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ATTITUDES OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS TOWARDS LEARNING A SECOND FOREIGN LANGUAGE

Research article

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Abstract

In this study it was aimed to scrutinize the attitudes of prospective teachers of foreign languages towards learning a second foreign language. The data were collected via “Attitude Scale Towards Second Foreign Language” developed by Çetin et.al. (2019) from a total of 300 student teachers of foreign languages in Gazi University Ankara. Out of these 300 student teachers, 206 were female and 94 were male. The study adopted the survey method and was conducted during the Spring Semester of 2018-2019 academic year. For the data analyses conducted via SPSS package program, t-test and one-way variance analysis (ANOVA) from parametric tests were conducted. In addition, the effect size values were calculated in order to determine the effect of independent variables on the attitudes of participants towards learning a second foreign language. At the end of the study it was observed that attitude scores of the prospective teachers of foreign languages were high 71% of the participant prospective teachers obtained scores between this score interval. Also, it was found that attitude scores of prospective teachers differed in accordance with their gender, grade, academic success, attaching importance to learning a language, department perception and attaching importance to second foreign language activities.

Keywords: Attitude, learning a second foreign language, prospective teachers.

1. Introduction

Increase in information and communication speed is a known fact of our age which effect all countries and their educational systems. Countries approaching one another via communication establish firm connections in all fields of life. Countries take into account their educational systems within the context of new cooperation fields, partnerships and interdependencies. These connections on one hand make the countries dependent on each other, on the other hand requires to educate the individuals with the ability to use the increasing information and be able to produce the new ones as well as cohesively work with the other

countries. All these phenomenon necessitates the education systems of the countries to be in harmony a certain extent (Öztekin, 2013). This situation requires to train the teachers so that they could accomplish their new roles and therefore take into account the teacher training programs in an international context. Among these new roles, the most important ones could be explained as; mutual understanding, tolerance, providing the students to explore the universal values that would contribute to the establishment of peace in the world so as to improve democratic understanding. Apart from their other roles, training teachers so that they could educate their students by introducing other cultures and improve peace and democratic understanding has been among the important teacher training issues (Budak, 2005). In accordance with this trend teachers or prospective teachers should be aware of cultural diversity. With this diversity understanding in mind, teachers' preparing their courses for supporting this richness and managing their classrooms being included in the international features of teacher training programs have started to form the basic approach in curriculum development (Banks, 2014).

Especially after the 1970's there has been a need for interaction and cooperation among societies of different cultures with the development of information and communication technologies. In the context of this need, the efforts of the nations in trying to get to know one another better and cooperation has increased. The concept of globalization has arisen parallel with the increase in politic, economic, cultural and academic relations all around the world. "Globalization is the spread and admission of social, cultural and economic values in international areas; also the exceeding of nationally produced values the national boundaries. The becoming widespread of the mass communication devices and the intertwining of world communities in economic, cultural and political levels (Özbolet, 2013; Tezcan, 2002; Toulmin, 1999).

In the context of concepts pointing to a close interaction of individuals or in terms of the world such as globalization, internalization, universalization (Aslan, 2004) common human values are shared and common solutions to the problems are sought. So the contemporary individual is expected to be self-sufficient as well as be a problem-solver with a universal point of view. The properly fulfillment of this expectation requires the competency in foreign languages. Possibly with this in mind, an individual's learning more than one foreign language is attached importance.

Foreign language teaching, beyond attaining some competencies about that foreign language, also contributes to the development and sharing the humanistic values through communication of the individual as a social being. The educational and sociological value of foreign language is seen in this context. It could be stated that those who have knowledge of foreign languages and communicate via them are more advantageous in terms of getting to know other cultures as well as eliminating form prejudices. Because the competences acquired via foreign languages guide the individual both in forming world views and being able to be themselves. Given these realities, contemporary states take precautions in training multilingual citizens so as to understand themselves correctly and make plans for teaching more than one foreign language in educational institutions. For instance, practices on teaching more than one foreign languages are actualized in the educational systems of the member of European Union states (Garabédian, 2013; Kuşçu 2018).

It could be stated that the need for development as well as having a say in international states and the desire to monitor the developments make the countries dependent on one another. In such a context the competency to be able to communicate in more than one foreign language stands out as the basic need.

International and supranational institutions such as the European Council supports incentive projects on teaching more than one foreign languages in member states (Hermans, 1997). In a study conducted it was seen that 33 percent of primary school students speak a second foreign language (Demirel, 2005). At this point it is seen that learning more than one foreign language is perceived as a need (Krzyzanowski & Wodak, 2011) and students are provided with foreign language teaching as far as possible.

States are increasingly convergent to one another and establish firm relationships among themselves. It is a known fact that especially member states of the European Union took precautions on many projects on teaching more than one foreign languages almost thirty and thirty-five years ago as well as the project called “Teaching Living Languages and European Citizenship” (Conseil de L’Europe, ODCC-88-33.extrait). During that period United Nations have also carried out projects such as Linguapax (Unesco, 6614/89).

