Rees, 1987; Kobayashi 2002). When looking at the cultural component, in some societies females do not get support on achievement at school so this has a bad effect on improvement of attitudes toward the foreign language learning. (Hawley, 1971). Another research on gender effect showed that girls has more positive attitudes towards to foreign language learning because of their future carrier possibilities. (Loulidi, 1989). Besides these Pennycook (2004) and Carr and Pauwels (2006) declared that foreign language learning was admitted a 'girl-appropriate' content.

Third, Teachers. They are the professional characteristic may affect students' attitudes. Moreover Gardner (1977) also stated that teacher has an important effect on students' attitudes.

Fourth, Learning climate and classroom task. Key factors that dictate the climate are acceptance of the teachers, available resources, and physical environment of the class. (Isti& Istikharoh, 2019).

Fifth, reference group. Students' friends and peers may affect the students' attitudes in good or bad way. (Isti& Istikharoh, 2019).

Sixth, Personal Experience. Directly individual experience may affect the attitudes of the student separately from the other variables. (Isti& Istikharoh, 2019).

The last, mass media. The media especially nowadays social media may affect the attitudes of the students. (Isti& Istikharoh, 2019).

1.7.2. Factors Affecting the Attitudes towards Foreign Language Learning

Because the attitude towards foreign language learning get attention lots of research have conducted. Most of the studies on the relationship between attitudes towards foreign language learning and language achievement. Also, there are lots of factors affecting the attitudes. Previous studies on attitudes toward foreign language learning proved that attitudes have a critical role in learning English. It is concluded that attitudes towards foreign language learning have a crucial role in students' inner mood, so in learning.

We have a rich literature on factors affecting the attitudes towards foreign language learning in other countries.

Many researchers (Dörnyei, 1990; Dörnyei & Ottó, 1998;) indicated that attitudes are crucial component of learning a foreign language and its culture. Moreover, lots of research were done to prove the positive effect of the attitudes towards foreign language learning.

(Bartram, 2010; Hermann, 1980; Masgoret & Gardner, 2003). To support these studies if students have positive attitudes towards foreign language learning they higher level of success than students with negative attitudes (Donato & Antonek, 1996; Donato, Antonek, & Tucker, 1994).

Gardner (2003) indicated that there is a significant relationship between attitude and success; their attitude is crucial to determine the level of success in foreign language (Akkuş-Çakır, N., & Ünlü, N. A., 2019). Lots of studies proved that there is a close connection between attitudes and achievement. (Haitema, 2002; Liu, 2007; Malallah, 2000; Petrides, 2006; İnal et al., 2005). Besides, in their study, Hussein, Demirok and Uzunboylu (2009 p. 432) proved that students' attitudes towards foreign language learning have a strong relationship between their academic achievement.

Chamber (1999) stated that "Learning happens more easily, when the learner has a positive attitude towards the language and language learning." (Genç, & Aydın, 2017).

Besides these, researchers have also investigated the relationship between attitudes towards foreign language and different variables such as learning strategies, gender, anxiety (Karahan, 2007 p.74).

Dimitroff & Alhashimi (2018) studied on the correlation between the reported level of attitude towards English and engagement while learning English. The study showed that there is a significant relationship between two variables. This research proved that the more positive attitudes cause the more feeling of engagement.

Chamber (1999) stated that learning happens more easily, when the learner has a positive attitude towards the language and language learning (Genç, S., & Aydın, 2017). Eshghinejad investigated for what reason students learn English, study result showed that

students tried to learn English not only to pass the class. They involved the process because they like English. (Zuo, Weaver, MacRae, & Wang, 2019).

Searching correlation between one's attitude toward a foreign language and his/her level success of level in learning process may illustrate the situation. Gardner and Lember (1972) proved that attitudes of student is the most important variable affecting the language learning. (Akkuş-Çakır, & Ünlü, 2019).

Moreover, Williams and Burden (1990) state that learners do not always have a passive role, moreover, individual characteristics that they bring to class would affect both learning procedure and outcomes. In the light of this information if attitude of students affects the students endeavors of students learning foreign language process, teachers should know this situation so they can deal with foreign language learning difficulties (Mantle-Bromley, 1995).

Besides, Chambers (1999) clarified that foreign language students brings to class their attitudes, stereotypes, conversations between their friends, prejudices form media or even their own experiences about the subject language community (Genç, & Aydın, 2017). At this point it significant that which variable affect the students' attitudes of students positively or negatively. Unfortunately, there are not enough study concern with various factors effecting in the same group of students. The previous studies focus on the effect of the various factors separately. For example, only single study on the same English Learning group.

The kind of attitudes student develop towards to foreign language learning identify the level of learning success and teaching learning process. Students have positive attitudes toward the foreign language may foster students' motivation and learning level, on the other hand negative attitudes may cause demotivation and make student fed up. To support this idea (Wang, 2010 p. 276) made out the positive attitudes cause positive result, negative attitudes cause negative result. Brown (2000) is one of the researchers studied on this subject, he declared

that positive attitudes may form their foreign language procedure and it ended with high level of success.

There have been few studies searching the factors affecting the attitudes towards the foreign language learning in Turkey (Aydın, 2007; Çolak, 2008; Şeker, 2003). The studies conducted in foreign language learning indicated that students have positive attitudes towards foreign language learning especially with parental encouragement (Kızıltepe, 2000; Saracaloğlu, 2000; Üzüm, 2007; Demirtaş, 2007).

Tarhan's (2003) study in Turkey is one example of these. She researched the 982 students in 42 Anatolian high schools. At the end of her study, she proved that the students have positive attitudes toward foreign language learning.

Karahan (2007) investigated the correlation between attitudes towards foreign language learning and gender. He studied 190 eight grade students in a private school and proved that female students develop higher level of attitudes towards foreign language learning comparing with male ones.

Akkuş-Çakır & Ünlü (2019) studied attitudes towards foreign language learning other than English. This study indicated that student have positive attitudes towards these languages. Because these were elective subjects, and they attend these courses voluntarily.

Kara (2009) proved that positive attitudes towards foreign language learning resulted positive result.

Moreover, because most of the students know the importance of the knowing English to get a well-paid job and the education system make this awareness increase, they develop positive attitudes toward English learning (Busse, 2017).

When we investigate the result of these studies, we can conclude that attitudes towards

foreign language learning have a vital effect, so it should be measured accurately.

1.8. Conceptions of Learning

Conceptions of learning are defined as a learner's ideas and beliefs about learning (Lai & Chan, 2005). Because conceptions of learning are affected by the learner's cultural values (Hong & Salili, 2000), learner's conceptions are different according to cultural groups, and are dependent on the ethnic and situational factors. Also, language learner conceptions may be affected by their awareness, consciousness, attitude towards learning, strategy choices and motivations (Buyukyazi, 2010). Conceptions vary in each person, Students' personality and cognitive style affect their Conceptions, and conception is not a static situation. (Ellis, 2008 p. 7). Conceptions are nominative and individual, (Woods & Çakır, 2011) and arise from certain sociocultural environments lots of studies indicate that conceptions have a crucial role in different context. Students' conceptions are a major part of every branch involves human behavior and learning is one of the master structures. (Sakui & Gaies, 1999).

Learning is not a simple phenomenon. Recent research in learning is about collaborative and constructivist aspects of learning, other than individual's knowledge acquiring process or paying attention to active ones. (Vedenpää, & Lonka, 2014). In sociocultural learning processes, learning is a natural part of the daily lives by constructing the knowledge with cultural items and norms (Meer, 2011). According to Vygotsk's zone of proximal development, teachers shall form a social environment for students where collaboration with more capable students is possible (Vedenpää, & Lonka, 2014).

Current studies on educational psychology and learning highlight constructive learning theory and sociocultural approaches, in these processes learning is seen as a natural process not only a transmitting knowledge (i.e., Bereiter, 2002).

In respect to constructivism students build their knowledge in an active process by combining their past knowledge, experiences, social contact, etc. But it is difficult for teachers that decide whose ideas are coherent. For instance, a student may have a sophisticated way to explain the same process.

Blais (1988) as a constructivist defined the knowledge something learner must construct. Each learner takes responsibility about their learning and draw a unique schema. According to this idea learning cannot be a process in which teacher transmit the information to students. In the tradition education system student is passive, a 'listener-follower' he/she does not take him/her learning responsibility (Creedy, Horsfall & Hand, 1992).

The cognitive psychology sees the beliefs as an element of cognitive knowledge because it defines beliefs as individual -knowledge (Bernat & Gvozdenko, 2005). Moreover, social psychology admits beliefs as the conceptions involving individuals' past experiences, educational backgrounds etc. (Dole and Sinatra, 1998).

Conception is a crucial part of the learning so it can form the students' choices, learning strategies, and learning processes in their life. Beside these conceptions shape a deep insight in the student's mind. (Hosseini & Pourmandnia, 2013). To understand the reasons underlying the students' assumptions on learning and teaching, and their conceptions are crucial investigating because they make easy or prevent learning. (Cephe & Yalçın, 2015).

Similarly, Bagherzadeh (2012) noted that the beliefs of students have an impact on their attitudes, willingness, and experiences; therefore, they hinder or boost their learning. Language learning strategies, skills and processes can improve these with their conceptions, making learners simple and successful learners (Bernat & Llyod, 2007 p.80).

