

TOURISM GUIDANCE STUDENTS' ATTITUDES TOWARDS THE ENGLISH LANGUAGE COURSE

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Abstract

This study investigated the tourism guidance students' attitudes towards the English language course. To reach the aim of the study, a questionnaire was designed and conducted in January 2016 with 222 students studying at a public university in Balıkesir, Turkey. At the end of the research, it was determined that the tourism guidance students had positive attitudes towards the English language course. Moreover, they were aware of the importance of the English language for their future career. Also, it was found that there was a significant difference among the students' gender, age, desire to choose the department and satisfaction level of the department in terms of attitudes towards the English language course.

Key Words: English Language Course, Tourism Guidance, Student, Attitude.

Introduction

It is argued that language learning is regarded as the cornerstone of human existence and has a pivotal role in helping human to express his opinions. In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning a language (Abidin, et al., 2012, p.119; Cabansag, 2013, p.10; Soleimani & Hanafi, 2013, p.3816). Because attitude is primary impetus for learning a foreign language and later the driving force to sustain the long and often tedious learning process. In this frame, the study investigates tourism guidance students' attitudes towards the English language course. Moreover, language is one of the most important elements for people working in the tourism sector as it is based on social interactions among people of different cultures. Especially tourist guides are one of the essential stakeholders who have a direct interaction and a face-to-face communication with both national and international tourists. Therefore, investigating tourism guidance students' thoughts and beliefs towards the English language course is essential as they have to gain English proficiency in order to be tourist guides in Turkey. This necessity stimulates to make this study.

1. Literature Review

It is an undeniable fact that speaking a foreign language is of crucial importance in today's globalizing world (Yılmaz, 2013, p.132). Foreign language offers many benefits to individuals in

terms of improved communicative ability, cognitive development, cultural awareness, and job opportunities. An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries (Marcos, 2001, p.11).

Foreign language is also vital in business administration (Davies, 2000, p.66; Marschan et al., 1997, p.591; Oroujlou & Vahedi, 2013, p.994; Thitthongkam, et al, 2011, p.2) especially for tourism industry which is one of the fastest-growing businesses in the world. The knowledge of foreign languages has evidently the key role in the development of tourism which has a multiple roles and is viewed as an economic, social and cultural activity. Therefore, it is indisputable to state that it represents one of the most important activities of the modern, contemporary society around the world (Sindik & Bozinovic, 2013, p.2). As tourism demand is vulnerable, tourism businesses need to do everything possible to ensure their international competitiveness and maximize their traditional markets, which is all the more vital given the highly competitive global market within which destinations are increasingly vying with each other for a share of the market. This is particularly true for the countries such as Turkey which have gained substantially from international visitors—predominantly other Europeans—for well over a century (Leslie & Russell, 2006, p.1397). The statistics indicated that Turkey showed a spectacular growth in the tourism industry in the last few decades. The international visitor arrivals reached a record of 39.8 million in 2014 and made Turkey took place at the 6th among the world's top tourism destinations (WTO, 2016, p.6). These statistics showed that tourism is one of the important industry for Turkey as well.

Major human resource issues have arisen, however, alongside the rapid growth of this industry, and it is essential that employees are given appropriate vocational training and a relevant skill base (Davies, 2000, p.66). One of the most necessary knowledge and skill that the tourism industry employees need to have is the foreign language. The role of foreign language is important for the tourism industry as a means to communicate, negotiate, and execute transactions with tourists by tourism employees (Prachanant, 2012, p.117). Tourism employees must possess good communication skills and a high level of intercultural competence as they have to use language in different socio-cultural context (Luka, 2011, p.2). Moreover, many managements are looking for people who are fluent in other languages. Most of them want their new employees to possess foreign language skills and need people with high levels of proficiency (Thitthongkam, et al, 2011, p.3).

