ATTITUDES OF ANATOLIAN IMAM HATIP HIGH SCHOOL STUDENTS TOWARDS ENGLISH LESSONS IN TERMS OF VARIOUS VARIABLES

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Abstract:

This research examines the attitudes of students studying at Anatolian Imam Hatip High Schools towards English lessons in terms of variables such as gender, grade level, learning objectives, and study hours. Within the scope of the research, attitude scales and personal information questionnaires were administered to 411 students in Ankara. The results indicate that students' attitudes towards English are directly related to their learning objectives and study duration. The attitudes of 9th grade students towards English vary depending on long-term goals (career development, going abroad) and study time. These students display more positive attitudes, while students who aim only to pass the course have lower attitude levels. As study time increases, the importance students attach to English lessons and their positive attitudes also increase. For 12th grade students, there is no significant difference between the purpose of learning English and attitudes towards the course. This suggests that as students approach graduation, they may have developed a more general perspective towards English. The relationship between study time and positive attitude was also observed among 12th grade students. The research reveals that gender does not have a significant effect on attitudes, but age does influence certain attitudes. In particular, the 13-year-old age group was found to attach less importance to English. In conclusion, it was determined that attitudes are shaped by motivation, study habits, and environmental factors.

Keywords: English, attitude, learning objective, study hours, high schools

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1. Introduction

Language is a complex structure that enables individuals to convey their thoughts, feelings, and accumulated knowledge. Beyond being merely a communication tool, it contributes to the transmission of cultural heritage, the shaping of individuals' identities, and the formation of their intellectual worlds. Vygotsky's (1978) view that social experiences influence individuals' thinking patterns and ways of interpreting the world supports this. The grammatical structure, vocabulary, and cultural context of a language reflect how the community speaking that language perceives the world. This aligns with Wittgenstein's statement, "*The limits of my language mean the limits of my world*" (1921).

If language limits an individual's intellectual world, the way to transcend these limitations is through learning new languages. Learning a foreign language means not only acquiring new linguistic knowledge but also understanding different cultures and thought systems. The Sapir-Whorf hypothesis posits that individuals' native languages shape their worldviews (Kaye, 2009). In this context, the statement *"Language is not only a means of communication and thinking among people but also a mirror of cultures"* (Aksan, 1998) emphasizes how language shapes individuals' identities and perspectives. Furthermore, learning a foreign language develops analytical thinking skills, strengthens intercultural communication, and increases individual awareness. In today's world, knowing a foreign language is now a necessity for professional success, following universal developments, and accessing current information (Doğan, 2011; Odabaşı, 1997). In this context, English holds an important position as the primary communication language in science, technology, business, and international relations on a global scale. However, a successful outcome in English learning has still not been achieved in our country. In this regard, some obstacles that students encounter in the English learning process can lead to academic failure (Chambers, 1999). It is stated that these obstacles stem from both external factors (physical conditions of the school, teacher competencies, educational material deficiencies) and internal factors (individual learning history, family support, personal motivation), and both factors significantly affect students' language learning processes (Pehlivan, 1994). In addition to these obstacles, students' affective characteristics also play a critical role in the language learning process. Students' motivation, self-confidence, and anxiety levels shape their attitudes toward language learning, and these attitudes can directly affect active participation in the learning process.

Affective factors are as important as cognitive skills and can greatly influence the language learning process. Various studies have revealed that programs used in foreign language teaching, teaching methods, learning strategies, materials, time allocated to language learning, family support, and teacher's attitude determine the student's approach to language learning. Additionally, it emphasizes that students' relationships with classmates and teachers also play a critical role in language learning success (Chambers, 1999; Gardner, 1985; Gardner & Maclnytre, 1993; Oxford, 1994). According to some studies, students' attitudes toward foreign language learning can directly affect

their achievement. Positive attitudes increase success, while negative attitudes can reinforce failure (Mitchell & Myles, 1998; Ellis, 1994). Some research also supports the positive relationship between attitude and achievement (Chambers, 1999; Saracaloğlu, Varol & Evin, 2005; Yashima, 2002).

Foreign language learning attitudes are an important factor affecting students' levels of overcoming obstacles they encounter in language learning processes and their success. Students' attitudes in this process not only affect participation in lessons but also shape their learning motivations, study times, and achievements. However, student attitudes may differ depending on the learning purpose and study duration. For example, if a student is learning English only for exam success, this situation may negatively affect their attitude and motivation. Besides, students who have regular weekly study periods may observe an increase in their success by approaching the language learning process more positively. In this context, better understanding students' attitudes toward English lessons is of critical importance for the efficiency of language teaching processes.

This study aims to examine the attitudes of students studying at Anatolian Imam Hatip High Schools toward English lessons in relation to variables such as gender, grade level, learning purpose, and study hour durations. Anatolian Imam Hatip High Schools differ from other schools with their curriculum structures and student profiles. The education provided in these schools consists of a combination of both religious and secular courses. Therefore, research on the attitudes of students in these schools toward foreign language learning and the factors affecting these attitudes will fill a gap felt in the literature and provide more information on student attitudes. This research aims to contribute to the educational process by analyzing how the special structure of these schools shapes students' attitudes toward English lessons and their relationship with other variables. Additionally, increasing the effectiveness of foreign language teaching and understanding students' attitudes in the language learning process is considered a critical issue for the development of educational policies.

The research focuses on the following questions:
- Is there a relationship between students' attitudes toward English lessons and their learning objectives?
- Do study durations have an effect on students' attitudes toward English lessons?
- Do students' attitudes toward English lessons differ according to demographic characteristics such as grade levels, gender, and age?

