

**A CRITICAL EXAMINATION OF IMPERIALISM AND LANGUAGE
TEACHING IN TURKEY**

**A THESIS PRESENTED BY
H. NÜVİT TARHAN
TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**BILKENT UNIVERSITY
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ABSTRACT

Title: A Critical Examination of Imperialism and Language Teaching in Turkey

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This study aimed to answer the following question: what relations are there between the teaching of English in Turkey and Turkish socio-economic and political life?

Socio-economic and political relationships between the Turkish governments and Western nations are considered as the background for the study. To determine the relationships between foreign language teaching and Turkish socio-economic and political life, data concerning the promotion of foreign languages and cultures in Turkey since the Second World War were obtained. The main sources of data were statistics produced by State Statistical Institute and from interviews with the administrators of the Ministry of National Education, and representatives of the United States Information Service. Textbooks and syllabi used in state schools to check the language teaching methodologies in light of changing socio-economic and political relationships between Turkey and Western nations were also examined.

The above data were compared to the results of 1500 questionnaires given to the graduates of both private English medium schools and non-English medium state schools.

The findings of this study show strong relationships between general trends in Turkish economic, social and political history; the teaching of foreign languages; and the lifestyles of graduates of English medium secondary schools.

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for the thesis examination of the MA TEFL student

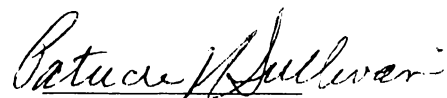
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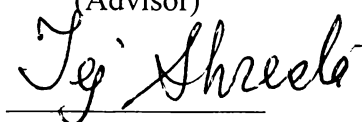
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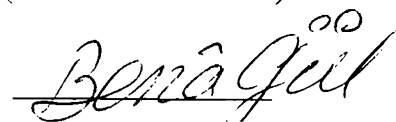
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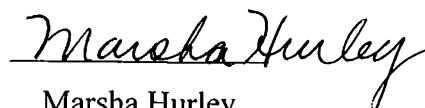
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CHAPTER I: INTRODUCTION

Language, one of the basic elements of human interaction, is unique to human beings, and is intricately associated with communication. A desire to expand that communication and develop relationships among societies leads people to learn languages other than their mother tongues. However, this is not the only reason people study foreign languages. Increasing population and changes in the world economic balance force people to learn the languages of societies which have powerful economic systems. In other words, the people who are living in under-developed and developing countries tend to learn the languages of nations dominating their economic systems not only to appreciate literature and learn about cultures of those dominating countries but also to become more powerful (Fairclough, 1993; Pennycook, 1994; Phillipson, 1993).

Since under-developed and developing countries tend to encourage investments made by the economically powerful countries to their market, people who have knowledge of the foreign language of the investing country are more likely to get better jobs, thereby resulting in better living conditions. Thus, it can be claimed that learning a certain foreign language is connected with the power relations between the developed and the less-developed, and it has its relation with the power issues within the less-developed country as well (Fairclough, 1993; Pennycook, 1994).

Background of the Study

Throughout history, some languages such as Arabic, Chinese, English, French, and Spanish have been more popular than others due to changes in political

and economic power dynamics in the world (Phillipson, 1993). Bear (1985) and Koçer (1991) concentrate on this issue specifically with respect to the Turkish case and claim that Turkish people's preferences in terms of languages that they want to learn are different in different periods.

When we look at Turkish history, we can find a trend in terms of learning foreign languages that is parallel to the changes in economic and political relationships with dominant societies. During the early period of the Ottoman Empire, it was fashionable to learn Arabic and Persian, probably because of religious, cultural, and economic relationships. After the invasion of Constantinople (Istanbul) in 1453, the increasing interaction with the Western culture made Turkish people begin to learn Western languages. Because of the economic relations of the Ottoman Empire with the French Palace, for years it was fashionable among traders and bureaucrats to learn French (Timur, 1984).

Soon after the establishment of the Turkish Republic in 1923, German and English became more popular languages to learn. Until the end of the Second World War, German was more popular than English in Turkey due in large part to the close economic and political relationships between Germany and Turkey (Hekimoğlu, 1989). Since the 1950s, paralleling the increase in the amount of economic contribution of the United States to Turkey, there has been an increasing tendency to learn English (Başkan, 1981).

The effects of the increasing economic relationship with the United States of America can be observed in many parts of daily life in addition to learning English as a foreign language. Köker (1990) and Timur (1984) indicate that there have been changes in people's life styles since the second half of 1950s due not only to the

developing economic ties with the United States of America but also to the exportation of American culture through media such as movies and television. Thus, the promotion of English in Turkey has also been promotion of a certain culture, namely ‘American culture’ since the Second World War.

With respect to these arguments, two basic ideas underline the present study: First is that language and power are related with each other and the second that promotion of a language is also promotion of a culture.

Purpose of the Study

The aim in this study is to investigate the relationship(s) between the socio-economic and political changes in Turkey after the Second World War and the teaching of English as a foreign language during the stated period.

Since considering all related variables to the study is impossible, the focus will mainly be on EFL methodology as an indicator of the increasing socio-economic and political relationship with the United States of America and its implicit connection to curriculum design and materials development in secondary schools in Turkey.

Significance of the Study

Since the study deals with the question of language and power as it is reflected in EFL methodology and people’s life styles, it can be called a critical analysis. It will be built not only the work of scholars who have studied history of language learning and teaching in Turkey, but also on the works of those who have published detailed studies of Turkish economy and effects of changes in economic relationships.

As mentioned above, the relationship between language and power will be at the center of discussion. With respect to this, how learning a foreign language, in this case it is English, is a source of power for people, and why people prefer one foreign language to the others will also be discussed in terms of language-power relationship.

This study will be a critical synthesis of the previous studies in various fields and will provide a new perspective for the researchers studying in the disciplines like ELT, history, political economy, and sociology. Thus, it can be called an interdisciplinary approach to ELT. For those who are concerned with the other aspects of foreign language learning and teaching, this study may be a starting point. In addition to the researchers, students, lecturers, and scholars in related fields will be among the beneficiaries of this study.

Research Questions

My research question is:

What relationships are there between the teaching of English as a foreign language in Turkey and Turkish socio-economic and political life?

And related sub-questions are:

1. How have approaches to teaching of English changed since 1945? In relation with this, what social, political and educational trends underlie changes in approaches to the teaching of English as a foreign language?
2. What are the major effects of English language education that are implied by the way Turkish people indicate in their life styles?

Definition of some terms

The study will be centered around mainly four concepts: culture, imperialism, globalization, and neocolonialism. Raymond Williams (1963) discusses the several changes that the meaning of the term, *culture*, has attained. He states that before the 18th and early 19th century, culture meant ‘a process of human training’. But, in the stated period, “it came to mean, first, ‘a general state of mind’, having close relations with the idea of human perfection. Second, it came to mean ‘the general state of intellectual development, in a society as a whole’. Third, it came to mean ‘the general body of the arts’. Fourth, later in the century, it came to mean a whole way of life, material, intellectual, and spiritual’.” (p. 16). It is this most recent meaning of the concept which will be used in the study.

The second term is *imperialism*. Many scholars, including Hosban, Lenin, Luxemburg, and Paul Kennedy tried to describe the term. Basically it is “thinking about, settling on, controlling land that you do not possess, that is distant, that is lived on and owned by others” (Said, 1993).

Michael Doyle (1986) defines imperial relationship as one state’s formal or informal control of effective political sovereignty of another political society. According to him, this can be achieved by force, by political collaboration, by economic, social, or cultural dependence. Imperialism is simply the process or policy of establishing or maintaining an empire.

A third term to define is *globalization*. According to Robertson (1992), “globalization refers both to the compression of the world and to the intensification of the consciousness of the world as a whole”. The term compression here refers to the decreasing distance among the parts of the world due to the developments in

technology; and consciousness refers to an individual's awareness of being a part of something bigger. In other words, globalization is a process of integration of nations into a bigger system, to a world system. Friedman (1995), summarizes the discussion of globalization as being centered on what at first appeared to be an aspect of hierarchical nature of imperialism, that is, the increasing hegemony of particular central cultures, the diffusion of American values, consumer goods and life styles.

So the system that nations are a part of is defined as an American system, one of whose main characteristics is the "Americanization" of other cultures. According to him this phenomenon is described in the literature as cultural imperialism.

Another concept which is closely related to the discussion is *neocolonialism*. Spivak (1991) indicates that colonialism starts with monopoly industrial capitalism and requires territorial imperialism to train up the subjects, to establish markets, to free labor and so on. She explains the transformation from colonialism to neocolonialism as a result of expense of territorial undertakings. According to her, "with the Second World War and the negotiated independence of India" colonialism started to change and "the British Empire passes into hands of the United States" (p. 220). Starting from this change the type of colonialism also changed. This new kind of colonialism, neocolonialism, is more economic and less territorial (Spivak, 1991).

"The common person feels she or he is in dependent....It was because the nature neocolonialism was economic rather than territorial, or cultural that the production of knowledge within neocolonialism seems to have a much subtler role and it is much harder to pin down. It is not just colonialism over again" (Spivak, 1991, p.221).

The concepts “imperialism”, “globalization”, and “neocolonialism” defined above have common characteristics. The first and most important of them is that they both imply the superiority of one or more nations over others. Secondly, this superiority is established through the economic power. And lastly, these processes result in cultural change. Therefore, it is not wrong to claim that the two terms are not different from each other in terms of their execution and ultimate aim.

Though it does not seem to be as important as the above three concepts, there is still another term to define in order to clarify the methodological framework of the study, *college*. Throughout the study the term is used to refer English medium private secondary schools, not tertiary level education, as it is in the United States.

Design of the Study

Since the most general concern of this study can be summarized by the title, ‘language and power’, the following chapter will attempt to be comprehensive discussion of the theoretical framework founded upon this general concern. Why and how English has become the international language, a historical analysis involving the socio-economic and political atmosphere in Turkey since the Second World War and changes in EFL methodology together with their relationship will be discussed with respect to the relevant literature in Chapter II.

Chapter III will aim at developing a research method proper both for the general theoretical framework and for the specific case of Turkey. Sampling technique and data collection methods will be explained in this Chapter.

In Chapter IV, the findings of the research based on the analysis of data will be explained in detail. Generalizations and concluding remarks will be reserved for the last chapter, Chapter V.

CHAPTER II: REVIEW OF LITERATURE

Introduction

The aim of this thesis is to investigate the relationship between changes in Turkish political and social life and the teaching English as a foreign language. Since there were major world wide changes that affected Turkey after the World War II, I will concentrate on the period of time since 1945. As discussed in Chapter I, the spread of English is intricately interwoven with power issues. Therefore, this chapter focuses on the language and power relationship as well as aspects of Turkey's historical relationships with the United States that are interrelated with power issues.

English: The World-Wide Lingua Franca

“As we approach the end of the twentieth century, number of speakers of English appears to have increased almost ten-fold since 1900. Today, rough agreement can be found on figures that put the total number of speakers of English at between 700 million and one billion” (Pennycook, 1994, p.7).

If we describe a lingua franca, among its other descriptions, as a language used for communication between people whose first languages differs (Holmes, 1997), then it is possible to claim that English is the world-wide lingua franca for it is used as the international language of business, commerce, science, and technology. English has become the accepted international language of technology and commerce for the business people who want to sell their products, for whole range of students whose course of study includes textbooks and articles published only in English, and for mechanics who have to read instruction manuals

(Hutchinson and Waters, 1996). These are only few of the many who must learn English in the world today.

Given that it is very logical to have one specific language for the purposes of international use, the use of English for this might be considered as a *natural*, *neutral*, or *normal* phenomenon. However, one of the basic premises of this study is that the very constitution of such terms is neither *natural*, *neutral*, nor *normal* for they are themselves constructed in a certain discourse (Canguilhem, 1978; Foucault, 1970, 1972, 1980).

English as a Neo-Colonial Language

For the argument that accepting English as a worldwide lingua franca is not something neutral and natural, it is appropriate here to let Pennycook (1994) speak about the issue:

... a view that holds that the spread of English is natural, neutral and beneficial needs to be investigated as a particular discursive construct. To view the spread as natural is to ignore the history of that spread and to turn one's back on larger global forces and the goals and interests of institutions and governments that have promoted it. To view it as neutral is to take a very particular view of language and also to assume that the apparent international status of English raises it above local social, cultural, political or economic concerns. To view it as beneficial is to take a rather naively optimistic position on global relations and to ignore the relationships between English and inequitable distributions and flows of wealth, resources, culture and knowledge (pp. 23-24).

Pennycook, then, directs our attention to the fact that ELT profession is not a neutral enterprise, but rather serves certain interests.

In other words, the acceptance of English as the *universal* language is not a *natural, neutral, and normal* phenomenon but it involves certain social, economic, and cultural relationships. These relationships are related to imperial and colonial discourses which promote *modern over traditional, global/universal over local/particular, developed over under-developed, us over other*; the first of these dualities being always considered as signifying the *West* (Featherstone, 1990)

From the post-colonial critique's perspective, it is crucial to deconstruct the *West* in terms of its dominant forces of power and knowledge. In so doing, issues that relate to neo-colonialism and imperialism are brought to the fore (See Fanon 1967; Said 1993).

Imperialism, as it is defined by Said (1993), is not direct colonialism anymore but has "lingered in a kind of general cultural sphere as well as in a specific political, ideological, economic, and social practices" (p. 8). Pennycook (1994) expands on this when he states that there is a connection between linguistic imperialism of English and imperialism in general through which structural and cultural inequalities between the *developed* and the *under-developed* are maintained and reproduced.

A similar emphasis can also be found in Phillipson's work (1993). Referring to Galtung's imperialism theory, Phillipson explores the stated connection in terms of Centre-Periphery relations which are in fact the concepts of Dependency and World-System Theories that analyze the global relations in accordance with peripheral (*under-developed*) countries' dependency on the central (*developed*) ones. It is

useful to maintain here that such concepts also constitute part of the globalization discussions in the relevant literature. Phillipson (1993) states that

Galtung's goal is an image of imperialism rich enough to capture a wide variety of phenomena, yet specific enough not to be a tautology. The theory operates with a division of the world into a dominant Centre (the powerful western countries and interests), and dominated Peripheries (the underdeveloped countries). There are centres of power in the Centre and in the Periphery... Elites in the Centres of both the Centre and the Periphery are linked by shared interests within each type of imperialism, and it is claimed here, by language. The norms, whether economic, military, or linguistic, are dictated by the dominant Centre and have been internalized by those in power in the Periphery... In present-day neo-colonialism, the elites are to a large extent indigenous, but most of them have strong links with the Centre. Many of them have been educated in the Centre countries and/or through the medium of Centre language, the old colonial language. In this phase international organizations play a key role (p. 52)

After stating his theoretical foundations within this framework, Phillipson continues his discussion by explaining how English has become a *language for all*. First, he explores the importance of colonial inheritance in the process and then, continues by discussing how Britain (mainly through the British Council) and the USA (through a variety of government and private organizations) promote English, and how the ELT profession has become an integral part of such promotion. Phillipson emphasizes the parallels between the British and American promotion of English and their economic, political and military interests in general. But, most

importantly for this study, he emphasizes the imperialist motive behind ELT *aid* to the under-developed countries and the operation of the ELT profession within a framework of imperialism.

