T.R.
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TEACHERS' VIEWS ON THE STATUS OF INTERNATIONAL STUDENTS IN ENGLISH LESSONS: SAMPLE OF SAMSUN PROVINCE, ILKADIM DISTRICT

Master's Thesis

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Supervisor

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2024

ACCEPTANCE AND APPROVAL OF THE THESIS

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ÖZET

İNGİLİZCE DERSİNDEKİ YABANCI ÖĞRENCİLERİN DURUMUNA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ: SAMSUN İLİ İLKADIM İLÇESİ ÖRNEĞİ

Amjed NAJI

Ondokuz Mayıs Üniversitesi
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Yabancı Diller Eğitimi Ana Bilim Dalı
İngiliz Dili Eğitimi Programı
Yüksek Lisans, Şubat/2024
Danışman: Dr. Öğr. Üyesi Mufit SENEL

Bu araştırma, 2022-2023 eğitim öğretim yılında İngilizce öğretmenlerinin görüşlerini alarak Samsun ili İlkadım ilçesinde Millî Eğitim Bakanlığı'na bağlı olan 13 lisede okuyan yabancı uyruklu öğrencilerin İngilizce dersindeki durumlarını öğrenmeyi ve genel olarak İngilizce öğrenmede Türk akranlarına göre başarılı olup olmadıklarını tespit etmeyi ve hangi İngilizce dil becerilerinde daha yetkin olduklarını veya başarılarının arkasındaki nedenleri öğrenmeyi amaçlamaktadır. Araştırmaya 26 kadın 17 erkek olmak üzere 43 İngilizce Öğretmeni katılmıştır.

Öğretmen görüşlerini belirlemek amacı ile yüz yüze dokuz açık uçlu sorudan geliştirilen bir yarı-yapılandırılmış görüşme formu iki kısımdan oluşmaktadır. İlk kısımda öğretmenlerin yaşı, cinsiyetleri, mesleki deneyimleri, , sınıflarındaki yabancı uyruklu öğrencilerin sayısı ve uyrukları gibi sorulara yer verilmiştir. İkinci kısım ise araştırma verilerini toplamak ve araştırma sorularını cevaplamak için 9 tane açık uçlu sorudan oluşmaktadır.

Araştırma sonucunda elde edilen bulgular aşağıda verilmiştir:

1. İngilizce öğretmenlerinin %60.47'si yabancı uyruklu öğrencilerin diğer derslere göre İngilizce dersinde daha başarılı olduklarını, öğretmenlerin %23.26'sı öğrencilerin derslere göre İngilizce dersinde başarısız olduklarını ve öğretmenlerin %16.28'i öğrencilerin bütün derslerde aynı seviyede olduklarını düşünmektedir.
2. Yabancı uyruklu öğrencilerin İngilizce öğrenme süreçlerinde en kolay geliştirdikleri dil becerileri konuşma ve dinlemedir. Yazma ve okuma becerileri ise öğrencilerin en çok zorlandığı becerilerdir.
3. Yabancı uyruklu öğrencilerin İngilizce dersindeki dil becerilerindeki en belirgin hataların başında dilbilgisi kurallarını yanlış kullanmaları ve bazı sözcüklerin telaffuzunda yanlışlık yapmaları gelmektedir.

Anahtar Sözcükler: Yabancı uyruklu öğrenciler, İngilizce, dil becerileri, Samsun.

ABSTRACT

TEACHERS' VIEWS ON THE STATUS OF INTERNATIONAL STUDENTS IN ENGLISH LESSONS: SAMPLE OF SAMSUN PROVINCE, ILKADIM DISTRICT

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This research aims to investigate the situation of foreign students studying in 13 high schools affiliated with the Ministry of National Education in İlkadım district of Samsun province in the 2022-2023 academic year by obtaining the opinions of English teachers. The study intends to determine whether these students are successful in learning English compared to their Turkish peers, and to identify in which English language skills they are more proficient or the reasons behind their success. A total of 43 English teachers, 26 females and 17 males, participated in the research.

A face to face semi-structured interview with nine open-ended questions form developed to determine the teachers' views, consists of two sections. The first section includes questions regarding the teachers' age, gender, professional experience, the classes they teach, and the number and nationalities of international students in their classes. The second section comprises nine open-ended questions, which were used to collect research data and address the research questions.

The findings obtained from the research are presented below:

1. 60.47% of English teachers believe that foreign students are more successful in English classes compared to other subjects, while 23.26% of teachers think that students are unsuccessful in English classes compared to other subjects, and 16.28% of teachers believe that students are at the same level in all subjects.
2. Speaking and listening skills are the easiest language skills for international students to develop in their English learning process. On the other hand, writing and reading skills are the areas where students face the most challenges.
3. The most prominent errors in the language skills of international students in the English class include incorrect use of grammar rules and mispronunciation of certain words.

Keywords: International student, English, language skills, Samsun

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As with any piece of research that results in the production of a thesis, on the cover there should be not only the name of the researcher, but also the names of all those unsung heroes, those who to varying degrees provided assistance, encouragement, and guidance, and without whom I would not have succeeded. There are so many people I would like to thank. I am so grateful for the time these people have given me to produce this thesis and finish my master thesis.

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I was also lucky to have such a caring parent that encouraged me in every situation where I got into difficulties. My mother who I believe, without her ongoing support, belief, and praying, I would not have been able to reach the point where I am now. May God protect her and bless her with good health and wellness, and dearest father, who, if he were alive, would be the first to be proud of me. I want to express my sincere gratefulness to him. He was looking forward to seeing my graduation but unfortunately, he couldn't see; may God have mercy on him and grant him the highest paradise. Thus, I would like to dedicate this thesis to my father who is inwardly still with me.

