

**Hazırlık Eğitimi Alan Öğrencilerin
İngilizce Dersine Yönelik
Tutumlarının Değerlendirilmesi**

**An Evaluation on Attitudes of
Students, Receiving English
Preparatory Education, towards
English Course¹**

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Özet

Bu araştırmanın genel amacı, İngilizce hazırlık eğitimi alan öğrencilerin İngilizce derslerine yönelik tutumlarını değerlendirmektir. Araştırma tarama modeline göre yürütülmüştür. Diskriminant analizi ile elde edilen bulgulara göre, öğrencilerin düşük, orta ve yüksek olarak algıladıkları gelir durumları ile onların tutumları arasında bir ilişki kurabiliriz. Özellikle gelir düzeyini orta olarak belirten öğrenciler açısından % 52,3'lük bir sınıflama oranına ulaşılmıştır. Sonuç olarak, eğitim-öğretim süreçlerinde tutumu diğer değişkenlere nazaran tanımlayıcı bir değişken olarak önerebiliriz. Gelir durumu İngilizce dersine yönelik tutumu % 52,3 oranında, yüksek bir varyansla açıklamaktadır.

Anahtar Kelimeler: İngilizce dersi, Tutum, Hazırlık Eğitimi, İngilizce Eğitimi

Abstract

The main aim of this research is to evaluate the attitudes of students, receiving English Preparatory Education (EPE), towards English courses. This work was carried out based on survey research model. According to the findings gained by means of discriminant analysis, we can make a collocation among learners' attitudes depending on their income levels that were displayed in portional of horizontal average as low, middle and high. In particular, it was reached with figure %52,3 among the learners whose income level was illustrated as middle. Finally, when the attitudinal descriptive measure instrument was put into consideration during the educational- teaching processes, we can suggest an other more functional measuremental instrument that can be used instead of attitudinal, or that's to say, it can be concluded that there is an other variance which can better percieve income measurement to collocate the findings in more correct figures %52,3 of research.

Keywords: English Course, attitude, preparatory education, english education

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INTRODUCTION

When we talk about the scientific disciplines in a social environment, we immediately recall educational sciences, out of other sciences like social, natural and health etc. with its functional ranges in the domain of education which is mostly imposed upon many contemporary theories of learning such as constructivism, behavioral and natural and so on. Furthermore, it connotes us learning generally both short term and lifelong learning either consciously or unconsciously which necessitate instructional syllabus designs to be appeared that enable the educational institutions to establish forms or types of targeted qualified personals for the contribution of societies and countries in the present and future. What is learning itself in an educational aspect? Though its definition varies from educationalist to educationalist, the most common one that is known is as ‘an offspring of experiences leaving a remained and marked change in desired behavior’. After such a brief definition of learning, we can give some learning modals which can enlighten us about its pedagogical scopes. Learnings are mostly grounded to different perspectives such as Full learning modal, Programmed learning, Computer based learning, Problem based-solving learning, Project-based learning, Constructivism learning modal (Dewey, Levin etc., 1949) and Multiple intelligence learning modal. Most importantly, having given a short definition to learning in its general perspective, another core question come into our mind if we want to limit its boundaries and look at it through a language and language learning lenses to the objectives. So, what is language in a specific field in the respect of general definition even though it has many different explanations? Noam Chomsky (1957) defines the language as “*a set of infinite number of sentences, each finite in length and constructed out of a finite set of elements*”. In that we have indicated simply a definition of language, we need to focus on its learning as well. Since language and language learning has played a great role in individuals and communities’ daily social lives in in that it is being an instrument of providing communication, listening, understanding, peaceful environmental-dialogue, collaboration, cooperation among individuals, it has grasped the interest of several outstanding scholars contributed to the development of the language learning and its development for a long time. Some of those distinguished personalities are (Gardner, 1981; Dörnyei, 2001). For the language having multi-functional impact on human communicative relations, it has driven the attention of influential program designers to improve the teaching/learning strategies, methods, modals and techniques for the benefits of learners. However, most of all, there are other vital components that we should focus on which are believed to be important factors in language learning and teaching: “*attitude and motivation*”. Because of those influential components, in this study, we wanted to bend over attitudes of students, studying at higher school of foreign languages at Inonu University, towards English courses based on their variances of genders, abroad experience and scientific fields. Moreover, we also intended to seek a correlation between the attitudes of students towards English course and their academic success; reading, writing and main course. In addition to that we aimed to investigate a correlation between their attitudes and groups perceived income too. The reason why we purposed to evaluate those variables is that attitude is believed to be affected by several factors as it is so sensitive and delicate, in another word; in resistant during the educational processes. One factor that Hamer claims is motivation; ‘motivated ‘students have better attitudes towards learning English courses than those who are not motivated ones (Harmer, 1991). Besides that, also Elkılıç and Akça (2008) scrutinize what methods trigger motivation in sequences.