Fanon, a post-colonial critic, indicates that “To speak means to be in a position to use a certain syntax, to grasp the morphology of this or that language, but it means above all to assume a culture, to support the weight of a civilization” (1967, p. 17-18). From such a perspective, we can state that such promotion of the English language in which the ELT profession participates is also a promotion of its culture.

As Phillipson (1993) argues, “English is now entrenched worldwide, as a result of British colonialism, international interdependence, *revolutions* in technology, transport, communications and commerce, and because English is the language of the USA, a major economic, political, and military force in the contemporary world” (pp. 23-24). Thus, English has promoted and continues to promote the culture of these power Centres, i.e. Britain and the USA, together with their economic, political, and military interests.

Language as a Discursive Practice

In the above discussion, the argument can be summarized as: English is a neo-colonial language that is tied to the economic, political and cultural power of the Centre societies. It is obvious that such argument involves one of the basic premises of post-structuralist thinking: language is not simply a medium of communication, devoid of social relationships and power dynamics. As Fairclough (1993) states, language use is a form of social and discursive practice and, as in every social practice, there is power in it and power behind it. The very construction of English

as the *universal* language involves power of certain Centres, i.e. power lying behind the process. The fact that knowledge and use of English have become an asset for those whose native languages are not English denotes the power in English.

Here, the underlying thinker in understanding the relationship between language and power is Michel Foucault (1970, 1972, 1980) whose main theme can be stated as discourse and power. According to him, language is central to the transmission of knowledge but this does not mean that it is simply a medium of communication. Because the process of knowledge transmission is never neutral and linear: it involves thoughts, beliefs; the unspoken as well as the spoken knowledge, and these are always linked to power in various conscious and unconscious ways. That is why, Foucault's main term in analyzing certain language-power relationships is discourse which includes the whole fabric of power relationships in itself.

Foucault deconstructs *modern* history shaped by the dominant forces of power and knowledge, in order "to understand the present, the present as a product of the past and as seedbed of the new" (Sheridan, 1980, p. 82). Such understanding underlies this study in the way of understanding the present of English Language Teaching in Turkey as the product of a certain past and as seedbed of what will be.

Globalization

Following the First World War, the power balance started to change all over the world; London was not the source of capital anymore, the United States had already assumed Britain's position as the world's leading power (Hobsbawm, 1987). The geography of Europe after World War I was very different than that of the pre-war period: new countries such as the Soviet Union and the Turkish Republic were

established. Colonized countries were started to rebel against their masters to gain their freedom (Armaoğlu, 1983).

The Second World War and the period following it can be described as the age of rapid changes. Among those changes, the most striking was the end of the colonization period; while the number of independent countries in Africa numbered only six in 1956, it grew to more than fifty in 1980 (Armaoğlu, 1983). It is impossible to talk about colonization in its classical sense after the 1960s, for from 1960s on a new term, globalization, was replaced it (Robertson, 1992).

Today, the term globalization, refers to the reconstruction of capitalism all over the world (Oğuz, 1996). In other words, it is possible to talk about a new kind of relationship in terms of world-wide economic and political affairs in which the formerly colonizing countries and the United States dominates the economies of other countries in terms of providing economic and social unity in the world (Oğuz 1996).

These new types of economic relationships are not exactly the same as the ones in imperial and colonial relationships (Somel, 1996). Today, multi-national companies invest huge amounts of money in underdeveloped and developed countries like in the colonization period, but the division of production process and institutional functions, in other words, globalization of production is something new in this age (Somel, 1996).

Apart from this difference among these terms, the highly benefited party in such a relationship is still the investing party rather than the producing one (Amin, 1995).

Turkish Relationship with the U.S.

Globalization has not only affected international economic and political affairs but educational and social affairs as well. In order to investigate these educational and social aspects in Turkey, it is necessary to analyze the historical ties between Turkey and the United States. To do this, I have divided the post-war period into four different periods: 1945-1960, 1961-1972, 1973-1980, 1981-1998.

1945-1960: Age of Polarization

The period between 1945 and 1960 can be defined as the polarization period. During this period there were two leading powers in this period: the United States and the Soviet Union. The U.S. with its huge economic power became the political leader of the western world immediately after the Second World War.

This period was also very important in Turkish history. Established just after the First World War, the Turkish Republic had an important place in world politics, in large part related to its geographical location, which underlay the delicate political power balances between the east and west; in other words, between the United states and the Soviet Union (Yalman, 1956)

In Turkey the period between 1945-1960 is known as the period of alliances (Armaoğlu, 1983). Because of having a long border with the Soviet Union, the Turkish Republic searched for a way to protect itself from the Soviet threat; the Truman doctrine of 1947 was not sufficient for Turkey to feel itself secure. The aim of the Turkish government was to join to NATO, which was established in 1949. In 1952 Turkey was accepted as a member to NATO. Following this membership, the Turkish government actively participated in the establishment of the Balkan Alliance which was signed in 1954 by the representatives of Greece, Turkey, and Yugoslavia.

Immediately after the establishment of the Balkan Alliance, the Turkish government started to construct another alliance in the Middle East: in 1955, it fulfilled this aim by signing the Baghdad Pact with Iraq. This establishment then turned into CENTO (Central Treaty Organization) in 1958 (Armaoğlu, 1983).

All these efforts helped Turkey to develop a close relationship with the United States in the period of 1945-1960.

Like the other European countries, Turkey benefited from American financial aid; in fact, it was luckier than most of European countries in terms of the amount of the aid it received (Birand, 1985).

Another reason for this close relationship with the United States is the foreign policy of the ruling party (Eroğul, 1970). Established just after the Second World War, the Democratic Party won the elections of 1950 and became the ruling party until the military coup of 1960. The party policy was mainly focused on changing economic system, which was established by the Republican Populist party and had not changed since the establishment of the Turkish Republic; the main platform of the party was economic liberalization (Eroğul, 1970).

With this focus on economic liberalization, the direction of Turkey, and the Turkish economic system started to change: the focus of Turkish foreign policy became the United States rather than European countries and The Soviet Union. The new Turkish government was ready to make any kinds of concessions to fulfill this wish. The United States was very happy with these changes because it had a trustworthy ally neighboring the Soviet Union (Eroğul 1970).

1960-1980: The Period of Reconstruction of Europe

The second period I discuss is 1960-1980, a period characterized by rapid developments in European economies. Although the United States was still the leading country of the West, European economies were not at the same level as they were after the World War II. Economies of the Western countries were getting bigger each year. In addition to this, Europe was about to be unified politically and economically (Pamuk, 1987).

Since the period under discussion was interrupted by a military coup in Turkish history, I analyzed it in two sections: the period between 1961 and 1972 which was the period of coalitions. and the period between 1973-1980. In the period between 1961 and 1980 the relationships between Turkey and the Western countries have undergone various crisis.

1961-1972: Period of Crises. As indicated above in the period of 1945-1960, relationships between Turkey and the Western world, especially the United States were strong. But the honeymoon ended in 1960 for two reasons: the increasing tension between Greece and Turkey, and the military coup of March 27th (Birand, 1985). The coup was motivated by the crises within the country. The power period of the Democratic Party resulted in political and economic bankruptcy in Turkey. In addition to these, the Democratic Party was not successful in terms of foreign policy (Eroğul, 1970).

The period starting from the beginning of 1961 until the spring of 1972, is underlined by the developments in Cyprus. The continuing crises there, and Turkish army's support to Turkish population in Cyprus resulted in tension in the relationship between Turkey and the Western world in the first half of the period in which

Turkey was ruled by coalitions mostly under the leadership of the Republican Populist Party.

On June 7th, 1964 the President of the United States sent a letter of protest to the Turkish Government. This letter was the signal of a new period in terms of the relationships between Turkey and the United States (Armaoğlu, 1983).

The prime minister of Turkey, İsmet İnönü, the leader of the Republican Populist Party, replied to this letter by using the same tone of protest as the president of the United States. U.S. and Turkey relationships were strained, and the Soviet Union relationship increased as they offered a great amount of economic aid to the Turkish government (Birand, 1985).

In the second half of the period of 1961-1972, the ruling party in Turkey was the Justice Party which was established as the continuation of Democratic Party. The policy of the ruling party in this period was based on establishing a better relationship with the United States and other Western countries. The government was ready to change its foreign policy to reach this goal. On the other hand, Cyprus was still a problem between Turkey and Western countries. This dilemma was one of the most important reasons of the disability for the Justice Party government in reaching its goal. In addition to this dilemma, the Turkish economy was getting worse each day because of the continuous crisis. The army was on the stage once more, generals forced the prime minister, Süleyman Demirel, to resign (Birand, 1985).

Although the government was replaced by a civil government and the Grand National Assembly was kept, I classify this interruption as a military coup since, in my opinion, the army has no right a prime minister to resign.

1973-1980: Peak of Crisis. As a result of the elections in 14th October, 1973, another period of coalitions started. The first government was established by the Republican Populist Party and the National Salvation Party. Cyprus was still on the agenda, and the oil crisis had devastating effects on the economies of Turkey and western countries (Armaoğlu, 1983).

All efforts to find a peaceful solution to the issue of Cyprus were unsuccessful and Turkey intervened in the island in July 20th, 1974. The United States decided to impose an embargo on Turkey. At the same time Western governments started to protest against Turkey, as a result of which the Turkish government resigned. The efforts for establishing a new government were not successful, and the President assigned a politically neutral prime minister. On February 13th, 1974 a Turkish federal state was established in Cyprus as a reaction to the imposition of the American embargo (Birand, 1985).

After the establishment of the federal state in Cyprus, the longest government crisis in Turkey ended. The government ruled by the neutral prime minister was replaced by a coalition in the leadership of the Justice Party. The new government was faced with various problems: because of the embargo and the negative effects of the Cyprus intervention on the relationships with Western countries there was a huge economic crisis in the country. In addition, in many parts of the country there was a growing tension among the people. At the same time, Cyprus was still the most important item on the Turkey's political agenda.

The first action that the government took was to close the United States' military bases in Turkey as a reaction to the embargo. Just after this decision, the U.S. government decided to lift the embargo in part, due to developments in the

issue of Cyprus, although there was no change in Turkey's policy in Cyprus (Armaoğlu, 1983). Meanwhile, the European Economic Community increased the quota which was applied to Turkish agricultural and textile products, and as a result of this the economic crisis that Turkey underwent became unbearable (Birand, 1985).

On June 5th, 1977 the general elections for the parliament were held. Although the Republican Populist Party was the leading party, a coalition was established in the leadership of Justice Party. Terrorism started to increase all over the country, 100 people died because of these movements in a one year period. Moreover, economic crisis was at its peak; as a result the coalition resigned and a new government was established by the Republican Populist Party (Birand, 1985). The new government signaled a change in Turkish foreign policy and declared that the Soviet Union would not be considered a threatening force. Turkey and the Soviet Union signed an amity agreement. Although this action was protested by the United States and Western countries, the International Monetary Fund decided to sign a stand-by agreement and give \$ 450 million credit. In addition to this, OECD decided to postpone repayment of Turkey's debts and most importantly the United States decided to reconsider the terms of the embargo (Armaoğlu, 1983).

The government was not successful in coping with the increasing terrorist movements in the country. And the prime minister resigned in September 14th, 1979. The Justice Party became the ruling party once more. The first thing that the government did was to change the economic system of the country in a very short time. They liberalized the economic system and started to apply the rules of a market economy. This was the beginning of the end. Terrorist movements continued to

increase, the economic crisis became more pronounced and the prime minister, Süleyman Demirel, resigned on September 5th, 1980. The army intervened and established a democratic system in September 12th, 1980. (Birand 1985).

1981-1998: Globalization Period

The final period which I will discuss is from 1980s till present, the age of globalization. There are no political blocks like the ones that existed during the post-war period, but economic power is the decisive factor for being a leading or dominating country. The unification of Europe made Europe as powerful as the United States, and it gained more political power (Amin, 1995)

In this period the economic and political changes in Turkey can be summarized as follows: After arresting the former politicians, the generals changed the constitution of the country, which was approved on November 6th, 1983. The relationships with Western countries were extremely bad. Surprisingly the United States was tolerant about the military coup and the relationships between these two countries began to improve (Armaoğlu, 1983).

The civil government was established after the election in November 6th, 1983. The Motherland Party was the ruling party and Turgut Özal was the prime minister. A series of economic changes were established to make the system similar to the ones in Western countries. Reason for these changes was to increase Turkey's chances of being a part of the European Community; however, Western countries were reluctant to develop their relationship with Turkey. As a result, relationships with the United States developed constantly. During the Gulf War, the relationship between the U.S. and Turkey was like the one in the post-war period. Today, U.S. is

still considered to be the best ally of Turkey among all other western countries (Bostancı, 1994).

As indicated throughout the chapter, English became the world-wide lingua franca during the period after the Second World War. Promotion of English is closely related to promotion of economic, political and military interests of England and the United States. Since after the Second World War the United States became the leading power of the Western world, it is not wrong to claim that promotion of English serves promotion of interests of the United States rather than interests of the Britain. Since the aim of this study is to investigate the relationship between teaching of English as a foreign language in Turkey and Turkish socio-economic and political life, history of economic and political relationships between Turkey and the United States, which were discussed above, will provide a background for the investigation of the changes in teaching English as a foreign language in Turkey.

CHAPTER III: METHODOLOGY

Introduction

My aim in this study is to understand the relationship between the changes in Turkish political and socio-economic life and teaching English as a foreign language in Turkey. To do this I searched for the effects of being exposed to another culture on the preferences of people who learned English as a foreign language during their secondary school education.

My study consisted of two parts: review of documents related to the history of language teaching methodology and field research. In the first part, I evaluated the literature in order to put into the context of socio-economic and political changes in Turkey and teaching and learning English as a foreign language. The aim of this field research was to gain insight into the effects of undergoing education in a foreign language.

Informants

The first group of informants whom I took into consideration were the graduates of three private secondary schools in Turkey. Two of these institutions, TED Ankara College and Yükseliş College are located in Ankara. The former is the oldest English medium secondary school in the city and it was established at the beginning of the republican period. The latter institution is the second oldest private school in which English has been used as medium of instruction in the region whose date of establishment is 1962. The third school which I dealt with is the Robert College which is not only the oldest English medium college in the country but also

organized by the U.S. donors. I considered this school as the representative of American system in language teaching in Turkey.

I compared these three institutions in terms of similarities and dissimilarities in language teaching methodology between 1945 and 1998. I also concentrated on the similarities and differences among the graduates of these schools throughout the same period.

I chose my sample from among the graduates of the above-named institutions who began to learn English in different periods in order to investigate the change in methodology and its relationship to degree of exposure to American culture.

The second group of informants were the bureaucrats of the Ministry of National Education who were (and who are still) responsible for planning foreign language education in state schools. The information that I gathered from these people helped me to understand the state policy in language teaching.

Materials

In this study, I used four different kinds of materials. The first type was demographic data which I gathered from the State Statistical Institute. I took examined the figures related to the distribution of language learners according to the language they learned. I also looked at the number of secondary schools using any foreign languages as the medium of instruction in the period between 1945 and 1997.

