



**DETERMINING THE RELATIONSHIP BETWEEN
MIDDLE SCHOOL STUDENTS' ATTITUDES
REGARDING LEARNING ENGLISH AT SCHOOL
AND THEIR OUT-OF-CLASS ENGLISH
LEARNING EXPERIENCES**

(Master's Thesis)

Seda GÖKCE

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T.R.
KÜTAHYA DUMLUPINAR UNIVERSITY
GRADUATE EDUCATION INSTITUTE
Department of English Language and Literature

Master's Thesis

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Advisor:
Prof. Dr. Ayhan KAHRAMAN

Prepared by
Seda GÖKCE

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Kabul ve Onay

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Tez Jürisi	İmza	
	Kabul	Ret
Prof. Dr. Ayhan KAHRAMAN (Danışman)		
Prof. Dr. Murat HİŞMANOĞLU		
Dr. Öğr. Üyesi Burcu GÖKGÖZ KURT		

Onay

Doç. Dr. Eray ACAR

Enstitü Müdürü

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25/01/2024

Seda GÖKCE

Curriculum Vitae

Seda GÖKCE

English Language and Literature

Master of Arts (M.A.)

Education

M. A. – 2019 - 2024: Kütahya Dumlupınar University, English Language and Literature

B. A. – 2003 - 2007: Başkent University, English Language Education

H. S. – 2000 - 2003: Ali Güral Anatolian High School, Kütahya

Work Experience

2010 – 2012: Turkish Ministry of National Education, English Language Teacher at Aslanapa, Ören Secondary School, Kütahya

2012 – present: Turkish Ministry of National Education, English Language Teacher at Vakıfbank Secondary School, Kütahya

Presentations at International Conferences

Gökce, S. & Kahraman, A. (2021). A Comparison of Distance and Face-to-Face Learning Regarding Anxiety Factors Among 5th Grade EFL Students: A Case Study. Biruni University, 1st International Congress on Teaching & Teacher Education; Istanbul, (June 11-12, 2021).

Academic Studies

Gökce, S. & Kahraman, A. (2022). A Comparison of Distance and Face-to-Face Learning Regarding Anxiety Factors Among 5th Grade EFL Students: A Case Study. *Innovational Research in ELT*, 3(1), 32-44. doi: 10.29329/irelt.2021.449.4

ÖZET

ORTAOKUL ÖĞRENCİLERİNİN OKULDA İNGİLİZCE ÖĞRENMEYE İLİŞKİN TUTUMLARI İLE SINIF DIŞI İNGİLİZCE ÖĞRENME DENEYİMLERİ ARASINDAKİ İLİŞKİNİN BELİRLENMESİ

GÖKCE, Seda

Yüksek Lisans Tezi, İngiliz Dili ve Edebiyatı Ana Bilim Dalı

Tez Danışmanı: Prof. Dr. Ayhan KAHRAMAN

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Bu çalışmanın amacı, ortaokul öğrencilerinin İngilizce öğrenmeye yönelik tutumları ile sınıf dışı dil öğrenme (OOCLL) etkinliklerindeki deneyimleri arasındaki ilişkiyi araştırmaktır. 2021-2022 eğitim-öğretim yılında Kütahya, Türkiye'deki bir devlet ortaokuluna odaklanan bu çalışma, 5., 6. ve 7. sınıflardan 468 öğrenciyi kapsamaktadır. Nicel bir metodoloji kullanan çalışma, katılımcıların yabancı dil olarak İngilizceye yönelik tutumlarını ve sınıf dışı İngilizce öğrenme etkinliklerine katılımlarını üç boyutta değerlendirmek için iki ana araç kullanmaktadır. Bu çalışma ayrıca cinsiyet, yaş ve sınıf düzeyi gibi demografik faktörleri öğrencilerin İngilizce hakkındaki görüşleriyle ilişkili olarak incelemektedir. Bulgular, öğrencilerin İngilizcenin günlük yaşamlarındaki pratik öneminin farkında olduklarını ve hem bireysel hem de grup ortamlarını içeren öğrenme ortamları için çeşitli tercihler sergilediklerini göstermektedir. İlgi çekici, etkileşimli ve dijital etkinliklerden hoşlanmaya yönelik genel bir eğilime rağmen, öğrenciler arasında İngilizce'nin resmi kullanımını daha az yaygındır. Öğrencilerin İngilizce öğrenimine yönelik bilişsel, duygusal ve davranışsal tutumlarında cinsiyet farklılıkları belirgin olup, kız öğrenciler genellikle daha olumlu tutumlar sergilemektedir. Bununla birlikte, farklı sınıf seviyeleri arasında tutumlarda önemli farklılıklar yoktur. Çalışma, İngilizceye yönelik tutumlar ile sınıf dışı öğrenme faaliyetlerine katılım arasında pozitif bir ilişki olduğunun altını çizmektedir. Bu ilişki, dil eğitiminde olumlu tutum ve deneyimleri teşvik etmenin kritik rolünü vurgulamaktadır. Bu bulgular, geleneksel sınıf ortamı dışındaki dil öğrenme dinamiklerinin anlaşılmasına katkıda bulunmakta ve küresel olarak birbirine bağlı bir bağlamda öğrencilerin değişen ihtiyaçlarını daha iyi karşılamak için dil eğitimi uygulamalarının geliştirilmesine yönelik çıkarımlar önermektedir.

Anahtar Kelimeler: İngilizce, Ortaokul Öğrencileri, Sınıf Dışı Dil Öğrenimi (OOCLL),

Tutumlar

ABSTRACT**DETERMINING THE RELATIONSHIP BETWEEN MIDDLE SCHOOL STUDENTS' ATTITUDES REGARDING LEARNING ENGLISH AT SCHOOL AND THEIR OUT-OF-CLASS ENGLISH LEARNING EXPERIENCES****GÖKCE, Seda****Master's Thesis, Department of English Language and Literature****Thesis Supervisor: Prof. Dr. Ayhan KAHRAMAN****January 2024, 133 pages**

This study aims to investigate the relationship between middle school students' attitudes towards learning English and their experiences in out-of-class language learning (OOCLL) activities. Focused on a state secondary school in Kütahya, Türkiye, during the 2021-2022 academic year, this study encompasses a sample of 468 students from grades 5th, 6th, and 7th. Using a quantitative methodology, the study employs two main instruments to evaluate participants' attitudes towards English as a foreign language from three dimensions and their engagement in out-of-class English learning activities. This study also examines demographic factors such as gender, age, and grade level in relation to students' views on English. Findings indicate that students recognise the practical importance of English in their daily lives and display a variety of preferences for learning environments that include both individual and group settings. Despite a general trend towards enjoying engaging, interactive, and digital activities, formal usage of English remains less common among students. Notably, gender differences are apparent in students' cognitive, emotional, and behavioural attitudes towards English learning, with females typically exhibiting more positive attitudes. However, there are no significant differences in attitudes across different grade levels. The study underscores a positive correlation between attitudes towards English and participation in out-of-class learning activities. This relationship emphasises the critical role of fostering positive attitudes and experiences in language education. These findings contribute to understanding language learning dynamics outside the conventional classroom setting and suggest implications for enhancing language education practices to accommodate better students' evolving needs in a globally interconnected context.

Keywords: Attitudes, English, Out-Of-Class Language Learning (OOCLL), Secondary School Students

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LIST OF ABBREVIATIONS

AMTB	The Attitude and Motivation Test Battery
CA	Conversation Analysis
CALL	Computer-Assisted Language Learning
ESL	English as a Second Language
MoNE	Ministry of National Education
OOCLL	Out-of-class Language Learning
RQs	Research Questions
SLA	Second Language Acquisition





THESIS TEXT



CHAPTER I
INTRODUCTION

This chapter provides an overview of the context and rationale for the present study, outlining the issue at hand, the goals and objectives, the research questions, as well as the importance and anticipated contributions to the field.

1.1. BACKGROUND TO THE STUDY

English, acknowledged as a worldwide lingua franca, has a vital function in diverse areas such as education, commerce, and international diplomacy (Crystal, 2003; Graddol, 2006). The significance of English is widely recognised in the field of education, as it is increasingly seen as a means to access improved academic and career prospects. Also, the English language is frequently linked to advantages in pursuing advanced education, improved job chances, and the ability to engage in global communication (Crystal, 2003; Graddol, 2006). In today's interconnected world, students who acknowledge the tangible advantages of being proficient in English are more inclined to cultivate favourable attitudes towards learning the language.

For this reason, there is increased attention on the attitudes of students, especially middle school students, towards studying English in formal educational environments and how these views are shaped by their experiences of interacting with English outside of school. During the middle school years, students undergo a crucial period of growth characterised by notable cognitive, emotional, and social transformations. According to Erikson's theory of psychosocial development (1968), this stage is critical for the development of cognitive and emotional abilities that are essential for acquiring language. During this crucial period, adolescents undergo significant physical and intellectual development while simultaneously shaping their identities and social abilities, closely intertwined with their language acquisition (Erikson, 1968). Along with these specialities, age is a significant determinant in language learning, specifically with regard to cognitive maturation and social influences. It is undeniable that younger learners frequently possess advantages in acquiring pronunciation and cultivating native-like fluency, which can be related to the malleability of their developing brains (Singleton, 1989). Despite potential pronunciation difficulties, adult learners frequently possess enhanced cognitive abilities and a wealth of life experiences that can be effectively utilised in language learning settings (Baxter, 2002). So, learning a language at an early age has an advantage for educational decisions (Muñoz, 2010).

Learning a new language in middle school can significantly impact children's future academic and employment opportunities. English, widely acknowledged as a common language used for communication worldwide, holds particular importance in the domains of global communication, higher education, and professional sectors (Crystal, 2003; Graddol, 2006). Fluency in English provides access to a wide range of knowledge and materials, many of which are primarily accessible in English. Enhancing accessibility in education can significantly expand students' perspectives, equipping them with a distinct advantage in both their ongoing academic pursuits and future employment opportunities. By exposing pupils to other cultures and perspectives, foreign language education promotes critical thinking, cultural awareness, adaptation, and empathy. These soft skills are becoming increasingly acknowledged as crucial in a globalised society where intercultural communication and comprehension are paramount (Byram, 1997; Kramersch, 1993).

The significance of attitudes in learning English is a basic part of studies on acquiring a second language. The attitudes that students possess towards language acquisition substantially influence their motivation and, as a result, their level of proficiency in the language. The socio-educational approach developed by Gardner and Lambert in 1972 emphasises the significant role of attitude in language learning (Gardner & Lambert, 1972). According to their idea, attitudes and motivation are crucial in determining a learner's proficiency in learning a second language. Dörnyei (2005) expands on this idea, highlighting that motivation in language learning is dynamically influenced by a range of elements, including attitudes (Dörnyei, 2005).

Attitudes towards language learning involve various cognitive, emotional, and behavioural aspects. From a cognitive perspective, it encompasses individuals' attitudes and views regarding the language, its practicality, and the learning process. Emotionally, it pertains to pleasure, apprehension, or dread linked to acquiring proficiency in a new language. Behaviourally, attitudes are demonstrated through the level of effort and perseverance a student exhibits in learning activities. The many components interact in complex ways to impact students' engagement with the language learning process and, ultimately, their language competence outcomes.

The cognitive aspects of language learning, specifically regarding the learning of English, are intricately connected to the attitudes and motives of pupils. Cognitive elements refer to the various thoughts and perspectives that learners have about the

process of language learning, its significance, and its importance in their lives. Dörnyei's (2005) research on the psychology of language learners emphasises the substantial influence of cognitive beliefs on developing attitudes towards language learning (Dörnyei,2005). In order to optimise language learning results, it is imperative for educators to comprehend and actively shape students' attitudes towards the English language positively. Therefore, this may entail establishing a conducive learning atmosphere, employing captivating and pertinent resources, and cultivating a favourable cultural outlook on the language and its users (Horwitz, 2001; Oxford, 1990).

In addition, cognitive aspects encompass students' self-efficacy views concerning language learning, which pertain to their opinions of their competence in effectively learning and utilising English. These ideas are vital as they directly influence students' inclination to participate in language learning activities and their determination in the face of difficulties. Having a high level of confidence in one's language learning abilities might result in increased determination and a higher probability of fluency. Furthermore, cognitive methods, such as metacognitive procedures for the purpose of planning, monitoring, and assessing one's language learning process, also have a substantial impact. Proficiently utilising these tactics helps optimise the language learning process, resulting in increased efficiency and success (O'Malley & Chamot, 1990).

Emotions are of utmost importance in learning a language, as they substantially impact how students perceive and gain proficiency in a new language such as English. MacIntyre (2002) emphasises the significance of emotions in the process of language learning, highlighting their potential to either aid or impede a student's proficiency in learning and utilising the language (MacIntyre, 2002). One of the frequently mentioned emotions in the context of language learning is anxiety. There have been many studies up to now about how anxiety affects language learning. Language anxiety is most noticeable when learners perceive themselves to be under evaluation or are not at ease with the communicative side of language learning. This form of anxiety can significantly hinder the process of learning a language, as it may deter students from actively engaging in class, communicating in English, or even taking required risks for language development (Horwitz, 2001). Besides anxiety, embarrassment and inability to get the target input usually result in unpleasant experiences among students (Horwitz & Young, 1991; Horwitz, 2001; Young, 1999).

Conversely, the presence of positive emotions such as enjoyment can significantly increase the experience of learning a language. When students derive pleasure from the process of learning a new language, their motivation tends to escalate. Pleasure can arise from different facets of language learning, including interactive classroom exercises, a feeling of achievement in understanding certain language elements, or the gratification of speaking in a foreign language (Dewaele & MacIntyre, 2014). Experiencing emotions of pride and a sense of achievement in language learning accomplishments can also act as influential incentives. When learners acknowledge their advancement and experience a sense of pride in their accomplishments, they are more inclined to be encouraged to persist in their learning and embrace fresh difficulties within the language learning process (Ushioda, 2012).

The emotional variables are closely connected with the cognitive aspects of language learning. For example, a student's cognitive aspect, such as their views about their language learning capacity, can greatly influence their emotional reactions to language learning situations. Similarly, emotions have the ability to impact cognitive functioning. For instance, worry can disrupt memory and attention, which are crucial cognitive skills in the process of language learning (MacIntyre & Gregersen, 2012).

The behavioural inclinations in language learning also play a crucial role in determining the effectiveness and results of the language learning process. Wenden's (1991) study emphasises the importance of these behavioural components, specifically how they are influenced by students' attitudes towards the language and the process of learning (Wenden, 1991).

The frequency of student engagement with the language is a crucial behavioural component. Frequent engagement with the target language through structured lessons, assignments, or outside activities is crucial for learning language skills (Benson, 2011; Norton, 2000). Regularly engaging in language practice within and outside the classroom enhances the likelihood of students attaining proficiency. Regular involvement in language-related activities frequently indicates favourable dispositions towards the language, wherein students are driven to actively pursue occasions for language immersion and application (Gardner & Lambert, 1972). Consistency and persistence are behavioural inclinations encompassing continuous and unwavering efforts made in language learning. Students who continually exert effort, even in the face of difficulties or when progress appears to be sluggish, are more inclined to attain higher levels of

expertise. The tenacity in language learning is frequently driven by a favourable disposition towards language learning, a recognition of the language's significance, and a self-assuredness in one's capability to achieve success (Dörnyei, 2005). The utilisation of efficient language learning strategies is another vital behavioural factor. Behaviours such as actively seeking opportunities to practise the language, utilising language learning aids, and actively expanding one's vocabulary are key contributors to language learning success (O'Malley & Chamot, 1990).

From what has been explained up to this point, it is obvious that students' attitudes affect language learning cognitively, emotionally and behaviorally, and numerous studies have been conducted on these attitude issues in the field. For example, in their study with 340 university students from different faculties, Genç and Aksu (2004) investigated attitudes and expectations of students toward the compulsory English lessons in the faculties. They discovered that attitudes, in particular, are the most significant and influential factor in the success of the language learning process.

The research conducted by Yuliani et al. (2023) involved ten postgraduate students from the English Education Program and demonstrated a prevailing favourable disposition among English as a Foreign Language (EFL) students toward acquiring English language skills. This observation encompassed various dimensions, including affective, behavioural, and cognitive elements. The results emphasise the significant impact that a positive attitude has on students' academic performance and motivation in the context of language acquisition. This study demonstrates that students who hold a favourable perception of English learning are more inclined to engage with the subject matter, participate actively, and want to achieve higher levels of linguistic proficiency. The vital positive feedback, especially in the emotional aspect, indicates that the pleasure and a feeling of significance linked to studying English substantially impact students' involvement and achievement in English as a Foreign Language (EFL) environments.

Ekiz (2012) examined the attitudes of 1st- and 2nd-grade Turkish primary school students towards English language learning in the context of different variables such as gender, educational grade, living area, and parents' educational background. As a result, it was found that girls have more positive attitudes than boys, especially in 2nd grade. Also, 1st graders have more positive attitudes than 2nd graders. Also, the mean scores of students studying in the provincial centre, district centre and town are higher than the mean scores of the students studying in the village.

Kocadelioğlu (2013) also examined 372 4th, 5th, 6th, 7th and 8th-grade students' attitudes towards English as a foreign language regarding gender, level, parents' educational background, and whether they desire to be an English teacher. At the end of the study, it was revealed that female students' attitudes were more positive, while male ones had negative feelings. Moreover, younger learners (4th, 5th, and 6th graders) were more willing to be an English teacher, while upper grades, 7th and 8th graders, did not prefer it.

Kaya (2019) conducted a study on whether primary and secondary school students' attitudes towards English language learning differed according to gender, age, school of education, number of children in the family and educational background of the family with an attitude scale. The study participants were 425 students from a state and two private schools in Istanbul. In terms of gender, it was seen that female students were more likely to have positive attitudes. Regarding age, the attitudes of 5th-grade students towards the English course were more positive than other classes. In terms of school type, the attitudes of private school students towards the English course are more positive than those of state school students.

Saka (2018) conducted research with 226 university students to investigate their attitudes towards English, depending on factors like having or not having an English preparatory education, having native speaker instructors, faculty type, parents' educational backgrounds, and the country's language policy. The findings revealed that students have positive attitudes towards English in general. However, depending on other factors, they are inclined to change.

On the other hand, in addition to students' attitudes, the importance of out-of-class learning activities in learning a language is undeniable. Students' engagement outside the class can vary from passive endeavours, such as listening to music or viewing films in the target language, to more active pursuits, such as speaking or writing. The multitude of these activities might enhance the educational experience, accommodating various linguistic proficiencies and cognitive preferences (Oxford, 1990). By immersing themselves in English media, such as films, TV shows, and music, learners have exposure to various linguistic situations and cultural subtleties, which helps them develop a more thorough grasp of the language (Benson, 2011). Engaging with English media enhances listening and comprehension abilities and exposes learners to diverse accents and dialects, enhancing their linguistic skills.

Furthermore, social media participation offers distinct possibilities for interactive learning. Platforms such as Facebook, Twitter, and Instagram allow learners to participate in English by actively reading and writing, allowing them to apply their language skills in real-life situations. This type of interaction motivates learners to utilise English in a less official and casual environment, enhancing their self-assurance and proficiency in the language (Sundqvist & Sylvén, 2016). Engaging in English communication beyond the confines of the educational environment, such as in community organisations, athletic teams, or when travelling, offers vital hands-on experience. These encounters facilitate learners' utilisation of English in diverse social contexts, thus improving their ability to communicate effectively and enhancing their comprehension of different cultures. The ability to apply grammar and vocabulary knowledge acquired in school to real-life situations is crucial for language learners, and this helps reinforce their language learning process by allowing them to adapt to unplanned and unforeseen circumstances (Ferdous, 2013).

Moreover, the significance of technology in learning outside of the classroom cannot be exaggerated. Online tools, language learning applications, and interactive games offer learners supplementary opportunities to practise English in an immersive and frequently tailored way. The study of Dashti and Aldashti (2015) showed that most of the students find learning a language through mobile phones very effective. So, these tools can enhance formal education by providing customised learning experiences that accommodate individual levels of skill and learning preferences (Dashti and Aldashti, 2015).

Godwin-Jones (2018) highlights the significance of technical breakthroughs, emphasising how digital media provides inventive and interactive platforms for English language exposure and practice. Digital platforms offer a more dynamic and exciting language learning environment than traditional classroom settings (Ferdous, 2013). Playing video games is very popular among teenagers, and as most online materials are English, students are exposed to the language incidentally. They may sometimes interact with a foreign speaker and talk about games, cultures, and free time activities (deHaan, 2005).

The available technologies encompass a variety of options, including online educational resources, interactive language learning applications, and social media platforms that facilitate real-time engagement with native speakers and fellow learners,

enabling students to engage with the language (Godwin-Jones, 2018) fully. The transition to digital learning settings gives language learners more personalised and easily available experiences. Additionally, it reflects the changing nature of communication in a digitally driven global world. When students interact with English in non-academic settings, they encounter many linguistic situations, improving their practical language abilities and cultural comprehension. Exposure to real-world English usage in different worldwide contexts is essential for improving language proficiency (Blake, 2013; Warschauer, 2004). These encounters enable learners to utilise the language in a variety of unplanned settings, therefore improving their ability to communicate effectively and boosting their awareness of different cultures (Benson, 2011).

According to Giampieri (2018), watching foreign films is one of the unplanned settings of language learning outside the class. Since learners are exposed to again real-life situations and expressions in films, incidental learning takes place with the help of various kinds of films. Along with listening, learners can visualize the language through visual aspects and get the key points of language, idioms, and colloquial language (Giampieri, 2018).

In order to improve language learning by watching foreign movies, films with subtitles are becoming popular, as hearing and seeing the word at the same time gives the audience a chance to link the word with the situation. Moreover, spelling and pronunciation of words are learned together without intentional effort (Birulés-Muntané & Soto-Faraco, 2016). Almeida and Costa (2013) also accept that movies with subtitles enable learners to read various content. Visual images and spoken language, along with the learner's own language, work harmonically and contribute to learning the usage of the word in a natural environment (Almeida & Costa, 2013).