It is a reality that in the era which multilingual and multicultural education and life styles show up, learning more than one foreign language is a must for individuals to fully understand each other. In other words, information and communication age requires the learning of foreign languages for communication. It is inevitable for an individual to confront with multilingual and multicultural environments both for professional and other reasons. For an individual to meet social needs such as make her/him presence felt, self-express and have a say, communication in a foreign language or languages are required. Information and communication age necessitates the individuals as well as the states to build communication bridges among individuals from different nations in the context of both professional and hobby aims also lifelong learning and integration (Eren, 2018; Gündoğdu, 2005).

Our country struggling for noticing what is happening in the contemporary world and integrating into that so learning a foreign language is seen as an important factor, foreign language teachers are become apparent. For foreign language teachers, learning a second foreign language is important in terms of the increasing agenda of the world as “multilingualism understanding” also for closing teacher shortage. It is a fact that competency in one foreign language plays an incentive and facilitator role in learning a second foreign language and communicating with different individuals. Competency in one foreign language occupies an important position in attaining competency in a second foreign language (Eren, 2018; Le Point, 2019). It would be a reasonable practice to provide foreign language teachers an opportunity to learn a second foreign language and them to utilize this opportunity.

The effect of some factors in foreign language learning is in question. These factors could be taken into account as intrinsic or extrinsic factors with regard to the learner such as age, method, content, ability, motivation, attitude and etc. As in all learning domains attitudes as intrinsic factors have an important place in learning. It is observed that in terms of learning a second foreign language, the learnt first foreign language effects the attitudes thus motivation towards learning a second foreign language positively (Heinzmann, 2013).

Attitudes could be described as cognitive, affective and psychomotor psychological situations which are developed as a result of experiences and have a leading and dynamic effect on behaviours (Breckler & Wiggins, 1989). Although descriptions on attitudes do not overlap fully, they show some similarities in terms of discourse (Dörnyei & Schmidt, 2002; Tolan, İsen & Batmaz, 1985). Generally emphasized, attitudes play a determining role in determining, directing and finalizing the cognitive activities of the individual. Within his framework attitudes could be said to cover three components (İnceoğlu, 2004; Morgan, 1980; Üstündağ, 2001). These are; affective components related with neural feelings, cognitive components covering mental evaluation and behavioral components in the context of action and reaction. In other words, attitudes are the positive or negative mental patterns an individual takes on

towards the stimulants in their environment. It would be a cognitive component if a foreign language teacher candidate attaches importance to learning a second foreign language taking into account the benefits it will bring. Moreover, it would be described as the affective component when the teacher candidate would be happy in learning the second foreign language and its culture and finally it would be the behavioral component if the teacher candidate communicates with an individual from that culture to live the aforementioned happiness and sustain this situation.

Seen from this discourse it could be stated that attitudes effect the motivation towards learning as there is a relationship between attitude and the motivation for learning (Hainzmann, 2013). Motivation is a phenomenon which takes its resource from the learner's perception towards oneself and her/his environment, focuses the learner towards the provided educational activity aimed to be learnt by her/him and attains the learner the determination to complete the activity (Viau, 2008).

Whether it is general or particular, three kinds of perception have an impact on motivation. According to Viau (2008) these perceptions are as follows:

- The value for the learner attributed to the educational activity,
- Competency perception for achieving the relevant activity.
- Control perception for the relevant activity.

It was documented with many research that there is a positive relationship between motivation of the aforementioned perceptions and learner success (Deci & Ryan, 1987; Masgoret & Gardner, 2003; Schunk & Pajares, 2002; Wigfield et. al. 2006). Therefore, today it is given importance to the learner to develop positive attitudes towards learning and many multiple studies are being carried out varied from students to teachers, teachers to parents and parents to learning and teaching process (Gonzales, 2011). It is important that learning-teaching experiences are actualized in a student centered understanding as attitudes are originated from experiences and life. So, it would have a positive effect on the tendency of foreign language teachers to learn a second foreign language if the required arrangements are made in their learning environments for a second forging language.

It was observed that prospective foreign language teachers who have a positive attitude towards learning a second foreign language are eager to learn that language easier and faster, actively attend the learning process and are high-level achievers (Du, 2009). Success or failure could arise according to the direction of the attitudes towards language and language learning (Jain & Sidhu, 2013; Masgoret & Gardner, 2003). According to Wong and Nunan (2011) the determinant between those who are successful or unsuccessful in learning a foreign language is the attitude towards learning language.