The second type of data which I employed in this research was the syllabi used in the state schools. I compared these syllabi to understand the changes in language teaching trends in Turkey.

In addition to these materials, I used a questionnaire which I devised to understand the results of being exposed to a foreign culture in relation to secondary school education (see Appendix I). In the questionnaire I asked questions to find out respondents' "name availability"; that is, their first response to a question about the name of some products and people since their responses are an indicator of their preferences in their daily lives.

I also asked questions to investigate the language teaching methodology employed in the classrooms while they were learning English, and the skills emphasized in their language learning process.

I evaluated the results of the questionnaires in terms of the differences and similarities among the graduates of these schools, to get an indication of the changes in their life styles.

The last type of data I employed in this study was the information that I got from the administrators of Ministry of National Education, and representative of the United States Information Service during the interviews which I recorded.

CHAPTER IV: ANALYSIS OF DATA

Overview of the Study

The purpose of this study was to understand the relationship between the teaching of English in Turkey and Turkish socio-economic and political life. As I stated in the first chapter, life styles of Turkish people have been changing tremendously during the last 50 years. In this study I investigated the question of whether these changes were related to learning English as a foreign language. Although learning a foreign language can not be the only variable which affects people's life styles, in the study I concentrated on it as the main variable.

As I stated in the introduction of this study, scholars like Bear (1985) and Koçer (1991) claim that people choose a foreign language to learn due to economic and social relationships between their country and the country whose language they are planning to learn. Therefore, the background to my study focused on socio-economic and political relationships between the Turkish governments and Western countries after the Second World War.

First, I obtained data related to the promotion of different foreign cultures in Turkey in relation to the economic relations with Western countries since 1945. In addition, I analyzed the documents related to English language teaching methodology. In order to understand whether teaching methodology used in Turkey was parallel to the methodology used in Western countries.

The basic source of data that I employed in analyzing economic relationship and language teaching consisted of books related to English language teaching methodology, statistics produced by the State Statistical Institute and the

information that I gathered from the interviews with the administrators of Ministry of Education, a representative of the United States Information Service.

In addition, I analyzed data I obtained through questionnaires from the graduates of the private and state schools in order to compare the indication of life styles of these people to their educational background in terms of education. I used chi-square test, which enabled me to test for differences among four groups of graduates, to calculate whether there is a significant difference between the way these two different groups of graduates represent their life styles and the type of education that they got in secondary schools.

I distributed a total of 2000 questionnaires to the graduates of Robert College (İstanbul), TED Ankara College (Ankara), Yükseliş College (Ankara), and 17 state schools. The graduates of state schools were dominated by Şişli Orta Okulu (İstanbul), Atatürk Orta Okulu (Ankara), and Gazi Osman Paşa Orta Okulu (İstanbul). In the distribution of questionnaires, I used the snowball technique in which respondents helped me to reach the other respondents relevant to the study. The reason behind the use of such a non-probability sampling technique was that it was not possible to obtain the exact list of the names of people who graduated from the private and state schools. Thus, there was no way to construct a probability sample upon the general principle that each and every person in the population has a known, non-zero chance of being included in the sample. Because of this restriction, I preferred a purposive, snowball sample. To do this I located an initial set of respondents consisting of 200 people whom I know directly or indirectly with the desired characteristics regarding the purpose of the research. These respondents were then used as informants to identify others with defined characteristics. Those I

initially asked to participate were also asked for the names of others whose cooperation I could solicit. As a result, my sample 'snowballed' by getting larger as participants identified other possible respondents.

My response rate was 88%; that is, 1763 of these questionnaires were filled and returned. I classified them into four groups according to the graduation periods of respondents, and randomly selected a hundred questionnaires for each group.

Data Analysis Procedures

During the interviews with the bureaucrats of Ministry of National Education I asked questions related to the state policy in language teaching, the process of syllabus design and materials development for state schools, reasons of changing the syllabi and materials they use in state schools in the period after the Second World War, and the institutions that they got help while designing the programs. Therefore, the analysis of these interviews enabled me to conceive the general tendency of the Ministry of National Education to language teaching.

After evaluating the interviews with the Ministry of National Education , I analyzed the materials and syllabi used in the schools to understand whether there is a similarity between the general trends in ELT market and their applications in Turkey or not. For this, I examined different text books, in terms of their approaches to language learning, and suggested syllabi for them by the Ministry of National Education used between 1945 and 1998.

The interview with the representative of the USIS provided me the information about its activities to promote teaching and learning English as a foreign language, its reasons in doing this.

The information that I obtained from the questionnaires mainly helped me to form an impression of the differences between the life styles of the graduates of the private and state schools. In this section, first I analyzed the 1100 questionnaires of the graduates of the private schools to see the similarities among them. I used their responses as an indication of their life style, and the process of their language learning. I then evaluated the data that I gathered from the graduates of the state schools in a similar way. I compared these two groups of graduates both in terms of their stated language learning processes and their product name availability as a representative of life styles. To do this I used the software named as “Statistical Package for Social Sciences”. I then compared the information I got from the interviews on language teaching methodology from the administrators of the Ministry of National Education with the statistical analyses.

Results of Questionnaires and Textbook Reviews

Language learning tendencies

The period of developing relationships with the Western countries, especially with the United States is concurrent with a trend toward the learning of English.

The figure below indicates the relative popularity of various foreign languages among Turkish language learners.

Figure 1

Relative Popularity of Foreign Languages between 1945
and 1998

Priority	1923 - 1950	1950 - 1980	After 1980
1	French	English	English
2	English	French	German
3	German	German	French
4	Arabic	Arabic	Arabic
5	Persian	Persian	Persian

As it can be observed in the figure above English became the most preferred foreign language to learn in the 1950s. Until the end of the Second World War, however, French was the most popular foreign language to learn among Turkish people, possibly because of the close relationship between Turkish and French governments (Koçer, 1970). This relationship can be explained by the historical connection between the Ottoman and French Palaces in the history. In fact, most of the bureaucrats of the young republic either were educated in France or learned French in Turkey because of the historical ties between these two countries (Demircan, 1988). In addition to French, German was another foreign language which was popular to learn between 1920 and 1955. Starting from the last decade of 1800s, the Ottoman Palace and Ottoman Army had close connections with Germans (Emin, 1968). This relationship continued until the end of 1940s (Armaoğlu, 1983). As a result of this, German became the most popular language in the period I stated above.

After the Second World War, the United States' increasing effects on world politics and their economic power made English the most popular foreign language in Turkey (Demircan, 1988). This reality can also be observed in the National Education statistics produced by the State Statistical Institute (see in Statistics of National Education). They show that in 1955 the number of English language learners exceeded the number of other language learners and after this date English became the most preferred language among Turkish people.

As I indicated in Chapter II, pages 14-22, starting from the beginning of 1950s, a major aim of the Turkish foreign policy was to establish good relationships with the Western world, especially with the United States. The increasing tendency of learning English as a foreign language among Turkish people can be considered as one of the consequences of Turkish foreign policy and also of the power of the U.S.

ELT Methodology in the Polarization Period (1945-1960): Age of Audiolingualism and Situational Approach

During the period between 1945 and 1960, as the political ties between the U.S. and Turkey grew, language teaching methodology was affected. Two approaches to language teaching were the most dominant approaches from the mid of 1940s till early 60s (Stern, 1983).

The Audio Lingual (ALM) approach was developed in the United States of America during the Second World War to teach army people several languages in a short period of time; it was a reaction to the previous methods since they had less emphasis on oral-aural skills of learners (Celce-Murcia, 1991; Larsen-Freeman, 1986; Richards and Rodgers, 1996).

Larsen-Freeman (1986), and Richards and Rodgers (1996) claim that in addition to the dialog memorization, drilling is one of the main characteristics of ALM. According to them, the teacher is like an orchestra leader; and s/he controls and directs the classroom activities. In that process, learners are expected to respond a given stimuli appropriately; they are considered as responders and imitators.

Like ALM, the Situational Approach to language teaching has its roots in pre-war period and similar to the rise of ALM, it became popular after the Second World War. It originated in Britain as a reaction to the Reading Approach (Celce-Murcia, 1991; Richards and Rodgers, 1996).

In Situational Language teaching, the teacher's roles are more or less the same as in ALM. S/he is considered as a model for students, a maestro of classroom activities, and a skillful manipulator of eliciting correct sentences from the learners. Learner roles are examined in two stages in this approach. In early stages, they are expected to listen and repeat whatever they are told to and to respond the questions and commands directed by the teacher. In later stages, they participate in learning process more actively (Richards and Rodgers, 1996).

Both of these approaches perceive language learning as a habit formation process, based on behaviorism (Richard and Rodgers, 1996).

The following figure indicates some of the techniques of audiolingualism and direct method and the techniques used in the classrooms in Turkey in the stated period based on the results of the questionnaires, the interviews with the administrators of the National Ministry of Education and text book reviews. The plus signs in the figure indicate most frequently used six techniques in the period.

Absence of the plus sign indicate that the technique is not used as frequently as the others.

Figure 2

A Comparison of Techniques Used in Western Countries and in Turkey between 1945 and 1960

1945-1960				
TECHNIQUES	Western	Turkey		
		Colleges.		State Schools
		Rob	TED	
Reading Aloud	DM	+	+	+
Question and Answer	DM/ALM	+	+	+
Fill-in-the-blanks	DM		+	+
Dictation	DM		+	+
Paragraph writing	DM	+	+	
Dialogue memorization	ALM	+		
Repetition	ALM	+		+
Sentence/Dialogue completion	ALM	+	+	+

In the same period, as the figure shows, both in TED Ankara College and in state schools in Turkey, the Direct method was underlying the language teaching methodology, but in Robert College, the techniques of ALM were more popular than the others.(See details in Appendix II).

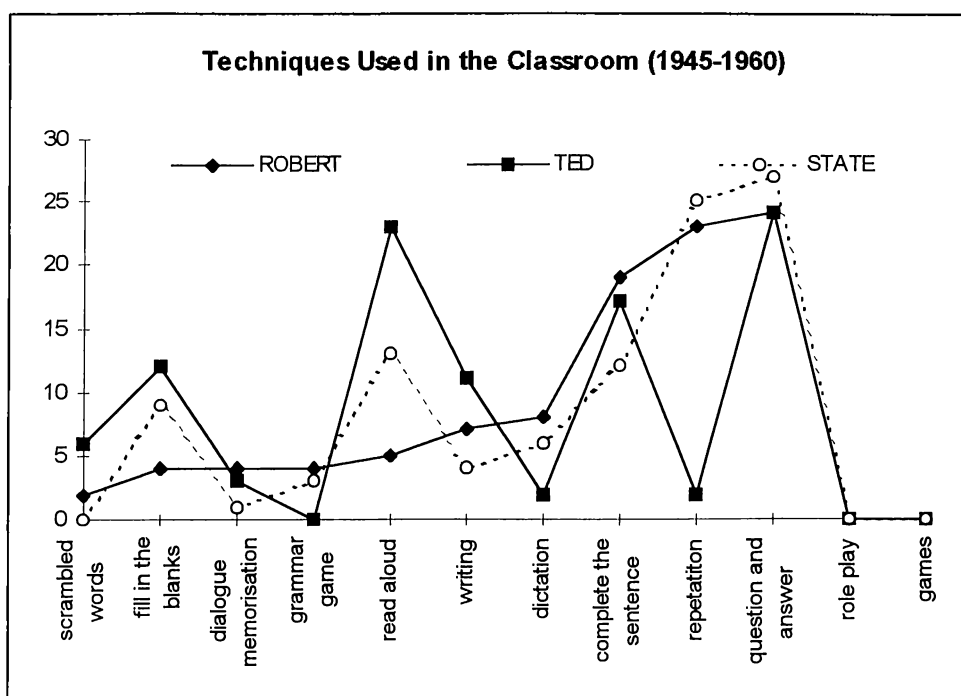
Since Robert College is the representative of the American system in Turkey, it is not surprising to find that they applied ALM (See Appendix III) immediately after its presentation to the language teaching arena. The situation of TED Ankara College can be explained by the British tradition of the school. On the other hand,

the use of some techniques presented by audiolingualism can be considered as an indicator of the developing relationships with the U.S. governments which I indicated above.

The following figure shows the techniques used in colleges and state schools in this study for the indicated period of 1945-1960.

Figure 3

Comparison of Techniques used in Colleges and State Schools between 1945 and 1960



As can be seen in the figure, the techniques used in the classroom in Turkey except for the ones in Robert College were not very different from each other.

ELT Methodology in the Period of Crisis (1961-1972): Age of Cognitive Approach and Affective-Humanistic Approach

Reactions against the behavioristic features of ALM and Situational Approach gave birth to the Cognitive and Affective-Humanistic Approaches. Both of them were effective until the beginning of the 1970s (Celce-Murcia, 1986). In both of these approaches, the importance of the psychology of learners is underlined (Richard and Rodgers, 1996).

The main difference between these two approaches is the Cognitive Approach's failure to consider the affective domain of language learning. Methods such as Galyean and Freire's Values-Clarification and problem posing, Lozanov's Suggestopedia, and Curran's Counseling-Learning/Community language Learning are classified under Affective-humanistic approach (Celce-Murcia, 1982).

Each method summed in these groups have similar principles in general. The differences among them arise in terms of classroom techniques and materials, and types of learning and teaching activities (Richards and Rodgers, 1996).

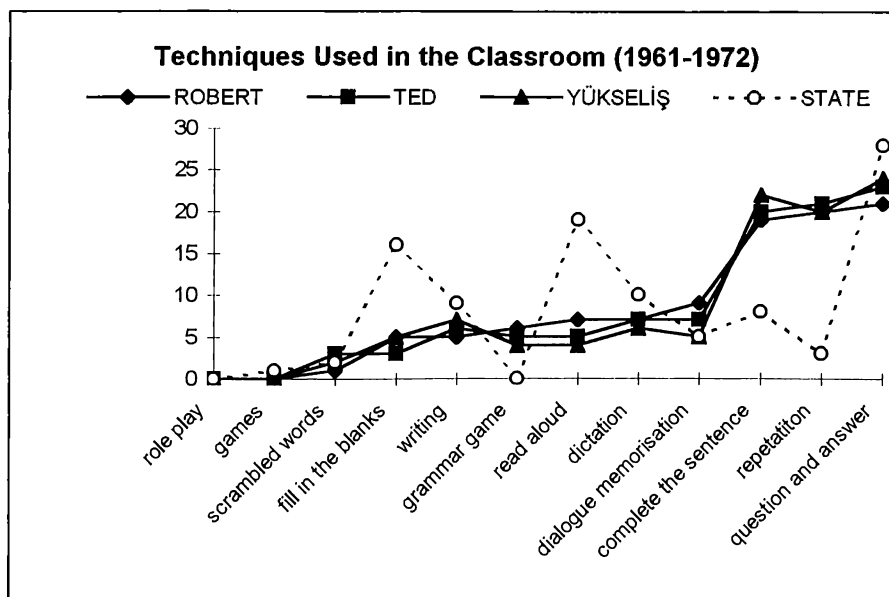
In the same period in Turkey, the colleges in these study and state schools were late to keep up with the developments in teaching methodology I discussed above. The state schools were relying on ALM and Situational approaches exist. The private schools, on the other hand, were mostly employing the techniques imposed by ALM (See details in Appendix III).