Although there has been significant research on the process of learning the English language, there is still a lack of understanding of how middle school students' attitudes in a formal school environment affect their involvement in English language activities outside of class. Although previous research has examined different facets of language learning attitudes and out-of-class experiences independently, there is a scarcity of studies investigating the interaction between these two domains, particularly among middle school students. This study seeks to address this disparity by investigating the correlation between students' views towards English learning cognitively, emotionally and behaviourally within an academic setting and their English language experiences

outside of the classroom while considering the impact of gender, age, and cultural factors. The study highlights the crucial role of middle school in shaping attitudes towards language learning. Also, it examines the incorporation of organised classroom teaching with real-life language usage encounters in informal learning settings, such as digital media and social interactions, to offer a comprehensive understanding of language learning during these crucial developmental years. This approach recognises the variety of learning experiences and the necessity for tactics that combine classroom learning with real-world application, potentially transforming language education practices to better match students' changing demands in a globally interconnected society.

1.2. STATEMENT OF THE PROBLEM

There is a distinct set of dynamics and problems associated with second language learning, particularly in the setting of non-native English-speaking countries like Türkiye. A student's approach towards learning a new language—including its behavioural, cognitive, and emotional components—substantially impacts how well they pick up the language (Gardner, 1985; Dörnyei, 1990). According to Gardner and Lambert (1972), students' cultural and socioeconomic origins shape their attitudes and interest in language acquisition (Gardner & Lambert, 1972). In addition to the students' attitudes, the effort spent to learn the language within the lesson and, of course, the opportunities sought to improve and reinforce the target language outside the lesson will greatly contribute to language learning. As mentioned before, it is critical to comprehend these formal and informal connections to design more efficient methods of teaching English as a second language. Although there are many studies on attitude and out-of-class language learning activities, the literature falls short on how students' views in the classroom relate to their participation in out-of-class language learning activities from the perspective of middle school learners in Türkiye.

For this reason, a detailed study is needed in the education system to determine the relationship between middle school students' attitudes towards classroom-based English language learning and their actual participation in such learning outside of school. This study aims to investigate this relationship at a state secondary school from the perspective of fifth through seventh graders during the 2021–2022 academic year. The purpose of excluding eighth graders, who are currently cramming for the high-stakes LGS

exam, is to ensure that the analysis of middle school ESL experiences is more focused and representative.

1.3. PURPOSE OF THE STUDY

This study aims to investigate the correlation between middle school students' attitudes towards learning English in school and their experiences of learning English outside of the classroom. The scope of the study is limited to the students enrolled in grades 5th, 6th, and 7th at Linyit Secondary School in Kütahya, Türkiye, specifically during the 2021-2022 academic year. The primary goal is to comprehend the behavioural, cognitive, and emotional dimensions of students' attitudes towards English learning in the formal education system, acknowledging the substantial influence these attitudes have on language acquisition and proficiency. Furthermore, this study aims to evaluate the nature and frequency of students' engagement in English learning activities beyond the confines of the classroom. The interaction between attitudes in the classroom and out-of-class learning experiences is essential for developing effective language education practices.

1.4. IMPORTANCE OF THE STUDY

The significance of this study is in its investigation of the intricate correlation between the attitudes of middle school students towards learning English in school and their out-of-class English learning experiences in Kütahya, Türkiye. This research holds great significance for numerous pivotal reasons. Firstly, it focuses on an essential stage in learning a language during middle school. This era is characterised by notable advancements in cognitive and social growth (Gardner & Lambert, 1972). The study's objective is to get insights into the impact of classroom attitudes and experiences on language learning outside of school by explicitly targeting students in grades 5 to 7. Moreover, the results of the study can make a substantial contribution to the development of educational policies and curriculum designs in Türkiye. The objective is to analyse the elements that impact students' involvement with the English language, both within and outside the educational setting. Therefore, this will allow educators to create English language programmes that are more efficient and tailored to the specific context. This study addresses a knowledge gap in the present comprehension of language learning patterns, particularly in circumstances where English is not the native language. It also

offers valuable insights into the practical implementation of language skills learned in educational institutions. Moreover, the results of this study can provide valuable comparative perspectives for international language education, particularly in areas where English is instructed as a non-native language. Analysing language acquisition patterns in a Turkish middle school environment may provide valuable insights for designing language teaching approaches in similar contexts worldwide. Furthermore, this study may contribute to the comprehension of learner autonomy and motivation and can yield significant insights into promoting learner autonomy and motivation. The research aims to examine the correlation between attitudes displayed in the classroom and learning experiences outside of it.

1.5. RESEARCH QUESTIONS

This study explores the various features of out-of-class language learning (OOCLL) activities to better understand and improve English language learning among students. The main goal is to investigate the students' perspectives and attitudes regarding these activities and their efficacy in enhancing English language proficiency. The investigation is organised around multiple pivotal research questions (RQs), each specifically crafted to reveal distinct aspects of the learning experience beyond the conventional classroom environment.

Moreover, it aims to understand students' attitudes towards learning English from the perspective of three different aspects of attitude: cognitive, emotional, and behavioural.

The responses to these inquiries are anticipated to offer valuable perspectives on the effectiveness of OOCLL activities in English language education, perhaps informing future teaching methods and educational policy and understanding learners' attitudes towards learning English better.

RQ1. What are the students' perceptions of out-of-class activities to enhance their English language skills?

a) What is the perceived significance of the English language outside the class for the students?

b) What are the preferred learning contexts among students?

c) What are the key factors and beliefs that influence students' English language skills outside the classroom?

d) How do students perceive the effectiveness of different types of out-of-class activities for their English language skills?

e) How often do students engage in out-of-class activities to enhance their English language skills?

RQ2. Is there a significant difference between students' perceptions of the value and effectiveness of out-of-class activities based on gender?

RQ3. Is there a significant difference between students' perceptions of the value and effectiveness of out-of-class activities based on grades?

RQ4. What are the students' attitudes towards learning English?

a) What are the cognitive attitudes of students towards learning English?

b) What are the behavioural attitudes of students towards learning English?

c) What are the emotional attitudes of students towards learning English?

RQ5. Is there a statistically significant difference between students' attitudes towards learning English based on gender?

a) Is there a statistically significant difference between students' cognitive attitudes towards learning English based on gender?

b) Is there a statistically significant difference between students' emotional attitudes towards learning English based on gender?

c) Is there a statistically significant difference between students' behavioural attitudes towards learning English based on gender?

RQ6. Is there a statistically significant difference between students' attitudes towards learning English based on grades?

a) Is there a statistically significant difference between students' cognitive attitudes towards learning English based on grades?

b) Is there a statistically significant difference between students' emotional attitudes towards learning English based on grades?

c) Is there a statistically significant difference between students' behavioural attitudes towards learning English based on grades?

RQ7. To what extent is there a relationship between students' perception of the value and effectiveness of out-of-class activities and their attitudes towards learning English?

1.6. ASSUMPTIONS

Several fundamental assumptions are made in the present study on the influence of out-of-class learning activities on students' English language proficiency. These assumptions are essential as they form the foundation for the research design, methodology, and interpretation of the findings.

The student population is presumed to exhibit diverse linguistic backgrounds, learning styles, and motivational levels. The presence of diverse backgrounds is anticipated to impact their perspectives and dispositions towards learning the English language beyond the confines of the classroom.

This study assumes that students consider English language proficiency very desirable, as it significantly impacts their academic, professional, and personal lives. The perceived worth of these activities serves as a motivating factor for their participation in learning activities outside of the classroom.

Variability in out-of-class learning activities is characterised by significant differences in their format, content, and method. It is considered that these changes have an impact on the effectiveness of these activities and the students' views of them.

The study suggests that their gender and social status may influence students' attitudes and perceptions towards studying English. This assumption is predicated on the notion that diverse socio-demographic characteristics can result in distinct learning experiences and results.

The study posits that students' cognitive, behavioural, and emotional attitudes towards English learning substantially impact their language acquisition process. These attitudes are anticipated to impact their level of involvement and skill in the language in and outside the class.

The study postulates a correlation between students' judgements of the worth and efficacy of out-of-class activities and their general attitudes towards the acquisition of the English language. Understanding the impact of external learning opportunities on internal attitudes and motives relies heavily on this concept.

The study assumes that students' views and perceptions remain relatively constant throughout time, enabling functional analysis and drawing conclusions.

Finally, the study posits that out-of-class learning activities play a crucial role in acquiring language skills, complementing and enriching the regular classroom learning process.

These assumptions are essential components of the study's framework and will direct the examination of data and interpretation of results. The research attempts to understand the dynamics involved in out-of-class English language learning among students by recognising these assumptions.

1.7. LIMITATIONS

Although this study intends to offer vital insights into students' perceptions and attitudes regarding English language learning activities outside the classroom, it is crucial to recognise its limits. The limitations primarily arise from the particular demographic and geographic context of the study, as well as the scope of the participant group.

The study is limited to a public secondary school located in Kütahya. Therefore, the results may not be applicable to other areas or nations with distinct cultural, educational, and socio-economic contexts. The distinctive attributes of Kütahya could potentially impact the students' learning attitudes and experiences in a manner that may not be transferable to other locations.

The study was conducted exclusively within a solitary public secondary school, hence limiting the range of educational environments under investigation. The study's larger relevance may be limited due to variations in outcomes among private schools, schools in different locations, or those with different pedagogical techniques.

The study specifically targets children in grades 5th, 6th, and 7th while excluding 8th-grade students because they are heavily engaged in preparing for a national exam called high school entrance exam. Although this decision is grounded on legitimate considerations, it also implies that the research fails to encompass the viewpoints and

beliefs of students at this pivotal educational juncture, which could yield more significant insights.

Some students from the selected grades did not participate in the study. The act of selectively participating may induce prejudice if the students who opt to participate possess fundamentally distinct views towards learning the English language compared to those who did not engage.

The participants' age range, 10 to 13 years, corresponds to a distinct cognitive and social maturation phase. Although language acquisition is crucial during this period, the findings may not accurately represent the attitudes and perspectives of younger or older students, who may have distinct experiences and motives.

The cultural, socioeconomic, and educational level of parents' backgrounds of pupils in Kütahya may impact their attitudes towards the acquisition of the English language. The study's conclusions are constrained by this feature, which restricts their applicability to comparable circumstances and advises against making broad generalisations about people with distinct origins.

An inherent restriction of data collecting is the dependence on questionnaire replies. Although questionnaires help collect data from a large sample, they may not adequately reflect the profound nature of students' experiences and opinions as efficiently as more qualitative approaches, such as interviews or focus groups.



CHAPTER II
LITERATURE REVIEW

This chapter will set the stage for the study's theoretical underpinnings. It will quickly highlight the significance of basing research on known theories and models to understand better the dynamics of language learning, particularly in English learning.

2.1. THEORETICAL BACKGROUND

2.1.1. Language Acquisition Theories

Behaviourism, a theory proposed by B. F. Skinner, posits that all behaviours are acquired by conditioning (Skinner, 1957). Skinner's iteration of behaviourism, often radical behaviourism, emphasises the external cues that influence observable behaviour. He contended that learning results from modifications in observable actions, focusing on the impact of reward and punishment in moulding behaviour. The primary tenet of this theory is its emphasis on tangible and quantifiable actions in the examination of learning, disregarding the examination of interior cognitive processes (Skinner, 1953).

Within the context of OOCLL, Skinner's Behaviourism can be implemented by utilising structured activities that reinforce language usage. This phenomenon is observed in language learning applications and platforms incorporating gamification and incentive mechanisms. These digital tools frequently offer immediate feedback, such as points or positive reinforcements, for accurate responses, aligning with Skinner's theory of reinforcement (Stockwell, 2007). For instance, if the learner successfully completes a series of vocabulary exercises, they may receive rewards, which in turn motivates them to interact with the learning material repeatedly.

Skinner's Behaviourism has faced criticism due to its limited emphasis on observable behaviour, neglecting the interior cognitive processes associated with language acquisition. Critics contend that language acquisition is not exclusively influenced by external reinforcement but entails intricate cognitive development, encompassing comprehension of grammatical structures and cultivating the capacity for creative language use (Mitchell & Myles, 2004). This viewpoint contends that Behaviourism is overly simplistic in explaining language acquisition's complex and diverse aspects, mainly when comprehending learners' inherent abilities and cognitive mechanisms (Chomsky, 1959).

Chomsky's criticism of Behaviourism prompted the emergence of *Innatism*, a theory proposing that humans have an inherent ability to acquire language. Proposed in

approximately 1959, this theory suggests that every human being possesses an innate capacity to comprehend and generate language, which Chomsky referred to as “Universal Grammar” (Chomsky, 1959). Universal Grammar is believed to comprise a collection of innate structural principles that are present in all individuals, irrespective of the particular language they acquire. Chomsky contended that this inherent grammatical structure is what empowers infants to acquire intricate languages swiftly and effectively.

In OOCLL contexts, the implementation of Innatism implies that exposing learners to natural language environments is essential to facilitate effective language acquisition. Utilising tools and platforms that enable dialogue exchanges or offer immersive multimedia experiences can establish learning environments that closely resemble real-life situations. These resources can assist learners in intuitively understanding language structures and usage in accordance with the ideas of Innatism. Engaging with native speakers through language exchange platforms, such as conversing with them directly, can offer genuine language learning experiences that mirror the natural language acquisition process (Lightbown & Spada, 2013).

Nevertheless, Chomsky's Innatism has been criticised for its narrow emphasis on extrinsic elements in language acquisition. Critics contend that by emphasising inherent abilities, the theory may neglect the significance of the learning environment and social interaction in acquiring language. The theory has faced criticism for its failure to sufficiently address the significance of exposure and experience and the social dimensions of language learning, deemed essential by numerous language acquisition scholars (Ortega, 2009).

In his influential work, Lev Vygotsky emphasised the pivotal significance of social context and interaction in cognitive development. Vygotsky (1978) claimed that social interactions are crucial in cognitive growth. It is posited that social interactions fundamentally influence language acquisition and that learning occurs through active participation in dialogues and collaborative endeavours. Vygotsky's theory diverges from theories that exclusively emphasise individual learning processes by highlighting the significant role of social interactions and the influence of cultural and environmental elements in cognitive development.

Within the framework of OOCLL, Vygotsky's theory emphasises the significance of cooperative learning and interpersonal engagement. This viewpoint

proposes that acquiring languages beyond the confines of a traditional educational setting should encompass endeavours promoting engagement and exchanging ideas with fellow individuals. Online language learning forums, social media platforms, and peer collaboration initiatives can be efficacious in this regard. These platforms facilitate learners' participation in meaningful discussions, enable them to practise language skills in real-life situations, and provide feedback from peers. These activities are crucial elements of the social learning process (Tsai, 2019).

The Social Interactionist Theory proposed by Vygotsky, although influential in emphasising the significant impact of social interactions on language formation, has faced criticism for potentially undervaluing the significance of individual cognitive processes. Detractors argue that a thorough comprehension of language acquisition should incorporate the impact of the social context as well as the innate cognitive abilities of the individual. The critique emphasises the necessity of adopting a methodology that integrates societal and individual elements to comprehensively understand language development (Alharbi, 2023).

2.1.2. Second Language Acquisition (SLA) Models

The Input Hypothesis, developed by Stephen Krashen as part of his comprehensive Monitor Model, holds particular significance in OOCL (Out-of-Class Learning) situations. The proposal suggests that second language acquisition (SLA) is most efficient when learners are exposed to linguistic information that is slightly more advanced than their current level of proficiency - referred to as the $i+1$ stage (Krashen, 1982). Within OOCL, this can be accomplished using various methods, such as the following.

Exposing learners to authentic material such as films, music, and literature in the target language offers them valuable and genuine feedback. These materials improve language understanding and provide cultural perspectives, reinforcing Vygotsky's concept of the social context in learning (Vygotsky, 1978).

Engaging with native speakers is also another vital element in this part. Direct engagement with individuals who speak the language as their first language, typically through language exchange programmes or social media platforms, offers genuine and dynamic input that may be adjusted to match the learner's skill level (Nunan, 1991).

Utilising technology such as online platforms and language learning apps, which provide customised content, effectively adheres to the $i+1$ principle by adjusting to the learner's progressing language competency (Chapelle, 2001).

The Output Hypothesis, proposed by Merrill Swain, suggests that language production serves as a display of acquired language and a means to enhance learning (Swain, 1985). Within the framework of OOCLL, this theory assumes various dimensions, as shown below.

Language production activities such as posting blogs, participating in discussion forums, or speaking in online language learning communities are considered practical OOCLL activities. These exercises serve as a means to practice output and internalise linguistic forms (Swain, 1995).

Feedback and reflection can be mentioned in this context. When learners generate language, they promptly obtain feedback, either from their peers or through self-reflection. Receiving this input is essential for identifying and rectifying problems, which is a fundamental aspect of Swain's idea.

Cognitive engagement is enhanced when individuals generate language in authentic situations, necessitating active problem-solving and hypothesis testing. This process promotes a deeper level of cognitive engagement and metalinguistic awareness, as demonstrated by Swain and Lapkin in 1995 (Swain & Lapkin, 1995).

Incorporating both input and output methods in OOCLL offers a comprehensive language learning experience. For example, a language student could view a film in the desired language (input) and then engage in a conversation with native speakers or compose a critique (output). This combination effectively resolves the limitations of each strategy when employed alone and conforms to current perspectives on Second Language Acquisition (SLA) that highlight the interplay between input, output, and feedback (Ellis, 2003).

Integrating Krashen and Swain's theories in OOCLL contexts can increase language acquisition. While Krashen's Input Hypothesis (Krashen, 1985) serves as the basis for comprehending and assimilating the language, Swain's Output Hypothesis highlights the significance of actively utilising the language. Collectively, they provide a thorough structure for Second Language Acquisition (SLA), specifically in OOCLL

settings where learners possess greater autonomy in shaping their learning environment and engaging in learning tasks.

2.1.3. Motivation in Language Learning

Robert Gardner's Socio-Educational Model of Second Language Learning is a significant and influential framework that combines social and psychological aspects to comprehend motivation in language acquisition. Gardner's model places great importance on the notion of "integrative motivation", which refers to the true desire to learn a language driven by a sincere interest in the language and its culture and to become part of the linguistic community (Gardner, 1985).

Essential Elements of Gardner's Model are integrative motivation, attitudes towards the learning situation and language anxiety. Furthermore, integrative motivation refers to a learner's sentiments towards the target language community and their strong desire to interact with and integrate into that community. Attitudes towards the learning situation encompass the learner's perspectives on several aspects of the language learning environment, such as educators, instructional materials, and the general learning context. Finally, language anxiety, acknowledged as a prominent element in this framework, can impede language acquisition and is impacted by social and educational environments (MacIntyre & Gardner, 1994). Gardner's model emphasises the interaction between the learner's social surroundings, attitudes, and motivation in language acquisition. It highlights that motivation is not solely an individual characteristic but is significantly shaped by the learner's socio-cultural environment (Gardner, 1985).

Dörnyei's L2 Motivational Self System, formulated during the early 21st century, signifies a significant paradigm shift in comprehending the motivation behind second language acquisition. This theory integrates notions from modern psychology, including the idea of the "ideal self" and "ought-to self" (Dörnyei, 2019). The ideal L2 self refers to the learner's perception of oneself as proficient and accomplished in using the target language. The driving force behind this desire is the aspiration to attain proficiency in the language. The more robust and distinct this vision is, the higher the learner's motivation is. Ought-to L2 Self pertains to the characteristics that the learner perceives as necessary to fulfil societal norms or prevent unfavourable consequences. Although this can serve as a source of incentive for learning, it may not be as potent as the motivation received from the ideal second language self. L2 Learning Experience is

the component that pertains to the immediate learning environment and the quality of the learning experience. It encompasses factors such as the teacher's effectiveness, the curriculum, the dynamics within the group, and the broader context in which learning takes place (Dörnyei, 2009).

Dörnyei's theory emphasises the transition from external variables to the internal psychological realm of the learner. Therefore, this highlights the significance of self-identity in motivating language acquisition and proposes that learners' perception of themselves and their future selves can greatly impact their motivation to acquire a new language (Dörnyei, 2019). Within the OOCLL framework, Gardner's Socio-Educational Model and Dörnyei's L2 Motivational Self System offer significant perspectives for comprehending and improving language learning motivation. OOCLL venues provide distinctive prospects for learners to interact actively and intimately with the target language and culture. Engaging directly with the language and its speakers can substantially impact learners' motivation, influencing their desire to integrate and their view of their ideal second language self (Dörnyei, 2009; Gardner, 1985).

2.1.4. Autonomy in Language Learning

Learner autonomy in language learning refers to the ability of learners to independently manage and control their learning process (Benson, 2011). Therefore, this includes establishing educational goals, choosing appropriate strategies and resources, and assessing one's advancement. The importance of student autonomy in modern education is profound and has many aspects (Benson, 2011).

The impact of technology on language learning approaches is significant, as it plays a crucial role in changing them. Technology enables a learner-centric approach by providing various and easily accessible digital resources, which allows for self-directed learning that differs from traditional teacher-led methods. Also, as technology is new, it is believed to motivate learners more and enhance learner autonomy (Stockwell, 2013). Blin (2016) underscores this transition, emphasising the heightened autonomy granted to learners in overseeing their educational endeavours (Blin, 2016). If linked with suitable pedagogies, teacher efficacy, and knowledge about how to use technology effectively in class, technology usage can be fostered (Stockwell & Reinders, 2019).

The notion of learner autonomy is crucial within the framework of lifelong learning. According to Little (1991), the constantly changing global environment requires

ongoing learning, highlighting the need to learn autonomously. Autonomy in this context encompasses the ability to independently direct one's learning and the capacity to participate in ongoing education effectively (Little, 1991).

Personalizing educational experiences to cater to individual requirements is becoming increasingly crucial in an interconnected global society. Dam (1995) recognises the importance of customising language acquisition to accommodate learners' preferences and needs. The individualised approach is crucial in a globalised educational setting because standardised solutions are less efficient (Dam, 1995).

Critical and reflective thinking is essential in language learning, as autonomy in language learning goes beyond simply acquiring the language. The process involves cultivating essential cognitive abilities for critical and introspective thinking, as emphasised by Boud (1987). These skills are essential for personal and professional growth, allowing learners to interact deeply with and apply their information in real-life situations.

The framework developed by Henri Holec is fundamental for comprehending learner autonomy. According to Holec (1981), autonomy is the capacity to assume control over one's learning, with a focus on many essential elements (Holec, 1981). Establishing learning objectives in autonomy entails learners determining their own objectives and customising their learning accordingly (Holec, 1981).

Content and progression are determined by learners, allowing for a personalised educational experience where learners have the autonomy to choose what they learn and the speed at which they acquire it (Dickinson, 1987).

When selecting methods and techniques, autonomy involves choosing suitable learning tactics, ranging from conventional classroom methods to cutting-edge internet resources (Wenden, 1991).

