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## HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS ENGLISH LANGUAGE IN TERMS OF DIFFERENT SCHOOL TYPES IN TURKEY

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## FOREIGN LANGUAGE EDUCATION | RESEARCH ARTICLE

### High school students' attitudes towards English language in terms of different school types in Turkey

Burak Akyol & Bedirhan Ahmet Küçük\*

**Abstract:** Teaching and learning English has been an important and argued topic around the world and around Turkey from the beginning of the 1900s to present days. Since 1900s, several different techniques and ways have been used to teach and learn English. On the other hand, many aspects of learning process have been considered by the researchers in the field. Researchers focus on learner characteristics thanks to the changes of approaches to teach English. Attitude is one of the most featured aspects that is to be considered. Therefore, the concept of attitude has been dealt within the study. The attitude differences of students from different types of high schools in Turkey have been examined.

**Keywords:** high schools; learning English; attitudes towards English.

According to Göçer (2009), demands to learn a new language have risen over the past few decades with the effect of globalization and increasing communication between countries. People from all social classes such as farmers, industrialists, bureaucrats would like to have an interaction with people all around the world. However, to start this interaction, one needs a global language. To give an example, in his detailed work, Crystal (2003) claims that English meets all of the criteria to be effective or, in other words, global language since it gained a special role and recognized in all countries around the world. Throughout history, much research has been conducted to teach English and other important languages properly. A lot of researchers (Dörnyei, 1998; Dörnyei & Ushioda, 1982; Gardner, 1985; Gardner, 2001; Horwitz, 1985; Krashen, 1982; Peacock, 1999; Oxford, 1994) have dealt with different aspects such as motivation, autonomy, attitudes while learning and teaching a new language.

Like all other countries around the world, Turkey has also given great importance to learning and teaching English. Even if English is not a national or official language in Turkey, it is widely accepted and learned by the Turkish citizens. As for Karahan (2007), numerous Turkish students begin learning English during secondary school: some others as ahead of schedule as elementary school or even pre-school. However, looking for the output, we are far beyond what is expected. The majority of the understudies are a long way away from arriving at a wanted degree of proficiency in comprehensive and productive skills or both. Karahan states that although the students are being exposed to English instruction for a long time at different levels, the purposes behind the poor foreign language abilities of pupils have, for some time, involved conversation among specialists and teachers. As indicated by her, while numerous discussions about learning a second/foreign language center around the teaching methodologies, little accentuation is given to contextual factors; individual, social and cultural that influence Turkish students' learning. Therefore, in this particular research, students' attitudes towards English were studied since attitude plays an essential role in learning and teaching English. Different types of high school students' attitudes studied since environmental factors such as school type is an important factor that affects attitudes.

#### 1. Literature Review

The original works to understand the attitude in the educational and language learning context dates back to the beginnings of the 1970s and goes through the 1980s (Wesely, 2012). Many researchers gave different definitions of this concept. Gardner (1985) says that attitude is "an evaluative reaction to some referent or attitude object, inferred based on the individuals' beliefs or opinions about the referent" (p. 9). On the other hand, Chamber (1999) gives a detailed definition of attitude by considering its role in education:

"Attitude is taken to mean the set of values which a pupil brings to the foreign language learning experience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate." (p. 27)

Gardner (1985) shed light on us to understand the concept of attitude in his work. He provided different classifications to the attitude in terms of its relationship with the accomplishment in language learning. Firstly, he classified the attitude 'along a dimension of specificity/generality' (p. 40). According to Gardner, attitude to learning French is a specific attitude since this term is encircled relatively. However, interest in foreign languages is a general one. It is not related to only one language like French in the previous example and also, this term doesn't define the specific activity connecting with the languages. Later in his work, Gardner (1985) also gives another classification for the concept of attitude. He puts the attitude into two different categories. They are 'attitudes towards learning the second language,' which is closely related to the education and 'attitudes towards the second language community,' which is a social concept (p. 42). In the first one, Gardner says that some particular attitudes are more related to the process of learning a second language, such as attitudes to learning English and attitudes to English courses. On the other hand, some specific attitudes like attitudes to a particular social group are more relevant to the classification of attitudes towards the second language community.