The following figure shows the differences and similarities among colleges and the state schools in terms of the techniques employed in language teaching process in the period under discussion based on the data gathered from

questionnaires and from the interviews with the administrators of Ministry of National Education as well as the text book reviews.

Figure 4

Comparison of Techniques Used in Colleges and State Schools between 1961 and 1972



As can be understood from the figure above, in this period we started to observe an increasing similarity among the teaching methodologies of private schools. Although, economic and political relationships between Turkey and the U.S. are not very good in the period stated above, as indicated on pages 17 and 18, being the member of the same alliance and being geographically important to the power balance between east and west resulted in the continuation of the relationships to a great extent (Birand, 1985).

ELT Methodology in the Peak of Crisis (1973-1980): Age of Comprehension-Based Approach

In the period between 1970 and 1980, the studies on first language acquisition led some specialists such as Krashen and Terrel (1983), and Asher (1977) to consider the second language learning process similar to the one during the first language acquisition. According to them language is primarily talk; therefore, the main aim of language learning is to learn how to talk in target language. They also claim that focusing on talking will result in the acquisition of both receptive and productive skills (Celce-Murcia, 1991; Richards and Rodgers, 1996).

Those methodologists believe that listening comprehension is the most important skill which allow speaking, reading and writing to develop in language learning process spontaneously. They also claim that it is better for learners to listen to meaningful speech and respond to it nonverbally in meaningful ways before producing any language by themselves as a child learns his/her mother tongue (Celce-Murcia, 1991).

Providing comprehensible input, which is defined as the amount of input that goes one step further the learner's level of competence, to the learner is another crucial claim of these language specialists. According to them, meaningful input makes ready the learners for the next step in their learning process (Celce-Murcia, 1991; Richards and Rodgers, 1996).

In comprehension based approach, rule learning is a means rather than an aim. It only helps learner to understand what s/he does. In other words, learners are expected to discover the correct form by themselves; therefore, error correction is

viewed as counterproductive to language learning and unnecessary (Celce-Murcia, 1991; Richards and Rodgers, 1996).

The main role of the teacher is to provide learner with comprehensible input. S/he is not expected to have a native like mastery in the target language, but if s/he is not like a native speaker, s/he is required to provide his/her students with audiotapes and videotapes (Celce-Murcia, 1991; Richards and Rodgers, 1996).

The most important representatives of this approach are Asher's Total Physical Response, Postovsky's Delayed Oral Response, Winitz's Optimal Habit Reinforcement and "The Learnables", Terrell's Natural Approach, and Burling's Diglot-Weave Input (Celce-Murcia, 1991).

While the language teaching methodology shifted both the private schools and the state schools in Turkey were not successful adopting the new techniques to their classrooms. On the other hand listening and reading become the mostly emphasized skills (See Appendix III).

ELT Methodology in the Globalization Period (1981-1998): Age of Communicative Approach

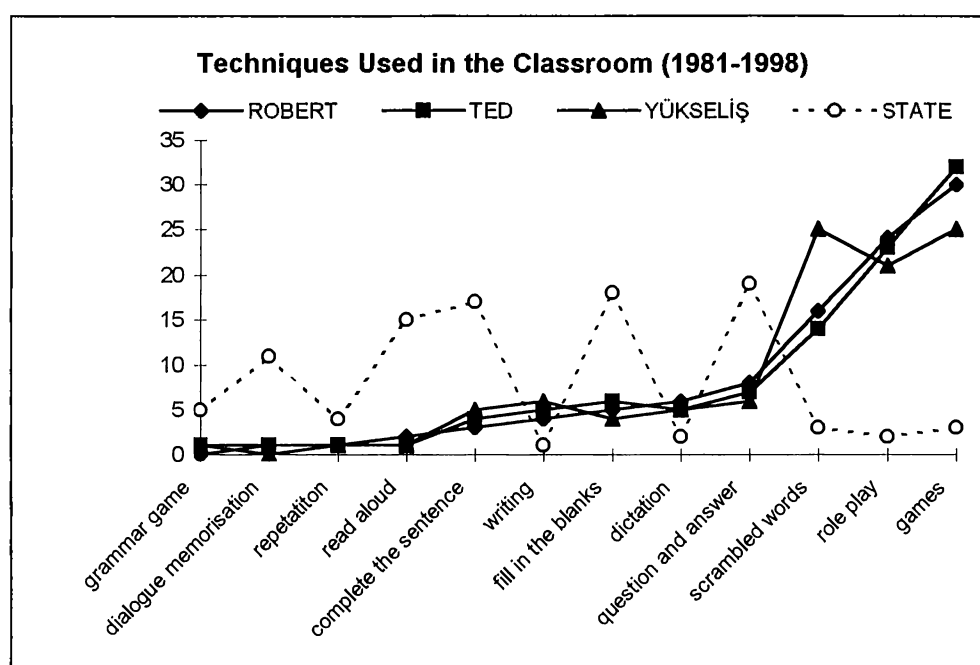
The Communicative Approach dominated language teaching methodology starting from the second half of 1970s (Celce-Murcia, 1991). The approach was mainly based on developing the communicative competence of the language learners. Although this approach is deigned by some linguists, such as Firth, Halliday, and Hymes, they all refer to an anthropologist, Malinowski, for their inclusion of discourse and social context into language teaching (Celce-Murcia, 1991; Richards and Rodgers, 1996).

All the private schools in our study use the techniques employed in communicative classes. There is almost no difference among the language classes in colleges in Turkey in terms of their teaching methodologies

In the following figure, the increasing similarity among the colleges in this study, in terms of language teaching methodology, is underlined. As in the previous figures, the data is based on the questionnaires, text book reviews and interviews.

Figure 5

Comparison of Techniques Used in Colleges and State Schools between 1981 and 1998.



As stated in Chapter II, starting from the beginning of the 1980s the relationships between the U.S and Turkey have increased tremendously. The similarity in the teaching methodology employed by the private schools in this study, may be the result of this increasing friendship. State schools, on the other hand, are late to include these changes in their teaching process.

Analysis of Graduates Characteristics

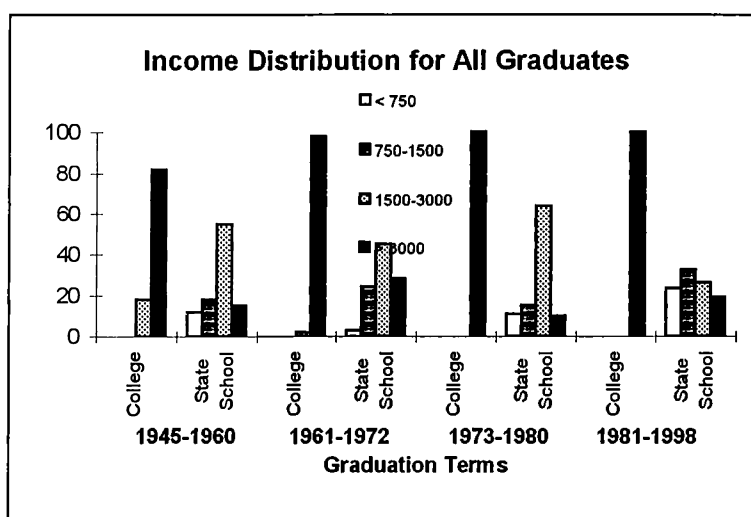
In this part, I will discuss the findings of the questionnaires according to the respondents' year of graduation as I grouped together in the previously discussed periods. I will then compare people's statements of name availability with their educational background.

Income

As it can be seen in Figure 6, the current income level of college graduates is considerably higher than the income level of the graduates of state schools.

Figure 6

Comparison of income levels of all graduates between 1945 and 1998



Among the many explanations for this uneven distribution of income is the influence of language. As discussed in Chapter I, a knowledge of English is an important asset which can be directly converted to a financial resource. This indicates the power and the importance of learning English as a foreign language.

Differences between the college and state school graduates are not limited to their income level. The analysis of data for the periods defined in this chapter show that graduates of state schools are extremely different in social life, reading habits,

and name availability from the graduates of English medium schools(See Appendix III). An examination of Chi-square analysis (See Appendix II) reveals significant differences between graduates of state schools and the colleges.

Social Life

Although graduates of colleges indicate dissimilarity to each other during the 1940s , there is an increasing similarity among them throughout the period between 1945-1998.

Between 1945 and 1960, they were alike only in terms of their frequency of meeting with the friends from the secondary school, using more English words while talking to them, and in their preference in watching American movies. But for the last period they are all alike except for their reading habits (See Appendix II and III).

Comparison of the results of graduates of state schools and colleges indicate that there is an increasing difference between them starting from the 1940s. Almost all habits, except for their preference for American movies, of state school graduates are different from the habits of college graduates (See Appendix II and III).

Reading Habits

My findings about the responses of college graduates show that for the period under discussion, graduates of English medium schools in this study are more or less similar to each other although they are significantly different in terms of reading habits (both in their preferences of writers, and reading regularly a newspaper and/or magazine published in English).

Both the percentages and the Chi-square figures about the college graduates for the period between 1945 and 1998 demonstrate that they all have similar habits. The only significant difference among them appears in their habits of reading a

newspaper and/or magazine published in English. The analysis also indicates an increasing difference between college graduates and state school graduates (See Appendix II and III).

It is not wrong then to claim that these two groups of people, who have the same nationality and live in similar locations, are different in their reading choices. This is likely to be related to the differences in the process of education they underwent.

In the next section, I further identify differences between state and private educated people by analyzing the effects of foreign cultures on these two groups of people.

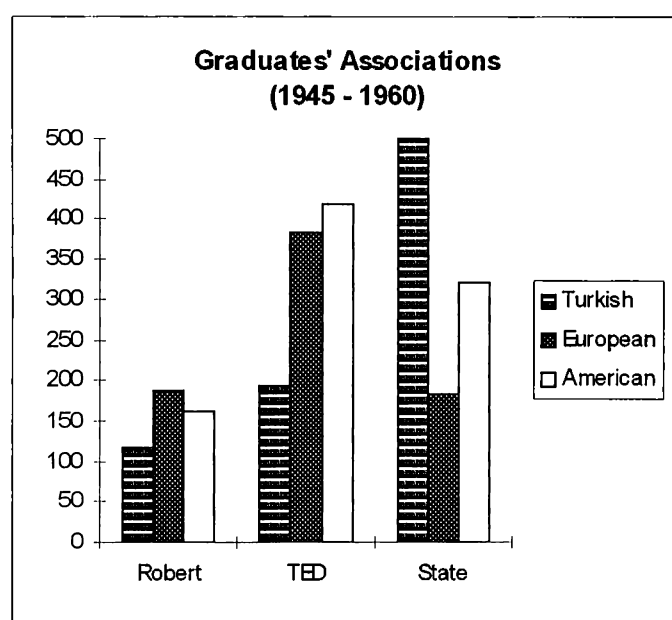
Analysis of Respondents' Associations and Name Availability

In this part, I analyzed the questions which the respondents answered either by writing the names of a movie star, pop star, politician, etc. or indicating the brand names of clothes that they prefer to buy (See Appendix I)

The Chi-square analysis for the term 1945- 1960 indicates that the none of the groups is similar to each other; they are significantly different from each other. On the other hand, when we look at the percentage figures given in Appendix III, it might not be wrong to say that they have similar tendencies while talking about movies, movie stars and music groups. In other words they mostly state an American name for these categories. The following figure indicates the distribution of the graduates' name associations for the period of 1945-1960.

Figure 7

Comparison of Graduates' Associations Related to Their Daily Lives
for the Period between 1945 and 1960



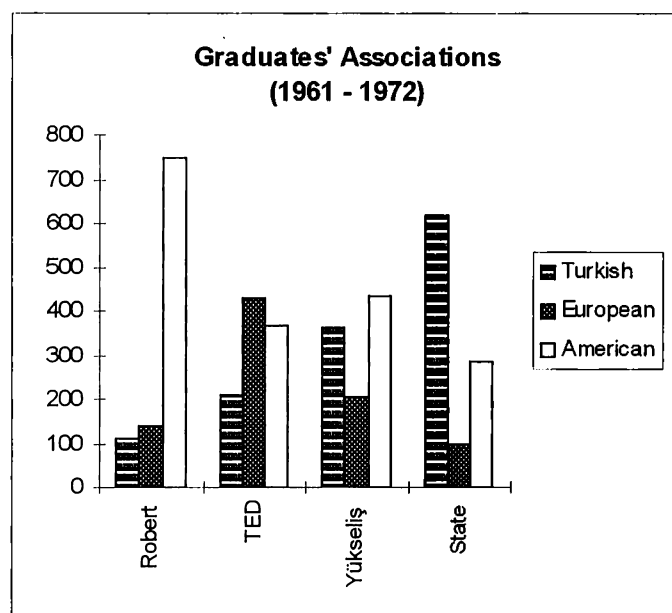
As can be seen from the figure, in general, all three groups of graduates are different from each other. But, item by item analysis of the questions, as indicated above, indicates various similarities.

One interesting point is that neither the graduates of Robert College nor the graduates of TED Ankara College indicate any Turkish names except for the politician. For the graduates of Robert College, American names dominate the others whereas the dominating names are from Europe, especially from Britain, among the responses of the graduates of TED Ankara College.

Similar to the findings of the period between 1945-1960, the figure below is a good indicator of the differences between different types of schools for the period 1961-1972.

Figure 8

Comparison of Graduates' Associations Related to Their Daily Lives
between the period 1961 and 1972



Comparison of Figure 7 and 8 shows that there is an increasing similarity among college graduates. It also indicates the effect of the American culture in Turkey.

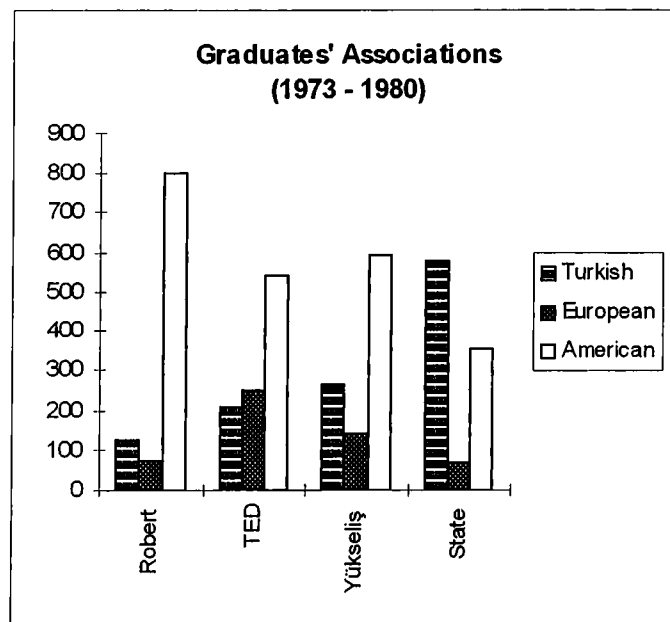
Although the results of Chi-square analysis show that all groups are significantly different from each other for each of the questions asked in the questionnaire, a closer look to the percentage analysis (Appendix III), shows that the answer for the questions asking for the names of a movie and a movie star are answered by the respondents by giving the names of Hollywood productions and stars. In addition to this, as in the case of the previous period, responses of the graduates of Robert College consist of American names most of the time; and responses of graduates of TED Ankara College mostly consist of European names.