Monitoring and evaluating progress are also essential components of autonomy, as they involve the capacity to self-assess and modify learning procedures according to one's advancement (Victori & Lockhart, 1995). The concept of learner autonomy becomes significant in Out-of-Class Language Learning. OOCLL environments, typically characterised by a lack of structure and a wide range of learning opportunities, require learners to self-regulate themselves and be independent (Benson, 2007). Autonomy in OOCLL facilitates more significant and efficient language learning

encounters, as learners actively participate in the language within authentic situations, customise their learning to their individual interests, and cultivate transferable abilities outside the language classroom.

2.1.5. Out-of-Class Language Learning

Out-of-class language learning refers to students acquiring a foreign language independently or using technology outside the traditional classroom environment. This learning method offers students a more flexible, personalised, and tailored language learning process that caters to their interests. Gass and Mackey (2007) define this type of learning as an area where students can shape the learning process according to their needs and goals (Gass & Mackey, 2007).

Out-of-class language learning is as old as the history of education itself. Since ancient times, people have been involved in natural language learning processes through trade and travel. However, the recognition and significance of this learning method in the educational literature began in the second half of the 20th century. Krashen (1982) emphasised how language acquisition might be supported through interactions outside the classroom, which aligns with this theory of natural language acquisition (Krashen, 1982).

Out-of-class language learning has gained a new dimension with the advancement of technology, and through the use of technology, the language learning capabilities of learners have improved (Fathali & Okada, 2016; Lai & Gu, 2011; Chang, 2007; Pearson, 2004). Computer-assisted language learning (CALL) became popular, and Warschauer and Healey (1998) discussed how computer-assisted language learning can be integrated into foreign language learning processes and suggested different ideas (Warschauer & Healey, 1998).

Ferdous (2013) stated that with the help of technology, new dimensions emerged in language learning, and they were proven to be more effective than traditional techniques since technological tools are more interactive and engaging. Out-of-class language learning activities using technology can allow learners to practice language in real-time experiences (Ferdous, 2013).

Online platforms, applications, and social media significantly contribute to language learning processes (Warschauer & Healey, 1998). Blake (2011) examined how

online interactions and social media may be utilised in language learning. Customised learning experiences offer learners a language learning process that suits their interests and learning styles (Blake, 2011). Benson and Reinders (2011) elucidate how students might personalise their learning processes. Out-of-class language learning, in the context of cultural immersion and real-life situations, allows students to delve into the culture of the target language and utilise their language skills in authentic contexts (Benson & Reinders, 2011). Lave and Wenger (1991) emphasise how this type of learning occurs through social participation and community interaction. Integrating the process of language learning into daily activities in daily life integration makes learning more natural and enduring (Lave & Wenger, 1991). Nunan (1999) discusses how students should explore opportunities for language learning in their daily lives. Technology plays a vital role in the context of digital tools and accessibility by providing a variety of resources for out-of-class language learning (Nunan, 1999).

Chapelle (2003) examines the role of technology in language learning and how these tools might be utilised. Regarding adaptive learning technologies, applications and online platforms provide content based on students' progress (Chapelle, 2003). Stockwell (2007) investigates how mobile learning and adaptive technologies can benefit students. Regarding social media as a learning tool, it is evident that it stands out as a significant tool for informal language learning (Stockwell, 2007). Furthermore, Blattner and Fiori (2009) also discuss the potential impact of social media on language learning (Blattner & Fiori, 2009). Because of the new atmosphere that social media creates, language learners may have many chances to practice real-life situations about reading on their own without the help of their teachers (Dhanya, 2016). Moreover, according to Dhanya (2016), learners can both socialise and study simultaneously with the help of activities outside the class (Dhanya, 2016).

Out-of-class language study surpasses the conventional limitations of foreign language education and provides students with a cost-free, adaptable, and individualised learning experience. This learning style originates in the natural language acquisition processes and has advanced alongside technological advancements to become more easily accessible and interactive. Learners can incorporate language learning into their everyday routines, use their language abilities in practical situations, and enhance the learning experience by utilising diverse technological resources. Therefore, this offers students the chance to enhance their language proficiency, expand their cultural comprehension, and

acquire a global outlook. Last but not least, out-of-class language learning emerges as a crucial component for advancing language instruction in the future. This learning approach enhances the significance and efficiency of language acquisition by tailoring it to each student's unique requirements and objectives. Continual efforts are being made to advance and enhance this field through academic and practical endeavours, consistently offering learners and educators novel chances and approaches. The field of language learning will remain at the forefront of developments and advancements due to its dynamic and constantly changing nature.

In a series of investigations into the integration of out-of-class (OOC) English language learning activities and their implications for teaching methodologies, several researchers have highlighted the significance of these activities in enhancing students' language skills.

In his study, Pickard (1996) wanted to discover learners' different learning strategies and see the effect of practice on learners' success. Their out-of-class-language learning activities were identified by studying with German learners whose target language was English. According to the study results, the most accompanied activities were reading and listening, and the least were speaking and writing (Pickard, 1996).

Tantarangsee (2016) explored the social media usage patterns of English primary students at Suan Sunandha Rajabhat University, Bangkok, and discovered a prevalent engagement with English through platforms like Line, Facebook, YouTube, and Twitter for approximately 6-8 hours daily. The students predominantly watched English cartoons, read articles and magazines, and watched TV programs in English. This study suggested adapting classroom teaching activities to reflect students' changing learning behaviours (Tantarangsee, 2016).

Similarly, Sultana (2014) emphasized the role of electronic media, including subtitles, song lyrics, and movies, as practical tools for practising language skills in his study with 100 students at Bangladeshi University. The study recommended incorporating these elements into language curricula to enhance the motivation and self-evaluation of students in language learning (Sultana, 2014).

Cahyadin and Koso (2019) conducted their study in the EFL context in Indonesia by using a qualitative case study with eight good language learners from the English department. Students participated in out-of-class language learning activities for nearly

four weeks, and researchers identified those activities using dairies, journals, questionnaires, and interviews. At the end of the study, it was observed that students engaged in more speaking activities outside the class since learners were well aware that practising speaking was necessary. Also, those activities gave them more chances with a more stress-free atmosphere. Being away from peer evaluations and judges made participants relaxed (Cahyadin & Koso, 2019)

Furthermore, Hu (2016) focused on learner autonomy by identifying students' strengths and weaknesses in second language learning and defining their different tendencies to out-of-class activities. Findings showed that receptive activities were preferred more than productive activities in autonomous learning out-of-the-class (Hu, 2016).

Tonoian (2014) investigated the sources of English language knowledge of first-year students at the New University of Lisbon. Using questionnaires and focus-group discussions, he found that external sources like movies, songs, and video games played a significant role in participants' English knowledge, and motivation emerged as a crucial factor in this learning process (Tonoian, 2014).

Gaines (2015) examined the impact of an elective course in an Individualized Education Program (IEP), which intentionally attempted to increase students' English use outside the class. Nine Saudi Arabian and Japanese students regularly attended the course. The study revealed the improvements in students' English usage and self-confidence, particularly through role-playing and interactions with native speakers (Gaines, 2015).

Sargstan and Kurghinyan (2016) explored 38 Armenian EFL students applying their English skills outside the classroom. Their activities included engaging with social media, listening to songs, and watching movies, leading to suggestions for enhancing classroom education's potential (Sargstan & Kurghinyan, 2016).

Guo (2011) conducted a study with 90 students in Taiwan using a quantitative methodology and reported increased language awareness among students through activities involving observation and discussion of written English. At the end of the study, students' language awareness outside the classroom improved, and participants gained a new experience of autonomy (Guo, 2011).

Pérez and Tenorio (2013) analysed the effects of OOC language learning on communicative competence, noting significant improvements in an experimental group

engaged in OOC learning compared to a control group with traditional classroom instruction (Pérez & Tenorio, 2013).

In his study, Ferdous (2013) wanted to find answers to various problems such as motivation and autonomy of students, skills that students use inside and outside the class, difficulties that students experience during OOC activities and popular activities among 60 undergraduate students. Qualitative and quantitative questions were used, showing that students used English for their own sake and preferred Facebook, News, and dictionaries on smartphones. Although most participants liked the out-of-class experience, they wanted their teachers to guide them.

In a recent study, Samouni (2021) investigated the types of out-of-class language learning activities and their effects on language improvement of 40 students at Sultan Maulay Slimane University using questionnaires and interviews. Most students were inclined to use listening, reading and writing skills more. Also, it was seen that self-instruction was significant for learners, and the more students were eager for out-of-class activities, the more successful they became.

In the Turkish context, Coşkun (2016) and Orhon (2018) highlighted the benefits of OOC activities, such as role-playing and multimedia use, in improving language skills, self-confidence, and motivation among Turkish university students (Coşkun, 2016; Orhon, 2018). Coşkun (2016) conducted the study with first-year university students, and participants were informed to select an out-of-class activity and apply it for six weeks to improve their speaking skills. By answering some questions about what kind of benefits they had after the activities, students agreed on improving their vocabulary knowledge, pronunciation, and critical thinking skills. Orhon (2018), on the other hand, studied 109 School of Foreign Language students whose proficiency levels differed. A questionnaire was used to identify which out-of-class activities students engaged in. Results revealed that participants mostly preferred listening and watching activities, and their proficiency level also affected their OOC activities.

Coşkun and Mutlu (2017) wanted to investigate high school students' out-of-class language learning activities in terms of four language skills and observe the frequency by developing a scale. 292 high school students in Türkiye answered the questions on the scale, which showed that there was a low tendency among high school students to participate in out-of-class language learning activities. Moreover, while

listening activities were more popular, writing activities were less popular among learners (Coşkun & Mutlu, 2017).

On the other hand, İnözü, Şahinkarakaş and Yumru (2010) conducted a similar study with 309 university students in Türkiye by using a questionnaire. The results revealed that while learners accepted the importance of the activities outside the class and used a variety of them in their daily lives, they mainly preferred the activities which boosted their grammar, vocabulary, reading and listening skills. Moreover, learners appreciated the teachers' encouragement to participate in those activities outside the class. Also, it was observed that teachers' guidance about what to do and how to do those activities enabled learners to self-autonomy.

By accepting the importance of both the inside and outside the class activities, Ekşi and Aydın (2013) conducted their study with 177 preparatory class learners with a questionnaire that the researchers developed. Students' levels varied, and they were classed depending on the scores of a placement test. According to the results, learners preferred listening to music and watching movies. The least preferred activities were writing poems and keeping a journal, respectively. While there was not a significant difference among girl and boy students, there was a significant difference among students who were exposed to intensive English programmes at high school and different English levels. Students indicated that in order to practice the newly learned vocabulary, studying after school was an effective way of revising.

Cengizhan (2019) studied the same issue with a different group of learners. Participants were 245 English Language Teaching (ELT) first- and fourth-grade students. This study aimed to investigate the out-of-class activities and their frequency depending on different variables such as gender, knowledge of vocabulary, year of study, perceived competence and importance of English. After analysing the qualitative and quantitative results, it was again shown that listening to music, watching movies, and surfing on English websites were frequently participated activities. Moreover, the students who were positive about the English language were more eager to participate in out-of-class activities. Males and first-year students were reported to be more active in those activities (Cengizhan, 2019).

İnci (2021) studied 253 secondary and high school students in his thesis and tried to find their out-of-class language learning environments with a survey of different

questions to evaluate skill-based activities. He found that students preferred using out-of-class language learning opportunities for listening outstandingly, then reading, speaking and writing, respectively. Moreover, the results of the study also showed that 10th and 9th graders participated in these activities the most and 12th, 6th and 5th graders the least (İnci, 2021)

In another recent study, Karakuş (2021) conducted a study with 12th graders to reveal students' out-of-class language learning practices and their frequency. Also, she wanted to shed light on the effects of these activities in developing students' four language skills and the problems they encountered. At the end of the study, it was found that the most preferred activities were playing games, listening to music and contacting friends in English (Karakuş, 2021)

Finally, these studies show that the selection of out-of-class language learning activities is influenced by a complex interplay of factors such as the learning environment (EFL vs. ESL), cultural and social dynamics, technological advancements, individual learner preferences, and motivational factors. While receptive skills such as listening and reading are routinely exercised in various contexts, productive skills such as speaking and writing are more context-dependent, frequently impacted by the necessity and opportunity for usage in daily life. Furthermore, changing digital landscapes and individual aspects such as gender influence these out-of-class language learning habits.

2.2. LEARNING ENGLISH IN TÜRKİYE

The English language education in Türkiye has been influenced by an intricate interaction of economic, political, and social issues (Kirkgoz, 2007; Saricoban, 2012). These forces have influenced the curriculum and instructional practices, emphasising the importance of English in the global sphere. The latest policy reforms, such as implementing English language instruction in the early levels of education, demonstrate Türkiye's desire to enhance its integration into the global society (Gürsoy, Korkmaz, & Damar, 2017)

With the latest amendments, the weekly English (mentioned as Yabancı Dil) lesson hours for primary and secondary school students in Türkiye are shown in the figure below.

Figure 2.1: Weekly Course Schedule for Secondary Schools

İLKÖĞRETİM KURUMLARI (İLKOKUL VE ORTAOKUL) HAFTALIK DERS ÇİZELGESİ									
DERSLER		SINIFLAR							
		İLKOKUL				ORTAOKUL			
		1	2	3	4	5	6	7	8
ZORUNLU DERSLER	Türkçe	10	10	8	8	6	6	5	5
	Matematik	5	5	5	5	5	5	5	5
	Hayat Bilgisi	4	4	3					
	Fen Bilimleri			3	3	4	4	4	4
	Sosyal Bilgiler				3	3	3	3	
	T.C. İnkılap Tarihi ve Atatürkçülük								2
	Yabancı Dil		2	2	2	3	3	4	4
	Din Kültürü ve Ahlak Bilgisi				2	2	2	2	2
	Görsel Sanatlar	1	1	1	1	1	1	1	1
	Müzik	1	1	1	1	1	1	1	1
	Beden Eğitimi ve Oyun	5	5	5	2				
	Beden Eğitimi ve Spor					2	2	2	2
	Teknoloji ve Tasarım							2	2
	Trafik Güvenliği				1				
	Bilişim Teknolojileri ve Yazılım					2	2		
	Rehberlik ve Kariyer Planlama								1
	İnsan Hakları, Yurttaşlık ve Demokrasi				2				

Source: (MoNE, 2023)

Acquiring English competence poses many hurdles for learners in Türkiye. It was emphasised that students face difficulties primarily in developing their speaking skills. Therefore, this is attributed to their limited exposure to English outside the classroom and an educational emphasis on grammar rather than the actual language application (Kara & Ayaz, 2017). It is also highlighted to stress the importance of setting practical goals in English classes and recommend a well-rounded approach emphasising all language abilities (Solak & Bayar, 2015).

Regarding impacting the educational system and teaching methods, Türkiye's educational system and teaching practices have traditionally emphasised grammar and reading, often neglecting the development of speaking and listening abilities (Uztosun, 2016). This concentration has resulted in a deficiency in oral communication abilities among learners, especially pre-service English teachers, so a cycle of restricted proficiency in these domains continues. Notwithstanding these difficulties, Turkish learners, particularly university students, demonstrate a significant enthusiasm for acquiring English language skills. Furthermore, instrumental, integrative, and educational orientations are the primary motivational drivers (Koseoglu, 2013). The primary rationale for this is the aspiration to excel in the global job market and maintain global connections.

Using the English language in the classroom can cause children to feel anxious. Durer and Sayar (2013) observed that students experience anxiety when speaking English

in class but also demonstrate a strong desire to learn. Therefore, this indicates an intricate relationship between anxiety and drive (Durer & Sayar, 2013). Also, it has been observed that learning environments significantly influence student anxiety, especially in out-of-class contexts. Translation is a frequently employed tactic among Turkish learners of English as a foreign language. Mutlu, Bayram and Demirbüken, (2015) noted the extensive utilisation of this method for improving English proficiency and collecting lexical elements. Although this method has advantages, it also emphasises the necessity for more extensive and practical language education approaches (Mutlu, Bayram & Demirbüken, 2015).

In conclusion, the correlation between middle school students' attitudes in Türkiye towards learning English at school and their out-of-class learning experiences is complex. Educational policy, instructional approaches, student motivation, and the socio-cultural setting shape the learning of English. Addressing these various aspects is crucial to improving English language competency among Turkish learners.

2.3. ROLE OF ATTITUDE

The attitude one has towards out-of-class language learning (OOCLL) is crucial, as it greatly influences the process and results of acquiring language skills. Attitude, including learners' sentiments, attitudes, and predispositions towards English, dramatically impacts their learning journey. According to Papaja (2012), a good attitude improves language learning, but a negative attitude can cause difficulties. Therefore, this is especially important in OOCLL because learners' attitudes directly impact engagement and perseverance without a formal instructional structure (Papaja, 2012).

Positive attitudes towards English learning are closely related to increased motivation. According to Dörnyei (2019) and Syukur (2016), a positive attitude towards the target language considerably increases learners' intrinsic motivation, a significant one in self-directed learning settings such as OOCLL. This intrinsic motivation is critical for maintaining engagement and interest in learning activities outside of the classroom. Cultural and societal conceptions of the language heavily influence learners' opinions about English (Dörnyei, 2019; Syukur, 2016). According to Crystal (2003), learners acquire a more positive attitude when English is perceived as a valuable asset for worldwide communication and opportunity. This worldwide value ascribed to English

frequently inspires learners to actively participate in OOCLL activities to reap the perceived benefits of the language (Crystal, 2013).

Attitudes influence not only learners' motivation but also their selection of language learning tactics. According to Gan (2004), attitudes and techniques in language learning are inextricably linked (Gan, 2004). Furthermore, Khan (2016) finds a positive relationship between attitude and language competency, implying that learners with more positive attitudes towards English are more likely to acquire higher proficiency levels. Student attitudes especially strongly influence achievement when studying English as a foreign language (Khan, 2016). According to Mašić and Bećirović (2021), pupils' attitudes have a substantial impact on their success in learning English. This relationship shows that cultivating favourable attitudes towards English is critical for effective OOCLL (Mašić & Bećirović, 2021).

Learners' attitudes are crucial in their capacity to manage and sustain their learning in OOCLL, which is primarily self-directed. Positive attitudes motivate students to set realistic goals, seek appropriate resources, and persevere in facing difficulties (Littlewood, 1996). Self-management is critical for successful language acquisition outside the conventional classroom context. The range of learning experiences and a balanced concentration on meaning and form are also associated with the quality of OOCLL. Lai, Zhu and Gong (2015) emphasise the necessity of providing learners with various experiences that address language's functional and structural components. This balanced approach can accommodate varied learning styles and preferences, boosting OOCLL's overall efficacy (Lai, Zhu & Gong, 2015).

2.3.1. Behavioural Aspect of Attitude

According to behavioural theories in language learning, behaviours are learned through interactions with the environment. Therefore, this covers how learners actively connect with language materials, peers, and instructors in the context of language acquisition (Skinner, 1957). The behavioural method emphasises regular practice and the establishment of study habits. Learners' attitudes towards frequent practice and habit-building are critical to successful language learning outside the classroom or, in other words, out of class (Ehrman & Oxford, 1995).

Dehbozorgi (2012) emphasises the importance of a positive attitude towards language acquisition, focusing on its relationship with risk-taking behaviours among

English as a Foreign Language (EFL) students. This study demonstrates the significance of attitude in influencing language proficiency and willingness to engage in complex language tasks (Dehbozorgi, 2012). Cabansag (2013) investigates students' attitudes towards English language learning methodologies, demonstrating significant variances based on academic specialities. This study sheds light on how attitudes influence the selection and efficacy of language learning practice (Cabansag, 2013). Milošević (2020) investigates the influence of extrinsic factors on students' attitudes towards foreign language study, including age and parental views. The influence of the larger social environment in determining language learning attitudes is emphasised in this study (Milošević, 2020).

Smith (1971) argues the importance of student attitude in foreign language learning, emphasising its impact on various learning outcomes. Smith (1971) establishes the foundations for recognising the multidimensional nature of attitude in language acquisition. Bunts-Anderson (2004) investigates the impact of teachers' perceptions of their teaching roles on students' achievement in language learning. The study demonstrates how educator attitudes and practices can impact student attitudes and behaviours regarding language learning (Bunts-Anderson, 2004). Wang and Mendori (2015) study the impact of learning attitudes and motivation within language learning support systems, emphasising the importance of these factors as prerequisites for efficient language learning. This study emphasises the importance of creating supportive learning settings that develop positive attitudes (Wang & Mendori, 2015).

Littlewood (2001) challenges traditional authority-based theories with cross-cultural research on students' attitudes towards English classroom learning. This study sheds light on the various cultural conceptions of language learning (Littlewood, 2001). Hosseini and Pourmandnia (2013) examined the research on the attitudes and beliefs of language learners, recognising motivation as a significant determinant in language learning. Also, they comprehensively assessed the numerous attitudinal elements influencing language acquisition (Hosseini & Pourmandnia, 2013).

2.3.2. Cognitive Aspect of Attitude

According to cognitive theories, language learning involves mental processes such as perception, memory, and reasoning. Learners' attitudes towards language learning, as determined by their cognitive beliefs about language learning, substantially

impact these processes (Ellis, 2008). Learner autonomy is frequently required in out-of-class learning contexts. Positive cognitive attitudes towards self-directed learning can help develop language skills (Benson, 2011). In these contexts, learners' views about their ability to acquire a language (self-efficacy) and comprehension of how language acquisition occurs (metacognitive awareness) are critical (Bandura, 1997).

Cabansag's (2013) study of students' attitudes towards English language learning methodologies finds a moderately good link between attitude and these strategies. The study emphasises the cognitive element as the best predictor of learning, emphasising the critical importance of cognitive attitudes in language acquisition (Cabansag, 2013). Morgan (1993) emphasises the inadequacy of merely teaching language, arguing that broader cultural knowledge is required. This viewpoint emphasises the cognitive components of language learning, highlighting the importance of attitudes towards the language and its cultural setting (Morgan, 1993). Dehbozorgi (2012) emphasises the relevance of a positive attitude in language learning, emphasising the impact of risk-taking behaviours. According to the study, these attitudes, part of learners' cognitive frameworks, significantly predict future language learning behaviours and competency (Dehbozorgi, 2012). Bunts-Anderson (2004) highlights how teachers' language learning concepts profoundly impact student success, particularly in out-of-class interactions. According to this study, teachers' cognitive attitudes towards teaching considerably influence students' learning attitudes and behaviours (Bunts-Anderson, 2004). Shibata (2019) investigates the relationship between students' opinions regarding English language acquisition and their participation in out-of-class activities. Although no direct association was shown in this case study, it highlights the importance of cognitive processes in shaping language acquisition behaviours (Shibata, 2019).