Among the employees in the tourism industry, tourist guides are the key front-line players (Ap & Wong, 2001, p.551) who play a very crucial role in the intercultural communication and interaction between tourists and host culture (Yu, et al., 2001, p.77; Leclerc & Martin, 2004, p.185). As Leslie and Russell (2006, p.1399) stated good relationships cannot be maintained without good-quality communication between visitor and host. Some language in common is a pre-requisite for such communication, thus to be able to converse with visitors in their own language is important, particularly so when problems arise. World Federation of Tourist Guide Associations (WFTGA) (<http://www.wftga.org/tourist-guiding/what-tourist-guide>) defines a tourist guide as a person who “guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority.” This common definition stressed the necessity of foreign language knowledge and competence to perform as a tourist guide. Moreover, in order to be a tourist guide in Turkey, the candidates have to fulfill some obligations such as graduating from the department of tourism guidance of a university and having foreign language proficiency by succeeded in Foreign Language Exam (YDS) which is implemented by Turkey Republic

Measuring, Selection and Placement Center (TUREB, 2014). These reasons showed the necessity of foreign language for tourism guidance students in Turkey and brought into focus the place of foreign language courses at universities.

Because English has become an international language (Kunasaraphan, 2015, p.1853; Prachanant, 2012, p.117) and is widely used as a medium for understanding and exchanging ideas among people all over the world (Prachanant, 2012, p.117), it is being taught commonly as a first foreign language at tourism guidance departments of universities in Turkey. English courses are mostly given as a vocational foreign language in order to develop the students' language proficiency intended for the tourism industry.

Motivation, attitudes, and set of beliefs about learning the language are among the determining factors that can influence the efficiency of the students in language classes (Oroujlou & Vahedi, 2013, p.994). According to Latchanna and Dagnev (2009), attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Oroujlou & Vahedi, 2013, p.994). Attitudes towards learning languages besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning (Abidin, et al., 2012, p.119). Such students were also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally, thereby meeting the requirements of the courses in terms of behaviors, emotions, and psychomotor skills (Kara, 2009, p.102; Merisuo-Storm, 2007, p.227). Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Abidin, et al., 2012, p.119). As Smith (1971, p.82) stated if the student enters the classroom with fairly neutral attitudes about the language (or even positive ones) and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself. A student who does not like learning and school, teachers and homework, can walk into a foreign language classroom and quickly generalize his dislikes.

Gardner with Lambert (1972) whose study have been recognized as one of the milestones about learner attitudes to the English language teaching from the perspective of social psychology, inspired many studies which examined the importance of language learners' attitudes (Gökçe, 2008, p.14). By following them, many researches (studies made by Abidin, et al., 2012; Al-Emran, et al, 2016; Al-Rifai, 2010; Bektaş-Çetinkaya & Oruç, 2010; Bain, et al., 2010; Benson, 1991; Chalak & Kassaian, 2010; Diab, 2006; Dörnyei, 1998; Frydrychova Klimova, 2011; Gardner, 2007; Ghazvini & Khajehpour, 2011; Gömleksiz, 2002; Guilloteaux & Dörnyei, 2008; Hosseini & Pourmandnia, 2013; Hussein, et al, 2009; Karahan, 2007; Kirova, et al., 2012; Koizumi & Matsuo,1993; Lennartsson, 2008; Masgoret & Gardner, 2003; Merisuo-Storm, 2007; Oroujlou & Vahedi, 2013; Oz, et al., 2015; Öztürk, 2014; Sisamouth & Lah, 2015; Smith, 1971; Tsuda, 2003; Ushida, 2005; Wang, 2005; Yang & Lau, 2003 are some examples) which examined the attitudes of the students towards language learning has arisen. These studies generally examined primary or secondary school students' attitudes and the relationship between attitudes and academic success. On the other hand, few studies were found which were done on attitudes towards foreign language by taking into consideration of university students particularly tourism students. Therefore, this study aimed to contribute to the literature as there seemed a limitation in this field.

