



Validity and reliability study of the attitude scale of Turkish language teachers towards foreign students

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Abstract

Turkish language teaching centers for foreigners have been founded in many universities in Turkey. However, there are hardly any scale development studies in the relevant literature to identify the attitudes of language teachers towards students in the teaching environment. This study was carried out in order to fill the void in the field. The study group of the study consisted of 184 instructors teaching Turkish to foreigners at the Ulutömer language school of Uludağ University in Bursa as well as at other state, foundation and private universities in Turkey. In order to test the construct validity of the scale, firstly a model was created with the sample group by means of Exploratory Factor Analysis (EFA), and it was decided whether the structure of the scale would be confirmed by using the Confirmatory Factor Analysis (CFA). As a result of the analysis done, RMSEA turned out to be = 0.085, NFI = 0.93, NNFI = 0.91, SRMR = 0.08 and CFI = 0.95. According to the results of the exploratory factor analysis, a 3-factor scale, body language, motivation and class participation, consisting of a total of 57 items with factor load values of .30 and above, was obtained and the total variance explanation rate was calculated as 42,094%. Cronbach's Alpha analysis was used to determine the internal consistency of the scale and since this value approaching 1 meant an increase in reliability, it was found that the overall reliability level of the scale was 0.932. The SPSS 24.0 program was used for statistical analysis.

Keywords: Teaching Turkish to foreigners, scale development, instructor attitudes, attitude scale.

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1. Introduction

In recent years, it has clearly been the case that individuals in different countries of the world have been increasingly interested in learning Turkish due to the position of Turkey among the new developments and advances in the economic, political, cultural and educational fields in the world. The demands of foreign students in our country to

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learn Turkish language were met until recently through the Turkish teaching centers available at a few universities and through the related courses taught in undergraduate programs at the Turkish language education departments. These courses were first started in 1958-1960 when Boğaziçi University was the Robert College. Afterwards, teaching Turkish to foreigners, which started at Ankara University in the 1963-1964 period, proceeded with the foundation of TÖMER in 1984 (Durmuş, 2013). Presently, Turkish teaching centers for foreigners have been established within the body of many universities in the country and they have continued to their trainings. ULUTÖMER, operating under Bursa Uludağ University, is one of these centers.

Teaching a foreign language signifies teaching its culture in a way. There is a rich and comprehensive cultural presence within the words and concepts of the language of a society. Teaching/learning a language independently of its own world perception and culture makes it difficult to learn/teach that foreign language (Yiğit & Arslan, 2014:3). While teaching Turkish as a foreign language - just like teaching any other foreign language - Turkish culture, the culture of the target audience and the common cultural universe should be taken into consideration. Therefore, it is crucially significant that the instructors of Turkish as a foreign language take into account the cultural values of the target audience while transmitting the Turkish culture.

Turkish language courses, carried out at various language centers in the country and abroad, brings along some problems as well. The methods applied in the studies aiming to determine the problems experienced by those who learn Turkish as a foreign language, and the measurement and evaluation process and the problems arising from the instructors were all revealed. The problems related to the method are mainly centered around such sub-headings as not being able to teach the daily language, not being able to teach the academic Turkish, teaching the language theoretically and not being able to put what has been learned into practice. The problems stemming from the Turkish language teachers are listed as the harsh attitudes of the instructors, the instructors coming to the lessons unprepared and speaking quickly (Biçer, Çoban, Bakır, 2014:126). It is important that these problems are fully perceived and understood by the Turkish teachers and that they display appropriate attitudes and behavior to the students in order to overcome these problems.

The attitudes have an important role to play in determining the success or failure of the training process (Karatay, Kartallıoğlu, 2016:206). In the Social Sciences Turkish Science Terms Dictionary (2011: 1162), published by the Turkish Academy of Sciences (TÜBA), the term “attitude” is defined as “a latent tendency or orientation consisting of cognitive, emotional, judgmental and behavioral components that exist or are acquired in the individual or society in order to behave in a certain way towards certain objects, events and people”.

Attitude has two important features. These are; attitudes are very long-lasting and include cognitive, affective and behavioral units. Therefore, some tendencies that people temporarily display should not be considered as their attitude. Nevertheless, an attitude is not just a thought or feeling. Attitude is a multidimensional and multi-layered socio-psychological structure that includes cognitive, emotional and observable activities that express itself as belief, emotional and behavioral elements (Bölükbaş (2004: 54).