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Amjed NAJI

CONTENTS

SYMBOLS AND ABBREVIATIONS

CL	: Collaborative Learning Methods
ICT	: Information and Communication Technology
TEFL	: Teaching English as a Foreign Language
EFL	: English as a Foreign Language
TESOL	: Teaching English to Speakers of Other Languages
ESOL	: English for Speakers of Other Languages
ESL	: English as a Second Language
EAL	: English as an Additional Language
OCLL	: Out-of -class Language Learning
EF EPI	: English Proficiency Index
NATO	: North Atlantic Treaty Organization
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UN	: United Nations
EU	: European Union
TED	: Turkish Education Association
MEB	: The Ministry of National Education
T	: Teacher

FIGURES LEGENDS

TABLES LEGENDS

1. INTRODUCTION

This chapter presents the background to the study and its significance, purpose, statement of the problem, limitations of the study and research questions in detail. It is concluded with definitions of some basic terms addressed in the study.

Throughout history, human mobility has been a prevalent phenomenon. People have embarked on journeys for various reasons, such as economic opportunities, family reunification, educational pursuits, and seeking safety and security. Some individuals are compelled to migrate due to conflicts, persecution, terrorism, or violations of their fundamental rights, while others are driven by the consequences of climate change and environmental factors. In the contemporary world, an unprecedented number of individuals reside in countries other than their country of birth. According to the International Organization for Migration's Global Migration Report of 2020, the estimated global number of international migrants reached 272 million as of June 2019, representing a significant increase of 51 million since 2010. Furthermore, by the end of 2019, there were 80 million forcibly displaced individuals worldwide, including 26 million refugees, half of whom were under the age of 18 (Un, 2019).

The latter half of the 20th century witnessed a significant surge in global migration, particularly in the aftermath of major geopolitical events. The United Nations data indicates a consistent upward trend in international migration over the past two decades, with an estimated projection of reaching 405 million by 2050 (Saritaş, Şahin, & Çatalbaş, 2016).

Notably, the American invasions of Afghanistan in 2001 and Iraq in 2003, along with subsequent political instabilities in various Arab nations, have had profound implications for population movements. The Arab Spring, which commenced on December 18, 2010, encompassed widespread protests, uprisings, and armed conflicts across countries such as Tunisia, Egypt, Libya, Syria, Bahrain, Algeria, Jordan, Yemen, Mauritania, Saudi Arabia, Oman, Iraq, Lebanon, and Morocco (Buzkiran & Kutbay, 2013). These tumultuous events prompted a significant number of individuals to seek refuge elsewhere in pursuit of improved living conditions and a better future.

Türkiye holds a significant geopolitical position, which has led to its recognition as a bridge connecting different regions. This socio-political perception has gained widespread acceptance and resonance. In recent times, Türkiye has transformed from

being solely a transit point to becoming a destination for migrants from various countries, marking a substantial shift in its geographic role (Hakkı Akın & Bozbaş, 2020).

Türkiye's appeal as a haven for those seeking refuge from wars, persecution, racial discrimination, or desiring improved living and educational conditions can be attributed to its "open-door" policy. This policy not only entails the acceptance of individuals into the country but also encompasses efforts to fulfill their fundamental needs such as healthcare, security, and education (Yiğit, Şanlı, & Gökalp, 2021).

The increasing economic strength and stability of Türkiye serve as additional factors that contribute to immigration trends. While Türkiye was primarily viewed as a "transit country" for migration movements in the past, it has emerged as a prominent "destination country" in recent times (Doğan & Özdemir, 2019, pp. 124-141).

According to the United Nations High Commissioner for Refugees (UNHCR) data until September 2022, Türkiye has provided refuge to over 4 million individuals, predominantly from the Syrian Arab Republic (3,737,369), followed by Iraq (153,634), Afghanistan (140,709), and Iran (Islamic Republic of Iran) (18,933). Additionally, as of September 30th, there are approximately 145,000 refugees from Ukraine currently residing in Türkiye (UNHCR, 2022). Notably, among the Syrians registered under temporary protection status in Türkiye, 611,461 fall within the school-age range of 5 to 18 years, indicating the importance of addressing their educational needs (Refugee Association, 2023). In addition, Türkiye has experienced substantial immigration flows from various countries including Iraq, Afghanistan, Turkmenistan, and Iran. These nations have emerged as prominent contributors to Türkiye's immigrant population, as indicated by statistical data from the Turkish Statistical Institute (TÜİK, 2020).

Türkiye upholds the fundamental right to education, as enshrined in Article 42 of its constitution, which states that "No one can be deprived of the right to education and training" (Ulaş, 2019, p. 4). Demonstrating its commitment to this principle, Türkiye has provided free education to all asylum seekers, as affirmed by the United Nations High Commissioner for Refugees' website, which states that "All refugees and asylum-seekers have the right to education and may enroll in Turkish schools after they have been issued with a foreigner's identification number by the Turkish authorities." As a result, a significant number of international students have been enrolled in Turkish state schools (Ulaş, 2019, pp. 9-10).

Acknowledging the considerable presence of these students, it becomes imperative to address their educational challenges and gain insights into their educational status within schools. By conducting research into their educational issues, valuable information can be obtained, enabling the identification and removal of any barriers that impede or hinder their educational progress.

1.1. The Scope of the Study

This study takes place in Samsun Province İlkadım District, and 43 English language teachers of 13 state high schools participated in this research in the 2022-2023 academic year spring semester. The names of these schools are 19 Mayıs Anatolian High School, Emine Ahmet Yeni İmam Hatip High School, İlkadim Anatolian High School, Namik Kemal Anatolian High School, İlkadim Girls' Anatolian İmam Hatip High School, Gazi Anatolian High School, Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, Samsun Anatolian High School, Atatürk Anatolian High School, Tülay Basaran Anatolian High School, Samsun Anatolian İmam Hatip High School, Köksal Ersayın Anatolian High School, Mithatpasa Anatolian High School. These schools were selected based on schools with many international students enrolled in their secondary classes.