Conceptions of learning, mentality and information have undeniably changed in past 20 years. Now mentality is seen an unstable ability. Intelligence is now shown to be an unreliable

capability. As reported by Hakkarainen, Lonka, & Lipponen (2003), researchers have more and more recently stressed that the intellectual behavior of an individual is dependent on physical and social contact. (Vedenpää, 2004, p.1822). These dramatic developments have generated new needs in our school system in the information society (i.e., Sahlberg, 2009; Hakkarainen, Lonka, & Lipponen, Hargreaves, 2003).

It is critical that which ideas represent learning, studying and knowledge. (Lonka, Olkinuora, & Mäkinen, 2004).

The conception of learning identifies the beliefs of the student the way they prefer while learning. These involves the learner's roles in learning. (Chan, & Elliott, 2004).

It is obvious that learning conceptions are arose from students' culture, past learning experiences and backgrounds. According to Punchta (1999, p. 68-69), with the aid of their previous encounters and present understanding, people learn and understand new material (Özkahya, 2017). Also, Horwitz (1988) declared these differences on the learning conceptions are because of students' past learning experiences, cultural background, and their characteristic diversities (Büyükyazı, 2010). Moreover, conceptions take a major role in student's preferences and learning procedure. Referring to different studies Hu and Tian (2012) declared there a strong connection between learning conceptions and students' selection of strategies. For example, if according to a student's learning conception is acquiring grammar, he/she will give his / her all effort to learn grammar of the foreign language. While according to another student's learning conception is learning vocabulary, he / she tries to memorize vocabulary of foreign language. Similarly, Yamini and Dehghan (2005) declared that a student giving importance to communication always use speaking strategies like try to speak foreign people which is a cognitive strategy.

Horwitz's study (1988) proved that if the students' language learning conceptions and

ideas are not close to their language teacher's ideas, their attitudes to their teachers, their academic achievement, their academic success, and their learning process may be affected in a bad way (Buyukyazı, 2010). Horwitz study (1988) about students at American University about "The Beliefs About Language Learning Inventory" (BALLI) showed that students' misconceptions affect their language learning perception negatively. (Nikitina & Fruoka, 2006). Beside this, Bernat's (2006) study in Australia has parallel results with Horwitz study.

Moreover Mantle-Bromley's (1995) study with 208 students at middle school indicated that teacher 's role is overly dramatic on shaping students' conceptions and if the students have a realistic belief to learning foreign language, they will more creative, productive and successful in the classroom. She also added that Students may be unhappy if there is not correct match between students' conceptions and outcomes (Mantle-Bromley, 1995).

1.8.1. Six Basic Learning Conceptions

Six essential principles of learning are categorized as learning as knowledge acquisition, learning as information preservation and use, learning as a task, learning as a personal improvement, learning as a mechanism not constrained by time or place, and learning as social skill growth.

In their previous research Purdie, Hattie & Douglas (1996) classified the learning conceptions as nine categories. To sum up, learning is (a) increasing one's understanding; (b) memorizing and reproducing knowledge; (c) using information as a means to an end;(d) understanding; (e) experiencing things in a particular way; (f) personal fulfillment; (g) a duty; (h) a mechanism that is not time-bound or context-bound; And social competence growth. The six conceptions continued with these nine learning conceptions (Boulton-Lewis, Marton, Lewis, & Wilss, 2000 p. 399).

Quantitative conceptions of learning concern the gaining and restructuring of

information, whereas qualitative conceptions of learning concern the understanding of meaning and personal change (Purdie & Hattie, 2002 p. 21).

Saljö (1979) have different five ways for thinking about learning. He identified the like this: (b) memorizing; (c) the acquisition of facts, procedures etc., which can be retained and/or utilized in practice; (d) the abstraction of meaning; and (e) an interpretative process aimed at the understanding of reality. The first three of them are surface understanding learning but the last two conceptions are a deep understanding learning.

Six basic conceptions of learning are classified as learning as gaining information, learning as remembering and using information, learning as a duty, learning as personal change, learning as a process not bound by time or place, and learning as the development of social competence.

In their previous study Purdie, Hattie, & Douglas, (1996 p. 89), defined the learning conceptions as nine categories. To sum up, Learning is (a) increasing one's knowledge; (b) memorizing and reproducing information; (c) using information to an end; (d) understanding; (e) seeing something in a different way; (f) personal fulfillment; (g) a duty; (h) a process not bound by time or context; and (i) developing social competence. The six conceptions started with these nine conceptions of learning.

These fundamental conceptions are defined by the researchers as quantitative (surface) versus qualitative (deep) learning conceptions (Boulton-Lewis, Marton, Lewis, & Wilss, 2000 p. 395).

Marton, Dall 'Alba, and Beaty (1993) suggested that studying quantitative information is included with the first three conceptions, and the last three prioritize qualitative material. Learning as knowledge is the lowest level of the hierarchy and the highest level is learning as the personal transformation and growth of an individual (Lai & Chan, 2005).

Purdie and Hattie (2002 p. 19) reported that they have stronger performance and greater academic success while students' conceptions of learning are high in the hierarchy.

To endorse this hypothesis, Watkins and Astilla (1980) found that they have better academic success if students have stronger concepts of learning (Allan, 2003).

Moreover, Mclean (2001) claimed that there is a deep connection between students' academic achievement and conceptions of learning.

In this sense Allan (2003) judged in students' academic achievement can be estimated from their learning concepts.

In addition, Boulton-Lewis et al. (2000) showed the close association between the perceptions of learning among students and their academic achievement. If students come across a learning issue, it mainly deals with their previous exposure to forms of teaching and learning. Their thoughts and beliefs about language learning activities must be discovered and their desires and aspirations established.

In line with these results, Entwistle and Peterson (2004, p. 410) identified that there is a clear correlation between conceptions of deep learning with good academic achievement and conceptions of surface learning with poor academic achievement.

To sum up, learning conceptions have an undeniable role in academic achievement of students. (Purdie & Hattie, 2002).

1.9. Statement of the Problem

Since the last quarter of the 21st century, the world has rapidly gained a global dimension in all political, commercial, and scientific fields. Countries have had much more interaction with each other. Because of this rapid globalization, the importance of English,

which is the common language in relations, has increased day by day. The increase in the number of people who knows English has become an advantage for countries to go one step further both economically and politically. While internationally active companies, the governments and the universities need for people who knows English, scientists of education have become more curious for ways of learning this language. Therefore, it has become a necessity for scientists to conduct research on the teaching ways of English and to develop teaching strategies. The number of studies in this field is increasing day by day.

In order taking part in global competition both in international relations and in trade, Turkey also needs people who speak English. Although much research has been done on the subject, it has not been achieved at the same rate as the need. Unfortunately, even if the students are beginning their English education from the primary school and continue to university, the number of people who know English in Turkey is still exceptionally low.

Analyzing psychological and sociological factors are indispensable elements to be successful in language teaching and to produce long-term strategies. Research have shown that success can be achieved in language teaching with motivational and psychological methods.

The most important case is developing curriculum involves these strategies and methods. The quality of curriculum identifies the quality and quantity of learning. The more curriculum specialists and teachers know learner, the more affective curriculum they could develop.

1.10. Aim of the Study

The aim of this study is to investigate Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language in terms of variables.

1.11. The Main Problem and the Sub- Problems

The main problem of the research is “How is the Secondary School Student’s Learning Conceptions and Attitudes Towards Learning Foreign Language?”

Sub- Problems of the research are

1. “What does the total scores of the of Secondary School Students’ Attitudes of Learning English Scale vary?”
2. What does the scores of the sub-dimensions of Secondary School Students’ Attitudes of Learning English Scale vary?
 - a. Sensitivity of Learning
 - b. Consciousness of Learning
 - c. Importance of Learning
 - d. Methods and materials of Learning
 - e. Language and culture of Learning
3. What does are the total scores of the Secondary School Students’ Conceptions of Learning Scale vary?
4. What does the scores of the sub-dimensions of Secondary School Students Conceptions of Learning Scale vary?
 - a. Learning as gaining and using information
 - b. Learning as personal change
 - c. Development of social competence
5. How does CLS scores differ according to gender, being abroad, score, grade, having a private room, habits of reading English books, habits of watching subtitled films, having private lessons, attending English course, and starting school?

6. How does ALES scores differ according to gender, being abroad, score, grade, having a private room, habits of reading English books, habits of watching subtitled films, having private lessons, attending English course, and starting school?
7. How is the relationship between the scores of Students Conceptions of Learning Scale and Students Attitudes of Learning English?