According to Tezbaşaran (1997), on the other hand, attitude is one of the psychological variables that should be measured as required. Knowing what an individual's attitude is towards an object or stimulus will enable us to predict what that individual's behavior will be towards the relevant stimulus. This situation is extremely important in practice. As it is clear in these definitions, attitude is one of the psychological factors that significantly shapes the actions and orientations of individuals. In this sense, the attitude scales are frequently used to identify, evaluate or make predictions about the orientation of people, the source of their behavior, their possible interest in events and phenomena.

It is true that the attitudes of teachers working in teaching environments towards the variables that determine the teaching environment will affect the teaching to be done positively or negatively. It is expected that the students who learn Turkish as a foreign language become successful when they develop a positive attitude towards Turkish and unsuccessful when they adopt a negative attitude. Similarly, it is possible to think that the positive/negative attitudes of Turkish teachers who teach Turkish as a foreign language towards the learning environment and students may affect the learning-teaching process positively or negatively.

It is because there is a teacher at the center of all kinds of education and training activities. The existence of a program suitable for the physical and behavioral conditions that determine the teaching environment will only be successful if the teachers can use them effectively. In addition to the ability of teachers to maintain an effective teaching process, the ability to manage the classroom is also very important for the success of the education and training activity. For this reason, it is crucially significant to identify the attitudes of teachers towards their students as well as their students' attitudes towards the teachers in ensuring success in the teaching environment. According to Can and Baksi (2014), students' classroom attitudes and behaviors directly impact teachers' classroom management success, and in this context, teachers' attitudes and behaviors towards the classroom also change. Teachers' attitudes determine how they teach their students in the classroom. Many studies have recognized that attitude is a key variable in predicting teachers' intentions. Attitude is also crucially important for teachers when responding to students with behavioral problems. It is because it was found that teachers' behavioral intentions were one of the important predictors of their attitudes. In addition, it was also revealed that teachers' attitudes and interests towards certain

students also affected their intention to teach some students in the classroom (Malak, Sharma & Deppeler, 2017: 3).

Attitude scales are among the measurement tools used in various studies and have proven to be effective in revealing these studies. There are various scale development studies in the relevant literature to identify teachers' attitudes towards the teaching environment or students (Ernst & R. Rogers, 2009; Tanhan & Şentürk, 2011; Sağlam & İlksen Kanbur, 2017; Malak, Sharma & Deppeler, 2017; Gündüz, Uzunboylu & Özcan, 2017; Orakçı and Toraman, 2018; Kumaş ve Yıldırım, 2021; Gelişli and Kazykhankyzy, 2021). Furthermore, there are also some attitude scale development studies for foreign students learning Turkish (Aslan and Kan, 2021; Biçer, 2017; Şen and Boylu 2017; Yıldız and Gürlek, 2019). Nevertheless, there are almost no scale development studies in the relevant literature done to identify the attitudes of Turkish language teachers for foreigners towards students. One of the few is the one developed by Mete (2018), the "Evaluation Scale for Teachers Teaching Turkish as a Foreign Language".

In the light of these reasons, the absence of an applicable and reliable scale to identify the attitudes of Turkish teachers teaching Turkish to foreigners towards those students has made this study necessary. Therefore, in the present study, it was aimed to develop a useful scale in order to reveal the attitudes of teachers towards their students in foreign language teaching environments.

2. Method

The descriptive statistical methods (Mean, Standard Deviation, Median, Frequency, Ratio, Minimum, and Maximum) were used for the evaluation of the study data. Furthermore, the suitability of the quantitative data in relation to the normal distribution was tested with the cut-off points (boundaries) of the kurtosis and skewness values and the skewness values. Independent t-test was used for comparisons of two groups with normal distribution, and One-way Anova test was used for comparisons of three or more groups. In order to test the construct validity of the scale, initially a model was created with the sample group by means of Exploratory Factor Analysis (EFA) and it was decided whether the structure of the scale would be confirmed by using Confirmatory Factor Analysis (CFA) (Orçan, 2018). Significance was evaluated at $p < 0.01$ and $p < 0.05$ levels. SPSS 24.0 program was used for statistical analysis.

2.1. Study Group

Table 1: Demographic Characteristics of the Participants

		Frequency	%
Gender	Male	64	34,8
	Female	120	65,2
Professional Seniority	1-4 years	49	26,6
	5-9 years	79	42,9
	10 years and over	56	30,4
Degree	Undergraduate	61	33,2
	Postgraduate	82	44,6
	Doctorate	41	22,3

According to Table 1, 34.8% (n=64) of the participants were male and 65.2% (n=120) were female. When the professional seniority of the participants was examined, 26.6% (n=49) had 1-4 years, 42.9% (n=79) 5-9 years and 30.4% (n=56) 10 years or longer teaching experience. Of the participants, 33.2% (n=61) had undergraduate degrees, 44.6% (n=82) postgraduate degrees and 22.3% (n=41) doctorate degrees. In the study, the survey system prepared in the "Google forms" software, which is an application of the web address www.google.com, was used for both applications in order to reach out the study groups. This research link, which was created over the internet, was sent to the e-mail addresses of the researchers, together with a detailed explanation note on how to answer the scale. The participants who volunteered to take part in the study were verbally informed about it and then included in the study. The data collection process continued for 8 weeks in total.

