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**THE PROBLEMS ENCOUNTERED BY STUDENTS AND TEACHERS IN
TURKISH EFL CONTEXT**

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DEDICATION



To my beautiful homeland and the memory of my eternal brother İsmail...

ETHICS DECLARATION

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Department: English Language Education

Program: Master Thesis

Thesis Title: The Problems Encountered by Students and Teachers in Turkish EFL Context

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

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19/06/2020

Muhammed Harun KAYA

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ABSTRACT**THE PROBLEMS ENCOUNTERED BY STUDENTS AND TEACHERS IN
TURKISH EFL CONTEXT****Muhammed Harun KAYA****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****June 2020, 140 pages**

As the aim of the study, it was targeted to contribute to the English Teaching literature through analyzing secondary school English language teachers' and students' opinions about the problems of teaching and learning English with reference to the most common problems encountered in this field in Turkish context. The study also examines the demographic factors, which might affect teachers' and students' opinions.

For this purpose, two different questionnaires were administered to randomly selected 170 students and 32 teachers who teach these students at Ağrı Naci Gökçe Anatolian High School and Ağrı Doğa College so as to measure the difficulties they face in English education and training. In order to determine socio-demographic factors and their effects on the opinions of students and teachers about the concerned problems, descriptive and correlational statistics were computed.

The results of the study primarily revealed that the challenges faced by students are mostly related to educational methods and students' attitudes towards English lessons; thus it is seen that in Turkey, education methods and students' attitudes towards English lesson are the most effective issues that lead students to face various problems in English education. In addition to these problems, materials used in the classroom and lack of possibilities to do in-class practices were also found to play an important role in students' related perceptions. However, when evaluated from the perspectives of teachers, it was concluded that they perceive students as the most important factor in the problems seen in English language teaching.

Keywords: Foreign language education, EFL, problems encountered in foreign language education and teaching, foreign language education and teaching in Turkey



ÖZET**TÜRKİYE BAĞLAMINDA YABANCI DİL OLARAK İNGİLİZCE
ÖĞRETİMİNDE ÖĞRENCİ VE ÖĞRETMENLER TARAFINDAN
KARŞILAŞILAN SORUNLAR****Muhammed Harun KAYA****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Dr. Öğr. Üyesi Seden TUYAN****Haziran 2020, 140 sayfa**

Bu çalışma ile ortaöğretim öğrencilerin ve İngilizce öğretmenlerinin İngilizce öğretme ve öğrenmelerinde en yaygın olarak karşılaştıkları problemler hakkındaki görüşlerini analiz ederek İngilizce öğretimi literatürüne katkı sağlanması amaçlanmıştır. Çalışma ayrıca öğretmenler ve öğrencilerin görüşlerini etkileyebilecek demografik faktörleri de incelemektedir.

Bu kapsamda, Ağrı Naci Gökçe Anadolu Lisesi ve Ağrı Doğa Koleji'nde rastgele seçilmiş 170 öğrenciye ve bu öğrencilere eğitim veren 32 öğretmene İngilizce eğitim ve öğretiminde karşılaştıkları zorlukları ölçmek için iki farklı anket uygulanmıştır. Sosyo-demografik veriler ile bunların öğrenci ve öğretmenlerin ilgili sorunlara ilişkin görüşleri üzerindeki etkilerini belirlemek amacıyla tanımlayıcı ve korelasyon istatistikleri hesaplanmıştır.

Çalışmanın sonuçları öncelikle öğrencilerin karşılaştığı zorlukların çoğunlukla eğitim yöntemleri ve öğrencilerin İngilizce derslerine karşı tutumları ile ilgili olduğunu ortaya koymuştur; bu nedenle, Türkiye'de eğitim yöntemleri ve öğrencilerin İngilizce dersine yönelik tutumlarının, öğrencilerin İngilizce eğitiminde çeşitli sorunlarla karşılaşmasına neden olan en etkili konular olduğu görülmektedir. Bu sorunlara ek olarak, sınıfta kullanılan materyallerin yetersizliği ve sınıf içi uygulama yapma imkanlarının bulunmaması da öğrencilerin İngilizce eğitimine yönelik problem algılarında önemli rol oynamaktadır. Ancak öğretmenlerin bakış açısından değerlendirildiğinde ise, İngilizce öğretiminde görülen problemlerde en önemli faktör olarak öğrencileri gördükleri sonucuna varılmıştır.

Anahtar kelimeler: Yabancı dil eğitimi, yabancı dil olarak İngilizce, yabancı dil eğitimi ve öğretiminde karşılaşılan sorunlar, Türkiye'de yabancı dil eğitimi ve öğretimi



FOREWORD

So as to arrive at the level of contemporary civilization and catch up with the standards of developed countries, raising well-educated individuals is the leading necessity, which allows to attain the projected standards in line with this purpose. To this end, the primary goal of educational systems is to bring about a community of information age. Therefore, English language, which is a common lingua franca across the globe where the importance of information is rapidly increasing and transitioning into the information society, has become one of the most important elements in education system of countries. In Turkey, much as it is accepted by everybody that knowing English is a must, there have been ongoing problems in this respect as in many countries. Due to all these reasons, the main target of the research is to investigate secondary school English language teachers' and students' opinions about the problems of teaching and learning English with reference to the most common problems encountered in this field in Turkish context. The study also examines the demographic factors, which might affect teachers' and students' opinions.

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ABBREVIATIONS

CLIL	: Content and Language Integrated Learning
EFL	: English as a Foreign Language
EU	: European Union
MEB	: Milli Eğitim Bakanlığı (Ministry of National Education)
MoNE	: Ministry of National Education
TC	: Türkiye Cumhuriyeti (Republic of Turkey)
TED	: Türk Eğitim Derneği (Turkish Education Foundation)
VET	: Vocational education and training
YÖK	: Yüksek Öğretim Kurumu (Institute of Higher Education)



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CHAPTER I

1. INTRODUCTION

The concept of language, which is a main tool of communication between people, is as old as human history, and it is a living entity as like as human being (Darji & Sappapan, 2019, p.137). In this context, language is a socially indispensable element. When the historical process of the language is analyzed, it is seen that language is one of the dominant elements established by societies on each other. As a matter of fact, even though it changes periodically, the cultural dominance of societies over other societies has always been in the context of language, and this situation still continues as by today. Although language seems to be unique to the society as includes its own culture and value for each society, foreign language learning has become an even more important subject today due to the innovations brought by globalization and its effects.

Nunan (2015) indicates that especially socio-economic developments throughout the world after World War II have increased the importance of the language concept on a global scale (as cited in Wong & Dubey-Jhaveri, 2015, pp.4-6). This importance has increased gradually and language has become an important representative of the concept of "soft power" that states have power over other states. In this way, language has become the most effective way of hegemony and communication in both the macro and micro area in various fields, especially in the social, cultural, economic, political and scientific arena. In this context, foreign language learning is very important in terms of understanding the world better, providing cultural interaction, inter-individual and inter-state communication and having a say in the future.

This phenomenon is widespread in Turkey as the whole world, and while formerly foreign language learning was perceived as the personal preferences of the individual, today it is an obligatory status through the education and training programs implemented for individuals from all segments of society. When the Turkish education system is analyzed, it is seen that some qualitative and quantitative changes are made in the educational programs applied from time to time. However, these changes are still inadequate and foreign language education in the Turkish education system has still various problems (Yeşilbağ, Korkmaz & Çakır, 2020, pp. 1-18). For this purpose this study aims to analyze the problems encountered in the teaching of English as a foreign language education in Turkey and offer various suggestions related to this issue.

1.1. Background of the Study

The information society phenomenon and the globalization process have resulted in a world where the need of communication with other nations become more important than ever. As a consequence, learning a foreign language, notably English language, has become inevitable as it has become the language of communication across the world (Smokotin, 2014, p. 510). In accordance with this situation, experts and researchers in foreign language learning, in order to meet the increasing demand for the field, have tried to reconsider dynamics of language teaching and learning.

In this context, as an important matter of principle for in almost all developed and developing countries of the world, foreign language education policies require English language education during the compulsory education period in order to ensure its acquisition. In line with this purpose, these countries provide their educators with courses including language learning theories and methods in their undergraduate education years and seminars in their professional years for by the ministries of education and relevant institutions.

In Europe, the continent we are in, countries are intensively conducting language studies. Comprehensive policies and studies put into practice by the European Union (EU) are among the leading studies in foreign language education. That's why, supporting foreign language teaching has an important place in the education policies of the EU. For this purpose, Erasmus (Socrates program allocated to higher education) and Lingua (Socrates program allocated to higher education for foreign language education) programs have been established within the Socrates program. Erasmus is a program that "aims to improve cooperation between European countries in higher education and to increase the quality of human resources" (MESS 1999, p. 128). Within this program, there is an opportunity to develop integrated language courses among the supports given to universities for European dimension in education.

The Lingua is a program that serves the qualitative and quantitative development of foreign language learning and teaching at all levels of education in Europe. The aim of the program is to develop and disseminate language education. Secondary and higher education students, educators and workers can participate in the program. The primary goal of the Lingua program, which started to be implemented in 1990, is to teach the official languages of the member states of the EU (Unspecified, 1992).

The momentum created by the European Council of Barcelona (2002) and the European Language Studies Survey published ten years later have led to important reforms in many countries, especially in the early foreign language initiation. However, the position of the second foreign language in the curriculum is still weak in many countries. In 2014, at the EU level, only 59,7% of students enrolled in secondary education were learning two foreign languages or more. The figures for Vocational Education and Training (VET) students are lower than for general education students.

In most countries, the curriculum does not offer the same opportunity to learn two languages as a general education curriculum. Almost all students work in English in Europe. This is a mandatory issue in about half of the education systems. Learners of a second language prefer to add other world languages such as French, German, Spanish, Italian or Russian. The same is true for countries where a wider range of languages is offered (European Commission/EACEA/Eurydice, 2015, p. 27).

Researches that have been carried out by European Commission over the last 11 years conducted show that the cumulative exposure to language learned and the quality of language input are important factors in effective foreign language learning (European Commission/EACEA/Eurydice, 2015). However, in many countries, the education period for foreign languages at primary level is relatively modest. Even if the curriculum can be adapted, the school calendar cannot be extended forever. As a result, innovative pedagogical approaches and school organization should be sought and put into practice. In addition to foreign language lessons, in addition to non-foreign language lessons, Content and Language Integrated Learning (CLIL) programs can be seen as a potential way to overcome this problem .

The latest and comparable data on the quality of foreign language teaching at European Union (EU) level and the level of access achieved by students are scarce. However, with the available information, it is possible to draw some interesting conclusions. Significant efforts should be made to close the gap between foreign language proficiency (European Survey on European Language Documents - European Commission, 2012) on the one hand, and the expected achievement levels set by educational authorities on the other.

Consequently, it is impossible to ignore the importance of English language anymore. In parallel, analyzing the problems encountered by teachers and students in the teaching of English as a foreign language education, which is subject to this study, is significant in gaining an understanding of learning processes.

1.2. Statement of the Problem

English language, which is the lingua franca of today's world, has become one of the most important means in terms of being used in almost every field, such as education, religion, military, politics, economy, art, sport, etc. As a result, English language acquisition and its effective use have been one of the primary objectives of the education policies of countries. For this purpose, policies on English education in many countries have been formulating and implementing for a long time. In our country, foreign language education, which started in French and later in German due to the impact of their periods, started to be given in English with the establishment of Robert College in 1863. Although English education has continued to increase its importance since then, it is seen in many studies (Erdem, 2016; Tosun, 2006; Tosun, 2012; Tosuncuoğlu, 2109 etc.) that we are not at the desired level, though. In our country, which is gradually becoming prominent in the world showcase the increasing literacy rate to catch up with today's world and raising qualified individuals have highlighted the importance of the need for English education. Therefore, it is targeted to contribute to the English Language Teaching (ELT) literature through analyzing secondary school English language teachers' and students' opinions about the problems in English education. It also aims to examine the demographic factors, which might affect the teachers' and students' opinions.

1.3. Research Questions

The following research questions framed this study are as follows:

1. What are the main problems of learning English in Turkish context from language teachers' points of view regarding to
 - a) students?
 - b) teachers?
 - c) teaching / curriculum / planning?
 - d) management / system?
2. What are the main problems of learning English in Turkish context from students' points of view regarding to
 - a) students?
 - b) teachers?

- c) teaching / curriculum / planning?
 - d) management / system?
3. Do the teachers' opinions about the problems of learning and teaching English vary according to the demographic factors?
 4. Do the students' opinions about the problems of learning and teaching English vary according to the demographic factors?

1.4. Purpose and Significance of the Study

In our country, Turkey, foreign language teaching and learning has come to the fore a lot in recent years, from preschool to higher education. However, when we look at the applications, it is seen that foreign language teaching and learning is not yet at the desired level. In an environment where mother language teaching has not been fully achieved yet, it is inevitable that foreign language teaching is problematic. Therefore determining what kind and which problems are experienced in foreign language teaching is of great importance in terms of solving problems in this field.

According to the literature reviewed, although there are different problems in foreign language teaching, there is almost no comprehensive research that examines the problems encountered in foreign language teaching as a whole, and the researches that focus on foreign language teaching are more or less theoretically. It seems that it has not been handled much. Besides, although there are data from studies in this field, updating them and identifying possible new problems are of special importance because language is a living being.

When considering the researches and observations conducted in the field, it is seen that German and French languages are generally taken as the basis of the second foreign language teaching and learning, and the teaching and learning of these languages are not as important as English, which is the first foreign language. For example, when examining the basic data on language teaching in schools in Europe (EURYDICE, 2008, pp. 7-8), English, French, German, Spanish, Russian represent 95% of all languages learned, English teaching is constantly expanding and almost dominates everywhere. Around 90% of secondary school students learn English, whether compulsory or not.

It should be noted that the problems encountered in the second foreign language teaching and learning are not only due to system, administration or curriculum, but also

individual, social, legal, pedagogical, administrative and cultural reasons. At this point, students and families who are at the center of teaching and learning should also be cared for and taken into consideration. In different researches (TED, 1983, pp. 86-87; Erdem, 2016, pp. 106-113), among the problems encountered in foreign language teaching, factors such as student apathy and students' failure to comprehend the importance of foreign language, students' taking notes in foreign language learning and passing classes, caring for other courses, national coordination and lack of supervision are the leading. It is also stated to be effective.

In today's information age that is developing and changing, countries are in an effort to train qualified manpower in every field in order to develop in economic, social and cultural fields. Being able to train qualified manpower also passes through the potential of an individual who knows a foreign language. For this reason, this study aims at analyzing secondary school English language teachers' and students' opinions about the problems of teaching and learning English with reference to the most common problems encountered in this field in the Turkish context. The study also aims at examining the demographic factors, which might affect teachers' opinions and students' opinions about English language teaching practices.

1.5. Limitations of the Study

The research shows some limitations in terms of population and sample characteristics:

- 1- The universe of the research is limited to several primary and secondary schools connected to the central districts of Erzurum in Turkey. There are a total of 202 participants consisting of 170 students who study in fourth, fifth, sixth, seventh, ninth, tenth and eleventh grades and 32 teachers who teach these students. The research was conducted in primary, secondary and Anatolian high schools in the second semester of the 2019-2020 academic year, which means the other ages groups and school types are excluded.
- 2- The research is limited to the data obtained from the survey applied.

1.6. Definition of Key Terms

Language: Language is the system of communication in speech and writing that is used by people of a particular country (Oxford, 2000, p. 721).

Mother tongue: The mother tongue is a variable system of indicators that develops with sociocultural interactions, which are shaped according to the society in which people live throughout their lifetime, primarily parallel to the maturation of the language center in the brain (Çelebi, 2006, p. 303).

Foreign language: Foreign language is a language which has generally no direct link with the person's immediate social or personal environment and a language learned later to communicate with different societies other than a country's language of correspondence or speech, and for many other purposes. (Punchihetti, 2013, p. 3; Durmuş, 2013, p. 183).

Language education: Language education is the system and practice of educating a second or foreign language and predominantly a field of linguistic anthropology, but also a field of interdisciplinarity (Spolsky & Hult, 2008, p. 8; Hult, 2010, p. 15).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

The people, the main factor in forming the society, express themselves in written or verbal expression by using their thinking skills through the language (Yalçın, 2002, p. 9). As Crystal (2008) implies, “language is the way and a system by means of which people express and understand each other” (p. 23).

Even though there is no precise information about the birth or diversification of language or languages, it is known that people’s efforts to learn another language or languages are based on very ancient history. People have always felt the need to learn other languages than their mother tongue. Therefore, people have been pursuing to learn and learn other languages and cultures for different reasons throughout history, and the need to learn another language or languages has always been considered important for whatever reason (Berk, 2019, p. 1).

As the technological developments and the production of information are faster than cultural change, this situation makes the necessity and importance of learning a foreign language indisputable in the 21st century. Foreign language knowledge has become a prerequisite for keeping up with the age in the intellectual professionalization process in the modern world, where only knowing the mother tongue is not enough. In this regard, today’s person has to be an individual who knows another language properly and valid outside of their own language (Çelebi, 2006, pp. 286-292). Speaking only one language, which is the mother tongue, is just not enough for today’s society in terms of becoming fully functional for many purposes, such as the exponential development of technology and people’s getting further beyond the borders of their communities (Ghasemi & Hashemi, 2011, p. 872).

Smokotin et al. (2014) indicates that the English language has changed into an extensively accepted means of international communication, with the number of speakers of English as a second language (L2) greatly exceeding the number of native speakers of the English language (pp. 509-510). In this regard, the first language that comes to mind when studying foreign language learning in the world is English. There are primary reasons for this. First of them is the impact of the ongoing globalization on society and people, and the fact that English is seen as *Lingua Franca*

(ELF). The ELF interaction may include native speakers but is generally a communication language between people who do not share a common mother tongue or a common national culture, and English is an additional language (Jenkins, 2009, p. 200).

As Harmer (2004) implies “around the world, English is taught in a bewildering variety of situations” (p. 22). Additionally it first appears in the primary curriculum as a second or foreign language in numerous countries, but lots of universities in those countries and others continue to find that their newcomers are inadequately competent in oral language production (Harmer, 2004, p. 22).

Since the need for speaking English has increased, English language teachers and researchers have become more interested in finding more efficient ways for teaching and learning English and thereby EFL education has gained more attention. Determining the difficulties which prevent EFL students from speaking English can be the first step in finding effective and practical methods. However, difficulties experienced while learning how to speak English may vary from one student to another which requires a thorough and detailed research on half of the researchers (Rabab’ah, 2005, p. 77).

2.2. Language and Foreign Language Concepts

Language is the most important tool that enables people to live together, and connects socio-culturally and socially (Tuzcu Eken, 2011, p. 23). The famous Greek thinker Plato, in his work *Kratylos*, described the language as “making own thoughts understandable with the help of sound, through the means and predicate means” (Aksan, 1979, p. 55). Language is a tool that makes sense by adapting to certain patterns and rules, has a specific coding system and enables people to communicate with each other (Demirel, 2012, p. 37).

According to the definition of Oxford Advanced Learner’s Dictionary (2000, p. 721) language is “the system of communication in speech and writing that is used by people of a particular country”. It is necessary to point out that it does not only concern countries as such. Individual communities or ethnic groups which do not live in their own country can have a language of their own (Oxford, 2000, p. 721). According to Khomeniuk’s (2019) definition, “the language is a tool which people describe their thoughts, beliefs, traditions, feelings, culture” (p. 8). The earliest known studies on

language go back to ancient Indian and ancient Greek. Since language is a living being that is born, developed and died, it constantly renews itself. Thus, we can say that they need to keep up with the changes as well as keep up with their innovations (Khomeniuk, 2019, p. 8). Fromkin and Rodman (2011) emphasize that “the attempts to understand the complexity of human cognitive abilities, especially language acquisition and use, are as old and continuous as history itself, and that the brain is the source of the human language” (p. 640).

Language allows people to express their thoughts very simply and quickly, and the most important feature of mankind is the method of transferring thinking to another person by coming to the form of verbal expression. Therefore, communication is one of the important features that make people human (Aksan, 2015, p. 37). This definition is similar to Chomsky’s (1965) as he claims that “human beings have a capacity to acquire a language” (p. 32).

It is known that language is one of the basic features that distinguish humans from animals (French, 2004, p. 7). Akerson (2005) also emphasized the specificity of language for human and defined the language as “a human-powered skill and a system of rules” (p. 15). Klein (1986) calls this skill as “language processor”, in other words “parts of the human brain that are tuned to processing language” (p. 39).

Gülerer (2011) also defines language “as a tool that provides communication between living things and provides communication between both humans and animals, even if it consists of sound or image” (p. 3). Therefore, language is a tool that conveys emotions, thoughts and reactions not only among humans but among all living beings. Despite all this generality, it is still the language spoken by the first person that comes to mind when it comes to language (Gülerer, 2011, p. 3).

Linguistics, like other disciplines, has its own research subject. The aim of studies in linguistics is language or languages (Khomeniuk, 2019, p. 18). Language is the main phenomenon of communication between people (Güzel & Barın, 2013). As Güneş (2011) states, “language affects features such as enhancing the individual's capacity, solving problems, scientific thinking, and building a broader perspective” (p.123-148). According to Martinet (1960); “language is a communication tool consisting of semantic and silent units of experiences passed from generation to generation in different periods. These units are in every language, and since it differs in form, content, and quantity, it affects the individual's world understanding system” (p. 18).

Language is the center of human life. Language is the only material when planning the future or thinking about the past, exchanging ideas or transferring experiences to other people, creating social and individual identities. As far as it is known, the language, which is unique only to human, is the most important feature that distinguishes human being from other living creatures despite all its mysteries (Chomsky, 1988, p. 2).

As Yelten (2010) remarks “the language was born out of the need for agreement with the people living together” (p. 30). Therefore, it linked the birth of the language to the needs of the community (Yelten, 2010, p. 30). As a matter of fact, in the emergence of languages and determining the rules of the language; the thought structures and life styles of communities play a very important role. People first compose the messages they want to express in their minds and then determine the appropriate words in order to put them into words. This process, which seems simple at first glance, has important traces and reflects cultural characteristics. This process, which has a complex structure, also leads to the formation of languages (Avcı, 2012, p. 2).

Language affects the characteristics of the individuals such as developing their abilities, solving their problems, scientific thinking, providing different values and features, and creating a more comprehensive world view (Güneş, 2011). In terms of the function of organizing human life, language is one of the most important basic skills that enable individuals to become a community and think nationally as a result of their unity. Language is alive in this aspect. This vitality is in a state that reflects and transforms the life of the individual and society (Ormanşahin, 2018, p. 1).

It is obvious that language is above all a means of communication. With this feature, language distinguishes human being from other living things and makes it a social being. From this point of view, the language is a natural means of agreement between people; a living entity that lives and develops within its own laws, a social institution that unites and protects the nation and is its common property; an enormous structure made of sounds; it is a system of secret treaties and contracts laid at unknown times (Ergin, 1986, p. 13).

Language is not just a speech system. Each language spoken also has a separate written language. Writing language shows the system and rules of that language. The language of speech can be renewed and improved continuously, while the rules in the writing language do not change very often. There are different dialects and accents in a country. This leads to differences in the spoken language. Written language is a single

common language. Speech language varies depending on time and technology. Depending on the time, new words and different meanings can be added to the spoken language. However, with the written language, subjects such as the history and cultural structure of a country can be researched and very old or new fixed information can be accessed (Altıntop, 2016, p. 4).