Imam Hatip High Schools and Anatolian High Schools are two distinct types of secondary educational institutions in Türkiye. Imam Hatip High Schools focus on providing religious vocational education alongside the standard curriculum, emphasizing Islamic studies, Quranic teachings, Arabic language, and religious practices. These schools cater to students interested in pursuing careers in religious fields or seeking a comprehensive education integrating Islamic teachings with general studies (Zengin, 2017). On the other hand, Anatolian High Schools, offer a broader academic curriculum covering subjects such as science, mathematics, literature, and social sciences. They aim to prepare students for higher education, prioritizing academic rigor and intellectual development. Admission to Anatolian High Schools is typically based on performance in a nationwide entrance examination, reflecting their reputation as prestigious institutions known for their rigorous academic programs and preparation for university entrance exams (Aksu, 1990).

In this study, to be more objective a qualitative research method was used to learn the English language teachers' views about their international students' status in the English lesson. A face-to-face interview with nine open-ended questions was used to collect research data, and to answer the research questions.

Qualitative research methods are utilized for a variety of purposes, primarily to delve deeply into phenomena, comprehend intricate human behaviors, perceptions, and experiences, and uncover underlying meanings and motivations. These methods offer researchers the opportunity to capture detailed descriptions of phenomena, adapt their approach based on emerging insights, and explore the contextual factors influencing behavior and perceptions. Additionally, qualitative research enables the investigation of subjective experiences, emotions, and perspectives, contributing to theory development by generating new hypotheses, concepts, or frameworks. By prioritizing the voices of participants, qualitative research ensures authenticity and validity in the findings, while embracing complexity and nuance in the subject matter. Adopting an emergent design, qualitative research evolves dynamically in response to collected data, allowing researchers to refine their approach iteratively. Overall, qualitative research methods provide a valuable means of exploring and interpreting the intricacies of human behavior and social phenomena, enriching our understanding of the world (Taylor, Bogdan & DeVault, 2016).

1.2. Significance of the Study

Considerable financial resources are allocated to the education sector, encompassing the establishment of schools, recruitment and training of teachers, curriculum development, and investment in scientific research and training programs. In an era defined by globalization and rapid technological advancements, the acquisition of a global language and the mastery of its usage have emerged as critical imperatives. As such, the education system recognizes the importance of equipping students with the necessary linguistic skills to navigate the complexities of a globalized world and effectively engage with modern technology.

The Ministry of National Education is dedicated to enhancing the teaching and learning processes of English and addressing the issue of students' weaknesses in the language. Recognizing the pivotal role of English as a gateway to knowledge and insight across various disciplines, the ministry has undertaken strategic initiatives to align education with societal advancements and technological progress. Despite meticulous planning, appropriate educational resources, highly qualified teachers, and effective management, the outcomes have not effectively focused on developing students' requisite skills. Secondary school graduates continue to exhibit subpar language proficiency, falling short of expectations. Numerous obstacles persist, impeding the attainment of both student and teacher objectives. Consequently, the

research topic aims to gather the perspectives of teachers working with international students, who hail from diverse countries, each with its own approach to English language instruction. Exploring whether these students excel in English learning or possess proficiency in specific language skills can shed light on the encountered challenges.

This research aims to provide international students with an opportunity to explore the factors contributing to the variations in problem-solving abilities among their peers and leverage collaborative learning methods (CL) to benefit from their collective experiences. By examining whether these students demonstrate exceptional or lagging performance in English language learning, this study seeks to draw the attention of educational policymakers at the Samsun National Education Directorate to this specific student group. The ultimate goal is to identify the underlying reasons behind their difficulties in English language acquisition or in mastering specific language skills, with the intention of devising effective solutions to address the encountered challenges. A comparative analysis will be conducted to assess their proficiency in different language skills and identify the reasons behind their success, if any. If international students demonstrate superior English language learning abilities or excel in specific language skills, their experiences can be utilized to enhance the English proficiency of their Turkish peers.

1.3. Purpose of the Study

The primary objective of this thesis is to examine the English language learning experience of international students in Samsun state high schools from the perspective of English language teachers. The study aims to determine the overall success of these students in learning English, taking into account their level of engagement, motivation, and the factors influencing their performance. The results of the thesis can inform important decisions and initiatives aimed at providing support and resources for these students.

1.4. Statement of the Problem

In the contemporary digital age, technology has become an integral part of our daily lives, exerting a profound influence on various spheres. The rapid advancement of information and communication technology (ICT) has ushered in a transformative shift worldwide. It has effectively transformed the world into a closely interconnected global village, eradicating spatial and temporal barriers that once separated societies. As a result of this unprecedented globalization, the significance of acquiring a second

language has escalated, surpassing the notion that proficiency in a single language is sufficient for personal growth and development.

English, as the most widely spoken official language globally, holds significant practical value. Consequently, individuals in non-Anglophone nations invest considerable time and effort in learning English due to its relevance in business, academic, and political domains (Lio, Maeda, Ogawa, & Yoshikawa, 2018). The prominence of the English language emanates from its position as a global lingua franca—a language facilitating broader communication. It serves as the language of communication for air traffic controllers at international airports and features prominently in international mail exchanges and conferences. Furthermore, English serves as the primary language for international trade and training. Its significance is attributed not only to the sheer number of fluent speakers worldwide but also to its role as the language of the industrial revolution, technological advancements, the internet, and scientific breakthroughs (Smith, 2015). With nearly 1.35 billion speakers globally, accounting for approximately 17% of the world's population, English also holds official status in 75 different countries, representing 39% of all nations (Gration, 2022).

Several countries have a high proficiency in English due to historical, cultural, and educational factors. In the figure 1.1. below, some of the countries where English is widely spoken as a native or official language, or where a significant portion of the population is proficient in English.