2.2. Characteristics of the Measurement Tool

“The Attitude Scale of Teachers of Teaching Turkish to Foreigners towards Students” consisted of 57 items. The scale was a 5-point Likert-type measurement tool graded as “Strongly Disagree” (1), “Disagree” (2), “Undecided” (3), “Agree” (4) and “Strongly Agree” (5).

2.3. Validity and Reliability Studies of the Attitude Scale of Turkish Language Teachers towards Foreign Students

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were applied to determine the construct validity of the scale, and the Cronbach Alpha reliability coefficient, item-total correlations, the significance of the difference between the Sub-Upper groups and the relationship between the items were calculated in deciding

on reliability. Factor analysis, which is used to prove the construct validity, is one of the most preferred methods in scale adaptation studies (Çokluk, Şekercioğlu, & Büyüköztürk, 2018). The literature also tends to endorse this particular situation (Diemen, Szobot, Kessler & Pechansky, 2007; O'Rourke & Hatcher, 2013; Williams, Onsman & Brown, 2010). In factor analysis, there are two types of analyses, exploratory and confirmatory (Kline, 2014; Neumann, Kosson & Salekin, 2017).

Table 2: Internal Consistency Values of Attitudes Sub-Scale of Turkish Language Teachers towards Foreign Students

	Cronbach's Alpha
Body Language	0,890
Motivation	0,820
Class Participation	0,797
Attitude Scale of Turkish Language Teachers towards Foreign Students	0,932

Cronbach's Alpha analysis was used to determine the internal consistency of the scale, and the closer this value was to 1, the higher the reliability (Liu, 2003; Tavakol & Dennick, 2011). It was found that the general reliability level of the scale was at a high level with 0.932.

Table 3. Attitude Scale Item and Total Scale Correlation Values of Turkish Language Teachers towards Foreign Students

Item No	r	p
1	0,414	0,001**
2	0,554	0,001**
3	0,323	0,001**
4	0,219	0,001**
5	0,481	0,001**
6	0,410	0,001**
7	0,616	0,001**
8	0,608	0,001**
9	0,378	0,001**
10	0,126	0,001**
11	0,292	0,001**
12	0,588	0,001**
13	0,669	0,001**
14	0,475	0,001**
15	0,483	0,001**
16	0,206	0,001**
17	0,394	0,001**
18	0,379	0,001**
19	0,214	0,001**
20	0,265	0,001**
21	0,428	0,001**
22	0,604	0,001**
23	0,360	0,001**
24	0,426	0,001**
25	0,557	0,001**
26	0,493	0,001**
27	0,490	0,001**
28	0,460	0,001**
29	0,554	0,001**
30	0,574	0,001**
31	0,233	0,001**
32	0,525	0,001**
33	0,211	0,001**
34	0,196	0,001**
35	0,374	0,001**

36	0,577	0,001**
37	0,495	0,001**
38	0,524	0,001**
39	0,378	0,001**
40	0,420	0,001**
41	0,243	0,001**
42	0,251	0,001**
43	0,500	0,001**
44	0,493	0,001**
45	0,319	0,001**
46	0,501	0,001**
47	0,212	0,001**
48	0,210	0,001**
49	0,323	0,001**
50	0,482	0,001**
51	0,586	0,001**
52	0,455	0,001**
53	0,597	0,001**
54	0,426	0,001**
55	0,544	0,001**
56	0,539	0,001**
57	0,546	0,001**

**p<,001

According to Table 3, the relationship between the scale items and the total scale met the aforementioned criterion. Similarly, according to Table 3 again, the relationships found between the items and the total scale ranged from 0.196 to 0.669. Nevertheless, all of the relationships presented in the matrix were significant at the $p<0.01$ level. Based on these findings, it is clearly observed that the items with a high correlation with the total score were compatible in terms of internal consistency.