1.12. Significance of the Study

English is one of the subjects that students have difficulty, especially in speaking. Turkish students perform below the average scores in international exams in English (OECD, 2016). Maybe they do not have enough support from their environment. So, they do not have positive attitude to English Learning, or they have a misconception on learning. They cannot clarify the meaning of learning. Despite being exposed to English from very early grades, the results are not satisfactory, and these are discussed by researchers and educators for a long time. Buy we have further research to identify the factors affecting the attitudes towards foreign language learning and conceptions of learning

For these reasons, the aim of this study was to investigate students' English learning attitudes and learning conceptions of English in terms of lots of variables. Given the importance of conceptions and attitudes of learning on student outcomes, this study aimed to investigate the contribution of students' attitudes and conceptions of learning into their English performance. The studies conducted in foreign language learning indicated that students have positive attitudes towards foreign language learning especially with parental encouragement. (Kızıltepe, 2000; Saracaloğlu, 2000; Üzüm, 2007; Demirtaş, 2007). But we must search deeply to identify the importance of factors affecting attitudes towards foreign language learning in this regard. Moreover, so far researchers have focused on only one or two factors at one a time. It is certain that their various variables affecting the students' attitudes toward foreign language

learning and conception of learning. In this study we will search plenty of variables affecting attitudes towards foreign language learning and conceptions of learning.

School students on their attitudes towards language learning and learning conceptions will be discussed. A lot of research has been done in the literature, especially in the recent years, to examine the relations between attitude and conception of learning with education. As a result of this research, it will be a useful resource for research by the conclusions related to the attitudes and conceptions with achievements of secondary school students in learning English. In addition, it is anticipated that it will contribute to the educational literature in this direction as it will contain information about whether demographic factors will have an impact on language learning. In this way, English teachers will be able to apply different techniques in their classes according to their students' attitudes and demographic characteristics. This study is supposed to be attractive for researchers investigating students' attitudes and conceptions towards English as a foreign language and curriculum makers. By supplying insights Students' attitudes and conceptions, this research may support teachers identify how their attitudes and conceptions vary. In this study we collect some basic factors affecting attitudes and conceptions through scales. After that we analyzed the result with SPSS, and we reported the main findings which affected attitudes and conceptions strongly. Finally, we discussed the analysis for English learning.

1.13. Definitions of Terms

The operational definitions of these variables are defined as following:

- Attitude's goal orientation is defined as it is a type of scale that allows the analysis of the change of attitudes, ideas and thoughts through the answers given to the questions asked by the scientists (Payne and Payne, 2004).

- Conceptions of learning are defined as a learner's ideas and beliefs about learning (Lai & Chan, 2005).

1.14. Limitations

The research is based on the following limitations:

- a) This thesis study is limited by the academic year of 2019 – 2020 since data were collected during this period.
- b) It is limited by a government secondary school in Kadıköy.
- c) It is limited by 575 students at this school.
- d) Because of the Covid 19 Study isn't able to be applied to other private schools and government schools in Kadıköy.

2. METHODOLOGY

The purpose of this study is to investigate Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language in terms of variables. These variables are, gender, being abroad, score, having a bedroom, habits of reading English book, habits of watching subtitled films, having private lesson, attending an English course, starting school. Also, the correlation between Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language were investigated. Two different scales were administrated at one session to search their Learning Conceptions and Attitudes towards Learning Foreign Language. Descriptive research does not test specific relationships between variables, and they describe a population, situation, or phenomenon that is being studied. Descriptive correlational design was employed in this research to describe the levels of Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language in terms of variables.

2.1 Study Group

The study group of this study consists of fifth, sixth, seventh and eighth graders from a public secondary school in Istanbul. The school is a Secondary school for 20 years and located in Kadıköy district. One of the purposes of the study is to select a large sample for each grade level. So, the results may be generalized the target students. The school has 22 classrooms, a conference room, a separate gym, two laboratories for science classes, a laboratory for art classes, a laboratory for music classes and two laboratories technology and design classes. Finally, N=595 students from of fifth, sixth, seventh and eighth graders. The number of subjects was reduced to N=575 after eliminating missing data.

2.2. Demographic Information of the Study Group

Table 2.1. Demographic Information of the Study Group

Variables		Number N	Percentage %
Gender	Female	315	54.8
	Male	260	45.2
Being abroad	Yes	208	36.2
	No	367	63.8
Grade	5. grade	153	26.6
	6. grade	138	24
	7. grade	122	21.2
	8. grade	162	28.2
Having a bedroom	Yes	495	86.1
	No	80	13.9
Habits of Reading	Yes	350	60.9
English book	No	225	39.1
Habits of Watching	Yes	490	85.2
films with subtitles	No	85	14.8
Having private lesson	Yes	179	31.1
	No	396	68.9
Attending a course	Yes	277	48.2
	No	298	51.8
Starting School	Pre-school	58	10.1
	Kindergarten	194	33.7
	Primary School	323	56.2

Table 2.1 summarizes the demographic information of the participants. In this research 575 participants' answers were valid. 315 of them were female and 260 of them were male. According to the research results 36 % of participants went abroad. Nearly most of the participants have their own bedroom. (86.1 %). 60.9 % of the participants read English Books, while 85.2 % of them watch English Books with subtitles. Because the hours of English classes much in this school the percentage of having private lesson is low. (31.1%) Because of the same reason only %48.2 of the participants attend an English course. 10.1 % of them started to learn English at pre-school, 33.7% of them started to learn English at the Kindergarten and lastly 56.2 % started to learn English at Primary School.

2.3. Instruments

Separate self-report instruments were used in this study to measure students' attitudes towards learning foreign language and conceptions of learning. Students were specifically asked to fill out the instruments by considering their English course. They are given a demographic form in which they indicate their gender, age, being abroad, score, having a bedroom, habits of reading English Book, habits of watching subtitled films, having private lesson, attending an English course, starting school.

2.4. Attitudes towards Foreign Language Learning Scale (ALES)

Attitudes towards Foreign Language Learning (ALES) was developed by Baş (2012) to measure students' attitudes towards English. The scale consists of 27 attitude items. The instrument has a five-point likert type format in which responses range from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's Alpha was calculated as 0.92. Furthermore, it was found that sub-dimensions of the scale changed between 0.77 and 0.93 values. The split

half test correlation of the scale was calculated as 0.83. According to these results the scale itself and the sub-dimensions of the scale are all reliable. A significant correlation at 0.01 level was found between all the factors of the scale. This conclusion states that the factors of the scale are all related with each other. According to analysis the scale consisted of five dimensions with 15 positive and 12 negative items which totally made 27 items. The scale dimensions of the scale were conducted as; sensitivity with 6 items, consciousness with 5 items, importance with 8 items, methods, and materials with 5 and language and culture with 3 items. (Appendix C). In this study the mean of the scores the students got from the ALES scale was 102.6 and the highest score obtained from the scale was 135 and the lowest score was 36.

2.5. Conceptions of learning Scale (CLS)

Conceptions of learning Scale (CLS) was developed by Baş (2012) to measure students' conceptions of learning. The scale consists of 15 conceptions items. The instrument has a five-point likert type format in which responses range from 1 (strongly disagree) to 5 (strongly agree).). The Cronbach's Alpha was calculated as 0.87. Furthermore, it was found that sub-dimensions of the scale changed between 0.79 and 0.94 values. According to these results the scale itself and the sub-dimensions of the scale are all reliable. This conclusion states that the factors of the scale are all related with each other. According to analysis the scale consisted of three dimensions with items. The scale dimensions of the scale were conducted as, learning as gaining and using information with 7 items, learning as self-improvement with 5 items, learning as social skills with 3 items. (Appendix E). In this study the mean of the scores the students got from the CLS was 61.37. The highest score obtained from the scale is 75 and the lowest score is 15.

2.6. Procedure

To investigate students' attitudes towards foreign language and learning conceptions above mentioned Likert type instruments were implemented to secondary school students. In this study the data collection methods were quantitative. For the purpose of determining the effective time for completely filling out the instruments, a pilot study was made with 20 students from different grades. It was determined that maximum 35 minutes was enough to fill the scales, for each student. After consulting the school principal, the instruments were administered the whole classes, at the same time. To sum up 595 students from fifth, sixth, seventh and eighth grades participated in this study. The necessary permissions were taken from national Education Directorate and Ethics Committee of Yeditepe University before the data collection procedure started. (See Appendix F)

2.6.1. Data analysis

Both descriptive and inferential statistical data analysis were examined for students' demographic answers and their answer of attitudes and conceptions scales. To input the numerical data to SPSS an excel document was prepared. After that, the following analysis were conducted. Descriptive statistical procedures (normality, reliability, correlation) and inferential statistical procedures (Mann-Whitney-U and Kruskal Wallis Tests) Normality Test was conducted to determine if the distribution of the data is normal. Cronbach's Alpha Test was conducted to measure the internal consistency ('reliability'). Correlation Test was conducted to identify the relationship between ALES and CLS. This was followed by Mann-Whitney U and Kruskal Wallis Tests in order to find out the effects of the gender, score, being abroad, grade, having a bedroom, habits of reading English book, habits of watching subtitled films, having private lesson, attending an English course, starting school on attitudes towards foreign language and learning conceptions.

2.6.2. Reliability of ALES Scale

To guarantee that what is meant to be measured is measured reliably and consistently, the reliability coefficients of ALES and CLS scales are calculated. The ALES scale's Cronbach's alpha coefficient was calculated as 0.922 at $p < 0.000$ level. The CLS scale's Cronbach's alpha coefficient was calculated as 0.907 at $p < 0.000$ level. According to Pallant (2011), in order to apply a scale, the ideal score of reliability is having the coefficient above 0.7. (Hawke, S., & Rieger, E., 2013). Hence, it may be determined that the reliability scores of the scales are found to be adequate enough to apply them.