As foreign language teachers know a first foreign language, they can be characterized as the least group to have a shock towards learning a second foreign language as there is a close relationship between learning and attitudes. Attitudes are among the one of the four dimensions of motivation the meaning of which is encouraging and incentive (Gardner, 1985; 2007). These dimensions could be specified as; learning aim, learning desire, learning effort and attitudes towards learning. If a foreign language teacher candidate takes learning a second foreign language as a goal, even though s/he shows effort and desire but has negative attitudes towards learning a second foreign language then the motivation conditions are not met and this could play a role as learning obstacle. Because attitudes are also taking a stand directed by the intellectual patterns in the light of the individual's past experiences (Tolan, İsen & Batmaz, 1985). This taking stand could affect learning according to whether it is positive or negative in

direction as an individual displays a behavior consistent with her/his emotions and beliefs (Morgan, 1980).

When national and international literature is examined it is seen that there are barely research on determining the attitudes of prospective foreign language teachers towards learning a second foreign language. So it is believed that this study will fulfill an important gap in the literature as well as reorganizing the foreign teacher training curriculum. Therefore, in this study it was aimed to determine the attitudes of prospective foreign language teachers towards learning a second foreign language.

In accordance with this aim answers to the following questions were sought:

1. What is the total distribution of the attitude scores of prospective teachers towards learning a second foreign language?
2. Do the attitude scores of prospective teachers towards learning a second foreign language differ in terms of gender, academic success, attaching importance to language acquisition, department perception and the degree of attaching importance to learning a second foreign language?

2. Method

In this research descriptive approach on survey model was used. The attitudes of prospective teachers towards learning a second foreign language was tried to be described as it was (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2016).

2.1. Participants

The participants of the study were composed of the prospective teachers of foreign languages in Gazi University, Gazi Faculty of Education Foreign Language Teaching during the Spring semester of 2018-2019 academic year. As it was easier to reach the students and obtain permission the study was decided to be conducted in Gazi University. Due to the difficulty of reaching out the whole target population and the number of the participants were kept as high as possible to be able to generalize the results. The number of the participants was 300, 206 of whom were female and 94 were male. They were chosen with systematic random sampling method from different grades in three departments of Foreign Language Education namely; English, French and German. This method is used especially in situations which the study population is high. In this sampling method a particular number of units determined are chosen at certain intervals omitted from the study population and according to a systematic. Systematic sampling method was chosen as the study population was high, as choosing the participants was easier than simple random method and as the classroom lists were reached. A total of 1311 prospective teachers are trained in the three departments. So it was seen that with a 5% error margin, 278 prospective teachers out of 1311 were adequate for the study (Çıngı, 1994).

2.2. Data Collection and Analysis

The data in the study was collected via the “attitude scale towards second foreign language learning” developed by Çetin, Budak, Çetin & Arslangilay (2019). The scale is three factor structured consisting of 43 items. The factors are respectively; “positive belief towards learning a second foreign language”, “resistance to learning a second foreign language” and “attaching importance to learning a second foreign language”. The three factor structure about the scale explains the 49.72% of the total variance. Reliability analysis showed that Cronbach alpha

reliability coefficient for the overall scale is .95, for sub-dimensions respectively as .95 and .90 and .76. At the end of the confirmatory factor analysis The adaptive values related with the scale are determined as RMSEA, .076; $\chi^2/df=2.4$; SRMR=.81; NFI=.94; NNFI=.96; IFI=.96; CFI=.96; RFI=.94. Of the 43 items in the test 17 are negative and 26 are positive. Negative items are calculated reversely in evaluation. The highest score that could be taken from the scale is 215 whereas the lowest score is 43.

The analyses were made with SPSS package program on the data set created after the application of the scale. First, whether the data set met the requirements for parametric test was controlled and as it was found out that the distribution was in a normal structure t test and variance analysis techniques from parametric tests were used. Scheffe test results were conducted in cases where the variances were homogeneous whereas Dunet C test was used when the variances were not homogenous. In addition, effect size values were calculated in order to determine the effect of independent variables on the attitudes towards learning a second foreign language.

3. Findings

Percentage and frequency distributions related with the demographic characteristics of the prospective teachers attending the study are presented in Table 1.

Table 1. *Demographic characteristics of the prospective teachers*

| | | f | % |
|------------------|---------------------------|------------|------------|
| Gender | Female | 206 | 68.7 |
| | Male | 94 | 31.3 |
| | Total | 300 | 100 |
| Department | English Language Teaching | 181 | 60.3 |
| | French Language Teaching | 41 | 13.7 |
| | German Language Teaching | 78 | 26.0 |
| | Total | 300 | 100 |
| Grade | Freshman | 94 | 31.3 |
| | Sophomore | 116 | 38.7 |
| | Sophister | 39 | 13.0 |
| | Final Year | 51 | 17.0 |
| | Total | 300 | 100 |
| Academic Success | Very good | 98 | 32.7 |
| | Good | 145 | 48.3 |
| | Average | 57 | 19.0 |
| | Total | 300 | 100 |
| | Very much | 126 | 42.0 |
| | Much | 123 | 41.0 |

| | | | |
|--|-------------------|------------|------------|
| Attaching Importance to Language Learning | Average | 51 | 17.0 |
| | Total | 300 | 100 |
| Department Perception | Love it very much | 68 | 22.7 |
| | Love it | 176 | 58.7 |
| | Love it a little | 56 | 18.6 |
| | Total | 300 | 100 |
| Attaching Importance to Learning a Second Foreign Language | Very much | 114 | 38.0 |
| | Much | 117 | 39.0 |
| | Average | 69 | 23.0 |
| | Total | 300 | 100 |