Literature provides us exhaustive information about attitude and its relation to language learning. Mantle-Bromley (1995) conducted a study with middle-aged students in 12 classes of 9-week Foreign Language Explanatory program. With the control group, he held an attitude changing program depending on the features of attitudes theory. After all, Mantle-Bromley found that students who developed positive attitudes and diminished their misconceptions about the French and Spanish course overcome the obstacles which hinder the proficiency. On the other hand, Yang & Lau's (2002) longitudinal study, which took three years to conduct in Hong Kong, shows the attitude and language learning relation. Results indicate that it is important for students to realize the prominence of the positive attitudes toward the use of English. Besides, it is clear that there is a large number of different types of instruments to measure students' and teachers' attitudes towards language learning. Gardner's (1985) 'Attitude/Motivation Test Battery' (AMTB) is one of these important instruments that deals with attitude. This test battery includes Likert-form items as well as multiple-choice items, rating scale questions, and bipolar questions. You can see the following items extracted from the Attitude/Motivation Test Battery; "French Canadians are very friendly, warm-hearted and created people. I would like to know more French Canadians. If I were visiting a foreign country, I would like to be able to speak the language of the people." (p. 178-179). Attitude Motivation Test Battery has been used to measure not only students' attitudes but also their instrumental and intrinsic motivation. This instrument mostly applied with French Canadians in the French version; however, it also has an English version (Gardner, 2004).

Another instrument that developed to measure students' and teachers' beliefs and attitudes toward foreign languages is Horwitz's (1985) 'Beliefs About Language Learning Inventory (BALLI).' This Likert-scale tool includes 27 items and they are for research and training purposes, according to Horwitz. Horwitz specifies that Beliefs About Language Learning Inventory used to learn the beliefs of teachers and students for these two reasons; "1) better understand why teachers choose particular teaching practices and 2) determine where the beliefs of language teachers and their students might conflict" (p. 334). Horwitz's Beliefs About Language Learning Inventory (BALLI) was put into practice in many different contexts. Peacock (2001) used BALLI with 146 trainee teachers from the University of Hong Kong in a longitudinal study to examine beliefs of them. Nikitina & Furuoka (2006) say that BALLI criticized in terms of its validity. They conducted a study to re-examine BALLI in the Malaysian context with 107 different students learning the Russian language at University Malaysia Sabah. Results indicated that BALLI was an effective instrument to measure beliefs and attitudes.

Along with the attitude itself, other aspects concerning attitude in language teaching and learning have been studied by researchers. Cotterall (1995) used a questionnaire to get attitudes of 139 ESL students to understand the association between attitudes and autonomy. Six different factors gained to understand fundamental constructs of the attitudes of EFL students and these are "1) role of teacher, 2) the role of feedback, 3) learner independence, 4) learner confidence in study ability, 5) experience of language learning, and 6) approach to studying" (p. 196). These factors were examined in the study. Cotterall reports that these factors are the main ones to explore the beliefs of the study. He also adds that teachers should consider them and these factors are essential for learner autonomy. Yang (1999) administered a study in Taiwan with 500 students in 5 different universities to understand the relationship between learners' attitudes and their

strategy use. The results indicate that there is a strong relationship between students' attitudes toward language learning and all types of strategies they use.

However, there is no exact conclusion that reached about the relation of attitude with gender in related literature. Hashwani (2008) states that there is a slight difference between girls and boys about the degree of positive attitudes in her study conducted in Karachi, Pakistan, with 40 males and 37 females. On the other hand, another study conducted by Mehrpour & Motlagh (2015) with 154 Iranian EFL learners shows that there is no association between attitudes toward learning language and gender. Kobayashi (2010) says that in high school, there is a female students' superiority in attitudes to English learning over male students. She believes that this resulted from the social elements of Japan, such as feminized academic life. On Karahan's (2007) and Gömleksiz's (2010) studies, it is observed that females have more positive attitudes towards English than males.

Lastly, it is necessary to look at the attitude studies in the Turkish context to be informed of the concepts. Kızıltan and Atlı (2013) conducted a study in Turkey during the academic year of 2006-2007. Five hundred fifty-one students were randomly chosen around Turkey's seven big cities. They were 4th-grade students. The results show that more than half of the students have positive attitudes towards the micro and macro skills of the English, such as grammar, vocabulary, listening pronunciation, and reading. However, results also show that there is no relationship between attitude and gender. Karahan (2007) conducted a study with 190 participants from 8th graders. Students were from a private school which means that they have more intense English program comparing to the state schools. Results demonstrate that they just have mild positive perspectives regardless of whether they presented to English in a school situation more much of the time than different understudies at state schools. Then again, another outcome shows that they are not tolerant of Turkish individuals communicating in English among themselves. Kacar and Zengin (2009) conducted a study with 227 Turkish participants, including high school students. Results showed that while the grade of student increased, the belief about English become more negative. These negative attitudes were at the top of the high school students' results. Hancı Yanar's (2008) studies revealed that students from Anatolian High Schools, some of them had preparatory classes for English, had positive attitudes towards English. Students from Anatolian High Schools, which had preparatory classes, had better results. Additionally, there was no significant difference between the genders of the students. To sum up, literature shows that Turkish students generally had positive attitudes towards English. For making explicit the different points, this particular study focused on Turkish high school students' attitudes towards English. To make a comparison, different types of high school students were chosen.