Table 2.2. The Reliability Analysis of ALES

Cronbach's Alpha	N of Items
0.922	27

From the table above, for ALES, we can see that Cronbach alpha is .922, which indicates a high level of reliability. Thus, it has been concluded that the reliability of ALES scale was found to be adequate enough to apply it.

Table 2.3. The Reliability Analysis of CLS

Cronbach's Alpha	N of Items
0.907	15

From the table above, for the CLS, we can see that Cronbach Alpha is .907, which indicates a high level of reliability. Thus, it has been concluded that the reliability of CLS scale was found to be adequate enough to apply it.

2.6.3. Assessing Normality

With the aim of determining whether the data set (N=735) is normally distributed, normality tests were conducted for ALES and CLS. It was concluded that for both scales the data sets do not satisfy the normality assumptions and it was appropriate to proceed with non-parametric data analyses.

Table 2.4. ALES Normality Test Results

Values	ALES Scale
N	575
Mean	102.6
SD	17.856
K-Smirnov Z	0.77
p	0.000

As seen in Table 2.4, when the total score of Secondary School Students' Attitudes of Learning English Scale was investigated it was seen that Kolmogorov-Smirnov test results suggest that the distribution of data follows a non-normal distribution ($p < .05$).

Table 2.5. CLS Scale Normality Test Results

Values	CLS Scale
N	575
Mean	31.38
SD	10.018
K-Smirnov Z	0.113
p	0.000

When the total score of Secondary School Students Conceptions of Learning Scale was investigated it was calculated by Kolmogorov-Smirnov test that the distribution of data follows a non-normal distribution ($p < .05$).

As the distribution of data does not follow a normal distribution, it is decided to apply nonparametric tests for analyzing the data.

3. FINDINGS

In this section, the study results are arranged and introduced according to research questions. The descriptive and inferential statistics results are presented and discussed. To begin with, normality tests of both of the scales are introduced. Secondly, reliability test results are presented. Thirdly, Correlation of ALES and CLS are discussed. Then, Sub-Scale Total Mean of two scales are introduced. Before proceeding with analysis, we all the statistical tests assumptions were checked. At the end, sample size reduced to 575 from 595 because of the missing answers. The main problem of research is “How is the Secondary School Student’s Learning Conceptions and Attitudes Towards Learning Foreign Language?” In order to answer the main question, the findings of the scales results were given, respectively.

Findings Related to the First Sub-Problem was stated as “How are the total scores of the secondary School Students’ Attitudes of Learning English Scale?” In order to answer the first sub problem question, descriptive statistics including minimum and maximum scores, mean and standard deviation of the student scores were calculated and presented in the table below.

Table 3.1. Findings about the ALES Levels of Students

	N	Min.	Max.	$\bar{X}$	SD
ALES Level	575	36.00	135.00	102.61	17.856

As seen in Table 3.1 the mean of the scores the students got from the ALES scale was ($\bar{x}$ =102.6) and the standard deviation was (ss.=17.856). The highest score obtained from the scale is (Max= 135) and the lowest score is (Min=36). Accordingly, could be said that the ALES levels of the students are high.

3.1. Findings Related to the Second Sub- Problem

The second sub-problem was introduced as “How are the score of the sub-dimensions of Secondary School Students Attitudes of Learning English Scale?”

- a. Sensitivity
- b. Consciousness
- c. Importance
- d. Methods and materials

Table 3.6. Descriptive Statistics of ALES's sub dimension

Sub-Scales	N	$\bar{X}$	SD
Consciousness	575	3.80	0.85
Methods and materials	575	3.49	0.83
Sensitivity	575	3.80	0.83
Importance	575	3.76	0.86

As a result of descriptive analysis, for the ALES scale, it was found out that the mean score of methods and materials sub-Scale was ($\bar{x}$ =3.80), the mean score of sensitivity sub-scale was ($\bar{x}$ =3.80), the mean score of importance sub-scale was ($\bar{x}$ = 3.76), and the mean score of consciousness sub-scale was ($\bar{x}$ = 3.80). The obtained results indicate that the highest scored subscales in the ALES are Consciousness and Sensitivity. Hence, it can be concluded that the majority of students like English lessons and enjoy them. Moreover, they are interested in English lessons. On the other hand, as the least scored sub-dimension is methods and materials,

it can be suggested that in-class English activities such as drama, listening to music are improved to attract students' attention more.

3.2. Findings Related to the Third Sub-Problem

Third sub problem was stated as “How is the total scores of Secondary School Students “Conceptions of Learning Scale?” To determine the total score of Secondary School Students Conceptions of Learning descriptive statistics including minimum and maximum scores, mean, and standard deviation were calculated and presented in the Table below.

Table 3.3 Findings about the CLS Levels of Students

	N	Min.	Max.	$\bar{X}$	SD
CLS Level	575	15.00	75.00	61.37	10.018

As seen in Table 3.2, the mean of the scores the students got from the CLS was ($\bar{x}$ =61.37) and the standard deviation was (ss.= 10.018). The highest score obtained from the scale is (Max=75) and the lowest score is (Min=15). Accordingly, it can be said that the CLS levels of the students are high.

3.3. Findings Related to the Fourth Sub- Problem

The fourth sub- Problem was introduced as “How are the score of the sub-dimensions of Secondary School Students Conceptions of Learning Scale?”

- a. Learning as gaining and using information

- b. Learning as personal change
- c. Learning as development of social competence

Table 3.4. Descriptive statics of CLS sub-dimensions

Sub-Scales	N	$\bar{X}$	SD
Learning as a personal change	575	4.04	0.76
Learning as a development of social competence	575	4.07	0.89
Learning as gaining and using information	575	4.06	0.78

As a result of descriptive analysis, for the CLS scale, it was found out that the mean score of learning as gaining and using information sub-scale was ($\bar{x}= 4.13$), the mean score of learning as personal change sub-scale was ($\bar{x}= 4.04$) and the mean score of Learning as development of social competence sub-scale was ($\bar{x}= 4.07$). These results indicate that subscale mean scores of the scale are remarkably close to each other. That is, students' conceptions of learning are almost the same in terms of all sub-dimensions.

3.4. Findings Related to the fifth sub-problem (CLS)

The fifth sub-problem was stated as How does CLS scores differ according to:

- Gender,
- Being abroad,
- Score,
- Grade,

- Having a bedroom,
- Habits of Reading English books,
- Habits of watching subtitled films,
- Having private lesson,
- Attending a course,
- Starting school

For this research question, Mann Whitney-U and Kruskal Wallis tests were conducted, and the results are presented in the tables below.

In the present study, the CLS score of students were analyzed in terms of 10 variables. These variables are gender, going abroad, student grade, school year, having a study, habits of reading English books, habits of watching subtitled films, having private lesson, attending to a course, starting school.

Table 3.5. CLS Results in Terms of Gender

Gender	N	Mean	Sum of U	z	P
		Rank	Ranks		
Female	315	296.1	93294.0	38276.0	-1.299
Male	258	278.1	72306		.194

As a result of Mann-Whitney U test, it was found out that statistically gender variable does not have any effect on attitudes of learning English. ($U = 38276.0$, $p = 0.194$). This result indicates that there is no difference between male and female students' learning conceptions.

Table 3.6. CLS Results in Terms of Going Abroad

Going abroad	N	Mean Rank	Sum of Ranks	U	z	P
Yes	208	305.8	63622.0	34450.0	-1.944	.052
No	367	277.8	101978.0			

As a result of Mann-Whitney U test, it was found out that there was no statistically significant difference in CLS means in terms of going abroad variable ($U = 34450.0, p = 0.052$). This result indicates that there is no significant difference between the students' learning conceptions who have been abroad and those who have not been.

Table 3.7. CLS Results in Terms of Score

Student grade	N	Mean Rank	Sum of Ranks	U	z	P
0-50	30	150.8	6212.5	5002.5	-5.299	.000
51-100	545	211.11	159387.5			

As a result of Mann-Whitney U test, it was found that participants whose scores are between 51-100 had statistically higher CLS rank ($M = 211.11$) than participants whose scores are between 0-50 ($M = 150.8$), ($U = 5002.5, p = 0.000$). This result shows that students whose scores are between 51-100 have more positive attitudes towards English lesson than students whose scores are between 0-50.

Table 3.8. CLS Results in Terms of Grade

	School grade	N	Mean	K	DF	p
CLS	5 th grade	153	218.6	2.803	2	.246
	6 th grade	138	205.13			
	7 th grade	122	194.57			

There was no statistically significant difference among groups as determined by Kruskal Wallis test ($K = 2.803, p > 0.50$).

Table 3.9. CLS Results in Terms of Bedroom

Having a bedroom	N	Mean Rank	Sum of Ranks	U	z	P
Yes	495	295.8	146431.5	15928.5	-2.811	.005
No	80	239.6	19168.5			

As a result of Mann-Whitney U test, it was found that participants who had a bedroom had statistically higher CLS rank ($M = 295.8$) than the ones who did not ($M = 239.6$), ($U = 15928.5, p = 0.005$). This result shows that the students who have a bedroom have a higher conception of learning.