2. Literature Review

2.1. Attitude

The concept of attitude has been addressed from various perspectives in different disciplines and defined as positive or negative evaluations developed by individuals toward objects, events, or processes. For example, İnceoğlu (2004) defines attitude as a reflection of mental, emotional, and behavioral reactions developed by individuals as a result of knowledge, experience, emotion, and motivation they acquire related to

themselves, objects in their environment, social events, and topics. Similarly, Krech (1965) expresses attitude as the regular and systematic shaping of an individual's emotional, perceptual, and thought processes developed toward events they experience. Both definitions reveal that attitude is a multidimensional structure that includes an individual's thoughts, feelings, and behaviors.

2.1.1. Attitude Dimensions and Impact on the Learning Process

Foreign language learning holds an important place in individuals' personal, academic, and professional development. Especially as English provides significant advantages in global communication, education, and the business world, students' attitudes toward this language directly affect the efficiency of the learning process. Attitude is a multidimensional structure consisting of cognitive, emotional, and behavioral tendencies developed by an individual toward a specific topic, object, or situation. This structure shapes the student's language learning motivation, commitment to the process, and how they react to the difficulties encountered (Gardner & Lambert, 1972).

Ajzen (2001) states that attitudes are formed as a result of evaluations toward a person or situation and consist of three fundamental components: cognitive (thought), emotional (feeling), and behavioral (action). These three elements reveal that attitude is a multifaceted structure that manifests itself in an individual's thoughts, feelings, and behaviors, reflecting different dimensions of attitude.

2.1.1.1. Cognitive Dimension

An individual's beliefs and knowledge accumulation toward a foreign language are addressed in this dimension. Students' attitudes toward learning English are closely related to the academic and professional opportunities this language will provide them (Kazazoğlu, 2013). For example, if a student believes that learning English will increase their international career opportunities, this contributes to developing a positive attitude toward language learning. However, a student who thinks English is unnecessary or difficult may feel reluctant toward the process.

2.1.1.2. Affective Dimension

This encompasses the emotional reactions the student develops toward the English learning process. Elements such as anxiety, interest, motivation, and enjoyment from the learning process directly affect language acquisition (Chambers, 1999). For example, a student who is afraid of making mistakes when speaking English may avoid using the language. In contrast, students who are confident with teacher support and find the process enjoyable may be more willing and motivated to learn.

2.1.1.3. Behavioral Dimension

This refers to an individual's active participation in the language learning process and the effort shown. Students' time devoted to learning English, study habits, and level of participation in classes are important indicators of this dimension (Gömleksiz, 2003). For

example, a student who regularly reviews vocabulary and is willing to practice develops language skills more quickly, while a student who does not engage with English outside of class may struggle more in the learning process.

In conclusion, students' attitudes toward English are a critical factor in determining their success in the language learning process. Gardner and Lambert (1972) stated that an individual's positive attitudes toward the target language and culture increase learning motivation. Therefore, supporting students in cognitive, affective, and behavioral aspects will enable them to approach the English learning process more positively and achieve more successful results.

2.1.2. Functions of Attitude and Its Role in Language Learning

While attitude expresses the tendencies developed by an individual toward a topic or situation, it also assumes certain functions. These functions are among the basic factors that shape an individual's interaction with their environment and their attitudes in the learning process. In the foreign language learning process, the functions of attitude can directly affect the student's motivation, effort, and approach to learning. In this context, attitudes assume four basic functions: instrumental/utilitarian function, ego-defensive function, value-expressive function, and knowledge function (Köyönü, 2012).

2.1.2.1. Instrumental Function

This refers to an individual developing an attitude based on rewarding or punishing elements in their environment. In the language learning process, the student seeing English as a tool for academic and professional success can cause this function to become active (Petty & Cacioppo, 1996). For example, a student who thinks knowing English will offer better job opportunities may devote more time to learning the language. In contrast, a student who sees English as a mandatory course and does not associate it with any rewarding element may be less willing to learn.

2.1.2.2. Ego-Defensive Function

This function is related to an individual's need to protect their self-esteem. In the language learning process, students may develop a distant attitude toward English due to fear of making mistakes, feelings of inadequacy, or negative experiences they have had in the past (Krashen, 1982). For example, a student who receives low grades or fears making mistakes in class may stay away from English lessons to avoid feeling unsuccessful. However, when a supportive learning environment is provided and the student's self-confidence is increased, this negative attitude can turn positive.

2.1.2.3. Value-Expressive Function

Individuals tend to develop attitudes in line with their beliefs and values. Students who find English valuable not just as an academic necessity but in terms of communicating with different cultures, understanding the world better, and discovering the advantages of being multilingual approach learning this language more positively (Cüceloğlu, 2007).

For example, students who aim to study abroad or are interested in exploring different cultures may participate more enthusiastically in the English learning process.

2.1.2.4. Knowledge Function

Attitude helps individuals to make sense of their environment and organize their knowledge. In the language learning process, students who think knowing English contributes to academic success and personal development can show higher motivation in line with these positive beliefs (Gardner, 1985). For example, a student who knows that learning English provides an advantage in accessing scientific resources or following global news will have more desire to learn the language.

In conclusion, attitude is not only an important factor determining an individual's feelings toward a topic but also their commitment to the learning process. Understanding students' attitudes toward English and supporting these attitudes positively will contribute to their being more successful in the language learning process. Especially when language teachers plan their lessons considering the functions of students' attitudes, they can create a more effective and motivating learning environment.