According to Chomsky, people are born with an inherent language ability (as cited in Barman, 2012, p. 104). People acquire the language with those who speak the same language in a culture. Language is a carrier of culture, culture is passed on from generation to generation through the language. The child who learns a language also learns his culture. Every voice in the language is different. The change in meaning occurs in the sound change in a word. Using a limited number of different voices, words with different meanings can be produced, and expressions produced through the voice organs are perceived by the sense organs (Yule, 1985, pp. 21-22; Başkan, 2003, pp. 94-110).

Any normal child born anywhere, with different racial, geographical, and socio-economic characteristics is capable of learning the spoken language. The differences between languages are not caused by biological reasons, and all languages change over time (Fromkin, Rodman & Hyams, 1983, p. 17). On the other hand, it is also mentioned that the social environment is the main factor in language acquisition, thus there is an innate language ability. In order to use language ability, there should be no problem in speech organs and intelligence and one should establish connections (Başkan, 2003, p. 241).

Languages, that individuals and communities use in communicating, are shaped around two concepts in common: “mother tongue”, which is the native language that the individual has learned from birth, and “foreign language” that the individual learns later. Usually the person learns to use the features of his native language until the age of 4-5. The person’s language acquisition process is called the critical period. The person learns to use his language naturally by communicating with others. There is no need to make a conscious effort for this learning. A young person has learned the importance of using attachments in his mother tongue, starting and ending the conversation, and communicating with others (Scovel, 2001, p. 14).

Çelebi (2006) defines the mother tongue as “a variable system of indicators that develops with sociocultural interactions, which are shaped according to the society in which people live throughout their lifetime, primarily parallel to the maturation of the

language center in the brain” (p. 303). Linguistic indicators have many functions such as social life regulator, identity generator, value carrier and communication provider. A language is needed to express a thought, and a thought is required for something to be expressed. So language and thought are intertwined (Çelebi, 2006, p. 303).

The mother tongue is “the language that is learned from the mother and the immediate family circle, and then from the environment that is associated with it, it falls into the subconscious of the human and forms the strongest bonds of individuals with society” (Aksan, 2003, p. 81). On the other hand as Alpar (2013) indicates, “the mother tongue has its own unique perspective, values and measures. These dimensions and values enable some emotions such as excitement, happiness, joy, fear, belief, and anxiety to be conveyed by gaining meaning with their unique expressions of language” (p. 99).

According to the definition of UNESCO (2003) mother tongue, often include the following elements: “the language(s) that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most”. In this regard, the term of mother tongue could be considered as primary or first language.

In this context, it can be said that the mother tongue is the first language of a person learns how to speak first. In this regard, one can say that the mother tongue, which he learned as his first language, is the first language of his mother. However as mentioned by Punchihetti (2013) “in the present globalised world, the concept of first language has evolved beyond the concept of the mother tongue” (p. 3). If their parents speak two different languages, children may select either their mother’s or their father’s native language as their first language, or else, they will consider both languages as their first languages (Punchihetti, 2013, p. 3).

When the definition made for the mother tongue is examined with different perspectives and the local and international realities we live in today, Oruç (2016) lists the following situations regarding the concept of mother tongue:

1. In the definition of mother tongue, based on mother and family, more precisely ethnicity, it is the mother tongue of the person's biological mother and family. This definition is true for parents of the same ethnic origin, family and someone born and living in the environment. However, this definition is not suitable for defining the term of mother tongue. For example for a person born from a

German father and a Turkish German mother and born and grew up in an environment where German is being speaking, then the person's mother tongue will be German, instead of the native language of his mother. In other words, a person from a was born and raised in Germany with a German father and Turkish mother by speaking German during his/her life, his/her mother tongue will be the language of his father. This issue becomes more complex when it comes to a person from different ethnicity in a different country. For example a person from a German mother and a French father who was naturally born in an English-speaking environment, his/her mother tongue is neither the mother's language nor the language of the father's French. English is the only language that this person knows and uses. As a result, ethnicity is not always decisive for the mother tongue.

2. According to the definition of mother tongue, the mother tongue can be described as a language of the society and social environment where the person lives in. However as an example, in terms of different ethnic identities in Turkey, it is not sufficient to determine a person's mother tongue who has grown up with his origin language, rather than Turkish. The language in which it is grown is a language suitable for its ethnic origin, but on the other hand, the official language of the country in which it lives is different from the language it is raised. Therefore, the social environment and the language of the community together are not decisive for the mother tongue.
3. In another definition of the mother tongue, it is describes as the language that the person uses the best, commanded and expresses him/herself, is the mother tongue. In this context, it can be said the mother tongue of Turkish person who was born and raised in Turkey will be Turkish, while the mother tongue of a German person who was born and raised in Germany will be German. However, the definition here is used mostly for those who have more than one language. In other words, for those who speak two or more languages, their mother tongue is the one which is being speaking as the best and competently. However this definition does not apply in every cases as well. For example in the case of Turkey, while a person whom his/her first speaking language is a language other than Turkish and continues his/her daily life with 300-500 words in his/her first learned language until to the school age, begins to make better use of Turkish after the contribution of education and training in the later years of school.

Therefore, someone whose mother tongue was a language other than Turkish, started to use the language of the country in which he/she lived and a citizen, and in this case his/her mother tongue is Turkish according to the definition given. Thus, the best used and best commanded language expression is not determinative for the mother tongue definition.

4. According to another definition of mother tongue, the mother tongue is the first language acquired. Based on this definition, the first language that a person acquires should be the language used by his mother and family under normal conditions. However, the first language the person acquires does not mean the first language as in the examples given above. The best example of this is that Turkish children who were born and raised in Germany first met with Turkish, and a few years later they met with German on the kindergarten, preschool and their playmates on the street. In the later period, the German of these children reach a better level than Turkish through school education. Therefore, the first language of these people acquire is German and Turkish, although their first language is Turkish, which it is referred to as their mother tongue. The first language may not match the mother tongue. The first language and the mother tongue do not always have to be the same language. Therefore, the first acquired language expression for the definition of mother tongue is not determining (pp. 281-282).

To sum up, it is not true to describe the mother tongue depending on the ethnic origin solely, As a matter of fact, the truth is that the mother tongue is the language, which is learned in the family, where the people are born and raised, the environment and society in which they live, and which enables the person to communicate with others and to establish the strongest and fundamental tie between the people (Ünal, 2016, p. 7).

The mother tongue is acquired in the natural process and the person can speak the language of the society in which he/she lives without any education and special effort. The education received by the person ensures the effective use and development of his language. Understanding the full functionality of his mother tongue, the individual can use his experiences and knowledge to learn different languages. In a different way, the mother tongue forms the basis of the human, and the different languages to be learned later are built on this basis (Tosun, 2006, pp. 28-42).

Linh Chi (2016) implies the language as “the symbol of communication and information sharing of a society” (p. 14). The language which the person learns in a family where they are born and raised, in the environment and community is called as the mother tongue. It is a fact that the language that allows a person to communicate with other people and to establish the strongest and most basic connection between people is the mother tongue. In this regard all languages that are not the mother tongue for a person or a community and are not spoken in the countries where they live are called foreign languages (Ünal, 2016, p. 7).

As can be understood from the expressions, the language that is different from the mother tongue is considered a foreign language. According to Punchihetti,

foreign language is a language which has generally no direct link with the person’s immediate social or personal environment. The selection of a target foreign language is thus largely a personal choice of the learner, except in cases where children and adults are compelled to learn foreign languages for academic or professional reasons. (2013, p. 4)

In another definition, foreign language is a different language than mother tongue. Foreign language is the language not spoken in one’s home country (Moeller & Catalano, 2015, p. 327). The term foreign language includes “all languages except the valid mother tongue of a country or society” (Başkan, 2006, p. 194; Tosun, 2006, p. 29). According to Durmuş (2013), “foreign language; is a language learned later to communicate with different societies other than a country’s language of correspondence or speech, and for many other purposes” (p. 183). In general, all languages other than the mother tongue that the person speaks are foreign languages for that person (Acıroğlu, 2020, p. 9).

2.3. The Importance of Speaking Foreign Languages

Foreign language learning has benefits for both the individual and the society, and the range of benefits and the degree to which they impact specific individuals vary from case to case. However, in a globalized world, knowledge of more than one language is considered as an advantage, and the term bilingual advantage is often used when referring to a constellation of cognitive advantages enjoyed by students who speak more than one language (Stein-Smith, 2017, p. 50).

According to the world atlas published by UNESCO in 2009, there are around six thousand languages in the world (Güneş, 2014). The diversity of languages available in the world makes it difficult for nations to communicate in their mother tongue and makes it necessary to learn a foreign language. In addition, the sharing of cultural values, the transfer to generations, the desire to get to know new cultures and the desire to become members of the same society with people who speak different languages make foreign language learning important (Köksal & Arrivaloğlu, 2012).

The role of linguistic diversity in society is covered in different official documents. According to UNESCO (2001) the importance of speaking foreign languages are as follows:

- Preserving and expressing linguistic human heritage, encouraging creativity, and spread ideas in as many languages as possible;
- Promoting linguistic diversity - preserving respect for the mother tongue - learning a few languages at every educational level and at an early age;
- Increasing linguistic diversity in the cyberspace, as well as promoting universal access to any information in the public sphere through global networks.

Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human to human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom (NSFLEP, 2014; Moeller & Catalano, 2015, p. 327).

With respect to cultural exchange and intercultural language learning, Liddicoat et al. (2003) point out two goals of foreign languages in terms of intercultural language learning based on the global and individual level. At a global level, the goals of intercultural language learning are understanding and valuing all languages and cultures, one's language(s) and culture(s), one's target language(s) and culture(s), how to mediate among languages and cultures and developing intercultural sensitivity. At an individual level, the objective in intercultural language is developing the learner as a person who knows and communicates in two or more languages, and whose

communicative needs and resources may differ from those of a monolingual user of those languages. Such a learner communicates in an intercultural manner by using multiple perspectives to understand and create meaning. A person who can do this is not simply a language user, but also an intercultural language user (p. 46).

The aim of learning a foreign language is not only in terms of communicating and cultural exchange, but also for the individual's different purposes as their needs shows varieties. As Grosjean (2010) specifies "bilinguals use their languages for different purposes, in different domains of life, with different people." (p. 37). In the world conditions, which are constantly changing and developing, people's desire to learn a foreign language did not just fit in the purpose of communication. Socio-economic developments, economic events, technological changes and academic studies make it obligatory to know at least one foreign language (Güneş, 2014).

According to Demircan (2013), "in addition to the mother tongue, foreign languages should be learned for the personal, social, political, military, educational fields, culture and art and many other fields of the people" (p. 6). Self-development and effective communication with people from the same or other cultures require learning more than mother tongue, which has always been the case throughout history.

Foreign language education has been one of our important goals in people's daily life and education from past to present. Knowing a foreign language has become a necessity in the society with the advancement of the period. Learning a foreign language has become a need, so it has become a need in the global arena out of individuality. In terms of today's conditions, speaking a foreign language has been one of the important conditions for many people to join their professional lives. Thus many of the parents want to include the foreign language in their children's lives at every stage of their lives. Language learning broadens one's horizons. After studying a foreign language, the person has the opportunity to get to know people from different countries and to have important information about their lives in traditional, cultural and economic fields (Çetinkaya, 2019, p. 12).

In addition to this, another importance of learning a foreign language is related to academic and cognitive relations. According to Baker (2006), "academic and cognitive skills transfer readily between languages" (p. 330). While there may be differences in the vocabulary, grammar, and writing systems of languages, all languages with writing systems have in common that the reader must learn to make meaning from the text. Concepts and strategies are easily transferred from one language to another

(Baker, 2006, p. 330). As Saville-Troike (1984) expresses, “mastering the vocabulary of a second language enhances student comprehension and abilities in reading, writing, mathematics and other subjects” (p.199-219), whereas Diaz (1983) points out that “bilingualism fosters the development of verbal and spatial abilities.” (p. 43). On the other hand, related to the cognitive importance, according to Pop (2011), “studying a foreign language, from kindergarten to university, provides an individual with a better understanding of grammar, which in turn will train him or her to clearly express their thoughts” (p. 268).

Multilingualism has been cited as an element in effective problem-solving, for reasons ranging from increased buy-in, or greater acceptability of a solution or process that is presented in a language or languages understood by all parties, to differences in memory among multilinguals. However, the most compelling reason is buy-in and acceptability, enhanced by use of the languages of the parties involved (Stein-Smith, 2017, p. 53).

2.4. Foreign Language Education in Turkey

Learning and teaching foreign languages refer to the teaching or learning of a non-native language outside the setting where it is widely spoken (Moeller & Catalano, 2015, p. 327). As a result of the research and experiences that have expanded the scientific and theoretical knowledge based on how students learn and acquire a foreign language, foreign language learning and teaching have underwent a significant paradigm shift.

The history of foreign language education in Turkey extends almost to the beginning of the history of education in Turkey (Demircan, 1988, p. 92). The first reflections of foreign language learning in the history of our country are found in the Tanzimat period during the Ottoman Empire. The education, which continued on a religious basis until this period, started to be carried out according to European practices during the Tanzimat period. During the period from Tanzimat to the Republican era, steps were taken in westernization and modernization, and foreign language teaching started to be included in school programmes. In this regard, French started to be taught as the first western language. In this period, foreign language teaching started with the opening of the Sultaniyes (the foundation of today's high schools), with its participation in secondary school programmes. Sultaniye of Galatasaray has been a milestone by

being the first state school to secondary level foreign language teaching in Turkey. It was the first time in 1869 that a foreign language taught as a lesson in the public schools. After the declaration of the Second Constitutional Period, French was made compulsory in schools, and English and German were also requested to be taught (Demirel, 2016, pp. 4-11).

After the establishment of Turkish Republic in 1923, When the Law of Unification of Education (Tevhid-i Tedrisat Kanunu), the first law in the field of education, entered into force in 1924, science and education institutions were included in the Ministry of National Education. From this date, the concept of learning a foreign language in Turkey started to mean learning one of the western languages such as Latin, Italian, French, German and English as compulsory and sometimes a second one as optionally (Demirel, 2016, p. 8; Demircan, 1988, p. 92). The importance of international relations in developing Turkey has brought the case to the compulsory learning of Western languages, which establish relations with different organizations (Demirel, 2012, p. 66).

Although foreign language education was given in general high schools before, Maarif Colleges (Maarif Kolejleri) were established in addition to general high schools in order to address changing needs. Yenişehir High School, the first school established as Maarif College, started its English education in 1932 (Demircan, 1988, p. 96).

In the following periods, foreign language education became widespread in schools and this progress continued rapidly. TED college, Robert College and similar hundreds of foreign language schools led this progress at first (Karaca, 2016, p. 33). Due to the increasing need for people who speak foreign languages throughout the country, the Ministry of National Education (MoNE) founded Maarif Colleges in Samsun, Konya, Diyarbakır, Eskişehir, İzmir and İstanbul in 1955, providing education in English in the level of high schools (Çetintaş & Genç, 2001, p. 51). Following this, in 1955, it was founded ‘education colleges’ (later renamed ‘Anatolian High Schools’ in 1974’; however, abolished for state schools in 2005) teaching in dual-language medium in addition to some Turkish courses (Kırkgöz, 2007, pp. 216-228). Since the need was not fully met later, with the structuring of Science High School (Fen lisesi), Anatolian High Schools (Anadolu lisesi) and Super High Schools (Süper liseler), significant improvements were made in foreign language hours and foreign language education spread all over the country. (Karaca, 2016, p. 33).

As mentioned by Kırkgöz (2007) above, MoNE converted Maarif Colleges into Anatolian High Schools and issued circulars about the establishment of Anatolian High Schools in many provinces across Turkey. These high schools have some courses taught in a foreign language, apart from that, the high school curriculum was followed. The ultimate goal of Anatolian High Schools was to enable students to fully master a foreign language. This dominance was intended not only to master the grammatical rules of the foreign language but to gain the ability to read, speak, understand and read the texts of this foreign language (Çetintaş & Genç, 2001, p. 51).

In addition to the compulsory education, foreign language education was also started in higher education institutions. As Demir (2019) points out that “there also appeared English-medium state universities such as METU (Middle East Technical University) and Boğaziçi University” (p. 8). Following in 1983, a law named “Foreign Language Education and Training Act” which underlies the implementation of foreign language education in schools in Turkey was adopted in 1983. According to this law, the MoNE decides on a foreign language to be taught in primary and secondary education institutions, and The Council of Higher Education (YÖK) takes decisions on foreign languages to be taught in higher education institutions (Karagül, 2019, pp. 8-9). From then on, private universities, also, started to teach in English medium (Demir, 2019, p. 8).

In Turkey until 1988, students had to choose one of the most common three western languages while starting to the sixth grade of school. Thus, students had to choose English, French or German as a foreign language education. In the academic year of 1988-1989, foreign language courses were removed from the status of compulsory courses in regular high schools and became an elective course. For this purpose, in the middle of 80s, the new high schools named “Anatolian High Schools” began to open throughout Turkey to give education in a foreign language. Unlike common high schools, some lessons (Mathematics, Physics, Chemistry, Biology) were given in English in these schools (Karagül, 2019, p. 9).

During the 1990s in Turkey, foreign language education became more a matter of form, which is important. Especially with the increase of Turkey's full membership process and the negotiations with the European Union (EU), foreign language education in Turkey has become an important step in ensuring the integration with the EU. As Cangil (2004, pp. 273-282) states, as a part of the EU harmonization process, regarding to foreign language education policy in Turkey, foreign language courses has begun to

take place in a more intensive curriculum. Accordingly, with the arrangement made in 1997, the duration of compulsory education in primary education was increased from 5 years to eight years, and foreign language lessons that were not included in the previous curriculum were made compulsory and they took their place in the Educational Programme from the fourth grade on primary education (pp. 273-282). In addition to this, Kırkgöz (2007) also mentions that within this reform learning English started at fourth grade, so as to provide more exposure to foreign language. By virtue of the inclusion of communicative approach into the curriculum for the first time, this curriculum is a landmark in Turkish foreign language education.

The determination of compulsory education as eight years in 1997 was an extremely important change in the education system, and foreign language education was also affected by these changes (Çetintaş, 2010, p. 65). Thus, the purpose of foreign language was based on communicating in the classroom settings. During the 1990s, MoNE successively started cooperation with the British Council. Finally, recent language education reforms emerged from Turkey's efforts to meet the European Union's demands (Demir, 2019, p. 8).

With the changes made in foreign language education, foreign language lessons started in secondary school, elementary foreign language lessons were placed in the fourth grade of primary school and in the next levels, in line with the request. With the removal of secondary school parts and shifting the preparatory classes before high school, intensive English education has started in foreign language-based high schools compared to general high schools. Intensive foreign language teaching in preparatory classes has spread to all of secondary education, and students are provided with continuous foreign language education. Therefore, after the year of 1997, changes in the foreign language curricula of general high schools were made (Çetinkaya, 2019, pp. 16-17). In addition to this, as MoNE (1997) remarks that in this new period, "the role of the teacher as a guide and facilitator, and the learning activities of the students, especially with pair and group work, as active participation is proposed." (p. 10-12).

Before the changes in the foreign language education programme, only English, German, and French languages were included in the curriculum Turkey's foreign language programmes. However, within the framework of the programme that came into force in 1997, it was given the opportunity to selectively learn languages such as Spanish, Italian, Chinese, Japanese, Russian (Demirel, 2016, p. 17).

During the period of 5 years of primary education, while students receive intensive English education in the primary education period, the education intensity in the first 5 years was decreased and English language education was spread among the 6th, 7th and 8th grades according with the increase of primary education to 8 years. Thus, it can be said that foreign language education actually starts in the last 3 years of 8-year compulsory education (Acıroğlu, 2020, pp. 15-16).

In the 9th grade, a foreign language course was taught as a four-hour compulsory and two-hour elective course per week. These courses are taught as four-hour compulsory and two-hour elective courses in the 10th and 11th grades to students who do not choose a foreign language field. Despite receiving at least two or four hours of foreign language education per week in a twelve-year education and training period, it can be said that the foreign language education is not on the desired level of efficiency (Çetinkaya, 2019, p. 17).

As a result of these changes, while the number of students who received foreign language education increased approximately five times, the number of teachers remained insufficient (Çetintaş, 2010, p. 65). The problems such as insufficient number of foreign language teachers, lack of materials and crowded classes prevented the success of the education. Since the area of teacher shortage was closed with non-foreign language teachers, students' desires and motivations for English decreased (Acıroğlu, 2020, p. 16).

For this reason, MoNE has applied to direct teachers whose field is not English teaching into certificate or in-service training programmes in order to increase the number of English teachers. As the teachers mentioned do not have sufficient command of language and are unfamiliar to language teaching methods, their productivity has been the subject of discussion for a long time (Çetintaş, 2010, p. 65).

In addition to this, Ersan (2019) also indicates that “it cannot be denied that the program, which started to be implemented in 1997, has led to positive developments in language learning compared to the programs previously followed” (p. 54). Despite the fact that the starting age for school is 6, as the children started for a compulsory foreign language education at the age of 9, it can be said that the starting age for foreign language education is quite late in terms of “the critical period”, when children are most open to perceptually learning in language acquisition (Ersan, 2019, p. 54).

During this period, not only in primary or secondary education, but also in higher education, breakthroughs have been made in terms of foreign language education. The

Higher Education Council (YÖK) has placed great emphasis on foreign language education in universities over the years. The regulation put forth in 1996 obligated students lacking the required level of proficiency to attend and pass the “Language Preparatory Schools” within their institutions, regardless of the medium of instruction at their prospective faculties (YÖK, 1996).

During the 2000s, Turkey made several adjustment and preparatory works in the field of education according to the European Union (EU) accession process. Therefore, this situation has made it obligatory for other EU member countries to be closely monitored during the membership process. In this context the need for an important development in foreign language education and transformation in Turkey has been emerged (Arıbaş & Tok, 2008, pp. 205-227).

As of 2004, the effect of the attempts to join the European Union has accelerated in education. With the initiative ‘Training Trainers on European Union’, a handbook called ‘European Guidelines for Teachers’ was prepared to introduce this new policy to schools in Turkey. In this book, teachers were introduced guidelines on running projects to collaborate with EU in educational terms with programs including Socrates, Erasmus (Erasmus + as of 2014), Grundtvig, Minerva, Lingua and Leonardo da Vinci (Nadir, 2019, p. 9).

In 2005, the Ministry of National Education (MoNE) decided to remove foreign language-oriented Anatolian High Schools, to provide 5 years of education in Anatolian High Schools where preparatory education was provided, and to expand the foreign language education to 4 years of education in Anatolian High Schools where preparatory education was not provided. Although these changes are not related to the foreign language problems experienced in the primary education process, due to the fact that English questions have been also taken part in the Transition to Secondary Education Examination since 2007, this issue has increased the interest of the students into English lessons, who were preparing for the exam. Much as these changes were considered as very important steps for the solution of the problem, they could not end the problems about foreign language education. Indeed, while measuring the proficiency of students with exams in test format and giving education accordingly became an important problem for all courses, it also created a problem for the foreign language education. Thus the teachers, who are obliged to prepare their students for the exam, had to carry out foreign language education only within the test techniques. This situation increased the dominance of the grammatical rules of the students.

Nevertheless, it caused them to become atrophied and unable to develop in other basic language skills. All of this has led foreign language learning to become a tool to succeed in the exam, instead of the purpose of language learning (Acıroğlu, 2020, pp. 16-17).