According to Smith (1971), student attitude is vital in foreign language learning. This study shows that unfavourable attitudes should be addressed, emphasising the cognitive components of attitude formation and their impact on language learning (Smith, 1971). Wang and Mendori (2015) investigate the role of motivation and learning attitude in language learning support systems. The study concludes that these cognitive and affective components are necessary for effective language learning, showing the possibility of improving attitude and motivation through support systems (Wang & Mendori, 2015). Littlewood (2001) examines students' views towards classroom English learning from a cross-cultural approach. His study found that students from many

countries share scepticism about traditional authority-based learning models, demonstrating a shared cognitive approach towards language learning methodologies (Littlewood, 2001).

2.3.3. Emotional Aspect of Attitude

Learners' attitudes towards language acquisition include their sentiments, beliefs, and predispositions. Emotional experiences mould them and can substantially impact motivation and engagement (Dörnyei, 2005). Emotions are essential in the cognitive processes involved in language learning. Positive emotions can improve memory and aid in acquiring new language abilities, whereas negative emotions can stymie this process (MacIntyre & Gregersen, 2012).

Beseghi (2022) indicated that interventions focusing on the emotional components of online language learning can help to create a safe and collaborative learning environment. Affective methods, mindful learning, and autobiographical writing are examples of treatments that help learners express and control their emotions in a foreign language setting (Beseghi, 2022). Ross and Rivers (2018) emphasised the depth and significance of ESL learners' emotional experiences in social interactions outside of the classroom. These experiences can significantly impact learners' academic progress and emotional well-being, indicating the need to address these emotional aspects in language instruction (Ross, 2018). Fraschini and Park (2021) found a link between pleasant emotions and positive language learning results. Pleasant emotions were found to be connected with some teacher traits in the study, emphasising the relevance of pedagogical techniques that generate pleasant emotional experiences (Fraschini & Park, 2021). Méndez López (2011) recognised the most common emotions experienced by students, as well as how teachers' attitudes and classroom climate influence students' motivation. This study emphasises the need for teachers to be aware of and respond to students' emotional experiences in language learning contexts (Méndez López, 2011).

Beseghi (2018) investigated the link between emotion, motivation, and self-awareness in contexts of autonomous language acquisition. The findings emphasise the need to help students regulate emotions and the crucial role of emotions in autonomous language acquisition processes (Beseghi, 2018). Dewaele (2015) emphasised the importance of happy and negative emotions in language learning. According to the study,

the emotional component is frequently disregarded in teaching, resulting in less engaging classroom sessions (Dewaele, 2015).

Dehbozorgi (2012) identified a substantial positive association between risk-taking and attitude towards language acquisition. According to the findings of this study, a more positive attitude towards language acquisition is related to a greater willingness to take chances, which is essential for language competency (Dehbozorgi, 2012). Horwitz (1995) emphasised the necessity of adopting a positive emotional perspective when learning a language. According to the findings, affective reactions are important in the language learning process, and teachers play an important role in promoting positive affective traits (Horwitz, 1995).





CHAPTER III
METHODOLOGY

In this chapter of the study, information about the method, research design of the current study, participants, data collection tools and procedures, data analysis procedures, reliability and validity of the instrument, and ethical considerations are submitted in detail.

3.1. RESEARCH DESIGN AND SAMPLE OF THE STUDY

This study utilises a quantitative research methodology, employing two primary instruments to assess participants' attitudes towards learning English as a foreign language in three different dimensions and their involvement in out-of-class English learning situations. In this sense, correlational surveys can be used. When viewed through the lens of quantitative research, correlational surveys are highly beneficial for detecting and analysing the magnitude and direction of connections between variables. This form of research is carried out without any direct intervention or alteration of the variables, hence enabling the observation of interactions between variables in their natural context (Büyüköztürk et al., 2014; Creswell, 2014). Correlational research primarily aims to ascertain the magnitude and orientation of preexisting associations while refraining from establishing causality.

Unlike experimental research, correlational surveys are popular in subjects like education, psychology, and social sciences because of their high external validity. Experimental research, although providing strong internal validity in controlled settings, frequently sacrifices external validity (Shadish, Cook & Campell, 2002). Conversely, whereas correlational studies frequently exhibit limited internal validity, they possess elevated external validity since they more accurately mirror real-life circumstances.

Convenience sampling is a commonly employed study design method that enables researchers to choose people or settings that are readily available and easily accessible. This approach provides a pragmatic resolution, particularly for researchers operating under the limitations of time and resources (Babbie, 2017). While convenience sampling is typically favoured in quantitative research, it can also be applied in qualitative research. This methodology enables researchers to gather data efficiently and expeditiously, expediting their research progress.

An eminent benefit of utilising the convenience sampling strategy is its ability to expedite research while maintaining a comparatively economical cost. This approach is particularly well-suited for researchers who have minimal resources. Furthermore, this

approach enables researchers to reach a substantial number of participants promptly, hence expediting the process of gathering data (Etikan, Musa & Alkassim, 2016). Convenience sampling is commonly employed due to its advantageous properties, particularly in pilot studies and exploratory research.

Nevertheless, convenience sampling does possess certain drawbacks. The data obtained using this approach typically do not accurately reflect the entire research population. The limited generalizability of study results might occasionally undermine the validity of the findings (Babbie, 2017). Therefore, researchers should take into account the constraints of their findings and their potential impact on their analysis when employing convenience sampling.

Another crucial aspect of this sampling procedure is that the researcher's prejudices can influence the sample selection. Researchers may intentionally or unintentionally choose individuals inclined to arrive at a specific conclusion. Accordingly, this may impact the research's objectivity and reliability (Palinkas et al., 2015). Hence, researchers must exhibit transparency in the sampling process and explicitly articulate their decisions.

3.2. RESEARCH SETTING

The study includes participants exclusively from a state secondary school located in Kütahya, Türkiye, during the academic year of 2021-2022. Linyit Secondary School is in the centre of Kütahya province and is known for its large class sizes and pupils with numerous unique traits. In this instance, the entirety of the target group at Kütahya Linyit Secondary School was readily available, enabling a thorough examination of the student population without necessitating specific sampling methods. This method is especially advantageous when examining specific educational contexts, as it guarantees a sample accurately representing the student population in that specific environment (Bryman & Cramer, 2012).

Foreign language instruction is provided for a total of 3 hours per week in the 5th and 6th grades and 4 hours per week in the 7th grades at all public schools in Türkiye. The language instructors at the educational institution have expressed that it is highly recommended that all students utilise the workbook accompanying the coursebook and other supplementary resources, both during class time and outside of it (Mone, 2023).

3.3. PARTICIPANTS

This study explicitly targets a cohort of 5th, 6th, and 7th-grade students at a public secondary school in Kütahya. The grades were deliberately chosen since they symbolise a crucial language learning and educational growth phase. The study explicitly omitted children in the 8th grade. This is because students in this grade are engaged in rigorous academic preparation for the LGS examination, which determines their placement in high schools. Consequently, there is a potential for the attitudes of students in this grade towards English and their engagement in out-of-class activities to be influenced to varying degrees.

The participants' ages typically span from 10 to 13, a crucial stage of cognitive and social development that can greatly impact their views and experiences in language learning.

The study involved students from four distinct sections of 5th grade (5A, 5B, 5C, 5D), six distinct sections of 6th grade (6A, 6B, 6C, 6D, 6E), and four distinct sections of 7th grade (7A, 7C, 7D, 7G). Consequently, the research did not include all pupils from the school's 5th, 6th, and 7th classes. 149 students from the 5th grade, 217 students from the 6th grade, and 135 from the 7th grade responded to the questionnaire. However, when entering the data into SPSS, 490 of them were found to be usable, and 468 were considered valid at the analysis stage. Some parts or questions were missing since some students did not answer all the questions properly.

Table 3.1: Participants' Demographic Variables (N=468)

Variable	Descriptor	n	%
Gender	Female	212	45
	Male	256	55
Class	Grade 5	141	30
	Grade 6	209	45
	Grade 7	118	25
Age	10	16	3
	11	131	28
	12	200	43
	13	121	26

Table 3.1 displays the demographic variables of the people involved in the study. The survey encompassed a cohort of 468 students whose attributes were classified according to their gender, class, and age. Males were more prevalent, accounting for 55% (n=256) of the sample, while females accounted for 45% (n=212). The classes included different numbers of participants: Grade 5 consisted of 30% (n=141) of the sample, Grade

6 consisted of 45% (n=209), and Grade 7 consisted of 25% (n=118). The age distribution revealed that the most populous group consisted of 12-year-olds (43%, n=200), followed by 11-year-olds (28%, n=131), 13-year-olds (26%, n=121), and the least represented group was the 10-year-olds (3%, n=16).

3.4. INSTRUMENTS

This study utilises a quantitative research methodology, employing two primary instruments to measure participants' attitudes towards learning English as a foreign language and their involvement in English learning environments outside of the classroom.

First Instrument

The first instrument in this study is comprised of different sections and specifically targets language learning activities of students outside of the classroom setting. Similar instruments have been used in different studies on the use of English outside of class. Ferdous's (2013) questionnaire was used with some adaptations in this study. The initial segment collects demographic information, encompassing the participants' gender, age range, and grade level, providing contextual background for their responses. The second segment encompasses a range of inquiries designed to ascertain the significance of English for the participants and their preferred approaches to learning. The assessment consists of 15 binary questions to gauge participants' enthusiasm and drive to participate in language learning activities outside the classroom. Participants are required to respond with either "yes," "sometimes," or "no." In addition, 17 items assess the perceived utility of English in various circumstances. Participants rate their responses on a scale ranging from "very useful" to "not useful at all". The last 12 items evaluate the frequency of engagement in language learning activities beyond the confines of the classroom, with a range of responses from 'very often' to 'never'.

The first part of the instrument (first 17 questions) and the fifth part, about the frequency of activities students do outside the class, were used in the recent study. However, the second, third, fourth, and sixth parts of the original instrument were eliminated, which were about the frequency of the usage of four language skills in students' course of study, how students evaluate their present knowledge of the English language, and some ratings about different matters in the classroom, students ideas about how out-of-class activities contribute their four language skills. The reason for

eliminating those questions in the recent study was to associate only relevant items to students' lives. Moreover, there would be too many questions for the participants to answer about out-of-class language learning since the recent study used two different tools.

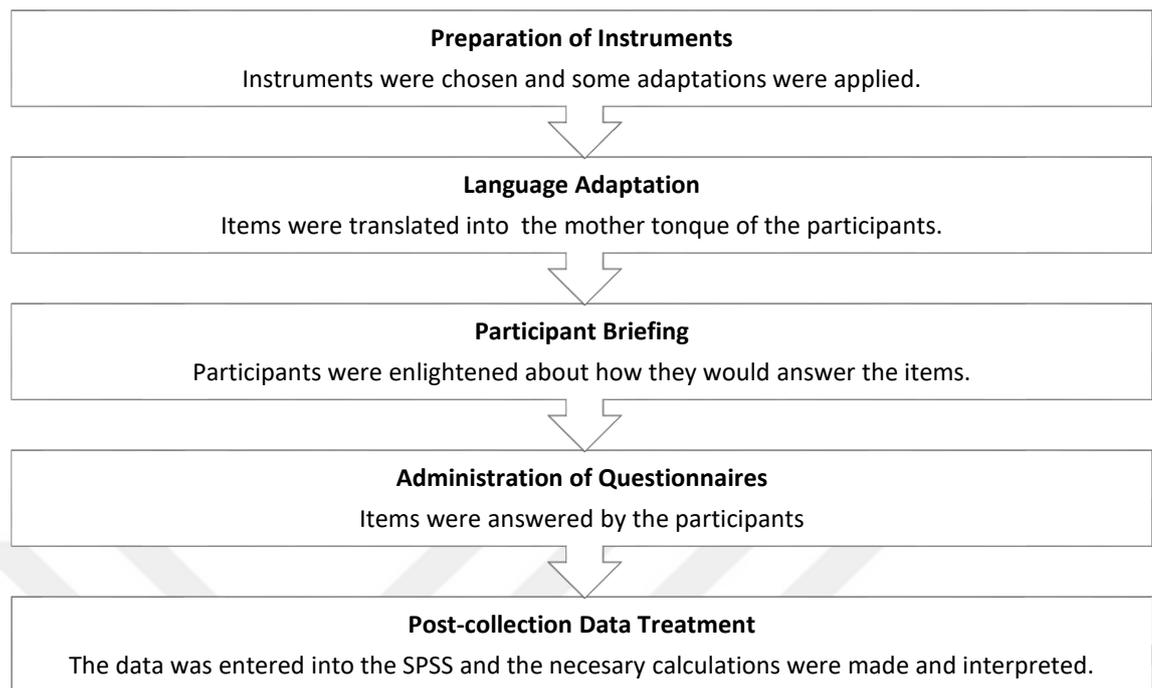
Second Instrument

The second instrument employed in this study is an attitude questionnaire, which was adopted from the study of Abidin, Pour-Mohammadi and Alzwari (2012) and this taken one was modified from the work of Boonrangsri et al. (2004) and Gardner's (1985) Attitude and Motivation Test Battery (AMTB). This questionnaire consists of 45 items investigating the behavioural, cognitive, and emotional elements of one's attitude towards learning the English language. The distribution of these things is uniform, with 15 items allocated to each of the three elements. The questionnaire is structured using a 5-point Likert scale, where respondents can indicate their level of agreement on a scale from "Strongly Agree" to "Strongly Disagree". Each response option is assigned a numerical value ranging from 5 to 1, respectively. Out of the total of 45 items, 30 are expressed positively, and the remaining 15 are presented in a negative one. This equitable approach enables a thorough evaluation of attitudes, encompassing both positive and negative inclinations towards acquiring the English language.

3.5. DATA COLLECTION PROCEDURE

This study employs a quantitative research methodology, utilizing two main instruments to gauge participants' attitudes toward learning English as a foreign language and their engagement with out-of-class English learning environments.

The visual representation in Figure 1 summarises the process of collecting data. Also, it illustrates a systematic methodology for conducting data gathering methods in the study.

Figure 3.1: Data Collection Process

The data collection procedure was carefully strategized and implemented in multiple discrete phases to guarantee the integrity and authenticity of the data. The research instruments underwent a meticulous process of selection and adaptation to ensure their alignment with the study's objectives. In this stage, the current tools were adapted to suit the particular setting of the study, ensuring that they accurately assess the desired concepts. Some items of the original instruments were excluded, as mentioned before. Since the participants' mother tongue is Turkish, both instruments were translated into Turkish. Before the instruments were administered, participants were provided with information regarding the study's objective and the significance of their contributions. The participants were also informed that the data obtained from the study would only be used for research; there were no correct answers, so they could proceed by choosing the option they felt closest to. The modified questionnaires were distributed to the participants. The data was collected from three different class levels and different sections. After completing and collecting the questionnaires, the data underwent a meticulous and thorough treatment process. While entering the data into SPSS, it was observed that some students did not answer the whole questions of the instruments, or while some of the participants just answered only one part, others made up the questions in a noticeable way and answered them carelessly. For this reason, some of them were deliberately excluded in order not to harm the reliability of the data.

3.6. DATA ANALYSIS PROCEDURES

Data Preparation and Preliminary Analysis

Throughout the data-collecting period, the data-collection instruments were administered to a grand total of 490 students. Nevertheless, throughout the dataset preparation for analysis, 22 students were removed as a result of diverse circumstances. A portion of the students did not finish more than 50% of the surveys, resulting in partial datasets that may undermine the reliability of the results. In addition, a subgroup of participants consistently gave identical scores for all the survey items, suggesting a lack of genuine involvement with the surveys. In order to ensure the accuracy and reliability of the data, these cases were considered ineligible for inclusion in the final dataset. Hence, as depicted in Table 1, the research encompasses a significant sample size of 468 students, comprising 212 females (45%) and 256 males (55%). The participants are divided into several grade levels, consisting of 141 children from Grade 5 (30%), 209 students from Grade 6 (45%), and 118 students from Grade 7 (25%). The participants were divided into different age groups, consisting of 16 pupils aged 10 (3%), 131 children aged 11 (28%), 200 students aged 12 (43%), and 121 students aged 13 (26%).

Attitudinal Analysis

In the attitudinal analysis phase, the study focused on assessing secondary school students' perceptions of English language learning activities outside the classroom. At this stage, the OOCLL questionnaire responses were analysed in detail, focusing on how students perceived the importance of English outside the classroom, their preferred learning contexts, and the key factors they believed influenced their English language development. This stage is critical to understanding students' attitudes and beliefs towards learning English in out-of-class settings.

Statistical Methodology

In the statistical methodology phase of the study, various statistical techniques were applied to the data:

Normality Test and Homogeneity of Variances: Each variable was subjected to normality tests, including calculation of skewness and kurtosis and Levene's Test of Equality of Variances. This aimed to ensure that the data met the necessary assumptions for subsequent statistical tests.

Independent Sample T-test and ANOVA: These tests were used to analyse OOCLL scores in terms of different demographic groups, particularly gender and grade. The aim was to determine whether there were significant differences in students' perceptions and attitudes towards English language learning depending on these factors.

Correlation Analysis: Pearson product-moment correlation coefficient was used to investigate the relationships between students' participation in OOCLL activities and their attitudes towards English language learning. This analysis focused on understanding how various attitudinal dimensions (cognitive, behavioural, affective) are related to out-of-class learning experiences.

Interpretation of Results

The results provided insights into students' attitudes and perceptions towards English language learning. Key findings include the absence of gender-based differences in cognitive and affective attitudes and significant differences in classroom-based attitudes. Furthermore, correlation analysis revealed significant relationships between OOCLL participation and various attitudinal dimensions, underlining the interaction between in-class learning and out-of-class activities.

Gender Variations: Significant gender differences were found in cognitive and affective attitudes towards English language learning. The higher cognitive and affective attitude scores of female students compared to male students indicate gender-specific attitudes towards English language learning.

Grade Level Analysis: Contrary to expectations, the analysis showed that there was no significant difference in attitudes towards English language learning between different grade levels. Accordingly, this suggests that grade level may not be a determining factor in shaping students' attitudes towards English language learning.

Depth of Correlation Analysis: The study revealed a multidirectional relationship between OOCLL participation and attitudinal dimensions. In particular, cognitive attitudes showed a moderate positive correlation with OOCLL participation, indicating that students who cognitively value learning English are more likely to participate in out-of-class activities. In addition, affective attitudes are strongly correlated with OOCLL engagement, emphasising that affective factors play an essential role in students' engagement in English language learning outside the classroom. This complex

situation underlines the importance of addressing both cognitive and affective aspects of language teaching strategies.





CHAPTER IV
RESULTS

In this chapter, the results of the study will be presented in accordance with the gathered statistics.

4.1. FINDINGS REGARDING RESEARCH QUESTIONS 1A, 1B, 1C, 1D, AND 1E

RQ1. What are the students' perceptions of out-of-class learning activities to enhance their English language skills?

a) What is the perceived significance of the English language outside the class for the students? (regarding item 1 of the OOCLL questionnaire)

The first item on the OOCLL questionnaire (“*How important is English for you in your daily life outside of the classroom?*”) was used to investigate the perceived significance of the English language outside the class for students.

Table 4.1: Students' Responses to the Significance of OOCLL

Responses	<i>f</i>	%	Mean	SD
It is not very important. I do not use it outside of class.	56	12	2.6	0.86
I only use it in certain situations.	131	28		
It is important: I use it in different situations.	220	47		
It is very important: I frequently use English in various contexts every day.	61	13		

Many key observations arise after evaluating the data reported in Table 2 about students' assessments of the importance of out-of-class learning activities (OOCLL) in improving their English language skills. Table 4.1 illustrates the breakdown of student responses to the question evaluating the significance of English in their everyday life beyond the classroom. A small proportion of the students (12%, n=56) view English as having minimal significance, indicating infrequent usage outside of the classroom setting. The group's response, characterised by a mean of 2.6 and a standard deviation of 0.86, indicates a consistent perception among them regarding the limited usefulness of English in their everyday activities. In contrast, a notable portion of the participants (28%, n=131) admit to utilising English, though only in particular circumstances. The response suggests that the use of language is influenced by the situation, suggesting that although English is not essential in their daily activities, it becomes important in specific situations. Significantly, a substantial proportion of the pupils (47%, n=220) acknowledge the significance of English, affirming its utilisation in diverse circumstances. The perception of this group emphasises the wider applicability and usefulness of the language in their activities outside of the classroom. A significant portion (13%, n=61) of the student body

values English highly, indicating regular utilisation in many daily situations. This demonstrates a notable assimilation of the English language into their everyday activities, indicating a strong involvement with the language beyond the academic context.

Figure 4.1 illustrates the responses obtained from the OOCLL questionnaire, depicting how students with varying degrees of engagement perceive the importance of English in their everyday activities. This graphic provides a more comprehensible depiction of students' different levels of significance to English, ranging from low to considerable utilisation in their daily activities.

Figure 4.1: The Students' Responses to the Significance of English Outside the Classroom Regarding the OOCLL Questionnaire

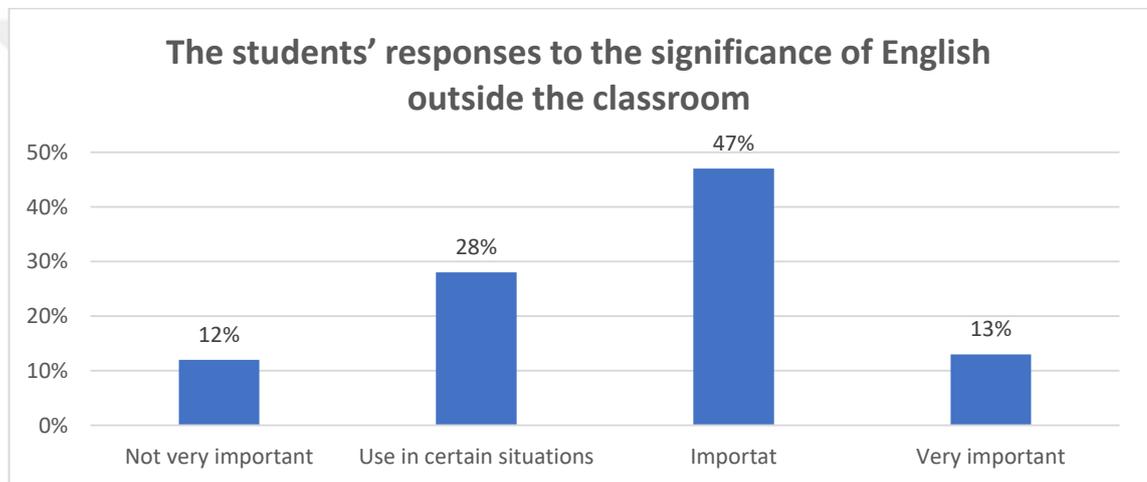


Figure 4.1 visually represents the responses of students to the significance of the English language outside of their classroom based on data from the OOCLL questionnaire. The chart categorises responses into four distinct groups: “Not very important,” “Use in certain situations,” “Important,” and “Very important.” The vertical axis quantifies the percentage of students, while the horizontal axis lists the response categories.