Brossard and Scheufele discuss that the study of attitude is a central to the field of social psychology because attitudes are capable of coloring virtually every aspect of our experience. They come up with the opinion that attitudes growing towards social issues, for example legalization of marijuana, are types of events mostly dependent on mostly public scientific knowledge that can influence shaping attitudes. Their scientific research findings show that attitudes towards those kind of social issues are shaped via long term values such as religious beliefs perceive formation of these modern attitudes rather than extend to the community possesses the scientific information on the subject (Ho, Brossard and Scheufele, 2008). While two researchers, Brossard and Scheufele support the idea that attitudes are shaped in long term experiences related to social values such as religious beliefs, Crites and Cacioppo favor the contrary idea that the tendency to evaluate stimuli as positive or negative something we favor or are against appears to be an initial step in our efforts to make sense out of the world. That is to say responding to a stimulus in terms of our attitudes on an immediately evaluative basis generate different brain wave activity than if a response is made on a non-evaluative basis (Crites & Cacioppo, 1996). In addition, attitudes can influence our thoughts, even if they are not always reflected in our overt behavior. Moreover, while many of our attitudes

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are explicit attitudes conscious and reportable other attitudes may be implicit attitudes uncontrollable and perhaps not consciously accessible to us (Fazio & Olson, 2003). One more socio- psychologist approach to the social issue in accordance with ones mentioned above that such implicit attitudes may result in crucial conclusions such as juror decision making in case the defendant is African American (Goff *et al.*, 2008). Since the topic of posing a situational behavior is really complex and complicated event, more socio- psychologists sought to investigate the soul of this educational and sociological issue about the formation of attitudes towards the object, emphasizing that while some engaged researchers are able to perceive the public's attitudes about many objects from their previously acquired logical reports on views and emotions they have about them, another approach is needed if we intend to comprehend someone's implicit attitudes—that is, attitudes they can be either no voluntarily or, is hard to report. A method for assessing these complicated variables is the *Implicit Association Test* (IAT; Greenwald *et al.*, 1998). A scientific research recently conducted by Williams *et al.* relevant to perceptions of people toward attitudes of some countries like Canada the findings gained a basis of gap wages between males and females showed that, the earlier are much richer and cashpaychekers in terms of wealth, than those females the latter's' (Williams *et al.* 2010). Greenwald's findings support the connotations engaged in the field of attitudes, illustrating that implicit attitudes can be predicted rather than that of explicit one. Another reason that social psychologists view attitudes as important element is that it is because they do often affect our behaviors in short or longer term relevant to the educational and socio-cultural aspects. In this respect Ajzen, Bizer *et al.* Fazio's views match with our findings in our study that they find them to be true if attitudes are strong and accessible (Ajzen, 2001; Bizer *et al.*, 2006; Fazio, 2000). For attitudes playing a crucial role in influencing both to shape our thoughts and prejudices in different lengths, it will be a good idea to go into the semantics of attitude once again in deep and wide ranges. According to the course of attitude discussions and evaluations by the researchers based on their scientific findings, there is one scholar who finds them as form of some good arguments and some flimsy ones, underlining that: the minds of ordinary people (read: unsophisticated types, unlike the elites) did not own logically ordered attitudes. Allport opposed to some of scholars' views illustrated above, as he favors both approaches; describing it as a mindset or tendency to act in a particular way due to individual experiences and temperament (All port, 1935). Under the knowledge obtained through different angles of researchers' perspective, we can conclude that attitudes are a complex combination of constituents we tend to call