In the year of 2006, when the Education Reform was issued, some important regulations were made concerning foreign language education. According to the reform, the concept of “general high schools” annulled gradually and renamed as Anatolian High Schools. Language preparatory classes have been largely annulled as well. Since 2006, preparatory classes have been continued only in social sciences high schools and some established Anatolian High Schools (Çetinkaya, 2019, p. 17). Following, a constructivist approach and communication-oriented teaching methods and techniques were tried to be adopted with the new curriculum. With this foreign language program, the English language was divided into sub-units under the traditional language teaching approach, and each language was ordered to be built on another, and it was based on teaching the language in sections and grammar structures. On the other hand, new curriculum of 2006 was more student-oriented and adopted a process-based approach in the evaluation of language learning instead of teaching the grammatical rules of language. Similarly, rather than an approach based on the analysis of grammar rules in terms of methodology, teaching techniques are used to realize the functional use of language in daily life (Demirpolat, 2015, p. 10).

Within the Education Reform, also, in order to meet the needs of teachers more efficiently, general knowledge courses were increased; elective courses were offered; vocational courses were spread throughout the process; and new courses were added to the program in the teacher training programs of the faculties of education. Studies on the adaptation of foreign language education to the criteria of the EU have been also initiated. Apart from communicative methods, the new English curriculum includes concepts such as multiple intelligence theory, art and craft activities (such as painting and cutting-paste), content, and language integrated learning (MEB, 2006a).

When the programme prepared at the level of primary education grades (fourth to eighth) is examined; it is observed that the English lessons, while it was two hours a week for the fourth and fifth grades, it was 4 hours for the sixth, seventh and eighth grades (MEB, 2006b). In this context, it can be said that the programme of 2006 remained the same with the programme implemented in primary education in 1997 in

terms of course hours and the starting age of compulsory English education (Ersan, 2019, p. 55).

Although not directly related to foreign language learning, new steps were taken so as to meet the new demands in education such as the foundation of the Directorate General of Innovation and Educational Technologies (YEĞİTEK) in 2011. Within this directorate, several projects are being implemented such as FATİH (Movement of Enhancing Opportunities and Improving Technology) and EBA (Educational Informatics Network). FATİH project seeks to provide equal opportunities to all students and to improve technology in educational institutions. With this project, it is aimed to provide each school with high speed internet access, infrastructure and multifunctional printers; classrooms are provided with interactive boards and internet connection; teachers are supported with tablets, cloud account, learning management system and EBA portal; and students are provided with tablets, cloud account, EBA portal and digital identity. With all these facilities, learning can be strengthened outside the school and teachers may assign projects, notes and homework to students so as to maintain learning after school, as well (Demir, 2019, p. 9).

Since the year of 2012, reforms in the field of education related to the EU harmonization and nomination process has accelerated in Turkey (MEB, 2012). In 2013, the new education system named 4 + 4 + 4 was introduced and with the re-prepared primary school English programme, compulsory English learning was started in the 2nd grade. Moreover, English lessons were added in the 3rd grades (MEB, 2013).

From 2013 onwards, Turkish learners started to learn English from second grade (age of six) according to the Common European Framework of Reference for Languages (CEFR), which necessitates an action based and communicative approach in foreign language teaching (Yaman, 2018, pp. 161-175). The updated English curriculum highlights foreign language simplification and the development of communicative language skills of language learners by connecting with real life. The new programme was prepared using the principles outlined in “A common European Framework of Reference for Languages” initiated by the Council of Europe and voicing the objectives set in the teaching of foreign languages (MEB, 2013).

In order to understand the difference between the 2006 and 2013 English programmes, Yücel et al. (2017, pp. 702-737) have conducted research on primary and secondary education English teaching programs that have been implemented and analyzed the 2006 and 2013 English programmes within the scope of class and weekly

class hours. According to the results, it is being seen that as the English lesson hours increase, the grade levels increase as well. It is seen that this situation was valid for both programmes prepared by taking the “Communicative Approach” as a center. Additionally, it is seen that the goals of both programs were predominantly in the cognitive domain and went up to the implementation stage (Yücel et al., 2017, p. 710). In other words, as the grade levels increase, the scope and objectives of the programmes increase as well. Although there was a two-hour increase in the fifth grade English class hour in the 2013 programme, these lesson hours were insufficient considering the goals of both programs. In the same context, when both programs are examined, it can be said that the suggested course materials are diverse to improve the four skills of the language including reading, writing, speaking and listening (Ersan, 2019, p. 56).

As MoNE (2013) specifies, it is seen that the program in 2013 was especially aimed at improving speaking and pronunciation skills in the second, third and fourth grades. Regarding the course evaluation, it is seen that the targets for measuring speaking and listening skills were also included in the programme in 2013 for the first time (Ersan, 2019, p. 56).

When the programmes of 2002, 2011, 2014 and 2016 related to English education in the high schools are examined together; it is seen that the materials and activities that will appeal to all five sensory organs of the students are taken into consideration in the programmes developed especially between 2014 and 2016, based on the individual differences in terms of education within the scope of the “Constructivist Theory” (MEB, 2002; MEB, 2011; MEB, 2014; MEB, 2016). In this scope, however, Ersan (2019) expresses that it is a striking topic that while the English lesson hours decreases, grade levels are increasing oppositely. In those programmes, while the objectives, cognitive steps, and content coverage are increasing, the decrease in lesson hours poses a disadvantage in foreign language learning (p. 57).

When the foreign language education is examined in higher education, as stated in 2007 The Council of Higher Education Strategy Report, students who graduate from higher education institutions are required to know at least one foreign language. In the past decade, there has been a revolution in education due to demographic, economic and technological changes taking place around the world. Consequently, in the context of higher education, universities are transformed into global institutions that are not local or national institutions but must compete in terms of students, staff and finance (Karagül, 2019, p. 10).

Furthermore, in June 2009, a regulation based on the obligation of students lacking the required level of proficiency to attend or pass the Language Preparatory Schools was amended to allow students who would receive their higher education through Turkish the option to bypass preparatory school and start their undergraduate studies directly (YÖK, 2009). The proponents of the June 2009 regulation advocated that the enactment would yield an increase in the number of courses and/or programs offered in English at higher education institutions. The opponents, on the other hand, claimed that Higher Education Council did not support education in 100 per cent Turkish. These administrators argued that making language preparatory schools voluntary would reduce the education quality of their higher education institutions as some students would sidestep it, and even if they chose to attend, excusing them from the obligation of receiving a passing grade would have a negative effect on their motivation. They expressed that the lack of proficiency on behalf of these students would not make it possible for them to follow international academic literature which would eventually lead to the diminishing of institutional education standards (Utku-Yurdakul, 2015, p. 6).

As a result, the June 2009 regulation permitting exemption from preparatory school for Turkish-medium programs was suspended in October 2009, and annulled in October 2011. However, the part of the amendment allowing for attending students to continue on their higher education regardless of their grades remained in effect, provided they fulfilled the requirements of their preparatory schools. Very recently, during the course of this study, a new law almost identical to the June 2009 regulation was again passed on 26 November, 2014. The new legislation, likewise, allows for exemption from preparatory school for Turkish-medium programs, and relieves attending students of passing grade obligations (Utku-Yurdakul, 2019, pp. 6-7).

In June 2017, in accordance with the decision of the Board of Education and Discipline (BoED), the changes in the weekly course schedules in secondary education institutions were reduced by decreasing the foreign language course hours (MEB, 2017a). Accordingly, when the Journal of Communiqués no. 2717 in June 2017 is examined, it is seen that the weekly course schedules of secondary education institutions were changed. With the amendment, the number of first foreign language lessons, which was seven hours a week in the weekly course schedule, was decreased to four hours in the educational institutions like Science High Schools which accepts students through examination in High School. What's more, weekly lesson hours were

increased up to four hours from three hours in the 10th, 11th and 12th grades. At the 9th grade level of Anatolian High Schools, the number of first foreign language lessons was decreased from six hours to four hours, and there was no change in the hours of the four-hour first foreign language lessons taught weekly in the 10th, 11th and 12th grades. When the weekly course schedules were examined, foreign language lessons, which were six hours weekly at the 9th grade level of Vocational and Technical Anatolian High Schools, were reduced to five hours by decreasing 1 hour, and weekly foreign language lessons that were 4 hours earlier in the 10th, 11th and 12th grades reduced to 2 hour. These changes in the course hours may adversely affect the quality of foreign language education (Özdemir, 2019, p. 16).

In 2018, the 9th-12th Grades English Curriculum was partly updated based on the views of a larger community including EFL teachers, universities, and non-governmental organizations (NGO) (Yaman, 2018, pp. 163). According to the English curriculum created in 2018, English lesson teaching should be planned with rich content. In this context, following the Common European Framework of Reference for Languages (CEFR), a new English program was created by blending “communicative” approach teachings together with other theories, emphasizing the learning of the second language by creating real social spaces, using “authentic material” (MEB, 2018a).

According to this curriculum in the same direction with Common European Framework of Reference for Languages (CEFR) based on action-oriented approach (with a communicative focus viewing language as a tool to communicate rather than a subject to learn), it is suggested to engage students in “stimulating, motivating and enjoyable learning environments so that they become effective, fluent and self-directed users of English” (MEB, 2017b, p. 3). The curriculum highlights the significance of English language since it is assumed as a lingua franca and used widely in international contexts apart from being the language of science and technology. However, it also reproaches the failure in teaching effective communicative competence on the ground of overrated emphasis on the grammatical competence. To overcome this, it is advised to take into account the functions of the language and four skills as the basis of communicative competence. Project-based and collaborative activities are emphasized as they enable learners to negotiate meaning and develop interpersonal skills in addition to paving way to learner autonomy. Different from the previous curricula, this curriculum raises awareness of values such as “friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and

altruism” (Arıkan, 2019, p. 20). As for assessment techniques, it suggests authentic assessment tools displaying can-do abilities of students in accordance with CEFR. Apart from pen-paper tests, participation and teacher observations, self-assessment checklists, rubrics and online/offline reflection reports are also included in the assessment process. The new curriculum also promotes the use of technology and experiential learning, supporting a blended learning, where both face-to-face learning and online activities are combined (MEB, 2018b).

Besides primary and secondary education, universities in Turkey are aware of the importance of knowing a foreign language as well. For this purpose, these universities try to provide foreign language education to students with the means they have. In Turkey, foreign language learning varies from university to university. While the education is carried out totally in Turkish in some universities, in some other universities a part of some courses and programs are held in foreign languages, and in other universities education is conducted entirely in foreign languages (Kırkgöz, 2007, p. 219).

Almost all of the universities in Turkey have departments which teach in English. In many universities education is given in French or German in addition to English. Other languages are taught in only a few universities. The language of instruction in some of the universities in Turkey is entirely in English. In some state universities, the language of instruction is partially English, French or German. That is, in some faculties (such as Faculty of Medicine, Faculties of Engineering) and departments (such as International Relations, Business Administration), the language of instruction is English, French or German (Karagül, 2019, p. 11).

2.5. Problems in Foreign Language Education in Turkey

Like in every step of education of the human being, it is obvious that facing problems in foreign language education is an expecting issue among nearly all of the students. However in this issue, knowing and being aware of the factors which affect foreign language learning and cause problems during foreign language education are important in order to make the education process efficient. As a consequence, the problems in foreign language education have become a popular topic for the researches and followingly many studies have been conducted on this issue. In this regard as Khasinah (2014) asserts, “some of these factors are dominant, and some are said to be

equal, but each provide different contributions to the success or failure of foreign language learning” (p. 261).

Factors based on foreign language education and problems related to this issue can be explained under two categories as internal and external. In order to have a successful foreign language education, the teaching process and problems related to teaching can be examined under external and internal issues factors (Al-Daihani, et al., 2016). Although internal factors about the problems in foreign language education are entirely related to students, they bring them with themselves to the learning environment: “age, personality, experiences, motivation (intrinsic), learning styles, cognition, and native language, anxiety”. On the other hand, external factors pertaining to the problems of foreign language education are mostly related to outcome factors which shapes the education environment: “instruction, curriculum, policy, motivation (extrinsic), socio-economic status, science, culture, access to native speakers” (Ghania, 2013, p. 46-50).

Accepted as a global language all over the world, English is the most widely learned foreign language in Turkey. Many foreign language teaching programmes have been tried to date in order to be successful in foreign language learning, the foundations of which are laid with the Republican era. When Turkey’s foreign language education system is examined; it is seen that traditional “grammar translation” method has been used for many years in foreign language teaching, instead of programs and methods that aim to develop four language skills at the same time, After 1930, speech-based methods and then “communicator” method were started. However, despite the programs tried and the resources spent, the targeted success in foreign language teaching has not been achieved (Demircan, 1988, p. 42). In the 21st century, many innovations and changes have been experienced in Turkey, based on the foreign language education policies, such as education system, student and teacher needs, methods and techniques used in the education and training process. Despite the new education policies implemented by MoNE, it is seen that the desired success in foreign language education has not been achieved yet (Demirel, 2004; Adalı, 2018).

According to Küzeci (2015), the most important factors that cause this can be listed as the mistakes of the foreign language education policies applied, the insufficiency of the educators in the foreign language learning process, the students’ attitude on the foreign language as a lesson to study and to get a grade, and the fact that the foreign language education limited to only a few languages. For these reasons, the

expected targets cannot be achieved in line with the interests of Turkey. In addition, the time to learn a foreign language and the lack of preferences are the biggest obstacles to learning foreign languages. The time to learn a foreign language should be determined very well and this should be included in the curriculum in a planned and programmed manner and should be emphasized seriously in the teaching process.

While Haznedar (2010) also mentions the same issues about problems in foreign language education, he makes a detailed statement related to the topic. As Haznedar (ibid) propounds, in Turkey, difficulties in training foreign language can be explained as crowded classrooms and physical conditions, the lack of qualified teachers dilemmas as well as difficulties on education systems, such as approaches to language policy and language teaching. In reality, the situation is getting worse due to language policies, mistakes made in contemporary language teaching approaches, and the large number of students. Undoubtedly, the mass of teachers who are directly affected by the decisions taken, but are not directly or comprehensively included in the decision-making processes regarding foreign language education, but responsible for all in-class arrangements represents a group that has difficulty in finding a place in the education system (p. 748).

2.5.1. Foreign Language Teaching Methods and Problems

There are many factors that cause to problems in foreign language education in Turkey. As Ghania (2013) states, “the instruction, curriculum, policy, motivation (extrinsic), socio-economic status, science, culture, access to native speakers” can be listed as problems in foreign language education process (pp. 46-50). In this context, due to some problems related to the external factors, some common situations in Turkey pose a significant problem in terms of foreign language education. As a result of this, although students learn the foreign language correctly, it causes them not to benefit from the communication needs, which is an important element of the language.

2.5.1.1. Problems Related to Physical Conditions in Foreign Language Teaching

The physical condition of the learning environment is one of the main factors that make foreign language learning difficult and confronts as a problem. As Haznedar (2010) remarks that physical conditions are among the main factors affecting the learning process. In addition to this, Veronica (2013) also mentions about the physical

condition in terms of external factors and implies it by stating the Krashen's "the natural order hypothesis" and "the affective filter hypothesis". Thus it is important to create a comfortable environment in the language class and to show a positive attitude towards the learner.

According to Aydın (2010) physical conditional problems in foreign language teaching can be listed as "physical environment, number of students in the learning environment (classroom), desk, table, heat, light, color, hygiene etc. includes variables" (p. 36). Followingly Ghanizadeh and Jahedizadeh (2015) also detected some factors which cause a problem in language learning classes such as; the class environment, teachers, class materials, characteristics of classes (Rostami, Ghanizadeh & Ghonsooly, 2015).

One of the main problems based on the physical condition is the environment of the class and number of students. In overcrowded classrooms, it is not possible for a teacher to recognize his/her students individually and develop appropriate methods and techniques for them. In order for foreign language teaching to be efficient, it is essential that students participate effectively in the lesson and students have the chance to practice in the target language continuously. These principles can only be realized in a suitable classroom environment in terms of physical conditions (Taşdan & Kantos, 2007, p. 21).

Add to this, the class and layout conditions are also a reason of problem in terms of foreign language education. Depending on the type of learning activities to be carried out, the seating and layout arrangements should be organized in terms of helping to realize the targeted achievements and allowing students to see each other and the teacher comfortably (Ersan, 2019, p. 63). The elements such as colour, light and temperature are also important in causing problems related to foreign language education. Colours affect students' physical and psychological attitudes, thus the right colours should be used in the classroom environment. The colour harmony prevailing in the classroom may affect the learning process in terms of eye aesthetics and cognitive activities (Taşdan & Kantos, 2007, p. 21). In addition, it is a fact that the temperature also affects students' concentration in the lesson. In the classroom environment where the temperature is low, there will be problems in focusing and concentrating, as students' perception will tend to heat themselves (Ersan, 2019, p. 64). According to the studies, another affecting physical factor that may cause a problem for foreign language education is the noise status in learning environment. According to Taşdan and Kantos

(2007), noise, which is one of the factors that adversely affect the communication and interaction in the classroom, is caused by reasons such as students' interest and lack of attention to the subject of learning. Therefore, it is important that the teacher first finds the source of the noise and diversifies the activities that will integrate students with different characteristics into the lesson without causing tension among the students (p. 21).

2.5.1.2. Issues with Foreign Language Education Materials

In order to achieve the desired success in language education, the most appropriate methods and techniques should be determined for the purpose, subject and the group to be taught, and education should be carried out with the right materials. An important point to be noted here is that the teacher, who makes good use of his/her reasoning ability regardless of the method, technique and material used, successfully manages the process. The teacher can make teaching more effective by using more than one method together when needed (Benhür, 2002, pp. 35-36).

Source books are important for developing language and writing skills during teaching language. However, reference books are not sufficient for the effectiveness of language teaching and must be supported by using auxiliary materials. Lack of material to be used in teaching the course is a big problem in language education (Yılmaz & Talas, 2015, pp. 114 - 127).

According to Kasten and Yıldırım (2011), "one of the important points to be considered when choosing reading materials is that the selected material should be interesting for students" (pp. 27-28). Printed materials created without knowing the student's characteristics may create some problems related to the reading skills (Açık, 2008).

Another material-based problem in foreign language education is the transfer of the culture of target language through materials. Due to the fact that foreign language education takes place in a foreigner country, all the subtleties of the language and cultural features of the language should be taught to the students. Since there is no application area in language teaching outside the country, the permanence of the information decreases. Therefore, it is seen that the sources that do not have a rich content cause the education to not be realized at the desired level (Er, Biçer & Bozkırlı, 2012, pp. 51-69). Updated as of 2018, in the English curriculum in Turkey, it is

emphasized that the materials and equipment to be used in the classroom should be diversified by making the synthesis of the theories followed in language education, considering the individual differences of students, and appealing to all five senses (MEB, 2018).

According to a study on the problems of foreign language education in Turkey conducted by Keskin (2019), there are some challenges faced by English language teachers in teaching English to young learners in public primary schools. In view of the study, the problems related to issues about foreign language education materials based on the teacher's opinions are as follows:

- The textbooks are the main sources, however according to some teachers there is not much to catch students' attention in the book, while some others stated that textbooks lack appropriate activities even if the teachers try to develop additional activities to the textbooks. But according to the results, it is not seem to be sufficient since the textbook is the main source which is required to be used by all English teachers around Turkey. Therefore, the participants would like to have age-appropriate and attractive textbooks, then the supplementary materials provided by teachers can serve as facilitators.
- In addition to this, it is seen that the content of the textbooks does not reflect the target culture. As mentioned on the study, because of the content of the textbooks, teachers have to teach stories and fairytales from specific Turkish culture that students are already familiar with. These stories are said to be unattractive to motivate students to learn more about the language. In this case, participants indicate that they are having problems to make students getting used to a language they are not interested in.
- On the other hand it is also seen that the problems could be caused by teachers' preparation of their own materials because not all teachers are qualified enough to create materials; and it creates another problematic situation which is not having a standardized language education. Now that each teacher prepares her/his own material, what is taught in different schools cannot be in the same quality.
- Another problem related to the materials is about the accessing to the appropriate materials. As mentioned on the study, textbooks in primary level mostly include of listening recordings and students cannot access the tracks at home and hence

cannot revise content taught at home. Textbook, which is the only material students have, cannot provide revision opportunities, either. As a consequence, students do not remember what they've learned and come to class having forgotten what is taught. That is why, teachers have to repeat and revise the same topics intermittently at the beginning of each session. Moreover, lack of appropriate materials causes motivation loss on both teaching and learning English. Lack of appropriate materials necessitates the preparation of supplementary materials, but that does not seem to be possible for teachers with heavy workload.

- Additionally, the usage of user-unfriendly textbooks is another problem in terms of foreign language education. As mentioned by the teachers, students do not receive the extra materials such as DVDs/CDs with the textbooks which is a challenging situation. The textbooks come with an online resource page for teachers to download the tracks. This leads to problematic instances since some schools do not have computers, internet connection or sufficient supplementary technological resources. Therefore, teachers are not able to download the content when necessary.
- Finally frequent textbook change is another problematic issue for foreign language education in Turkey. It is being indicated that textbooks are changed every year. This causes several problems. First, teachers are not able to get used to the style of materials. They need to develop supplementary resources in agreement with the textbook each year. In addition, students ask about the characters used in the previous textbooks as they identify the text-books with the characters used within. When the age and the characteristics of young learners are taken into account, attachment is important for them and this situation can violate their attachment to language. Since they are already questioning the reason for learning a language when the attachment is vanished, their motivation can get even lower (pp. 61-66).

2.5.1.3. Problems with Foreign Language Teaching Methods

In the learning process, the matter of teaching methods, techniques and approaches is one of the topics that are addressed to learners of different structures, in many respects, to ensure motivation in co-learning and to achieve effective learning

(Ersan, 2019, p. 81). As Beck (2001, pp. 1-15) points out that matching teaching methods to students' learning styles can result in more successful teaching and learning, that is, by detecting their students' learning styles, teachers can choose the suitable teaching method which can make students more interested.

Until today, the problem of teaching methods has been a debated issue in foreign language education in Turkey. Each method has been developed in response to the previous method. Each foreign language teaching method has aimed to teach the language in the best way, but the methods brought with it have created problems in itself (Özdemir, 2019, p. 24).

The methods, techniques and approaches used in foreign language learning in Turkey have been prepared within the framework of the acquisitions aimed at increasing the speaking skill of the foreign language, as well as communication skills in the target language, along with the latest updates. However, there are still some difficulties in acquiring speaking skills from foreign language skills intensely in Turkey (Şahenk, 2009, p. 241).

As Arslan and Akbarov (2010) state, the reason why it is far below the desired success in foreign language teaching in Turkey is that the method and motivation problems have been discussed for years but cannot be solved. According to them, the methods and techniques used in foreign language teaching in Turkey are not planned according to the individual needs and differences. This situation affects foreign language teaching negatively in terms of quality (Akbarov & Arslan, 2010, pp. 179-191). Besides, as Kırkgöz (2007) expressed, "in the countries that learn English as a second language, methods and techniques used in teaching English are not often taken as they are from a Western source and are not adapted to students" (p. 219).