For the period 1973-1980 the analysis of Chi-square shows that the graduates of state schools are significantly different from the graduates of English medium schools. In addition to this college graduates are also significantly different from each other except for the name of the film that they wrote in the questionnaire.

On the other hand, the results of the percentage analysis indicates an increasing similarity between the graduates of English medium schools; this phenomenon can also be observed in the following figure.

Figure 9

Comparison of Graduates' Associations Related to Their Daily Lives
between the period 1973 and 1980



As indicated by the figure 9, the similarity among college graduates increases.

The names that they remembered first are American names for the questions of cartoon, magazine, movie, movie star, music group, and musical. For the others, the respondents of Robert College wrote the name of a U.S. citizen except for the

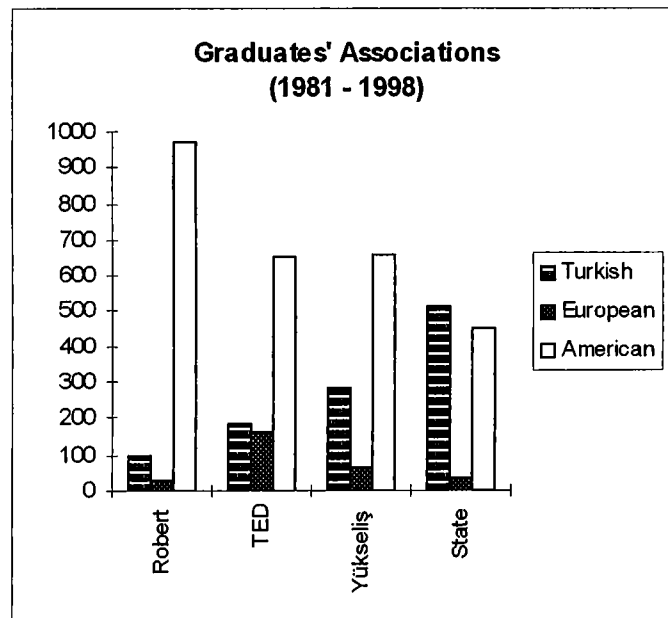
politician. For the graduates of TED Ankara College and Yükseliş College it is impossible to make such a generalization (See in Appendix III).

Chi-square analysis of the last period, again, indicates a significant difference between the graduates of state schools and colleges except for the cartoon names. It also shows that college graduates are significantly different from each other except for the names of cartoon and magazine.

On the contrary, the findings depending upon the analysis of percentages imply that all college graduates are similar to each other except for the name of the pop star, for the other questions they wrote the names of Americans except for the question of politician. The following figure also points the same similarity among them.

Figure 10

Comparison of Graduates' Associations Related to Their Daily Lives
between the period 1981 and 1998



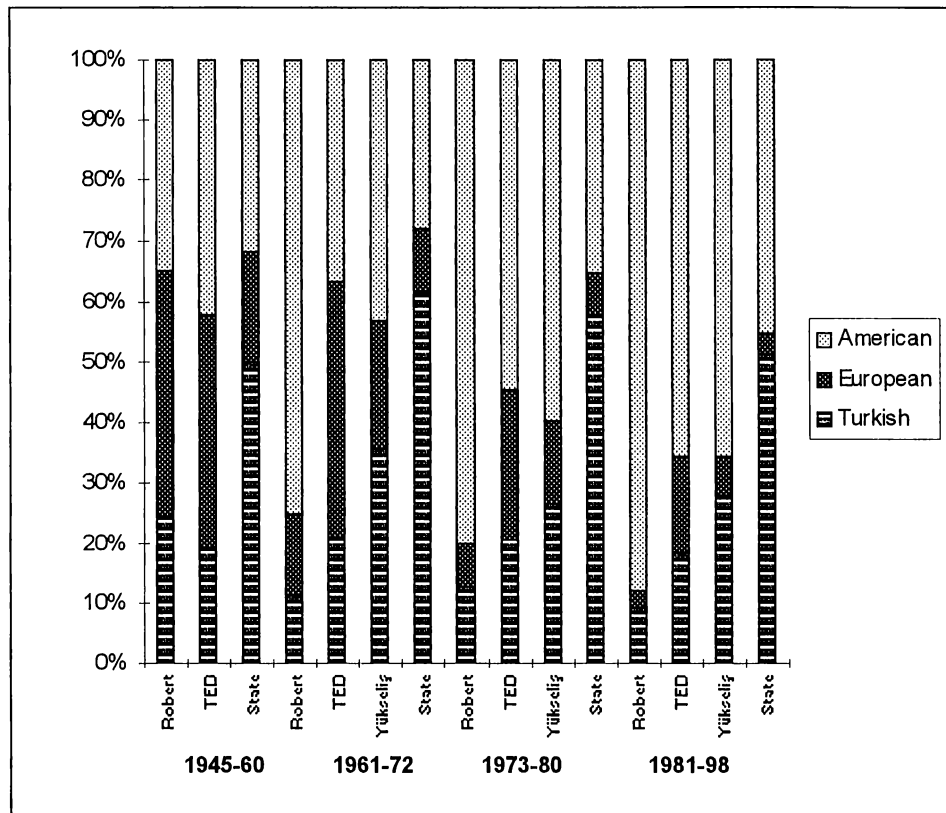
The figure above indicates basically two points: college graduates are very similar to each other in terms of their associations, and there is an increasing effect of American culture in Turkey.

These results indicate that the rate of similarity among the college graduates shows an increasing tendency. For the consequent periods the number of names become names rather American than the European and Turkish ones. The figure below reflects the change of graduates for all periods.

Figure 11

Comparison of Graduates' Associations Related to Their Daily Lives

between the period 1945 and 1998



The comparison of all periods in the figure 10 shows the increasing similarity among the college graduates and the effect of American culture on them. This

phenomenon can also be observed among the graduates of state schools; although, the rate of American names is not as high as the one among college graduates.

Findings about Foreign Language Teaching Policies in Turkey

Although the history of language teaching in our country is traced to the age of the Ottoman Empire, I will discuss only the period between 1945 and 1998 in this section. On the other hand, since it is impossible to understand the changes which shaped *modern* Turkey without referring to the beginning of the Republican Period, I will also give a brief explanation about the changes in the beginning of the Republican Period.

After the establishment of the Turkish Republic, the Turkish education system underwent a series of drastic changes (Demircan, 1988). Language education, as part of the education system was also affected by these changes.

The first, and maybe the most important change, was the law of unity in education (Tevhid-i Tedrisat Kanunu) which was put into force in March 3, 1924. By this law, the newly established Republic stated its direction of development. As discussed throughout this chapter, the direction of development was defined by the real policy makers of the country. Although he was elected by the Grand National Assembly as the President of the Turkish Republic, Atatürk was a member of the army.

Establishment of this law resulted in many changes in educational life. First of all Arabic was excluded from the group of foreign languages to be taught. The establishment of foreign schools was banned, but establishment of Turkish private schools began to be encouraged. The government decided to teach only the modern languages such as English, French, and German in the secondary schools. Until the

end of the Second World War, the skill emphasized in the classroom of state schools was only reading, and the aim of language teaching was to teach the target culture and to make students familiar with western life style (Yalçınkaya, 1982)

After the Second World War, the focus of language teaching changed in parallel to the trends in ELT methodology: ranking of the skills according to their relative importance was listening, speaking, reading and writing. The Ministry of National Education, joined with the Agency for International Development programs, in project called the Georgetown English Language Program in the middle of the 1950s (Yalçınkaya, 1982).

This program is indicative of the close political and economic relationship between the United States and Turkey. As I indicated in the previous parts, in the period between 1945-1960 the relationship between these two countries was in the process of developing. As a result it is not a surprise to find that the United States was promoting its language and culture in Turkey.

In 1966, under the leadership of the European Council, a symposium, entitled as “The Role of Foreign Language Coursebooks in Secondary School Education”, was organized. In this symposium, issues such as targets of language teaching, new materials in language teaching, classroom methodology were discussed and a series of decisions were made related to these issues. In addition to these discussions, the coursebooks used in Turkey were analyzed by western experts and their suggestions were taken into consideration while developing new coursebooks. One of the most important results of this symposium for English Language Teaching in Turkey was the establishment of an official relationship between the National Ministry of Education and the British Council, which continues until today (Yalçınkaya, 1982).

As mentioned previously from the beginning of the 1960s until the middle of 1980s Turkey's relationship with the United States was not as friendly as it was after the Second World War. The Georgetown project was completed and Turkey was in need of support for language teaching. The British Council was ready to replace the United States to support it. As a result, British people became the consultants of the National Ministry of Education, and supported English Language teaching in Turkey.

Results of the Interviews with the Administrators of the Ministry of National Education

Both the young and old administrators of the Ministry of National Education emphasized that the British Council has been the most important supporter of the ministry since the beginning of 1970s.

They enumerated the contributions that The British Council have made as follows: development of teaching materials including textbooks, charts, audio-video cassettes; teacher training seminars all over the country; scholarships for professional courses in Britain; organizing summer schools for teacher development; and professional consultancy curriculum development and syllabus design.

According to the administrators of the Ministry the reason for providing input is to promote the prestige of British English and British culture.

The administrators also indicated that the U.S. provided the ministry enormous help in teacher training and materials development during 1950s; but starting from the 1970s until the mid of 1980s they minimized their help to the ministry.

The finding of the interview supports the result of the literature survey. As it is indicated in the second chapter, the relationship between Turkey and the U.S. was good in the polarization and globalization periods and in these periods the Ministry of National Education, as the administrators stated, got help from the U.S. in areas such as teacher training materials development and syllabus design. In the period between 1961 and 1980 in which socio-economic and political relationships between these two countries underwent a series of crises, the help of the U.S. was minimized.

Results of the Interview with the Representative of USIS

According to the representative of USIS the aim of USIS is to explain to other people who Americans are, how they live, and what the American way is. Giving information helps to stop speculation about the United States.

When USIS was established in Turkey in the late 1950s, cultural exchange was one of the most important functions of the institution, but because of the decrease in the budget it is impossible to organize concerts or art exhibitions, he stated.

The decrease in budget is still a consideration. Future contributions of USIS to language teaching in Turkey may drop due to the current budget decrease.

The representative stated that contributions from USIS to language teaching in Turkey as follows: Donation to the English Language Education Association; providing scholarships for professional development; organizing seminars, workshops, summer schools, and conferences; sponsoring national and international conferences and conventions in Turkey; providing speakers for various occasions; and contributing to the teacher training seminars organized by the National Ministry of Education.

The representative also indicated that the budget cut was not the only reason for the fluctuations of the United State's contribution to Turkish ELT market. He emphasized the importance of socio-economic and political relationships between these two countries.

The findings of the study indicates a strong relationship between language teaching and socio-economic and political relationships. In the following chapter I evaluate the findings of the study based on the research questions stated in the first Chapter.

CHAPTER V: CONCLUSION

In this study, my aim was to understand the relationships between the teaching of English in Turkey and Turkish socio-economic and political life in relation to the major effects of English language education that can be seen in social life of Turkish people.

Throughout this study, I discussed the relationship between teaching of English as a foreign language and Turkish socio-economic and political life. Socio-economic and Political life and Teaching English as a Foreign Language Since 1945

As I indicated in Chapter II, starting from the establishment of the Turkish Republic, the relationship between Turkey and western countries has been increasing. Among the western countries the United States is the most prominent one in our history, especially after the Second World War. Although socio-economic and political relationships between Turkey and the U.S. have fluctuated, common interests of both countries keep them close to each other.

The increasing tendency of learning English as a foreign language among Turkish people which I indicated in the previous chapter can be closely related with this issue. Therefore, it is possible to claim that there is a close connection between learning a foreign language and the socio-economic and political relationships with the country whose language will be learned. People have a tendency of learning the languages of countries with which their political and economic relations are in good terms.

Changes in Teaching English as a Foreign Language Since 1945

Not only the people's preferences of languages that they want to learn but also the teaching methodology is affected by the political and economic relationships.

As I indicated in data analysis section Chapter IV, the teaching methodology of the colleges in this study has been converging. The analysis for each period indicates this phenomenon clearly: since 1945 the teaching methodology of TED Ankara College as demonstrated by the analysis of questionnaires and review of text books has become similar to that of Robert College.

The data demonstrate that our private schools adhere to the recent developments in language teaching methodology and apply them in their classrooms. This issue can be observed in the data presented in the fourth chapter. On the other hand, The same thing can not be stated the for the state schools. They are late to employ recent developments in the methodology; therefore, establishment of a department in the National Ministry of Education which is responsible for applying the recent developments or at least which coordinates the syllabi of private and state schools will be beneficial for the language learners.

Major Effects of English Language Education that Are Implied by Turkish People's Life Styles

The findings which I presented in Chapter Four also indicate that learning a foreign language is an important variable in cultural change. This phenomena can be easily understood from the differences between the graduates of colleges and state schools. Although the respondents in two groups studied English as a foreign language during their secondary school education, their degree of exposition to the foreign language and culture is different. And, as the data show, although the

preferences of the respondents in both groups in their daily lives have been changing since 1945, the differences between the college graduates and graduates of state school have been increasing sharply.

In addition to this, the analysis of the data related to respondents' associations show that the increasingly popular culture is American culture in the country. Although there is a significant difference between college and state school graduates, the comparison of the associations of the state school graduates due to their year of graduation shows that American culture is becoming more and more popular among them, as it is with the college graduates.

As indicated previously, this can be explained in part by the relationship between the U.S. and Turkey since 1945. Although this relationship has fluctuated Turkey has had better relationships with the U.S than it has with other Western countries during this period.

I do not claim that this phenomena of increasing popularity of American culture is disastrous and should be stopped. These kinds of changes are considered as *normal* in the age of globalization. But, the increasing difference between the graduates of two types of schools could result in problems for the future of the country; e.g., polarization between the graduates of these two types of schools.

It will be better therefore, if we take precautions against such kind of possible conflicts. One solution to the problem is to produce teaching materials that include the native culture as well as the target culture. As Karadağ (1988) indicates inclusion of native culture has positive effects on language learners' reading comprehension. Therefore it is not wrong to claim that including native culture-based of materials in

the syllabi may not only decrease the discrepancy among the graduates of different types of schools but it may also increase the learners' success in target language.

Limitations of the study

In this study, I only consider secondary schools. A comparison of graduates of English medium universities and graduates of Turkish medium universities will help to identify the importance of age on cultural change.

Another limitation is related to the sampling technique. As I stated in the third chapter, I applied a non-probabilistic sampling method due to the constraints of time and money. Therefore, I am not sure whether the sample I use representative of the population or not. In addition to this I did not consider graduates' financial backgrounds and their reasons for choosing to attend a private or state school.

In addition, this study is partially based on memories of events that occurred up to fifty years ago. Since recall of events such as what occurred in a classroom is highly selective, this should be considered as a limitation although the information gathered from the respondents was compared to information acquired from analysis of syllabi and textbooks.