2.2. Learning Purpose, Study Hour Duration, and Attitude

Students' purposes for learning English are an important factor in determining their attitudes toward language learning processes. Especially in the cognitive dimension, students' purpose for learning English shapes beliefs related to the desire to understand the social and cultural dimensions of the language. Students who are purpose-driven generally can develop language skills while prioritizing the use of the language in their daily lives. This shows that the cognitive dimension supports developing a positive attitude. As students begin to learn the social and cultural functions of the language, the learning process becomes more meaningful, which strengthens their attitudes toward learning.

At the same time, the purpose of learning English is also related to the instrumental function of attitude. When students begin to see language learning as connected to career goals and academic success, this increases their motivation. According to research, it has been determined that students who learn English with the goal of going abroad have the highest attitude scores, whereas students who aim only to be successful in the course have the lowest attitude scores (Semerci, 2013). In this context, determining students' learning purposes plays a critical role in shaping their attitudes. Students who realize the functional benefits of the language learning process value not only academic success but also the function of the language in providing access to knowledge at a global level.

Students' weekly study hours directly affect the behavioral dimension of their attitudes in the language learning process. Students who allocate regular and sufficient time find opportunities to use their languages more effectively, and this helps them display a positive attitude by increasing their self-confidence (Zimmerman, 2002). Additionally, students who develop continuous study habits can better cope with the

difficulties of the language learning process. This supports students in developing positive attitudes in both cognitive and behavioral dimensions.

Increasing study hours also reveals the effect of the instrumental function. Students' high study hours increase awareness of the advantages provided by learning English, and this positively affects students' motivation. Research shows that there is a significant improvement in students' language skills and academic success in cases where study hours increase (Zimmerman, 2002). Therefore, regulating study hours provides positive contributions to students' language learning processes.

2.3. English Education in Anatolian Imam Hatip High Schools

Anatolian Imam Hatip High Schools (AIHL) are special educational institutions in Turkey that offer religious and academic education together. In these schools, besides religious education, science, social sciences, and foreign language courses are also included. The English teaching program published by the Ministry of National Education (MEB) in 2018 has a structure determined in line with the Common European Framework of Reference for Languages (CEFR) and adapted according to the needs of students in high schools. In the high school English curriculum, students are expected to progress from A1 level to A2 and B2 levels, respectively. There are different types of high schools in Turkey, and English course hours vary according to the type of high school. In AIHLs, English course hours also show great differences between grades. English lessons, which start as 5 hours per week in 9th grade, decrease to only 2 hours per week in 10th, 11th, and 12th grades (MEB, 2024).

In English lessons, students are expected to develop grammar, vocabulary, reading, writing, listening, and speaking skills. However, since language learning is a process that requires regular repetition and practice, it is quite difficult to develop these skills sufficiently with only 2 hours of lessons per week. This situation creates a significant obstacle, especially for students who aim to participate in international projects or plan to study abroad.

This decrease in course hours also confronts English teachers with various difficulties. Teachers are forced to turn to intensified programs and technology-supported teaching methods to provide effective language education within a limited time. However, the limited course duration significantly restricts the opportunities to provide individual feedback to students and to practice language effectively.

3. Methods and Materials

This research has been conducted to examine the attitudes of students studying at Anatolian Imam Hatip High Schools toward English courses and to evaluate the effects of learning purposes and study durations on these attitudes. In this context, the study has been carried out using a relational survey model. This model has aimed to determine the relationships between variables and analyze how students' attitudes toward English courses interact with factors such as learning purposes and study durations.

The research was conducted in Anatolian Imam Hatip High Schools in the Keçiören district of Ankara province during the second semester of the 2023-2024 academic year. The study population has consisted of all 9th and 12th grade students studying at Anatolian Imam Hatip High Schools in the Keçiören district of Ankara as of the 2023-2024 academic year. There has been a total of 878 9th grade and 602 12th grade students in these schools. The gender distribution of 9th grade students has consisted of 519 female and 319 male students, while the 12th grade has had 405 female and 197 male students. The research sample has included 211 students from 9th grade (117 females, 94 males) and 200 students from 12th grade (105 females, 95 males). Students were selected using the simple random sampling method. Within the scope of the research, the data collection process for students has been conducted on a voluntary basis, and necessary permissions have been obtained from the students' parents. This method has aimed to ensure the informed consent of participants.

The data collection process, along with the application of data tools, has been completed in April-May 2024. These months have been chosen because they were times when students did not have exams, allowing for more accurate responses in a calm environment. The application has been personally conducted by the researcher, and the completion of the scales has taken approximately 15 minutes. The scales were administered in a classroom environment in a way that students could easily understand, and the researcher has provided explanations to students' questions. Additionally, students have been reminded that the necessary fields must be filled out and that incomplete responses would not be used in the analysis. Surveys and scales have been administered to all students, both Turkish and foreign nationals; however, data from foreign national students have not been included in the general analysis due to the possibility of deviations in the scale regarding English courses. This situation has been considered a measure aimed at increasing the internal validity of the research.

The English Course Attitude Scale (İYÖYTÖ) and Personal Information Questionnaire have been used as data collection tools in the research. İYÖYTÖ has been a scale developed by Çetin et al. (2019) to examine the attitudes of foreign language teacher candidates toward learning a second foreign language. This scale, which has been translated into Turkish by field experts, has been adapted for the research both according to the English course and to suit the levels of high school students. In terms of content, the attitude scale has consisted of three sub-dimensions: "Positive belief toward learning English," "Resistance to learning English," and "Giving importance to learning English." Additionally, this 5-point Likert-type scale consisted of 24 positive and 16 negative items. Students have provided a response to each item ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Along with the attitude scale, data on students' demographic characteristics (age, gender, grade level, etc.) and study habits have been collected with the "Personal Information Questionnaire." The Personal Information Questionnaire has also been adapted from the version designed by Yapıcı and Özcan (2016) to measure attitudes toward Arabic courses, modified for English courses.