2. Methods

2.1. Aim and Research Questions of the study

The aim of this study was to examine the tourism guidance students' attitudes towards the English language courses. What the tourism guidance students' think, how they feel and how they behave in the English language courses were the core research questions of the study. In this frame it was tried to answer the following questions:

- What are the students' attitude levels towards the English language course
- Is there any significant difference between male and female students in terms of attitudes towards the English language course?
- Is there any significant difference among age groups of the students in terms of attitudes towards the English language course?
- Is there any significant difference among grades of the students in terms of attitudes towards the English language course?
- Is there any significant difference among the desire of the students to choose the department in terms of attitudes towards the English language course?
- Is there any significant difference among the satisfaction level of the students from the department in terms of attitudes towards the English language course?

2.2. Data Collection

Data were collected through a questionnaire. The questionnaire form consisted of two sections. The profile of the respondents was tried to be determined in the first section. Their attitudes towards the English language courses were analyzed in the second section. This section consisted of 21 items presented on a five-point Likert scale ranging from 1= strongly disagree to 5= strongly agree. The items were based on the studies made by Abidin, et.al. (2012), Gardner (1985), Gömleksiz (2002) and Guilloteaux and Dörnyei (2008).

2.3. Sample

The study was conducted with the tourism guidance students studying at the Faculty of Tourism at Balıkesir University in Turkey. According to statistics, in total 485 tourism guidance students are studying in the 2015-2016 academic year. 250 questionnaires were distributed to randomly selected students in the classrooms in January in 2016. Finally, 222 usable forms were returned.

2.4. Data Analyses

The data obtained via questionnaires were analyzed by using SPSS 19.0. Descriptive statistics including frequencies and distribution percentage were given to determine students' profiles. Cronbach's Alpha was calculated to test the reliability of the scale. Mean scores and standard deviations of the 21 items were calculated. The independent samples t test and ANOVA test were applied whether there was a significant difference between attitudes of the students towards the English language courses and independent variables of gender, age, grade level, their desire to choose the department and their satisfaction from the department.

2.5. Results and Discussion

Initially profiles of the students who participated in the study were determined by giving the number and percentage. The results can be seen at Table 1.

Table 1. Profiles of the Students

<i>Variables</i>	<i>n</i>	<i>%</i>
<i>Gender</i>		
Male	102	45.9
Female	120	54.1
Total	222	100.0
<i>Age Group</i>		
17-19	39	17.5
20-22	122	55.0
23 and above	61	27.5
Total	222	100.0
<i>Grade</i>		
First grade	60	27.0
Second grade	59	26.6
Third grade	53	23.9
Fourth grade	50	22.5
Total	222	100.0
<i>Desire to choose the department</i>		
Yes	112	50.5
No	22	9.9
Partly yes partly no	88	39.6
Total	222	100.0
<i>Satisfaction from the department</i>		
Very dissatisfied	8	3.6
Dissatisfied	24	10.8
Neither satisfied nor dissatisfied	54	24.3
Satisfied	103	46.4
Very satisfied	33	14.9
Total	222	100.0

The results showed that 46% of the students were male and %54 of them were female. More than half of them (55%) were in the 20-22 age group. There were 60 students with the percentage of 27 in the first year, 59 students with the percentage of 26 in the second grade, 53 students with the percentage of 24 in the third grade and lastly 50 students with the percentage of 22.5 in the fourth grade. The students were asked whether they chose the department of tourism guidance willingly or not. And half of them were noted that they desire to choose the department. Only 10% of the students chose the department unwillingly. Finally, the students were asked whether they were satisfied with the department. 61% of them said that they were satisfied with the department.

The respondents were asked to indicate on a five-point scale the level of their attitudes towards the English language courses. In order to reach the aim, 21-item scale was used. Cronbach's Alpha was calculated to test the reliability of the scale. Three of the items (6, 13 and 19) were phrased in the reverse. These items reversed coded only in order to make those items comparable to the other items and to gain the higher reliability. At the end of the analyzes Cronbach's Alpha obtained 0.865 indicated that the scale was acceptable and reliable.