When Table 1 is examined it is seen that the study group is consisted of 68.7% female and 31.3% male prospective teachers. 60.3% of the prospective teachers are trained in English Language Teaching, 13.7% in French Language Teaching and 26% in German Language Teaching Department. Of all the prospective teachers 31.3% are freshman, 38.7% are sophomore, 13% are sophister and 17% are final year students. 32.7% of the prospective teachers' academic success is "very good", 48.3% is "good" and 19% is in "average" level. 42% of the prospective teachers attach "very much" importance to second language learning, 41% attach "much" and 17% attach "average" level importance. While 22.7% of prospective teachers stated that they loved their department "very much", 58.7% stated "much" and 18.6% stated they loved their department "a little". 38% of the prospective teachers remarked that they attached "very much" importance to learning a second foreign language whereas 39% stated "much" and 23% stated "average" level.

Distribution of the Attitude Scores the Prospective Teachers Obtained from Attitude Scale Towards Second Language Learning in General Scale and Scale Sub- Dimensions

The distribution of the total attitude scores the prospective teachers obtained from the scale are presented in Table 2.

Table 2. *Distribution of Total attitude scores for the scale general*

| Attitude | N | \bar{x} | ss | Min. | Max. | İtem number | \bar{x} 146,21 – 215,00 | |
|----------|-----|-----------|-------|------|------|-------------|------------------------------|-------|
| | | | | | | | f | % |
| | 300 | 155,79 | 20,49 | 89 | 185 | 43 | 214 | 71,33 |

“high” (146,21 points and above), “average” (111,81-146,20), “low” (111,80 points and below)

Table 2 presents information on the distribution of the “total” attitude scores of the prospective teachers towards learning a second foreign language obtained from the scale general. It is observed from the table that the average of total attitude scores of prospective teachers is =155,79. When the score scale is taken into account this attitude score value reflects a high attitude score belonging to the prospective teachers and that the prospective teachers who participated in this study are in this 71% score interval. In the light of this finding it could be stated that most of the prospective teachers are in a positive attitude towards learning a second foreign language.

The distribution of the attitude scores of the prospective teachers towards second language learning according to gender variable is presented in Table 3.

Table 3. *T test results of prospective teachers according to gender variable*

| Sub-Dimensions of the scale | | Gender | n | \bar{x} | ss | t | p | Cohens' d |
|--|--------|--------|--------|-----------|------|------|------|-----------|
| I. Sub-Dimension (Positive belief towards learning a second foreign language) | Female | 206 | 99,17 | 15,36 | 2,22 | ,028 | 0,27 | |
| | Male | 94 | 95,20 | 13,88 | | | | |
| II. Sub-Dimension (Resistance to learning a second foreign language) | Female | 206 | 58,91 | 6,63 | 4,83 | ,000 | 0,65 | |
| | Male | 94 | 53,23 | 10,48 | | | | |
| III. Sub-Dimension (Attaching importance to learning a second foreign language) | Female | 206 | 26,47 | 3,85 | 3,42 | ,001 | 0,42 | |
| | Male | 94 | 24,81 | 4,00 | | | | |
| Scale Total | Female | 206 | 184,54 | 22,26 | 4,00 | ,000 | 0,49 | |
| | Male | 94 | 173,24 | 23,53 | | | | |

Table 3 presents the distribution of the attitude scores prospective teachers obtained from the sub-dimensions and general of the scale according to gender variable. When the table is examined it is observed that the attitude score averages of female prospective teachers $\bar{x} = 184,54$ differ than of male prospective teachers $\bar{x} = 173,24$. T test results conducted in order to exhibit the meaningfulness of the difference showed that the difference between the prospective teachers is meaningful [$t(298) = 4,00, p < 0.05$]. With regard to this result it could be stated that female prospective teachers have a higher attitude score towards learning a second foreign language than male prospective teachers. Moreover, it could also be stressed that there is a distribution in favor of female prospective teachers as the distribution showed similarity in terms of sub-dimensions.

On the other hand, in order to determine the effect of gender variable on the attitude scores towards learning a second foreign language size effect values were calculated. The size effect is Cohens'd = 0,49 "average" in the scale general whereas respectively in the sub-dimensions as Cohens'd = 0,27 "low", Cohens'd = 0,65 "average", Cohens'd = 0,42 "low" level. Based on these values it could be said that gender variable has a "low" and "average" level effect on the attitude scores.