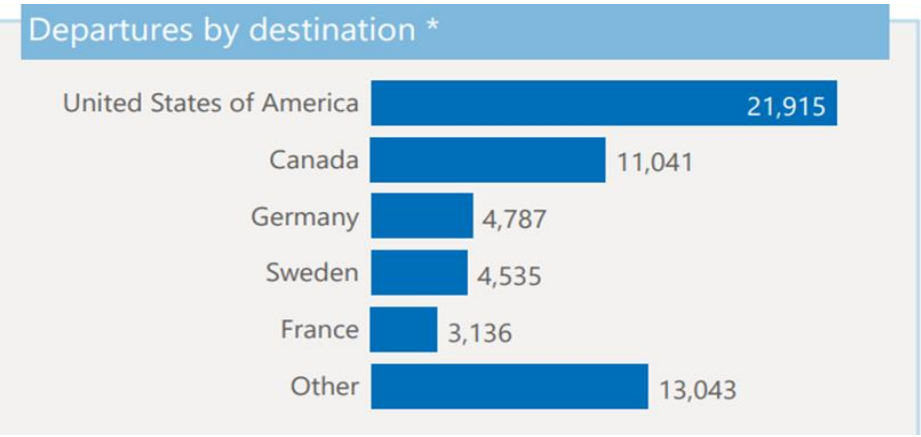

Figure 1. 1. (UNHCR, Resettlement at a glance January - December 2022)

As previously discussed, Türkiye has welcomed a significant number of international students into its state schools, thereby integrating them into the educational system. It is evident that these students have encountered various

challenges that have influenced their academic performance. The difficulties faced by international students have garnered attention from academics and educational professionals, leading to numerous studies aimed at exploring the hardships experienced by this student group (Altıntaş, 2018; Biçer, Çoban, & Bakır, 2013; Boylu & Işık, 2020; Büyükikiz & Çanga, 2016; Demir & Genç, 2019; Güçlü, 1996; Kırdar, 2022; Koçoğlu & Yelken, 2018; Oyar, 2021; Sariahmetoğlu & Kamer, 2020; Sarıtaş, Şahin, & Çatalbaş, 2016; Şen, 2019; Takır & Özerem, 2019; Temiz, 2020; Tosun, Yorulmaz, Tekin, & Yıldız, 2018; and others). These studies have shed light on the prevailing issues faced by international students in Turkish state schools, with language barriers, cultural differences, disengagement from the learning process, and adaptation difficulties emerging as the most common challenges. For example, according to the results of the study written by Takır and Özerem (2019), it is seen that the main problems are language and culture differences, lack of interest in the course, disengagement from teaching and adaptation problems. According to the results of the study written by Tosun, Yorulmaz, Tekin and Yıldız (2018), Syrian refugee children face socio-emotional, family, language, and school problems and hate speech, discrimination, isolation, and exclusion.

Despite the extensive research conducted on international students in Turkish primary schools and universities, there is a noticeable gap in the literature regarding the examination of international students' experiences in English language lessons for secondary school. The existing studies do not provide a comprehensive depiction of the conditions faced by this particular group of students in their English language education. Recognizing this gap, it becomes essential to investigate the circumstances of international students studying in Turkish high schools, thereby filling this void in the research.

Furthermore, it is crucial to highlight that a significant number of international students under temporary protection in Türkiye are undergoing resettlement programs in third countries. Resettlement involves the transfer of refugees from the host country to another state that has agreed to admit them and grant them permanent residence (UNHCR, Resettlement, 2023). It is worth noting that a considerable percentage of these students are being resettled in English-speaking countries, as indicated by the data. As it is shown in the figure 1.2. below, Türkiye serves as the largest sending country, while the United States and Canada are the primary receiving countries. As these students prepare for their resettlement, it becomes imperative for them to acquire

a strong command of the English language, as it will significantly impact their academic achievements and future prospects.

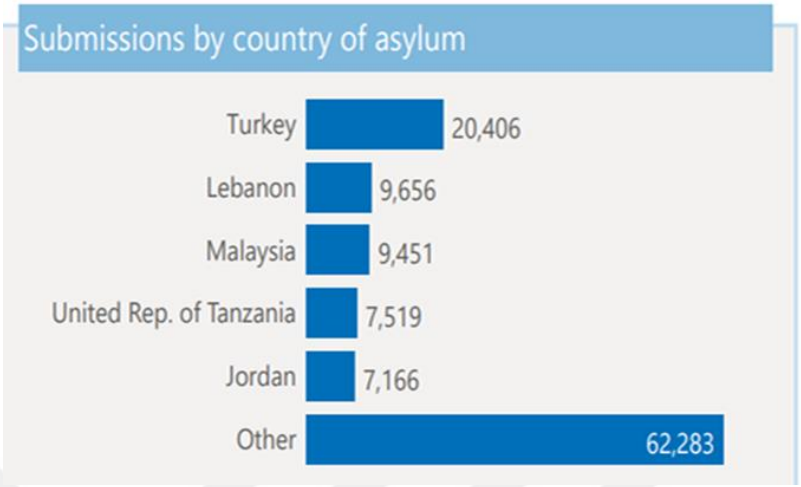

Figure 1. 2. (UNHCR, Resettlement at a glance January - December 2022)

Given these circumstances, conducting such a study to explore the challenges and obstacles faced by international students in English language lessons becomes even more imperative. This research aims to identify their specific difficulties and work collaboratively with teachers and decision-makers to address and mitigate these challenges. It is hoped that this study will provide valuable insights into the conditions of international students in Turkish high schools and serve as a starting point for further research in this underexplored area.

1.5. Limitations of the Study

It is important to acknowledge the limitations of the current study, which include subjectivity, spatial constraints, and a limited timeframe. The study focused on examining the status of international students in English lessons solely from the perspective of language teachers. The number of participants involved in the study was also limited, as well as the geographic area in which the research was conducted. Consequently, these limitations hindered the ability to provide a comprehensive and definitive depiction of the international students' experiences in English lessons.