According to a study conducted by Haznedar (2010), the three main methods commonly used in foreign language teaching in Turkey are Audiovisual Method, Communicative Language Teaching and Grammar-Translation Method (pp. 750-751). In fact, many foreign language teaching methods that have emerged have been tried by teachers at different times and continue to be tried. According to foreign language teachers, the reason of this issue is that foreign language teaching methods are an integral part of language teaching (Bell, 2007, p. 327). In this context, it is not possible to talk about the superiority of only one over the other. However, new curriculum suggests that different methods and approaches should be used together and supporting each other (MEB, 2018).

Methods and techniques used in foreign language education in Turkey are considered as an important component of foreign language education policy. There are various teaching methods developed for different purposes depending on the skills aimed at acquiring in individuals in foreign language teaching. Failure to apply the correct methods and techniques according to the individual, the environment or the target that is aimed to be achieved has prevented the success of the foreign language education policies and thereby the foreign language education until today (Özdemir, 2019, p. 24).

2.5.1.4. Problems with Foreign Language Teaching Administration and Supervision

Curriculum can be shown as one of the factors causing problems. Because, it is designed according to how the teaching process should be in foreign language lessons through education programs (Smith & Ragan, 1999, p. 42). In other words, the curriculum guides the teacher on how to undergo the process from the planning phase to the end of the assessment phase. Program developers, who are aware of the importance of this comprehensive planning, are making changes in programs and preparing new programs in parallel with the developments in language teaching (Işık, 2008, p. 21).

The most important issue to be taken into consideration with regard to education programs is the preparation of programs and goals in accordance with the developmental and cognitive levels of learners. Otherwise, although it is thought to have useful and effective contents, the curriculum is prepared without taking into account the learner's readiness, and therefore the failure of the curriculum is inevitable. With the developing and renewed language teaching approaches, new programs are prepared in language teaching and new approaches and methods are tried to be used. However, the reasons arising from the Turkish Education System in teaching English as a foreign language and environmental factors prevent the achievement of the targeted success (Ersan, 2019, p. 80).

It can be clearly understood from the position we are in today that, every new program that comes into force does not bring absolute success. While the “EU Language Teaching Policies” implemented in many countries in Europe have brought success, it can be said that the curriculum prepared with reference to the language education and training policies of the EU did not achieved the targeted success,

especially in the last 20 years in Turkey. Followingly it clearly shows the truth that there is a foreign language teaching problem in Turkey (Ersan, 2019, p. 80).

Moreover, another problem arising from the curriculum may be ignoring the principle of “continuity” in English language teaching. For example, instead of developing the knowledge and skills acquired in primary and secondary schools at the high school level, the subjects that have been previously covered in the curriculum are processed from the beginning again. This situation puts all the policies and efforts made in order to start foreign language learning at an early age (Çetintaş, 2010, p. 5). These language teaching programmes were prepared in a centralized manner. High class sizes in Turkey ignore many important factors such as pre-learning of students, the effectiveness of textbooks and teacher competencies (Ersan, 2019, p. 81). Thus this issue brings another problem in terms of foreign language education in Turkey.

2.6. Some Researches Conducted on Foreign Language Education in Turkey

In the study conducted by Büyükduman (2005), the general objectives, features, scope and functioning of the primary school foreign language teaching programme, which was put into practice in 1997 by the Ministry of National Education (MoNE) have been analyzed. According to the results of the research, it is seen that the foreign language education program used in primary education is not sufficient and it should be prepared in more detailed; considering the factor that some of the English teachers are not graduated from an English teaching department. Also, English teaching methods, approaches and principles should be included within the programme; in-service trainings, seminars and workshops on teaching English to English teachers working at the primary level of primary education should be organized by MoNE; a book with question types and exercises suitable for the curriculum should be prepared and recommended to English teachers, and during the preparation of the first level English curriculum, English teachers, who are more knowledgeable about the subject and individual differences of students than the program development specialists, should be included in the process.

In Şahenk's (2009) study, on the skills and competency perceptions of foreign language teachers, it is seen that there are significant deficiencies in the competency levels of foreign language teachers, especially in speaking skill dimension. For this reason, in order to improve the foreign language proficiency levels of the four basic

language skills of foreign language teachers, it was concluded that foreign language teacher candidates should spend more time on the development of speaking skill in undergraduate education programmes and also in-service trainings should be organized in order to improve the speaking skill of foreign language teachers.

In Haznedar's (2009) research which examines competency of the 4th and 5th grade English textbooks with the curriculum and the examples and methods of the activities included in the books, it has been concluded that the 4th and 5th grade textbooks are far behind the objectives set by the curriculum in terms of teaching methods and techniques, the examples of activities they contain do not comply with the program, and they are predominantly prepared for teaching grammar rules. It was stated that the activities included in the textbooks of both grade levels are not intended to encourage students' language development, they do not contain sections for the students to establish mutual communication, and they are based on repetitive activities by making the student passive. One of the most important deficiencies identified in the textbooks is the lack of sections in the books where students can evaluate their language development processes. It is expressed in the study that this situation does not comply with the basic principles of the European Language Development file developed by the Council of Europe.

In Haznedar's (2010) another study related to foreign language training in Turkey, it was aimed to determine the level of acceptance of the foreign language teachers working in primary and secondary education institutions; the level of acceptance of the suggestions for the theoretical developments experienced in foreign language education in recent years; the foreign language teaching methods and techniques reviewed in accordance with these developments, and in-class applications. According to the results of the research, it was concluded that the teachers have sufficient knowledge about the methods of communication, but they still use the traditional methods in the classroom. Nevertheless, only 8,2% of the teachers declared that they found the in-service trainings very useful and 31,6% found it totally useless in the study, where their views on in-service training programs were applied. It is also stated that in order to stop the failure of foreign language education, a proposal should be prepared by taking into account the standards in foreign language education and these standards should be created by an Academic Board.

Küçüktepe et al. (2014) in their study aimed to determine the teachers' views on the second grade English course and the second grade English course curriculum, which

were put into effect for the first time in the 2013-2014 academic year. According to the findings, most of the English teachers who participated in the research remarked that they found the primary school second grade English curriculum effectively. The teachers, who expressed their views on the context of the program's achievements and content in an appropriate or partially appropriate way, indicated that they used the methods and techniques proposed by the program, as well as saying that methods, techniques, and measuring tools are suitable for measurement and evaluation tools. In addition, teachers also asserted that they experienced difficulties due to factors such as classroom management, lack of materials, and lack of knowledge about the teaching English to second grade students according to their levels.

In the study conducted by Arslan (2014), based on foreign language training in Turkey, it is seen that the necessity of raising awareness and motivating students about learning foreign languages comes out for the first. As a result of the study, it is figured that most of the students' attitudes are negative into learning a foreign language as they think it will not be useful in practical life, and even if they take it as a lesson at school, they are not motivated because their foreign language skills are not tested in the university entrance exam. In addition to this, individual differences and past experiences as well as the family and environment they grow in affect the attitudes of students about foreign language learning positively or negatively.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter aims at giving information about the methodological process of the study. Accordingly, the research design, the context and participants, data collection instruments, and data analysis sections are presented.

3.2. Research Design

The study was planned within the context of the relational survey model. The relational survey model is a research model aimed at identifying the presence or degree of exchange between two or more variables. Relational survey models are research models that aim to determine the presence and/or extent of interchange between two or more variables. The relationship between the variables may be either interdependent or has partial dependency, or it may be in the form of full independence as a result of a change that affects both (Karasar, 2016). In addition to this, general survey model was used to support the findings of the study. General survey model, in a universe consisting of a large number of elements, in order to make a general judgment about the universe, all of the universe or a group to be taken from it is the scanning arrangement made on the sample.

3.3. Participants of the Study

The universe of the research was composed of two Anatolian high schools and a secondary school located in the central districts of Ağrı province. The study was conducted together with a total of 170 students and 32 teachers who were randomly selected in the second semester of the 2019-2020 academic year. The participants of the research were consisted of 170 students studying in fifth, sixth, seventh, ninth, tenth and eleventh grades (85 female and 85 male) and 32 teachers (16 female and 16 male) working in related schools. In the study, it was aimed to reach all students and teachers. But in the case of problems arising from physical possibilities, specifying a sample for the study is a known way in researches. According to the sample size standards prepared by Yazıcıoğlu and Erdoğan (2004), “it is necessary to study with a sample of

at least 198 people in a probability of $p=0,8$ and $q=0,2$ and a sample consisting of less than 500 people in a confidence interval of 0,5 with 0,5 sampling error” (pp. 49-50). In this context, a sample consisting of 202 participants sufficed to perform the data analysis of the study. It was easily selected from sampling method for sampling of research.

The sample of the research was at least composed of 170 secondary and high schools students (from the fifth to the twelfth classes except eighth and twelfth ones) and their teachers in the academic year of 2019-2020. As a consequence of possible concern about the high school and university entrance central exams, students studying at the eighth and twelfth grades were not chosen as participants.

3.4. Data Collection Instruments

The data used in the research were obtained by applying a questionnaire to the students and English teachers. With the questionnaire, the personal information of students and English teachers, along with their opinions and suggestions on foreign language lessons, were taken. Both the teachers and the students were told about importance of the study and it was asked whether they were willing to take part in the study or not. After being sure that everyone was willing, the practice part of the study was put into practice. The questionnaire was done through face to face and online (with the help of docs.google form) when necessary. Completion of the questionnaire took 10-15 minutes.

The data of the study were collected through using two instruments. These instruments included a Student Questionnaire that has been adapted from Ergüder’s (2005) study (see Appendix 2); a Teacher Questionnaire based on the studies by Doğan (2009) and Şahin (2013), which was later adapted by Erdem (2016) (see Appendix 3). Both of the original questionnaires were in Turkish. For this reason, the researcher did not translate them into English to prevent students from being confused when responding to the questions.

The first data collection instrument was the Student Questionnaire, which was adapted from Ergüder’s (2005) study (see Appendix 2). Only demographic information of the student questionnaire has been changed. The questions except gender, grades and school type have been taken out from the first demographic question section. The original questionnaire included in 36 questions and all were used without any change

except demographic question section as mentioned above. There was categorization in the original student questionnaire. It was confirmed after expert opinion. As a result of reliability analysis of the student questionnaire, Cronbach Alpha value (α) was found to be 0,897.

In the first part of the original student questionnaire, there were 10 questions that require demographic information from the students. Only three of them were used in this study as the other demographic questions were beyond the scope of this study. The three questions used in this study were related to the students' gender, grades, and school type (see Appendix 2). The edited and added six questions in accordance with this study revolve around the students' and their parents' English language ability, mothers' and fathers' professional status, getting support from their parents, getting support from their siblings, and spending time with their computers or TV related to English language.

In the second part of the student questionnaire which included 36 questions (see Appendix 2), no categorization it was involved. However, items between 1 to 15 as well as 36 and 37 were related to the problems based on students; items between 16 to 33, except item 32, were related to the problems based on teachers and teaching/curriculum/planning; and items 32-34 were related to the problems based on management and system.

The second data collection instrument was a teacher questionnaire (see Appendix 3) based on the studies by Doğan (2009) and Şahin (2013), which was later adapted by Erdem (2016). The content validity of the questionnaire was measured and confirmed. As a result of reliability analysis, Cronbach Alpha value (α) was 0,889. The teacher questionnaire included 47 items in the original source. All of these items were used in the present study as they were in its original source except for the questions that require demographic information. The 47 items in the questionnaire were classified into 5 categories as follows: the problems caused by the coursebook (1), the problems caused by hard infrastructure and others (2), the problems caused by the teachers (3), the problems caused by the students (4), and the problems caused by management (5). In teacher questionnaire (see Appendix 2), items between 1 to 11 were related to the problems based on coursebook (1); items between 12 to 17 were related to the problems based on hard infrastructure and others (2); items between 18 to 27 were related to the problems based on teachers (3); items between 28 to 38 were related to the problems

based on students (4); and items between 39 to 47 were related to the problems based on management.

In the first part of the original teacher questionnaire, there were seven questions that require demographic information from the teachers. Only four of the seven questions were used in the present study as the rest of the demographic questions were beyond the scope of this study. The four questions used in this study were related to the teachers' gender, age, department of graduation, and years of teaching experience (see Appendix 2). The edited and added three questions in accordance with this study revolved around the teachers' marital status, overseas experience, and employment status.

3.5. Data Analysis

The analysis of the data was done through the SPSS statistics programme. Descriptive statistics for socio-demographic data were made by frequency analysis. In order to determine the opinions of students and teachers about the problems encountered in learning and teaching English and their ideas related to these problems, frequency analysis was performed and arithmetic means of the items were calculated. In order to check whether the data show normal distribution or not, it was evaluated primarily through the histogram chart.

Since it was seen that the data were normally distributed for the student survey, it was decided to use parametric tests for the analysis. In this regard, to determine the differentiation levels of student views "Independent Samples T-test" and "One-Way Variance Analysis (Anova)" were used. Additionally an "LSD Test" was applied in order to determine between which groups the differences detected as a result of the "One Way Variance Analysis (Anova)" test. In the research, $p = 0,05$ was accepted as the level of significance.

As it was determined that the data did not conform to the normal distribution in the teacher survey, therefore non-parametric tests were used. In this regard, "Mann Whitney U" and "Kruskall Wallis" tests were used to determine the level of differentiation of teachers' opinions.

In order to determine the reliability of the study Cronbach's Alpha values were used. According to this it is being accepted as

- If $0,00 \leq \alpha < 0,40$, the scale is unreliable.
- If $0,40 \leq \alpha < 0,60$, the reliability of the scale is low.
- If $0,60 \leq \alpha < 0,80$, the scale is very reliable.
- If $0,80 \leq \alpha < 1,00$, the scale is highly reliable.

As a result of the analysis to determine the reliability of the student survey, Cronbach Alpha (α) value was found as 0,928 (highly reliable). Similarly, the reliability of the teacher questionnaire was determined that Cronbach Alpha (α) value showed high reliability as 0,954.



CHAPTER IV

4. RESULTS

4.1 Introduction

In this chapter, in accordance with the research purpose, the analysis results regarding the characteristics about participants' socio-demographic structure and their backgrounds related to the English language, their attitudes towards the problems they encounter in learning and education of English, and the effects of their socio-demographic findings on these attitudes will be reported. The chapter aims at presenting descriptive and correlation analysis results obtained from the data collected by two questionnaires; Problems Encountered in Teaching and Learning English Scale for students and one for teachers.

4.2. Survey Scores of the Participating Groups

In this part, the problems encountered in learning and teaching English and whether there are any differences between the opinions of middle school and high school students and teachers about these problems were examined. The numbers of participant, survey mean scores and standard deviations of the sample groups participating in the research are given in Table 1.

Table 1

Survey Score Averages of the Groups Participating in the Research

Participant Group	N	Mean	Standart Deviation
Students	170	2,212	0,696
Teachers	32	3,244	0,593

Table 1 indicates that the mean scores of the students participating in the study are $\bar{X} = 2,212$ (SD=0,696) and their teachers' mean scores are $\bar{X} = 3,244$ (SD=0,593). As seen in Table 1, 170 of 202 participants are students and 32 of them are teachers.

4.3. Descriptive Analysis Results

In this part, findings related to the students' English language backgrounds and teachers' their professional background will be examined. By analyzing statistical information on the answers given by the secondary and high school English teachers and students to the questionnaire items, it is intended to determine the problems encountered in English teaching and learning.

4.3.1. Descriptive Analysis Results of the Problems Encountered in Teaching English According to Participating Teachers

This part gives statistical information about the answers given to the questionnaire items by the secondary school and high school English teachers who form the sample group to determine the problems encountered in the teaching of English. In this regard, the total number of teachers who answered the questionnaire, the average of the answers given to the questionnaire items, and their percentages were examined in Table 2.

Table 2

Results of Teachers' Responses to the Questionnaire Items (N= 32)

	Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
		N	%	N	%	N	%	N	%	N	%		
Teaching / curriculum / planning	1 The Education Programme is inadequate in the successful implementation of English language teaching.	2	6,3	6	18,8	3	9,4	10	31,3	10	31,3	3,64	1,11
	2 Textbooks are far from attracting students' attention.			7	21,9	5	15,6	11	34,4	9	28,1	3,68	1,31
	3 Textbooks do not meet the learning needs of students.	3	9,4	5	15,6	3	9,4	12	37,5	9	28,1	3,59	1,19
	4 Activities in textbooks are inadequate.	2	6,3	4	12,5	4	12,5	13	40,6	9	28,1	3,7188	1,29
	5 Subject densities in textbooks are high.	2	6,3	7	21,9	4	12,5	10	31,3	9	28,1	3,53	1,13
	6 The activities in the textbooks are not suitable for the level of students.	2	6,3	9	28,1	6	18,8	12	37,5	3	9,4	3,15	1,12
	7 Words in the textbooks do not match the level of students.	4	12,5	13	40,6	7	21,9	6	18,8	2	6,3	2,65	1,12
	8 The language used in textbooks is far from real life.	4	12,5	9	28,1	4	12,5	9	28,1	6	18,8	3,12	1,36
	9 Four skills are not included equally in the textbooks.	4	12,5	7	21,9	5	15,6	6	18,8	10	31,3	3,34	1,45
	The textbooks are not suitable for the language levels (A1. A2. B1 ...) specified in the common framework program of European language teaching.												1,24
	10	6	18,8	6	18,8	10	31,3	7	21,9	3	9,4	2,84	
	11 Not all students have access to supportive resources about teaching English.	4	12,5	6	18,8	1	3,1	9	28,1	12	37,5	3,59	1,47
	12 Other problems arising from textbooks.	5	15,6	3	9,4	4	12,5	3	9,4	3	9,4	2,77	1,47

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

	Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD		
		N	%	N	%	N	%	N	%	N	%				
School	13	Class sizes are very high.		3	9,4	6	18,8	1	3,1	11	34,4	11	34,4	3,65	1,38
	14	There are no English labs in schools.		1	3,1	1	3,1	1	3,1	10	31,3	19	59,4	4,40	,94
	15	Technological resources to support English language teaching are insufficient.		3	9,4	9	28,1	2	6,3	8	25,0	10	31,3	3,40	1,43
	16	There is no English library in schools.				3	9,4	2	6,3	6	18,8	21	65,6	4,40	,97
	17	The number of branches I enter weekly and the class hours are too much.		2	6,3	7	21,9	3	9,4	8	25,0	12	37,5	3,65	1,35
	18	Weekly class hours are insufficient for teaching English.		5	15,6	7	21,9	2	6,3	8	25,0	10	31,3	3,00	1,04
	19	Other problems arising from the physical conditions of the school.		3	9,4	2	6,3	5	15,6	3	9,4	3	9,4	3,06	1,11
Teacher	20	I cannot see myself fully enough in English teaching.		14	43,8	10	31,3	4	12,5	4	12,5			1,93	1,34
	21	I cannot apply different teaching methods.		8	25,0	13	40,6	5	15,6	5	15,6	1	3,1	2,31	1,24
	22	I usually focus on accuracy rather than fluency.		5	15,6	10	31,3	3	9,4	10	31,3	4	12,5	2,93	1,09
	23	I cannot use double or group work.		8	25,0	12	37,5	2	6,3	9	28,1	1	3,1	2,46	1,02
	24	I cannot provide student participation in my courses.		12	37,5	13	40,6	1	3,1	6	18,8			2,03	1,00
	25	I cannot use alternative assessment types (self/peer assessment. portfolio and project) in my classes.		8	25,0	5	15,6	8	25,0	8	25,0	3	9,4	2,78	,98
	26	I cannot use the European Languages common framework plan in my classes.		7	21,9	5	15,6	7	21,9	10	31,3	3	9,4	2.90	1,06
	27	I cannot follow the academic developments related to English teaching adequately.		8	25,0	12	37,5	3	9,4	6	18,8	3	9,4	2.50	1,07
	28	I cannot reach the literature about teaching English.		6	18,8	10	31,3	8	25,0	5	15,6	3	9,4	2.65	1,24

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

Items			I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
			N	%	N	%	N	%	N	%	N	%		
Teacher	29	I cannot always keep up with innovations.	9	28,1	14	43,8	4	12,5	2	6,3	3	9,4	2,25	1,31
	30	Other teacher-related problems.	3	9,4	4	12,5	5	15,6	3	9,4	2	6,3	2,82	1,36
Students	31	Students are not motivated to learn English.	3	9,4	2	6,3	7	21,9	11	34,4	9	28,1	3,65	1,21
	32	Students have prejudices against English.	1	3,1	3	9,4	6	18,8	10	31,3	12	37,5	3,90	1,30
	33	Students do not show the importance they attach to other core subjects to the English course.	1	3,1	3	9,4	5	15,6	11	34,4	12	37,5	3,93	1,11
	34	Students are not doing their homework properly.	1	3,1	6	18,8	2	6,3	12	37,5	11	34,4	3,81	1,10
	35	Students come to class without adequate preparation.	3	9,4	1	3,1	1	3,1	17	53,1	10	31,3	3,93	1,20
	36	Students are not doing course review.	1	3,1	3	9,4			13	40,6	15	46,9	4,18	1,06
	37	Students do not use English in daily life.	1	3,1	2	6,3			9	28,1	19	59,4	4,38	1,02
	38	Students are not interested in English outside of school.	1	3,1	3	9,4	3	9,4	13	40,6	12	37,5	4,00	1,07
	39	Students do not use technological English learning tools (computer-TV-internet).	4	12,5	8	25,0	3	9,4	8	25,0	9	28,1	3,31	1,44
	40	Students' parents do not create sufficient study environment for students.	2	6,3	4	12,5	10	31,3	6	18,8	10	31,3	3,56	1,19
	41	Students' parents do not create sufficient support and incentives for students.	2	6,3	5	15,6	7	21,9	11	34,4	7	21,9	3,50	1,30
	42	Other student-related problems.	2	6,3	2	6,3	7	21,9	3	9,4	5	15,6	3,36	1,47

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

	Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
		N	%	N	%	N	%	N	%	N	%		
Management / system	43 School administrators do not care enough about teaching English.	9	28,1	9	28,1	4	12,5	8	25,0	2	6,3	2,53	1,33
	44 School administrators do not help me to obtain materials suitable for innovations in English language teaching.	9	28,1	6	18,8	5	15,6	7	21,9	5	15,6	2,78	1,45
	45 Administrators oppose the use of additional resources in lessons.	7	21,9	10	31,3	6	18,8	5	15,6	4	12,5	2,65	1,31
	46 School and regional class meetings in English language teaching are inadequate in terms of impact on the solution.	7	21,9	6	18,8	5	15,6	8	25,0	6	18,8	3,00	1,36
	47 Central exams (TEOG/LYS) applied negatively affect on student achievement.	3	9,4	8	25,0	7	21,9	7	21,9	7	21,9	3,21	1,21
	48 The Ministry's presentations and solutions for teaching English are not sufficient.	5	15,6	4	12,5	7	21,9	11	34,4	5	15,6	3,21	1,30
	49 I do not think the Ministry has made the necessary infrastructure investment in English teaching.	6	18,8	3	9,4	6	18,8	12	37,5	5	15,6	3,21	1,41
	50 There are not enough in-service programs to convey contemporary developments in English language teaching.	3	9,4	4	12,5	6	18,8	13	40,6	6	18,8	3,46	,97
	51 I do not think that English teacher training programs at universities are successful.	4	12,5	7	21,9	5	15,6	11	34,4	5	15,6	3,18	1,08
	52 Other administrative problems.	13	40,6	6	18,8	5	15,6	5	15,6	3	9,4	2,34	1,12

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

According to the results, 90,7% of the teachers have totally agreed or agreed with item 14 ($\bar{X}$ = 4,40; SD= 0,97) and 84,4% on item 16 ($\bar{X}$ = 4,40; SD= 0,97) which are respectively related to the problem of lack of English lab and libraries in the schools. When examined in this context, it is seen that the most problematic issues faced by teachers in teaching English are the lack of English education infrastructure in schools. In addition to this, it is also reached out that the majority of problems faced by the teachers except the school infranstruces are student-based problems. In this regard, it is being reached that the lack of usage English by students in their daily life (87,5%; $\bar{X}$ = 4,38; SD= 1,02) on item 37; lack of course review (87,5%; $\bar{X}$ = 4,18; SD= 1,06) on item 36; lack of interest in English by students outside the school (78,1%; $\bar{X}$ = 4,00; SD= 1,07) on item 38; lack of importance into the English lessons by students (71,9%; $\bar{X}$ = 3,93; SD= 1,11) on item 33; lack of preparation by the students before the class (84,4%; $\bar{X}$ = 3,93; SD= 1,20) on item 35; students' prejudices against English (68,8%; $\bar{X}$ = 3,90; SD= 1,30) on item 32, and the absence of doing homeworks properly (71,9%; $\bar{X}$ = 3,81; SD= 1,10) on item 34 constitutes the most student-related problems according to teachers.