personality, beliefs, values, behaviors, and motivations towards situations and objects immediately or long. Schneider summarizes the attitudes as three components; thoughts, feelings and actions (Schneider, 1988). In this respect, Baron also defined it in a similar way as lasting, general evaluations of people (including oneself), objects, or issues (Baron, 1986). Vaughan and Hogg (1995) engages attitudes as “*relatively permanent-persist across times and situations positively or negatively*”. *A momentary feeling in one place is not an attitude*. Therefore, if you encountered or exposed to a brief feeling about an object, it cannot be counted for as an attitude. Attitudes are learned, not inherited. Through literal viewing the element of attitude, it imbeds not only a positive point of views but also a negative point of views. Because of this, we can pin point on its both functional effects; positive and negative towards language learning. Negative attitudes towards language learning can reduce learners 'motivation and harm language learning, whereas positive attitudes can do the opposite. Thus, it is important for a teacher to examine the attitudes of his or her pupils (Oxford, 2001:168). Having positive attitudes towards an aimed language learning and its native speakers, to a great extends, it increases motivation of learning comparing. That's why it is inevitable not touching to motivation in the domain of education and a language learning though it has been enlightened above. Motivation, in particular integrative and instrumental motivation, usually refers to stable attitudes in pupils' minds. Gardner introduced these terms in his multiple books and papers (e.g. Masgoret and Gardner, 2003). Because of this, the more a person reads literature written in target language, visits countries where English is spoken on holiday, seeks opportunities to use the language and so on, the more successful he or she will be as an effective language learner. As a consequence, Cook (2001) *asserts that, Instrumental motivation* a means for a student's studies of the language is targeted to pass an examination or to obtain a job, if he or she owns neither of those objectives it won't be easy for them to learn a language.

Under the pouring shed enlightened by the scholars related to the attitudes and motivation regarding to the education and language learning, we thought that it would be a good approach to assess the attitudes of students towards their academic achievements on basis of reading, writing and main course in this scientific research. Not only assessing their attitudes with their academic success but also to seek

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the findings if there are any correlations between their attitudes and perceived group income as social instrument variance of our study.

2. Method

This research has been carried on according to scientific descriptive survey model. Karasar (2009:77) defines this modal “A description of a situation existed as it was from past or as it is still the same now.” With help of findings gained by means of data, collection tool enabled us to compare students’ attitudes towards English course with independent variables such as gender, having experience of abroad and the disciplines that would study after completing EPE. Groups were analyzed through t test and, Kruskal Wallis H. Moreover, in this study, the relation of students’ academic success in reading, writing and main course with their attitudes towards English was estimated by means of Pearson Correlation Analysis. In addition, perceived income of the students with their attitudes related to English course, if classification would be existed or not, was analyzed by means of cluster test analysis

2.1. Population and Sample

The population of this study was constituted with undergraduate students receiving English Prep Education at Higher School of Foreign Languages of İnönü University. The sample of this work was not chosen. The volume of population was consisted of 388 participants. Those participants were already being enrolled to 16 different departments of varies fields. When those students were classified according to their fields that they would study in the forthcoming four years, those classifications were constituted with numbers as followed below: Health Sciences (N=17), Natural sciences (N=132) and Social Sciences (N=232). The reason why we couldn’t compare the students’ views related to their attitudes based upon their various disciplines was that the appearance of huge difference among the volumes in numbers.