## 2. Methodology

This particular study was conducted at two different Anatolian High Schools and two different Vocational High Schools in Turkey. One of the Vocational High School was an Anatolian Vocational High School. This study was implemented with 9th, 10th, 11th, and 12th-grade students to generalize about the attitudes of high school students towards English. In this study, a mixed-method research design was used. Qualitative and quantitative data were collected and tried to find an answer to the following research questions:

1. What are the high school students' attitudes towards English in the Turkish EFL context?
2. Is there a difference between different types of high schools about the attitudes towards English?
3. Does the word 'Anatolian' before the vocational school name affect the attitude towards English?
4. Does gender affect students' attitudes towards English?

### 2.1. Participants

This study was conducted with 227 participants from 4 different types of high schools (Anatolian High Schools, Vocational and Anatolian Vocational High Schools) in Turkey. Participants were selected randomly. One hundred forty-five of the participant were male (63.9%) and 82 of the participant were female (36.1%). Their age ranged from 14 to 17. There were also 26 students from an Anatolian High School in the pilot study.

### 2.2. Data collection tools

A mixed-method research design was used in this study. Both qualitative and quantitative data were collected to get better results. Quantitative data were collected through a questionnaire. This questionnaire consisted of 26 different Likert-type items. It was composed of Horwitz's (1985) Beliefs about Language Learning Inventory and Gardner's (1985)

Attitude/Motivation Test Battery to get the attitudes of the students. This questionnaire (see Table 1) included two parts. The first part included demographic information, such as gender, school name, age, etc. However, the name of the students wasn't asked since the student would think that they would get score according to their answers. The second part of the questionnaire included 26 different Likert-type questions which scale students' attitude towards English. For increasing validity, the questionnaire was examined by five different experts. Their opinions were taken and regulations were carried out. This questionnaire's alpha value was .87, which showed that it was highly reliable.

After the questionnaire, the researcher conducted interviews with ten students chosen randomly to provide qualitative data. The interviews were done to get a better understanding of the results of the questionnaire. In the interview, two different questions were asked. These questions were about students' beliefs and attitudes towards English. On the other hand, for five interviewees who were from a Vocational High School, an extra question was asked to find whether their school wasn't a Vocational school, but Anatolian Vocational School would affect their attitudes towards English.

### 2.3. Data collection procedure

First of all, a pilot study was conducted to measure the reliability of the questionnaire. A pilot study was conducted with 26 participants from an Anatolian High School and they were selected randomly. The results indicated that this questionnaire was reliable ( $\alpha = .79$ ). The participants in the pilot study were not included in the main study. After the pilot study, the main study conducted. The main study was conducted with a questionnaire. The researcher wasn't with the participant while questionnaires were being delivered. Students were told that their answers would be shared and also they were informed that the results of the study could be shared with them. The researcher didn't want them to write their names on the questionnaire to prevent bias and fear of score taking. On the other hand, an interview was conducted by the researcher. This interview was carried out via Whatsapp Video Call since geographical obstacles prevented the researcher from carrying it out face to face. During the interview, answers of the participants were audio-recorded and transcribed later on.

### 2.4. Data analysis

The data which were gathered from the questionnaire was analyzed by using SPSS Statistics 23. The reliability scores, the mean scores, frequencies were found. First of all, Levene's normality test was computed to see whether the data normally distributed. Levene's normality test showed that the data were not normally distributed. Therefore, non-parametric test were used instead of parametric tests. For multiple comparison Kruskal-Wallis Test was computed instead of One-way ANOVA. To see the relationship between different types of high school and attitudes towards English, a Kruskal-Wallis Test was computed. For dual comparison, Mann-Whitney U tests instead of T-tests were computed. To see the relationship between gender and attitude, an Mann-Whitney U test was computed. Also, another Mann-Whitney U test was computed to see whether 'Anatolian' word affects students' attitudes towards English from Anatolian Vocational High School and Vocational High Schools. The result of the interview was recorded by a participant. The same and close answers were grouped and contrasted with the results of the questionnaire.