The means and standard deviations of the determined 21 items were illustrated at Table 2.

Table 2. Means and Standard Deviations of the Items

	Items	\bar{x}	s.d.
1	I like English course	4.29	0.82
2	I do not afraid of English course	4.00	1.07
3	I feel that English is easy to learn	3.30	1.29
4	I feel that time passes quickly at English course	3.68	1.02
5	English course is enjoyable	3.88	0.94
6	If it is possible I would like to choose another course instead of English	2.04	1.05
7	I think that English course is important for my future career	4.62	0.71
8	I am not anxious about English exams	3.45	1.17
9	English is my favorite course	3.90	1.00
10	I like studying English textbooks	3.63	1.19
11	I want to spend more time to improve my English knowledge	4.12	0.94
12	In my opinion, English course should be given from the primary school	4.37	0.91
13	I hate English	1.65	0.93
14	English course is necessary for me	4.59	0.76
15	I do not think that English course is a wasting time	4.60	0.72
16	In my opinion, English course hours should be increased	4.06	1.09
17	In my opinion, the subjects of English course are important	4.06	0.86
18	I like speaking English in the course	3.85	1.02
19	Studying English gets me nervous	1.90	1.05
20	I do not want to miss English course	3.70	1.09
21	It is enjoyable to do English homework	3.46	1.09

According to results, the 7th item got the highest mean score ($\bar{x} = 4.62$) among 21 items. The students strongly agreed that the English language course is important for their future career. It can be said that they realized the importance of English for being a tour guide. The second highest mean score was obtained from the item 15 ($\bar{x} = 4.60$) and the third one obtained from the item 14 ($\bar{x} = 4.59$). The students thought that the English language course is not a wasting time and is necessary for them. This means that they were conscious of the importance of the English language course in general.

The lowest items were the 13th, 19th and 6th ones ($\bar{x} = 1.65$, $\bar{x} = 1.90$ and $\bar{x} = 2.04$ respectively). These items were reverse items which mean that they had a negative meaning. These items indicated that the students actually don't hate English, studying English does not get them nervous and they don't want to choose another course instead of the English language course.

Except these reverse items, the other lowest ones were the 3rd item ($\bar{x} = 3.30$) about the easiness of learning English, the 8th item ($\bar{x} = 3.45$) about the anxiety from English exams and 21st item ($\bar{x} = 3.46$) about the enjoyment of doing English homework. It can be said that although they thought that English was important, they found that learning English was at average difficulty. The results

also showed that they did not like to take somewhat extra responsibilities such as having exams and doing homework.

The independent samples t test and ANOVA test were calculated in order to determine whether there were significant differences between independent variables and scale items. Initially, the independent samples t test was calculated according to students' gender. The result was shown at Table 3.

Table 3. Independent Samples t Test

items	gender	n	\bar{x}	s.d.	t	sig.
1	male	102	4.44	0.72	2.504	0.013
	female	120	4.16	0.88		
2	male	102	4.25	0.91	3.275	0.001
	female	120	3.80	1.14		
4	male	102	3.99	1.00	4.169	0.000
	female	120	3.43	0.97		
5	male	102	4.02	0.97	2.076	0.039
	female	120	3.76	0.90		
6	male	102	1.81	0.98	-3.059	0.002
	female	120	2.24	1.08		
8	male	102	3.81	1.08	4.303	0.000
	female	120	3.15	1.16		
9	male	102	4.12	0.92	3,035	0,003
	female	120	3.72	1.02		
18	male	102	4.08	0.87	3.240	0.001
	female	120	3.65	1.09		
19	male	102	1.74	0.96	-2.108	0.036
	female	120	2.04	1.11		

As it was seen at Table 3, there was a significant difference between students' gender in terms of nine items (1, 2, 4, 5, 6, 8, 9, 18, 19). According to results, male students showed more positive attitudes towards the English language courses than the female ones. Items 1, 4, 5, 6 and 9 revealed that male students more interested in the English language course and they were more eager to learn when comparing with female students. And, items 2, 8, 18 and 19 showed that female students had lower anxious from the English language courses. This may due to the different interest and expectations from the course. It can be said that the teaching methods and classroom activities attracted male ones more. Moreover, male students have more self-confidence than the females in terms of English exams, speaking in the class and the English language course in general.