Furthermore, difficulties related to textbooks and class structures are other items which cause problems for the teachers. According to the results, it is seen that 68,7% of the teachers totally agreed or agreed with item 4 ($\bar{X}$ = 3,7188; SD= 1,29) which indicates the inadequacy of the textbooks. The lack of textbooks on attracting students' attention (62,5%; $\bar{X}$ = 3,68; SD= 1,31) on item 2 is being seen as another problem according to teachers. Besides, as shown by the results, it is seen that the lack of textbooks in meeting the needs of students (65,6%; $\bar{X}$ = 3,59; SD= 1,19) on item 3 and the problems related to having access to supportive resources of students (65,6%; $\bar{X}$ = 3,59; SD= 1,47) on item 11 are perceived other problematic issues by the teachers.

Not only these items, but also high size of the classes (68,8%; $\bar{X}$ = 3,65; 1,38) on item 13; the excess of class hours and number of lessons per week (62,5%; $\bar{X}$ = 3,65; SD= 1,35) on item 17; lack of motivation of the students (62,5%; $\bar{X}$ = 3,65; SD= 1,21) on item 31, and inadequacy of the education program in the successful implementation of English language teaching (62,6%; $\bar{X}$ = 3,64; SD= 1,11) on item 1 are rest of the most negatively affecting items in English language teaching and learning, according to English teachers. They also point out that students may have problem in learning English language due to the lack of parental care in making sufficient study

environment for students (50,1%; $\bar{X}$ = 3,56; SD= 1,19) in item 40 and lack of parental support and incentives towards students (56,3%; $\bar{X}$ = 3,50; SD= 1,30) in item 41.

However, when the less effective items related to the problems encountered by teachers in teaching process is evaluated, it is seen that the majority of the items are consisted of administration-related and personal-related items. According to the results, it is seen that 78,1% of the teachers do not perceive the lack of student participation ($\bar{X}$ = 2,03; SD= 1,00) as stated in item 24. Furthermore, as it can be seen from the results shown related to item 20, 75,1% of the teachers do not perceive their level of efficiency in teaching of English ($\bar{X}$ = 1,93; SD= 1,34) as a problem faced in teaching English. Not only these but also inability to do double or group work in the class (62,5%; $\bar{X}$ = 2,46; SD= 1,02) in item 23; inability in applying different teaching methods in the class (65,6%; $\bar{X}$: 2,31; SD= 1,24) in item 21; inability to keeping up with the innovations (71,9%; $\bar{X}$ = 2,25; SD= 1,31) in item 29 are the rest of the least negatively affecting items in English language teaching and learning, according to English teachers.

On the other hand it is also reached out that inability to follow the academic developments related to adequate English teaching (62,5%; $\bar{X}$ = 2,50; SD= 1,07) in item 27; lack administrations's care about English teaching (56,2%; $\bar{X}$ = 2,5313; SD= 1,33) in item 43; administrations' opposition to the use of addition resources in lessons (53,2%; $\bar{X}$ = 2,65; SD= 1,31) in item 45; inadequate level of words in the textbooks for students (53,1%; $\bar{X}$ = 2,65; SD= 1,12) in item 7; inability of reaching the literature about English teaching (50,1%; $\bar{X}$ = 2,65; SD= 1,24) in item 28 were found to be the least negatively affecting items in English language teaching and learning, according to English teachers. Besides, the findings demonstrate they are of the opinion that lack of administrations' help in obtaining suitable materials for innovating the English language teaching (46,9%; $\bar{X}$ = 2,78; SD= 1,45) in item 44 and lack of using alternative assessment types (self/peer assessment, portfolio and project) in classes (40,6%; $\bar{X}$ = 2,78; SD= 0,98) in item 25 affect much less than the other variables.

Finally as seen by the results, 37,5% of the teachers have totally disagreed or disagreed on item 26 ($\bar{X}$ = 2,90; SD= 1,06) which indicates the inability to use of the European Languages common framework in their classes by the teachers. Moreover, it is also seen that 37,6% of the teachers have totally disagreed or disagreed on the unsuitability of the textbooks the language levels (A1, A2, B1 ...) specified in the

common framework program of European language teaching ($\bar{X}= 2,84$; $SD= 1,24$) as stated in item 10.

4.3.2. Descriptive Analysis Results of the Problems Encountered in Learning English According to Participating Students

The statistical information about the answers given to the questionnaire items by the secondary school and high school students who form the sample group to determine the problems encountered in the learning and teaching of English were given in Table 3. In this regard, Table 3 is about the total number of students who answered the questionnaire, the average of the answers given to the questionnaire items and their percentages.



Table 3

Results of Students' Responses to the Questionnaire Items (N= 170)

Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
	N	%	N	%	N	%	N	%	N	%		
1 I don't like English lessons.	79	46,5	34	20,0	21	12,4	20	11,8	16	9,4	2,18	1,373
2 I get bored in English lessons.	67	39,4	43	25,3	32	18,8	15	8,8	13	7,6	2,20	1,262
3 I think English won't be useful for me in the future.	102	60,0	23	13,5	13	7,6	8	4,7	24	14,1	1,99	1,466
4 I only see English as a lesson to pass the grade.	97	57,1	45	26,5	14	8,2	8	4,7	6	3,5	1,71	1,040
5 I have difficulty understanding what I read in English.	42	24,7	60	35,3	26	15,3	25	14,7	17	10,0	2,50	1,284
6 I have difficulty understanding that I listen to English.	35	20,6	44	25,9	31	18,2	39	22,9	21	12,4	2,81	1,334
7 I have difficulty speaking English.	39	22,9	38	22,4	39	22,9	38	22,4	16	9,4	2,73	1,295
8 I have difficulty on writing my ideas in English.	27	15,9	51	30,0	25	14,7	43	25,3	24	14,1	2,92	1,325
9 I have difficulty learning English grammar rules.	44	25,9	50	29,4	21	12,4	32	18,8	23	13,5	2,65	1,395
10 The fact that Turkish and English grammar rules are not similar prevents me from learning English.	49	28,8	53	31,2	32	18,8	24	14,1	12	7,1	2,39	1,237
11 I don't know how to study English.	40	23,5	44	25,9	34	20,0	32	18,8	20	11,8	2,69	1,333

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
	N	%	N	%	N	%	N	%	N	%		
12 I don't spend time outside the classroom to learn English.	49	28,8	40	23,5	26	15,3	35	20,6	20	11,8	2,63	1,392
13 I do not use technology in learning English.	68	40,0	38	22,4	22	12,9	23	13,5	19	11,2	2,34	1,406
14 I do not have enough written resources in a foreign language.	57	33,5	36	21,2	24	14,1	33	19,4	20	11,8	2,55	1,423
15 I do not attend the lesson to avoid embarrassing my friends during the lesson.	95	55,9	27	15,9	17	10,0	18	10,6	13	7,6	1,98	1,334
16 Our teacher cannot convey what she/he knows to us well.	102	60,0	29	17,1	18	10,6	8	4,7	13	7,6	1,83	1,250
17 Our teacher is not prepared enough for the lesson.	104	61,2	35	20,6	12	7,1	5	2,9	14	8,2	1,76	1,223
18 Our teacher is angry at the mistakes we make.	92	54,1	44	25,9	15	8,8	8	4,7	11	6,5	1,84	1,175
19 Our English lesson is based on grammar.	39	22,9	35	20,6	34	20,0	30	17,6	32	18,8	2,89	1,433
20 Our teacher does not have speaking activities in the class.	83	48,8	42	24,7	15	8,8	15	8,8	15	8,8	2,04	1,316
21 Our teacher does not use the listening texts in the lesson.	96	56,5	34	20,0	18	10,6	11	6,5	10	5,9	1,85	1,205
22 The homework given by our teacher is too much for me.	72	42,4	37	21,8	31	18,2	16	9,4	14	8,2	2,19	1,302
23 Our teacher is not very interested in those who do not understand the lesson.	91	53,5	34	20,0	17	10,0	15	8,8	13	7,6	1,97	1,298

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

	Items	I totally disagree		I disagree		Neutral		I agree		I totally agree		M	SD
		N	%	N	%	N	%	N	%	N	%		
24	Our teacher does not use technological tools (computer. projection. smart board. etc.) in teaching English.	100	58,8	35	20,6	14	8,2	10	5,9	11	6,5	1,81	1,208
25	Our teacher cannot make the lesson fun.	85	50,0	33	19,4	23	13,5	15	8,8	14	8,2	2,06	1,318
26	Our teacher does not seem eager when teaching the lesson.	94	55,3	41	24,1	12	7,1	9	5,3	14	8,2	1,87	1,253
27	I cannot understand the English pronunciation of our teacher.	89	52,4	41	24,1	20	11,8	7	4,1	13	7,6	1,91	1,222
28	Our teacher teaches the lesson completely in Turkish.	75	44,1	47	27,6	23	13,5	11	6,5	14	8,2	2,07	1,257
29	I don't like our English textbooks.	51	30,0	43	25,3	31	18,2	20	11,8	25	14,7	2,56	1,406
30	I think our English exams are above our level.	50	29,4	52	30,6	20	11,8	19	11,2	29	17,1	2,56	1,447
31	Teachers from other branches enter our English lessons.	124	72,9	29	17,1	7	4,1	5	2,9	5	2,9	1,46	,930
32	Auxiliary materials and equipment (computer. projection device. sound system etc.) are not enough in our school.	69	40,6	35	20,6	27	15,9	13	7,6	26	15,3	2,36	1,458
33	Weekly English class hours are not enough.	75	44,1	50	29,4	18	10,6	9	5,3	18	10,6	2,09	1,309
34	Students at our school can take more English lessons.	71	41,8	36	21,2	27	15,9	17	10,0	19	11,2	2,28	1,385
35	I cannot find a comfortable working environment at home.	81	47,6	45	26,5	21	12,4	5	2,9	18	10,6	2,02	1,296
36	My family doesn't encourage me to learn English.	89	52,4	37	21,8	20	11,8	7	4,1	17	10,0	1,98	1,310

Note: N: Number of the Participants, %:Percentage, M:Mean, SD: Standard Deviation

According to the results, 39,4% of the students have totally agreed and agreed with item 8 ($\bar{X}$ = 2,92, SD= 1,325) which indicates to problems related to difficulties in writing ideas in English. In addition, it is seen that participants perceive grammar based lessons as an obstacle to the English learning process as 36,4% of them have totally agreed and agreed with item 19 ($\bar{X}$ = 2,89; SD= 1,433). Similar to item 19, dissimilarity between the grammar rules of Turkish and English is perceived as another problem faced by the participant (21,2%; $\bar{X}$ = 2,39; SD= 1,237) as seen by item 10. Furthermore, difficulties related to listening to English cause another problem for the participants as nearly half of them showed their attitude on both totally agreement and agreement with item 6 (35,3%; $\bar{X}$ = 2,81; SD= 1,334).

Besides, as shown by the results, it is seen that having difficulties in speaking English is another problem faced by the participants in learning English (31,8%; $\bar{X}$ = 2,73; SD= 1,295) as seen by item 7. 30,6% of the participants have totally agreed and agreed on item 11 ($\bar{X}$ = 2,69; SD= 1,333) which is related to the lack of knowledge on how to study English. Likewise, as similar to item 19, it is seen that difficulties in learning English grammar rules are perceived as a problem, since 32,3% of the participants have totally agreed and agreed with item 9 ($\bar{X}$ = 2,65; SD=1,395). In addition, lack of time for learning out of the class is seen as another problem which affects the English language learning, according to 32,4% of the participants ($\bar{X}$ = 2,63; SD= 1,392) as assessed by item 12.

Followingly 26,5% of the students have totally agreed and agreed with item 29 ($\bar{X}$ = 2,56; SD= 1,426) which implies to problems related to the lack of interest into English textbooks. As seen by the results, it is also seen that English exams which are not suitable for students' level is another problem according to 28,3% of the participants ($\bar{X}$ = 2,56; SD= 1,447) as evaluated by item 30. Finally, the lack of written sources (31,2%; $\bar{X}$ = 2,55; SD=1,423) (item 14) and difficulties on comprehension of reading (24,7%; $\bar{X}$ = 2,50; SD= 1,284) (item 5) are accepted as other problems faced by the participants.

However, when the less effective items related to the problems encountered by students in the learning process is evaluated, it is seen that the majority of the items are consisted of teacher-related items. In this regard, 69,4% of the participants have totally disagreed or disagreed with item 25 ($\bar{X}$ = 2,06; SD= 1,318) which is related to the inability of teacher in making the lesson fun. In addition, it is concluded that the

teacher-related problems such as lack of preparation (81,8%; $\bar{X}$ = 1,76; SD= 1,223) on item 17; lack of teachers' interest during the lesson (79,4%; $\bar{X}$ = 1,87; SD= 1,253) on item 26; teachers' negative attitudes towards the students (80%; $\bar{X}$ = 1,84; SD= 1,175) on item 18; lack of the usage of technological tools in teaching English (79,4%; $\bar{X}$ = 1,81; SD= 1,208) on item 24; inability to transfer the knowledge (77,1%; $\bar{X}$ = 1,83; SD= 1,250) on item 16; disuse of listening materials in the lesson (76,5%; $\bar{X}$ = 1,85; SD= 1,205) on item 21; problems related to the pronunciation of teacher (76,5%; $\bar{X}$ = 1,91; SD= 1,222) on item 27; lack of speaking activities (73,5%; $\bar{X}$ = 2,04; SD= 1,316) on item 20; lack of teachers' interest on the students (73,5%; $\bar{X}$ = 1,97; SD= 1,298) on item 23 do not have much negative effect on the problem perception of students.

Additionally, it is also being evaluated that, 74,1% of the students have totally disagreed or disagreed with item 35 ($\bar{X}$ = 2,02; SD= 1,296) which is related to the lack of comfortable environment at home to study English. Not only this, but also it was concluded that, lack of participation to the class due to problems related to embarrassment against their peers (71,8%; $\bar{X}$ = 1,98; SD= 1,334) on item 15; the lack of family support (74,2%; $\bar{X}$ = 1,98; SD= 1,310) (item 36) and seeing English just as a lesson to pass the grade (83,6%; $\bar{X}$ = 1,71; SD= 1,040) on item 4 do not constitute negation on the problems encountered in learning and teaching English, according to the views of students.

4.4. Correlational Analysis Results

In this part, findings related to the teachers' socio-demographic factors and students' socio-demographic factors will be examined. Besides, the results of the relationship between the two participant groups' socio-demographic factors and their vocational status, English background factors and the problems they encounter in English education and training will be presented.

4.4.1. Findings Related to the Teachers' Socio-demographic Factors and their Professional Background

In this section, the findings obtained by frequency analysis regarding the socio-demographic characteristics of the teachers and their information related to their professions were evaluated. The expression of "N" in the tables refers to the number of students and the "%" expression refers to the percentage of students. The distribution of

teachers by their gender, age range, marital status and graduated departments are presented in Table 4.

Table 4

Findings Regarding the Gender, Age Range, Marital Status and Graduated Departments of Teachers

Gender	N	%
Female	16	50,0
Male	16	50,0
Age ranges		
21-30	19	59,4
31-40	10	31,3
41-50	3	9,4
Marital status		
Single	18	56,3
Married	13	40,6
Widowed or divorced	1	3,1
Graduated Department		
English Language Teaching	16	50,0
English Language and Literature	14	43,8
Other	2	6,3
Total	32	100,0

Note: N: Number of the Participants, %:Percentage

In this regard, it is seen that the half of the teachers (N= 16) consisted of female and half (N= 16) consisted of male. In addition to this, when evaluated by their age ranges, it is seen that the highest number is for the age range of 21-30 (N= 19) with a rate of 59,4%, while the lowest number is for the age range of 41-50 (N= 3) with a rate of 9,4%. Another factor that was examined was the teachers' marital statuses. Accordingly, when evaluated by their marital statuses, it is seen that the highest number is for the participants who are single (N= 18) with a rate of 56,3%, whereas the lowest is for widowed or divorced participants (N= 1) with a rate of 3,1%. Finally according to the distribution of graduated department of the teachers, it is seen that the highest number is for English Language Teaching department (N= 16) with a rate of 50%, while the lowest is for other departments (N= 2) with a rate of 6,3%.

Table 5 deals with the distribution of the statuses of teachers' being abroad to improve their English skills, professional seniority and employment. By this, it was observed that the participant teachers who have not been abroad to improve their English skills (N= 19) rated 59,4% of the total, whereas some teachers who have been abroad to improve their English skills (N= 13) had a rate of 40,6%.

Table 5

Findings Related to the Statuses of Teachers' Being Abroad to Improve Their English Skills, Professional Seniority and Employment

Have you been abroad before to improve your English skills?	N	%
Yes	13	40,6
No	19	59,4
Professional Seniority		
0-1 year	1	3,1
1-3 years	8	25,0
3-5 years	7	21,9
6-10 years	8	25,0
10 years or more	8	25,0
Employment Status		
Permanent	19	59,4
Contractual	11	34,4
Paid	2	6,3

Note: N: Number of the Participants, %:Percentage

Apart from teachers' being abroad to improve their English skills, when evaluated by their professional seniority, it is seen that the highest number of participant was for the teachers whose teaching experience is between 1-3 years, 6-10 years and 10 years or more (N= 8) with a rate of 25%, and only one participant was seen to have less than one year experience in teaching with a rate of 3,1%. Finally according to the distribution of employment statuses of teachers, while teachers who are working in a permanent status (N= 19) rated 59,4%, teachers who are working in a paid status (N= 2) had a rate of 6,3% considering the total number of the participants.

4.4.2. Analysis of the Relationship between the Teachers' Socio-Demographic Factors, Their Vocational Status and the Problems They Face in English Education and Teaching

In this section, the results related to relationship between the socio-demographic and vocational status of teachers and the problems they encounter in English training are presented. In this context, the relationship between the factors of teachers' gender, age, marital status, graduated department, the status of being abroad to improve their English skills, professional seniority, employment status and the problems they encounter in learning and teaching English were examined.

4.4.2.1. Analysis of the Relationship between the Teachers' Gender and the Problems They Face in English Education and Teaching

In Table 6, the relationship between the gender of teacher and the problems which the teacher encounter in English education results are evaluated. In this regard, there is no significant difference between the gender of teacher and the teachers' views on the problems encountered in teaching English ($p > 0,05$).

Table 6

The Distribution of the Scores Obtained from the Opinions of Teachers Regarding the Problems They Encounter in Learning and Teaching of English According to Gender

Gender	N	Mean	SD	U	p
Female	16	3,2094	,72141	121,500	,806
Male	16	3,2794	,45205		

Test: Mann-Whitney U, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, U: U score, p: Significance Value.

4.4.2.2. Analysis of the Relationship between the Teachers' Age Groups and the Problems They Face in English Education and Teaching

In Table 7, the relationship between the age of teacher and the problems which the teacher encountered in English education results are presented. According to the table it is seen that, there is no significant difference between the age of teacher and the teachers' views on the problems encountered in teaching English ($p > 0,05$).

Table 7

The Distribution of the Scores Obtained from the Opinions of Teachers Regarding the Problems They Encounter in Learning and Teaching of English According to the Age Groups

Age Group	N	Mean	SD	χ^2	p
21-30	19	3,2000	,67301	2,725	,256
31-40	10	3,4250	,46667		
41-50	3	2,9233	,25007		

Test: Kruskal Wallis Test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, χ^2 : Ki square value, p: Significance Value.

4.4.2.3. Analysis of the Relationship between the Teachers' Marital Statuses and the Problems They Face in English Education and Teaching

In Table 8, the relationship between the marital status of teacher and the problems which the teacher encountered in English education results are examined. In this regard, it is seen that, there is no significant difference between the marital status of teacher and the teachers' views on the problems encountered in teaching English ($p > 0,05$).

Table 8

The Distribution of the Scores Obtained from the Opinions of Teachers Regarding the Problems They Encounter in Learning and Teaching of English According to Marital Status

Marital status	N	Mean	SD	χ^2	p
Single	19	18	3,2228	1,680	,420
Married	10	13	3,3446		
Widowed or divorced	3	1	2,3300		

Test: Kruskal Wallis Test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, χ^2 : Ki square value, p: Significance Value.

4.4.2.4. Analysis of the Relationship between the Teachers' Graduated Department and the Problems They Face in English Education and Teaching

In Table 9, the relationship between the graduated department of teacher and the problems which the teacher encounter in English education results are interpreted. Accordingly, there is no significant difference between the graduated department of

teacher and the teachers' views on the problems encounter in teaching English ($p > 0,05$).

Table 9

The Distribution of the Scores Obtained from the Opinions of the Teachers Regarding the Problems They Encounter in Learning and Teaching English According to Graduated Department

Graduated Department	N	Mean	SD	χ^2	p
English Language Teaching	16	3,3119	,55572	1,392	,499
English Language and Literature	14	3,2350	,64254		
Other	2	2,7700	,62225		

Test: Kruskal Wallis Test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, χ^2 : Ki square value, p: Significance Value.

4.4.2.5. Analysis of the Relationship between the Teachers' Statuses of Being Abroad to Improve Their English and the Problems They Face in English Education and Teaching

In Table 10, the relationship between the statuses of being abroad to improve English skills of teacher and the problems which the teacher encounter in English education results are presented. According to the results obtained, it is seen that, there is no significant difference between the status of being abroad to improve English skills and the teachers' views on the problems encounter in teaching English ($p > 0,05$).

Table 10

Distribution of the Scores Obtained from the Opinions of Teachers Regarding the Problems They Encounter in Learning and Teaching English According to Being Abroad for Improving Their English

Have you been abroad before to improve your English skills?	N	Mean	SD	U	p
Yes	13	3,1038	,67998	86,500	,155
No	19	3,3405	,52335		

Test: Mann-Whitney U, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, U: U score, p: Significance Value.

4.4.2.6. Analysis of the Relationship between the Teachers' Professional Seniority and the Problems They Face in English Education and Teaching

In Table 11, the relationship between the professional seniority of teacher and the problems which the teacher encountered in English education results are shown. It is seen that, there is no significant difference between the professional seniority and the teachers' views on the problems encounter in teaching English ($p > 0,05$).