The collected data have been analyzed using the IBM SPSS 22.0 statistical program. First, the data have been coded in Excel format and then transferred to SPSS. Reverse coding has been performed for items containing negative expressions in the scales. The normality of data distribution has been checked with skewness and kurtosis values. It has been accepted that the data showed normal distribution as the skewness and kurtosis values have been determined to be within the range of ±2. Accordingly, parametric tests have been used. Additionally, the reliability of the scales has been tested with Cronbach's Alpha internal consistency coefficient and has been determined to have a high level of reliability. The study has also analyzed the effects of students' attitudes toward English courses and the impact of learning purposes and study durations on attitudes using parametric tests such as the Independent Two-Sample T-Test and One-Way Analysis of Variance (ANOVA). These analyses have been conducted to increase the reliability of the findings obtained, and detailed statistical examinations have been performed to ensure the correct interpretation of the results.

4. Results of Research

In this section, the results of the statistical analyses conducted in line with the research questions are presented in tables, with detailed explanations and interpretations of the findings.

The normal distribution of the attitude scale and its sub-dimensions was examined using skewness and kurtosis values.

Table 1: Skewness and Kurtosis Values

	Skewness	Kurtosis
Positive Beliefs Toward English Lessons	-0.341	-0.109
Resistance Toward English Lessons	-1.111	1.097
Importance Given to English Lessons	-1.119	0.890
Attitude Scale Toward English Lessons	-0.663	0.332

Skewness and kurtosis values play an important role in determining the extent to which a distribution approximates a normal distribution. Skewness and kurtosis coefficients within the limits of ±1 or ±2 are acceptable values in terms of the normal distribution conformity of the data (George & Mallery, 2010; Tabachnick & Fidell, 2013). Since the skewness and kurtosis values obtained from the analysis are within the limits of ±2, the data were accepted to have a normal distribution, and parametric tests were used in the analyses. Variables conforming to normal distribution are presented with mean and standard deviation values. "Independent Samples t-Test" was used for the analysis of differences between two groups, and "One-Way Analysis of Variance (ANOVA)" test was used for differences between 3 or more groups. The significance level was taken as 0.05.

Table 2: Reliability Analysis Results

	Crα
Positive Beliefs Toward English Lessons	0.955
Resistance Toward English Lessons	0.879
Importance Given to English Lessons	0.869
Attitude Scale Toward English Lessons	0.966

According to Özdamar (2002), if the reliability coefficient is $0.60\alpha \leq 0.80$, the scale is reliable; if it is $0.80\alpha \leq 1.00$, the scale is highly reliable. The obtained Crα coefficients indicate that the scale used is highly reliable.

Table 3: Demographic Characteristics of Participants

	9th Grade (N=211)		12th Grade (N=200)	
	N	%	N	%
Gender				
Female	117	55.5	105	52.5
Male	94	44.5	95	47.5
Age				
13 years	2	0.9	0	0.0
14 years	72	34.1	0	0.0
15 years	133	63.0	0	0.0
16 years	4	1.9	0	0.0
17 years	0	0.0	131	65.5
18 years	0	0.0	65	32.5
19 years	0	0.0	4	2.0
Purpose of Learning English				
To pass the course	60	28.4	61	30.5
To communicate with English-speaking communities	33	15.6	37	18.5
To find a good job	26	12.3	17	8.5
To read and understand foreign texts	14	6.6	14	7.0
To go abroad	14	6.6	14	7.0
To build a career	37	17.5	31	15.5
Undecided	21	10.0	12	6.0
Other	6	2.8	14	7.0
Weekly English Study Time				
I don't study at all	84	39.8	125	62.5
1-2 hours	92	43.6	47	23.5
3-4 hours	25	11.8	14	7.0
5-6 hours	5	2.4	7	3.5
7 hours and above	5	2.4	7	3.5

Table 3 shows the demographic characteristics of the participants. Within the scope of the research, there are 411 participants, 51.3% of whom are in the ninth grade and 48.7% are in the twelfth grade.

Of the ninth-grade participants, 55.5% are female, and 44.5% are male.

Of the ninth-grade participants, 0.9% are 13 years old, 34.1% are 14 years old, 63% are 15 years old, and 1.9% are 16 years old.

Among ninth-grade participants, 28.4% learn English to pass the course, 15.6% to communicate with English-speaking communities, 12.3% to find a good job, 6.6% to read and understand foreign texts, 6.6% to go abroad, 17.5% to build a career, and 2.8% for other reasons. 10% are undecided.

Among ninth-grade participants, 43.6% study English for 1-2 hours a week, 11.8% for 3-4 hours, 2.4% for 5-6 hours, and 2.4% for 7 hours and above. 39.8% do not study at all.

Of the twelfth-grade participants, 52.5% are female, and 47.5% are male.

Of the twelfth-grade participants, 65.5% are 17 years old, 32.5% are 18 years old, and 2% are 19 years old.

Among twelfth-grade participants, 30.5% learn English to pass the course, 18.5% to communicate with English-speaking communities, 8.5% to find a good job, 7% to read and understand foreign texts, 7% to go abroad, 15.5% to build a career, and 7% for other reasons. 6% are undecided.