Overall, this study serves as a starting point for investigating the status of international students in English lessons, but further research is necessary to overcome the limitations and provide a more robust understanding of the subject.

1.6. Research Questions

The primary objective of this study is to gather insights from English teachers regarding the academic performance of international students in the English lessons conducted in Anatolian and Imam Hatip High Schools within the İlkadım district of Samsun province.

The study aims to address the following research questions:

1. How do English teachers perceive the comparative proficiency of international students in Turkish high schools in relation to their Turkish peers?
2. Do international students demonstrate particular English language skills in which they surpass their Turkish peers?
3. Do they exhibit any areas in which they lag behind? What are the reasons for these disparities according to English teachers?
4. Are there specific factors that positively or negatively influence the English language learning outcomes of international students?
5. How do English teachers perceive the impact of these factors?

By exploring these research questions, the study aims to shed light on the educational experiences of international students in Turkish high schools and provide valuable insights for improving their English language education. The perspectives of English teachers will be instrumental in understanding the dynamics of international students' academic performance and identifying the factors that shape their English language proficiency.

1.7. Definitions of Some Basic Terms

- TEFL - Teaching English as a Foreign Language / EFL - English as a Foreign Language: Teaching English to students whose first language is not English. This is usually in countries where English is not the first language.
- TESOL – Teaching English to Speakers of Other Languages / ESOL - English for Speakers of Other Languages: This term is sometimes used interchangeably with TEFL but is more often used when English is taught in English speaking countries such as the UK or USA. TESOL also tends to be the term preferred to TEFL in the US.

- ESL – English as a Second Language: This term refers to English used in societies where it may not be the official, main, or native language, but where it is used widely.
- EAL - English as an Additional Language: This is a term often used in schools in English-speaking countries to describe the teaching of English to groups who may need additional language support outside of regular classes, or specifically differentiated learning in their regular classes.
- Blended Learning: A mixture of face-to-face and online teaching.
- Flipped Learning: A student-centred approach to learning that uses a blended learning model. It usually involves students learning content through online videos and lectures, then using supervised classroom time to practise, apply and deepen understanding of the learnt content.
- Task-based Learning: An approach to learning that focuses on providing learners with meaningful tasks that they must complete using the target language.
- OCLL- Out-of -class Language Learning: This term refers to language learning that can take place anywhere "except inside the classroom." (Benson, 2001).
- 4+4+4 Educational System: This system refers to the reformation in the field of education that took place in Türkiye in 2012, whereby children could start primary school at the age of five. The first four years is primary education, the second four is secondary school, and the last four years is the high school education.
- EF EPI- English Proficiency Index: The EF English Proficiency Index (EF EPI) is the world's largest ranking of countries/regions by adult English skills. It is published annually. EF EPI reports show, in detail, the most common pitfalls and highlight the most effective strategies for improving English proficiency.

2. THEORETICAL FRAMEWORK OF THE RESEARCH

2.1. The Concept of Language

Language serves as a means of communication that enables individuals to express their ideas, emotions, and knowledge. It is a communication system used by humans, encompassing a set of rules such as words, gestures, and signs. This system allows individuals to convey meaning, thoughts, and feelings. Each language possesses its own set of rules and vocabulary used by a specific community or culture to communicate. Language also refers to non-verbal forms of communication, such as body language, facial expressions, and gestures. These non-verbal cues can convey meaning and emotions without the use of words.

According to linguist Chomsky, language is complex and not merely a tool for speech or communication; it is deeply rooted in the recesses of the human mind. According to Chomsky's understanding of language, it is primarily an intrinsic feature of the human mind. In this sense, language is not just an external means of communication but a part of a naturally existing structure within the human mind. Chomsky argues that the linguistic ability of humans is a genetically determined trait, and the complexity and diversity of language are based on a genetic foundation. Chomsky's understanding of language provides an in-depth examination of how language functions, how it is learned, and how it is used. According to him, the fundamental structure of language is genetically encoded within the human mind, aiding in explaining the complexity and diversity observed in languages (Akay, 2013, p. 309).

As a social entity, humans have always required communication in order to express their needs and convey their problems. Language, as a means that reflects the nature of societies, their level of advancement, and their thought processes, has emerged as a tool that conveys these aspects to individuals (Çelebi, 2006). It is a result of this inherent need that language came into existence with the arrival of the first humans on Earth (Soner, 2007). Since its inception, different tribes, communities, and nations have facilitated communication among themselves using their own methods of communication and, parallel to the development of civilizations, have established their own languages to organize their societies. Initially, humans began imitating the sounds they heard in nature. Over time, these sounds, and expressions they used gained

meaning as they corresponded to the objects and events in their surroundings (Başkan, 1969).

Various ideas have been put forward regarding the exact nature of language and when it emerged, considering it as an integral part of human life. In its simplest definition, language is a tool that enables communication among individuals (Roucek, 1968). In addition to this well-known definition, linguists have provided numerous descriptions of language. Dilaçar (1968) defined it as a social system that facilitates understanding between individuals. Langacker (1968) argued that language is a set of principles that establish the relationship between meanings and sequences of sounds. Aksan (1977) expanded on these definitions by stating that language is an elaborate structure enabling the transmission of shared expressions encompassing common sounds and meanings among societies, governed by certain rules. Genç (1990) defined language as oral or written common symbols used by individuals living in societies to express their emotions, thoughts, and needs. Arıbaş and Tok (2004) emphasized that language is a communication tool used to comprehend emotions, thoughts, and the cultural values of the community individuals belong to. The definitions provided by Aksan (1977), Dilaçar (1968), Langacker (1968) and Dubeis, Guespin, and Giacomo (1973) clearly indicate that language is a system composed of rules and principles. The third common element found in these definitions is the social nature of languages. In other words, shared rules, sounds, and meanings of languages have been developed by the communities where the languages are used. These shared elements in the definitions convey the essence and characteristics of the concept of language. However, a better understanding of what language is, especially regarding key concepts such as mother tongue and foreign language, will be achieved through elucidating the processes of language acquisition and learning.