Lastly, the reluctance of the private school administrators in cooperation, and absence of data, such as the amount of foreign debts of Turkey, had harmful effects on the study.

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Appendix I

QUESTIONNAIRE

Dear Respondents,

I am an MA TEFL graduate student at Bilkent University. I am doing a research project on the effects of being a college graduate on life style and process of learning English in these schools at different periods. Your responses will help me a great deal with my research. Your responses will be kept confidential. You do not have to give your name and no one will know your specific answers to these questions. I will be grateful if you would take a few moments to complete the questions below.

Thank you,
H. Nüvit Tarhan

Section I.

1. Gender

A) Female B) Male

2. Age : _____

3. Place of origin : _____

4. Level of education? (depending on the last school that you graduated from)

A) Lycee B) University C) Graduate School

5. Please write the name of the lycee that you graduated from : _____

6. When did you begin to learn English? (Please write the year) : _____

7. Please write the name of the institution in which you first began to learn English.

8. If you are working, please write your yearly income _____

9. If you are a student, please write your family's yearly income _____

10. Are you a member of your secondary school's graduate society?

A) Yes

B) No

Section II.

Part A.

Directions: Ten statements about your daily lives are given below. Read each statement carefully. Then circle the number that most closely corresponds to your opinion about the statement.

Almost always = 5

Very often = 4

Sometimes = 3

Rarely = 2

Never = 1

	Almost always	Very often	Sometimes	Rarely	Never
I usually use some English words while I am speaking Turkish.	5	4	3	2	1
I prefer watching movies in English than Turkish.	5	4	3	2	1
I like American films more than European or Turkish ones.	5	4	3	2	1
I like reading magazines in English.	5	4	3	2	1
I still meet my friends from the secondary school.	5	4	3	2	1
When I am with my friends from the secondary school I usually use more words in English than when I am with other people.	5	4	3	2	1
I read a newspaper published in English.	5	4	3	2	1
I like reading novels of American writers more than any others.	5	4	3	2	1
I prefer watching science fiction and action movies to the other types.	5	4	3	2	1
I like listening to songs in English.	5	4	3	3	1
I like surfing on the Internet when I have time.	5	4	3	2	1
I like wearing casual clothes and blue jeans outside of my work.	5	4	3	2	1
For me, reading technical and academic subjects in English is easier than reading them in Turkish.	5	4	3	2	1
Finding the Turkish equivalent of a certain word while I am speaking in my subject is hard for me.	5	4	3	2	1

Part B.

Directions: Please write the first name that comes into your mind when you read the followings.

Movie star	_____
Pop star	_____
Movie	_____
Play	_____
Politician	_____
Magazine	_____
Cartoon	_____
Musical	_____
Writer	_____
Music group	_____

Part C.

Directions: Please write short answers to the following questions.

1. Do you prefer specific brand names while buying clothes? (If yes, please specify some of them.)
2. Do you prefer a specific brand name while buying shoes? (If yes, please name some of them.)
3. Do you like watching television ? (If yes, please write the TV channels and programs that you like best.)
4. What kind of music do you like best? (Please write the names of your favorite singers.)
5. Do you use English in your job? (If yes, please specify how often)
6. Please, state the main reasons of you/your family in choosing a secondary school in which medium of instruction is in English.

Section III.

Part A.

Directions: Please rank five of the following techniques according to their importance when you are learning English at prep school. Assign '5' to the technique which was mostly used by your language teacher there and '1' to the least.

- _____ Reading Aloud
- _____ Question and Answer Exercise
- _____ Fill - in - the - blank Exercise
- _____ Dictation
- _____ Paragraph Writing
- _____ Dialog Memorization
- _____ Repetition Drill
- _____ Complete the Dialog
- _____ Grammar Games
- _____ Scrambled sentences
- _____ Role - Play
- _____ Games

Part B.

Directions: Please rank the skills according to their relative importance when you are learning English at prep school. Assign '4' to the most emphasized skill in the classroom and '1' to the least.

- _____ Reading
- _____ Writing
- _____ Listening
- _____ Speaking

Appendix II: Chi-Square Analysis

Preferences

45 - 98 All Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

ACTION preference of SF and action SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	249,32439	12	,00000

AMERICAN prefer watching american movies SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	103,26540	12	,00000

DAYENG eng.usage in daily life SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	766,22461	12	,00000

ENGFRIEN english speak.with friends SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	989,80694	12	,00000

FRIEND gather old friends SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	724,12761	12	,00000

MOVIE prefer watching movies in english SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	1141,99309	12	,00000

PAPER reg.daily eng.newspaper SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	755,32114	12	,00000

SURF surf in internet SCHOOL by school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	179,61078	12	,00000

WRITER prefer american wrtier by SCHOOL school

Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	544,20313	12	,00000

45 - 98 All Graduates

ROBERT VS. TED + YÜKSELİŞ

ACTION preferemc of SF and action by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	12,48150	4	,01411

Pearson 12,48150 4 ,01411

AMERICAN prefer watching american movies by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	10,29315	4	,03577

Pearson 10,29315 4 ,03577

DAYENG eng.usage in daily life by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	26,10725	4	,00003

Pearson 26,10725 4 ,00003

ENGFRIEN english speak.with friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,28641	4	,51109

Pearson 3,28641 4 ,51109

FRIEND gather old friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	10,71413	4	,02997

Pearson 10,71413 4 ,02997

MOVIE prefer watching movies in english by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	13,12760	4	,01067

Pearson 13,12760 4 ,01067

PAPER reg.daily eng.newspaper by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	36,54384	4	,00000

Pearson 36,54384 4 ,00000

SURF surf in internet by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,35595	4	,25268

Pearson 5,35595 4 ,25268

WRITER prefer american wrtier by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	27,17003	4	,00002

Pearson 27,17003 4 ,00002

45 - 60 All Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

ACTION preference of SF and action SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	146,67921	8	,00000

Pearson 146,67921 8 ,00000

AMERICAN prefer watching american movies SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	51,78627	8	,00000

Pearson 51,78627 8 ,00000

DAYENG	eng.usage in daily life	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	170,43188	8	,00000
ENGFRIEN	english speak.with friends	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	241,87048	8	,00000
FRIEND	gather old friends	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	240,40736	8	,00000
MOVIE	prefer watching movies in english	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	227,17317	8	,00000
PAPER	reg.daily eng.newspaper	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	95,49615	8	,00000
SURF	surf in internet	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	40,12605	4	,00000
WRITER	prefer american wrtier	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	176,05666	8	,00000

61 - 72 Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

ACTION	preference of SF and action	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	233,13426	12	,00000
AMERICAN	prefer watching american movies	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	19,99192	12	,06724
DAYENG	eng.usage in daily life	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	227,54598	12	,00000
ENGFRIEN	english speak.with friends	SCHOOL	by school
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	337,59614	12	,00000

FRIEND gather old friends SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	375,79029	12	,00000

Chi-Square	Value	DF	Significance
Pearson	375,79029	12	,00000

MOVIE prefer watching movies in english SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	307,58671	12	,00000

Chi-Square	Value	DF	Significance
Pearson	307,58671	12	,00000

PAPER reg.daily eng.newspaper SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	227,03751	12	,00000

Chi-Square	Value	DF	Significance
Pearson	227,03751	12	,00000

SURF surf in internet SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	69,28450	12	,00000

Chi-Square	Value	DF	Significance
Pearson	69,28450	12	,00000

WRITER prefer american wrtier SCHOOL by school

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

Chi-Square	Value	DF	Significance
Pearson	167,35308	12	,00000

WRITER prefer american wrtier SCHOOL by school
Chi-Square Value DF Significance

Pearson 203,74717 12 ,00000

45 - 60 Graduates

ROBERT VS. TED + YÜKSELİŞ

ACTION preference of SF and action by SOURCE2

Chi-Square Value DF Significance

Pearson 7,26178 4 ,12268

AMERICAN prefer watching american movies by SOURCE2

Chi-Square Value DF Significance

Pearson 13,35428 4 ,00967

DAYENG eng.usage in daily life by SOURCE2

Chi-Square Value DF Significance

Pearson 46,47700 4 ,00000

ENGFRIEN english speak.with friends by SOURCE2

Chi-Square Value DF Significance

Pearson 4,56595 4 ,33480

FRIEND gather old friends by SOURCE2

Chi-Square Value DF Significance

Pearson 7,47401 3 ,05823

MOVIE prefer watching movies in english by SOURCE2

Chi-Square Value DF Significance

Pearson 11,39056 4 ,02251

PAPER reg.daily eng.newspaper by SOURCE2

Chi-Square Value DF Significance

Pearson 32,72878 3 ,00000

SURF surf in internet by SOURCE2

Chi-Square Value DF Significance

Pearson 11,11728 2 ,00385

WRITER prefer american wrtier by SOURCE2

Chi-Square Value DF Significance

Pearson 41,57839 4 ,00000

61 - 72 Graduates

ROBERT VS. TED + YÜKSELİŞ

ACTION preference of SF and action by SOURCE2

Chi-Square Value DF Significance

Pearson 7,34277 4 ,11885

AMERICAN prefer watching american movies by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,61139	4	,23011

Chi-Square	Value	DF	Significance
Pearson	5,61139	4	,23011

DAYENG eng.usage in daily life by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,95635	4	,41195

Chi-Square	Value	DF	Significance
Pearson	3,95635	4	,41195

ENGFRIEN english speak.with friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,86897	4	,30101

Chi-Square	Value	DF	Significance
Pearson	4,86897	4	,30101

FRIEND gather old friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	13,78712	4	,00801

Chi-Square	Value	DF	Significance
Pearson	13,78712	4	,00801

MOVIE prefer watching movies in english by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,79999	4	,21459

Chi-Square	Value	DF	Significance
Pearson	5,79999	4	,21459

PAPER reg.daily eng.newspaper by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	19,63906	4	,00059

Chi-Square	Value	DF	Significance
Pearson	19,63906	4	,00059

SURF surf in internet by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	8,71774	4	,06856

Chi-Square	Value	DF	Significance
Pearson	8,71774	4	,06856

WRITER prefer american wrtier by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	11,26748	4	,02372

Chi-Square	Value	DF	Significance
Pearson	11,26748	4	,02372

73 - 80 Graduates

ROBERT VS. TED + YÜKSELİŞ

ACTION preference of SF and action by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,60266	4	,33055

Chi-Square	Value	DF	Significance
Pearson	4,60266	4	,33055

AMERICAN prefer watching american movies by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,07877	4	,27931

Chi-Square	Value	DF	Significance
Pearson	5,07877	4	,27931

DAYENG eng.usage in daily life by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	,70350	4	,95090

Chi-Square	Value	DF	Significance
Pearson	,70350	4	,95090

ENGFRIEN english speak.with friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,20485	4	,37899

FRIEND gather old friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,54710	4	,47075

MOVIE prefer watching movies in english by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	11,82764	4	,01868

PAPER reg.daily eng.newspaper by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	15,47463	4	,00381

SURF surf in internet by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,93552	4	,29398

WRITER prefer american wrtier by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	13,98080	4	,00736

81 - 98 Graduates

ROBERT VS. TED + YÜKSELİŞ

ACTION preference of SF and action by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	6,51505	4	,16384

AMERICAN prefer watching american movies by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,88791	3	,27383

DAYENG eng.usage in daily living by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,33953	4	,50269

ENGRIEN english. Speak with friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,11213	4	,53924

FRIEND gather old friends by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	2,77201	3	,42813

MOVIE prefer watching movies in english by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	2,14022	4	,70999

PAPER reg.daily eng.newspaper by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	45,13020	4	,00000

SURF surf in internet by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	2,86405	4	,58083

WRITER prefer american wrtier by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	,74461	4	,94572

45 - 98 All Graduates

STATE VS. KOLEJ

ACTION preference of SF and action by SOURCE

Chi-Square	Value	DF	Significance
Pearson	182,48021	4	,00000

AMERICAN prefer watching american movies by SOURCE

Chi-Square	Value	DF	Significance
Pearson	79,23499	4	,00000

DAYENG eng.usage in daily life by SOURCE

Chi-Square	Value	DF	Significance
Pearson	737,56892	4	,00000

ENGFRIEN english speak.with friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	966,68165	4	,00000

FRIEND gather old friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	664,40440	4	,00000

MOVIE prefer watching movies in english by SOURCE

Chi-Square	Value	DF	Significance
Pearson	1113,04975	4	,00000

PAPER reg.daily eng.newspaper by SOURCE

Chi-Square	Value	DF	Significance
Pearson	650,09977	4	,00000

SURF surf in internet by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	153,95170	4	,00000
WRITER prefer american wrtier by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	509,22803	4	,00000
45 - 60 All Graduates			
STATE VS. COLLEGE			
ACTION preference of SF and action by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	138,77508	4	,00000
AMERICAN prefer watching american movies by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	41,05704	4	,00000
DAYENG eng.usage in daily life by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	134,72234	4	,00000
ENGFRIEN english speak.with friends by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	237,93103	4	,00000
FRIEND gather old friends by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	236,74629	4	,00000
MOVIE prefer watching movies in english by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	218,44981	4	,00000
PAPER reg.daily eng.newspaper by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	46,41841	4	,00000
SURF surf in internet by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	23,74517	2	,00001
WRITER prefer american wrtier by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	135,57942	4	,00000

61 - 72 All Graduates

STATE VS. COLLEGE

ACTION preference of SF and action by SOURCE

Chi-Square	Value	DF	Significance
Pearson	207,07769	4	,00000

Pearson 207,07769 4 ,00000

AMERICAN prefer watching american movies by SOURCE

Chi-Square	Value	DF	Significance
Pearson	5,86664	4	,20933

Pearson 5,86664 4 ,20933

DAYENG eng.usage in daily life by SOURCE

Chi-Square	Value	DF	Significance
Pearson	222,83446	4	,00000

Pearson 222,83446 4 ,00000

ENGFRIEN english speak.with friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	324,51862	4	,00000

Pearson 324,51862 4 ,00000

FRIEND gather old friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	286,07992	4	,00000

Pearson 286,07992 4 ,00000

MOVIE prefer watching movies in english by SOURCE

Chi-Square	Value	DF	Significance
Pearson	296,13642	4	,00000

Pearson 296,13642 4 ,00000

PAPER reg.daily eng.newspaper by SOURCE

Chi-Square	Value	DF	Significance
Pearson	197,04557	4	,00000

Pearson 197,04557 4 ,00000

SURF surf in internet by SOURCE

Chi-Square	Value	DF	Significance
Pearson	58,82035	4	,00000

Pearson 58,82035 4 ,00000

WRITER prefer american wrtier by SOURCE

Chi-Square	Value	DF	Significance
Pearson	145,00231	4	,00000

Pearson 145,00231 4 ,00000

73 - 80 All Graduates

STATE VS. COLLEGE

ACTION preference of SF and action by SOURCE

Chi-Square	Value	DF	Significance
Pearson	84,83556	4	,00000

Pearson 84,83556 4 ,00000

AMERICAN prefer watching american movies by SOURCE

Chi-Square	Value	DF	Significance
Pearson	81,13502	4	,00000

Pearson 81,13502 4 ,00000

DAYENG eng.usage in daily life by SOURCE

Chi-Square	Value	DF	Significance
Pearson	285,96173	4	,00000

Pearson	285,96173	4	,00000
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ENGFRIEN english speak.with friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	198,86571	4	,00000