Table 3.10. CLS Results in Terms of Habits of Reading English Books

Reading English books	N	Mean Rank	Sum of Ranks	U	z	P
Yes	350	323.6	11282.5	26892.5	-6.426	.000
No	224	232.5	52317.5			

As a result of Mann-Whitney U test, it was found that participants who read English books had statistically higher CLS rank ($M = 323.6$) than the ones who did not read ($M = 232.5$), ($U = 26892.5$, $p = 0.000$). This result shows that students who read books in English have a higher conception of learning.

Table 3.11. CLS Results in Terms of Habits of Watching Subtitled Films Variables

Watching films	N	Mean Rank	Sum of Ranks	U	z	P
Yes	490	297.9	146010.0	15935.0	-3.461	.001
No	84	230.4	19590			

As a result of Mann-Whitney U test, it was found that participants who watched English movies with subtitles had statistically higher CLQ mean rank ($M = 297.9$) than the ones who did not ($M = 230.4$), ($U = 15935.0$, $p = 0.001$). This result shows that students who watch films with subtitles have a higher conception of learning.

Table 3.12. CLS Results in Terms of Having Private Lessons

Having private lessons	N	Mean Rank	Sum of Ranks	U	z	P
Yes	179	309.3	55368.5	31625.5	-2.071	.038
No	395	278.3	110231.5			

As a result of Mann-Whitney U test, it was found that participants who had private lessons had statistically higher CLQ mean rank ($M = 309.3$) than the ones who did not ($M = 278.3$), ($U = 31625.5$, $p = 0.038$). This result shows that students who had private lessons have a higher conception of learning.

Table 3.13. CLS Results in Terms of Attending to an English Course

Attending to an English course	N	Mean Rank	Sum of Ranks	U	z	P
Yes	277	307.8	85281.0	35768.0	-2.768	.006
No	296	269.5	80319.0			

As a result of Mann-Whitney U test, it was found that participants who attended to an English course had statistically higher CLS mean rank ($M = 307.8$) than the ones who did not attend ($M = 269.5$), ($U = 35768.0$, $p = 0.006$). This result shows that students who attended to an English course have a higher conception of learning.

Table 3.14. CLS Results in Terms of Time to Starting School

	Starting school	N	Mean	K	DF	p
CLS	Preschool	58	320.4	13330	2	.001
	Kindergarten	194	315.4			
	Primary	323	265.7			

There was a statistically significant difference among groups as determined by Kruskal Wallis test ($K = 13330$, $p = .001$). Besides, it was revealed that the CLS means rank of participants who started learning English at pre-school ($M = 320.4$) was significantly higher than the CLS means rank of participants who started learning English at primary school ($M = 265.7$). These results indicate that the students who started learning English at pre-school have a higher conception of learning than the students who started learning English at primary school.

3.5. Findings Related to the sixth sub-problem

The sixth sub-problem was the fifth sub-problem was stated as How does ALES scores differ according to:

- Gender,
- Being abroad,
- Score,
- Grade,

- Having a bedroom,
- Habits of Reading English books,
- Habits of Watching subtitled films,
- Having private lesson,
- Attending a course,
- Starting school

For this research question, Mann Whitney-U and Kruskal Wallis tests were conducted, and the results are presented in the tables below.

In the present study, the ALES score of students were analyzed in terms of 10 variables. These variables are gender, being abroad, score, grade, having a bedroom, habits of reading English books, habits of watching subtitled films, having private lesson, attending to a course, starting school.

Table 3.15. ALES Results in Terms of Gender

Gender	N	Mean	Sum of U	z	P
		Rank	Ranks		
Female	315	305.6	96251.5	35418.5	-2.790
Male	260	266.73	69348.5		0.005

As table 3.18 illustrated, Mann-Whitney U test showed that there is a statistically significant difference in Scale scores in favor of female participants ($p < 0.05$). This result indicates that female

Table 3.16. ALES Results in Terms of Being Abroad

Being abroad	N	Mean Rank	Sum of Ranks	U	z	P
Yes	208	334.9	69660.5	28.411.5	-5.098	.000
No	367	261.4	95939.5			

As a result of Mann-Whitney U test, it was found that participants who went abroad had statistically higher ALES rank ($M = 334.9$) than participants' mean who did not ($M = 361.4$), ($U = -5.098$, $p = 0.000$). This result shows that students who have been abroad have more positive attitudes towards English lesson than students who have not been.

Table 3.17. ALES results in Terms of Student Score

Student score	N	Mean Rank	Sum of Ranks	U	z	P
0-50	40	155.3	6212.5	5392.5	-5.238	.000
51-100	535	297.92	159387.5			

As a result of Mann-Whitney U test, it was found that participants whose grades are between 51-100 had statistically higher ALES rank ($M = 297.92$) than participants whose grades are between 0-50 ($M = 155.3$), ($U = 5392.5$, $p = 0.000$). This result shows that students whose grades are between 51-100 have more positive attitudes towards English lesson than students whose grades are between 0-50.

Table 3.18. ALES Results in Terms of School Grade

	Grade	N	Mean	K	DF	p
ALES	5 th grade	153	208.3	0.47	2	.977
	6 th grade	138	205.3			
	7 th grade	122	207.29			

There was no statistically significant difference among groups as determined by Kruskal Wallis test ($K = 0.47, p > 0.50$). This result shows that there is no significant different among students' attitudes towards English in terms of grade variable.

Table 3.19. ALES Results in Terms of Having a Bedroom

Bedroom	N	Mean	Sum of U	z	P
		Rank	Ranks		
Yes	495	297.8	144972.5	17387.5	-1.750
No	80	257.8	20627.5		.080

As a result of Mann-Whitney U test, it was found that there was no significant difference between the rank of participants who had a bedroom ($M = 297.8$) and the ones who did not have ($M = 257.8$), ($U = 17387.5, p = 0.080$). This result shows that students with and without a bedroom have a similar attitude towards the English course.

Table 3.20. ALES Results in Terms of Habits of Reading English Books

Habits of	N	Mean	Sum of U	z	P	
Reading		Rank	Ranks			
English						
Books						
Yes	350	360.8	126284.5	13890.5	-13.110	.000
No	225	174.7	39315.5			

As a result of Mann-Whitney U test, it was found that participants who read English books had statistically higher ALES rank ($M = 360.8$) than the ones who did not read ($M = 174.7$), ($U = -13.110$, $p = 0.000$). This result shows that students who read English books have more positive attitude towards English than students who do not.

Table 3.21. ALES Results in Terms of Habits of Watching Films with Subtitle

Habits of	N	Mean	Sum	of U	z	P
Watching		Rank	Ranks			
subtitled						
films						
Yes	490	301.3	147666.0	14279.0	-4.631	.000
No	85	210.9	17934.0			

As a result of Mann-Whitney U test, it was found that the participants who have habits of watching English movies with subtitles had statistically higher ALES ($M = 301.3$) than the ones who did not ($M = 210.9$), ($U = 14279.0$, $p = 0.000$). This result shows that students who

watch films with subtitles have more positive attitude towards English course than students who do not.

Table 3.22. ALES Results in Terms of Having Private Lessons

Having private lessons	N	Mean Rank	Sum of Ranks	U	z	P
Yes	179	297.1	53197.5	33796.5	-0.892	.372
No	396	283.8	112402.5			

As a result of Mann-Whitney U test, it was found that the rank of participants who had private lessons was not significantly different than the rank of participants who did not get ($U = 33796.5$, $p = 0.372$). This result shows that students who have and do not have private lessons have a similar attitude towards the English course.

Table 3.23. ALES Results in Terms of Attending to an English Course

Attending to English Course	N	Mean Rank	Sum of Ranks	U	z	P
Yes	277	302.4	83775.0	37274.0	-2.009	.044
No	298	274.5	81825.0			

As a result of Mann-Whitney U test, it was found that the participants who attended to an English course had statistically higher ALES rank ($M = 302.4$) than the ones who did not ($M = 274.5$), ($U = 37274.0$, $p = 0.044$). This result shows that students who attend to an English course have more positive attitude towards English course than students who do not.

Table 3.24 ALES Results in Terms of Starting School

	Starting school	N	Mean	K	DF	p
Ales Scale	Pre-school	58	311.6	14257	2	.001
	Kindergarten	194	319.2			
	Primary	323	264.9			

As Table 3.28 illustrated, there was a statistically significant difference among groups as determined by Kruskal-Wallis test ($K = 14.257$, $p < .05$). Besides, ALES rank of participants who started learning English at kindergarten ($M = 319.2$) was significantly higher than the ALES rank of participants who started learning English at primary school ($M = 264.9$). This result shows that students who started learning English in kindergarten have more positive attitude towards English course than students started learning English in primary school.

3.6. Findings Related to the seventh sub-problem

The seventh sub problem was introduced as ‘How is the relationship between the score of Students Conceptions of Learning Scale and Students Attitudes of Learning English Scale?’ To determine the relationship between the score of Students Conceptions of Learning Scale and

Students Attitudes of Learning English Scale inferential statistics called correlation and regression were calculated and presented in the table 3. 29 below.