## 3. Results

### 3.1. High school students' attitudes towards English

In order to answer the first research question that aims to identify the high school students' attitudes towards English, frequency analysis was conducted and means were calculated. Table 1 shows the high school students' attitudes towards English. The results indicate that high school students, without any classification about school types, have positive attitudes towards English ( $M = 3.57$ ). Although, the attitudes of high school students towards English generally positive, six items (item 1, item 4, item 6, item 21, item 23, item 26) have higher means when they are compared to the others. Participants claimed that they valued new English words ( $M = 3.53$ ). They also believe that knowing English would help them in their future ( $M = 4.28$ ). However, even if the average mean shows that students have positive attitudes towards English, they show moderate value to reading English books ( $M = 2.55$ ), choosing a job that required English valued at a moderate rate by participants ( $M = 2.96$ ). Participants claimed that their positive attitudes towards English are not only limited to their high school times ( $M = 3.68$ ). Entertaining factors such as music and films are believed by participants as useful for positive attitudes with the same means 3.76. Participants stated that hearing English from people around them doesn't annoy them ( $M = 4.02$ ). Participants also believe that game activities are effective factors for positive attitudes towards English ( $M = 3.94$ ).

In the interview, ten students were asked two questions related to their views, attitudes towards English. According to the answers to those questions, seven students had positive attitudes towards English. Three students who had positive attitudes emphasized that their positive attitudes would increase if their understanding of the topics raised. One of the students showed neutral reactions to English. He emphasized that English was neither vital for him nor unimportant. However, two students showed negative attitudes. One of them, even, emphasized that his biggest dream was removing English from the current curriculum. Eight of the students pointed out that English is an important lesson. They said that English would be useful to get into interaction with people from other countries and for future job life. Overall, like the results of the questionnaire, 70% of the interviewees had positive attitudes towards English.

Table 1. High school students' attitudes towards English

Items	Strongly Disagree/  Disagree	Undecided %	Agree / Strongly Agree %	Mean
1. I would love to learn English.	11.5	9.7	78.8	4.8
2. English words arouse curiosity in me.	20.3	20.3	59.5	3.53
3. I do not study English lesson, just to pass the English lesson at school.*	29.1	14.5	56.6	3.44
4. Learning English is important form my future.	9.7	16.3	83.7	4.28
5. I would like to increase the number of English lessons.	32.6	27.8	39.6	3.10
6. I would like to speak English fluently.	11.9	6.6	81.5	4.21
7. English lesson is funny.	14.5	17.9	67.8	3.85
8. I don't get bored at English class.*	22.9	15.4	61.6	3.56
9. I like to answer the reading comprehension questions in the English textbook.*	26.0	21.1	52.9	3.37
10. I like reading books in English.	50.2	27.3	22.5	2.55
11. I don't get excited while answering questions in the English class.	46.3	20.3	33.4	3.54
12. I do not hesitate from the English exams.*	25.1	17.6	57.3	3.53
13. I would like to choose a profession related to English in the future.	40.1	23.8	36.2	2.96
14. I like listening to English music.*	23.8	8.4	67.8	3.76
15. I strive to learn English.*	17.2	13.7	69.2	3.85
16. I spend time learning English.	27.8	23.8	45.5	3.30
17. I like movies in English.*	23.8	7.9	68.3	3.76
18. I'm afraid to make mistakes when I speak English.	44.1	17.2	38.8	2.96
19 English lessons interest me.*	16.3	12.8	71.0	3.88
20. I would like to speak to my English teacher in English.	19.8	15.9	64.3	3.74
21. Speaking English around me does not bother me.*	13.2	11.0	75.3	4.02
22. I would like to learn English after high school.	21.6	16.7	61.2	3.68
23. I am interested in game activities in English lesson.	13.7	15.4	70.8	3.94
24. I like studying English.	21.1	23.8	55.0	3.46



25. I don't want to devote my time to learning English to other jobs.*	25.1	26.4	48.0	3.29
26. What I learned in the English class will benefit my daily life.*	17.2	11.9	70.9	3.96

\* These items were reversed into positive claims to interpret clearly.