Pearson	198,86571	4	,00000
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FRIEND gather old friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	197,66945	4	,00000

Pearson	197,66945	4	,00000
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MOVIE prefer watching movies in english by SOURCE

Chi-Square	Value	DF	Significance
Pearson	291,80597	4	,00000

Pearson	291,80597	4	,00000
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PAPER reg.daily eng.newspaper by SOURCE

Chi-Square	Value	DF	Significance
Pearson	251,10836	4	,00000

Pearson	251,10836	4	,00000
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SURF surf in internet by SOURCE

Chi-Square	Value	DF	Significance
Pearson	22,91537	4	,00013

Pearson	22,91537	4	,00013
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WRITER prefer american wrtier by SOURCE

Chi-Square	Value	DF	Significance
Pearson	109,62933	4	,00000

Pearson	109,62933	4	,00000
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81 - 98 All Graduates

STATE VS. COLLEGE

ACTION preference of SF and action by SOURCE

Chi-Square	Value	DF	Significance
Pearson	49,01239	4	,00000

Pearson	49,01239	4	,00000
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AMERICAN prefer watching american movies by SOURCE

Chi-Square	Value	DF	Significance
Pearson	30,91581	4	,00000

Pearson	30,91581	4	,00000
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DAYENG eng.usage in daily life by SOURCE

Chi-Square	Value	DF	Significance
Pearson	196,41365	4	,00000

Pearson	196,41365	4	,00000
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ENGFRIEN english speak.with friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	311,85970	4	,00000

Pearson	311,85970	4	,00000
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FRIEND gather old friends by SOURCE

Chi-Square	Value	DF	Significance
Pearson	117,82089	4	,00000

MOVIE prefer watching movies in english by SOURCE

Chi-Square	Value	DF	Significance
Pearson	355,08055	4	,00000

PAPER reg.daily eng.newspaper by SOURCE

Chi-Square	Value	DF	Significance
Pearson	323,73333	4	,00000

SURF surf in internet by SOURCE

Chi-Square	Value	DF	Significance
Pearson	95,69814	4	,00000

WRITER prefer american wrtier by SOURCE

Chi-Square	Value	DF	Significance
Pearson	197,70579	4	,00000

45 - 98 All Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

TECHNQ which technique by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	189,25181	33	,00000

IMPORT which technique was the most important by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	15,65685	9	,07440

MAGASINE magasine name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	375,32392	6	,00000

AUTHOR writer name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	632,41694	6	,00000

CARTOON cartoon by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	328,82761	6	,00000

MOV movie name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	344,32039	6	,00000

MSTAR movie star by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	287,62324	6	,00000
MUSGROUP music group by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	302,35062	6	,00000
MUSICAL musical by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	1022,53956	6	,00000
MUSIC music type by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	264,00211	15	,00000
PLAY theatre play by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	670,19861	6	,00000
POLITICS politician name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	108,53831	6	,00000
POPSTAR pop star by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	449,58005	6	,00000
SHBRAND by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	154,34295	15	,00000
TV do you watch tv by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	281,76242	30	,00000

45 - 98 All Graduates

ROBERT VS. TED + YÜKSELİŞ

TECHNQ which technique by SOURCE2

Chi-Square	Value	DF	Significance
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-----	-----	----	-----
Pearson	14,26914	11	,21846

IMPORT which technique was the most important by SOURCE2

Chi-Square	Value	DF	Significance
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-----	-----	----	-----
Pearson	1,31970	3	,72446

MAGASINE magazine name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	90,50093	2	,00000
AUTHOR writer name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	173,24322	2	,00000
CARTOON cartoon by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	158,38573	2	,00000
MOV movie name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	41,68118	2	,00000
MSTAR movie star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	43,98766	2	,00000
MUSGROUP music group by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	95,65142	2	,00000
MUSICAL musical by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	107,86775	2	,00000
MUSIC music type by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	38,98837	5	,00000
PLAY theatre play by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	271,89818	2	,00000
POLITICS politician name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	46,35951	2	,00000
POPSTAR pop star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	146,81513	2	,00000
SHBRAND by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	11,26490	5	,04637

TV do you watch tv by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	71,42138	10	,00000

45 - 60 Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

TECHNQ which technique by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	56,49536	18	,00001

IMPORT which technique was the most important by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	20,47651	6	,00228

MAGASINE magazine name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	192,31528	4	,00000

AUTHOR writer name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	155,15927	4	,00000

CARTOON cartoon by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	186,19262	4	,00000

MOV movie name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	92,15014	4	,00000

MSTAR movie star by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	19,23482	4	,00071

MUSGROUP music group by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	52,20673	4	,00000

MUSICAL musical by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	257,25325	4	,00000

MUSIC music type by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	42,73218	10	,00001

PLAY theatre play by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	192,18832	4	,00000

POLITICS politician name by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	22,24176	4	,00018

POPSTAR pop star by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	88,61638	4	,00000

SHBRAND by SCHOOL school

TV do you watch tv by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	115,12301	14	,00000

61 - 72 Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS

TECHNQ which technique by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	66,80546	30	,00013

IMPORT which technique was the most important by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	30,35106	9	,00038

MAGASINE magazine name by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	272,72111	6	,00000

AUTHOR writer name by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	205,90026	6	,00000

CARTOON cartoon by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	184,37920	6	,00000

MOV movie name by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	79,49616	6	,00000

MSTAR movie star by SCHOOL school

Chi-Square Value DF Significance

Chi-Square	Value	DF	Significance
Pearson	74,85039	6	,00000

MUSGROUP music group by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	240,09624	6	,00000
MUSICAL musical by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	281,05395	6	,00000
MUSIC music type by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	90,70397	15	,00000
PLAY theatre play by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	233,88576	6	,00000
POLITICS politician name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	54,92135	6	,00000
POPSTAR pop star by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	115,18575	6	,00000
SHBRAND by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	36,22543	9	,00004
TV do you watch tv by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	140,45798	24	,00000

73 - 80 Graduates

ROBERT VS. TED VS. YÜKSELİŞ VS. STATE SCHOOLS			
TECHNQ which technique by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	71,10629	33	,00013
IMPORT which technique was the most important by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	5,19757	9	,81676
MAGASINE magazine name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	25,92962	6	,00023

AUTHOR writer name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	232,22463	6	,00000
CARTOON cartoon by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	23,15989	6	,00074
MOV movie name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	128,10207	6	,00000
MSTAR movie star by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	80,78801	6	,00000
MUSGROUP music group by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	63,34853	6	,00000
MUSICAL musical by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	246,62056	6	,00000
MUSIC music type by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	78,69672	15	,00000
PLAY theatre play by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	184,83237	6	,00000
POLITICS politician name by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	23,38925	6	,00068
POPSTAR pop star by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	118,38313	6	,00000
SHBRAND by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	103,50677	15	,00000
TV do you watch tv by SCHOOL school			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	135,93351	27	,00000

81 - 98 MEZUNLARI

ROBERT VS. TED VS. YÜKSELİŞ VS. DEVLET OKULU

TECHNQ which technique by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	175,78500	33	,00000

Pearson	175,78500	33	,00000
---------	-----------	----	--------

IMPORT which technique was the most important by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	1,15026	9	,99901

Pearson	1,15026	9	,99901
---------	---------	---	--------

MAGASINE magasin name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	9,80689	6	,13302

Pearson	9,80689	6	,13302
---------	---------	---	--------

AUTHOR writer name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	131,09624	6	,00000

Pearson	131,09624	6	,00000
---------	-----------	---	--------

CARTOON cartoon by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	4,93651	6	,55198

Pearson	4,93651	6	,55198
---------	---------	---	--------

MOV movie name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	98,29719	6	,00000

Pearson	98,29719	6	,00000
---------	----------	---	--------

MSTAR movie star by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	238,26553	6	,00000

Pearson	238,26553	6	,00000
---------	-----------	---	--------

MUSGROUP music group by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	35,67042	6	,00000

Pearson	35,67042	6	,00000
---------	----------	---	--------

MUSICAL musical by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	246,42587	6	,00000

Pearson	246,42587	6	,00000
---------	-----------	---	--------

MUSIC music type by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	79,26454	15	,00000

Pearson	79,26454	15	,00000
---------	----------	----	--------

PLAY theatre play by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	183,19507	6	,00000

Pearson	183,19507	6	,00000
---------	-----------	---	--------

POLITICS politician name by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	32,35439	6	,00001

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POPSTAR pop star by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	168,83462	6	,00000

--	--	--	--

SHBRAND by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	206,20138	15	,00000

--	--	--	--

TV do you watch tv by SCHOOL school

Chi-Square	Value	DF	Significance
Pearson	131,27957	27	,00000

--	--	--	--

45 - 60 Graduates

ROBERT VS. TED + YÜKSELİŞ

TECHNQ which technique by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	43,95429	9	,00000

--	--	--	--

IMPORT which technique was the most important by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	12,85661	3	,00496

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MAGASINE magasine name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	48,01189	2	,00000

--	--	--	--

AUTHOR writer name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	52,05743	2	,00000

--	--	--	--

CARTOON cartoon by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	130,56892	2	,00000

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MOV movie name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	10,01913	2	,00667

--	--	--	--

MSTAR movie star by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	,61880	2	,73389

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MUSGROUP music group by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	9,15895	2	,01026

Chi-Square	Value	DF	Significance
Pearson	38,09524	1	,00000

MUSICAL musical by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,83499	5	,43635

Chi-Square	Value	DF	Significance
Pearson	100,53772	2	,00000

MUSIC music type by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

Chi-Square	Value	DF	Significance
Pearson	3,65957	2	,16045

PLAY theatre play by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

POLITICS politician name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

POPSTAR pop star by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

Chi-Square	Value	DF	Significance
Pearson	5,19393	2	,07450

SHBRAND by SOURCE2

Statistics cannot be computed when the number of non-empty rows or columns

TV do you watch tv by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	26,47724	7	,00041

Chi-Square	Value	DF	Significance
Pearson	26,47724	7	,00041

61 - 72 Graduates

ROBERT VS. TED + YÜKSELİŞ

TECHNQ which technique by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	3,94041	10	,95000

Chi-Square	Value	DF	Significance
Pearson	,57225	3	,90275

IMPORT which technique was the most important by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	,57225	3	,90275

Chi-Square	Value	DF	Significance
Pearson	,57225	3	,90275

MAGASINE magazine name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	70,84519	2	,00000

Chi-Square	Value	DF	Significance
Pearson	70,84519	2	,00000

AUTHOR writer name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	94,12944	2	,00000
CARTOON cartoon by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	115,31253	2	,00000
MOV movie name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	36,40035	2	,00000
MSTAR movie star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	48,29856	2	,00000
MUSGROUP music group by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	51,55371	2	,00000
MUSICAL musical by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	31,45161	2	,00000
MUSIC music type by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	9,55412	5	,08890
PLAY theatre play by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	112,71307	2	,00000
POLITICS politician name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	21,67608	2	,00002
POPSTAR pop star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	22,93827	2	,00001
SHBRAND by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	17,97243	3	,00045
TV do you watch tv by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	25,11981	8	,00148

73 - 80 Graduates

ROBERT VS. TED + YÜKSELİŞ

TECHNQ which technique by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	2,56332	11	,99533

IMPORT which technique was the most important by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	,44482	3	,93084

MAGASINE magazine name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	8,21077	2	,01648

AUTHOR writer name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	42,99241	2	,00000

CARTOON cartoon by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	6,48915	2	,03899

MOV movie name by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	4,66718	2	,09695

MSTAR movie star by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	13,52125	2	,00116

MUSGROUP music group by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	15,37933	2	,00046

MUSICAL musical by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	21,73701	2	,00002

MUSIC music type by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	25,89236	5	,00009

PLAY theatre play by SOURCE2

Chi-Square	Value	DF	Significance
Pearson	64,51793	2	,00000

POLITICS politician name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	10,66435	2	,00483
POPSTAR pop star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	57,58570	2	,00000
SHBRAND by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	28,89679	4	,00001
TV do you watch tv by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	62,82715	9	,00000
81 - 98 Grraduates			
ROBERT VS. TED + YÜKSELİŞ			
TECHNQ which technique by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	3,37911	11	,98471
IMPORT which technique was the most important by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	,06537	3	,99564
MAGASINE magasine name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	2,04788	2	,35918
AUTHOR writer name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	38,25245	2	,00000
CARTOON cartoon by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	2,99211	2	,22401
MOV movie name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	8,93053	2	,01150
MSTAR movie star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	18,50796	2	,00010

MUSGROUP music group by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	22,78320	2	,00001
MUSICAL musical by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	21,45366	2	,00002
MUSIC music type by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	16,02775	5	,00677
PLAY theatre play by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	49,49571	2	,00000
POLITICS politician name by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	19,74135	2	,00005
POPSTAR pop star by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	67,19963	2	,00000
SHBRAND by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	6,60039	5	,25210
TV do you watch tv by SOURCE2			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	30,02855	8	,00021
STATE VS. COLLEGE			
45 - 60			
TECHNQ which technique by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	16,36472	9	,05965
IMPORT which technique was the most important by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	6,14065	3	,10496
MAGASINE magazine name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	140,41199	2	,00000

AUTHOR writer name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	89,05529	2	,00000
CARTOON cartoon by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	39,33129	2	,00000
MOV movie name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	83,44078	2	,00000
MSTAR movie star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	18,69311	2	,00009
MUSGROUP music group by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	46,50205	2	,00000
MUSICAL musical by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	203,99257	2	,00000
MUSIC music type by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	37,42152	5	,00000
PLAY theatre play by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	69,46245	2	,00000
POLITICS politician name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	14,83516	2	,00060
POPSTAR pop star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	85,52492	2	,00000
SHBRAND by SOURCE			
>Statistics cannot be computed when the number of non-empty rows or columns			
>is one.			
TV do you watch tv by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	98,32373	7	,00000

STATE VS. COLLEGE

61 - 72

TECHNQ which technique by SOURCE

Chi-Square	Value	DF	Significance
Pearson	59,58172	10	,00000

IMPORT which technique was the most important by SOURCE

Chi-Square	Value	DF	Significance
Pearson	29,75243	3	,00000

MAGASINE magazine name by SOURCE

Chi-Square	Value	DF	Significance
Pearson	167,98493	2	,00000

AUTHOR writer name by SOURCE

Chi-Square	Value	DF	Significance
Pearson	90,57760	2	,00000

CARTOON cartoon by SOURCE

Chi-Square	Value	DF	Significance
Pearson	10,19335	2	,00612

MOV movie name by SOURCE

Chi-Square	Value	DF	Significance
Pearson	28,47716	2	,00000

MSTAR movie star by SOURCE

Chi-Square	Value	DF	Significance
Pearson	18,89598	2	,00008

MUSGROUP music group by SOURCE

Chi-Square	Value	DF	Significance
Pearson	177,82082	2	,00000

MUSICAL musical by SOURCE

Chi-Square	Value	DF	Significance
Pearson	229,57735	2	,00000

MUSIC music type by SOURCE

Chi-Square	Value	DF	Significance
Pearson	73,29655	5	,00000

PLAY theatre play by SOURCE

Chi-Square	Value	DF	Significance
Pearson	66,08110	2	,00000

POLITICS politician name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	16,47940	2	,00026
POPSTAR pop star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	54,10414	2	,00000
SHBRAND by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	10,03584	3	,01826
TV do you watch tv by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	61,89262	8	,00000
STATE VS. COLLEGE			
73 - 80			
TECHNQ which technique by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	66,26576	11	,00000
IMPORT which technique was the most important by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	4,55687	3	,20727
MAGASINE magasine name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	11,09924	2	,00389
AUTHOR writer name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	134,66938	2	,00000
CARTOON cartoon by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	11,75579	2	,00280
MOV movie name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	122,42145	2	,00000
MSTAR movie star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	62,10800	2	,00000