Table 3.25. The Results of Pearson Correlation Analysis to determine the relationship between the scores of CLS and mean scores of ALES

		CLS	ALES
CLS	Pearson Correlation	1	.581
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	256.039	147.203
	Covariance	.446	.256
	N	575	575
ALES	Pearson Correlation	.581	1
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	147.203	256.039
	Covariance	.256	.437
	N	575	575

*. Correlation is significant at the 0.05 level (2-tailed).

	β	SE	R ²	t	F	P
ALES	.472	.011	.336	13.283	148.444	.000
p<.001						

Table 3.27. Results of Simple Linear Regression Analysis with regard to the ALES's Prediction of Learning as a Development of Social Competence

	β	SE	R ²	t	F	P
ALES	.625	0.10	.381	16.517	127.525	.000
p<.001						

Linear regression was carried out to test if students' ALES levels significantly predicted their conceptions of learning as a development of social competence. The regression result indicated that ALES explained 38 % of the variance and that the relationship was statistically significant for learning as a personal change sub-dimension. R^2 value here indicates a large effect ($F(2,371) = 127.525, p < .001; R^2 = .381, \beta = .625, t = 16.517, p < .001$). Students' attitudes towards learning predicted their conceptions of learning as a development of social competence.

Table 3.28. Results of Simple Linear Regression Analysis with regard to the ALES's Prediction of Learning as Gaining and Using Information

	β	SE	R^2	t	F	P
ALES	.511	.017	.336	10.132	102.652	.000
p<.001						

Linear regression was carried out to test if students' ALES levels significantly predicted their conceptions of learning as gaining and using information. The regression result indicated that ALES explained 33 % of the variance and that the relationship was statistically significant for learning as a personal change sub-dimension. R^2 value here indicates a large effect ($F(2,221) = 102.652, p < .001; R^2 = .336, \beta = .511, t = 10.132, p < .001$). Students' attitudes towards learning predicted their conceptions of learning as gaining and using information.

4. RESULTS, DISCUSSIONS

4.1. Results of the Study

Results obtained from the research can be summarized as follows:

1. When the total score of Secondary School Students' Attitudes of Learning English Scale was investigated it was seen that Kolmogorov-Smirnov test results suggest that the distribution of data follows a non-normal distribution ($p = 0.000$). Furthermore, it was seen that Cronbach alpha is 0.922 which indicates a high level of reliability. Also, it was found out that the mean score of ALES Scale was ($\bar{x}=102,61$). Standard deviation was ($ss.= 17.856$).
2. When the total score of Secondary School Students Conceptions of Learning Scale was investigated it was calculated by Kolmogorov-Smirnov test that the distribution of data follows a non-normal distribution ($p = 0.000$) by Kolmogorov-Smirnov test. Also, Cronbach Alpha was 0.907 which indicated a high level of reliability. Furthermore, it was found out that the mean score of CLS scale was ($\bar{x}=61,37$). Standard deviation was ($ss.=10.018$).
3. When the score of the sub-dimensions of Secondary School Students' Attitudes of Learning English Scale was investigated, it was calculated that the mean score of consciousness sub-scale was ($\bar{x}=3.80$), the mean score of methods and materials sub-scale was ($\bar{x}= 3.49$), the mean score of sensitivity sub-scale was ($\bar{x}= 3.80$) and lastly the mean score of importance sub-scale was ($\bar{x}= 3.76$).
4. When the score of the sub-dimensions of Secondary School Students Conceptions of Learning Scale was calculated it was seen that the mean score of learning as gaining and using information sub-scale was ($\bar{x}= 4.13$), the mean score of learning as personal change

sub-scale was ($\bar{x}$ = 4.04) and the mean score of Learning as development of social competence sub-scale was ($\bar{x}$ = 4.07).

5. When the relationship between demographic variables with each scale, it was found that: Gender, being abroad, habits of reading English Books, habits of watching subtitled films, attending an English course, and starting age to learning English had significant effect on Attitudes towards learning English but grade, having a bedroom and having private lessons did not have a significant correlation with Attitudes towards learning English. On the other hand, grade, having a bedroom, habits of reading English books, habits of watching subtitled films, attending an English course, starting age to learning English had significant effect on conception of language learning while gender, being abroad and having private lessons did not have a significant correlation with conception of language learning.
6. There was a moderate, positive correlation between CLS and ALES scales which was statistically significant ($r = .581$, $n = 575$, $p = .000$)
7. All three simple linear regression analyses conducted for the exploration of a relation between ALES and three components of conception (Learning as a Personal Change, learning as a Development of Social Competence, and Learning as Gaining and Using Information) showed statistically significant outcomes.
 - Results related to component of Learning as a Personal Change are as follows:
 $F(1,268) = 148.444$, $p < .001$; $R^2 = .336$, $\beta = .472$ $t = 13.283$ $p < .001$
 - Results related to component of Learning as a Development of Social Competence are as follows:
 $F(2,371) = 127.525$, $p < .001$; $R^2 = .381$, $\beta = .625$ $t = 16.517$, $p < .001$
 - Results related to component of Learning as Gaining and Using Information are as follows:
 $F(2,221) = 102.652$, $p < .001$; $R^2 = .336$, $\beta = .511$ $t = 10.132$, $p < .001$

4.2. Discussions for the Results of the Study

According to data analysis, Secondary School Student's Learning Conceptions and Attitudes towards Learning Foreign Language in terms of variables were examined. Attitudes towards foreign Language Learning Scale (ALES) and Conceptions of Learning Scale (CLS) were administered. Results were calculated for ALES 102,61 and for CLS 61,37. These results show that the ALES and CLS levels of the students are high. The demographic information of students confirms these results. Firstly, the location of school is one of the most popular locations of Turkey. Most of the students live close to school. Socio culturally high people live such places, moreover they have financial opportunity. Students have a positive conception and attitude toward learning English as supposing it a necessity in today's world.

First sub-problem question was 'How are the total scores of Secondary School Students' Attitudes of Learning English scale?' According to the results data follows a non-normal distribution ($p = 0.000$).

In this study, second sub-problem questions were "How are the total scores of Secondary School Students Conceptions of Learning Scale? According to the results data follows a non-normal distribution ($p = 0.000$). Tabachnick and Fidel (2013), indicated that values between -1.5 and + 1.5 show a normal distribution (Başol, G., & Gencel İ. E, 2013). Kim also (2013) stated that studies with large groups ($n > 300$) skewness value references should be between -2 and +2 and that of kurtosis is -7 and +7. Moreover, George and Mallery (2003) indicated that -2 and +2 for skewness is acceptable. From these results case we can say that the results are satisfied (Mills, 2003).

Fraenkel, Wallen and Hyun (2011) stated that to identify the reliability and consistency it is necessary to calculate the reliability of the scale. Cronbach's alpha scale is one the most preferred scale for this. The results showed that the reliability of the scale was high (.922). Pallant (2011) indicated that the coefficient above .7 is ideal for reliability.

The results showed that the mean score of consciousness sub-scale was ($\bar{x}$ = 3.80), the mean score of methods and materials sub-scale was ($\bar{x}$ = 3.49), the mean score of sensitivity sub-scale was ($\bar{x}$ = 3.80) and lastly the mean score of importance sub-scale was ($\bar{x}$ = 3.76).

When the score of the sub-dimensions of Secondary School Students Conceptions of Learning Scale was calculated it was seen that the mean score of learning as gaining and using information sub-Scale was ($\bar{x}$ = 4.13), the mean score of learning as personal change sub-scale was ($\bar{x}$ = 4.04) and the mean score of Learning as development of social competence sub-scale was ($\bar{x}$ = 4.07).

These results indicate that subscale mean scores of both scales are remarkably close to each other. That is, students' conceptions of learning and attitudes towards learning foreign language are almost the same in terms of all sub-dimensions. Furthermore, these results are high level. As mentioned before, demographic features of students indicate that they give importance all sub-dimensions of the scales. This may be intentionally or not, because of their age, parents of them may influence their conceptions and attitudes. All these sub-dimensions are important for developing themselves. As a result, with the help of the parents effect they give importance all of them Moreover parents emphasize the importance of learning a foreign language to their children and providing guidance in order to instill positive attitudes in them.

4.3. Discussion of Relationship between variables with Attitudes towards learning English

According to the results of this study gender, being abroad, habits of reading English Books, habits of watching subtitled films, attending an English course, and starting age to learning English have a significant effect on Attitudes towards learning English. Female learners have more positive attitudes towards learning English. When looking at the literature

Bernat, E. & Llyod, R. (2007) and Hussein, Sakallı, Demirok and Uzunboylu (2008) in their study stated that male and female learners have similar attitudes towards learning English. But in his study, Karahan (2007) proved that gender has an effect attitudes towards learning English. Akçaoğlu (2016), Sakarya (2013), Reçber (2011), Duman (2007) and Elizabeth and others (2004) stated that girls have a higher level of attitudes of learning foreign language than boys. Laçın (2015) did not declare any significant difference (Oğuz, 2019). Hanbay (2009) stated that female students have higher attitude scores in foreign language attitudes than male students. Gökyer and Bakcak (2014) and Kazazoğlu (2011) declared that male students' attitudes towards English lesson were more positive than females (Oğuz, 2019). Majority of the studies indicated that female students have higher level of attitudes towards learning foreign language. A good example of this is that the majority of English teachers in Turkey are women. Making female and male students work together may also a positive effect on male student's attitudes.