2.2. Data collection Instrument

The data collection instrument used in the research was developed by Aiken(1979). The validity and reliability of it was last tested and improved by Tuncer *et al.* (2015). The mentioned validity of the scale was employed to 271 students who studied at Higher School of Foreign Languages and Engineering Faculty at Firat University. According to exploratory factor analysis, the scale contained 19 statements and 4 item - factors that cover (Attitudes towards learning, Self-efficacy, Reluctantly, Importance attributed to learning). Having reached to the figures of 54%, 180 total variances and the total Cronbach alpha coefficient. of .865; the scale with its constructed 4 factorial itemed form showed that it was the proved utility function to apply as data collection tools. So, in this work, the scale’s Cronbach alpha coefficient was recalculated as .896.

3. Findings

The first finding of this work is a comparison of learners towards English course based on their genders. The findings grounded to comparison are illustrated in Table 1.

Table 1. The comparison of attitudes towards English course based on genders

Dimen.	Gender	N	\bar{x}	sd	Levene test		t test		μ	
					F	p	df	t		p
ETL	Female	188	2.37	.84	2.603	.107	386	-1.545	.123	-
	Male	200	2.51	.94						
IM	Female	188	2.85	.83	.006	.937	386	.481	.631	-
	Male	200	2.81	.84						
RTL	Female	188	2.39	.85	1.070	.302	386	-.903	.367	-
	Male	200	2.47	.90						
IATL	Female	188	1.93	.99	5.569	.019*	386	-	-	-
	Male	200	2.03	1.13						
TOTAL	Female	188	2.25	.68	.816	.367	386	-1.165	.245	-
	Male	200	2.34	.72						

ETL: Attitudes Towards Learning, IM: Individual Meaning, RTL: Reluctance To Learn, IATL: Importance Attributed To Learning,

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* $p < .05$

As shown in the table1, there was no important difference between the attitudes towards English course based on gender and scale dimensions and its subdimensions with contribution of independent groups T test($p > .05$). In the IATL subdimension, homogeneous distribution of the groups was not determined. Variances that were not homogeny in t test indicated that there were also no significant differences between views in this sub dimension either [$t(383,912) = .337, p > .05$].

The study's second independent variable is related to students' experience of being abroad. The findings reached are shown in Table 2, considering comparison of the student's attitudes towards English course with their experience of being abroad.

Table 2. Comparison of attitudes towards English course based on experience in abroad

Dimen.	Experience abroad	N	\bar{x}	df	Levene test			t test		μ
					F	p	df	t	p	
ETL	Exist	40	2.47	.69	4,667	.318	386	.159	.874	-
	Nonexist	348	2.44	.92						
IM	Exist	40	2.70	.66	2,629	.106	386	-1.033	.302	-
	Nonexist	348	2.84	.85						
RTL	Exist	40	2.40	.83	.011	.918	386	-.251	.802	-
	Nonexist	348	2.44	.88						
IATL	Exist	40	1.91	.94	1,289	.257	386	-.466	.642	-
	Nonexist	348	1.99	1.08						
TOTAL	Exist	40	2.27	.56	2,851	.092	386	-.255	.799	-
	Nonexist	348	2.30	.72						

ETL: Attitudes Towards Learning, IM: Individual Meaning, RTL: Reluctance To Learn, IATL: Importance Attributed To Learning,

According to Table 2, attitude towards English course doesn't differ regarding to the experience of students being abroad($p > .05$). The striking point that is declared and should be underlined in Table 2 is that learners' general mean is being so low. Particularly, means appearing towards the dimension of "*Importance Attributed to Learning*" related to the students' attitudes can be evaluated quite low. The students' attitudes toward English course, constituting the sample in different scientific subjects, were also compared. However, there are significant differences in the number of persons in groups. For this reason, Chi-square analysis was used. Findings are demonstrated in Table 3.