The distribution of attitude scores towards learning a second foreign language according to the department studied in is given in Table 4:

Table 4. *Attitude score variance analysis results of the prospective teachers according to the department variable*

| Sub-Dimensions of the scale | Department | n | \bar{x} | ss | F | p | Intergroup Difference | Size Effect (η^2) |
|--|------------|-----|-----------|-------|--------|-------|-----------------------|--------------------------|
| I. Sub-Dimension (Positive belief towards learning a second foreign language) | ELT | 181 | 100,34 | 13,86 | 7,657 | ,001* | 1-3 | ,049 |
| | FLT | 41 | 97,41 | 15,03 | | | | |
| | GLT | 78 | 92,58 | 16,28 | | | | |
| II. Sub-Dimension (Resistance to learning a second foreign language) | ELT | 181 | 58,37 | 7,49 | 11,928 | ,000* | 1-3,2-3 | ,079 |
| | FLT | 41 | 59,00 | 4,97 | | | | |
| | GLT | 78 | 53,27 | 10,59 | | | | |
| III. Sub-Dimension (Attaching importance to learning a second foreign language) | ELT | 181 | 26,62 | 3,83 | 10,826 | ,000* | 1-3,2-3 | ,068 |
| | FLT | 41 | 26,24 | 3,73 | | | | |
| | GLT | 78 | 24,22 | 3,93 | | | | |
| Scale Total | ELT | 181 | 185,34 | 21,10 | 12,849 | ,000* | 1-3,2-3 | ,085 |
| | FLT | 41 | 182,66 | 20,70 | | | | |
| | GLT | 78 | 170,06 | 25,78 | | | | |

(ELT: English Language Teaching, FLT: French Language Teaching, GLT: German Language Teaching)

Table 4 presents the results of the variance analysis conducted for testing the significance of the difference of the attitude score average of prospective teachers towards learning a second foreign language in terms of the department variable. It is observed from the table that the attitude scores of prospective teachers are differed [$F(2-297)= 12,849, p<0.05$] according to department variable. In order to determine from which group the difference originated from, the conducted Dunet C test results showed that attitude score average of the prospective teachers study in in English Language Teaching ($\bar{x}=185,34$) and French Language Teaching ($\bar{x}=182,66$) are higher than those of the prospective teachers studying in German Language Teaching ($\bar{x}=170,06$).

When the attitude score distributions regarding the sub-dimensions of the scale it was seen that the distribution showed similarity with the scale general. Size effect values obtained for

determining the effect of department variable on attitude scores towards learning a second foreign language showed this variable revealed “average” in terms of the scale general whereas “average” and “low” level in terms of the sub-dimensions of the scale.

The distribution of the attitude scores of prospective teachers towards learning a second foreign language according to grade variable is given in Table 5:

Table 5. *Attitude score variance analysis results of the prospective teachers according to the grade attended*

| Sub-dimensions of the scale | Grade attended | n | \bar{x} | ss | F | p | Intergroup Difference | Size Effect (η^2) |
|--|----------------|-----|-----------|-------|--------|-------|-----------------------|--------------------------|
| I. sub-dimension (Positive belief towards learning a second foreign language) | Freshman | 94 | 99,76 | 14,43 | 12,593 | ,000* | 1-3,1-4, | ,113 |
| | Sophomore | 116 | 102,26 | 12,91 | | | | |
| | Sophister | 39 | 91,33 | 14,95 | | | | |
| | Final Year | 51 | 89,73 | 15,90 | | | | |
| II. sub-dimension (Resistance to learning a second foreign language) | Freshman | 94 | 57,60 | 8,38 | 11,730 | ,000* | 1-4,2-4,3-4 | ,113 |
| | Sophomore | 116 | 59,27 | 6,90 | | | | |
| | Sophister | 39 | 57,23 | 7,17 | | | | |
| | Final Year | 51 | 51,33 | 10,09 | | | | |
| III. sub-dimension (Attaching importance to learning a second foreign language) | Freshman | 94 | 26,76 | 4,17 | 16,008 | ,000* | 1-3,1-4, 2-3,2-4 | ,140 |
| | Sophomore | 116 | 26,97 | 3,23 | | | | |
| | Sophister | 39 | 24,69 | 3,69 | | | | |
| | Final Year | 51 | 23,10 | 3,79 | | | | |
| Scale total | Freshman | 94 | 184,11 | 21,97 | 17,435 | ,000* | 1-4,2-3,2-4 | ,159 |
| | Sophomore | 116 | 188,49 | 18,93 | | | | |
| | Sophister | 39 | 173,26 | 23,46 | | | | |
| | Final Year | 51 | 164,16 | 24,53 | | | | |