Among twelfth-grade participants, 23.5% study English for 1-2 hours a week, 7% for 3-4 hours, 3.5% for 5-6 hours, and 3.5% for 7 hours and above. 62.5% do not study at all.

Table 4: Analysis of 9th Grade Participants' Attitudes Toward
English Lessons According to Their Purpose of Learning English

	Purpose of Learning English	N	Mean	SD	F	p-value	Difference
Positive Beliefs Toward English Lessons	To pass the course	60	58.40	17.00	20.213	<0.001	1 < 2, 3, 5, 6, 8; 7 < 2, 5, 6 and 4 < 5, 6
	To communicate with English-speaking communities	33	86.06	15.89			
	To find a good job	26	79.54	11.35			
	To read and understand foreign texts	14	71.64	13.48			
	To go abroad	14	89.57	11.06			
	To build a career	37	89.92	14.07			
	Undecided	21	69.43	17.98			
	Other	6	81.00	19.29			
Resistance Toward English Lessons	To pass the course	60	39.82	9.99	14.853	<0.001	2, 3, 4, 5, 6, 7, 8 > 1
	To communicate with English-speaking communities	33	52.18	6.72			
	To find a good job	26	51.23	5.50			
	To read and understand foreign texts	14	49.64	5.47			
	To go abroad	14	54.07	5.74			
	To build a career	37	52.86	5.23			
	Undecided	21	47.10	9.57			
	Other	6	50.17	11.41			
Importance Given to English Lessons	To pass the course	60	19.57	6.30	14.325	<0.001	2, 3, 4, 5, 6, 7, 8 > 1
	To communicate with English-speaking communities	33	26.39	3.88			
	To find a good job	26	26.15	3.38			
	To read and understand foreign texts	14	25.21	3.72			
	To go abroad	14	28.29	2.40			
	To build a career	37	27.30	3.33			

	Undecided	21	23.52	4.48			
	Other	6	24.83	6.46			
Attitude Scale Toward English Lessons	To pass the course	60	117.78	30.18	21.498	<0.001	2, 3, 4, 5, 6, 7, 8 > 1; 2, 5, 6 > 7 and 5, 6 > 4
	To communicate with English-speaking communities	33	164.64	24.26			
	To find a good job	26	156.92	16.61			
	To read and understand foreign texts	14	146.50	20.47			
	To go abroad	14	171.93	17.78			
	To build a career	37	170.08	21.01			
	Undecided	21	140.05	27.31			
	Other	6	156.00	36.50			

p<0.05, One-Way Analysis of Variance (ANOVA).

Table 4 compares 9th grade students' attitudes toward English lessons based on their purposes for learning English. According to ANOVA test results, students' attitudes toward English show significant differences (p<0.001). Students' positive beliefs toward English lessons differ significantly according to their purpose of learning English (F=20.213, p<0.001). Students who learn English "to pass the course" (Mean=58.40) have the lowest positive beliefs, while those who learn for "building a career" (Mean=89.92) and "going abroad" (Mean=89.57) have the highest positive beliefs. This indicates that students who learn English for long-term goals have a more positive outlook on the lesson. Students' resistance levels toward English lessons also vary significantly according to their purpose of learning English (F=14.853, p<0.001). Students who learn English "to pass the course" (Mean=39.82) have the lowest resistance level, while those who learn for "going abroad" (Mean=54.07) and "building a career" (Mean=52.86) show higher resistance. This may suggest that students who see English as a mandatory course find the lesson less challenging compared to other groups. The importance students give to English lessons also varies according to their purpose of learning English (F=14.325, p<0.001). Students who learn English "to pass the course" (Mean=19.57) give the lowest importance, while those who learn for "going abroad" (Mean=28.29) and "building a career" (Mean=27.30) attribute the highest importance to the lesson. It can be said that students who see English as necessary for global opportunities value this language more. According to the general attitude scale results (F=21.498, p<0.001), students who learn English "to pass the course" (Mean=117.78) have the lowest attitude, while those who learn for "going abroad" (Mean=171.93) and "building a career" (Mean=170.08) have the highest attitude. Additionally, students learning English for purposes such as "communicating with English-speaking communities" and "finding a good job" also have high attitude scores.

Table 5: Analysis of 12th Grade Participants' Attitudes Toward
English Lessons According to Their Purpose of Learning English

	Purpose of Learning English	N	Mean	SD	F	p-value
Positive Beliefs Toward English Lessons	To pass the course	61	75.84	22.17	0.855	0.543
	To communicate with English-speaking communities	37	79.59	16.65		
	To find a good job	17	81.06	21.03		
	To read and understand foreign texts	14	75.64	22.72		
	To go abroad	14	79.71	26.68		
	To build a career	31	85.42	14.58		
	Undecided	12	74.50	21.74		
	Other	14	81.36	19.20		
Resistance Toward English Lessons	To pass the course	61	47.23	9.38	0.647	0.717
	To communicate with English-speaking communities	37	47.49	8.98		
	To find a good job	17	50.24	10.44		
	To read and understand foreign texts	14	44.57	10.59		
	To go abroad	14	48.21	8.23		
	To build a career	31	48.81	8.38		
	Undecided	12	50.33	6.49		
	Other	14	47.14	10.98		
Importance Given to English Lessons	To pass the course	61	24.00	5.50	1.242	0.282
	To communicate with English-speaking communities	37	24.19	4.84		
	To find a good job	17	25.88	6.32		
	To read and understand foreign texts	14	23.14	6.30		
	To go abroad	14	24.79	5.85		
	To build a career	31	26.61	3.68		
	Undecided	12	26.00	2.66		
	Other	14	24.00	6.28		
Attitude Scale Toward English Lessons	To pass the course	61	147.07	34.52	0.747	0.633
	To communicate with English-speaking communities	37	151.27	26.74		
	To find a good job	17	157.18	36.25		
	To read and understand foreign texts	14	143.36	36.90		
	To go abroad	14	152.71	39.72		
	To build a career	31	160.84	24.63		
	Undecided	12	150.83	27.56		
	Other	14	152.50	35.14		

p<0.05, One-Way Analysis of Variance (ANOVA).