MUSGROUP music group by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	52,53726	2	,00000
MUSICAL musical by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	210,98930	2	,00000
MUSIC music type by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	45,67219	5	,00000
PLAY theatre play by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	112,04014	2	,00000
POLITICS politician name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	8,76965	2	,01247
POPSTAR pop star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	44,61837	2	,00000
SHBRAND by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	58,16314	5	,00000
TV do you watch tv by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	28,28111	9	,00086

STATE VS. COLLEGE

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TECHNQ which technique by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	167,53428	11	,00000
IMPORT which technique was the most important by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	,88535	3	,82896
MAGASINE magazine name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	6,75031	2	,03421

AUTHOR writer name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	58,53663	2	,00000
CARTOON cartoon by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	,79365	2	,67245
MOV movie name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	88,26560	2	,00000
MSTAR movie star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	207,67787	2	,00000
MUSGROUP music group by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	15,78852	2	,00037
MUSICAL musical by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	208,30909	2	,00000
MUSIC music type by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	55,73506	5	,00000
PLAY theatre play by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	120,43585	2	,00000
POLITICS politician name by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	6,25646	2	,04380
POPSTAR pop star by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	80,40684	2	,00000
SHBRAND by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	184,75902	5	,00000
TV do you watch tv by SOURCE			
Chi-Square	Value	DF	Significance
-----	-----	----	-----
Pearson	72,56031	9	,00000

Appendix III: Percentage Analysis

GRADUATION TERM 1945 - 1960

QUESTION I usually use some English words while I am speaking Turkish.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	31		76
disagree	15	23		24
uncertain	45	29		0
agree	30	15		0
strongly agree	10	2		0

QUESTION I prefer watching movies in English

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	3	13		95
disagree	7	11		3
uncertain	10	16		2
agree	30	23		0
strongly agree	50	37		0

QUESTION I like American films rather than European or Turkish ones.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	3	8		9
disagree	2	8		28
uncertain	5	14		15
agree	10	5		3
strongly agree	80	65		45

QUESTION I still like to meet my friends from the secondary school

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	0		36
disagree	0	2		46
uncertain	5	0		8
agree	20	17		6
strongly agree	75	81		4

QUESTION When I am with my friends from the secondary school I usually use more words in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	5	11		100
disagree	10	14		0
uncertain	60	58		0
agree	15	11		0
strongly agree	10	6		0

QUESTION I regularly read a newspaper and/ or magazine published in English

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	75	73		91
disagree	0	21		0
uncertain	0	0		9
agree	15	4		0
strongly agree	10	2		0

QUESTION I like reading novels of American writers

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	17		38
disagree	5	12		36
uncertain	10	17		26
agree	25	33		0
strongly agree	60	21		0

QUESTION I prefer watching SF and Action movies

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	10	13		43
disagree	60	72		0
uncertain	20	11		56
agree	5	3		1
strongly agree	5	1		0

QUESTION I like surfing on internet

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	75	84		100
disagree	10	14		0
uncertain	0	0		0
agree	15	2		0
strongly agree	0	0		0

GRADUATION TERM 1961 - 1972

QUESTION I usually use some English words while I am speaking Turkish.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	5	17	7	84
disagree	15	14	14	16
uncertain	19	16	17	0
agree	38	34	41	0
strongly agree	23	19	21	0

QUESTION I prefer watching movies in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	3	5	5	86
disagree	3	2	5	11
uncertain	6	11	18	0
agree	31	29	26	0
strongly agree	57	53	46	3

QUESTION I like American films rather than European or Turkish ones.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	2	10	5	9
disagree	14	9	9	5
uncertain	15	21	12	15
agree	12	9	19	9
strongly agree	57	51	55	62

QUESTION I still like to meet my friends from the secondary school.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	4	5	6	89
disagree	9	7	8	9
uncertain	2	0	32	0
agree	17	21	9	0
strongly agree	68	67	45	2

QUESTION When I am with friends from the secondary school I usually use more words in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	3	5	2	91
disagree	4	5	3	9
uncertain	43	39	48	0
agree	29	13	24	0
strongly agree	21	18	23	0

QUESTION I regularly read a newspaper and/or magazine published in English

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	6	14	24	91
disagree	41	46	48	4
uncertain	0	1	5	0
agree	32	23	14	0
strongly agree	21	16	9	5

QUESTION I like reading novels of American writers

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	11	16	4	5
disagree	2	11	9	4
uncertain	8	18	14	76
agree	26	19	24	3
strongly agree	53	36	49	12

QUESTION I prefer watching SF and Action movies.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	44	55	45	5
disagree	35	29	13	6
uncertain	8	6	17	11
agree	11	9	19	13
strongly agree	2	1	6	65

QUESTION I like surfing on internet

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	29	45	37	76
disagree	40	33	36	14
uncertain	0	3	3	2
agree	25	17	19	0
strongly agree	6	2	5	8

GRADUATION TERM 1973 - 1980

QUESTION I usually use some English words while I am speaking Turkish.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	6	8	8	96
disagree	9	7	11	4
uncertain	17	16	14	0
agree	42	44	44	0
strongly agree	26	25	23	0

QUESTION I prefer watching movies in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	5	1	8	90
disagree	7	2	1	5
uncertain	3	2	21	0
agree	33	39	29	0
strongly agree	52	56	41	5

QUESTION

I like American films rather than European or Turkish ones.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	1	9	4	26
disagree	17	14	14	14
uncertain	12	17	9	34
agree	16	12	22	14
strongly agree	54	48	51	12

QUESTION

I still like to meet my friends from the secondary school.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	8	6	7	41
disagree	8	8	14	42
uncertain	0	0	5	14
agree	21	27	16	3
strongly agree	63	59	58	0

QUESTION

When I am with friends from the secondary school I usually use more words in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	1	3	3	42
disagree	2	4	8	34
uncertain	41	46	39	16
agree	32	28	28	5
strongly agree	24	19	22	3

QUESTION

I regularly read a newspaper and/or magazine published in English

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	2	24	92
disagree	33	29	29	0
uncertain	0	0	2	0
agree	34	32	27	5
strongly agree	33	37	18	3

QUESTION

I like reading novels of American writers

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	4	6	13
disagree	9	7	9	12
uncertain	2	8	15	48
agree	46	48	34	13
strongly agree	43	33	36	14

QUESTION I prefer watching SF and Action movies.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	21	28	26	7
disagree	27	19	19	8
uncertain	32	29	26	11
agree	13	18	18	38
strongly agree	7	6	11	36

QUESTION I like surfing on internet

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	16	16	20	22
disagree	36	55	38	42
uncertain	2	1	1	9
agree	37	22	36	16
strongly agree	9	6	5	11

GRADUATION TERM 1981 - 1998

QUESTION I usually use some English words while I am speaking Turkish.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	2	3	15
disagree	3	2	5	54
uncertain	10	14	12	14
agree	42	39	39	9
strongly agree	45	43	41	8

QUESTION I prefer watching movies in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	1	2	64
disagree	2	0	2	34
uncertain	8	6	11	0
agree	29	34	27	0
strongly agree	61	59	58	2

QUESTION

I like American films rather than European or Turkish ones.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	3	1	1	8
disagree	0	0	0	1
uncertain	5	6	1	16
agree	11	22	13	11
strongly agree	81	71	85	64

QUESTION

I still like to meet my friends from the secondary school.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	3	2	11
disagree	6	6	5	7
uncertain	0	0	0	27
agree	19	17	16	21
strongly agree	75	74	77	34

QUESTION

When I am with friends from the secondary school I usually use more words in English.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	1	1	1	32
disagree	0	0	2	51
uncertain	0	2	2	7
agree	17	21	14	6
strongly agree	82	76	81	4

QUESTION

I regularly read a newspaper and/or magazine published in English

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	0	4	8	93
disagree	4	5	52	0
uncertain	0	1	0	4
agree	18	20	29	3
strongly agree	78	70	11	0

QUESTION

I like reading novels of American writers

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	1	1	3	7
disagree	3	1	5	8
uncertain	6	3	8	66
agree	48	51	38	16
strongly agree	42	44	46	3

QUESTION I prefer watching SF and Action movies.

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	1	2	1	9
disagree	6	8	1	1
uncertain	0	6	5	5
agree	47	41	41	11
strongly agree	46	43	52	74

QUESTION I like surfing on internet

AGREEMENT	ROBERT	TED	YÜKSELİŞ	STATE
strongly disagree	5	7	8	29
disagree	25	13	28	25
uncertain	0	0	3	18
agree	41	44	35	12
strongly agree	29	36	26	16

GRADUATION TERM 1945 - 1960

QUESTION Writer

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	17	43		87
European	28	49		12
American	55	8		1

QUESTION Cartoon

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	2		9
European	3	81		10
American	97	17		81

QUESTION Magazine

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	7	19		79
European	21	34		16
American	91	47		5

QUESTION Movie

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	6		39
European	28	43		3
American	71	51		58

QUESTION

Movie star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	2	3		11
European	37	41		19
American	61	56		70

QUESTION

Music group

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	2		12
European	8	21		39
American	92	77		49

QUESTION

Musical

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	0		76
European	0	32		2
American	100	68		22

QUESTION

Play

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	8	24		47
European	14	68		53
American	78	8		0

QUESTION

Politician

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	81	92		100
European	9	4		0
American	10	4		0

QUESTION

Pop star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	1		39
European	41	52		28
American	59	47		33

GRADUATION TERM 1961 - 1972

QUESTION

Writer

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	12	38	47	86
European	21	51	39	14
American	67	11	14	0

QUESTION

Cartoon

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	13	19	13
European	2	76	27	18
American	98	11	54	69

QUESTION

Magazine

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	8	22	47	100
European	6	43	19	0
American	86	35	34	0

QUESTION

Movie

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	9	18	29
European	7	37	16	8
American	93	54	66	63

QUESTION

Movie star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	10	17	19
European	43	14	8	5
American	57	76	75	76

QUESTION

Music group

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	4	26	78
European	7	38	29	11
American	93	58	45	11

QUESTION

Musical

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	4	12	80
European	0	27	9	1
American	100	69	79	19

QUESTION

Play

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	14	19	55	73
European	21	72	39	26
American	65	9	6	1

QUESTION

Politician

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	78	86	92	100
European	3	12	3	0
American	19	2	5	0

QUESTION

Pop star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	3	28	43
European	29	56	17	17
American	71	41	55	40

GRADUATION TERM 1973 - 1980

QUESTION

Writer

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	14	23	27	86
European	13	61	22	9
American	73	16	51	5

QUESTION

Cartoon

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	2	4	9
European	0	7	3	0
American	99	91	93	91

QUESTION

Magazine

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	3	8	11	19
European	5	17	6	8
American	92	75	83	73

QUESTION

Movie

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	7	11	14	65
European	16	26	19	13
American	77	63	67	22

QUESTION

Movie star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	6	12	21	51
European	8	23	12	8
American	86	65	67	41

QUESTION

Music group

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	11	13	38
European	3	5	8	6
American	97	84	79	56

QUESTION

Musical

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	2	8	14	82
European	5	29	11	4
American	93	63	75	14

QUESTION

Play

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	6	19	23	72
European	8	46	38	11
American	86	35	39	17

QUESTION

Politician

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	87	92	91	99
European	1	4	6	1
American	12	4	3	0

QUESTION

Pop star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	21	48	59
European	13	32	14	7
American	86	47	38	34

GRADUATION TERM 1981 - 1998

QUESTION

Writer

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	7	17	18	51
European	2	41	11	14
American	91	42	71	35

QUESTION

Cartoon

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	3	6	4
European	1	2	2	3
American	98	95	92	93

QUESTION

Magazine

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	4	6	10	11
European	6	8	7	1
American	90	86	83	88

QUESTION

Movie

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	3	12	44
European	0	2	4	2
American	99	95	84	54

QUESTION

Movie star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	2	29	86
European	3	8	2	0
American	97	90	69	14

QUESTION

Music group

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	0	16	19	28
European	1	5	3	1
American	99	79	78	71

QUESTION

Musical

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	1	7	17	82
European	3	23	5	4
American	96	70	78	14

QUESTION

Play

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	3	11	28	71
European	3	35	19	8
American	94	54	53	21

QUESTION

Politician

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	82	91	93	97
European	3	8	4	1
American	15	1	3	2

QUESTION

Pop star

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
Turkish	2	29	51	78
European	7	28	7	3
American	91	43	42	19

GRADUATION TERM 1945 - 1960

QUESTION

Mostly used techniques

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
read aloud	5	23		13
question and answer	24	24		27
fill in the blanks	4	12		9
dictation	8	2		6
writing	7	11		4
dialogue memorization	4	3		1
repetition	23	2		25
complete the sentence	19	17		12
grammar game	4	0		3
scrambled words	2	6		0
role play	0	0		0
games	0	0		0

GRADUATION TERM 1961 - 1972

QUESTION

Mostly used techniques

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
read aloud	7	5	4	19
question and answer	21	23	24	28
fill in the blanks	5	3	5	16
dictation	7	7	6	10
writing	5	6	7	9
dialogue memorization	9	7	5	5
repetition	20	21	20	3
complete the sentence	19	20	22	8
grammar game	6	5	4	0
scrambled words	1	3	2	2
role play	0	0	0	0
games	0	0	0	1

GRADUATION TERM 1973 - 1980
QUESTION

Mostly used techniques

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
read aloud	2	2	3	17
question and answer	23	21	20	24
fill in the blanks	9	8	6	16
dictation	11	12	11	8
writing	16	18	19	12
dialogue memorization	2	1	2	6
repetition	1	1	0	5
complete the sentence	21	22	21	11
grammar game	3	4	5	1
scrambled words	2	2	1	0
role play	7	5	6	0
games	3	4	6	0

GRADUATION TERM 1981 - 1998
QUESTION

Mostly used techniques

SOURCE	ROBERT	TED	YÜKSELİŞ	STATE
read aloud	2	1	1	15
question and answer	8	7	6	19
fill in the blanks	5	6	4	18
dictation	6	5	5	2
writing	4	5	6	1
dialogue memorization	1	1	0	11
repetition	1	1	1	4
complete the sentence	3	4	5	17
grammar game	0	1	1	5
scrambled words	16	14	25	3
role play	24	23	21	2
games	30	32	25	3