These results were different from the study's results made by Abidin, et al. (2012). They examined the Libyan secondary students' attitudes towards learning the English language and found that the attitudes of female students towards English are slightly higher than that of male ones. Similarly, Şakiroğlu and Dikilitaş (2012) found that male learners did have higher levels of motivation in learning English than male learners at the Preparatory school of Gediz University. Hişmanoğlu (2013) made a study on the English language teacher candidates and found the same results with this study. According to results, male English language teacher candidates had a lower level of foreign language learning anxiety than female English language teacher candidates.

Table 4. ANOVA Test for Attitudes of the Students towards the English Language Courses with Respect to Age

Items	17-19 (n=39) mean (s.d.)	20-22 (n=122) mean (s.d.)	23 and above (n=61) mean (s.d.)	F	p	Tukey
2	3.87 (1.17)	3.90 (1.10)	4.29 (0.88)	3.070	0.048	1<3
18	3.64 (1.13)	3.76 (1.02)	4.18 (0.86)	4.580	0.011	1<3; 2<3

According to ANOVA results, there was a significant difference between the age group of the students in terms of the second item which was about fear of the English language course and the eighteenth item which was about to like speaking English in the course. These differences were between the age group 17-19 and 20-22 and, between 17-19 and 23 and above. The results showed that younger students were more afraid of the English language courses than the older ones. They also did not like speaking English at courses when comparing older students.

Al-Rifai (2010) found similar results in her study. She determined that difficulties and negative feelings faced by students at learning English were more in younger students than in older ones. Hişmanoğlu (2013) found that students at the age of 18-20 had a stronger negative feeling (trembling, nervous, worrying) than the students at the age 24-24+ group.

No differences were found between grade level of the students in terms of attitudes towards the English language course. Similarly, Abidin, et al. (2012) found no differences between students' grade level. On the other hand, Hişmanoğlu (2013) indicated a significant difference between grade level of the English language teacher candidates in terms of foreign language learning anxiety.

Table 5. ANOVA Test for Attitudes of the Students towards the English Language Courses with Respect to Desire to Choose the Department

Items	yes (n=112) mean (s.d.)	no (n=22) mean (s.d.)	partly yes partly no (n=88) mean (s.d.)	F	p	Tukey
5	4.06 (0.88)	3.81 (1.05)	3.68 (0.96)	4.163	0.017	1<3
6	1.86 (1.01)	2.72 (1.20)	2.10 (1.00)	6.621	0.002	2<1; 2<3
8	3.65 (1.16)	3.31 (1.32)	3.25 (1.11)	3.116	0.046	1<2
9	4.08 (0.96)	3.77 (1.02)	3.71 (1.01)	3.735	0.025	1<3
10	3.85 (1.16)	3.18 (1.13)	3.47 (1.19)	4.450	0.013	1<2
11	4.29 (0.93)	3.50 (1.22)	4.06 (0.81)	7.110	0.001	1<2; 3<2
14	4.71 (0.64)	4.27 (1.07)	4.51 (0.77)	3.989	0.020	1<2
16	4.20 (1.07)	4.31 (0.77)	3.81 (1.15)	3.838	0.023	1<3
17	4.25 (0.84)	3.95 (1.04)	3.85 (0.80)	5.565	0.004	1<3
19	1.65 (0.94)	2.45 (1.29)	2.09 (1.03)	8.095	0.000	2<1; 3<1
20	3.91 (1.06)	3.36 (1.13)	3.51 (1.08)	4.726	0.010	1<3
21	3.69 (1.00)	3.04 (1.32)	3.27 (1.07)	5.746	0.004	1<2; 1<3