Akay and Toraman (2015), stated that age has no important effect attitudes towards learning English. At the early age's perception of the world and language is more significant. Introducing children with different culture and customs is important. Then encountering with the aspects of language culture may foster students' attitudes. If they have chance to know the culture of language, they may enjoy it and so develop positive attitudes towards the learning it. There is no direct study about the effect of being abroad, but it is predicted that being abroad has a positive effect on attitudes towards the foreign language learning. When students are abroad, they have chance to learn about that country' people, culture, lifestyle. Moreover, if they like these, students try to express themselves to them. In this case positive attitudes towards the learning that language is inevitable. There is also no direct study on the effect of the habits of reading English Books, habits of watching English films with subtitles and attending an English course. But they are supposed to have a positive effect on attitudes towards learning English, because there is an interrelationship between these activities and attitude. For example, students enhance positive attitude towards English by reading English books and also with this

positive attitude he / she reads English books more. There is no direct study on the effect of starting age for learning English but there are studies on the effect of the starting age on the anxiety level of the students. But their anxiety level varies according to their level of abilities. Gürsoy and Akin (2013) found different results in their studies. They proved that younger learners have lower anxiety than the older learners. Dewaele and MacIntyre (2014) declared similar results in their research. They proved that learners with lower anxiety can speak more languages and they can acquire an advance level of language learning. When we investigate the relationship between anxiety and attitude towards language learning we can conclude that the lower anxiety means more positive attitudes. Students who have the opportunity to participate in well-prepared speaking activities cope with speaking anxiety more easily.

In the light of these results creating a relaxing learning environment is very important to develop positive attitudes. In her study Zeyrek (2019) stated, a favorable atmosphere or circumstance boost a student's attitude or performance the materials used in the lessons have a major impact on the students' participation. It was discovered that students were more engaged in courses that included color graphics and videos. The students' activity books, which were colorless, were not rendered with much enthusiasm. One of the reasons why students are more excited to learn English and look forward to English lessons is that more videos are viewed in English lessons than in other courses. We can conclude that enrichment the classroom environment always improves students' attitudes towards learning English but grade, having a bedroom and getting private lessons did not have a significant correlation with Attitudes towards learning English. There is not any study on other variables in the literature. Further research is necessary to ascertain whether these differences hold in other contexts, before generalizing the results. In this case we can implement the results of anxiety level to this study. In their study Tuncer and Doğan (2015) stated that there is no relationship between anxiety and

the grade of the students. But beside this there are contrast studies, Çakıcı (2016) proved that there is high correlation between anxiety and grade of students.

4.4. Discussion of Relationship between variables with Conception of learning

This study results stated that grade, having a bedroom, habits of reading English books, habits of watching subtitled films, attending an English course, starting age to learning English had significant effect on conception of language learning while gender, being abroad and having private lessons did not have a significant correlation with conception of language learning. Özkahya, F. (2017) in her study indicated that there is no correlation between student's gender and conception of learning. However, Horwitz's study (1988) stated that there is a correlation between gender and conception of learning. (Nikitina & Furuoka, 2006). There is not any study on other variables affect conception of learning. Further research is necessary to ascertain whether these differences hold in other contexts, before generalizing the results.

Having positive conceptions may affect the foreign language learning process positively, while negative conceptions affect the process negatively. Students may be more successful when they see what they have learned in an interesting, useful, and closer structure. All of these depend on the activities in the foreign language learning environment to create a meaningful environment for the learner. Constructive and Student- Centered approaches involves these requirements but applying them in the classroom teacher has a significant role in this. A teacher following constructivist approach aware of in language learning learners' conception and affective characteristics are very important for achievement. In Turkey especially in government schoolteachers follow teacher or subject- centered, students are not involved to the lesson enough they are passive in the classroom, this causes the students to stay away from the lesson. Finally, their motivation, attitudes and conceptions decrease. Harmer (1991) emphasized that students should be actively involved in the learning process and make

them feel valued Teachers should improve themselves more on constructivist approach. For this purpose, teachers should be given in-service training on student-centered approaches. Moreover, prospective teacher should be trained and encouraged to use student-centered methods in the classroom. Student – centered methods provide teachers to know their students well. Because it is important to know psychological, social, and personal factors that affect students, as well as their feelings. A positive change in student attitudes can lead to learning much more than will be learned through hours of practice. Habits of reading English books and habits of watching subtitled films have a significant effect on conceptions of learning, then these may be used in the classroom to support the students' conceptions of learning.

4.5. Discussion of the Seventh Sub-problem Results

In this study, seventh sub-problem was “How is the relationship between the score of Students Conceptions of Learning Scale and Students Attitudes of Learning English?”

The results showed that there was a moderate, positive correlation between CLS and ALES Scales which was statistically significant ($r = .581$, $n = 575$, $p = .000$). There are plenty of studies in the literature about effect of attitudes and conception on language learning separately but there is no research on correlation between Conception of learning and Attitudes towards learning foreign language.

According to Tsuda (2003), there is a connection between failure and negative attitudes as a reason for failure in the language learning process. This judgement indicates that negative attitudes may cause negative conceptions. Moreover, this situation causes failure. Students who are concerned with what people think of them are afraid of annoying others, which highlights their motivational actions and, as a result, their anxiety becomes a negative factor in language achievement. To reduce negative attitudes and conceptions teachers should create materials that

encourage students to share their desires and personalities, and various course books may be created to meet the needs, interests, language types, and social settings of language students. Besides, teachers should allow students to share their thoughts on what they want to do and how to do it, as well as use English as a tool to accomplish their goals. Moreover, students should either have a language vision or be taught how to do so. The language vision could then be strengthened and altered energetically. Positive role models, such as successful language students, should be invited to give a motivational speech, for example. This action may have a fostering effect on attitudes and conceptions.

The results of all three simple linear regression analyses conducted for the exploration of a relation between ALES and three components of conception indicated a high relationship between them. In another word the results of the simple linear regression analyses are significant. Moreover, ALES is a predictor of CLS, and this support the positive correlation between ALES and CLS.

5. SUGGESTIONS

5.1. Suggestions for English Language Teaching Curriculum

The importance of the learning foreign languages in Turkey is gradually increasing. For this reason, the problems encountered in the implementation of language curricula attract more attention. While the same curriculum is applied to all students in the same class, the difference in learning levels of the students should have been more than diligent and laziness. As a result of recent research, the importance of student-centered curriculum is indisputable. A student-centered curriculum primarily requires getting to know the learner closely. Knowing a student's perception and attitude towards a course always makes the programmer's job easier. This research examined Conception and Attitude in terms of many variables, and their sub-dimensions, moreover, investigated the effects of these on each other.

Results were calculated for ALES 102,61 and for CLS 61,37. These results show that the ALES and CLS levels of the students are high. According to socio-cultural level of students these results were supposed. The demographic features of students confirm their high attitudes and conception. The students have high attitudes and conception of learning should support with a well-designed curriculum. A well-developed curriculum means preparing the curriculum according to students' interests, abilities, and abilities in a student-centered approach.

In a student-centered curriculum teachers' role is being an effective facilitator. In this sense, they should know their students well to guide them. The results of study indicated that gender, grade, having a bedroom being abroad, habits of reading English book, habits of watching subtitles films, attending course have positive effect on attitudes of learning foreign language and conception of learning. So, teacher should enrich the classroom activities such as adding a reading English books, watching English subtitled films. Moreover, many government schools offer free after school courses to their students. They should be encouraged to attend these courses.

As a result of the study the effect of attitudes of learning foreign language and conceptions learning is obvious. But not all the students in the same class develop equal attitudes and conceptions and this leads to differences in achievement levels. To decrease these differences into minimum level, teachers should encourage these different students work in groups. For example, the students at different level may encourage to read the same book and role play it in the classroom. This may be an effective assessment way. It also saves teacher from strict textbook adherence and also provides students a rich learning environment.

With the distance education the needs of curriculum have evolved to another dimension in the last one year. This process has made it inevitable for students to take their own learning responsibilities. On this case to support the students' digital platforms, such as EBA may be diversified. More short videos, listening quizzes, entertaining movie content may be increased.

Assessment and Evaluation should be revised again, instead of classical exam teachers should use new methods to evaluate student's performance. Students should be encouraged to gain habit of preparing portfolio, which has an important effect in language learning. In this way students may be able to assess their own development from initial level and the level they reach at the end of the year, discovering their strengths and weakness. These systems are not common especially in government school in Turkey. So, to support teacher, in-service training should have offered them.

5.2. Suggestions for further research

These sections concern suggestions for further research in the light of the results obtained from this study. Firstly, there are not enough study on effects of demographic variables on attitudes towards learning foreign languages and conception of learning in the literature. Moreover, there is not any study on correlation of attitudes towards learning foreign language and conception of learning in the literature. A similar study may be applying to primary and

high school students to compare and clarify the results of this study.