2.2. Mother Tongue-Second Language-Foreign Language

In the concept of "mother tongue," the term "mother" corresponds to the word "mother" rather than "basic," "primary," "fundamental," or "source." Therefore, in Western languages, the term "mother tongue" is also used. When the term "language" is added to the concept, it appears as "Muttersprache" in German, "langue maternelle" in French, and "mother tongue" or "mother language" in English. As can be understood from this observation, the definition of the concept "mother tongue" is related to "mother and family," as seen in the following definitions. According to the Turkish Language Association's Contemporary Turkish Dictionary, the concept of "mother

tongue" is defined as the "language" acquired by a child from their family and the community they live in. In the Dictionary of Science and Art Terms (Bilim ve Sanat Terimleri Ana Sözlüğü, 2016), it is defined as the "language" spoken in a person's home and the first language they learn, according to their own understanding.

In the Grammar Terminology Dictionary, Korkmaz (1992) defines the concept of "mother tongue" as "the language learned from the family and the society to which one is connected by blood, which is ingrained in the subconscious, and forms the strongest bond in the relationships between individuals and society." In the Dictionary of Annotated Linguistic Terms, Vardar (1988) describes it as "the first language acquired by a person in their family and the community they grow up in." In the Dictionary of Grammar Terms, Topaloğlu (1989) defines it as "the language acquired by an individual from their mother and other family members first, and then from the social environment they are in, which enables communication between themselves and society." Demircan (1990, p. 14) states that the concept of "mother tongue" refers to the language acquired within the first few years of one's life by processing the communication data perceived in their interactions with the environment, considering it as the first language. Koç (1992) views mother tongue as the language learned initially from the mother and immediate environment, and subsequently from a wider circle and national resources. Furthermore, he states that every Turk's mother tongue is Turkish. Although this statement may seem correct on paper, it is not entirely accurate due to the reasons we will explain later.

Mother tongue is a tool that reflects the identity, culture, and selfhood of a nation (Çelebi, 2006). According to Çelebi's (2006) definition, mother tongue is the language that embodies shared values within a specific nation. In fact, it is evident here that all the characteristics mentioned in the definitions of language also apply to mother tongue. Additionally, it can be said that mother tongue encompasses the set of rules established by individuals to communicate with their ancestors in the community where human beings are born. Akarsu (1984), emphasizing this aspect of language, states that through language, individuals can establish a connection between the present and the past. Generations transmit their cultural heritage to the future and possess the power to represent their nation through their mother tongue. According to Kilimci (1998) and Çelebi (2006), mother tongue is the most significant element that shapes a nation's identity and fosters cohesion among its members, as it provides a common avenue for understanding and expression among individuals belonging to the

same nation.

When we examine the concept of "mother tongue" from different perspectives and in light of the realities of the world we live in today, we encounter the following situations:

1. In the definition of "mother tongue," when we primarily consider the mother and family, or rather, ethnic origin, the mother tongue of an individual is the language spoken by their biological mother and family (Çelebi, 2006).
2. In the definition of "mother tongue," when we primarily consider the social environment and the language spoken in the community, the mother tongue of an individual is the language of the environment and society in which they live (Korkmaz, 1992).
3. In the definition of "mother tongue," it is stated that an individual's mother tongue is the language in which they are most proficient, most dominant, and can express themselves best. For example, for a Turkish person born and raised in Türkiye, Turkish is his mother tongue, while for a German person born and raised in Germany, German is his mother tongue. However, this definition is more commonly used for individuals who are multilingual. In other words, when asked which language is considered their mother tongue for someone who speaks two or more languages, the answer is that their mother tongue is the language they use and dominate the best (Oruç, 2016a).
4. The definition of "mother tongue" refers to the first language acquired, the primary language. The best example of this is the Turkish children born and raised in Germany who first encounter Turkish and, a few years later, encounter German through daycare, preschool institutions, and playmates in the streets. Later, through their school education, their proficiency in German surpasses their Turkish, just like children of Kurdish or Arab ethnicity in Türkiye. Therefore, although the first language these children acquire, their "first languages," may be Turkish, Kurdish, or Arabic, the language we refer to as their mother tongue is German or Turkish (Oruç, 2016b).

Over the years, the mystery of language acquisition has been the focus of

researchers and scientists. Particularly, studies on the acquisition of the native language have been centered on the brain. Similarly, researchers in the field of foreign language learning have attempted to understand the relationship between language and the brain. These studies have generally focused on topics such as language acquisition, brain functions and structure, neurobiology, acquisition of the native language, and the critical period in language learning.

In their book "Speech and Brain Mechanisms" (1959), W. Penfield and R. L. Roberts suggested that the brain possesses a flexible structure during childhood, which becomes more rigid as one ages. They also noted that the right and left-brain hemispheres become more independent of each other. Consequently, they argued that learning a foreign language is easier within the first ten years from infancy.

American neurolinguist E. Lenneberg (1967) contributed to the field of neurolinguistics by proposing the Critical Period Hypothesis through his studies investigating the relationship between language and the brain. Similarly, linguist S. Krashen supported the Critical Period Hypothesis within the context of language and the brain. This hypothesis suggests that there is an age during which language can be easily acquired. Additionally, in 1981, American linguist Bickerton developed the Bioprogram Hypothesis, suggesting that our brain and nervous system are biologically programmed to learn our native language from birth. According to Bickerton (1981), children develop their comprehension skills by listening before they start speaking and are capable of understanding complex utterances. Asher (1977: 31-32) proposed that children have an innate mechanism in their brains that facilitates the acquisition of grammar. Furthermore, researchers such as Ervin-Tripp (1974), Milon (1974), and Hansen-Bede (1975) have revealed through their studies on native and bilingual language acquisition that children utilize similar strategies and linguistic features in learning both native and foreign languages.