Table 5 compares 12th grade students' attitudes toward English lessons based on their purposes for learning English. However, according to ANOVA test results, there is no significant difference between groups with different learning purposes (p>0.05). There is no statistically significant difference in students' positive beliefs toward English lessons (F=0.855, p=0.543). However, when looking at the means, students who learn English for "building a career" (Mean=85.42) have the highest positive beliefs, while those who are "undecided" (Mean=74.50) have the lowest positive beliefs. There is also no significant difference between groups in terms of resistance toward English lessons (F=0.647, p=0.717). The resistance levels of all groups are close to each other, with the lowest resistance belonging to students who learn English "to read and understand foreign texts"

(Mean=44.57), and the highest resistance to those who are "undecided" (Mean=50.33). There is no significant difference between groups in terms of the importance they give to English lessons (F=1.242, p=0.282). However, students who learn for "building a career" (Mean=26.61) and those who are "undecided" (Mean=26.00) give slightly more importance to English compared to other groups. There is also no significant difference between groups in terms of the general attitude scale (F=0.747, p=0.633). Looking at the mean values, students who learn English for "building a career" (Mean=160.84) have the highest attitude, while those who learn "to read and understand foreign texts" (Mean=143.36) have the lowest attitude.

Table 6: Analysis of 9th Grade Participants' Attitudes
Toward English Lessons According to Weekly English Study Time

	Weekly English Study Time	N	Mean	SD	F	p-value	Difference
Positive Beliefs Toward English Lessons	1-2 hours	92	78.25	14.89	18.944	<0.001	3,4>2>1
	3-4 hours	25	93.40	12.61			
	5-6 hours	5	99.80	14.08			
	7 hours and above	5	89.00	19.07			
	I don't study at all	84	44.35	10.20			
Resistance Toward English Lessons	1-2 hours	92	49.26	8.18	7.926	<0.001	3,4>2>1
	3-4 hours	25	53.76	7.14			
	5-6 hours	5	56.00	0.71			
	7 hours and above	5	52.00	8.28			
	I don't study at all	84	21.93	6.27			
Importance Given to English Lessons	1-2 hours	92	25.12	4.32	9.264	<0.001	3,4>2>1
	3-4 hours	25	27.64	4.58			
	5-6 hours	5	29.80	0.45			
	7 hours and above	5	26.80	4.15			
	I don't study at all	84	131.30	33.46			
Attitude Scale Toward English Lessons	1-2 hours	92	152.63	25.19	16.069	<0.001	3,4>2>1
	3-4 hours	25	174.80	22.99			
	5-6 hours	5	185.60	14.40			
	7 hours and above	5	167.80	30.43			
	7 hours and above	5	167.80	30.43			

p<0.05, One-Way Analysis of Variance (ANOVA).

Students' positive beliefs toward English increase as study time increases (F=18.944, p<0.001). Particularly, students who study 5-6 hours per week (Mean=99.80) have the highest positive beliefs, while those who don't study at all (Mean=44.35) have the lowest positive beliefs. Statistically significant differences are as follows:

- Students who study 3-4 hours and 5-6 hours have higher positive beliefs than those who study 1-2 hours.
- Students who study 1-2 hours have higher positive beliefs than those who don't study at all. This shows that students who study regularly have a more positive approach to English lessons. Statistically significant differences have also been found in terms of resistance (F=7.926, p<0.001). Resistance toward English increases as study time increases:

- Students who study 5-6 hours have the highest resistance (Mean=56.00), while those who don't study at all have the lowest resistance (Mean=21.93).
- Students who don't study at all have significantly lower resistance to English compared to other groups. This may suggest that students who don't study at all don't attach much meaning to English lessons and, therefore, don't show resistance.

There are also significant differences in the importance given to English lessons based on study time (F=9.264, p<0.001). Students who study 5-6 hours give the highest importance (Mean=29.80), while those who don't study at all give lower importance (Mean=25.12). This finding shows that students who study more recognize the value of English more. Significant differences have also been found in terms of the general English attitude scale based on study time (F=16.069, p<0.001). Students who study 5-6 hours have the highest attitude score (Mean=185.60), while those who don't study at all have the lowest score. These results show that as study time increases, students' positive attitudes toward English also increase.

Table 7: Analysis of 12th Grade Participants' Attitudes Toward
English Lessons According to Weekly English Study Time

	Weekly English Study Time	N	Mean	SD	F	p-value	Difference
Positive Beliefs Toward English Lessons	I don't study at all	125	74.35	20.99	5.009	0.001	2>1
	1-2 hours	47	85.51	17.30			
	3-4 hours	14	87.57	13.97			
	5-6 hours	7	91.86	17.79			
	7 hours and above	7	89.00	12.50			
Resistance Toward English Lessons	I don't study at all	125	46.66	9.71	1.783	0.134	
	1-2 hours	47	49.89	8.31			
	3-4 hours	14	47.57	8.35			
	5-6 hours	7	51.86	6.72			
	7 hours and above	7	51.71	5.22			
Importance Given to English Lessons	I don't study at all	125	23.77	5.53	3.055	0.051	
	1-2 hours	47	26.13	4.75			
	3-4 hours	14	25.86	4.13			
	5-6 hours	7	26.57	3.69			
	7 hours and above	7	28.00	2.31			
Attitude Scale Toward English Lessons	I don't study at all	125	144.78	33.16	4.191	0.003	2>1
	1-2 hours	47	161.53	28.83			
	3-4 hours	14	161.00	23.65			
	5-6 hours	7	170.29	27.88			
	7 hours and above	7	168.71	17.26			

p<0.05, One-Way Analysis of Variance (ANOVA).