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APPENDIX

APPENDIX A Cover Page and Demographic Form

Değerli Öğrencim,

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü'nde hazırlanan Yüksek Lisans tezi kapsamında “Ortaokul Öğrencilerinin Akademik Başarılarının İngilizce Öğrenmeye İlişkin Tutumları ve Öğrenme Anlayışları Açısından İncelenmesi” konulu araştırmada kullanılmak üzere aşağıdaki soruları yanıtlamanız istenmektedir.

Ölçeklerde toplam 42 adet soru bulunmakta ve her bir soru için 5 şık yer almaktadır. Ayrıca 12 adet demografik bilgi sorusu vardır. Bu sorulara cevap vererek, bilimsel bir çalışmaya katkı sağlamış olacaksınız. Her soru için sadece bir seçenek olacak şekilde size en uygun olan cevabı işaretleyiniz. Araştırma verileri her şekilde gizlilik ilkesine uygun biçimde değerlendirilecektir.

Çalışmaya katılımınızdan dolayı teşekkür ederim.

İLKÖĞRETİM ÖĞRENCİLERİNE YÖNELİK DEMOGRAFİK BİLGİLER

Aşağıdaki “Demografik Bilgiler” ile ilgili soruları okuyarak, size en uygun olan seçeneğe (x) koyunuz/ yazınız.			
1. Cinsiyetiniz	Kız ☐	Erkek ☐	
2. Doğum gününüzü Gün / Ay / Yıl olarak yazınız.	 / /		
3. Daha önce yurtdışında bulundunuz mu? Evet ise ne kadar süre ile yurtdışında kaldınız?	Evet ☐ Süre:	Hayır ☐	
4. 1. Dönem Yabancı Dil karne notunuz kaç?			
5. Sınıf düzeyinizi belirtiniz	5. ☐	6. ☐	7. ☐ 8. ☐
8. Kendinize ait çalışma odanız var mı?	Evet ☐	Hayır ☐	
9. İngilizce kitap okumaktan hoşlanırmısınız?	Evet ☐	Hayır ☐	
10. Alt yazılı yabancı dizi/film izliyor musunuz?	Evet ☐	Hayır ☐	
11. Yabancı dil öğrenmek için özel ders aldınız mı / alıyor musunuz?	Evet ☐	Hayır ☐	
12. Yabancı dil öğrenmek için herhangi bir kursa gittiniz mi ya da gidiyor musunuz?	Evet ☐	Hayır ☐	
13. Yabancı dil öğrenmeye ne zaman başladınız?	Okul Başlamadan ☐	Anasınıfında/ Okul Öncesi Dönemde ☐	İlkokulda ☐

APPENDIX B: ALES Scale

İLKÖĞRETİM İNGİLİZCE DERSİNE YÖNELİK TUTUM ÖLÇEĞİ

Aşağıdaki “İngilizce Dersi” ile ilgili cümleleri okuyarak, size en uygun olan seçeneğe (x) koyunuz.	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce en çok sevdiğim dersler arasındadır.					
2. İngilizcenin dilbilgisi yapısını anlamak ve kullanmak bana zor geliyor.					
3. İngilizce dersi ile uğraşmak beni eğlendirir.					
4. İngilizce dersine çalışırken canım sıkılır.					
5. İngilizcede ilerlemek geleceğim için önemli değildir.					
6. İngilizce dersinden korkarım.					
7. İngilizce konuşmaktan ve onu kullanmaktan hoşlanıyorum.					
8. İngilizcenin, dünyada herkesin anlaşmasını sağlayan ortak bir dil olduğuna inanıyorum.					
9. İngilizce ile ilgili her şey ilgimi çeker.					
10. Yetki verseler okuldaki tüm İngilizce derslerini kaldırırım.					
11. İngilizcenin gelecekte yapacağım meslekte işime yarayacağına inanıyorum.					
12. Mümkün olsa, İngilizce dersi yerine başka bir ders alırım.					

13. İngilizce dersi ödevlerini sıkılmadan, zevkle yaparım.
14. İngilizce dersi, derslerin en önemlilerinden bir tanesidir.
15. İngilizce dersinde konuşmak, drama yapmak, müzik dinlemek ve oyun oynamak bana zevk verir.
16. Dersler arasında en çok İngilizce dersinden hoşlanırım.
17. Boş zamanlarımda İngilizce dersi konuları ile uğraşmaktan hoşlanırım.
18. İngilizce ile uğraşmanın pek yararlı bir iş olduğuna inanmıyorum.
19. İngilizce dersinde yapılan etkinlikleri ve sınıf-içi faaliyetleri severim.
20. İngilizce dersinde yabancı insanlar ve kültürler hakkında konuşmaktan hoşlanırım.
21. Büyüyünce İngilizce Öğretmeni olmak istiyorum.
22. İngilizce uğraşmanın zaman kaybı olduğunu düşünüyorum.
23. İngilizce ile ilgili kitaplar, resim ve materyaller ilgimi çeker.
24. İngilizce dersinin olduğu gün okula gitmek içimden gelmiyor.
25. İngilizcenin gereksiz bir ders olduğuna inanıyorum.
26. İngilizceyi hayatım boyunca hiçbir yerde kullanacağıma inanmıyorum.
27. İngilizce dersinde kullandığımız kaynak ve materyalleri seviyorum.

APPENDIX C: Dimension of the Attitudes Towards Learning Scale

Sensitivity items

- English is one of my favorite subjects
- Understanding and using grammar and structure of English is hard for me
- Concerning English makes me fun
- I get bored while studying for English
- Improving my English is not important for my future
- If I were an authority, I would abolish all English classes

Consciousness items

- I am afraid of English
- I believe that English is a common language providing international communication
- Everything about English attracts me
- I do not believe that concerning with English is a useful issue
- I do not believe that I will use English in anywhere in my life

Importance items

- I believe that English is particularly important for my future occupation
- If it would be possible, I would like to attend another course instead of English
- English is one of the most important school subjects
- English is my favorite lesson
- I want to be an English Teacher when I grow up
- I believe that concerning with English a wasting of time
- I do not feel like to go to school when there is English at the schedule
- I believe that English is an unnecessary subject

Methods and materials items

- I like doing my English homework with pleasure
- I like speaking, role playing, listening, role playing and playing in English classes
- I like the classroom facilities and activities et English classes
- Books, pictures, and materials concerning with English attract me
- I like the sources and materials at English lessons

Language and culture items

- I like speaking and using English
- I like concerning with English in my spare times
- I do not like talking about foreign people and cultures at English classes

APPENDIX D: CLS Scale

İLKÖĞRETİM ÖĞRENCİLERİNİN ÖĞRENME ANLAYIŞLARI ÖLÇEĞİ

Aşağıdaki “Öğrenme Anlayışı” ile ilgili cümleleri okuyarak, size en uygun olan seçeneğe (x) koyunuz.	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Öğrenmeyi kendimi geliştirmek için kullanıyorum.					
2. Öğrendiğimde, kişisel olarak değiştiğimi düşünüyorum.					
3. Öğrenme düşünme şeklimi değiştiriyor.					
4. Öğrenme, yaşama ilişkin olarak görüşlerimi geliştirmemde oldukça işime yarıyor.					
5. Bir şeyi gerçekten öğrendiğimde, onu nasıl kullanacağımı bildiğimi düşünüyorum.					
6. Yeni bilgi edindiğimde, öğrendiğimin farkına varıyorum.					
7. Çeşitli konularda konuşabilmem için öğrenmem gerekiyor.					
8. Öğrenmenin, gerçekleri anlamamda oldukça gerekli olduğunu düşünüyorum.					
9. Öğrenmenin, çevremdeki şeylere anlam vermede oldukça önemli olduğunu düşünüyorum.					
10. Öğrenmeyle birlikte artan bilgilerim benim daha iyi bir kişi olmamı sağlıyor.					

11. Öğrenmenin, yeni şeyler üretmek için oldukça önemli olduğunu düşünüyorum.					
12. Öğrenmenin, öğrenilenleri ileride kullanmak üzere gerçekleştirildiğini düşünüyorum.					
13. Öğrenme, bana farklı insanlarla nasıl etkileşim kurmam gerektiğini gösteriyor.					
14. Öğrenmenin, insanlarla iyi ilişkiler kurmak için önemli olduğunu düşünüyorum.					
15. Öğrenmenin, toplumun etkin bir üyesi olabilmek için oldukça önemli olduğunu düşünüyorum.					

APPENDIX E: Dimension of the Conception of Learning

Learning as gaining and using information

- I think that when I learn something literally, I know how to use it
- I recognize my learning when I acquire new information
- In order to talk about varieties of subjects it is necessary to learn
- I think that learning is particularly important to understand the realities
- I think that learning is particularly important to give a meaning thing around me
- I think that learning is very important to produce new things
- I think that learning occurs with the learnt information to be used in the future

Learning as self-improvement

- I use learning to improve myself
- I think that I change personally when I learn
- Learning makes my way of thinking change
- Learning actually very useful for me to improve my thoughts about life
- My knowledge increasing with learning make a better person

Learning as social skill

- Learning points, me how to interact with different people
- I think learning is important to have good relationship with other people
- I think learning is very important to be an effective component of the community