The distribution of responses indicates a gradual change in perceived importance, with a clear tendency among most students to consider English as either important or highly important. These findings indicate that for most students, English holds significance beyond mere academic topics, as it has tangible real-world applications and relevance in their everyday experiences.

b) What are the preferred learning contexts among students? (regarding the item 2 of the OCCLL questionnaire)

The students' responses to the second item (*How do you learn best?*) on the questionnaire were evaluated to understand their preferred learning contexts.

Table 4.2: Learning Context Preferences Regarding the Item 2 of the OCCLL Questionnaire

	No		A little		Good		Best		Mean	SD
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Alone	54	12	163	35	124	26	127	27	2.70	0.99
In pairs	62	13	160	34	170	36	76	16	2.56	0.92
With a group of more than two people	116	25	148	32	139	30	65	14	2.33	1.00
As a class	100	21	114	24	114	24	140	30	2.63	1.12
Outside of the class	100	21	140	30	106	23	122	23	2.54	1.00

Examining the students' inclinations towards different learning environments, as shown in Table 4.2, obtained from their answers to the second question on the Out-of-Class Learning Activities (OCCLL) survey, uncovers subtle observations. The inclination towards solitary learning is moderately preferred, with 27% of students (n=127) identifying it as their most efficacious learning environment. The mean score is 2.70, and the standard deviation is 0.99. Approximately 35% (n=163) of the respondents consider it to be moderately effective, but 12% (n=54) do not have a favourable opinion of it. The evidence indicates a moderate inclination regarding the practice of learning in pairs. Out of the total sample size of 170, 36% of respondents believe it is adequately successful, while 16% consider it the most effective way. The average response rate at this location is 2.56, with a standard deviation of 0.92, suggesting a moderate preference for paired learning. This approach is less preferred for acquiring knowledge in groups consisting of more than two individuals. A majority of students, comprising 62% (n=287), found the technique to be either sufficiently effective (30%, n=139) or fairly effective (32%, n=148). However, a minority of students, accounting for 14% (n=65), regard it to be the best strategy. The average score for this context is 2.33, which is the lowest among all the contexts. The standard deviation is 1.00, indicating a wider variety of opinions regarding its efficacy. Classroom-based learning is widely regarded as highly effective, with a significant proportion of students (30%, n=140) thinking it to be the most effective method. The average response rate is 2.63, with a larger standard deviation of 1.12, suggesting a notable variation in student preferences for this learning environment.

Finally, engaging in out-of-class study demonstrates an equitable allocation among various levels of preference. Approximately 30% of students (n=140) consider it to be moderately successful. The data on out-of-class learning shows a mean score of 2.54 and a standard deviation of 1.00, indicating a significant variation in students' perceptions regarding its effectiveness.

Figure 4.2 will provide more insight into how students' preferences for different learning environments correspond to their motivation and engagement in language development. Therefore, this will help identify important areas for improving English language abilities outside of the regular classroom.

Figure 4.2: The Preference of Students for Different Learning Contexts Regarding The OOCLL Questionnaire

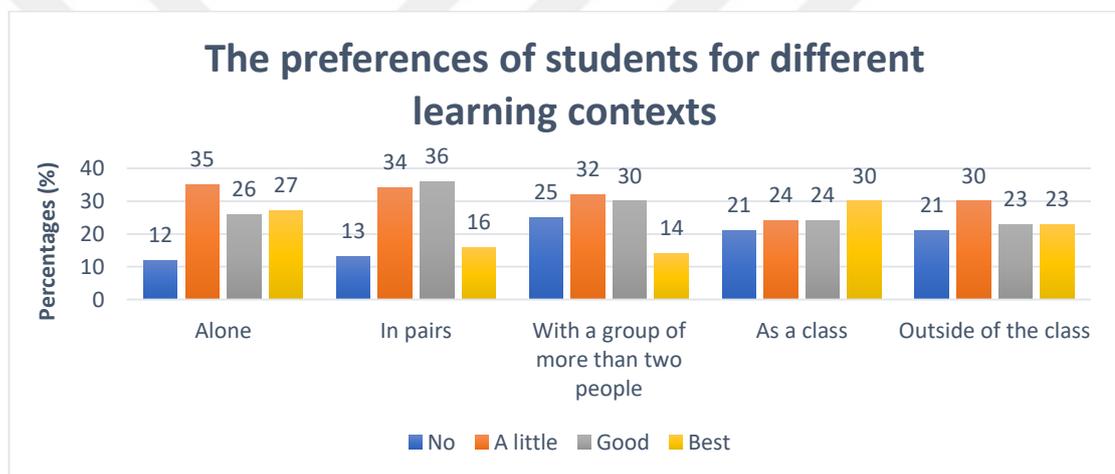


Figure 4.2 illustrates the preferences of students for different learning contexts, as derived from their responses to the second item of the OCCLL questionnaire ("How do you learn best?"). The figure categorises responses into four levels: "No," "A little," "Good," and "Best," and displays them across five learning contexts: Alone, In pairs, With a group of more than two people, As a class, and Outside of the class.

The figure above highlights a diverse range of learning preferences among students, suggesting that a one-size-fits-all approach may not be effective in educational settings. It underscores the need for varied teaching methodologies to cater to different learning styles and preferences.

c) What are the key factors and beliefs that influence students' English language development outside the classroom? (*Responses to the questions 3-17 of the OOCLL questionnaire*)

The key factors and beliefs influencing students' English language development outside the classroom, particularly in the context of out-of-class language learning (OOCLL), were evaluated based on the responses to items 3-17 of the OOCLL survey.

Table 4.3: Key Factors and Beliefs about OOCLL

Items	1	2	3	Mean	SD
	Percentage (%)				
3. Do you believe using English outside the classroom can develop your English language proficiency?	10	27	63	2.53	0.68
4. Do you use the opportunities to use English that exist outside the classroom?	21	36	44	2.23	0.77
5. Do your teachers motivate you to use and practice English outside the classroom?	20	25	55	2.35	0.80
6. Do they give you any home assignments or project work?	4	14	81	2.77	0.52
7. Do you do group study?	28	40	32	2.04	0.78
8. Do you revise together with your friends before tests and examinations?	29	32	39	2.10	0.82
9. Do you identify your own strengths and weaknesses?	20	32	48	2.29	0.77
10. Do you evaluate your learning and progress?	19	32	50	2.31	0.77
11. Do you motivate your own interest in learning English?	24	31	45	2.21	0.81
12. Do you learn English for enjoyment or pleasure?	41	22	37	1.97	0.88
13. Do you learn English to get good marks in exams and get a good job?	29	16	55	2.27	0.88
14. Do you learn from friends, not just from the teachers?	25	31	44	2.18	0.81
15. Do you believe in independent learning?	23	33	44	2.22	0.80
16. Do you discover knowledge in English on your own rather than waiting for knowledge from the teacher?	29	43	28	1.00	0.76
17. Are you very interested in talking to native speakers whenever possible?	36	21	43	2.07	0.89
Average (%)	24	29	47		
Overall				2.17	0.78

Note. 1 = No, 2 = Sometimes, 3 = Yes.

The data provided in Table 4.3, which pertains to students' answers to items 3-17 of the Out-of-Class Learning Activities (OOCLL) questionnaire, provides a comprehensive view of the main causes and beliefs that impact students' English language progress beyond the classroom. According to Item 3, most students (63%) think that using English outside of class will improve their language skills, as indicated by an average score of 2.53 and a standard deviation of 0.68. Therefore, this indicates a robust understanding of the tangible advantages of using English in real-life situations. Regarding item 4, a minority of students (44%) actively pursue chances to utilise English beyond the classroom, with an average score of 2.23 and a standard deviation of 0.77.

Accordingly, this suggests a discrepancy between the perception of the efficacy of using English outside of the classroom and the actual implementation of actively pursuing such chances. Concerning issue 5, a significant majority (55%) of respondents express that their lecturers effectively inspire them to utilise English beyond the confines of the classroom. The average score of 2.35 and a standard deviation of 0.80 indicate that teacher encouragement considerably impacts students' involvement in English outside of the classroom. Item 6 demonstrates a significant consensus (81%) among students regarding their teachers' practice of assigning homework or projects, as indicated by a mean score of 2.77 and a standard deviation of 0.52. Therefore, this signifies a pronounced focus on implementing knowledge in learning.

Conversely, item 7 on group work reveals a more polarised viewpoint, with 32% participating in collaborative tasks, with an average of 2.04 and a standard deviation of 0.78. This variety may indicate divergent choices or circumstances for learning in a social setting. Items 8 to 17 examine various aspects of self-regulation, motivation, peer learning and autonomous exploration in acquiring proficiency in English. These items exhibit a combination of positive replies and some uncertainty, with the total average percentage somewhat favouring the positive side (47%). The overall mean is 2.17, and the standard deviation is 0.78. Item 16 stands out because of its lower mean of 1.00 and a standard deviation of 0.76, suggesting that students are less inclined to investigate English learning independently and instead rely more on instructor direction. Item 17 indicates a modest level of interest in conversing with native English speakers, as evidenced by a mean score of 2.07 and a standard deviation of 0.89. Accordingly, this suggests that there is room for improvement in practising the language. To summarise, the examination of Table 4 indicates that although students acknowledge the importance of utilising English beyond the confines of the classroom and are inspired by their teachers, there is inconsistency in their involvement with activities that foster language advancement. The study highlights the significance of fostering self-motivation, employing independent learning methodologies, and applying practical methods to improve English language proficiency beyond the confines of the classroom.

d) How do students perceive the effectiveness of different types of out-of-class activities for their English language skills? (items (questions 18-34) in the Out-of-Class Language Learning (OOCLL) questionnaire)

In order to analyse how learners perceive the effectiveness of different types of out-of-class activities for English language skills, items from the Out of Classroom Language Learning (OOCLL) questionnaire (questions 18-34) were evaluated.

Table 4.4: Students' Ratings of the Effectiveness of OOCLL Activities

Items	1	2	3	4	5	Mean	SD
	Percentage (%)						
18. read newspapers and magazines	8	5	40	36	12	3.39	1.02
19. read novels, comics and short stories	4	5	18	43	31	3.91	1.02
20. independent study in the library	5	4	25	32	34	3.87	1.08
21. personal writing	4	5	24	33	33	3.84	1.08
22. internet research/ e-mail/ chat	4	7	17	34	37	3.98	1.11
23. read or watch news online	4	7	13	32	43	4.02	1.12
24. use social media like Facebook, Instagram, Twitter	14	16	22	20	28	3.32	1.39
25. watch TV programs, videos, movies	4	9	21	29	36	3.85	1.14
26. concentrating on the content of films, narrations, and books and discussing them with friends	4	6	25	25	39	3.89	1.12
27. go to the cinema hall with friends to enjoy English movies	7	9	23	28	33	3.70	1.22
28. listen to NEWS	11	8	30	27	24	3.45	1.25
29. listen to songs	2	6	14	30	48	4.16	1.02
30. speak with colleagues /fellow students	7	4	19	25	44	3.95	1.20
31. having a conversation with a friend who is a native speaker of English	8	3	20	20	48	3.97	1.24
32. do project work with friends	7	7	18	34	34	3.81	1.19
33. speak with family members	11	6	25	24	35	3.66	1.31
34. play video game	8	8	20	20	44	3.84	1.27
Average (%)	7	7	22	29	35		
Overall						3.80	1.27

Note. *1 = Not useful at all, 2 = Useful, 3 = Undecisive, 4 = Quite useful, 5 = Very useful

The data presented in Table 4.4 provide useful insights into students' perceptions of the efficacy of different out-of-class learning activities (OOCLL) in enhancing their English language proficiency. These perspectives are essential for comprehending which activities are regarded as the most advantageous. The activity of reading newspapers or magazines (Item 18) is considered to have a moderate level of effectiveness, as indicated by a mean score of 3.39 and a standard deviation of 1.02. This implies that conventional reading materials are still highly regarded but are not seen as the most efficacious instrument. Notably, the activity of reading novels, comics, and short tales (Item 19) has a higher ranking, with an average score of 3.91. These findings suggest that students perceive engaging narratives as more advantageous for language acquisition. Independent

research conducted in libraries (Item 20) and personal writing (Item 21) exhibit significant effectiveness, with average scores of 3.87 and 3.84, respectively, underscoring the significance of self-directed educational endeavours. The use of digital resources, such as conducting internet research, engaging in online communication (Item 22) and reading or viewing content online (Item 23), received the highest ratings, with mean scores of 3.98 and 4.02, respectively. Therefore, this demonstrates the increasing importance of digital media in learning a language. The effectiveness of social media usage (Item 24) is judged to be rather low, with a mean score of 3.32 and a higher standard deviation of 1.39. Therefore, this indicates diverse viewpoints regarding its usefulness for language acquisition. Watching television programmes, videos, and films (Item 25) and engaging in discussions on the content of films, narratives, and books with friends (Item 26) are considered highly effective, with average scores of between 3.85 and 3.89. The activities of listening to music (Item 29) and engaging in English conversation with friends (Item 30) or native speakers (Item 31) have been rated highly effective, with mean scores of 4.16, 3.95, and 3.97, respectively. These activities are likely to be seen as more immersive and captivating. Conversational interactions with family members (Item 33) and engaging in video games or online games (Item 34) are similarly rated moderately to highly, suggesting their significance as beneficial language learning environments. According to the statistics, students believe that a combination of traditional and digital media and interactive activities is beneficial for their English language progress outside of the classroom. Activities that receive the greatest ratings are captivating and interactive, and digital platforms that align with current language acquisition trends are used.

e) How often do students engage in out-of-class activities to enhance their English? (*Responses to the questions 35-46 of the OOCLL questionnaire*)

Table 4.5: Frequency of Engagement in OOCLL Activities

Items	1	2	3	4	5	Mean	SD
	Percentage (%)						
35. watch TV programmes	17	19	30	23	12	2.94	1.25
36. listen to English songs (on YouTube, Spotify etc.)	7	7	15	20	51	4.01	1.25
37. read newspapers or magazines	34	23	21	13	8	2.39	1.30
38. read stories or novels	22	14	24	21	19	3.00	1.42
39. speak with friends	29	21	24	14	13	2.63	1.37
40. speak with family members	43	15	20	12	10	2.30	1.38
41. surf the internet	23	14	21	18	24	3.07	1.48
42. watch English videos on YouTube or TikTok	20	11	19	22	28	3.27	1.48
43. talk to people in shops	60	15	11	8	6	1.85	1.24
44. talk on the phone	49	15	15	8	12	2.19	1.43
45. write emails	53	13	13	10	10	2.11	1.42
46. play English online games	13	8	11	19	49	3.84	1.44
Average (%)	31	15	19	16	20		
Overall						2.80	1.37

Note. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often.

Table 4.5 presents the frequency at which students participate in activities outside of class to improve their English language skills, known as out-of-class language learning (OOCLL). The data consists of student responses to items 35-46 in a survey. The results are expressed as percentages and are summarised using mean and standard deviation (SD) scores for each activity. Upon closer scrutiny of the table, it becomes evident that there is a diverse pattern of involvement in various activities. Significantly, the activities of listening to English songs (Item 36) and playing online games in English (Item 46) are the most commonly participated in, with notably high average scores of 4.01 and 3.84, respectively. Accordingly, this implies that students are more predisposed to engaging in fun and interactive methods of language instruction.

Conversely, engaging in activities such as conversing in English with store personnel (Item 43), composing English emails (Item 45), and speaking English over the phone (Item 44) exhibit the lowest average scores (1.85, 2.11, and 2.19, respectively), suggesting infrequent participation. Therefore, this suggests a possible unwillingness or limited chance to utilise the English language in formal or potentially demanding circumstances. In addition, the average proportion for all activities (31% rarely, 15% occasionally, 19% sometimes, 16% often, 20% very often) and the overall mean score of 2.80 indicate moderate involvement in OOCLL activities. The presence of a standard

deviation of 1.37 suggests a considerable degree of diversity in the ways pupils interact with various kinds of English beyond the confines of the classroom.

4.2. FINDINGS REGARDING RESEARCH QUESTION 2

2. Is there a significant difference between students' perception of the value and effectiveness of out-of-class activities based on gender?

In order to determine an appropriate statistical test to compare the students' mean scores based on their gender, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.6: Descriptive Statistics for OOCLL Scores Based on Gender

Group	n	Skewness	Kurtosis
Girls	212	-0.348	0.006
Boys	256	-0.628	0.962

Table 4.6 presents statistical metrics such as skewness and kurtosis, which provide valuable insights into the distribution features of the two gender groups studied: girls (n=212) and boys (n=256).

The skewness values, which measure the distribution's lack of symmetry, show significant variations between the groups. The skewness value for the girls' group is -0.348, suggesting a slightly left-skewed or negatively skewed distribution, and this suggests that the distribution for girls has a slightly extended tail towards the lower end. In contrast, the group of boys shows a more noticeable left-skewed distribution, characterised by a skewness value of -0.628. The level of skewness observed in the boys' group indicates a pronounced asymmetry, characterised by a notable elongation towards the bottom end of the distribution.

In addition, kurtosis values offer insights regarding the degree of deviation or extremity of data points from the mean. The kurtosis of the girls' group is 0.006, which closely resembles that of a normal distribution, and this suggests that the data points in the group are typically distributed without extreme values. Conversely, the boys' group exhibits a kurtosis value of 0.962, indicating a distribution with tails that are slightly more pronounced than those of a normal distribution, and this indicates a higher frequency of outliers in the group of boys. For both boys and girls, the skewness and kurtosis values fell within the range of ± 1.96 , indicating that the OOCLL scores can be considered normally distributed.

Table 8 presents the outcomes of Levene's Test for Equality of Variances, which was used to evaluate the uniformity of variances in the context of Out-of-Class Language Learning (OOCLL).

Table 4.7: Levene's Test of Equality of Variances Results

	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
OOCLL	0.852	1	466	0.356

The Levene's test statistic was calculated to be 0.852, and the associated p-value for the test was 0.356. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Table 8 confirms the homogeneity of variances across groups in the context of OOCLL, and this suggests that there is no statistically significant difference in variances of OOCLL across the group in the present study.

Table 4.8 displays the results of an independent samples T-test to investigate the disparities between genders in students' perceptions of the significance and efficacy of out-of-class activities. The statistical analysis included a sample of 212 girls and 256 boys, allowing for an examination of these groups' perceptions of out-of-class language learning (OOCLL) activities.

Table 4.8: Independent Samples T-test Results

Group	<i>n</i>	Mean	SD	<i>t</i>	df	<i>p</i>
Girls	212	149.212	21.444	1.907	466	0.057
Boys	256	145.168	23.933			

According to Table 4.8, the mean score of girls ($M = 149.212$, $SD = 21.444$) in terms of their perception of the value and effectiveness of out-of-class activities was slightly higher than that of boys ($M = 145.168$, $SD = 23.933$). However, this difference between girls and boys did not reach statistical significance given the independent samples t-test results ($t = 1.907$; $df = 466$; $p = 0.057$; $p > 0.05$).

4.3. FINDINGS REGARDING RESEARCH QUESTIONS 3

3. Is there a significant difference between students' perception of the value and effectiveness of out-of-class activities based on class?

In order to determine an appropriate statistical test to compare the students' mean scores based on their class, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.9: Descriptive Statistics for OOCLL Scores Based on Gender

Group	<i>n</i>	Mean	SD	Skewness	Kurtosis
Grade 5	141	148.681	23.379	-0.854	1.012
Grade 6	209	147.885	20.631	-0.065	-0.176
Grade 7	118	143.424	25.798	-0.613	0.812

As Table 4.9 presents, for all the grade levels, the skewness and kurtosis values fell within the range of ± 1.96 , indicating that the OOCLL scores can be considered normally distributed across grade levels.

The results of Levene's Test for Equality of Variances applied to OOCLL (Out-of-Class Language Learning) data are presented in Table 11.

Table 4.10: Levene's Test of Equality of Variances Results

	<i>F</i>	<i>df</i> ₁	<i>df</i> ₂	<i>p</i>
OOCLL	1.781	2	465	0.170

In Table 4.10, Levene's test yielded a statistic of 1.781 and a p-value of 0.170. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Consequently, variance analysis (ANOVA) was used.

Table 4.11 displays the outcomes of ANOVA, a statistical method employed to ascertain if there are any noteworthy disparities between the averages of three or more independent (unrelated) groups.

Table 4.11: ANOVA Results

Cases	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Class	2071.304	2	1035.652	1.982	0.139
Residuals	242918.696	465	522.406		

According to Table 4.11, the ANOVA results indicated a non-significant difference in OOCLL scores among the groups ($F_{(2, 465)} = 1.982, p = 0.139$). Post-hoc tests were not deemed necessary due to the lack of statistical significance. The mean OOCLL score for Grade 5 students was 148.681 (SD = 23.379), for Grade 6 students was 147.885 (SD = 20.631), and for Grade 7 students was 143.424 (SD = 25.798). These results suggest that, based on the ANOVA test, there is insufficient evidence to conclude that there are significant differences in OOCLL scores among the three grade levels.

4.4. FINDINGS REGARDING RESEARCH QUESTIONS 4

4. What are the students' attitudes towards learning English?

a) What are the cognitive attitudes of students towards learning English?

Table 4.13 presents a thorough overview of students' cognitive attitudes towards learning English, as assessed through their answers to a set of statements. The replies are measured using a numerical scale ranging from 1 (indicating strong disagreement) to 5 (indicating strong agreement). The table presents the proportion of responses according to each rating and the average and variability (standard deviation) for each item.