Table 7 compares 12th grade students' attitudes toward English lessons based on their weekly English study times. Students' positive beliefs toward English increase as weekly study time increases (F=5.009, p=0.001). The statistically significant difference is as follows:

- Students who study 1-2 hours have significantly more positive beliefs than those who don't study at all (2>1).

- While students who study 3-4 hours, 5-6 hours, and more than 7 hours have higher average positive belief scores, no statistically significant difference is indicated. This shows that students who study regularly for at least 1-2 hours have a more positive approach to English. No statistically significant difference was found in terms of students' resistance toward English lessons (F=1.783, p=0.134).

- Although resistance scores show small differences as study time increases, this difference is not statistically significant.

- Resistance was observed to be lowest in those who don't study at all (Mean=46.66) and highest in those who study 5-6 hours (Mean=51.86). This may indicate that studying does not directly change students' resistance to English. There is a difference at the threshold of significance in terms of importance given to English (F=3.055, p=0.051).

- Students who study 7 hours and above give the highest importance (Mean=28.00).

- Students who don't study at all give the lowest importance (Mean=23.77).

- However, as it is at the threshold of statistical significance, this finding should be evaluated cautiously. This shows that the importance given to English may increase with study time, but the difference is not strongly evident. There is a significant difference between students' general English attitude scale scores (F=4.191, p=0.003).

- Students who study 1-2 hours have significantly higher attitude scores than those who don't study at all (2>1).

- Although the scores of groups that study more (3-4 hours, 5-6 hours, 7 hours and above) are higher, no significant difference is indicated. This shows that students who regularly study English for at least 1-2 hours have more positive general attitudes.

Table 8: Analysis of 9th Grade Participants'
Attitudes Toward English Lessons According to Gender

	Gender	N	Mean	SD	t	p-value
Positive Beliefs Toward English Lessons	Female	117	74.68	18.75	-0.71	0.479
	Male	94	76.62	20.75		
Resistance Toward English Lessons	Female	117	48.19	9.47	0.217	0.829
	Male	94	47.90	9.45		
Importance Given to English Lessons	Female	117	24.38	5.78	0.225	0.822
	Male	94	24.20	5.34		
Attitude Scale Toward English Lessons	Female	117	147.25	31.93	-0.328	0.743
	Male	94	148.72	33.10		

p<0.05, Independent Samples t-Test

The attitudes of 9th grade participants toward English lessons do not show statistically significant differences according to their gender. (p>0.05)

Table 9: Analysis of Attitudes Towards English
Course Among 9th Grade Participants According to Age

Age	N	Mean	SD	F	p value
Positive Belief Towards English Course					
14	72	73.44	18.05		
15	133	77.62	19.70	3.379	0.051
16	4	60.00	28.58		
Resistance Towards English Course					
13	2	43.00	1.41		
14	72	46.65	10.06	1.273	0.285
15	133	48.77	9.16		
16	4	52.50	6.14		
Attaching Importance to English Course					
13	2	11.50	3.54		
14	72	23.54	5.74	4.73	0.003
15	133	24.91	5.31		
16	4	24.00	3.65		
Attitude Scale Towards English Course					
13	2	99.00	22.63		
14	72	143.64	32.28	2.648	0.051
15	133	151.29	31.99		
16	4	136.50	29.51		

p<0.05, One-Way Analysis of Variance (ANOVA).

The level of importance attached to the English course among 9th grade participants in the study shows a statistically significant difference according to age (p<0.05). Participants aged 14, 15, or 16 demonstrate higher levels of importance attached to the English course compared to participants aged 13. Other scale scores do not show significant differences according to age (p>0.05).

Table 10: Analysis of Attitudes Towards English
Course Among 12th Grade Participants According to Gender

Gender	N	Mean	SD	t	p value
Positive Belief Towards English Course					
Female	105	81.41	20.09	1.763	0.079
Male	95	76.39	20.13		
Resistance Towards English Course					
Female	105	47.94	9.43	0.166	0.868
Male	95	47.73	8.96		
Attaching Importance to English Course					
Female	105	25.10	5.00	1.077	0.283
Male	95	24.29	5.52		
Attitude Scale Towards English Course					
Female	105	154.45	31.92		1.333
Male	95	148.41	32.08		

p<0.05, Independent Samples t-Test.

The scale scores of 12th grade participants in the study do not show statistically significant differences according to gender (p>0.05). However, it can be observed that the

mean score of female students is slightly higher than males, suggesting that females may have more positive beliefs towards the English course.