Table 11

Distribution of the Scores Obtained from Teachers' Views on the Problems They Encounter in Learning and Teaching English According to Professional Seniority

Professional Seniority	N	Mean	Std. Deviation	χ^2	p
0-1 year	1	2,2700	.	5,330	,255
1-3 years	8	3,4688	,54893		
3-5 years	7	3,2729	,61819		
6-10 years	8	3,2863	,73261		
10 years or more	8	3,0750	,40539		

Test: Kruskal Wallis Test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, χ^2 : Ki square value, p: Significance Value.

4.4.2.7. Analysis of the Relationship between the Teachers' Employment Statuses and the Problems They Face in English Education and Teaching

In Table 12, the relationship between the employment status of teacher and the problems which the teacher encounter in English education results are evaluated. According to the table it is seen that, there is no significant difference between the employment status and the teachers' views on the problems encounter in teaching English ($p > 0,05$).

Table 12

The Distribution of the Points Obtained from the Opinions of the Teachers Regarding the Problems They Encounter in Learning and Teaching English According to Employment Status

Employment status	N	Mean	SD	χ^2	p
Permanent	19	3,2247	,62020	,000	1,000
Contractual	11	3,2082	,60539		
Paid	2	3,6300	,05657		

Test: Kruskal Wallis Test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, χ^2 : Ki square value, p: Significance Value.

4.4.3. Findings Related to the Students' Socio-demographic Factors and Background of the English Language

The findings obtained by frequency analysis regarding the socio-demographic characteristics of the students and their relations with the English language are presented below (see Table 13). The distribution of students by gender, grade levels, and school type are presented in Table 13.

Table 13

Findings Related to the Gender, Grade Levels and School Type Distribution of Students

Gender	N	%
Female	85	50,0
Male	85	50,0
Grade Levels		
5	11	6,5
6	16	9,4
7	18	10,6
9	27	15,9
10	19	11,2
11	79	46,5
School Type		
Private Secondary School	47	27,6
Private Anatolian High School	19	11,2
Anatolian High School	104	61,2
Total	170	100,0

Note: N: Number of the Participants, %:Percentage

According to the table, it is seen that the half of the students (N= 85) consisted of female and half (N= 85) consisted of male. In addition to this, in terms of grade level, 11th grade students (N= 79) rated the highest (46,5%,) in number while 5th grade students (N= 11) had the lowest rate (6,5%) considering the total number of the participants. Finally according to the distribution of students by school type, it is seen that the highest number of participants consisted of Anatolian High School students (N= 104) with a rate of 61,2%, while the participants who were from private Anatolian High School students (N= 19) rated 11,2% of the total.

Table 14 is about the distribution of students by their parents' English speaking and educational statuses. According to the table, it is seen that the number of the students whose mothers and fathers could not speak English was the highest (N= 143) with a rate of 84,1%, while the lowest number was of the students whose fathers only could speak English (N= 8) with a rate of 4,7%.

Table 14

Findings Related to the English Speaking and Educational Statuses of Students' Parents

Can your mother or father speak English?	N	%
Both of them can speak	10	5,9
Both of them cannot speak	143	84,1
Only the mother can speak	9	5,3
Only the father can speak	8	4,7
Mother's Education Status		
No literacy	27	15,9
Primary education	84	49,4
High school	23	13,5
2-year university	10	5,9
4-year university	16	9,4
Master / PhD	10	5,9
Father's Education Status		
No literacy	3	1,8
Primary education	65	38,2
High school	53	31,2
2-year university	5	2,9
4-year university	27	15,9
Master / PhD	17	10,0
Total	170	100,0

Note: N: Number of the Participants, %:Percentage

In addition, when evaluated by educational background of the students' mothers, most mothers were found to be primary school graduates (N= 84) with a rate of 49,4%, whereas the fewest was of from the 2-year university graduates and graduate/doctorate graduates (N= 10) with a rate of 5,9%. Finally according to the distribution of educational background of the students' fathers, it is seen that the highest number of the fathers are primary school graduates (N= 65) with a rate of 38,2%, while the fewest number was of the 2-year university graduates (N= 5) with a rate of 2,9%.

Table 15 displays the distribution of students by their statuses of assistance from their elder brother or sister, and parents, and playing games or watching TV serials in English. Accordingly, it was observed that the highest participation rate was for the students who do not have any brother or sister (40%, N= 68) and for the students who do not receive any help from their elder brother or sister (N= 44) it was found to be the least with a rate of 25,9%.

Table 15

Findings Related to Students' Statuses of Assistance from Their Elder Brother or Sister, and Parents & Playing Games or Watching TV serials in English

Does your older brother or sister help you with your English education (homework, speech. etc.)?	N	%
I have sister nor brother	68	40,0
No, she/he does not help	44	25,9
Yes, she/he helps	58	34,1
Does your mother or father help you with your English education (homework. speech. etc.)?		
No, they don't	122	71,8
Yes, they do	48	28,2
Do you play computer games or watch TV series in English at home?		
None	64	37,6
Only games	27	15,9
Only TV serials	24	14,1
Both of them	55	32,4
Total	170	100,0

Note: N: Number of the Participants, %:Percentage

Moreover, when evaluated by the situation of students getting help from their parents in English education, it is seen that the highest number was of the students who do not receive assistance from their parents (N= 122) with a rate of 71,8%, while the lowest number belonged to the students who receive assistance from their parents (N= 48) with a rate of 28,2%. Finally according to the distribution of students playing games or watching TV series at home in English, it is seen that the number of the students who do not engage in any activities in English constitutes 37,6% of the participants (N= 64) displaying a higher level of participation, whereas the students only watching English series (N= 24) display the lowest level by 14,1%.

4.4.4. Analysis Results of the Relationship Between the Students' Socio-Demographic Factors, Their Background of English Language and the Problems They Face in English Education and Teaching

In this section, the inferential statistics results concerning the relationship between the socio-demographic and English background factors of students and the problems they encounter in English education and training were described. In this regard, the results obtained from the correlational analysis of the factors related to students' gender, grade levels, school types, their parents' English speaking status and education level, their elder sister or brother and parents' assistance status on English-language and their cases of playing computer games or watching TV series at home in English, and the problems they encounter in English education are given in the following sub-sections.

4.4.4.1. Analysis Results of the Relationship Between the Students' Gender and the Problems They Face in English Education and Teaching

In Table 16, the relationship between the gender of the students and the problems encountered in English education are evaluated. It is seen that, there is no significant difference between students' genders and their views on the problems encountered in learning English ($p > 0,05$).

Table 16

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in the Learning of English According to Their Gender

Gender	N	Mean	SD	t	p
Female	85	2,1379	,59761	-1,406	0,162
Male	85	2,2876	,77890		

Test: Independent t-test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, t: t-test score, p: Significance Value.

4.4.4.2. Analysis Results of the Relationship Between the Students' Grade Level and the Problems They Face in English Education and Teaching

In Table 17, the relationship between students' grade levels and the problems they encounter in English education are presented. According to the results obtained, it is seen that there is a significant difference between students' grade levels and their views on the problems encountered in learning English ($p < 0,05$). While the problem perceptions of the eleventh grade students regarding the learning of English ($\bar{X} = 2,3463$; $SD = 0,69471$) were at the highest level, it was respectively followed by seventh grade students ($\bar{X} = 2,2886$; $SD = 0,79653$), sixth grade students ($\bar{X} = 2,2813$; $SD = 0,54639$), 10th grade students ($\bar{X} = 2,0102$; $SD = 0,58847$), fifth grade students ($\bar{X} = 1,9874$; $SD = 0,80031$), and the least perception of the problem was observed in ninth grade students ($\bar{X} = 1,9651$; $SD = 0,67322$).

Table 17

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning English According to Their Grade Level

Grades Levels	N	Mean	SD	F	p
5	11	1,9874	,80031	1,944	0,09
6	16	2,2813	,54639		
7	18	2,2886	,79653		
9	27	1,9651	,67322		
10	19	2,0102	,58847		
11	79	2,3463	,69471		
Total	170	2,2128	,69620		

Test: One way Anova, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.3. Analysis Results of the Relationship Between the Students' School Type and the Problems They Face in English Education and Teaching

In Table 18, the relationship between the school type of the students and the problems encountered in English education are examined. In this regard it is seen that, there is no significant difference between students' school type and their views on the problems encountered in learning English ($p > 0,05$).

Table 18

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning English According to Their School Type

School Type	N	Mean	SD	F	p
Private Secondary School	47	2,1637	,69293	0,184	0,832
Private Anatolian High School	19	2,1988	,57042		
Anatolian High School	104	2,2375	,72265		
Total	170	2,2128	,69620		

Test: One way Anova, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.4. Analysis Results of the Relationship Between the English Speaking Status of Students' Parents and the Problems They Face in English Education and Teaching

In Table 19, the relationship between parent's English speaking status and the problems which the students encountered in English education are presented. In this sense, there is a significant difference between parent's English speaking status and student's views on the problems encountered in learning English ($p < 0,05$). While the perceptions of the students whose both parents cannot speak English ($\bar{X} = 2,2626$; $SD = 0,70478$) were at the highest level, it was respectively followed by the students whose mother can only speak ($\bar{X} = 2,1883$; $SD = 0,63537$), students whose father can only speak ($\bar{X} = 2,1181$; $SD = 0,53075$), and the least perception of the problem was observed in the students whose both mother and father can speak English ($\bar{X} = 1,5972$; $SD = 0,46633$).

Table 19

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and Teaching English According to Their Parents' English Speaking Status

Parents' English-Speaking Status	N	Mean	SD	F	p
Both of them can speak	10	1,5972	,46633	3,007	0,032* (1-2)
Both of them cannot speak	143	2,2626	,70478		
Only the mother can speak	9	2,1883	,63537		
Only the father can speak	8	2,1181	,53075		
Total	170	2,2128	,69620		

Test: One way Anova, Post-Hoc: LSD, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.5. Analysis Results of the Relationship Between the Educational Statuses of Students' Mothers and the Problems They Face in English Education and Teaching

In Table 20, the relationship between the educational statuses of the mother and the problems which the students encounter in English education are evaluated. In this context, there is a significant difference between the mother's educational status and student's views on the problems encountered in learning English ($p < 0,05$). While the perceptions of the students whose mothers were graduated from a 2 year-university ($\bar{X} = 2,3889$; $SD = 0,91765$) were at the highest level, it was respectively followed by the students whose mothers have no literacy ($\bar{X} = 2,3138$; $SD = 0,80204$), students whose mothers were graduated from a primary school ($\bar{X} = 2,2695$; $SD = 0,69275$), students whose mothers were graduated from a high school ($\bar{X} = 2,2500$; $SD = 0,64745$), students whose mothers were graduated from a master/doctoral degree ($\bar{X} = 1,9500$; $SD = 0,28079$), and the least-rated perception of the problem was observed in the students whose mothers were graduated from a 4-year university ($\bar{X} = 1,7448$; $SD = 0,42916$).

Table 20

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and Teaching English According to the Educational Statuses of their Mothers

The Educational Status of the Mother	N	Mean	SD	F	p
No literacy	27	2,3138	,80204	2,170	,048* (1-5) (2-5) (3-5) (4-5)
Primary education	84	2,2695	,69275		
High school	23	2,2500	,64745		
2-year university	10	2,3889	,91765		
4-year university	16	1,7448	,42916		
Master / PhD	10	1,9500	,28079		
Total	170	2,2128	,69620		

Test: Oneway Anova, Post-Hoc: LSD, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.6. Analysis Results of the Relationship Between the Educational Statuses of Students' Fathers and the Problems They Face in English Education and Teaching

In Table 21, the results obtained related to the relationship between the educational status of the father and the problems which the students encounter in English education are interpreted. According to the results, there is a significant difference between the father's educational status and student's views on the problems encountered in learning English ($p < 0,05$). While the perceptions of the students whose fathers were graduated from a high school ($\bar{X} = 2,4041$; $SD = 0,69906$) were at the highest level, it was respectively followed by the students whose fathers have graduated from a 2-year university ($\bar{X} = 2,3389$; $SD = 0,28287$), students whose fathers were graduated from a primary school ($\bar{X} = 2,2534$; $SD = 0,72856$), students whose fathers have no literacy ($\bar{X} = 2,0556$; $SD = 0,61300$), students whose fathers were graduated from a 4-year university ($\bar{X} = 2,0175$; $SD = 0,71359$), and the least rated perception of the problem was observed in the students whose fathers were graduated from a master/doctoral degree ($\bar{X} = 1,7614$; $SD = 0,30871$).

Table 21

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and Teaching English According to the Education Statuses of Their Fathers

The Education Level of the Father	N	Mean	SD	F	p
No literacy	3	2,0556	,61300	2,919	0,015* (2-6) (3-5) (3-6)
Primary education	65	2,2534	,72856		
High school	53	2,4041	,69906		
2-year university	5	2,3389	,28287		
4-year university	27	2,0175	,71359		
Master / PhD	17	1,7614	,30871		
Total	170	2,2128	,69620		

Test: One way Anova, Post-Hoc: LSD, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.7. Analysis Results of the Relationship Between the Students' Assistance Statuses from Their Elder Sisters or Brothers on English-Language and the Problems They Face in English Education and Teaching

In Table 22, the relationship between the assistance status of elder sister or brother and the problems which the students encountered in English education are evaluated. In this direction, no significant difference is found between the assistance of elder sister or brother and the students' views on the problems encountered in learning English ($p > 0,05$).

Table 22

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and teaching of English According to the Assistance Statuses from Their Elder Sisters or Brothers on English-Language

The Assistance Status of the Elder Sisters or Brothers	N	Mean	SD	F	p
I have sister nor brother	68	2,2418	,69618	0,220	0,803
No, she/he does not help	44	2,1540	,64096		
Yes, she/he helps	58	2,2232	,74410		
Total	170	2,2128	,69620		

Test: Oneway Anova, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

4.4.4.8. Analysis Results of the Relationship Between the Assistance Status of Students' Parents and the Problems They Face in English Education and Teaching

In Table 23, the relationship between the assistance status of the parents and the problems which the students encountered in English education are examined. In this regard, no significant difference is seen between the assistance statuses of the parents and student's views on the problems encountered in learning English ($p > 0,05$).

Table 23

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and Teaching of English According to the Assistance Status of Their Parents

The Assistance Status of the Parents	N	Mean	SD	t	p
No, they don't	122	2,2691	,68421	1,693	0,092
Yes, they do	48	2,0694	,71303		

Test: Independent t-test, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, t: t-test score, p: Significance Value.

4.4.4.9. Analysis Results of the Relationship Between the Students' Situation of Playing Computer Games or Watching TV Series at Home in English and the Problems They Face in English Education and Teaching

In Table 24, the relationship between the situation of playing computer games or watching TV series at home in English and the problems which the students encounter in English education are interpreted. Accordingly, there is a significant difference between the situation of playing computer games or watching TV series at home in English and student's views on the problems encountered in learning English ($p < 0,05$). While the perceptions of the students who do not play games nor watch TV serials in English ($\bar{X} = 2,3754$; $SD = 0,70942$) were at the highest level, it was respectively followed by the students who watch only TV series ($\bar{X} = 2,2281$; $SD = 0,60851$), students who both play games and watch TV serials in English ($\bar{X} = 2,1359$; $SD = 0,76196$), and the least rated perception of the problem was observed in the students who play only games ($\bar{X} = 1,9702$; $SD = 0,50859$).

Table 24

The Distribution of the Scores Obtained from the Opinions of Students Regarding the Problems They Encounter in Learning and Teaching English According to the Situation of Playing Computer Games or Watching TV Series at Home in English

The Situation of Playing Computer Games or Watching TV Series at Home in English					
	N	Mean	SD	F	p
None	64	2,3754	,70942	2,554	,047* (1-2)
Only games	27	1,9702	,50859		
Only TV series	24	2,2281	,60851		
Both of them	55	2,1359	,76196		
Total	170	2,2128	,69620		

Test: Oneway Anova, Post-Hoc: LSD, $p < 0,05$, N: Number of the Participants, SD: Standard Deviation, F: F score, p: Significance Value.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This study was conducted to reveal the problems encountered in the learning and teaching processes of English language from students' and teachers' perspectives in the context of Turkey. For this purpose, in this chapter, brief information about this study will be given and the data obtained as a result of the analysis will be compared with researches carried out in the literature and the related discussions will be provided. Finally, the sections involving limitations of the study, suggestions for further studies and implications for further studies will be presented.

5.2. Summary of the Study

Foreign language acquisition has been a hot topic in recent years. It is acknowledged that foreign language education is an important and current subject in our education system. The subject of foreign language teaching is greatly affected by the developments in societies, the new facts revealed by educational science, and the values that individuals attach to foreign languages. As a result, it develops with great changes in content, methods and equipment. It is necessary to monitor this development and reflect it on these practices. It is a natural expectation that language and foreign language teaching creates results that will reflect on the daily life of the individual. When this proposition is not reached, criticisms and negative attitudes grow spontaneously. In this regard, the aim of the study is to contribute to the English Teaching literature through analyzing secondary school English language teachers' and students' opinions about the problems of teaching learning English as well as examining the demographic factors, which might affect teachers' and students' opinions. According to this aim, the problems faced by students and teachers in the education and training of English and the impact of socio-demographic factors of students and teachers on their perceptions of the problem were examined.

5.3. Discussions

This study was conducted to understand the relation among secondary school English language students' and teachers' opinions about problems of learning and teaching English and to examine the possible influence of demographic factors on them. Thus in this part, the main problems and the socio-demographic factors affecting learning English among the students including the main problems and socio-demographic factors affecting teaching English among the teachers were evaluated separately.

5.3.1. Discussions of Descriptive Analyses Results

In this part, students' general problems in learning English and the effects of socio-demographic factors on these problems were examined primarily. When evaluated within the scope of the analysis, it is concluded that the students usually encounter the problems regarding the structure of the English language. As a matter of fact, it is seen that the topics that students find the most problematic are transmitting their thoughts into English and grammar structure, understanding and speaking English. In addition to this, it is seen that the personal effort of the student to study English is another factor that causes problems in learning English. In this regard, the high average of statements about the students' knowledge about how to study English and not taking time to learn English outside the class supports this situation. In line with the results of this study, it is also seen that the subject of grammar is an important source of foreign language learning. Similar to our study, as stated in the researches carried out in the literature, grammatical problems and skill problems focusing on the solution of language skills (Özel, 2010; Pirinç, 2010; Ünlücömert, 2010; Özbay & Melanlıoğlu, 2012; Şahin, 2010; Şengül, 2014) are some of the main problems encountered in foreign language learning.

Related to this, Richards and Rodgers (2002) remark that, as a traditional method, the grammar-translation method has had an effect on foreign language teaching until today. Likewise, Demirel (1999) also indicates that, learning the language is mostly possible by learning the determined regular sentence patterns through the grammar-translation method. However, in parallel with this research findings, the grammar translation method, which is frequently used in our country, does not provide effective and sustainable results foreign language learning environment.

As an another finding of this study, when the results of the analysis are considered, it is seen that the factors about that the curriculum and materials used in teaching English which are not directed to the interests of the students cause students to have difficulty in learning English. Also, based on the results of this study, it was concluded that the exams used in measuring the English levels of the students are indirect to the students' levels. In this regard it can be said that curriculum, materials and exams which are not based on the students' interests and levels are other effective factors on the problems related to English learning. Apart from this, the grammatical difference between Turkish and English is seen as another problematic issue for the students' English learning process. Similar to our study, Darancık (2008) also indicates that traditional methods and techniques are generally used in foreign language teaching today, mainly grammatical structures are processed, and textbooks cannot be excluded from the research. Additionally, as Gömleksiz and Elaldı (2011) express the use of traditional methods and techniques, the processing of grammatical structures and not going out of the textbooks are effective in the failure to achieve the desired goals in foreign language teaching in our country. There is an application in the foreign language, which is more teacher-centered in the traditional method, in the form of a straight narration of the topics in the textbook or teaching grammar rules in the way of reading the text given in the book and answering the questions related to it, which also does not give students the chance to go out of the subject.

According to Özer and Korkmaz (2016) it is necessary to create suitable environments for language teaching in the education system. From the crowd of classes to the monotony of the curriculum, from grammar-oriented education to the lack of resources and materials, it is stated by teachers that this perspective affects students negatively in foreign language teaching. It can be said that our education system sees language learning and teaching as a lesson such as mathematics, science or social lessons that can only be by formulas or just by memorizing.

On the other hand, according to the students's perception of problems in EFL, it is seen that students' negative attitudes towards English lessons, insufficiency of out-of-school learning environments, support of their families for English learning, anxiety about learning and speaking English in the classroom, the educational methods used by their teachers, their attitudes towards students, their level of readiness for lessons do not constitute a great significance in terms of the problems that students encounter in learning English. Nonetheless, the existence of contrary findings of researches

conducted in the literature is remarkable. According to Öner (2008) and Sevinç (2006) it is concluded that students' attitudes, their motivation, and anxiety about English learning and speaking play an important role in problem perception towards English language education. Considering the study findings, it is seen that teachers' attitudes towards students (Şahin, 2009; Hossain 2018) and the methods they use (Turner, 2003; Kocaman, 2012) are also important in terms of the perception of problem by the students.

Therewithal, when the difficulties faced by teachers in teaching English were evaluated for the purpose of the study, within the scope of the research results, it is seen that the schools do not have sufficient environment for English education (such as the lack of the English labs and libraries in schools) and student-related problems are the primary difficulties that teachers face in English education. In this context, the problems arising from the personality of the student such as being unprepared for the lesson, not giving sufficient importance to English outside the school, and having bias towards English by the students are the difficulties that teachers face in teaching English. In order to eliminate the student-based problems, Kocaman (2012) indicates that a method based on developments in language and language theories, taking into account changes in teaching and learning theories and balancing styles, meaning, and function-oriented approaches will increase the chance of success in foreign language teaching.

Additionally, the problems based on the features of the textbooks such as the lack of activities in the textbooks and the lack of interest of the textbooks, the textbooks being far from meeting the needs of the students, and the topics above the student level were seen as other problems faced by teachers in English education. Furthermore, high number of classes and lessons and lack of family support of students were emerged as other problems for teachers in English education. This result can be used as a guide in the solution of foreign language educational problems arising in the research. In parallel, as being such as to support this idea, Tosun (2012) indicates that it may be more useful to use, adapt and develop many methods together with an eclectic approach, based on social and cultural characteristics for effective foreign language teaching.

However, it is noteworthy that the factors originating from the curriculum and education program, the educational personalities and the educational backgrounds of the teachers, and the school management do not pose any problems for teachers in terms of English education. Nevertheless, according to the studies reviewed in the related

literature, it is seen that there are many studies with contrasting this result. As a matter of fact, different research findings reveal that in parallel with the principles and methods used in foreign language teaching of Turkey, different problems (motivation, teacher education, culture, politics, etc.) are encountered and that foreign language teaching is not very effective in Turkey (Acat & Demiral, 2002; Çelebi, 2006; Darancık, 2008; Hamamcı, 2013; Kocaman, 2012; König, 1989, TED, 1983). Unlike the relevant findings of this study, those findings show that the success to be achieved in foreign language teaching is closely related to the method used, student motivation, student-teacher interaction, foreign language teacher training, curriculum, assessment and evaluation, culture and mother tongue teaching success.