Table 3. Comparison of attitudes towards English course based on the scientific field

	Chi-Square	df	Sig.	Diff.
Attitudes Towards Learning	1.683	2	.431	-
Individual Meaning	1.469	2	.480	-
Reluctance	3.036	2	.219	-
Importance	2.806	2	.246	-
Whole Scale	2.577	2	.276	-

1: Health Sciences (N=17), 2: Natural Sciences (N=132), 3: Social Sciences (N=239)

Students' attitudes towards English course in relation with their disciplines such as Health Sciences, Natural Sciences, and Social Sciences doesn't differ significantly ($p > .05$).

With help of data collection instrument that gathered student's data regarding to their attitudes towards English is found crucial to be investigated as to use them to developed their basic skills of English. For this reason, the relationship of students' attitudes towards English course with their academic success gained as a score in reading, writing and main course was searched to be found out what level they were related from one another. The gathered findings are declared in Table 4. As it is seen in Table 4, there hasn't been observed any significant meaning and attractive relation between students' attitudes toward English lesson and their academic success in reading, writing and main course. As a result, attitude for three skills is not regarded as an important variable.

Table 4. The relation between students' attitudes towards English course and their academic success; in reading, writing and main course

Correlation	N	R	P
Reading*Attitude	388	-.043	.398
Writing*Attitude	388	-.021	.684
Main Course*Att.	388	-.037	.462

At last, another ranges of this study to be focused on was to seek to what extends there were a relation between teacher candidates' attitudes towards English course and their perceived income. Moreover, it was also searched that how properly a classification could be achieved. With regard to this, in order to determine the percentage of this classification, first of all, a discriminant analysis was applied and the indicated values appearing in Table 5 were obtained.

Table 5. Eigenvalue table

Function	Eigenvalue	Variance (%)	Total Variance (%)	Kanonical Correlation
1	.057	93.5	93.5	.233
2	.004	6.5	100.0	.063

As illustrated in the Table 5, obtained eigenvalue belonging to function number 1 is .057 and canonic correlation is .233, the eigenvalue belonging to function number 2 is .004 and canonic correlation is .063. As a result of discriminant Analysis gathered figures are as seen in test of equality of group means in Table 6.

Table 6. Test of equality of group means

Function	Wilks' Lambda	Chi-square	df	Sig.
1→2	.942	22.916	8	.003
2	.996	1.518	3	.678

Wilks' Lambda takes values between 0 and 1. It is thought that small the Wilks' Lambda value is, the more variables' contribution to discriminant function is great. The generated figures in the first function has been observed that they have more contribution. In addition, the values in Chi-Square being meaningful ($p < .05$) indicates that a classification can be made in regard to the perceived income of the candidate students. Structure matrix coefficient related to functions generated are shown in Table 7.

Table 7. Structure matrix coefficient

	Function	
	1	2
Individual Meaning	-.055	.748*
Attributed meaning	-.004	.738*
Attitude towards learning	-.386	.670*
Reluctance to learn	.352	.608*

When structure matrix coefficient was investigated, the highest correlation with discriminant function as sequences were demonstrated in function number 2; Individual meaning, attributed meaning, Attitude towards learning, Reluctance to learn. In order to be able to comment on the perceived income situation, it's essential to look it up to centroid diagram and classification chart. The obtained centroid diagram is demonstrated in Figure 1.