Table 4. KMO and Bartlett's Test Results of Attitude Scale of Turkish Language Teachers towards Foreign Students

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0,702
Chi-Square	8324,501
Df	1596
Sig.	<0.000

As seen in Table 4, the Kaiser-Meyer-Olkin (KMO) proficiency measurement and Bartlett's Sphericity test were used to measure the applicability of the Factor Analysis. The closer the (KMO) measurement was to 1, the more appropriate it was to perform the factor analysis on the available data group (Živadinović; 2004). The KMO was calculated

as 0.702, the Barlett Test of Sphericity ($p < 0.01$) was significant and it was found that it was adequate to analyze the data group.

Table 5. Core Values, Explained Variance and Factor Load Values of Attitude Scale Items of Turkish Language Teachers towards Foreign Students

Dimensions	Factor Loads	Core Value	Explained Variance (%)
Body Language			
I can be aware of the gestures used by students from different cultures.	0,536		
I regularly observe the general attitudes and behaviors of students from different cultures in the classroom.	0,624		
I give priority to students from different cultures to make the first contact with me.	0,400		
I support students from different cultures to greet in accordance with their own culture.	0,369		
I am not disturbed when students from different cultures make eye contact with me.	0,498		
I think that students make eye contact with those around them in accordance with their cultural differences.	0,463		
Due to the different gestures and facial expressions of the students in accordance with their cultural differences, I cannot focus enough on the lesson.	0,774		
I feel disturbed when some students from different cultures may sit too comfortably in the classroom.	0,739		
I think that the attitudes exhibited by students from different cultures differ based on their gender.	0,517	13,979	24,525
To make some tough-tempered students from different cultures smile, I approach them with sense of humor.	0,560		
I endeavor to ensure that students from different cultures have similar attitudes and behaviors in the classroom.	0,577		
I don't like the way some students from different cultures joke with each other.	0,782		
The openly critical or judgmental attitudes of some students from different cultures affect me negatively.	0,681		
I find students from countries with which we have historical and cultural ties more sympathetic.	0,606		
I encourage students to wear traditional clothes to feel comfortable on certain special occasions in line with their beliefs and cultures.	0,696		
Thanks to the traditional clothes of students from different cultures, I have the opportunity to get to know their cultures closely.	0,678		
I think that I can eliminate the timid behavior of students from different cultures.	0,783		
It worries me when some students from different cultures are not aware of their disrespectful behavior towards me.	0,720		
Motivation			
The approach of some students from different cultures towards me discourages me from continuing the course.	0,685	5,974	10,481
I also take time extracurricularly to get to know students from different cultures.	0,550		
I try to get information about the places they inhabit from students from	0,610		

different cultures.			
I enjoy listening to different life stories of students from different cultures.	0,713		
I'm excited about student introductions about a country I've never been to before.	0,783		
I tend to wait for a while before making certain judgments about students from different cultures.	0,482		
I shy away from giving lectures in front of students from different cultures.	0,550		
I try to solve a problematic situation in the classroom by increasing the frequency of dealing with that area first.	0,423		
I can be aware of the self-confidence problems of students from different cultures.	0,656		
I proceed slowly in the lesson so that students from different cultures can understand the subjects better.	0,344		
I encourage students from different cultures to come to the blackboard and overcome their shyness about writing something on it.	0,529		
I help students to meet their lacking basic needs.	0,601		
I can provide support to students from different cultures to improve their cleaning and self-care skills.	0,546		
I think that students from different cultures find me more friendly, cheerful and tolerant than their teachers in their own country.	0,628		
I encourage some students from different cultures to sit next to their opposite-sex classmates.	0,485		
I can sympathize with the insistence of some students from different cultures that they prefer male and female teachers.	0,566		
I think that some students from different cultures do not care enough about me.	0,710		
I don't mind when some students from different cultures call me singular "you".	0,435		
may need to warn some students from different cultures not to text me at unsuitable hours after the class.	0,621		
I think that due to my profession, I should not discriminate in favor of any nationality or gender.	0,464		
I think I do my best to ensure that students from different cultures are tolerant towards each other.	0,577		
It worries me that students from different countries cannot adequately meet their basic needs.	0,613		
It worries me that students from some countries have poor tolerance for each other.	0,674		
<hr/>			
Class Participation			
I encourage students from different cultures to participate in the lesson.	0,728		
I can follow the attendance time of students from different cultures.	0,700		
I think that I give equal say to students from different cultures.	0,569		
I think that students who do not make regular eye contact with me lose their interest in the lesson.	0,412		
I encourage students to ask me about things they don't understand about the subject matter.	0,712	4,040	7,088
I can take some precautions so that some students from different cultures do not constantly translate during the lesson.	0,433		
It fell sorry that some students from different cultures cannot attend my classes adequately.	0,436		
I often announce the rules that some students from different cultures must	0,400		

follow so that they do not disrupt classroom discipline.