Second language is a language that an individual can speak alongside their mother tongue. It is different from the concept of a foreign language. If the second language is necessary for daily use and the individual uses the language of the country they live in, and some members of their family also speak this language, then it can be considered as a second language. Otherwise, this language would be considered a foreign language. Klein (1984, p. 31) defines the second language as the language used as a means of communication either after the first language or alongside it, acquired in the social environment one lives in, and actually spoken in that environment. İleri

(2007), in his article titled "Türkisch" in the Handbook of Foreign Language Teaching by Bausch/Christ/Krumm (2007), states that for the Turkish minority living in Germany, their first language, that is, their mother tongue, is Turkish, and their second language is German. Here, we should note that there is a fine line between the second language and the foreign language. In a region where people use two languages and effectively use both languages as a means of communication for their daily lives, we can say that there are two languages in that region, and the people of that region are bilingual. In other words, for that region, there are two languages: the first language being the mother tongue and the second language being the language that is the common language of the country.

The term "second language" is commonly used to refer to a language acquired and learned after or in addition to one's first language or mother tongue. However, not every second language is considered a foreign language. The Turkish Language Association's Scientific and Artistic Terms Glossary defines "foreign language" as a language taught to students, with the aim of contributing to their academic, social, and professional development, other than their mother tongue (source: http://tdk.gov.tr/index). Demircan (1990) states that a foreign language refers to languages learned after or in addition to one's first language, and that the acquisition of a foreign language involves conscious processes. Additionally, Demircan makes a distinction between the concept of a foreign language and a second language by stating that in bilingual or multilingual societies, a language acquired after or alongside one's mother tongue is referred to as a second language. It is important to note that Demircan's definition of a foreign language is applicable to monolingual societies.

From all these definitions, it is evident that the concepts of "foreign language" and "second language" are closely related. They are sometimes used interchangeably, sometimes distinguished by clear boundaries, and sometimes separated by a subtle distinction. The difference between the two concepts depends on the functionality of the language and the cultural background of the learner. Another distinction between the two concepts is the expression "learning a foreign language," which implies that a foreign language is learned through schools and language courses. In multilingual societies and countries, a second language tends to have more similarities to one's mother tongue when compared to a foreign language.

2.3. Foreign Language Education and Its Purpose Around the World

The initial studies on foreign language learning began in the 18th century with the establishment and shaping of the rules of the target foreign language. During the years when emphasis was placed on language rules, the "grammar-translation" method played a significant role in language instruction. The aim adopted in this method was to learn the rules of the foreign language and apply them in translation. Students were continuously assigned translation tasks to assess their understanding of grammar rules and their knowledge of the corresponding words in the target language.

In the 1950s, Chomsky introduced new dimensions to the description of language with his work "Syntactic Structures." In the descriptive theory known as generative grammar, sentences are not individually analyzed as in the "habit formation" method. Instead, language is analyzed in terms of a concept called deep structure rather than surface structure. Therefore, the aim was to describe structures that can generate all possible sentences with potential usage, rather than focusing on realized sentences. Chomsky's proposed theory has influenced the development of a new teaching method (1957, p.p. 13-17). In the past decade, a new approach emphasizing language usage rather than its rules has been suggested (Widdowson, 1972). The foreign language curriculum developed based on the "communicative competence" approach, which prioritizes oral communication, addresses the various functions of language in communication (Wilkins, 1976).

In addition to the aforementioned methods, various learning methods have been proposed, such as "Desuggestopedia" (Lozanov, 1973), which aims to facilitate learning by influencing the learner's mental state, or the "silent way" (Gategno, 1972), which emphasizes the learner's understanding and application of the relationship between what is done and what is said through mental effort. These suggested methods align with the interpretation of language education and learning concepts.

Foreign language teaching is a multifaceted process that needs to be kept open and adaptable to constant changes. The dynamic nature of this process necessitates adjustments in response to new political, cultural, and societal phenomena and developments (Güler, 2005, pp. 89-106). According to Gümüş, foreign language teaching encompasses numerous goals. Some of these goals can be listed as follows: increasing learners' awareness of global issues, fostering intercountry dialogue, promoting collaboration and cooperation among societies, facilitating the development of learners' international perspectives, providing individuals with knowledge about

countries and societies, strengthening the sense of global unity and solidarity, mitigating intergroup prejudices, and fostering the development of multifaceted personalities in foreign language learners (1991, p. 185).

Regarding the objectives of foreign language teaching, while Gümüş (1991) emphasizes multiculturalism and international interaction, İlkhan addresses the purposes of foreign language learning at a national level, stating that foreign languages are learned and taught for economic and social development (1999). On the other hand, Songün argues that the aim of foreign language teaching is to facilitate countries' progress towards civilization and modernization (1983). Individuals who learn a foreign language not only acquire communication skills but also gain knowledge about the cultural aspects of the language they learn. As a result, they can compare their own culture with the culture of the language they are learning and develop different perspectives (Sayın, 1993). Additionally, Brett, based on his research with students in the United Kingdom, reports that individuals provide over seven hundred reasons for learning a foreign language, with the strongest motivations being the benefits and personal satisfaction derived from foreign language learning (2004)

2.4. Expansion of Teaching English as a Foreign Language

Language is the most significant creation that humanity has offered to its fellow beings since its existence. It is the most effective tool used to express all kinds of emotions and thoughts, to direct an individual or a group towards a particular behavior, and to describe one's situation and surroundings (Şahin, 2013). With the increase in international relations, the difficulty of nations communicating using their own languages has necessitated the learning of other countries' languages. Language, as Chomsky pointed out, is an extremely complex structure and the most powerful means of communication. Chomsky, a leading representative of the cognitive approach, argues that learning a language requires a mental achievement (1976). According to Ceyhan, a foreign language is defined as a language that is not spoken in one's country of birth but needs to be learned in order to communicate with individuals from another nation (2007).