Table 4.12: Students' Ratings of Cognitive Attitudes Towards Learning English

Items	1	2	3	4	5	Mean	SD
	Percentage (%)						
Studying English is important because it will make me more educated.	13	11	18	29	29	3.50	1.36
Being good at English will help me study other subjects well.	17	27	29	17	10	2.76	1.22
I have more knowledge and more understanding when studying English.	12	13	24	28	23	3.36	1.30
I like my English class so much; I look forward to studying more English in the future.	14	14	19	21	32	3.44	1.42
Studying English helps me get new information which I can link to my previous knowledge.	13	9	22	27	28	3.49	1.33
I cannot summarise the important points in the English subject content by myself.	24	18	34	13	11	2.67	1.28
Frankly, I study English just to pass the exams.	34	25	15	13	12	2.44	1.40
In my opinion, people who speak more than one language are very knowledgeable.	15	14	21	25	25	3.29	1.38
Studying English helps me communicate in English effectively.	13	12	28	28	20	3.29	1.28
I cannot apply the knowledge from English subjects in my real life.	19	24	26	16	15	2.83	1.32
Studying English makes me able to create new thoughts.	15	16	28	24	18	3.14	1.30
I am able to think and analyse the content in English language.	18	19	34	16	14	2.90	1.26
I am not satisfied with my performance in the English subject.	29	23	22	13	12	2.55	1.34
In my opinion, the English language is difficult and complicated to learn.	26	18	27	16	13	2.71	1.34
English subject has the content that covers many fields of knowledge.	13	11	26	24	27	3.41	1.33
Average (%)	18	17	25	21	19		
Overall						3.05	1.32

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

The examination of Table 4.13, which investigates students' cognitive attitudes towards learning English, uncovers a complex viewpoint on how students perceive and interact with the English language. One important finding is that students have a moderate level of recognition of the educational benefits of learning English, and this is evident from the average score of 3.50 for the statement indicating that learning English enhances their overall education. Nevertheless, there is a clear sense of uncertainty regarding the contribution of English in facilitating the learning of other disciplines, as indicated by an average score of 2.76, which implies a certain level of doubt. Students demonstrate favourable dispositions towards acquiring knowledge and deriving pleasure in their English lectures, as evidenced by mean scores over 3.30 for relevant items, and this indicates a broad recognition of the language's ability to improve comprehension and stimulate personal curiosity. However, the replies suggest moderate confidence in applying English to prior information and generating new ideas, as indicated by mean scores of 3.49 and 3.14, respectively.

On the other hand, there are signs of difficulties in applying and analysing, as evidenced by the lower average scores for the ability to use English knowledge in practical situations (2.83) and to examine English material (2.90). Significantly, the students' evaluation of their performance and their understanding of the difficulty level in the English language raise worry. The average scores of 2.55 for dissatisfaction with performance and 2.71 for perceived difficulty emphasise students' difficulties, indicating a possible requirement for more efficient teaching methods. In addition, the relatively low average score of 2.44 for studying English solely to pass exams indicates that extrinsic motivation, such as achieving success in exams, is not the main motivating factor for these students. Therefore, this suggests a more profound and inherent involvement with the language, although it is not without its challenges. Overall, students have a somewhat favourable attitude towards studying English, as shown by an average cognitive attitude score of 3.05. They acknowledge the significance of it but also struggle with practical challenges in its implementation, analysis, and execution. These findings can be beneficial for educators and curriculum designers, as they emphasise the necessity of teaching methods that not only prioritise the significance of the language but also tackle its practical difficulties to improve students' learning experiences in English.

b) What are the behavioural attitudes of students towards learning English?

The data from Table 4.14, which outlines students' behavioural attitudes towards learning English, offers a comprehensive overview of how students act and respond in situations related to English learning.

Table 4.13: Students' Ratings of Behavioural Attitudes Towards Learning English

Items	1	2	3	4	5	Mean	SD
	Percentage (%)						
Speaking English anywhere makes me feel worried.	22	23	24	16	16	2.82	1.36
Studying English helps me to have good relationships with friends.	18	23	31	16	12	2.81	1.24
I like to give opinions during English lessons.	11	13	23	27	26	3.45	1.30
I am able to make myself pay attention during studying English.	10	13	26	27	24	3.43	1.26
When I hear a student in my class speaking English well, I like to practice speaking with him/her.	24	20	26	18	12	2.75	1.33
Studying English makes me have more confidence in expressing myself.	16	15	28	22	19	3.14	1.33
Studying English helps me to improve my personality.	16	13	26	29	15	3.14	1.30
I put off my English homework as much as possible.	39	24	16	11	10	2.30	1.36
I am not relaxed whenever I have to speak in my English class.	23	19	22	20	16	2.88	1.40
I feel embarrassed to speak English in front of other students.	24	18	22	18	19	2.90	1.43
I like to practice English the way native speakers do.	16	16	28	20	19	3.11	1.33
I wish I could have many English-speaking friends.	19	17	24	18	22	3.07	1.42
When I miss a class, I never ask my friends or teachers for the homework on what has been taught.	38	26	18	10	8	2.25	1.29
I do not feel enthusiastic to come to class when English is being taught.	42	20	16	9	12	2.28	1.40
I do not pay any attention when my English teacher is explaining the lesson.	46	25	15	7	7	2.03	1.23
Average (%)	24	19	23	18	16		
Overall						2.82	1.33

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

The data displayed in Table 4.14 offers a comprehensive perspective on students' behavioural dispositions towards learning English, uncovering both their active involvement and difficulties. One important factor is students' anxiety when speaking English, as the average ratings indicate concern and unease in speaking settings (2.82 for speaking English in any setting and 2.88 for speaking in class), and this indicates widespread anxiety among students regarding verbal communication in English. Given

these concerns, there is a substantiated indication of satisfactory participation in the classroom. Students have a general inclination to engage, as evidenced by their favourable reactions to expressing their ideas during courses (average score of 3.45) and sustaining focus (average score of 3.43). Therefore, this suggests a high degree of active engagement in learning, but their anxieties may limit it. The sociological aspects of acquiring English proficiency exhibit a complex and varied scenario. Students have a moderate level of agreement on the positive impact of English learning on relationship building and confidence improvement, as indicated by mean scores of approximately 3.14. Additionally, they express a desire for an increased number of fluent English friends, with a mean score of 3.07.

Nevertheless, this is contrasted with a context of self-awareness and a reluctance to fully embrace these social possibilities, as evidenced by their discomfort in speaking in front of peers (mean of 2.90). An alarming factor is the evident lack of involvement with elements of the educational process beyond the confines of the classroom. The inclination to delay completing English assignments (mean of 2.30) and a lack of eagerness to participate in English lessons (mean of 2.28) indicate a detachment from learning the language in more self-directed environments. Therefore, this underscores the necessity for implementing measures that enhance motivation and engagement beyond the confines of the classroom.

c. What are the emotional attitudes of students towards learning English?

Table 4.15 displays students' emotional attitudes towards English study, as measured by a survey with responses ranging from "1 = Strongly disagree" to "5 = Strongly agree." The data is organised into statements regarding learning English, with percentages for each response group and the mean and standard deviation (SD) for each statement.

Table 4.14: Students' Ratings of Emotional Attitudes Towards Learning English

Items	1	2	3	4	5	Mean	SD
	Percentage (%)						
I feel proud when studying the English language.	13	13	22	26	26	3.39	1.34
I feel excited when I communicate in English with others.	17	16	17	24	26	3.25	1.43
I don't get anxious when I have to answer a question in my English class.	20	22	16	20	21	3.00	1.44
Studying foreign languages like English is enjoyable.	12	9	20	28	31	3.57	1.33
To be inquisitive makes me study English well.	24	20	26	18	12	3.29	1.34
Studying English makes me have good emotions (feelings).	16	15	28	22	19	3.12	1.36
I prefer studying in my mother tongue rather than any other foreign language.	16	13	26	29	15	2.95	1.43
I enjoy doing activities in English.	39	24	16	11	10	3.43	1.37
I do not like studying English.	23	19	22	20	16	2.53	1.41
I wish I could speak English fluently.	24	18	22	18	19	3.62	1.47
I am interested in studying English.	16	16	28	20	19	3.29	1.36
Studying English subject makes me feel more confident.	19	17	24	18	22	2.95	1.31
To be honest, I really have little interest in my English class.	38	26	18	10	8	2.45	1.38
Knowing English is an important goal in my life.	42	20	16	9	12	3.47	1.33
I look forward to the time I spend in English class.	46	25	15	7	7	3.21	1.30
Average (%)	24	18	21	19	18		
Overall						3.17	1.37

Note. 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 4.15 shows the overall mean score of 3.17, with a 1.37 standard deviation. This indicates that students have a relatively positive attitude towards learning English on average but with significant variety in responses. Statements such as “studying foreign languages like English is enjoyable” and “I wish I could speak English fluently” earned high mean scores (3.57 and 3.62, respectively), showing a strong positive emotional attitude towards English. The urge to speak English fluently stands out in particular. Statements like “I do not like studying English” and “To be honest, I really have little interest in my English class” have lower mean scores (2.53 and 2.45, respectively), indicating a more negative or indifferent attitude among a large part of students. The statement “I don't get anxious when I have to answer a question in my English class” has a mean of 3.00, indicating that students have mixed attitudes about anxiety in English lessons. Meanwhile, “studying English subject makes me feel more confident” scored slightly below neutral (2.95), indicating that some students struggle with confidence. The preference for studying in one's mother tongue rather than English is just below neutral

(mean of 2.95), indicating a minor preference for native language comfort over English. The enjoyment of English activities is very polarised, with “I enjoy doing activities in English” receiving a mean of 3.43, indicating that practical English engagement can be a good experience for many students.

4.5. FINDINGS REGARDING RESEARCH QUESTIONS 5

5. Is there a statistically significant difference between students’ attitudes towards learning English based on gender?

a) Is there a statistically significant difference between students’ cognitive attitudes towards learning English based on gender?

The normality of the data was assessed through skewness and kurtosis values To determine an appropriate statistical test to compare the students’ mean scores for cognitive aspects of attitudes based on their gender. Also, the equality of variances was checked through Levene’s test.

Table 4.15: Descriptive Statistics for Cognitive Attitude Scores Based on Gender

Group	<i>n</i>	Skewness	Kurtosis
Girls	212	-0.707	0.656
Boys	256	-0.657	0.649

For both boys and girls, the skewness and kurtosis values fell within the range of ± 1.96 , indicating that the cognitive attitude scores can be considered normally distributed.

Table 4.16: Levene’s Test of Equality of Variances Results

	<i>F</i>	<i>df</i> ₁	<i>df</i> ₂	<i>p</i>
Cognitive attitudes	6.029	1	466	0.014

The Levene’s test statistic was calculated to be 6.029, and the associated p-value for the test was 0.014. Given that the p-value is less than 0.05, it is suggested that the assumption of homogeneity of variances is not met. Therefore, the Mann-Whitney U test was used for the subsequent analysis, considering the implications of the variance assumption.

Table 4.17: Mann-Whitney U Test Results

Group	<i>n</i>	Mean	SD	Mean Rank	<i>U</i>	<i>p</i>
Girls	212	47.410	7.900	259.39	21,858.500	<0.001
Boys	256	44.453	9.564	213.88		

According to Table 4.17, girls demonstrated a mean cognitive attitude score of 47.410 (SD = 7.900), while boys exhibited a mean score of 44.453 (SD = 9.564). The Mann-Whitney U test statistic was calculated to be 21,858.500, resulting in a highly significant p-value of less than 0.001, and this indicates a statistically significant difference in cognitive attitudes between boys and girls.

b. Is there a statistically significant difference between students' emotional attitudes towards learning English based on gender?

In order to determine an appropriate statistical test to compare the students' mean scores for emotional aspects of attitudes based on their gender, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.18: Descriptive Statistics for Emotional Attitude Scores Based on Gender

Group	<i>n</i>	Skewness	Kurtosis
Girls	212	-0.755	0.859
Boys	256	-0.535	0.358

For both boys and girls, the skewness and kurtosis values fell within the range of ± 1.96 , indicating that the emotional attitude scores can be considered normally distributed.

Table 4.19: Levene's Test of Equality of Variances Results

	<i>F</i>	<i>df</i> ₁	<i>df</i> ₂	<i>p</i>
Emotional attitudes	8.616	1	466	0.003

The Levene's test statistic was calculated to be 8.616, and the associated p-value for the test was 0.003. Given that the p-value is less than 0.05, it is suggested that the assumption of homogeneity of variances is not met. Therefore, the Mann-Whitney U test was used for the subsequent analysis, considering the implications of the variance assumption.

Table 4.20: Mann-Whitney U Test Results

Group	<i>n</i>	Mean	SD	Mean Rank	<i>U</i>	<i>p</i>
Girls	212	49.009	8.617	254.41	22,914.500	0.004
Boys	256	46.270	10.680	218.01		

According to Table 4.21, girls exhibited a mean emotional attitude score of 49.009 (SD = 8.617), while boys had a mean score of 46.270 (SD = 10.680). The Mann-Whitney U test statistic was calculated to be 22,914.500, resulting in a statistically significant p-value of 0.004. This finding suggests a significant difference in emotional

attitudes between the two gender groups, with girls demonstrating, on average, higher emotional attitude scores compared to boys.

c. Is there a statistically significant difference between students' behavioural attitudes towards learning English based on gender?

To determine an appropriate statistical test to compare the students' mean scores for behavioural attitudes based on their gender, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.21: Descriptive Statistics for Behavioural Attitude Scores Based on Gender

Group	<i>n</i>	Skewness	Kurtosis
Girls	212	-0.302	0.204
Boys	256	-0.376	0.805

For both boys and girls, the skewness and kurtosis values fell within the range of ± 1.96 , indicating that the behavioural attitude scores can be considered normally distributed.

Table 4.22: Levene's Test of Equality of Variances Results

	<i>F</i>	<i>df</i> ₁	<i>df</i> ₂	<i>p</i>
Emotional attitudes	3.471	1	466	0.063

The Levene's test statistic was calculated to be 3.471, and the associated p-value for the test was 0.063. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Therefore, an independent samples T-test was used for the subsequent analysis, taking into consideration the implications of the variance assumption.

Table 4.23: Independent Samples T-test Results

Group	<i>n</i>	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Girls	212	43.160	7.197	2.047	466	0.041
Boys	256	41.676	8.286			

According to Table 4.24, the results revealed a statistically significant difference between the two groups ($t_{(466)} = 2.047$, $p = 0.041$; $p < 0.05$). Boys exhibited a mean behavioural attitude score of 41.676 (SD = 8.286), while girls had a slightly higher mean score of 43.160 (SD = 7.197). The t-statistic of 2.047 indicates that the difference in means is statistically significant, with girls showing, on average, more favourable behavioural attitudes towards learning English compared to boys.

4.6. FINDINGS REGARDING RESEARCH QUESTIONS 6

6. Is there a statistically significant difference between students' attitudes towards learning English based on grades?

a. Is there a statistically significant difference between students' cognitive attitudes towards learning English based on grades?

In order to determine an appropriate statistical test to compare the students' mean scores for cognitive aspects of attitudes based on their grades, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.24: Descriptive Statistics for Cognitive Attitude Scores Based on Grade

Group	<i>n</i>	Mean	SD	Skewness	Kurtosis
Grade 5	141	45.383	9.305	-0.942	1.152
Grade 6	209	46.182	8.620	-0.460	0.250
Grade 7	118	45.593	9.184	-0.892	1.113

The skewness and kurtosis values for all grade levels fell within the mean of ± 1.96 , indicating that the cognitive attitude scores can be considered normally distributed across grade levels.

Table 4.25: Levene's Test of Equality of Variances Results

	<i>F</i>	df1	df2	<i>p</i>
Cognitive attitudes	0.772	1	465	0.463

The Levene's test statistic was calculated to be 0.772, and the associated p-value for the test was 0.463. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Therefore, ANOVA was used for the subsequent analysis, considering the implications of the variance assumption.

Table 4.26: ANOVA Results

Cases	Sum of Squares	df	Mean Square	<i>F</i>	<i>p</i>
Class	60.011	2	30.005	0.373	0.689
Residuals	37446.885	465	80.531		

According to Table 4.27, ANOVA was conducted to explore potential variations in cognitive attitudes towards learning English among Grade 5th, Grade 6th, and Grade 7th, reflected in mean scores of 45.383, 46.182, and 45.593, respectively. However, the ANOVA results yielded a non-significant difference, $F_{(2, 465)} = 0.373$, $p = 0.689$; $p > 0.05$. Given the lack of statistical significance, post-hoc tests were not deemed necessary.

b. Is there a statistically significant difference between students' emotional attitudes towards learning English based on grade?

In order to determine an appropriate statistical test to compare the students' mean scores for emotional aspects of attitudes based on their grades, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.27: Descriptive Statistics for Emotional Attitude Scores Based on Grade

Group	<i>n</i>	Mean	SD	Skewness	Kurtosis
Grade 5	141	46.936	10.589	-0.642	0.406
Grade 6	209	48.124	9.261	-0.478	0.273
Grade 7	118	47.110	10.104	-0.939	1.239

The skewness and kurtosis values for all grade levels fell within the range of ± 1.96 , indicating that the emotional attitude scores can be considered normally distributed across grade levels.

Table 4.28: Levene's Test of Equality of Variances Results

	<i>F</i>	df1	df2	<i>p</i>
Emotional attitudes	1.381	1	465	0.252

The Levene's test statistic was calculated to be 1.381, and the associated p-value for the test was 0.252. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Therefore, ANOVA was used for the subsequent analysis, taking into consideration the implications of the variance assumption.

Table 4.29: ANOVA Results

Cases	Sum of Squares	df	Mean Square	<i>F</i>	<i>p</i>
Class	144.188	2	72.094	0.737	0.479
Residuals	45478.759	465	97.804		

As seen in Table 4.30, the ANOVA results indicated a non-significant difference in emotional attitude scores among the groups ($F_{(2, 465)} = 0.737, p = 0.479$). The mean score for Grade 5th students was 46.936 (SD = 10.589); for Grade 6th students was 48.124 (SD = 9.261); and for Grade 7th students, it was 47.110 (SD = 10.104). These results suggest that, based on the ANOVA test, there is insufficient evidence to conclude that there are significant differences in emotional attitude scores among the three grade levels. No post-hoc tests were computed due to the lack of statistical significance yielded in the ANOVA test.

6c. Is there a statistically significant difference between students' behavioural attitudes towards learning English based on grades?

To determine an appropriate statistical test to compare the students' mean scores for the behavioural aspect of attitudes based on their grades, the normality of the data was assessed through skewness and kurtosis values. Also, the equality of variances was checked through Levene's test.

Table 4.30: Descriptive Statistics for Behavioural Attitude Scores Based on Grade

Group	<i>n</i>	Mean	SD	Skewness	Kurtosis
Grade 5	141	41.794	8.087	-0.495	1.094
Grade 6	209	42.368	7.721	-0.124	-0.141
Grade 7	118	42.975	7.760	-0.693	1.798

The skewness and kurtosis values fell within the mean of ± 1.96 for all the grade levels, indicating that behavioural attitude scores can be normally distributed across grade levels.

Table 4.31: Levene's Test of Equality of Variances Results

	<i>F</i>	<i>df</i> ₁	<i>df</i> ₂	<i>p</i>
Behavioural attitudes	0.161	1	465	0.851

The Levene's test statistic was calculated to be 0.161, and the associated p-value for the test was 0.851. Given that the p-value is greater than 0.05, it is suggested that the assumption of homogeneity of variances is met. Therefore, ANOVA was used for the subsequent analysis, considering the implications of the variance assumption.

Table 4.32: ANOVA Results

Cases	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Class	89.638	2	44.819	0.729	0.483
Residuals	28600.591	465	61.507		

According to Table 4.33, the ANOVA results indicated a non-significant difference in behavioural attitude scores among the groups ($F_{(2, 465)} = 0.729, p = 0.483$). Post-hoc tests were not deemed necessary due to the lack of statistical significance. The mean score for Grade 5 students was 41.794 (SD = 8.087), for Grade 6 students was 42.368 (SD = 7.721), and for Grade 7 students was 42.975 (SD = 7.760). These results suggest that, based on the ANOVA test, there is insufficient evidence to conclude that there are significant differences in behavioural attitude scores among the three grade levels.

4.7. FINDINGS REGARDING RESEARCH QUESTIONS 7

7. To what extent is there a relationship between students' perception of the value and effectiveness of out-of-class activities and their attitudes towards learning English?

In order to determine an appropriate correlation coefficient, the normality of the data was assessed through skewness and kurtosis values.

Table 4.33: Descriptive Statistics for Variables

Variables	<i>N</i>	Mean	SD	Skewness	Kurtosis
OOCLL	468	147.000	22.904	-0.547	0.720
Cognitive Attitude	468	45.793	8.962	-0.740	0.814
Behavioural Attitude	468	42.348	7.838	-0.385	0.690
Emotional Attitude	468	47.511	9.884	-0.676	0.640
Total Attitude Scores	468	135.652	23.907	-0.823	1.378

The skewness values of all the variables ranged from -0.823 to -0.385, and kurtosis values ranged from 0.640 to 1.378, all within the range of ± 1.96 . Based on the data's normality assumption, the relationship between the variables was analysed through the Pearson product-moment correlation coefficient.

Table 4.34: Correlation between OOCLL and Attitude towards Learning English

Variables	OOCLL	Cognitive Attitude	Behavioural Attitude	Emotional Attitude	Total Attitude Score
OOCLL	—				
Cognitive Attitude	0.375***	—			
Behavioural Attitude	0.275***	0.666***	—		
Emotional Attitude	0.445***	0.811***	0.611***	—	
Total Attitude Score	0.415***	0.929***	0.830***	0.918***	—

*** Correlation is significant at the .001 level (2-tailed)

A comprehensive correlation analysis was conducted to explore the relationships between various pairs of variables. All correlation coefficients were found to be statistically significant at a level of $p < 0.001$. Firstly, the association between cognitive attitude towards learning English and out-of-class language learning (OOCLL) was positive and moderately strong, with a correlation coefficient of $r = 0.375$ (95% CI: 0.294-0.450). Similarly, behavioural attitude towards learning English exhibited a significant positive correlation with OOCLL, although the strength of the relationship was somewhat lower, with $r = 0.275$ (95% CI: 0.189-0.357). Emotional attitude towards learning English displayed a notably stronger positive correlation with OOCLL, as evidenced by a correlation coefficient of $r = 0.445$ (95% CI: 0.294-0.450). Finally, the overall attitude

scores, which combine cognitive, behavioural, and emotional dimensions, showed a significant positive correlation with OOCLL, with a correlation coefficient of $r = 0.415$ (95% CI: 0.294-0.450). These findings suggest that students with more positive cognitive, behavioural, and emotional attitudes towards learning English tend to engage more actively in out-of-class language learning activities and hold more positive views regarding their perceptions of OOCLL activities.