I think that the behavior of some students from different cultures not doing their homework is a wrong example for others.	0,448
I can often check the homework of students from different cultures.	0,580
I encourage students from different cultures to develop some pronunciations that are inappropriate in their language.	0,508
The fact that some students from different cultures constantly repeat the same word in the lesson reduces my tolerance level.	0,425
I warn some students from different cultures not to use slang and insulting words in the classroom that they have learned from the TV or on the street.	0,511
It disturbs me that some students from different cultures think that they know very well what they are learning.	0,690
I am careful so that some students from different cultures sometimes do not put the lesson off the trail to distract the lesson.	0,555
Positive compliments to the traditional clothes of students from different cultures increase their participation in the lesson.	0,457

According to the results of the exploratory factor analysis in Table 5, the items of the scale consisted of 3 sub-dimensions: "Body language", "Class participation" and "Motivation". The total variance explanation rate was calculated as 42,094%. It was accepted that the larger the variance rates obtained as a result of the analysis, the stronger the factor structure and the fact that this value was between 40% and 60% in social areas (Karagöz, 2017).

In the analyzes applied, the common factor variance of the factors on each variable, the factor loads of the items, and the explained variance ratios were all investigated. In order to be able to say that an item measured a construct or factor well, the value of this factor load was expected to be 0.30 or above (Stevens, 2002). The results of this study support these findings and it was found that factor loads of all items were 0.30 and above. The mean values for the sub-dimensions of the scale are shown in Table 6.

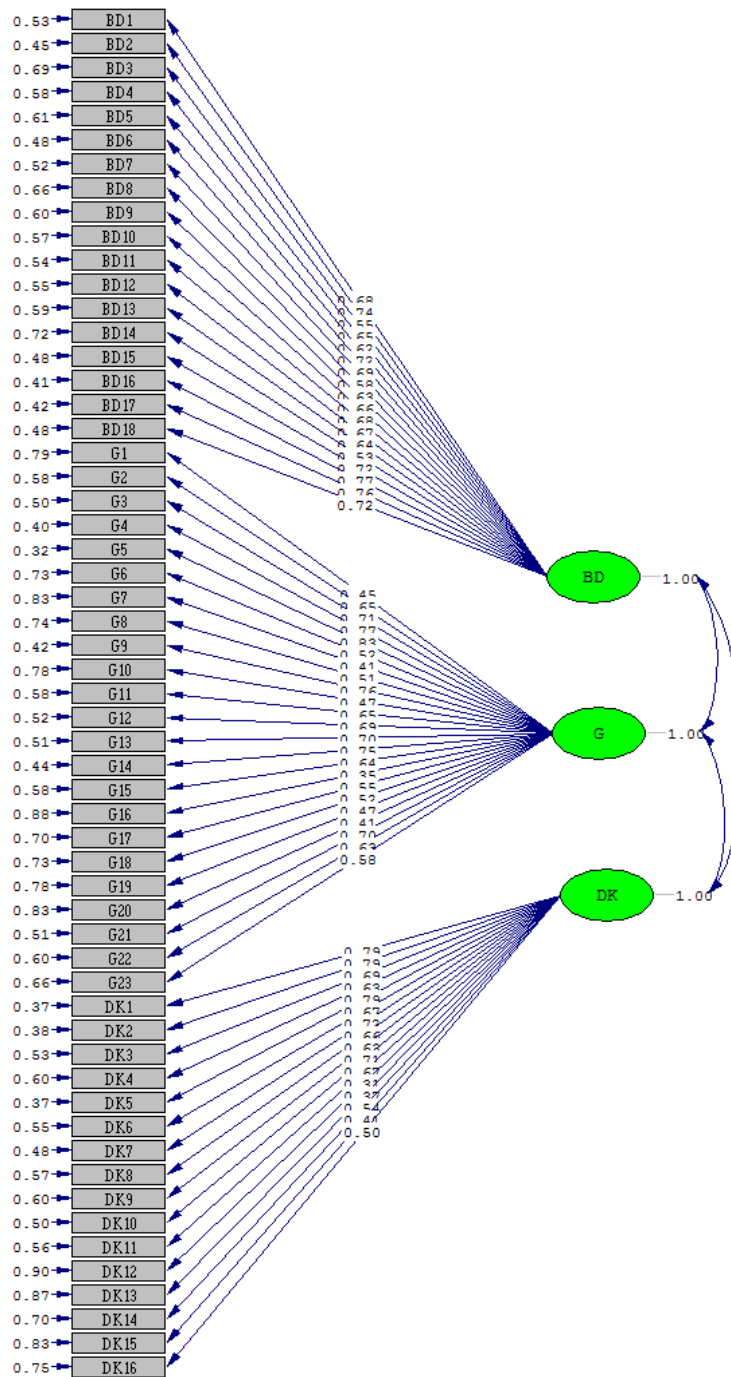
Table 6: The Distribution of the Mean Values of the Sub-Dimensions of the Scales