5.3.2. Discussions of the Correlational Results

Considering the relationship between students' socio-demographic factors and students' backgrounds for English language, it was concluded that there is a significant relation not only between the problems they faced in English education and their grade levels, but also their parents' English speaking and educational statuses, and their statuses of playing games or watching TV programs in English language. When analyzed in terms of the relation between their grade levels and the level of the problem perception in English education, it is seen that the level of problem perception is higher in students at primary education, while this perception level decreases as the educational level increases, and it is less in the first years of high school period. However, it is noteworthy that in the eleventh grade students, the level of significance reaches the highest level of the high school period. Similar to our study, related to the study findings in the literature, it is seen that as the students' grade level increases, their perception of the problems towards English education decreases as well (Mohammed, 2018).

Moreover, in terms of the relation between their parent's English speaking status and the level of the problem perception in English education, it is seen that the level of the problem perception is higher in students whose parents both cannot speak English, whereas this perception level decreases as their parents can speak English. In other words, while students perceive problems in learning English more when their parents cannot speak English, they find English learning less problematic when at least one of their parents can speak English. Similar to the findings of this study, in some of the

studies reviewed in the literature, it is also seen that parents' abilities in English speaking play an important role on the students' problem perceptions. As a matter of fact, students whose parents can speak English are able to get help in English and practice English more easily, rather than the students whose parents cannot speak English (Bell & Bogan, 2013; Khajloo, 2013; Acat & Demiral, 2002).

In terms of the relation between educational status of their mother and the level of the problem perception in English education, it is seen that the level of the problem perception is higher in students whose mothers have a two-year university or no literacy. Following, as their mothers' education status increases, it is seen that the students's perception of problem in English education decreases. As a matter fact, it is remarkable that, students perceive having a two year-university education and no literacy quite similar in terms of their perception regarding the problem in English education, while their perception of four-year university degree has a more positive effect on students when compared to master or doctoral degree.

However, in terms of the relation between educational status of their fathers and the level of students' related perception in English education, despite the significant relation, it is seen that the relation between the perceived problem and their fathers' education level are quite different when compared to their mothers' education level. In this regard, it is seen that the level of their perception regarding the problem is higher in students whose fathers have a high school education level. This result is respectively followed by the students whose fathers graduated from a 2-year university, primary school, 4-year university and have no literacy, and the lowest level of the perception regarding this problem is seen among the students whose fathers graduated from a master/doctoral degree. It is noteworthy that, while students do not perceive having no literacy as the most important issue on facing problems, their level of the problem perception is higher whose father has a high school education level. These findings demonstrate that the perception related to see this issue less problematic in terms of English education and achieving success in learning English is not directly related to their fathers' educational status unlike mothers' education level which has a rational effect. It may be stemmed from father's concern, attitude or some other factors.

Finally, the last factor which has a significant relation on the level of the problem perception in English education is the situation of playing computer games or watching TV series in English. According to the results, the number of the students who do not play games nor watch TV serials in English is at the highest, which it is

respectively followed by the students who both play games and watch TV series in English, the students who play only games, and the lowest number of participants is observed in the students who watch only TV series in English. Considering that the correct use of computer games and watching TV series in English generate many benefits such as exposure to the target language, increased engagement, or enhancement of learners' involvement in communication in English, this result signalizes that the students who do not perform both of the activities may have difficulty in learning English in terms of not being familiar with English phrases and not listening and producing them regularly unlike the ones who do these two activities.

On the other hand, it was also concluded that there is no significant difference between the problems they faced in English education and the students' gender, school types, their elder sister or brothers' support and their parents' support for English education. There are, however, a couple of important distinctions that reveal the result related to these variables of the study is not the same as the ones in some recent studies conducted on similar subjects.

Firstly, according to the results of the study, no significant difference was found between the problems faced in English education and the students' gender. Nonetheless, unlike our study, in the studies conducted, it is seen that the majority of the studies are concluded in the opposite way. According to Akşit Aşık and Gökçe (2019) foreign language speaking anxiety differs significantly according to the gender of the students, and the mean of female students' foreign language speaking anxiety is higher than male students'. In the study which evaluates students' self-learning levels according to gender factor in foreign language learning, Hanbay (2013) mentions that there is a statistically significant difference between the students' mean scores in favor of female students.

As well as the gender factor, it is also seen that the teachers' attitude and parental support have no significant difference on the level of problem perception in English education. In contrast, Alizadeh (2016) underlines the fact that "attitude towards the second language (L2) community is very important in learning L2" (p. 14). This study shows that attitudes of both the parents and teachers have no importance on the problem perception in English education. Alizadeh and Zaman (2015), conversely, assert that teachers or others can have an effective role on the perception of students. Similarly, as Brophy (1987) emphasizes, learning is shaped by some other significant

factors, especially teachers and parents, by specifying expectations, modelling and direct training or socialization.

As a result of this study, no significant relation between school type and the level of problem perception in English education was found. Unlike the finding of our study, the findings obtained from the study conducted by Öner (2008) revealed that there is a significant relationship between the students' perceptions of foreign language and the school where they are being educated.

Considering the relationship between teachers' socio-demographic factors and their background on English language teaching, it was concluded that there is no significant relation between the problems they face in English teaching and any of the factors related to their socio-demographic characteristics and backgrounds on English language teaching. According to the findings of the related part, it can be put forward that:

- Gender is not a decisive factor in identifying and analyzing the problems. The fact that the source of the problems encountered in the process of learning and teaching English is very diverse may be the main reason for this result.
- When it comes to age, teachers' opinions are not affected by the excess of their personal experience or professional life. For, in language learning and teaching, it is not right to wait for the problems encountered to decrease or undergo any change depending on the increase of the age of the individuals.
- The marital status variable is an ineffective factor in determining teachers' views on the problems encountered in learning English and teaching. The similar problems experienced by single and married teachers in the process of learning and teaching may be the main reason that there is no difference between their views.
- The faculties that the teachers graduated, the undergraduate courses they took or their experiences at the university do not change their thoughts about the problems they encounter in their professional life. Since the existence or disappearance of problems in the process of learning and teaching English is not entirely related to the factor of the teacher, this result is acceptable.

- Although teachers' being abroad can improve their English, it is an accepted fact that this does not have a direct effect on the learning and teaching of English because there are many other and important problems rather than teacher's knowledge of English.
- The fact that their thoughts about the problems encountered in the process of learning and teaching English do not change depending on their professional seniority can be explained by the fact that professional experience or specialization in the field does not eliminate the problems experienced in the process. For, in terms of professional seniority, each group of teacher is struggling with similar problems.
- The fact that teachers' employment status does not play a significant role in learning and teaching English, of course, is more expected situation when compared to the other variables. Regardless of the employment status, teachers do their best for their students.

5.4. Conclusion

According to the results of this research, the use of traditional methods and techniques in foreign language teaching mainly depends on processing grammatical structures and not going out of the textbooks. The ways of not giving students the chance to going out of the subject, teaching only and constantly more grammar rules in the form of a direct narration of the subjects in the textbook, or reading the text given in the book and answering the questions related to the subject in the traditional method in the foreign language form the basis of the problems faced by both students and teachers in the learning and education of English.

In addition, based on the results of this study, the different problems as perceived by students in foreign language teaching in Turkey can be listed as the lack of students' opportunities to practice, needs and requests, inability to understand the importance of foreign language learning, not needing for a foreign language in everyday life, negative foreign language learning motivations and the presence of prejudices against the foreign language. Research findings reveal that students' desire to learn foreign languages is low and other problems that they encounter affect their low level of desire even more.

The fact that foreign language lessons are taught based on knowledge and memorization, and mostly written materials are used instead of visual and audio materials are seen as other problematic factors according to the results obtained from this study. In addition to this, the matter that some of the problems also result from the purpose of not information transfer but passing the class was found to be another problem faced by both the students and teachers in the process of learning and teaching of English. Along with these factors, the lack of student participation is also considered as another problematic factor in English education process. Likewise, it is seen that not only the factors related to materials, but also the inability to do in-class speaking practices are some other problematic factors in the process of learning and teaching of English. Furthermore, lack of application and grammar-based lessons are considered as main problems in English language education. These findings reveal that there are many problems stemming from the education system in the application of foreign language teaching.

Based on the reported perceptions as stated by the majority of the students who participated in the study, the claim that they could not use foreign language effectively in their daily life suggests that the methods used in foreign language education are not useful and current foreign language teaching methods cannot help students to use foreign language in their daily life. Therefore, this negative situation can be explained with the education method based on memorization theory. The emergence of this result also confirms and supports the insufficiency of foreign language lessons in the current situation of foreign language education in this context.

As a result, the items related to education method and students' views regarding to foreign language education cause students to face various problems in English education. In addition to these problems, materials used in the classroom and lack of possibilities to do in-class practices also play an important role on the students' perception of the problems. The problems faced by students also affect teachers, which lead them to encounter the problems caused by students in English language teaching and to see students as an important factor in the problems seen in English language teaching.

5.5. Implications

The content and results of this study show that teachers' way of teaching and attitudes are the most common and influential factors in learning English language. As students already consider their inability to learn a foreign language or to understand its importance, second/foreign language (L2) teachers should use appropriate language teaching methods in parallel with the individual needs and the cultural backgrounds of the students.

Correspondingly, the students think that they do not need for a foreign language in everyday life. That's why, teachers need to encourage the students to get a foreign language. A student who realizes s/he is able to learn a foreign language and knows its importance will be, of course, more successful in learning a language. It also helps the students to learn it willingly.

Moreover, the lack of students' opportunities to practice is another major problem faced on this subject. As the idiom "*Practice makes perfect.*" suggests, teachers should provide the students with the opportunity for practice, rather than providing sole theoretical information, and thereby they can help their students improve their written and verbal communication skills. Besides, by using visual course materials, teachers can help their students improve their foreign language teaching and sustain their knowledge.

Last but not the least, the findings of this research offer that as long as L2 teachers have information on their students' attributions for success and failure, they can erase possible negative influences, generate internal and external motivation of foreign language learning, and form a favorable L2 environment. In doing so, foreign language teachers can make an important contribution to the teaching and learning of English language.

5.6. Limitations and Suggestions for Future Research

It is true to highlight that every research has its own limitations. In this regard, even though this study provides important insights into the problems encountered in teaching English as a foreign language, the present study has also some limitations.

This study was carried out so as to determine problems encountered in teaching English as a foreign language at two secondary schools in Ağrı, Turkey. Prospective

studies can be carried out in other grades such as primary school or universities and in other cities.

The two-third of participants of the present research was from Anatolian schools. This limitation of the study brings another limitation for the generalizations of the results. Therefore, a further research can be conducted with students and teachers of different school categories like high schools (science, technical, imam hatip and health vocational high schools).

The present study used demographic variables like gender, grade level, school type etc. Consequently, the results are limited to them. This type of study can be carried out with some other dimensions to find out possible factors preventing students from learning English.

The current study was conducted by using quantitative data collection techniques to gather data for finding out answers to concerning research questions. In the further studies, interview and observation methods or projective techniques besides using the questionnaire could be used to validate the results different from that of the present investigation.

The suggestions made so far were directed at foreign language teachers and prospective researchers. According to the findings obtained from the study, in more general and national terms, some other recommendations can also made to ensure the quality of more efficient foreign language learning and teaching in Turkey:

1. In order to identify the problems encountered in the field of foreign language teaching, comprehensive research and language planning studies should be conducted at national level, and solutions based on the findings obtained should be developed.
2. To make the English language education functional, appropriate language teaching methods in parallel with the individual needs and cultural backgrounds of the students should be developed.
3. Foreign language teaching should be made compulsory in all educational institutions and the existing course hours should be increased.
4. Visual course materials and other supportive, supplementary materials should be developed for foreign language teaching; foreign language laboratories should be established; and applied courses should be emphasized.

5. It should be ensured that foreign language education should be started at least from primary school level. For this purpose, great importance should be attached to the training and employment of foreign language teachers; educational activities should be conducted to raise awareness of current teachers, administrators and parents; and distance education programs should be used by both students and teachers for this purpose.
6. International cooperation should be assisted to support students' foreign language learning and enable them to practice, and study abroad opportunities should be provided.
7. Programmes to develop teachers' practice skills should be emphasized, and existing programs should be reorganized according to the current conditions and student needs and expectations.
8. A coordination committee consisting of representatives of the Ministry of National Education (teachers, administrators, students, parents, etc.), university representatives (faculty members), experts, and representatives of non-governmental organizations should be created to improve the foreign language teaching system. It may be beneficial to develop alternative language models and effective language tools supporting foreign language teaching and carrying out studies to ensure that they are popularized in the society.
9. In order to develop a lifelong effective foreign language teaching system including higher education and adulthood starting from pre-school period, scientific researches and alternative teaching models should be developed in foreign language teaching.

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7. APPENDICES

Appendix 1: Research Ethics Committee Approval

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİN / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU																																																	
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ADI VE SOYADI	MUHAMMED HARUN KAYA																																																
ÖĞRENCİ NO	20178046																																																
TEL. NO' LARI	5373090178																																																
E - MAIL ADRESLERİ	mharunkaya@gmail.com																																																
ANA BİLİM DALI	YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI																																																
PROGRAM ADI	İNGİLİZ DİLİ EĞİTİMİ YÜKSEK LİSANS																																																
BİLİM DALININ ADI	İNGİLİZ DİLİ EĞİTİMİ																																																
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ																																																
İSTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - BAHAİR DÖNEMİ KAYDINI YENİLEDİM.																																																
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER																																																	
TEZİN KONUSU	Türkiye Bağlamında Yabancı Dil Olarak İngilizce Öğretiminde Öğrenci Ve Öğretmenler Tarafından Karşılaşılan Sorunlar																																																
TEZİN AMACI	Ortaöğretim İngilizce öğretmen ve öğrencilerinin İngilizce öğretimi ve öğrenimine dair en yaygın problemler ile ilgili fikirlerini analiz ederek ilgili konuda gerekli iyileştirmelerin yapılmasını sağlamak																																																
TEZİN TÜRKÇE ÖZETİ	Günümüz dünyasının ana dili olan İngilizce eğitim, din, askerî, siyaset, ekonomi, sanat, spor vb. gibi hemen her alanda kullanılması açısından en önemli araçlardan biri haline gelmiştir. Sonuç olarak, İngilizce dil edimini ve etkin kullanımı ülkelerin eğitim politikalarının temel amaçlarından biri olmuştur. Bu amaçla, birçok ülkede İngilizce eğitimi ile ilgili politikalar uzun süredir formüle edilmekte ve uygulanmaktadır. Ülkemizde, dönemlerinin etkisiyle Fransızca ve daha sonra Almanca dillerinde başlayan yabancı dil eğitimi, 1863 yılında Robert Koleji'nin kurulmasıyla İngilizce olarak verilmeye başlanmıştır. O zamandan beri İngilizce eğitiminin önemi giderek artmış olsa da, ilgili pek çok çalışmada istenilen düzeyde olmadığımız görülmektedir. Dünya vitrininde yerli giderek yükselmekte olan ülkemizde, günümüz dünyasına yetiştirmek ve nitelikli bireyleri yetiştirmek için artan okuryazarlık oranını İngilizce eğitime duyulan ihtiyacı önemi vurgulamıştır. Bu nedenle, ortaöğretim İngilizce öğretmenleri ve öğrencilerinin İngilizce eğitimindeki sorunlar hakkındaki görüşlerini analiz ederek İngiliz Dili Eğitimi (ELT) literatürüne katkıda bulunmak hedeflenmektedir. Ayrıca yine öğretmenlerin ve öğrencilerin görüşlerini editeyelebilecek demografik faktörleri incelemek de amaçlanmaktadır.																																																
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	AGRI NACI GÖKÇE ANADOLU LİSESİ, ÖZEL AGRI DOĞA KOLEJİ																																																
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLÇESİ)	AGRI İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ - AGRI - MERKEZ																																																
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNDE/ HANGİ KURUMUN HANGİ BÖLÜMÜNDE/ HANGİ ALANIN/ HANGİ KONULARDAN HANGİ GRUBU/ KİMLERE/ NE UYGULANACAK/ GİBİ AYRINTILI BİLGİLER	Çalışmada değerlendirilmeye alınacak ve bir öğrenciler diğer öğretmenler için hazırlanmış olan anketler, ortaokul ve lise kademelerinde 5, 6, 7, 9, 10 ve 11.sınıflarda okuyan öğrenciler ile bu öğrencilerin İngilizce dersine giren öğretmenlere uygulanacaktır. Bu doğrultuda, anketler Agri ili Merkez ilçesinde bulunan Agri Naci Gökçe Anadolu Lisesi, Agri Doğa Koleji Ortaokulu, Agri Doğa Koleji Lisesi okullarında uygulanacaktır.																																																
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ACIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ:

- 1 (3) Sayfa İNGİLİZCE ÖĞRETME - ÖĞRENMEDE KARŞILAŞILAN SORUNLAR ÖĞRENCİ ANKETİ.
2 (3) Sayfa İNGİLİZCE ÖĞRETME - ÖĞRENMEDE KARŞILAŞILAN SORUNLAR ÖĞRETMEN ANKETİ.

Appendix 2: Problems Encountered in Teaching and Learning English Scale for Students

Sevgili Öğrencimiz,

İngilizceyi yabancı dil olarak öğrenen öğrencilerin temel dil becerilerini öğrenirken yüzleştikleri problemler ve İngilizce öğretmenlerinin bu yöndeki düşüncelerini araştırdığım bir çalışma yapıyorum. Bu anketle “Yabancı Dil Olarak İngilizce (EFL)” öğretiminde ortaokul ve lise eğitiminde karşılaşılan sorunları belirlemeyi amaçlıyorum. Ankette sizlerden her maddeyi yabancı dil öğretimindeki sorunlara neden olması veya olmaması açısından değerlendirmeniz beklenmektedir. Ankette yer alan hiçbir soru için doğru ya da yanlış cevap yoktur. Lütfen içtenlikle cevap veriniz ve düşüncenizi en iyi ifade eden seçeneği işaretleyiniz. Elde edilecek veriler sadece bu araştırmayla sınırlı kalacak ve kişisel bilgiler kesinlikle gizli tutulacaktır. Çalışmamı sağladığınız katkınızdan dolayı teşekkür ederim.

Muhammed Harun KAYA

BÖLÜM I Kişisel Bilgiler

1. Cinsiyetiniz: Kız () Erkek ()
2. Sınıfınız: 5. Sınıf () 6. Sınıf () 7. Sınıf ()
9. Sınıf () 10. Sınıf () 11. Sınıf ()
3. Okul Türü: Özel Ortaokul () Özel Anadolu Lisesi () Anadolu Lisesi ()
4. Anne ya da babanız İngilizce konuşabiliyor mu? :
İkisi de konuşuyor () Sadece anne ()
İkisi de konuşmıyor () Sadece baba ()
5. Anne Eğitim Durumu:
Okuma-yazma yok () 2 yıllık üniversite ()
İlköğretim (İlkokul ya da Ortaokul () 4 yıllık üniversite ()
Lise () Yüksek Öğretim
(Yüksek Lisans/Doktora) ()
6. Baba Eğitim Durumu:
Okuma-yazma yok () 2 yıllık üniversite ()
İlköğretim (İlkokul ya da Ortaokul () 4 yıllık üniversite ()
Lise () Yüksek Öğretim (Yüksek
Lisans/Doktora) ()
7. Kendinizden büyük kardeşiniz İngilizce eğitiminiz (ödev, konuşma vs.) konusunda yardımcı oluyor mu:
Abi ya da ablam yok () Var, yardımcı olmuyor () Var, yardımcı oluyor ()

8. Anne ya da babanız İngilizce eğitiminiz (ödev, konuşma vs.) konusunda yardımcı oluyor mu : Yardımcı olmuyor () Yardımcı oluyor ()

9. Evde İngilizce bilgisayar oyunu oynuyor ya da dizi izliyor musunuz? : Hayır () Sadece oyun () Sadece dizi () Her ikisi de ()

BÖLÜM II

İngilizce Öğretme - Öğrenmede Karşılaşılan Sorunlar Anketi

		1- Kesinlikle Katılmıyorum	2- Katılmıyorum	3- Kararsızım	4- Katılıyorum	5- Kesinlikle katılıyorum
1	İngilizce dersini sevmiyorum.					
2	İngilizce derslerinde sıkılıyorum.					
3	İngilizcenin gelecekte işime yaramayacağını düşünüyorum.					
4	İngilizceyi sadece not alıp sınıf geçecek bir ders olarak görüyorum.					
5	İngilizce okuduğumu anlamakta güçlük çekiyorum.					
6	İngilizce dinlediğimi anlamakta güçlük çekiyorum.					
7	İngilizce konuşmakta güçlük çekiyorum.					
8	İngilizcede düşündüklerimi yazıya geçirmekte zorlanıyorum.					
9	İngilizce dilbilgisi kurallarını öğrenmekte güçlük çekiyorum.					
10	Türkçe ile İngilizce dilbilgisi kurallarının birbirine benzememesi İngilizceyi öğrenmeme engel oluyor.					
11	İngilizceye nasıl çalışacağımı bilmiyorum.					
12	İngilizce öğrenmek için ders dışında zaman harcamıyorum.					
13	İngilizce öğreniminde teknolojiyi kullanmıyorum.					
14	Yabancı dilde yeterince yazılı kaynağa sahip değilim.					
15	Ders esnasında arkadaşlarıma mahcup olmamak için derse katılmıyorum.					

16	Öğretmenimiz bildiklerini bize iyi aktaramıyor.					
17	Öğretmenimiz derse yeterince hazırlıklı gelmiyor.					
18	Öğretmenimiz yaptığımız hatalara kızıyor.					
19	İngilizce dersimiz gramer (dilbilgisi) ağırlıklı işleniyor.					
20	Öğretmenimiz derste konuşma etkinlikleri yaptırmıyor.					
21	Öğretmenimiz derste dinleme metinlerini işlemeden geçiyor.					
22	Öğretmenimizin verdiği ödevler bana fazla geliyor.					
23	Öğretmenimiz dersi anlamayanlarla pek ilgilenmiyor.					
24	Öğretmenimiz İngilizce öğretiminde teknolojik araçları (bilgisayar, projeksiyon, akıllı tahta vb.) kullanmıyor.					
25	Öğretmenimiz dersi eğlenceli hale getiremiyor.					
26	Öğretmenimiz dersi işlerken istekli görünmüyor.					
27	Öğretmenimizin İngilizce telaffuzunu anlayamıyorum.					
28	Öğretmenimiz dersi tamamen Türkçe anlatıyor.					
29	İngilizce ders kitaplarımızı beğenmiyorum.					
30	İngilizce sınavlarımızın seviyemizin üzerinde olduğunu düşünüyorum.					
31	İngilizce derslerimize başka branşlardan öğretmenler giriyor.					
32	Okulumuzda yardımcı ders araç gereçleri (bilgisayar, projeksiyon cihazı, ses sistemi vb.) yeterli değil.					
33	İngilizce haftalık ders saati yeterli değil.					
34	Okulumuzda isteyen öğrenciler daha fazla İngilizce ders alabiliyorlar.					
35	Evde rahat bir çalışma ortamı bulamıyorum.					
36	Ailem İngilizce öğrenmem için beni teşvik etmiyor.					