Table 5 presents the results of the variance analysis conducted for testing the significance of the difference of the attitude score averages towards learning a second foreign language according to grade variable. It was observed that the attitude scores of the prospective teachers differed [$F(3-296)= 17,435$, $p<0.05$] according to the grade variable. According to Scheffe test results conducted to determine from which group the difference originated from it was seen that freshman ($\bar{x}=184,11$) and sophomore ($\bar{x}=188,49$) prospective teachers had higher

attitude score average than sophister ($\bar{x}=173,26$) and final year ($\bar{x}=164,16$) prospective teachers. When the attitude score distributions regarding the sub-dimensions of the scale are examined it is seen that the distribution showed similarity with the scale general. Size effect values obtained to determine the effect of the grade on the attitude scores towards learning a second foreign language showed grade variable revealed “high” in terms of the scale general whereas “average” and “high” level in terms of the sub-dimensions of the scale.

The distribution of the attitude scores of prospective teachers towards learning a second foreign language according to academic success variable is presented in Table 6:

Table 6. *Attitude score variance analysis results of the prospective teachers according to academic success variable*

| Sub-dimensions of the scale | Academic Success | n | \bar{x} | ss | F | p | Intergroup Difference | Size Effect (η^2) |
|---|------------------|-----|-----------|-------|--------|-------|-----------------------|--------------------------|
| I. sub-dimension (Positive belief towards learning a second foreign language) | Very Good | 98 | 103,26 | 13,32 | 10,941 | ,000* | 1-2,1-3 | ,069 |
| | Good | 145 | 96,30 | 15,24 | | | | |
| | Average | 57 | 92,88 | 14,65 | | | | |
| II. sub-dimension (Resistance to learning a second foreign language) | Very Good | 98 | 58,65 | 6,47 | 2,411 | ,091 | - | - |
| | Good | 145 | 56,32 | 9,78 | | | | |
| | Average | 57 | 56,58 | 7,50 | | | | |
| III. sub-dimension (Attaching importance to learning a second foreign language) | Very Good | 98 | 27,04 | 3,33 | 5,717 | ,004* | 1-2,1-3 | ,037 |
| | Good | 145 | 25,39 | 4,40 | | | | |
| | Average | 57 | 25,47 | 3,46 | | | | |
| Scale total | Very Good | 98 | 188,95 | 19,84 | 9,382 | ,000* | 1-2,1-3 | ,057 |
| | Good | 145 | 178,01 | 24,64 | | | | |
| | Average | 57 | 174,93 | 21,59 | | | | |

When table 6 is examined it was observed that the attitude scores of the prospective teachers differed [$F(2-297)= 9,382, p<0.05$] according to the academic success variable.

In order to determine from which group the difference originated from, the conducted Dunet C test results showed that attitude score average of the prospective teachers whose academic success is “very good” ($\bar{x}=188,95$) are higher than those of the prospective teachers whose are “good” ($\bar{x}=178,01$) and “average” ($\bar{x}=174,93$). When the attitude score distributions are examined it is seen that it shows similarity with the scale general except for the second sub-dimension.

Size effect values obtained to determine the effect of academic success variable on language learning on the attitude scores towards learning a second foreign language showed that this variable revealed “average” in terms of the scale general whereas “average” and “low” level in terms of the sub-dimensions of the scale.

The distribution of the attitude scores of prospective teachers towards learning a second foreign language according attaching importance to language learning variable is presented in Table 7:

Table 7. Attitude score variance analysis results of the prospective teachers according to attaching importance to language learning variable

| Sub-dimensions of the scale | Attaching importance to language learning | n | \bar{x} | ss | F | p | Intergroup Difference | Size Effect (η^2) |
|--|---|-----|-----------|-------|---------|-------|-----------------------|--------------------------|
| I. sub-dimension (Positive belief towards learning a second foreign language) | Very much | 126 | 106,79 | 10,89 | 108,780 | ,000* | 1-2,1-3,2-3 | ,423 |
| | Much | 123 | 96,72 | 11,65 | | | | |
| | Average | 51 | 78,94 | 12,21 | | | | |
| II. sub-dimension (Resistance to learning a second foreign language) | Very much | 126 | 60,96 | 4,71 | 26,875 | ,000* | 1-2,1-3 | ,157 |
| | Much | 123 | 54,79 | 10,33 | | | | |
| | Average | 51 | 53,31 | 6,71 | | | | |
| III. sub-dimension (Attaching importance to learning a second foreign language) | Very much | 126 | 27,88 | 3,37 | 49,604 | ,000* | 1-2,1-3,2-3 | ,250 |
| | Much | 123 | 25,48 | 3,72 | | | | |
| | Average | 51 | 22,29 | 2,92 | | | | |
| Scale total | Very much | 126 | 195,63 | 15,25 | 99,254 | ,000* | 1-2,1-3,2-3 | ,387 |
| | Much | 123 | 176,98 | 20,44 | | | | |
| | Average | 51 | 154,55 | 18,25 | | | | |

When table 7 is analyzed it was observed that the attitude scores of the prospective teachers differed [$F(2-297) = 99,254$, $p < 0.05$] according to the attaching importance to learning a language variable. In order to determine from which group the difference originated from, the conducted Dunet C test results showed that attitude score average of the prospective teachers who attached “very much” importance to language learning ($\bar{x} = 195,63$) are higher than those of the prospective teachers who attached “much” ($\bar{x} = 176,98$) and “average” ($\bar{x} = 154,55$) importance whereas those who attached “much” importance had higher scores than those who attached “average” importance.