There was a significant difference between the desires to choose the department in terms of almost half of the items (12 items in total) attitudes towards the English language course (Table 5). These results indicated that the students who willingly chose the department showed positive attitudes towards the English language course than the students who chose the department unwillingly and who were moderate. Moreover, their anxiety level lower than the unwilling students and moderate students (item 8 and item 19). These results stressed the theory that the more willing to choose the department, the more the students show positive attitudes towards the English language course.

Table 6. ANOVA Test for Attitudes of the Students towards the English Language Courses with Respect to Satisfaction from the Department

tems	1* (n=8) mean (s.d.)	2* (n=24) mean (s.d.)	3* (n=54) mean (s.d.)	4* (n=103) mean (s.d.)	5* (n=33) mean (s.d.)	F	p	Tukey
1	4.12 (0.64)	3.95 (1.16)	4.18 (0.84)	4.34 (0.70)	4.57 (0.79)	2.461	0.046	1<5; 1<3
2	3.62 (1.30)	3.50 (1.35)	3.75 (1.14)	4.20 (0.86)	4.27 (1.07)	3.885	0.005	1<4; 1<5
6	2.62 (1.06)	2.33 (1.09)	2.27 (1.07)	1.95 (1.04)	1.60 (0.89)	3.467	0.009	5<3
8	3.62 (1.06)	3.33 (1.37)	3.12 (1.09)	3.48 (1.12)	3.96 (1.18)	2.832	0.026	3<5
9	3.62 (1.18)	3.75 (1.15)	3.70 (0.98)	3.90 (0.97)	4.45 (0.79)	3.469	0.009	3<5; 4<5
10	3.00 (1.19)	3.25 (1.39)	3.42 (1.20)	3.66 (1.10)	4.33 (0.98)	4.780	0.001	1<5; 2<5; 3<5; 4<5
11	2.75 (1.16)	4.04 (0.99)	3.88 (0.88)	4.29 (0.82)	4.39 (0.99)	7.299	0.000	1<2; 1<3; 1<4; 1<5
14	3.75 (1.28)	4.37 (0.82)	4.44 (0.94)	4.73 (0.55)	4.72 (0.57)	4.998	0.001	1<4; 1<5
17	2.75 (1.28)	4.08 (0.71)	4.05 (0.78)	4.09 (0.84)	4.27 (0.83)	5.497	0.000	1<2; 1<3; 1<4; 1<5
18	3.37 (1.30)	3.75 (1.03)	3.42 (1.14)	3.99 (0.88)	4.33 (0.88)	5.553	0.000	3<4; 3<5
19	3.37 (1.50)	2.25 (1.15)	2.09 (0.95)	1.71 (0.94)	1.57 (0.96)	7.342	0.000	5<1; 4<1; 3<1; 2<1
21	3.50 (1.30)	3.00 (1.10)	3.29 (1.05)	3.53 (1.06)	3.84 (1.06)	2.609	0.037	2<5

* 1 = very dissatisfied; 2 = dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = satisfied; 5 = very satisfied

The Table 6 showed that there was a significant difference between the satisfaction level from the department of the students in terms of attitudes towards the English language course. These differences were found at 12 items. According to results, the students who were satisfied with the department showed positive attitudes towards the English language course when comparing unsatisfied students. The satisfied students also had lower anxiety level than the unsatisfied students. It can be seen that the more students were satisfied with the department, the more they have positive attitudes towards the English language course.

3. Conclusion and Recommendation

The study investigated the tourism guidance students' attitudes towards the English language course. The results revealed that the students generally had positive attitudes towards the English language course. They were also aware of the importance of English for their future career. Foreign language proficiency is a significant factor to be a tourist guide in Turkey. So the students were conscious of this necessity. They were also pleased the time they spend at the English language course. It can be said that they believed that the more time they spend on the English language the more they gain proficiency in English.