Appendix 3: Problems Encountered in Teaching and Learning English Scale for Teacher

Değerli Meslektaşım,

Çağ Üniversitesi'nde İngiliz Dili Eğitimi bölümünde yüksek lisans öğrencisiyim. İngilizceyi yabancı dil olarak öğrenen öğrencilerin temel dil becerilerini öğrenirken yüzleştikleri problemler ve İngilizce öğretmenlerinin bu yöndeki düşüncelerini araştırdığım bir çalışma yapıyorum. Bu anketle "Yabancı Dil Olarak İngilizce (EFL)" öğretiminde ortaokul ve lise eğitiminde karşılaşılan sorunları belirlemeyi amaçlıyorum. Ankette sizlerden her maddeyi yabancı dil öğretimindeki sorunlara neden olması veya olmaması açısından değerlendirmeniz beklenmektedir. Ankette yer alan hiçbir soru için doğru ya da yanlış cevap yoktur. Lütfen içtenlikle cevap veriniz ve düşüncenizi en iyi ifade eden seçeneği işaretleyiniz. Elde edilecek veriler sadece bu araştırmayla sınırlı kalacak ve kişisel bilgiler kesinlikle gizli tutulacaktır. Çalışmama sağladığınız katkınızdan dolayı teşekkür ederim.

Muhammed Harun KAYA

BÖLÜM I Kişisel Bilgiler

1. Cinsiyetiniz: Bayan () Bay ()
2. Yaşınız: 21-30 () 31-40 () 41-50 () 51+ ()
3. Medeni Durum: Evli () Bekar () Dul veya boşanmış ()
Diğer _____
4. Mezun Olduğunuz Bölüm: İngilizce Öğretmenliği () Çeviribilim ()
İngiliz Dili ve Edebiyatı () Dilbilim () Diğer: _____
5. İngilizce becerinizi geliştirmek için daha önce yurt dışında bulundunuz mu? :
Evet () Hayır ()
6. Mesleki Kıdem: 0-1 yıl () 1-3 yıl () 3-5 yıl () 5-10 yıl () 10+ yıl ()
7. İstihdam tanımınız: Kadrolu () Sözleşmeli () Ücretli ()

BÖLÜM II
İngilizce Öğretme - Öğrenmede Karşılaşılan Sorunlar Anketi

		1- Kesinlikle Katılmıyorum	2- Katılmıyorum	3- Kararsızım	4- Katılıyorum	5- Kesinlikle Katılıyorum
A	DERS KİTAPLARINDAN KAYNAKLI SORUNLAR					
1	Eğitim Programı İngilizce öğretiminin başarılı bir şekilde gerçekleştirilmesinde yetersiz kalıyor.					
2	Ders kitapları öğrencilerinin dikkatini çekmekten uzaktır.					
3	Ders kitapları öğrencilerin öğrenme ihtiyacını karşılayacak nitelikte değil.					
4	Ders kitaplarındaki etkinlikler yetersiz.					
5	Ders kitaplarındaki konu yoğunlukları fazla.					
6	Ders kitaplarındaki aktiviteler öğrenci seviyesine uygun değil.					
7	Ders kitaplarındaki kelimeler öğrenci seviyesine uygun değil.					
8	Ders kitaplarında kullanılan dil gerçek hayattan uzak.					
9	Ders kitaplarında dört beceriye eşit şekilde yer verilmemiştir.					
10	Ders kitapları Avrupa dilleri öğretimi ortak çerçeve programında belirtilen dil düzeylerine (A1, A2, B1...) uygun değildir.					
11	İngilizce öğretimiyle ilgili destekleyici yardımcı kaynaklara her öğrenci ulaşamıyor.					
	Diğer:					
B	OKULUN FİZİKİ ALTYAPISI VE DİĞER SORUNLAR					
12	Sınıf mevcutları çok yüksek.					
13	Okullarda İngilizce laboratuvarları yok.					
14	Okullarda İngilizce öğretimi destekleyecek teknolojik kaynaklar yetersiz.					
15	Okullarda İngilizce kütüphanesi mevcut değil.					
16	Haftalık girdiğim şube sayısı ve ders saati çok fazla.					
17	Haftalık ders saatleri İngilizce öğretimi için yetersiz.					
	Diğer:					
C	ÖĞRETMEN KAYNAKLI SORUNLAR					
18	Kendimi İngilizce öğretiminde tam yeterli göremiyorum.					
19	Farklı öğretim metotları uygulayamıyorum.					
20	Genellikle akıcılık yerine doğruluk üzerine odaklanıyorum.					
21	İkişerli ya da grup çalışmalarını kullanamıyorum.					
22	Derslerimde öğrenci katılımını sağlayamıyorum.					
23	Alternatif değerlendirme türlerini (öz/akran değerlendirme, portfolyo ve proje) derslerimde kullanamıyorum.					

24	Avrupa Dilleri ortak çerçeve planını derslerimde kullanamıyorum.					
25	İngilizce öğretimiyle ilgili akademik alandaki gelişmeleri yeterince takip edemiyorum.					
26	İngilizce öğretimiyle ilgili alanyazına ulaşamıyorum.					
27	Yeniliklere her zaman ayak uyduramıyorum.					
	Diğer:					
D	ÖĞRENCİ KAYNAKLI SORUNLAR					
28	Öğrenciler İngilizce öğrenme motivasyonuna sahip değiller.					
29	Öğrenciler İngilizceye karşı ön yargıya sahipler.					
30	Öğrenciler diğer temel derslere gösterdikleri önemi İngilizce dersine göstermiyorlar.					
31	Öğrenciler ödevlerini tam olarak yapmıyorlar.					
32	Öğrenciler yeterli ön hazırlık yapmadan derse geliyorlar.					
33	Öğrenciler yeterince tekrar yapmıyorlar.					
34	Öğrenciler İngilizceyi günlük hayatta kullanmıyorlar.					
35	Öğrenciler okul dışında İngilizceye ilgi duymuyorlar.					
36	Öğrenciler teknolojik araçları (bilgisayar-TV-internet) İngilizce öğrenme aracı kullanmamaktadırlar.					
37	Öğrenci velileri öğrencilere yeterli çalışma ortamı oluşturmuyor					
38	Öğrenci velileri öğrencilere yeterli destek ve teşvik oluşturmuyor					
	Diğer:					
E	İDARİ KAYNAKLI SORUNLAR					
39	Okul idarecileri İngilizce öğretimini yeterince önemsemiyor.					
40	Okul idarecileri İngilizce öğretimindeki yeniliklere uygun materyal temininde bana yardımcı olmamaktadır.					
41	İdareciler derslerde ek kaynak kullanılmasına karşı çıkmaktadırlar.					
42	İngilizce öğretiminde okul ve bölge zümre toplantıları, çözüme etki bakımından yetersiz kalıyor.					
43	Uygulanan merkezi sınavlar (TEOG/LYS) öğrenci başarısına olumsuz etki etmektedir.					
44	Bakanlığın İngilizce öğretimiyle ilgili sunumları ve çözümleri yeterli değil.					
45	Bakanlığın İngilizce öğretimiyle ilgili gerekli altyapı yatırımı yaptığını düşünmüyorum.					
46	İngilizce öğretimindeki çağdaş gelişmelerin aktarıldığı yeterli sayıda hizmet içi program sunulmamaktadır.					
47	Üniversitelerdeki İngilizce öğretmeni yetiştirme programlarının başarılı olduğunu düşünmüyorum.					
	Diğer:					

Appendix 4: Research Ethics Committee Members' Approval Messages

24.04.2020

Gmail - Tez Etik Kurul İzni ve Çalışma Anketi



Muhammed Harun Kaya <mharunkaya@gmail.com>

Tez Etik Kurul İzni ve Çalışma Anketi

10 ileti

Muhammed Harun Kaya <mharunkaya@gmail.com>
 Alıcı: Seden Tuyan <sedentuyan@gmail.com>

9 Nisan 2020 16:28

2 eklenti



Tez Etik Kurul.jpg
 3452K



13.03.Öğrenci ve Öğretmen Anket Formu.docx
 37K

Seden Tuyan <sedentuyan@gmail.com>
 Alıcı: Muhammed Harun Kaya <mharunkaya@gmail.com>

9 Nisan 2020 16:47

Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Lect. Dr. Seden ERALDEMİR TUYAN

Department of Translation & Interpretation
 Faculty of Arts & Sciences

sedentuyan@cag.edu.tr
 sedentuyan@gmail.com

Çağ Üniversitesi Yaşar Bayboğan Kampüsü
 Adana-Mersin Karayolu üzeri 33800
 Yenice/MERSİN



On Thu, 9 Apr 2020 at 16:28, Muhammed Harun Kaya <mharunkaya@gmail.com> wrote:

Muhammed Harun Kaya <mharunkaya@gmail.com>
 Alıcı: Sehnaz Sahinkarakas <sehnazsahin@gmail.com>

9 Nisan 2020 17:56

Merhabalar Şehnaz hocam. İngiliz Dili Eğitimi yüksek lisans öğrencilerinizden Muhammed Harun KAYA. Üniversitemizin belirttiği üzere etik kurul izni için danışman hocamdan aldığım onay mesajını size yönlendirdim. Etik kurul izin belgesi ve çalışma anketim uygun gördüğünüz takdirde onayınız için ektedir. Siz, aileniz ve tüm sevdiklerinize sağlıklı, güzel günler diler, teşekkürlerimi sunarım. Saygılarımla.
 [Alıntılanan metin gizlendi]

2 eklenti

Tez Etik Kurul.jpg
 3452K

<https://mail.google.com/mail/u/0?ik=35b03c0bbc&view=pt&search=all&permthid=thread-a%3Ar3463190801854320556&simpl=msg-a%3Ar34582...> 1/4

24.04.2020

Gmail - Tez Etik Kurul İzni ve Çalışma Anketi



 **13.03.Öğrenci ve Öğretmen Anket Formu.docx**
37K

Sehnaz Sahinkarakas <sehnazsahin@gmail.com> 9 Nisan 2020 18:15
Alıcı: Muhammed Harun Kaya <mharunkaya@gmail.com>, Seden Tuyan <sedentuyan@gmail.com>, Aycan KOL <aycankol@cag.edu.tr>, Senay Demir <senaydemir@cag.edu.tr>

Muhammed Harun Kaya isimli öğrencimizin anketini uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Prof. Dr. Sehnaz ŞAHİNKARAKAS
Faculty of Arts and Sciences
Deputy Dean
sehnazsahin@cag.edu.tr
sehnazsahin@gmail.com
www.cag.edu.tr

Çağ Üniversitesi Vapur Başbağlan Kampüsü
Adana-Merkez Kampüsü İleri 33800
Tesisler/NEDESEN
ÇAĞ ÜNİVERSİTESİ

Muhammed Harun Kaya <mharunkaya@gmail.com>, 9 Nis 2020 Per, 17:56 tarihinde şunu yazdı:
[Alıntılanan metin gizlendi]

Muhammed Harun Kaya <mharunkaya@gmail.com> 9 Nisan 2020 21:35
Alıcı: yucelertekin@cag.edu.tr, basaran@cag.edu.tr, adguler@cag.edu.tr, alienginoba@cag.edu.tr, mustafatevfikodman@cag.edu.tr, muratkoc@cag.edu.tr

Sayın Öğretim Üyelerim;

Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans öğrenciniz Muhammed Harun KAYA olarak, üniversitemizin belirttiği üzere etik kurul izni için danışman ve bölüm başkanı hocalarımdan aldığım onay mesajını size yönlendirdim. Etik kurul izin belgesi ve çalışma anketim uygun gördüğünüz takdirde onayınız için ektedir. Siz, aileniz ve tüm sevdiklerinize sağlıklı, hayırlı ve güzel günler diler, teşekkürlerimi sunarım. Saygılarımla.

[Alıntılanan metin gizlendi]

2 eklenti



Tez Etik Kurul.jpg
3452K

 **13.03.Öğrenci ve Öğretmen Anket Formu.docx**
37K

basaran@cag.edu.tr <basaran@cag.edu.tr> 10 Nisan 2020 02:23
Alıcı: Muhammed Harun Kaya <mharunkaya@gmail.com>

"Anketin uygulanmasında etik açıdan herhangi bir sakınca yoktur"

<https://mail.google.com/mail/u/0/?ik=35b03c0bbc&view=pt&search=all&permthid=thread-a%3Ar3463190801854320556&siml=msg-a%3Ar34582...> 2/4

24.04.2020

Gmail - Ynt: Fwd: Tez Etik Kurul İzni ve Çalışma Anketi



Muhammed Harun Kaya <mharunkaya@gmail.com>

Ynt: Fwd: Tez Etik Kurul İzni ve Çalışma Anketi

1 mesaj

adguler26@gmail.com <adguler26@gmail.com>

9 Nisan 2020 21:41

Alıcı: Muhammed Harun Kaya <mharunkaya@gmail.com>

Muhammed Harun Kaya isimli öğrencimizin anketini uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Windows 10 için [Posta](#) ile gönderildi

Kimden: Muhammed Harun Kaya

Gönderilme: 9 Nisan 2020 Perşembe 21:35

Kime: yucelertekin@cag.edu.tr; basaran@cag.edu.tr; adguler@cag.edu.tr; alienginoba@cag.edu.tr; mustafatevfikodman@cag.edu.tr; muratkoc@cag.edu.tr

Konu: Fwd: Tez Etik Kurul İzni ve Çalışma Anketi

Sayın Öğretim Üyelerim;

Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans öğrenciniz Muhammed Harun KAYA olarak, üniversitemizin belirttiği üzere etik kurul izni için danışman ve bölüm başkanı hocalarımdan aldığım onay mesajını size yönlendirdim. Etik kurul izin belgesi ve çalışma anketim uygun gördüğünüz takdirde onayınız için ektedir. Siz, aileniz ve tüm sevdiklerinize sağlıklı, hayırlı ve güzel günler diler, teşekkürlerimi sunarım. Saygılarımla.

----- Forwarded message -----

Gönderen: Sehnaz Şahinkarakas <sehnazsahin@gmail.com>

Date: 9 Nis 2020 Per, 18:16

Subject: Re: Tez Etik Kurul İzni ve Çalışma Anketi

To: Muhammed Harun Kaya <mharunkaya@gmail.com>, Seden Tuyan <sedentuyan@gmail.com>, Ayca KOL <aycankol@cag.edu.tr>, Senay Demir <senaydemir@cag.edu.tr>

Muhammed Harun Kaya isimli öğrencimizin anketini uygulanmasında etik açıdan herhangi bir sakınca yoktur.

Prof. Dr. Sehnaz ŞAHINKARAKAS

Faculty of Arts and Sciences
Deputy Dean
sehnazsahin@vsg.edu.tr
sehnazsahin@gmail.com

Çağ Üniversitesi Vapur Başhüyük Kampüsü
Adana Merkez Kampüsü İleri 33000
Türkiye/MERKİN



www.cag.edu.tr



Muhammed Harun Kaya <mharunkaya@gmail.com>, 9 Nis 2020 Per, 17:56 tarihinde şunu yazdı:

Merhabalar Şehnaz hocam. İngiliz Dili Eğitimi yüksek lisans öğrencilerinizden Muhammed Harun KAYA. Üniversitemizin belirttiği üzere etik kurul izni için danışman hocamdan aldığım onay mesajını size yönlendirdim. Etik kurul izin belgesi ve çalışma anketim uygun gördüğünüz takdirde onayınız için ektedir. Siz, aileniz ve tüm sevdiklerinize sağlıklı, güzel günler diler, teşekkürlerimi sunarım. Saygılarımla.

24.04.2020

Gmail - Tez Etik Kurul İzni ve Çalışma Anketi

Prof. Dr. Mustafa Başaran

09.04.2020, 21:35, "Muhammed Harun Kaya" <mharunkaya@gmail.com>:

[Alıntılanan metin gizlendi]

--

Prof. Dr. Mustafa BAŞARAN

İktisadi ve İdari Bilimler Fakültesi Dekanı

basaran@cag.edu.tr

Çağ Üniversitesi Yaşar Bayboğan Kampüsü
Adana-Mersin Karayolu üzeri 33800
Yenice/MERSİN**Muhammed Harun Kaya** <mharunkaya@gmail.com>

14 Nisan 2020 16:30

Alıcı: senolkandemir@cag.edu.tr

[Alıntılanan metin gizlendi]

2 eklenti**Tez Etik Kurul.jpg**
3452K**13.03.Öğrenci ve Öğretmen Anket Formu.docx**
37K**senol kandemir** <senolkandemir@cag.edu.tr>

14 Nisan 2020 17:55

Alıcı: Muhammed Harun Kaya <mharunkaya@gmail.com>

Harun bey...gerekli bildirimi SBE'ne yaptım...

--

Mobil Yandex.Mail'den gönderildi

14.04.2020, 16:30, "Muhammed Harun Kaya" <mharunkaya@gmail.com>:

[Alıntılanan metin gizlendi]

muratkoc@cag.edu.tr <muratkoc@cag.edu.tr>

24 Nisan 2020 14:45

Alıcı: senay demir <senaydemir@cag.edu.tr>, "mharunkaya@gmail.com" <mharunkaya@gmail.com>

+ mharunkaya@

İmzalı belgeniz ektedir.

Dr.KOÇ

24.04.2020, 14:08, "senaydemir@cag.edu.tr" <senaydemir@cag.edu.tr>:

24.04.2020

Gmail - Tez Etik Kurul İzni ve Çalışma Anketi

Sayın hocam, Öğrenci sizden onay beklemektedir. Saygılarımla

----- İletilen mesajın başlangıcı -----

24.04.2020, 14:06, "Muhammed Harun Kaya" <mharunkaya@gmail.com>:

[Alıntılanan metin gizlendi]

----- İletilen mesajın sonu -----

Doç. Dr. Murat KOÇ Sosyal Bilimler Enstitüsü Müdürü muratkoc@cag.edu.tr	Çağ Üniversitesi Tıp Fakültesi Kampüsü Adana-Merkez Kampüsü-Sıra 33000 Yenice/MERSİN
444 1 888 www.cag.edu.tr	ÇAĞ ÜNİVERSİTESİ 22. YIL



Tez Etik Kurul.jpg
 6073K

senaydemir@cag.edu.tr <senaydemir@cag.edu.tr>
 Alıcı: muhammed harun kaya <mharunkaya@gmail.com>

24 Nisan 2020 14:45

----- İletilen mesajın başlangıcı -----

24.04.2020, 14:45, "muratkoc@cag.edu.tr" <muratkoc@cag.edu.tr>:

[Alıntılanan metin gizlendi]



Tez Etik Kurul.jpg
 6073K

Appendix 5: Approval of Çağ University Rectorate



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000000976
Konu : Muhammed Harun KAYA' Nın
Tez Anket İzini Hakkında

24.04.2020

AĞRI VALİLİĞİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178046 numaralı) **Muhammed Harun KAYA**, “İngilizcenin yabancı dil olarak öğretilmesinde karşılaşılan sorunlar: Türkçe bağlamdan bilgiler” konulu tez çalışmasını Üniversitemiz öğretim üyesi olan **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Ağrı İl Milli Eğitim Müdürlüğüne bağlı Ağrı Naci Gökçe Anadolu Lisesi ile Özel Ağrı Doğa Kolejinde halen eğitim gören orta okul ve lise kademelerinde 4,5,6,7,9,10,11.Sınıflarda okuyan öğrenciler ile bu öğrencilerin İngilizce dersine giren öğretmenlerini kapsamak üzere** kopyası Ek’lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesini arz ederim.

(Enstitüde Kalan Asıl Sureti İmzalıdır.)

Prof. Dr. Unal AY
Rektör

Ek : 1 sayfa tez etik kurul izin formu, 6 sayfa anketler, 11 sayfa onay yazıları.

E-Posta: aycankol@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 3D8D209

Appendix 6: Approval of Ağrı Provincial Directorate of National Education



T.C.
AĞRI VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34550427-20-E.7046633
Konu : Tez Anket İzni
(Muhammed Harun KAYA)

20/05/2020

VALİLİK MAKAMINA

İlgi Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 24.04.2020 tarih ve 23867972- 000-F.2000000976 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngilizce Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Muhammed Harun KAYA'nın Dr. Öğr. Üyesi Senden TUVAN danışmanlığında "İngilizcenin Yabancı Dil Olarak Öğretilmesinde Karşılaşılan Sorunlar Türkçe Bağlamda Bilgiler" başlıklı tez çalışması için İlimiz Naci Gökçe Anadolu Lisesi ile Özel Ağrı Doğa Kolejinde anket yapma talep yazısı müdürlüğümüz tarafından kurulan komisyonca incelenmiş ve uygun görülmüştür. Bahse konu yazı doğrultusunda yapılan inceleme ve değerlendirmeler sonucunda yapılacak olan çalışmaların müdürlüğümüz bilgisi dahilinde 2019-2020 Eğitim - Öğretim yılı içerisinde yapılması ve sorumluluğun ilgili kurumda olması şartı ile yapılması müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mehmet Faruk TEKİN
Millî Eğitim Müdürü

OLUR
20/05/2020

Yusuf CIBİR
Vali a.
Vali Yardımcısı



Adres: Firat Mah. Erzurum Cad. 934 Sk. Merkez AĞRI
Elektronik Ağ: ortaogretim04@meh.gov.tr
e-posta: ortaogretim04@meh.gov.tr

GÜVENLİ ELEKTRONİK
İMZA ASLI İLE AYNIŞIR

21.05.2020

Kasım KAYA

Sef

Bilgi için: İlyas KIZIL Bil. İşlet.
Tel: 0 (472) 280 94 16
Faks: 0 (472) 280 94 50

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meh.gov.tr> adresinden bc51-6c0c-38ed-ac02-9edc kodu ile teyit edilebilir.



T.C.
AĞRI VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34550427-44-E.7136011
Konu : Tez Anket İzni
(Muhammed Harun KAYA)

27.05.2020

DAĞITIM YERLERİNE

İlgi : 20.05.2020 tarih ve 34550427-20-E.7046633 Ağrı Valiliği Makam Onayı

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngilizce Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Muhammed Harun KAYA'nın Dr. Öğr. Üyesi Sünden TUVAN danışmanlığında "İngilizcenin Yabancı Dil Olarak Öğretilmesinde Karşılaşılan Sorunlar Türkçe Bağlamda Bilgiler" başlıklı tez çalışmasına ilişkin ilgi makam onayı ekte gönderilmiştir. Ekli Makam Onayı doğrultusunda gerekli iş ve işlemlerin yapılması hususunda;

Gereğini arz/ rica ederim.

Neriman KARAKOÇ
Vali a.
Millî Eğitim Müdürü V.

EKİ : İlgi Makam Onayı Ekleri

Dağıtım:

- 1- Çağ Üniversitesi Sosyal Bilimler Enstitüsüne
- 2- Naci Gökçe Anadolu Lisesi Md.
- 3- Özel Ağrı Doğa Koleji Md.

564-50AE

GÜVENLİ ELEKTRONİK
İMZA ASLI İLE AYNI DİR
29.05.2020



Adres: Fırat Mah. Erzurum Cad. 934 Sk. Merkez AĞRI
Elektronik Ağ: ortaogretim04@meh.gov.tr
e-posta: ortaogretim04@meh.gov.tr

Bilgi için: İlyas KIZIL Bil. İşlet.
Tel: 0 (472) 280 94 16
Faks: 0 (472) 280 94 50

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meh.gov.tr> adresinden 4b7c-48f9-3e80-beed-b482 kodu ile teyit edilebilir.

8. BIOGRAPHY

Muhammed Harun KAYA, who was born in Ağrı in 1988, graduated from İstanbul Saadetdere Primary School, Ağrı Cumhuriyet Secondary School and Naci Gökçe Super High School respectively. Having completed his undergraduate education at Atatürk University, KAYA graduated from Çağ University's English Language and Education master's program. Starting lecturing in 2013, he has been going on his teaching life actively in Naci Gökçe Anatolian High School and Atatürk University.

İletişim: mharunkaya@gmail.com