When the attitude score distributions are examined it is seen that it shows similarity with the scale general. Size effect values obtained to determine the effect of attaching importance

on language learning on the attitude scores towards learning a second foreign language showed that this variable revealed “high” in terms of the scale general and sub-dimensions of the scale.

The distribution of the attitude scores of prospective teachers towards learning a second foreign language according to department perception variable is given in Table 8:

Table 8. Attitude score variance analysis results of the prospective teachers according to department perception variable

| Attaching Importance to Language Learning | Department Perception | n | \bar{x} | ss | F | p | Intergroup Difference | Size Effect (η^2) |
|--|-----------------------|-----|-----------|-------|--------|-------|-----------------------|--------------------------|
| I. sub-dimension (Positive belief towards learning a second foreign language) | Much | 68 | 107,44 | 10,83 | 20,234 | ,000* | 1-2,1-3 | ,120 |
| | Average | 176 | 95,51 | 14,45 | | | | |
| | Low | 56 | 93,95 | 16,41 | | | | |
| II. sub-dimension (Resistance to learning a second foreign language) | Much | 68 | 60,74 | 4,62 | 9,624 | ,000* | 1-2,1-3 | ,063 |
| | Average | 176 | 55,61 | 9,43 | | | | |
| | Low | 56 | 57,52 | 7,42 | | | | |
| III. sub-dimension (Attaching importance to learning a second foreign language) | Much | 68 | 27,44 | 3,94 | 7,326 | ,001* | 1-2,1-3 | ,047 |
| | Average | 176 | 25,32 | 3,99 | | | | |
| | Low | 56 | 26,09 | 3,48 | | | | |
| Scale Total | Much | 68 | 195,62 | 14,75 | 19,638 | ,000* | 1-2,1-3 | ,121 |
| | Average | 176 | 176,45 | 23,65 | | | | |
| | Low | 56 | 177,55 | 23,35 | | | | |

Table 8 presents the results of the variance analysis conducted for testing the significance of the difference of the attitude score averages towards learning a second foreign language according to department perception variable. When the table was examined it was observed that the attitude scores of the prospective teachers differed [F(2-297)= 19,638, p<0.05] according to the department perception variable.

Results of Dunet C test which was conducted for determining from which groups the difference originated from showed that prospective teachers who loved their department “very

much” ($\bar{x}=195,62$) had higher scores than those who “average” love ($\bar{x}=176,45$) and low ($\bar{x}=177,55$) love their departments.

When the attitude score distributions are analyzed it is seen that the distribution shows similarity with the scale general. The effect size values calculated for the aim of determining the effect of department perception variable on the attitude scores showed “average” level effect on the scale general and “average” and “low” level on the sub-dimensions.

The distribution of the attitude scores of prospective teachers towards learning a second foreign language according to attaching importance to learning a second foreign language variable is given in Table 9:

Table 9. Attitude score variance analysis results of the prospective teachers according to attaching importance to learning a second language

| Sub-Dimensions of the Scale | Attaching Importance to Learning a Second Language | n | \bar{x} | ss | F | p | Intergroup difference | Size effect (η^2) |
|--|--|-----|-----------|-------|--------|-------|-----------------------|--------------------------|
| I. sub-dimension (Positive belief towards learning a second foreign language) | Very much | 114 | 107,32 | 10,30 | 63,029 | ,000* | 1-2,1-3,2-3 | ,298 |
| | Much | 117 | 95,63 | 14,93 | | | | |
| | Average | 69 | 86,28 | 11,75 | | | | |
| | | | | | | | | |
| II. sub-dimension (Resistance to learning a second foreign language) | Very much | 114 | 60,78 | 5,35 | 30,952 | ,000* | 1-2,1-3,2-3 | ,171 |
| | Much | 117 | 56,86 | 7,84 | | | | |
| | Average | 69 | 51,55 | 10,34 | | | | |
| | | | | | | | | |
| III. sub-dimension (Attaching importance to learning a second foreign language) | Very much | 114 | 27,86 | 3,23 | 33,654 | ,000* | 1-2,1-3,2-3 | ,185 |
| | Much | 117 | 25,56 | 3,67 | | | | |
| | Average | 69 | 23,43 | 4,02 | | | | |
| | | | | | | | | |
| Scale total | Very much | 114 | 195,96 | 14,72 | 73,539 | ,000* | | ,319 |
| | Much | 117 | 178,06 | 21,79 | | | | |

| | | | | |
|---------|----|--------|-------|-------------|
| Average | 69 | 161,26 | 20,40 | 1-2,1-3,2-3 |
|---------|----|--------|-------|-------------|