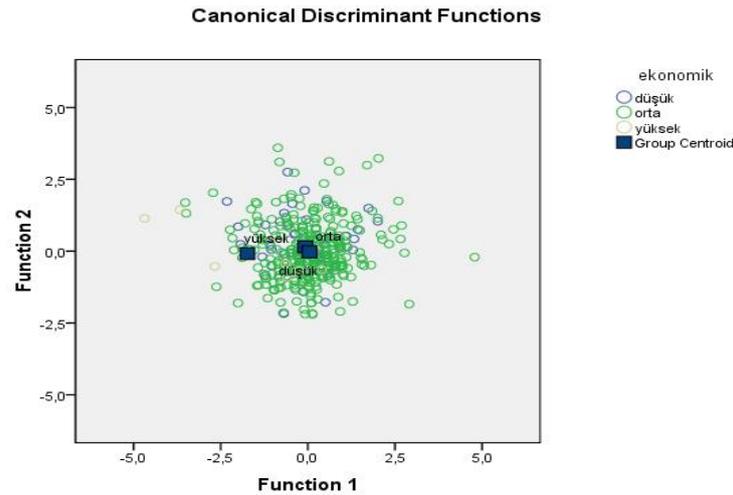


Figure 1. Classification of functions centroid diagram (Düşük: Low, Orta: Middle, Yüksek: High)

According to the centroid diagram in Figure 1, the most properly obtained classifications based on students perceived income was given in sequence; middle, low and high. Estimated group membership classification results were as demonstrated in Table 8.

Table 8. Estimated group membership classification results

Economic Status	Low	Middle	High	Total
Low	17	30	9	56
f Middle	95	183	47	325
High	0	4	3	7
Low	30,4	53,6	16,1	100,0
% Middle	29,2	56,3	14,5	100,0
High	,0	57,1	42,9	100,0

According to the classification results of Table 8, 17 out of 56 students, who indicated their perceived income low (30,4%), 183 out of 325 students middle (56,3%), and 3 out of 7 students high (42,9%) were classified properly. So, the figures considering the perceived income levels of students were declared on the Table 8. The most proper classification was reached with students who indicated their perceived income as middle with figures of 183 out of 325 students (56,3%).

4. Result and Discussion

According to the findings of the research, students' attitudes towards English course didn't show any significant differences based on their gender, experience in abroad and scientific fields. Moreover, a significant correlational level wasn't observed either between their academic success regarding to reading, writing and main course and attitudes towards English course.

In terms of their perceived income classification analysis, the highest rate of most correct group classification was reached among the group of students who indicated their income as middle. In general, the correct classification rate was determined as 52% percent.

Among the passed research findings related to the views of students' attitudes toward English course based on their genders, a significant difference in level wasn't found either, and didn't show a parallel matching with finding gained by the following researchers such as Durer & Sayar (2013), Temur (2013), Karabulut (2013), Çimen (2011), Hussein (2009), Saracoğlu and Varol (2007) and Haitema (2002). But on the other hand, several researchers like (Doğan, 2015; Çelikkaya, 2013; Görgün, 2013; Yıldırım, 2011; Pulat, 2010; Aydın, 2007; Gökçe, 2008) found significant differences in their findings related to the attitudes of students towards internet in terms of genders. Accordingly, distinguished scholars in the domain of the a language learning drove attentions to the spot that 'a positive attitude towards a targeted

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language plays a great role in learning it. Those scholars are as follows (Gardner, 1985; Ellis, 1985; Morello, 1988; Ellis, 1994; Mitchell ve Myles, 1998; Brown, 2000; Atchade, 2002; Csizer and Dörnyei, 2005; Brown, 2007; Fakeye, 2010; Garrett, 2010; Yu, 2010; Bartram, 2010; Oroujlou and Vahedi, 2011; Youssef, 2012). In this study, according to the finding gained, an experience being abroad factor didn't play an important role regarding to the attitudes of students towards English language learning. Nevertheless, Baro and Serrano (2011) addressed that a foreign language learners having had abroad experience, provides them crucial gaining's in terms of learning the target language.