	Meant±SS	Min-Max (Median)	Skewness	Kurtosis
Body Language	3,61±0,60	2,17-5 (3,50)	0,797	0,828
Motivation	3,77±0,44	2,61-5 (3,70)	0,452	0,572
Class Participation	3,88±0,43	2,50-4,75 (3,88)	-0,608	1,136
Attitude Scale of Turkish Language Teachers towards Foreign Students	3,75±0,44	2,51-4,89 (3,70)	0,379	0,764

Skewness and kurtosis values are taken into consideration in order to decide whether a distribution has a normal distribution. At this point, the cut-off points (boundaries) of

the kurtosis and skewness values should not be over 3 as the absolute value for the skewness and 10 as the absolute value for the kurtosis (Kline 2011).

Attitude Scale Confirmatory Factor Analysis Model of Turkish Language Teachers towards Foreign Students is presented below;



Chi-Square=7300.75, df=1543, P-value=0.00000, RMSEA=0.085

Figure 1: Attitude Scale of Turkish Language Teachers towards Foreign Students / Standardized Model

As seen in Figure 1, RMSEA (0.085), NFI (0.93), NNFI (0.91), SRMR (0.08) and CFI (0.95) measurements were within limits of in the agreement values. Accordingly, it was proved that the study data had acceptable and good fit and that our confirmatory factor analysis was statistically significant and valid (Erkorkmaz et al. 2013).

Table 7: Fit Indices of the Scale

	Good Fit	Acceptable Fit	Model
χ^2/df	$1 \leq \chi^2/df \leq 3$	$3 < \chi^2/df \leq 5$	4,73
RMSEA	$0 \leq RMSEA \leq 0.05$	$0.05 < RMSEA \leq 0.10$	0.085
NFI	$0.95 \leq NFI \leq 1$	$0.90 < NFI < 0.95$	0.93
NNFI	$0.95 \leq NNFI \leq 1$	$0.90 < NNFI < 0.95$	0.91
SRMR	$0 \leq SRMR < 0.05$	$0.05 \leq SRMR < 0.10$	0.08
CFI	$0.97 \leq CFI \leq 1$	$0.95 \leq CFI < 0.97$	0.95

3. Convergent and Differential Validity

Convergent validity refers to the tendency of all items to confirm each other. As stated by Ylinen and Gullkvist (2014), convergent validity can be assessed by examining the composite reliability (CR) and mean explained Variance (AVE); here, while CR indicated the consistency of structures, AVE measured the amount of Variance attributed to the structure (Azwa et al., 2016). For each construct, a composite reliability (C.R.) was expected to be 0.6 and above and (AVE) 0.5 and above (Bagozzi and Yi 1988). However, according to Fornell and Larcker (1981), the convergent validity of the construct was still sufficient even if the AVE was less than 0.5 but the composite reliability was higher than 0.6. Even if the AVE values were less than 0.5 in our analysis, we can say that convergent validity was achieved when the composite reliability values were higher than 0.6 for each construct (Pervan et al. 2018). The CR and AVE values in our study are illustrated in Table 6.

Table 8: CR and AVE Values for Relationship Evaluation as a Result of Diplomatic Interaction of the Attitude Scale of Turkish Language Teachers towards Foreign Students

Construct Items	FL (>50)a	AVE(>0.5)a	CR(>0.6)a	α (<0.7)a
1	0.68			
2	0.74			
3	0.55			
4	0.65	0,405	0,974	0,932
5	0.62			
6	0.72			

7	0.69
8	0.58
9	0.63
10	0.66
11	0.68
12	0.67
13	0.64
14	0.53
15	0.72
16	0.77
17	0.76
18	0.72
19	0.45
20	0.65
21	0.71
22	0.77
23	0.83
24	0.52
25	0.41
26	0.51
27	0.76
28	0.47
29	0.65
30	0.69
31	0.7
32	0.75
33	0.64
34	0.35
35	0.55
36	0.52
37	0.47
38	0.41
39	0.7

40	0.63
41	0.58
42	0.79
43	0.79
44	0.69
45	0.63
46	0.79
47	0.67
48	0.72
49	0.66
50	0.63
51	0.71
52	0.67
53	0.31
54	0.37
55	0.54
56	0.41
57	0.5