CHAPTER V
DISCUSSION

This chapter analyses the study findings concerning the research questions and the relevant literature, and it concludes with concluding remarks, a summary, recommendations, and implications.

5.1. DISCUSSION

The primary purpose of the present study was to investigate the following research questions to reveal interesting insights into middle school students' perspectives on the importance of English language learning outside of the classroom. These findings are critical in understanding how out-of-class learning activities influence students' English language acquisition and overall language development trajectory.

RQ1. What are the students' perceptions of out-of-class learning activities to enhance their English language skills?

a. What is the perceived significance of the English language outside the class for the students?

This study analyses in-depth students' perceptions of using out-of-class activities to improve their English language skills. According to the study results, most students use English in a range of contexts, and a large proportion of them use it daily. These findings highlight that language acquisition is not confined to classroom activities and that students require opportunities to practise their language abilities in real-world circumstances, consistent with Krashen's (1982) Input Hypothesis and Norton's (2000) study on social interaction.

In terms of the function of technology and drive to Learn, this study stresses the growing function of technology in students' outside-of-classroom English learning and drive to learn. The findings of the study are supported by Warschauer's (2004) research on the relevance of the Internet and digital media in language learning. It has been noticed that using technology allows students to have more engaged and interesting learning experiences.

This study demonstrates that cultural and individual factors influence student perceptions. Therefore, this is consistent with Gardner and Lambert's (1972) study, which stressed the role of attitude and motivation in language learning. It is found that students perceive English learning procedures differently depending on their cultural values and personal interests. Also, in terms of learner motivation and learning tactics, this

study relies heavily on students' motivation to learn English as well as the strategies they employ. In line with this, the notions of Ideal and Imperative Self-identity developed by Dörnyei (2005) are important frameworks for understanding how learners approach language acquisition processes.

RQ1b. What are the preferred learning contexts among students?

The study's findings demonstrate the range of students' learning context choices. This variety highlights the need for an educational method that is consistent with language learning theories and takes into account students' various learning requirements and preferences.

In terms of individual learning preference, the present study's findings are consistent with the fact that a considerable proportion of students (27%, n=127) prefer to learn alone. This inclination demonstrates students' drive for independent study and their autonomy in learning (Holec, 1981). The significant standard deviation, on the other hand, demonstrates that this strategy is not equally effective for all kids. Regarding the preference for learning in pairs, the current study's findings are consistent with students' moderate preference for learning in pairs (36%, n=170, find it reasonably practical). According to Vygotsky's (1978) social interactionist theory, students value learning through social interaction. Regarding group learning, the lower preference for group learning (mean score 2.33) could be attributed to the complexities of group dynamics. Therefore, this is consistent with the study's findings regarding how students respond to various group dynamics.

Also, regarding preference for classroom learning, the various responses imply that this type of learning is beneficial to certain students but not to all. Therefore, this is consistent with the findings of the study, which emphasise the need for teachers to use various teaching strategies to support diverse learning styles (Harmer, 2007). According to balanced perspectives on learning outside the classroom, children find this learning context useful to varied degrees regarding preference for learning outside the classroom. Accordingly, this is consistent with Krashen's (1982) Input Hypothesis, which is based on individual student preferences and learning styles.

RQ1c. What are the key factors and beliefs that influence students' English language development outside the classroom?

Data based on responses to items 3-17 of the out-of-class English language learning activities (OOCLL) questionnaire provide valuable insights into students' perceptions of their use of English outside the classroom and how this use affects their level of English.

The holistic and instrumental motivations defined by Gardner and Lambert (1972) influence learner attitudes and motives towards learning English. This study focuses on the inclination of students to utilise English in non-academic settings and the influence of this usage on their linguistic proficiency. The level of students' involvement in English activities outside of the classroom is strongly correlated with their individual interests and the availability of technology. For instance, the extent to which students actively participate in activities like listening to foreign music or watching films with English content might indicate their motivation levels.

Warschauer and Healey (1998) highlight that technology and digital media significantly impact students' English language learning activities outside the classroom as part of the role of technology and changing trends. In Türkiye setting, students' inclination towards academic success and activities focused on achieving goals plays a significant role in learning English. As an illustration, the inclination of students to utilise online platforms and applications for English language acquisition might be seen as a component of this phenomenon.

The importance of students' autonomy and self-efficacy beliefs in learning English outside the classroom is significant in terms of self-efficacy and autonomy. Bandura (1997) emphasises the importance of learners establishing their learning objectives and selecting the appropriate tools to accomplish these objectives to have a successful language learning experience. The findings of the questionnaire reflect this study, indicating that students demonstrate autonomy and self-drive in out-of-class pursuits. As described by Pajares (1996), self-efficacy is a determinant that directly impacts students' achievement in language acquisition.

According to Benson (2011) and Little (1991), students' independence in the language-learning process is crucial for enhancing language proficiency. The study demonstrates the students' inclination to independently guide their learning processes

during out-of-class activities and to select activities based on their individual interests. Autonomous learning empowers students to take a more proactive and accountable role in the process of language acquisition, hence enhancing their language skills with greater greater efficiency (Holec, 1981).

The studies conducted by Coşkun and Mutlu (2017), Kocadelioğlu (2013), and Kaya (2019) demonstrate that gender significantly influences students' language learning preferences and practices within the context of Gender Differences and Language Learning Preferences. Accordingly, this underscores the need to incorporate gender variations into language learning tactics and approaches. For instance, the observation that female students exhibit more engagement in reading and writing activities highlights the significance of employing language learning methodologies tailored to individual genders.

Within this specific framework, the outcomes of our investigation align with the relevant body of knowledge. These research findings align with the students' attitudes and motivation towards learning the English language, their utilisation of technology, their feelings of self-efficacy and autonomy, and any gender disparities. This study indicates that students' English language acquisition experiences beyond the confines of the classroom are moulded by these elements, which significantly impact the language learning processes.

RQ1d. How do students perceive the effectiveness of different types of out-of-class activities for their English language skills?

In terms of the importance of digital media, the impact of digital media on language learning in the related literature (Warschauer, 2004; Warschauer & Healey, 1998; Ferdous, 2013; Godwin & Jones, 2018; Benson, 2011; deHaan, 2005; Giampieri, 2018; Karakuş, 2021) is in line with the findings of this study. Students found digital media activities such as internet research and reading and watching online content highly effective. Accordingly, this suggests that digital media are increasingly becoming a part of language learning processes and are an effective tool. Regarding the role of social media, in this study, social media is considered less effective in language learning, which contrasts with the findings in the literature. While social media is recognised as an essential tool for language learning in the literature (Blattner & Fiori, 2009; Stockwell, 2007; Dhanya, 2016; Sundqvist & Sylven, 2016), students in this study found social

media use to be less effective. Accordingly, this indicates that the effectiveness of social media in language learning may vary among students. The views expressed in the literature on the importance of traditional reading materials (Krashen, 1982; Lightbown & Spada, 2013) are consistent with the fact that students in this study found reading newspapers, magazines, and books moderately effective. Therefore, this suggests that traditional materials are still valuable, but students are beginning to gravitate more towards digital and interactive resources. In terms of interactive learning activities, in line with Vygotsky's (1978) social interaction theory, students in this study found interactive activities such as speaking English with friends and chatting with native speakers highly effective. So, this emphasises the importance of social interaction and real-life practice in language learning.

RQ1e. How often do students engage in out-of-class activities to enhance their English?

The frequency at which students engage in OOCLL activities is evidence of the significance of the attitudes discussed in the literature. Papaja (2012) and Dörnyei (2005) have asserted that cultivating positive attitudes can enhance students' involvement and motivation in language acquisition. The activities that students engage in most frequently, such as listening to English songs, can indicate their positive attitudes about these activities. Sargstan and Kurghinyan (2016), Orhon (2018), Karakuş (2021), Orhon (2018), Ekşi and Aydın (2013), İnözü, Şahinkarakaş and Yumru, (2010), Ibadurrahman (2012), İnci (2022) also found in their studies that students mainly participate in listening to song and watching TV activities which is relevant to findings of this study.

The correlation between optimistic attitudes and linguistic abilities, as shown by Khan (2016) and Mai and Beirovi (2021), aligns with the frequency of students' participation in OOCLL activities. For instance, students actively engaging in the language learning process are likely to have more favourable attitudes towards enhancing their language proficiency.

As Littlewood (1996) and Benson (2011) discussed, the significance of self-management and learning techniques can be connected to students' engagement in OOCLL activities. The extent to which students engage in different OOCLL activities indicates their capacity to incorporate these activities into their language learning journey and establish individualised learning objectives.

Regarding emotional dimensions, Beseghi (2022), Ross and Rivers (2018), and Dewaele (2015) have underscored the significance of emotional components in the process of acquiring language. The frequency of students' engagement in OOCLL activities may indicate their emotional encounters during these activities and the influence of these encounters on their motivation.

RQ2. Is there a significant difference between students' perceptions of the value and effectiveness of out-of-class activities based on gender?

The current body of literature gives a multifaceted depiction of gender disparities in language acquisition. Research, such as the ones conducted by Coşkun and Mutlu (2017), Kaya (2019), Ekiz (2012), and Kocadelioğlu (2013), have discovered differences in language learning preferences and behaviours based on gender. Nevertheless, these distinctions commonly relate to factors such as cognitive preferences, drive, and linguistic use rather than the perceived worth or efficacy of OOCLL.

Studies in language education, exemplified by Gardner and Lambert (1972) and Dörnyei (1990), have emphasised that gender plays a significant role in shaping motivation and attitudes towards language acquisition. Nevertheless, these implications are frequently nuanced and contingent on the situation, indicating that although gender may contribute to the formation of language learning experiences, its effect on how specific learning activities such as OOCLL are seen is not clearly established.

The present study's findings support the idea that gender-related disparities in language acquisition might not substantially impact students' evaluations of the efficacy of OOCLL. Therefore, this aligns with the wider comprehension in educational psychology that perceptions of learning activities are complex and impacted by several factors that extend beyond gender.

According to the literature, cultural norms, instructional methods, and individual learner characteristics can significantly influence students' views of language learning activities (Gardner & Lambert, 1972; Dörnyei, 1990). These factors can obscure or reduce the impact of gender on these perceptions.

The studies conducted in various EFL contexts (Hyland, 2004; Sundqvist, 2009; Nation & Macalister, 2010) emphasise the significance of the educational context. These studies indicate that students' views of OOCLL will likely be influenced by their immediate learning environment and cultural context. Accordingly, this further supports

the notion that gender is merely one of numerous factors influencing these perceptions. The literature suggests cultural and societal perspectives on gender roles in education may significantly influence students' attitudes about OOCLL. This element could have significant relevance in the Turkish educational system, as cultural norms have the potential to shape gender-based educational experiences and perspectives.

RQ3. Is there a significant difference between students' perception of the value and effectiveness of out-of-class activities based on grades?

The analysis of variance (ANOVA) in this study indicates no statistically significant variations in the perception of the value and effectiveness of out-of-class language learning activities (OOCLL) among students at different grade levels. This discovery is examined in relation to the current body of literature about the impact of academic grades or class on language learning beliefs and behaviours.

Prior studies in language education have frequently examined the impact of age and academic level on language acquisition tactics, motivation, and attitudes. Research conducted by Ellis (2008) and Lightbown & Spada (2013) has demonstrated that as children advance through various grade levels, their cognitive capacities, interests, and motivations change, potentially impacting their language acquisition experiences.

Nevertheless, the findings of this study suggest that the developmental and cognitive changes observed between grades 5th and 7th do not substantially influence students' evaluations of the efficiency of OOCLL. This is consistent with research indicating that although academic grades have an effect on certain areas of language acquisition, their influence on students' views of specialised learning activities such as OOCLL may be less significant.

The absence of notable disparities among grade levels could also be understood within the particular educational environment and curriculum structure framework. If OOCLL activities are regularly integrated and valued across these grade levels, students' perceptions of these activities are likely to remain reasonably steady.

Students in grades 5 to 7 are undergoing a transitional cognitive and language development phase. Studies conducted by Krashen (1982) and other researchers have emphasised that language learning during this era is shaped by both cognitive development and social influences. Nevertheless, the observed developmental changes

do not seem to markedly distinguish students' views of OOCLL from the tested grade levels.

RQ4. What are the students' attitudes towards learning English?

RQ4a. What are the cognitive attitudes of students towards learning English?

The survey data reveals students' complex ideas and beliefs about studying English, shaping their cognitive attitudes. These attitudes encompass their understanding of the English language and its significance in both their education and personal growth. These results are analysed within the broader framework of previous studies on cognitive attitudes in language acquisition.

The item "Studying English is important because it will make me more educated" received a mean score of 3.50, indicating that most students acknowledge the significance of studying English. Therefore, this is consistent with the worldwide recognition of English as a common language and its perceived significance in personal and intellectual growth (Crystal, 2003). The response to the statement "Being proficient in English will enhance my ability to study other subjects effectively" (mean = 2.76) suggests that there are varying opinions among students, maybe due to a lack of clear comprehension of the advantages of English proficiency across different subjects. The students' favourable attitudes towards English classes are evident in their expectations for future English studies, as indicated by a mean score of 3.44 for the statement, "I like my English class so much; I look forward to studying more English in the future." This finding provides evidence that favourable classroom experiences might amplify students' enthusiasm for language acquisition (Dörnyei & Csizér, 1998). Also, Kocadelioğlu (2013) also found that the students who liked English lessons were in favour of being an English teacher in the future (Kocadelioğlu, 2013).

The mean score of 3.49 for the statement "Studying English helps me get new information which I can link to my previous knowledge" suggests that students perceive English as a means to acquire and integrate new knowledge, aligning with the constructivist perspective in language learning (Swain, 1985). The varied reactions to the statement "I cannot utilise the knowledge gained from the English subject in practical situations" (mean = 2.83) may indicate a disconnect between classroom instruction and

real-life application, a concern frequently emphasised in research on language education (Warschauer & Healey, 1998).

Many students concur that English is arduous and intricate to acquire (mean = 2.71), aligning with the typical difficulties encountered by individuals learning English as a second or foreign language (Ellis, 2008). The issue of condensing significant ideas in English (mean = 2.67) and discontentment with their proficiency in English (mean = 2.55) emphasise areas where students lack confidence, which is consistent with existing research that addresses difficulties in understanding and expressing language (Krashen, 1982). The overall mean score of 3.05 for all items suggests a relatively good cognitive attitude towards learning English. Accordingly, this aligns with the overarching pattern identified in language acquisition studies, wherein learners acknowledge the practicality and significance of English yet encounter difficulties in the learning process (Gardner & Lambert, 1972; Dörnyei, 1990).

These findings emphasise the necessity of instructional approaches that prioritise language proficiency, cultivate self-assurance, establish connections between English learning and practical situations, and tackle perceived difficulties. Integrating communicative and interactive techniques into English classrooms might improve students' favourable attitudes and make learning more pertinent and captivating (Harmer, 2007).

RQ4b. What are the behavioural attitudes of students towards learning English?

The study's findings on students' behavioural attitudes towards learning English offer valuable insights that may be analysed in the context of existing research in language acquisition and educational psychology. These observations demonstrate an intricate interaction among students' emotional reactions, participation in the classroom, and their views towards language acquisition outside of official educational settings.

The data, represented by mean scores of 2.82 and 2.88, indicates that students experience nervousness when speaking English in different situations. These findings are consistent with previous studies conducted by Horwitz (1995) and Durer and Sayar (2013), which emphasise the widespread anxiety among language learners, particularly in speaking. This anxiety might be ascribed to the fear of committing errors or facing criticism, a prevalent concern throughout acquiring a new language. To alleviate this

concern, one could employ tactics that prioritise establishing a nurturing and unbiased educational setting, as proposed by Méndez López (2011), in which errors are regarded as an inherent aspect of the learning journey.

Despite experiencing fear, students demonstrate a strong inclination to engage in classroom activities, as seen by their favourable reactions to expressing their thoughts and maintaining focus during English sessions. As demonstrated by Littlewood (2001) and Hosseini (2013), these findings highlight the significance of classroom dynamics and motivation in language acquisition.

This engagement demonstrates that students, although experiencing anxiety, acknowledge the importance of actively participating in the learning process. This aligns with theories that emphasise the significance of active involvement in language acquisition, as proposed by Vygotsky in 1978. The moderate consensus regarding the positive impact of English learning on social interactions and confidence building (with average scores of approximately 3.14) aligns with Gardner's Socio-Educational Model (Gardner, 1985), establishing a connection between language learning motivation, social integration and personal development. Nonetheless, the reluctance to actively participate in social interactions due to feeling self-conscious underscores the necessity for strategies targeting the emotional dimensions of language acquisition, as proposed by Dewaele (2015) and Beseghi (2022).

The inclination to defer English assignments and the absence of enthusiasm for attending English classes indicate a disconnection in the language acquisition process beyond formal environments. Gass and Mackey (2007) emphasised the significance of language acquisition outside the classroom. To bridge this gap, it is recommended to incorporate additional technology-based and interest-driven activities, as proposed by Warschauer (2004), and to promote learner autonomy, per Holec's (1981) theory, to boost engagement and motivation in OOCLL environments.

RQ4c. What are the emotional attitudes of students towards learning English?

Based on the present study's findings, learners feel positive emotions like pride, excitement, and satisfaction while learning English. This finding is corroborated by Papaja (2012) and Dörnyei (2005) since positive attitudes play a crucial role in facilitating and expediting the language acquisition process. Conversely, it was noted that the

students' anxiety levels were moderate when responding to questions in the English classroom. This aligns with the suppressive function of negative emotions in acquiring language, as MacIntyre and Gregersen (2012) described. The significance of students' self-confidence levels in the language learning process should be emphasised. The students asserted that their proficiency in English bolstered their self-assurance. This aligns with Bandura's (1997) perspective that highlights the significance of perceiving one's self-efficacy in language acquisition.

The survey results indicate that students' enthusiasm for English classes and their anticipation of class hours corroborate the emotional context's significance, as Dewaele (2015) and Beseghi (2022) asserted. Cultivating an emotional bond in language acquisition can enhance the significance and efficacy of the learning process. The students' recognition of the significance of learning English as a crucial objective in their life and their aspiration to achieve fluency align with Dörnyei's (2005) notion of the Ideal Second Language Self. Therefore, this can potentially enhance students' motivation and dedication to acquiring English language skills.

RQ5. Is there a statistically significant difference between students' attitudes towards learning English based on gender?

RQ5a. Is there a statistically significant difference between students' cognitive attitudes towards learning English based on gender?

The examination of students' cognitive attitudes towards learning English demonstrates a statistically significant disparity depending on gender, as seen by the findings of the Mann-Whitney U test. Girls exhibited a superior average score compared to boys, indicating they possess more favourable cognitive attitudes towards learning English. This discovery is consistent with the study conducted by Coşkun and Mutlu (2017), which proposed that there are variations between genders in terms of their preferences and habits in language learning.

Societal standards and cultural expectations can influence attitudes towards language acquisition. Girls in certain cultures may receive greater encouragement or recognition for language acquisition, cultivating more favourable attitudes towards this endeavour. Therefore, this is corroborated by studies conducted in many settings, as exemplified by the research referenced by Littlewood (2001), which emphasises the influence of cultural viewpoints on individuals' views towards language acquisition.

The pedagogical approach to teaching English in schools may elicit distinct responses from male and female students. Research on gender differences in educational contexts (Ehrman & Oxford, 1995) suggests that girls may find the teaching methods employed in English classrooms more captivating or applicable to their preferred learning modes. According to Gardner's Socio-Educational Model and Dörnyei's L2 Motivational Self System, people's reasons for learning a language might differ significantly. Girls may exhibit a greater level of integrative motivation, which is fueled by a desire to assimilate into the English-speaking group or a genuine interest in the culture. This heightened motivation may contribute to their cognitive attitudes towards learning English.

The cognitive attitudes of gender inequality may also be associated with variations in degrees of confidence and language anxiety. Prior research, exemplified by Horwitz's (1995) work, has emphasised the influence of emotional variables on language acquisition. Female individuals may exhibit less anxiety or more confidence while interacting with the English language, contributing to their more favourable cognitive attitudes. The study's findings align with the existing body of knowledge on Out-of-Class Language Learning (OOCLL). Coşkun and Mutlu (2017) have pointed out that girls are likely to participate more in English-related activities outside the classroom, such as reading or using social media. This out-of-class involvement has the potential to strengthen their mental attitudes.

The perceived use of English for future academic and employment prospects may vary between females and males. Research conducted in Turkish contexts (İnözü, Şahinkarakaş & Yumru, 2010) indicates that perceptions of language utility can impact attitudes, perhaps leading girls to place greater importance on English ability. According to Dörnyei and Ushioda (2011), the social environment, which includes how peers think and feel, can substantially influence a person's attitudes towards learning a language. Female individuals may be susceptible to the effect of their social circles, leading to the cultivation of more favourable dispositions towards acquiring knowledge in the English language.

RQ5b. Is there a statistically significant difference between students' emotional attitudes towards learning English based on gender?

There is a significant distinction in the emotional attitudes towards learning English between male and female pupils, as supported by statistical evidence.

The statistical statistics reveal a significant disparity in the emotional dispositions of males and females towards acquiring English language skills. Given that girls tend to have higher average scores in emotional attitudes, it implies that they may exhibit more favourable emotions, beliefs, and preferences towards English learning than boys. This discovery is consistent with the study conducted by Coşkun and Mutlu (2017), which emphasised the disparities between genders in terms of their preferences and habits in language learning. The variations might be ascribed to cultural standards, educational settings, and psychological tendencies.

The elevated emotional attitude scores observed in female students may be attributed to the influence of social and cultural variables. Research has indicated that young girls are frequently provided with greater encouragement to participate in activities that include communication and language skills (Beseghi, 2022; Dewaele, 2015). Early exposure and support can perhaps foster more favourable emotional attitudes towards the process of acquiring language.

Educators need to acknowledge these disparities based on gender. Customising teaching methods to cater to the distinct emotional requirements and attitudes of both males and females might augment the efficacy of language learning. For example, girls may respond better to activities that include collaboration and communication, whereas boys may benefit from techniques that focus on building confidence and reducing fear (Horwitz, 1995; Méndez López, 2011).