In addition to the outstanding scholars mentioned above, (Lafford and Collentine, 2006; Llanes and Munoz, 2009; Freed, 1995; Davidson, 2010; Thompson and Lee, 2014) also support the idea that learner of a foreign language who had abroad experiences are likely to gain the opportunities of language learning skills better than the inexperienced ones. This difference accrued is dependent on the period you spend and reason why you are there. A short time of travel for abroad experience doesn't have an important impact on using language skill development. However, an experience of abroad on study or work for a longer time creates an environment for the language learners to practice their language skills with natives of the country via a close interaction. Because of this, it can influence the attitudes of learners towards a foreign language learning. Güçlü (1996) indicates that foreign students mostly face varies challenges in the country mainly because of insufficiency in language knowledge, orientation, economic, social and personal.

Another reason for difference accrued in the findings in this study related to language learner attitude toward English might be because of the country and region where they live. The similarities of the learners' in culture and language with country where they visit related to abroad experience independent variable may cause this difference remarkably as they can use their language practice skill broadly. Thus, this factor can affect the learners' attitudes towards the target language appeared differently from the ones' findings in domain.

It has recently been a new approach recently that it is necessary to consider the cultural factor of the learner in language teaching. Gloria Ladson-Billings (1994) define culture as references for gaining knowledge, skill and as a tool of shaping attitude on condition that the education is designed in accordance with culture. (Choi *et al.*, 2011). As it was also underlined by Schumman (1978) and Ellis (1986), attitudes were mostly shaped with cultural shocks in second language acquisition (cited. Alaga, 2016). In foreign student education, if education was designed in parallel with their cultural background, their cultural shock would also be prevented or eased up as it was illustrated in several other varies research's in the field (Tuncer, 2015). According to findings of the research, a significant correlational level wasn't observed between students' academic success regarding to reading, writing and main course and attitudes towards English course. According to Yenilmez and Özabacı (2003) it is the fact that students' attitudes towards learning and course being positive also affect their academic success to a great extends. The findings of some researchers made by (Kennedy, 1996; Selçuk, 1997; Saracoğlu and Varol, 2007; Özdiñç-Delbesoğlulig, 2013; Kaşık, 2014) showed that there were a close correlation between the positive attitudes of students towards a foreign language learning and their academic successes. Contrary to those researchers mentioned above, there was no significant correlations between students' attitudes towards foreign language and their academic success Gürel (1986), Aytürk (1999), Yıldırım (2010), Baklacioğlu (2011).

It is thought that the reason of this difference between research findings might be accruing from the research samples' structures as they were homogeneity. The differences in heterogeneity sample structures were likely to cause occurrence of findings to a larger extends. It might be thought that the difference appeared in research findings can be grounded to samples 'structures, and it might also be thought that there are strong hidden or invisible variances that can affect attitudes of students towards a language learning.

Another striking point of view about the attitudes and motivation was underlined by Ariani and Ghafournia'a (2015). They asserted that bearing negative attitudes and owning low motivation for learning a foreign language could be stemmed from the socio-economic statue of the learners. Also Gayton (2010) found the link between socio-economic status with language learning as an important factor. Ghaemi and Yazdanpanah (2014) supported the approach that, in order to incent learning and enhance success in educational environments, besides providing education materials and tools for learners, it was essential to consider the learners and their families' socio-economic status as well. To come to the findings of high

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successful classification of this research as a group, it can be correlated with learners' perceived income to a great extent that it corresponds to the idea put forward above.

As a conclusion, according to the findings obtained out of the research regarding to perceived income independent variance, it can be commented that it is a vital component to put into consideration as it affects the shaping attitudes of students as one of important variances in a foreign language learning. The present situation indicates that if researchers and educators want to measure attitudes towards language learning in case they are limited with tools and materials, a perceived income factor is recommended to put into the consideration in their further researches. In addition to this, it is also recommended to focus on attitudes' variances as they are apparently exposure to quite several effects that form them immediately and easily. So, it is clearly inevitable and crucial to do large scoped studies on this spot for the benefits of foreign language learning progresses.

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