Table 9: The Sub-Dimensions Difference Evaluation of the Attitude Scale of Turkish Language Teachers to Foreigners Towards Students by Gender

	Male (n=297)		Female (n=429)		*p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Body Language	3,52±0,66	2,17-5 (3,33)	3,66±0,57	2,67-5 (3,58)	0,144
Motivation	3,71±0,44	2,61-5 (3,7)	3,8±0,43	2,78-5 (3,7)	0,170
Class Participation	3,79±0,49	2,5-4,75 (3,81)	3,94±0,38	2,88-4,69 (3,94)	0,027*
Attitude Scale of Turkish Language Teachers towards Foreign Students	3,67±0,47	2,51-4,86 (3,61)	3,79±0,42	2,82-4,89 (3,74)	0,072

*a*Independent Sample *t* Test

**p*<0,05

According to Table 8, there was no statistically significant difference in body language and motivation sub-dimensions of the scale by gender ($p > 0.05$). Furthermore, there was no statistically significant difference in terms of class participation ($p = 0.027$; $p < 0.05$). It was found that class participation values of women were higher than men.

Table 10: The Sub-Dimensions and Difference Evaluation of the Attitude Scale of Turkish Language Teachers to Foreigners Towards Students by Professional Seniority

	1-4 years (n=49)		5-9 years (n=79)		10 years and over (n=56)		b _p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Body Language	3,68±0,57	2,61-5 (3,56)	3,44±0,49	2,17-4,56 (3,44)	3,79±0,7	3,06-5 (3,42)	0,002**
Motivation	3,76±0,49	2,91-4,78 (3,7)	3,61±0,31	2,61-4,26 (3,65)	4±0,44	3,3-5 (3,98)	0,001**
Class Participation	3,94±0,41	2,94-4,63 (3,94)	3,74±0,42	2,5-4,44 (3,81)	4,04±0,39	3,31-4,75 (3,94)	0,001**
Attitude Scale of Turkish Language Teachers towards Foreign Students	3,78±0,47	2,82-4,81 (3,75)	3,59±0,34	2,51-4,3 (3,63)	3,95±0,45	3,32-4,89 (3,89)	0,001**

^bOne-Way Anova test **p<0,01

According to Table 9, there was a statistically significant difference in body language dimension by professional seniority (p=0.002; p<0.01). According to the binary comparisons, those with 5-9 years of professional seniority had lower body language scores than those with a professional seniority of 10 years or over (p=0.003).

In addition, the motivation dimension demonstrated a statistically significant difference (p=0.001; p<0.01). According to the binary comparisons, those with a professional seniority of 10 years or over had higher motivation scores than those with a professional seniority of 1-4 years (p=0.007) and 5-9 years (p=0.001). It was found that there was a statistically significant difference in terms of class participation dimension (p=0.001; p<0.01). According to the binary comparisons, those with 5-9 years of professional seniority had lower class participation scores than those with a professional seniority of 1-4 years (p=0.026) and 10 years or over (p=0.001).

Table 11: The Attitude Scale Sub-Dimension Difference Evaluation of Turkish Language Teachers to Foreigners Towards Students by Degree Status

	Undergrad. (n=61)		Postgrad. (n=82)		Doctorate (n=41)		b _p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Body Language	3,4±0,24	2,89-4,17 (3,39)	3,58±0,4	2,61-4,56 (3,61)	3,97±1,02	2,17-5 (3,94)	0,001**
Motivation	3,66±0,28	3,09-4,22 (3,61)	3,63±0,32	2,78-4,26 (3,7)	4,2±0,56	2,61-5 (4,26)	0,001**
Class Participation	3,81±0,38	2,5-4,38 (3,88)	3,83±0,41	2,88-4,63 (3,88)	4,11±0,48	2,75-4,75 (4,25)	0,001**
Attitude Scale of Turkish Language Teachers towards Foreign Students	3,62±0,25	2,86-4,16 (3,6)	3,67±0,33	2,82-4,3 (3,74)	4,1±0,63	2,51-4,89 (4,25)	0,001**

^bOne-Way Anova test **p<0,01

When Table 10 is examined, it is clearly seen that there is a statistically significant difference in body language dimension by the degree status ($p=0.001$; $p<0.01$). According to the binary comparisons, the body language scores of those with doctorate degree were higher than those with undergraduate ($p=0.001$) and postgraduate degrees ($p=0.001$). It was found that there was a statistically significant difference in the motivation dimension ($p=0.001$; $p<0.01$). It was found that there was a statistically significant difference in the motivation dimension ($p=0.001$; $p<0.01$). According to the binary comparisons, the motivation scores of doctoral graduates were higher than those with undergraduate degrees ($p=0.001$) and those with postgraduate degrees ($p=0.001$). Furthermore, it was found that there was a statistically significant difference by class participation ($p=0.001$; $p<0.01$). According to the binary comparisons, the participation scores of the doctoral graduates were higher than those with undergraduate degrees ($p=0.002$) and postgraduate degrees ($p=0.002$).