### 3.2. Attitude differences between different types of high schools

The second research question aimed to answer if there was an attitude difference between different types of high schools. To find possible differences among three different types of high school, a Kruskal-Wallis Test between them was computed. Table 2 shows the results of a Kruskal-Wallis Test.

Table 2. Difference between 3 types of high schools

Type of the School	N	Mean Rank	Chi-Square	p
Anatolian High Schools	105	111.81		
Anatolian Vocational High Schools	87	121.84	2.944	.229
Vocational High Schools	35	101.84		

As Table 2 results showed, there was no significant difference between different types of high schools ( $p=.229$ ;  $p>.05$ ). Anatolian Vocational High Schools showed a higher mean rank when it was compared to the others (Mean Rank= 121.84). It can be inferred that being in a different type of high school doesn't affect so much the attitudes towards English.

To make the situation clear, Mann-Whitney U tests among different types of high schools was computed. Table 3 shows the statistics of the attitudes differences between Anatolian High Schools and Anatolian Vocational High Schools. According to the evidence that the Mann-Whitney U test provides, there wasn't a significant difference between Anatolian High Schools and Anatolian Vocational High Schools about the attitudes towards English ( $p=.269$ ;  $p>.05$ ).

Table 3. Attitude differences of Anatolian High School and Anatolian Vocational High School

Type of High School	N	Mean Rank	p
Anatolian High School	105	92.62	.269
Anatolian Vocational High School	87	101.18	

Another Mann-Whitney U test was computed by the researcher to see the attitudes differences between Anatolian High Schools and Vocational High Schools. Table 4 below shows the results of the differences between them.

Table 4. Attitude difference of Anatolian High Schools and Vocational High Schools

Type of High School	N	Mean Rank	p
Anatolian High School	105	72.19	.376
Vocational High School	35	65.43	

As the statistics on the Table 4 show, it cannot be talked about the significant difference between Anatolian High Schools and Vocational High Schools about the attitudes towards English since the p-value is ,376 which is higher than 0.05. In the interview, there were five interviewees from Anatolian High School and five interviewees from Vocational High School. One of the interviewees from Anatolian High School showed neutral views about English; however, 4 of them had positive attitudes towards English. On the other hand, 2 of the student from Vocational High School showed negative attitudes while 3 of them had positive attitudes. Even if there was no significant difference between these two types of high school on the questionnaire statistics, a slight difference could be observed in the interview results.

### 3.3. Effect of 'Anatolian' word on attitudes

The third research question aims to find an answer if pre-word 'Anatolian' affects the students about their attitudes towards English. To understand the effect of the pre-word 'Anatolian' on the attitudes towards English, a Mann-Whitney U

test was computed by the researcher between Anatolian Vocational High Schools and Vocational High Schools (See Table 5). No evidence showed a significant difference between Anatolian Vocational High Schools and Vocational High Schools ( $p=.101$ ;  $p>.05$ ). This indicated that even if a pre-word 'Anatolian' was added, this didn't affect students' attitudes. In the interview, five students from Vocational High School were asked whether their attitudes towards English would change if they would be in an Anatolian High School. All of them said that their attitudes wouldn't change. Therefore, there is no significant difference between the Anatolian Vocational and Vocational High Schools.

Table 5. Attitude difference between Anatolian Vocational High Schools and Vocational High Schools

Type of High School	N	Mean Rank	p
Anatolian High School	87	64.66	.101
Vocational High School	35	53.64	

### 3.4. Gender and attitude

The last research question in this study seeks to find an answer if gender has an effect on the attitudes towards English. To ground statistical evidence for it, a Mann-Whitney U test, which compares the gender differences and attitudes (See Table 6), was conducted. According to the statistical evidence, it cannot be said that there was a significant difference between males and females about the attitudes ( $p=.062$ ;  $p>.05$ ). However, the p-value shows that it is close to becoming significant. There were six males and four females in the interview. All of the females had positive attitudes while two of the interviewees from six males had negative attitudes.

Table 6. Gender and attitude

Gender	N	Mean Rank	p
Female	82	124.3827	.062
Male	145	108,13	

## 4. Discussion

The aim of this particular research was to determine the students' attitudes towards English from different types of high schools. The researcher aimed to find if there was a relationship between gender and attitudes. Additionally, the researcher aimed to see whether the pre-word 'Anatolia' effects students' attitudes in the Vocational High Schools. Results indicated that some features that found showed resemblance with other studies: meanwhile, some features found showed discrepancy with other studies. Firstly, the overall results showed that students had positive attitudes towards English with a high mean of 3.57. In addition, 70% of the interviewees answered that they had positive attitudes towards English and English was important for them. This result has some similar features with other results.