The findings emphasise the influential role of emotions in language learning, which greatly impacts students' learning experiences and results. Positive affective dispositions can result in heightened motivation, active involvement, and eventually enhanced language acquisition (Dörnyei, 2005; MacIntyre & Gregersen, 2012). Hence, it is imperative to acknowledge and tackle emotional aspects within the school setting. Although gender disparities are notable, it is crucial to acknowledge individual variances' influence in acquiring language skills. Each student's learning journey is influenced by their distinct background, experiences, and emotional disposition. Customised

educational methods that accommodate these unique variations can more efficiently meet a wide range of learning requirements (Benson, 2001; Ryan & Deci, 2000).

RQ5c. Is there a statistically significant difference between students' behavioural attitudes towards learning English based on gender?

Analyzing the results of gender disparities in students' behavioural attitudes towards English language learning offers significant insights into the intricacies of language acquisition within a middle school setting. The statistical analysis, which includes the independent samples t-test, reveals subtle variations in attitudes depending on gender. This provides a crucial insight into the potential impact of these attitudes on English learning practices and outcomes.

The results indicate a statistically significant disparity in behavioural attitudes towards English learning among male and female students. This is consistent with other studies, such as the study conducted by Coşkun and Mutlu (2017), which also emphasised gender-related differences in language learning preferences and activities. The study's findings indicate that female students may exhibit a more favourable or proactive attitude towards acquiring English, as seen by their higher mean score.

The t-test results, which demonstrate that girls had better average scores, may suggest the influence of wider socio-cultural influences. Studies have indicated that girls frequently demonstrate higher levels of linguistic sensitivity and may be more inclined to participate in activities connected to language (Eccles & Blumenfeld, 1985). This can result in a greater inclination towards positive behavioural attitudes in relation to the process of acquiring language skills.

These findings should motivate educators to contemplate gender-responsive pedagogical approaches. Recognising the potential divergence in responses between girls and boys to different teaching methods can facilitate the customisation of more efficacious and inclusive approaches. For example, instructors could contemplate using a combination of cooperative and competitive exercises to accommodate a wide range of tastes. Broader social and cultural perspectives of language acquisition may influence the gender variations in attitudes. Girls are frequently more encouraged to develop language and communication abilities in many cultures, which may contribute to these observed inequalities (Sunderland, 2000).

RQ6. Is there a statistically significant difference between students' attitudes towards learning English based on grade?

RQ6a. Is there a statistically significant difference between students' cognitive attitudes towards learning English based on grades?

The statistical research investigating disparities in students' cognitive attitudes towards learning English, categorised by class level (Grade 5th, Grade 6th, and Grade 7th), yielded no statistically significant differences. The outcome is fascinating and encourages additional investigation into the potential factors influencing these results.

The absence of substantial disparities in cognitive views among various class levels indicates that cognitive attitudes towards English learning remain reasonably uniform across these middle school grades. The uniformity observed can be ascribed to various factors:

If there is uniformity in the content and teaching approaches across these grades, it may result in the development of comparable attitudes across pupils. Consistent exposure to the English language and similar teaching methods may not substantially impact shaping cognitive attitudes across various grade levels.

Students are at a comparable cognitive developmental stage at the middle school level. Due to the closeness in cognitive development, individuals may have similar attitudes towards learning English despite the slight difference in age.

The research states that views regarding language acquisition are frequently influenced by wider cultural and societal standards (Crystal, 2003; Gardner & Lambert, 1972). If these extraneous variables are uniform among the student body, they could potentially contribute to the homogeneity of attitudes.

RQ6b. Is there a statistically significant difference between students' emotional attitudes towards learning English based on grades?

The results of the study on the emotional attitudes towards studying English among students in different grade levels (Grades 5th, 6th, and 7th) may be examined from several perspectives in relation to the existing literature.

The lack of significant disparities in emotional attitudes across various grade levels corresponds with findings from previous research conducted by Ross and Rivers (2018) and Beseghi (2022). These studies propose that emotional reactions in language

acquisition are intricate and may not exhibit substantial variations based on age or grade level. These studies emphasise that emotional experiences play a crucial role in language acquisition, although other factors beyond academic performance in the classroom influence them.

Considering the cultural background of Türkiye, as examined in multiple research (İnözü, Şahinkarakaş & Yumru, 2010; Orhon, 2018), it is likely that the overall cultural perspectives on learning English in Türkiye may eclipse any distinctions that could arise from inequalities in social class. Therefore, this can elucidate the absence of substantial disparities in emotional dispositions among various social strata.

RQ6c. Is there a statistically significant difference between students' behavioural attitudes towards learning English based on grades?

The finding is consistent with prior investigations conducted by Smith (1971) and Bunts-Anderson (2004), which emphasised the significance of attitudes in language acquisition. However, these studies did not establish a direct correlation between these attitudes and certain educational levels.

The uniformity observed across different grade levels challenges the notion that attitudes may exhibit substantial variation based on age or educational attainment, as proposed by Miloevi (2020). This suggests a uniformity in the experiences and perspectives of students, regardless of their grade level.

Considering the consistency of attitudes across different grade levels, educators and curriculum designers should prioritise the development of techniques that address a wider spectrum of students rather than customising interventions based on individual grades.

The results may motivate educators to investigate additional variables that impact students' behavioural attitudes, such as cultural factors, instructional approaches, or individual learner variances, as Cabansag (2013) and Dehbozorgi (2012) examined.

The study's context, likely situated inside a particular cultural or regional context, could potentially influence the consistent sentiments that were discovered. This component corresponds to the findings of Littlewood (2001) regarding the impact of cultural influences on attitudes towards language acquisition.

RQ7. To what extent is there a relationship between students' perception of the value and effectiveness of out-of-class activities and their attitudes towards learning English?

The correlation analysis indicates a noteworthy positive association between students' attitudes towards learning English (cognitive, behavioural, and emotional) and their involvement in out-of-class language learning (OOCLL) activities, demonstrating a positive correlation between the two variables. Accordingly, this suggests that students with favourable attitudes are more inclined to view OOCLL activities as worthwhile and efficient, resulting in heightened participation. This discovery is consistent with the existing body of research that indicates that favourable sentiments towards a certain language substantially impact learners' inherent motivation (Dörnyei, 2005; Syukur, 2016).

The connection between cognitive attitudes and OOCLL is moderate ($r = 0.375$), indicating that students' views and thoughts about English learning significantly impact their engagement in OOCLL. Therefore, this aligns with Ellis's (2008) claim that cognitive processes, such as perception and reasoning, play a crucial role in language acquisition. Students who view English as advantageous are more inclined to participate in activities that enhance their language proficiency beyond the confines of the classroom.

The association between behavioural attitudes and OOCLL participation suggests that students' habits and actions towards English learning, such as frequent practice and interaction, impact their engagement in OOCLL. These findings from Ehrman and Oxford (1995) emphasise the significance of study habits and attitudes in achieving successful language learning in non-traditional environments.

The stronger correlation (between emotional attitudes and OOCLL highlights the crucial significance of emotions in language acquisition. Positive affective encounters with the language can boost motivation and involvement in OOCLL. This aligns with MacIntyre and Gregersen's (2012) focus on the impact of emotions on cognitive processes in language acquisition.

The correlation coefficient) indicates a positive relationship between total attitude scores and OOCLL. This suggests that combining cognitive, behavioural, and emotional attitudes contributes to a more thorough and successful participation in OOCLL. Benson (2011) emphasises the multiple characteristics of learner autonomy in

language learning. This means that balanced attention to cognitive, behavioural, and emotional factors can optimise OOCLL, which corresponds with the holistic approach to attitude.

To sum up, it can be said that the findings of the study are in line with previous studies which state affirmative attitudes towards learning English (Saka, 2018; Kaya, 2019; Kocadelioğlu, 2013; Genç & Aksu, 2004; Ekiz, 2012) result in more frequently engagement in out-of-class language learning activities. Also, these learning activities done outside the class are effective for learners in this study. It is in line with the studies of Gaines (2015), Sargstan and Kurghinyan (2016), Perez and Tenorio (2013), Çoşkun (2016), Orhon (2018), Karakuş (2012) and İnci (2021). According to Knight (2007) and Cahyadin and Koso (2019), students demonstrated a higher engagement in speaking activities. However, findings from the current study suggest a notable decrease in student participation.

5.2. CONCLUSION

The investigation into middle school students' attitudes towards English language learning in school environments has uncovered a landscape characterised by intricacy and changeability. These attitudes are not fixed things; instead, they arise from a combination of many factors. The students' personal experiences, cultural backgrounds, and instructional approaches play a crucial role in this dynamic.

Student participation in English language learning is strongly influenced by their motivation, which can vary from a natural interest in the language to practical needs like academic success or future job opportunities. The motivational spectrum has a considerable impact on their engagement in both classroom-based and out-of-class language learning activities.

Cultural and socioeconomic factors significantly impact students' inclination to use English, especially in verbal communication. Within certain cultural circumstances, students may choose not to engage in English conversation to avoid appearing detached from their peers or community. This underscores the intricate relationship between the acquisition of language and the formation of social identity.

The study also elucidates the influence of personal interests and motivation on language acquisition beyond the confines of the classroom. Students are naturally drawn

to activities that align with their interests, highlighting the significance of learner-centred approaches in language instruction. Moreover, the students' recognition of their linguistic abilities and limitations impacts their selection of language learning tasks, indicating a level of self-directed learning and deliberate involvement.

The impact of digital media and internet resources on language acquisition is evident in the realm of technological breakthroughs. This development necessitates a reassessment of language teaching methodologies to properly integrate digital literacy and online language learning resources. Writing, particularly on digital platforms, has become a crucial component of language acquisition, highlighting the evolving nature of language practice and the use of technology.

Examining the educational landscape in Türkiye, the research uncovers a prevailing inclination towards academic and achievement-driven pursuits, which mirrors the cultural and educational priority placed on English language proficiency. This inclination also illuminates the importance of English for future prospects. Nevertheless, factors like self-assurance and apprehension when speaking English highlight the necessity for instructional approaches that foster practical communication skills and reduce language-related stress.

The study also reveals disparities between genders in language learning preferences and habits, highlighting the importance of comprehending these disparities to formulate comprehensive and efficient language teaching approaches.

In order to improve language education, educational systems should implement adaptable and flexible teaching approaches that address the varied requirements of learners while considering their cultural, individual, and linguistic backgrounds. Strategic and efficient incorporation of technology in language instruction is crucial, utilising digital technologies to enhance learning while tackling the challenges posed by the digital divide. Moreover, it is essential to establish a conducive and optimistic learning atmosphere, especially when it comes to handling language fear and nurturing student self-assurance.

To advance future study, it is necessary to explore further the complex connection between language acquisition in the classroom and outside of it, considering various cultural and educational settings. Examining the influence of digital media and technical improvements on language learning preferences and habits could yield

significant insights for modern language education. Furthermore, doing research that specifically examines language learning preferences and techniques based on gender could enhance language education approaches that are comprehensive and inclusive.

Last but not least, the connection between middle school students' views towards learning English in school and their out-of-class English learning experiences is complex and impacted by various contextual, motivational, and personal factors. Comprehending and dealing with these components are vital for formulating efficient and adaptable approaches to teaching the English language. Customising language instruction to accommodate the varied requirements of students, incorporating technology in a suitable manner, and cultivating a supportive and self-assured learning atmosphere are crucial measures for improving the effectiveness of English language teaching in middle school contexts.

5.3. SUGGESTIONS AND IMPLICATIONS

To begin with, it is crucial to incorporate personal interests into curriculum design. To enhance the English curriculum's appeal and applicability, it can be enriched by integrating subjects and exercises that align with students' individual interests, contemporary trends, prevalent cultural phenomena, and technological advancements. This methodology is expected to augment student involvement and drive, hence improving the educational encounter.

Furthermore, prioritising the development of communicative ability is imperative. Enhancing students' oral communication skills can be achieved by employing interactive and communicative pedagogical approaches such as role-playing, group discussions, and presentations. This emphasis is crucial in tackling self-assurance and unease, particularly in verbalising in English and augmenting overall linguistic aptitude. Another important suggestion is to include technology in language instruction. Individuals can accommodate various learning styles and preferences by leveraging digital tools and online resources such as language learning applications, online forums, and multimedia materials, enhancing the personalised and easily available learning experience. Establishing a conducive learning environment is essential. Therefore, this entails cultivating a classroom environment that promotes the willingness to take risks, engage in experimentation, and actively participate in language acquisition. An environment of this nature can effectively mitigate language anxiety and foster a greater

willingness among students to engage in practice and express themselves with increased freedom.

Promoting out-of-class language learning practice is equally significant. Encouraging students to actively participate in English language activities beyond the classroom, such as joining English clubs, consuming English media, or participating in language exchange programmes, can greatly improve their language proficiency and offer practical application of what they learn in class. Incorporating cultural and contextual elements is crucial in language instruction methodologies. Recognising and integrating cultural and socioeconomic factors guarantees that teaching approaches are appropriate and considerate of the specific situation, resulting in a more comprehensive and efficient language education. Improving teacher training and professional growth is crucial. Enhancing the quality of language instruction relies on providing instructors with continuous training and development opportunities, explicitly targeting innovative teaching methodologies, technological integration, and student-centred approaches.

Promoting parental and community engagement in the language acquisition process is advantageous. Involving parents and the community may bolster and enrich students' language acquisition, fostering a comprehensive and supportive learning environment. Also, it is imperative to do ongoing research and evaluation to gauge the efficacy of language teaching methodologies and curricula accurately. Periodic evaluations and modifications guarantee that language instruction stays adaptable, grounded on empirical knowledge, and attuned to the changing requirements of pupils.

Besides these recommendations, the study's background section emphasises numerous vital facets of out-of-class learning (OOCL). These factors encompass the significance of acquiring English language skills, the influence of attitudes on language acquisition, the requirement for out-of-class learning experiences, and the distinct characteristics of middle school children.

Acquiring proficiency in ESL during middle school is of utmost importance for children's academic progress on a global scale. This stage encompasses acquiring foundational language skills and cultivating sophisticated linguistic abilities crucial for academic and personal advancement. Language acquisition during adolescence aligns with substantial cognitive development, rendering it an opportune phase for immersion in language learning.

The global importance of English in communication, academics, and career possibilities is of utmost significance. The growing significance of English as a

worldwide language for international communication and business has made English competence a crucial objective in most educational contexts. ESL instruction in middle school is customised to address young adolescents' specific developmental requirements and interests. Shifting from rote learning to more interactive and conversational teaching approaches is recommended. These methodologies improve linguistic skills while also addressing learners' social and emotional requirements during this critical stage of development. The incorporation of technology into ESL training has yielded substantial progress. The significance of digital technology and online platforms in current language training is recommended since they provide a wide range of captivating and different learning opportunities. This strategy is most efficient when used with middle school children, who generally demonstrate elevated levels of computer literacy and ease.

The language development progress of students is substantially influenced by their attitudes towards studying English in formal educational settings. These attitudes are intricate and shaped by diverse elements, spanning from cultural viewpoints to pedagogical methodologies. Students' views are believed to impact their motivation to learn a language significantly. The attitudes can be classified into integrative and instrumental orientations. The integrative orientation is motivated by a sincere curiosity in the language and culture, whereas the instrumental orientation is motivated by pragmatic considerations such as professional prospects. By applying these observations, educators can cultivate a more sophisticated and efficient approach to English language instruction for middle school pupils. The objective is to establish an educational framework that effectively transmits linguistic knowledge and cultivates a thorough comprehension and admiration of the English language across different situations.



APPENDICES

Appendix 1: Attitudes towards English Language

Attitudes towards English Language

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language. Remember there is no right or wrong answers; just answer as accurately as possible.

Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

Note: Tick (✓) only one option for each item in the questionnaire.

	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Disagree
1. Studying English is important because it will make me more educated.					
2. Being good at English will help me study other subjects well					
3. I feel proud when studying English language					
4. I feel excited when I communicate in English with others					
5. Speaking English anywhere makes me feel worried					
6. Studying English helps me to have good relationships with friends					
7. I like to give opinions during English lessons					
8. I have more knowledge and more understanding when studying English					
9. I look forward to studying more English in the future					
10. I don't get anxious when I have to answer a question in my English class					
11. Studying foreign languages like English is enjoyable					
12. I am able to make myself pay attention during studying English					
13. When I hear a student in my class speaking English well, I like to practice speaking with him/her					
14. To be inquisitive makes me study English well					
15. Studying English makes me have good emotions (feelings)					
16. I prefer studying in my mother tongue rather than any other foreign language					
17. Studying English makes me have more confidence in expressing myself					

Appendix 2 (cont.): Attitudes towards English Language

18. Studying English helps me to improve my personality					
19. I put off my English homework as much as possible					
20. Studying English helps me getting new information in which I can link to my previous knowledge					
21. I cannot to summarize the important points in the English subject content by myself					
22. Frankly, I study English just to pass the exams					
23. I enjoy doing activities in English					
24. I do not like studying English					
25. I am not relaxed whenever I have to speak in my English class					
26. I feel embarrassed to speak English in front of other students					
27. I wish I could speak English fluently					
28. I am interested in studying English					
29. In my opinion, people who speak more than one language are very knowledgeable					
30. Studying English helps me communicate in English effectively					
31. I cannot apply the knowledge from English subject in my real life					
32. Studying English subject makes me feel more confident					
33. To be honest, I really have little interest in my English class					
34. Studying English makes me able to create new thoughts					
35. I like to practice English the way native speakers do					
36. I am able to think and analyse the content in English language					
37. I wish I could have many English-speaking friends					
38. When I miss the class, I never ask my friends or teachers for the homework on what has been taught					
39. I am not satisfied with my performance in the English subject					
40. In my opinion, English language is difficult and complicated to learn					

Appendix 3 (cont.): Attitudes towards English Language

41. English subject has the content that covers many fields of knowledge					
42. I do not feel enthusiastic to come to class when the English is being thought					
43. Knowing English is an important goal in my life					
44. I look forward to the time I spend in English class					
45. I do not pay any attention when my English teacher is explaining the lesson					

Appendix 4: Attitudes towards out-of-class English learning and frequency

Age:

Gender:

What level are you studying?

Name of the school:

1. How important is English in your daily life outside the classroom?

Very important: I use it frequently every day in many contexts	Important: Use it in different situations	Only use it occasionally	Not important at all: I never use it outside the classroom Total
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2. How do you learn best?

	No	A little	Good	Best
Alone				
Pairs				
Small group				
Class				
Outside the class				

	Yes	Sometimes	No
3. Do you believe using English outside the classroom can develop your English language proficiency			
4. Do you use the opportunities to use English that exist outside the classroom?			
5. Do your teachers motivate you to use and practice English outside the classroom?			
6. Do they give you any home assignment or project work?			
7. Do you do group study?			
8. Do you revise together with your friends before tests and examination?			
9. Do you identify your own strengths and weaknesses?			
10. Do you evaluate your learning and progress			
11. Do you motivate your own interest in learning English?			
12. Do you learn English for enjoyment or pleasure?			
13. Do you learn English to get good marks in exam and get a good job?			
14. Do you learn from friends, not just from the teachers			
15. Do you believe in independent learning			
16. Do you discover knowledge in English on your own rather than waiting for knowledge from the teacher?			

Appendix 5 (cont.): Attitudes towards out-of-class English learning and frequency

17. Are you very interested in talking to the native speakers whenever possible?			
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Please indicate how useful you find these activities for improving your English.

	Very useful	Quite useful	Undecisive	Useful	Not useful at all
18. read newspaper and magazines					
19. read novels, comics and short stories					
20. independent study in library					
21. personal writing					
22. internet research/ e-mail/ chat					
23. read or watch news online					
24. use social media like Facebook, Instagram, Twitter					
25. watch Tv programs, videos, movies					
26. concentrating on the content of films, narrations, and books and discussing them with friends					
27. go to cinema hall with friends to enjoy English movies					
28. listen to NEWS					
29. listen to songs					
30. speak with colleagues /fellow students					
31. having conversation with a friend who is a native speaker of English					
32. do project work with friends					
33. speak with family members					
34. play video game					

How frequently do you carry out the following activities in English?

	Very often	Often	Sometimes	Rarely	Never
35. watch TV programmes					
36. listen to English songs (on Youtube, Spotify etc.)					
37. read newspaper or magazines					
38. read stories or novels					
39. speak with friends					
40. speak with family members					
41. surf the internet					
42. watch English videos on Youtube or Tick Tock					
43. talk to people in shops					
44. talk on the phone					
45. write emails					
46. play English online games					

Appendix 6: Ethics Committee Approval



T. C.
KÜTAHYA DÜMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve
Yayın Etiği Kurulu

TOPLANTI TUTANAĞI

Toplantı Tarihi:14.04.2022
Toplantı Sayısı: 2022/04

GÜNDEM 5: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 11.04.2022 tarihli ve 101360 sayılı yazısı gereğince; Batı Dilleri ve Edebiyatı (İngiliz Dili ve Edebiyatı) Tezli Yüksek Lisans programı öğrencisi Seda GÖKÇE'nin *"5-6-7. Sınıf Türk Öğrencilerin İngilizce Öğrenimine Karşı tutumları ve Öğrencilerin Ders Dışı İngilizce Öğrenme Etkinliklerine Katılmalarına Etkileri (An Investigation Of 5th, 6th and 7th Grade Turkish EFL Students Attitudes Towards Learning English and Their Effects on Students Participation In Out-Of- Class Language Learning Activites"* başlıklı akademik çalışmasında kullanılmak üzere, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşme.

KARAR 5: Kütahya Dumlupınar Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 11.04.2022 tarihli ve 101360 sayılı yazısı gereğince; Batı Dilleri ve Edebiyatı (İngiliz Dili ve Edebiyatı) Tezli Yüksek Lisans programı öğrencisi Seda GÖKÇE'nin *"5-6-7. Sınıf Türk Öğrencilerin İngilizce Öğrenimine Karşı tutumları ve Öğrencilerin Ders Dışı İngilizce Öğrenme Etkinliklerine Katılmalarına Etkileri (An Investigation Of 5th, 6th and 7th Grade Turkish EFL Students Attitudes Towards Learning English and Their Effects on Students Participation In Out-Of- Class Language Learning Activites"* başlıklı akademik çalışmasında kullanılmak üzere, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşüldü.

Yapılan görüşmeler ve değerlendirmeler sonucunda, çalışma kapsamında uygulanacak olan anket-görüşme sorularının ve ölçeklerin, gerekli izinlerin alınması kaydıyla, fikri, hukuki ve telif hakları bakımından sorumluluğu başvurucaya ait olmak üzere etik açıdan uygun olduğuna oy birliği ile karar verildi.

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