When Table 9 is analyzed it was seen that the attitude scores of the prospective teachers differed [$F(2-297)= 73,539$, $p<0.05$] according to attaching importance to learning a second foreign language variable. Results of Dunet C test which was conducted for determining from which groups the difference originated from showed that prospective teachers who attach “very much” ($\bar{x}=195,96$) importance to second language learning had higher scores than those who “much” ($\bar{x}=178,06$) and average($\bar{x}=161,26$) attach importance whereas those who attach “much” importance had higher scores than those who attached “average” importance. When the attitude score distributions related with the sub-dimensions of the scale it was observed that the distribution showed similarity with the general scale. The effect size values calculated for the aim of determining the effect of attaching importance to second language learning variable on the attitude scores showed “high” level effect on the scale general and the sub-dimensions.

4. Results, Discussion and Suggestions

In consideration of the findings in the study, it was found that most of (71.33%) 300 prospective teachers who participated in the study had high attitude score average and have positive attitudes. When the seven different variables in the study were taken into account and the attitude score averages were compared it was seen that there were meaningful differences among the groups.

In this context when the attitude scores were evaluated by taking into account the variables separately, it was found out that there was a meaningful difference in favor of female prospective teachers in gender variable. It was also observed that the effect size regarding the gender variable is Cohens’ $d=0.49$ related with the overall scale and has an “average” effect. It was found out that department variable had differentiated the attitude scores in favor of English and French language teaching prospective teachers and that the attitude score averages of these two departments were higher than those studying in German Language teaching. The effect size regarding the department variable was found as $\eta^2=,085$ and had an “average” effect. The grade to be attended variable differentiated the attitude scores in favor of the freshman and sophomore prospective teachers and the effect size for this variable was found as “high” with $\eta^2=,159$. Academic success variable was seen to differentiate the attitude scores of the prospective teachers and it was found out that prospective teachers the academic success of whom were “very good” had higher score averages than those with “good” and “average” score averages. The effect size of this variable was observed “average” with $\eta^2=,057$.

According to “attaching importance to language acquisition” variable it was seen that the attitude scores of the prospective teachers differed and those who “very much” attach importance to language acquisition had higher score average than those who give attach “much” and “average” importance whereas those who attach “much” importance had higher scores than the prospective teachers who attached “average” importance to language acquisition. The size effect related with this variable was observed as “high” with $\eta^2=,387$. The attitude scores were observed as differentiated according to department perception and that prospective teachers who loved their departments “a lot” had higher score average than those who loved their departments “average” and “little” and the size effect for this variable was $\eta^2=,121$ and observed as “average” level. Attaching importance to learning a second foreign language variable differentiated the attitude scores of prospective teachers so that the scores of prospective teachers who attached “very much” importance had higher scores than those who attached “much” and “average” importance as well as prospective teachers who

attached “much” importance had higher scores than those attaching “average” importance. The size effect level of this variable was found “high” with $\eta^2 = ,319$.

Studies conducted on this subject in our country are mainly on “the attitudes of university students towards foreign language courses” and “attitudes of university students on foreign language learning”. However, there are very rare studies on the attitudes towards learning a second foreign language. Foreign literature concentrates on “beliefs of prospective teachers on learning a foreign language”. In this sense, it was seen that the findings obtained in this study on the independent variables show similarity with those study findings with the same variables (Al Bataineh, 2019; Asassfeh, 2015; Aydoslu, 2005; Gürleyik, 2019; Memduhoğlu & Kozikoğlu, 2015; Mudra, 2016; Sadeghi et Abdi, 2015; Özel, Konca & Zelyurt, 2016; Uslu & Özek, 2004; Yıldırım, 2016). It is thought that students’ attitudes shape their language learning experiences and generally guide their future teaching practices. Therefore, any wrong attitude could affect the learning and teaching experiences of the teacher candidate for years (Peacock, 2001).

The attitudes of prospective foreign language teachers towards language and language acquisition could be positive or negative. Positive or supportive attitudes help overcome the problems and sustain the motivation in this way whereas negative or unrealistic attitudes could lead to the increase in disappointment and anxiety (Kern, 1995). The attitudes of prospective foreign language teachers towards learning a foreign or a second foreign language in their pre-service training would have a positive or negative effect when they start their service. In this sense, making descriptive studies on their affective readiness would provide a perspective on the existing situation which would lead a solid foundation for studies that could increase the affective readiness in this aspect.

5. Conflict of Interest

The authors declare that there is no conflict of interest.

6. Ethics Committee Approval

The authors confirm that the study does not need ethics committee approval according to the research integrity rules in their country.

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