With 4th-grade participants, Kızıltan and Atlı (2013) also found that Turkish students had positive attitudes towards English. Hancı Yanar (2008) found that Anatolian High School students had positive attitudes like the results found in this research. Hancı Yanar claimed that students from Anatolian High Schools with preparatory classes showed more positive attitudes than the ones without preparatory classes. Since preparatory English classes removed from Turkish high schools, it is impossible to compare these results with Hancı Yanar's preparatory class' results. However, Karahan (2007) claimed that 8th grade private students had only a mildly positive attitude. It is seen that students in this study had high positive attitudes even if they were at public school, which means that they found less chance to expose to English comparing to the private schools. Kacar and Zengin (2009) claimed that high school students had more negative attitudes toward English when it is compared with previous grades. Mean values showed that students had a high positive attitude; however, more research needs to be done to see the difference between previous grades. In this study, students claimed that their attitudes are not only limited to their high school times. For this reason, a detailed longitudinal study may be conducted to see the attitude alteration. Other statistical results indicated that hearing the English language from people around doesn't bother them. Their positive attitudes toward listening to English music and watching English movies also support it. Nevertheless, Karahan (2007) claimed that students in her study aren't tolerant of Turkish people speaking English among themselves. Another result showed that even if they had high positive attitudes they gave moderate value



to reading English books. This might result from the value that Turkish society gave to reading books. According to Can, Türkyılmaz and Karadeniz's (2010) study, nearly 60% of the participants who were in their puberty read 1 to 5 books per year, which was an incredibly low number. Another important thing that Can et al. claimed that 90% of the participants didn't have any bookshelf, which was a shocking fact. For this reason, more suggestions and effective studies should be made to make teenagers read more books and increase their positive attitudes towards reading English books.

Secondly, in this study, comparisons between 3 different types of high schools (Anatolian High Schools, Vocational and Anatolian Vocational High Schools) were done. However, a significant difference between them was not found. It means that any classification between high schools about their attitudes towards English may not be done. However, this particular research has limited to the number of participants (N= 227) so that to generalize, a study which includes higher numbers of participants should be done.

Thirdly, in Turkey, there are different types of high schools. Anatolian Vocational High Schools and Vocation High Schools are among them. In public, it is believed that Anatolian Vocational High Schools are different than Vocational High Schools. To make this clear and to see if the pre-word 'Anatolian' affects students, a dual comparison between them was conducted. However, results indicated that there was no significant difference between them about attitudes. In addition, five of the interviewees were asked an extra question whether they would think differently if they were in an Anatolian Vocational High School instead of Vocational High School. All of the interviewees responded that their thoughts would not change. However, a generalization may not be done since participants in this study were limited.

Lastly, gender differences and attitudes were studied. According to the results, there was no significant difference. It showed resemblance with Hancı Yanar's (2008) and Kızıltan and Atlı's (2013) study. These researchers claimed that there was no relationship between attitude and gender. Additionally, Mehrpour and Motlagh (2015) stated that there was no association between attitudes and gender in the Iranian context. However, on Karahan's (2007) and Gömleksiz's (2010) studies, it concluded that females had more positive attitudes toward English than males. Kobayashi (2010) also claimed that in high school, there was a female student's superiority in attitudes in a different context from Turkey. When we looked at the significance value of the results ( $p= 0,062$ ), it could be inferred that it was close to the significance value 0.05 and females students had higher mean ranks (124,38). This might indicate that there would be a slight difference between gender and attitude, like Hashwani's(2008) study. To reach a better determination, more studies with higher numbers of participants need to be done.

## 5. Conclusion

This particular study conducted with participants from different types of high schools from Turkey by aiming to see the attitudes of high school students towards English and to see gender and attitude relationships. Qualitative and quantitative data were collected. Results indicated that students had high positive attitudes towards English. They valued English and saw it as an important factor in life. It was observed that there was no significant difference between different types of high schools and the word 'Anatolian' didn't affect students about their attitudes towards English. Additionally, no significant difference between gender and attitude was found. To conclude, it might be said that more studies with higher numbers of participants need to be done to reach a generalization around Turkey. This study also included qualitative data with interviews. However, this number was limited to ten interviewees. For further studies, interviews with a higher number of participants need to be done for better understanding and generalization.

## Disclosure of Conflict

The author(s) declare that they have no conflicts of interest.

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