4. Discussion and Conclusion

Similar to the present study, which aimed to develop a valid, reliable and useful scale to identify the attitudes of Turkish language teachers teaching Turkish language classes towards foreign students, there have been various studies in the relevant literature. “Teacher Attitudes Scale Towards Undesirable In-Class Student Behaviors” developed by Tanhan and Şentürk (2011) consisted of 16 items and of two factors including the emotional (affective) element of the attitude and behavioral tendencies. The “Scale for Identifying Inappropriate Behavior Attitudes of Teachers towards Students” developed by Malak, Sharma & Deppeler (2017) consisted of 14 items and of “Inefficient” and “Aggressor” sub-dimensions. Aslan and Kan (2021)'s "Developing an Attitude Scale towards Syrian Students: A Validity and Reliability Study" consisted of 30 items and had a structure consisting of 5 sub-factors under the headings of "Valuing", "Negative", "Rejection", "Ignoring", "Affinity".

Biçer's (2017) "Learner Autonomy Scale" for Teaching Turkish as a Foreign Language consisted of 18 items and had a 2-factor structure titled "Planning" and "Process". The pre-application form of Şen and Boylu's (2017) "Writing Anxiety Scale for Learners of Turkish as a Foreign Language" consisted of 31 items. The scale had a two-factor structure under the headings of “Action-oriented anxiety” and “Environment-oriented anxiety”. Yıldız and Gürlek (2019)'s "Attitude Scale Towards Learning Turkish as a Foreign Language" consisted of 14 items and had two sub-dimensions: "Formal learning methods" and "Informal learning methods". In the light of these studies, the "Attitude Scale of Turkish Language Teaching Teachers Towards Students", which was endeavored to be developed by making similar validity and reliability analyzes, consisted of a total of 57 items and of three sub-dimensions: "Body language", "Class participation" and "Motivation". Cronbach's Alpha analysis was used to identify the internal consistency of

the scale, and the closer this value was to 1, the higher the reliability turned out to be (Liu, 2003; Tavakol & Dennick, 2011). It was found that the general reliability level of the scale was as high as 0.932. The consistency values of the scale with the total items ranged from 0.196 to 0.669. Furthermore, total item correlations were significant at the $p < 0.01$ level. This particular finding means that the total item correlations of the scale items were high and the items were compatible in terms of internal consistency. In order to measure the construct validity of the scale, Kaiser-Meyer-Olkin (KMO) proficiency measurement and Bartlett's sphericity test were used. The KMO was calculated as 0.702, and it was found that since the Barlett Test of Sphericity ($p < 0.01$) was significant, it was deemed to be appropriate to analyze the data group. According to the results of the exploratory factor analysis, the items of the scale consisted of 3 factors (Body Language, Motivation, Class Participation). The total variance explanation rate was calculated as 42,094%. In the analyzes applied, the common factor variance of the factors on each variable, the factor loadings of the items, and the explained variance ratios were all examined. The results of the study supported these findings and it was found that the factor loads of all items were 0.30 and above. RMSEA (0.085), NFI (0.93), NNFI (0.91), SRMR (0.08) and CFI (0.95) measurements of the scale are included in the agreement values. These results indicate that the study data have acceptable and good fit and our confirmatory factor analysis is also statistically significant and valid. Even if the scale had values less than 0.5 AVE in terms of convergent and discriminant validity, taken together with the fact that composite reliability values were higher than 0.6 for each construct, it is possible to say that that convergent validity was achieved.

According to the sub-dimension difference evaluation of the scale by gender, there was no statistically significant difference in terms of body language motivation ($p > 0.05$) and class participation sub-dimensions ($p = 0.027$; $p < 0.05$). Nevertheless, by professional seniority, in terms of body language ($p = 0.002$; $p < 0.01$), motivation ($p = 0.001$; $p < 0.01$) and class participation ($p = 0.001$; $p < 0.01$) dimensions, there was a statistical significant.

Furthermore, statistically significant differences were found in terms of body language ($p = 0.001$; $p < 0.01$), motivation ($p = 0.001$; $p < 0.01$) and class participation dimensions by the degree status ($p = 0.001$; $p < 0.01$). Considering all these analysis results, it is possible to say that a useful, valid and reliable measurement tool that can contribute to the field has been developed and that this scale has generalizable features.

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