On the other hand, there were some conflicts in their attitudes towards the English language course. For example, although they believed that English is important for achieving job opportunity, they did not want to take exams. This can be explained by the level of test anxiety they had. Another conflict was about spending time on English. Although they thought that the English language course was not a wasting time, they did not like doing English homework. It can be said that according to their beliefs learning the English language in the classroom was more effective way than learning at home. They did not like to take somewhat extra responsibility after went out of the classroom.

It was determined from the study that there was a significant difference between gender profiles of the students in terms of attitudes towards the English language course. Male students had more positive attitudes towards the English language course when comparing with females. This may be

due to the differences in expectations and needs from the course. Teaching methods, classroom activities, instructor's behaviors all can be effective factors in the classroom and these may not meet with the female students' needs and interests. Therefore, their reactions to the English language course could be fewer than the males.

In contrast, female students showed more negative feelings such as fear, anxiety, nervous towards the English language in general, the course and the exams. It can be about the differences in emotional characteristics between males and females. As Kring and Gordon (1998, p.687) stressed, the majority of studies have found that women appear to be more expressive of most emotions compared with men. Studies investigating specific emotions have found that women are more expressive of sadness, disgust, fear, surprise, happiness or smiling, and anger. Therefore, female students can think and behave in a more sensitive way while learning the English language which can affect their feelings more easily from the negative situations.

Another result showed that there was a significant difference between the age groups of the students towards the English language course. Although there wasn't a big age gap among the determined age groups, it can be said that the younger students were more afraid of English language course and did not like speaking English at the course when comparing with the older students. In advancing age, students may be more experienced and may have more self-efficacy in handling conversations in the classrooms and thus, were calmer at the English language course.

There was a significant difference between the desires to choose the department in terms of attitudes towards the English language course. And last difference was found between the satisfaction levels from the department of the students in terms of attitudes towards the English language course. The results showed that the more willing to choose the department, the more the students show positive attitudes towards the English language course. And also the more students were satisfied with the department, the more they have positive attitudes towards the English language course. It may be due to the awareness of the importance of English at tourism sector and guidance. This result showed that they were aware of the necessity of the English language for their career and would use it during their work life wholly both before choosing the department and during studying. Thus, they were conscious that the English language was an inevitable factor and not to be ignored for their guidance career in the future.

Recommendations can be given for increasing students' positive attitudes and decreasing their anxiety level of the English language course by considering the study's results. Probably the most important role in enhancing students' attitudes towards the English language course is of instructors. Instructors can make a modification of their study plan and teaching methods to attract the students' attention. They can create a confident class atmosphere in which the students' language motivation arises and feel more eager to learn. Motivation level of the students can affect their attitudes. Thus, increasing positive attitudes depend on how motivated they are to learn the English language. So the instructors can encourage the students to take part in classroom activities, team works, and conversations actively.

One of the important problems that occur is about the high anxiety level of the students towards the English language specifically towards exams and speaking English in the classroom. As Horwitz, et al. (1986, p.127) stated second language anxiety has three varieties; communication apprehension (fear of or anxiety about communicating with people), test anxiety (stemming from a fear of failure) and fear of negative evaluation (avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively). All these anxiety types affect students feeling, beliefs and behaviors and even their success of the learning process. Instructors, therefore, need to be sensitive to students' learning anxiety and understand the extent to which students' behavior can be affected by it and how instructors can decrease it.

In further research, a comparable analyze of the attitudes towards English language course can be done by taking into consideration of two universities' guidance students. In addition to English language course, future studies can analyze the attitudes towards other language course such as the German, Russian, Japanese or French which are also important for tourism sector especially for Turkey. Furthermore, the relationship between language attitudes and motivation, and/or academic success can be analyzed.

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