Table 11: Analysis of Attitudes Towards English
Course Among 12th Grade Participants According to Age

Age	N	Mean	SD	F	p value
Positive Belief Towards English Course					
17	131	78.02	19.40		
18	65	80.00	21.39	1.703	0.185
19	4	96.25	24.20		
Resistance Towards English Course					
17	131	48.31	8.57		
18	65	46.40	10.28	2.586	0.078
19	4	56.00	3.27		
Attaching Importance to English Course					
17	131	24.73	5.12		
18	65	24.45	5.59	1.269	0.283
19	4	28.75	2.50		
Attitude Scale Towards English Course					
17	131	151.05	30.67		
18	65	150.85	34.48	1.733	0.180
19	4	181.00	29.36		

$p<0.05$, One-Way Analysis of Variance (ANOVA).

The scale scores of 12th grade participants in the study do not show statistically significant differences according to age ($p>0.05$).

Table 12: Analysis of Attitudes Towards English
Course Among Participants According to Grade Level

Grade	N	Mean	SD	t	p value
Positive Belief Towards English Course					
9th Grade	211	75.55	19.64	-1.77	0.077
12th Grade	200	79.03	20.22		
Resistance Towards English Course					
9th Grade	211	48.06	9.44	0.241	0.810
12th Grade	200	47.84	9.19		
Attaching Importance to English Course					
9th Grade	211	24.30	5.58	-0.778	0.437
12th Grade	200	24.72	5.25		
Attitude Scale Towards English Course					
9th Grade	211	147.91	32.39	-1.155	0.249
12th Grade	200	151.58	32.06		

$p<0.05$, Independent Samples t-Test.

The attitudes of participants in the study towards the English course do not show statistically significant differences according to grade level ($p>0.05$).

5. Conclusion

The results of this study reveal that the attitudes of 9th and 12th-grade students towards English lessons are shaped by various factors. For 9th-grade students, it was observed that the motivation for learning English and the duration of study significantly influenced their attitudes. Students who had long-term goals (such as pursuing a career, studying abroad, or communicating) exhibited a more positive attitude towards English, while those who aimed solely to "pass the course" displayed lower levels of motivation. A significant relationship was found between study duration and positive attitude, with students who studied more perceiving English as more meaningful and important.

In 12th-grade students, it was noted that their attitudes towards the course had largely formed, and study duration had an impact on positive beliefs. Students who studied for 1-2 hours per week showed significantly more positive attitudes compared to those who did not study at all. However, no statistically significant difference was found in terms of the importance placed on the English lesson. Additionally, the effects of resistance towards English and gender on attitudes were minimal among 12th graders.

The findings of the study indicate that attitudes towards English lessons are shaped by factors such as students' levels of motivation, study durations, and learning goals. For 9th-grade students, it was clear that increased study time had a pronounced effect on positive attitudes, whereas this relationship was more limited among 12th-grade students. It can be inferred that 12th-grade students are largely focused on graduation goals and have moved beyond specific objectives in the language learning process. Nonetheless, it is evident that the relationship between study duration and attitudes needs to be strengthened.

Specifically, it was determined that 9th-grade students' higher levels of motivation lead to more positive attitudes towards English lessons, while those who only aim to "pass the course" have weaker attitudes. This situation underscores the importance of educational strategies that focus on deeper and personal goals to shape students' attitudes towards the subject.

Moreover, the study confirmed that gender is not a significant factor in determining attitudes towards English lessons. Both male and female students exhibited similar levels of attitudes, indicating that other factors (motivation, study duration, teaching methods, etc.) are more effective.

6. Recommendations

This study has shown that attitudes towards English lessons are shaped by various factors, and based on the findings, the following recommendations are proposed:
- **Development of Motivational Strategies:** It has been observed that the motivation levels of 9th-grade students have a pronounced effect on their attitudes towards the course. In this context, it is important to develop strategies within curricula that enhance students' motivation for learning English in line with their

long-term goals. Projects and activities related to personal goals such as career planning, studying abroad, or communication can make their attitudes towards language learning more positive. Additionally, effective use of individual counseling and guidance services to support students' goal-setting processes can reinforce their attitudes towards the language learning process.

- **Support for Study Habits:** The findings of the study reveal a significant relationship between the study duration and attitudes towards English lessons, particularly for 9th-grade students. Therefore, various incentive programs can be organized at school to cultivate regular and efficient study habits. Individual study plans, motivation-enhancing activities, and reward systems can make learning processes more effective. Furthermore, teachers can increase students' interest in the subject by providing extra support in areas where they face difficulties.

- **Redesigning Course Content and Methods:** It has been observed that the attitudes of 12th-grade students towards English have largely formed. In this regard, it is recommended that teaching methods and course content be reorganized to allow for deeper learning. Methods that promote regular study habits of 1-2 hours per week can positively influence students' attitudes towards the course. Additionally, creating practical, interactive learning environments that enable students to view English not just as a subject but as a means of communication can be beneficial.

- **Considering Individual Differences:** It has been concluded that gender does not have a significant impact on attitudes towards English lessons. However, flexibility should be provided in the teaching process, taking into account students' individual differences. Implementing different teaching strategies based on students' learning styles, interests, and motivation levels will enhance their engagement in the language learning process. In this context, developing more personalized teaching methods and adopting a student-centered educational approach can enable students to be more actively involved in their learning processes.

- **Psycho-social Support and Guidance:** To improve students' attitudes towards English, it is necessary to effectively utilize psycho-social support and guidance services. Personal goal-oriented work can be conducted by guidance units to help students increase their self-confidence and overcome the challenges they face in language learning processes.

Additionally, individual support programs focusing on stress management, motivation enhancement, and self-efficacy development can be organized for students. These recommendations aim to contribute to the development of strategies that promote positive attitudes towards English by adopting a student-centered approach.

Conflict of Interest Statement

The authors declare that there is no conflict of interest.

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