Foreign language teaching is highly emphasized in today's world. Thanks to advancements in science and technology, foreign language instruction has gained significant importance worldwide. The spread of language goes beyond the boundaries of the society in which it originated and is used, resulting in an increase in the number of speakers, language diversity, and communicative functions (Cooper, 1989). As a

consequence of growing economic, technological, and cultural exchanges between countries, the lifestyle and values of more powerful nations have begun to be adopted by other societies (Alptekin, 1989). It is well-known that English, as the official language in countries such as England, America, Canada, Australia, and Scotland, has surpassed their borders. When it comes to foreign language education in many countries where English is not the official language, English comes to mind first (Shohamy, 2006). Despite general differences among countries, English continues to maintain its privileged position among other languages, with 90% of students in all European Union member countries being required to learn English as a compulsory foreign language (Trim, 1998).

English, as the lingua franca of the world, is taught as a "second language" or "foreign language" in various countries. Some of these countries: Netherlands, Denmark, Sweden, Finland, Germany and Poland. The term "Teaching English as a Second Language" (TESL) is used to refer to the instruction of English as a second language for non-native speakers in countries where English is either the native language or one of the dominant languages. English is taught as a second language in countries where it is predominantly used in daily life, commerce, official institutions, media, and industrial organizations, encompassing various aspects of life (Broughton et al., 2003, pp. 40-50). Immigrants in countries like the United Kingdom, where English holds native language status, as well as multilingual countries such as Canada, South Africa, India, Pakistan, and Ghana, receive English language instruction as a second language. The primary aim of teaching English as a second language is to equip individuals with the ability to communicate with diverse communities in their host country. Additionally, it seeks to develop their communicative language skills, introduce them to the culture of the host country, and facilitate their integration into society. In an environment where English is taught as a second language, individuals are immersed in English extensively and have numerous opportunities to apply what they have learned in real-life situations.

The concept of Teaching English as a Foreign Language (TEFL) refers to the instruction of English in countries where English does not hold official status or is not the dominant language in daily and social life (Broughton et al., 2003). For example, countries like Japan, Brazil, and Türkiye do not consider English as an official or dominant language. The average citizen in these countries does not necessarily have a primary need for English or other foreign languages to sustain their daily or

professional lives. The teaching of English as a foreign language is typically limited to classroom instruction. In other words, English is taught in schools and generally does not involve additional outside-of-class study (Betti & Al-Jubouri, 2015). It is taught for operational purposes, similar to other subjects in the school curriculum. These purposes may include visiting England, communicating with English-speaking tourists or friends, or reading English books or magazines. The motivation to learn English for individuals in this context is not as high as in the case of teaching English as a second language (Broughton et al., 2003).

2.5. History of Foreign Language Teaching in Türkiye

In Türkiye, as in the rest of the world, the increasing demand for English language learning began after World War II. This can be attributed to the global efforts in science, technology, communication, and trade that were initiated to heal the wounds of war. The term "foreign language" in Türkiye refers to languages taught in primary schools, high schools, and universities other than Turkish. Considering the distinct characteristics of the Ottoman and Republican periods in Türkiye, it is more appropriate to examine the historical development of foreign language instruction within two separate time periods: the Ottoman Era and the Republican Era.

2.5.1. Foreign Language in the Ottoman Period

This period spans 624 years from the establishment of the Ottoman Empire in 1299 to the declaration of the Republic in 1923. The foreign language taught in Türkiye has undergone changes over time due to the influence of countries and cultures with which communication has taken place. Although the Ottoman Empire recognized the freedom of minority groups and different nationalities to speak their mother tongues within the country, it distanced itself from foreign language learning and teaching policies (Brosnahan, 1973).

The Turks first encountered English through the increasing trade relations between the Ottoman Empire and Great Britain in the 1530s (Aktuna, 1998). However, during this period, since there was no widely used Western language in the country, they preferred to use minorities as interpreters and conduct their relations rather than learning the foreign language they encountered (Lewis, 1982). By the 18th century, the relations with France highlighted the necessity of learning French, which started to be used as the language of trade and diplomacy. Economic interests, which necessitated maintaining relations between countries, also served as the reason for initiating 19th-century Turkish-American relations. The dialogue between America

and the Ottoman Empire began with the mutual signing of a trade agreement in 1830. From this point onwards, the increasing relationship between the two countries continued with the establishment of Robert College, a missionary school, by the Americans in 1863 (Aktuna, 1998).

In the Ottoman Empire, educational institutions can be examined under two distinct categories: pre-schools and schools. During the pre-school period, Sibyan Schools, Madrasas, and Enderun continued to exist as educational institutions of the Ottoman Empire (Soner, 2007). Sibyan Schools were the first educational institutions where education was provided. In Sibyan schools, young children were primarily given religious education, and prayers were recited in Arabic. Teaching and learning the native language, Turkish considered significant in these schools. Arabic instruction, in the sense it is understood today, was also not provided (Başgöz, 1968). Turkish, the native language, was not taught in madrasas, which continued to exist from 1331 onwards. Madrasas were educational institutions that belonged to Islam. Arabic, which played a crucial role in understanding and comprehending Arabic sources, was taught with a focus on grammar (Demirel, 2004). In Enderun, established with the aim of training well-mannered and knowledgeable individuals for palace services, Turkish, along with Arabic and Persian, was taught as a foreign language. An interesting aspect of language instruction in these schools was the teaching of Turkish as a second language to non-Turkish children (Demirel, 2004).

The second period known as the era of schools began with the establishment of Mühendishane-i Bahri-i Hümayun (1773) and Mühendishane-i Berri-i Hümayun (1796). During this period, French became the first Western language to be taught in the Ottoman Empire. Innovations in education also started with the inclusion of the French language in the curriculum, but the need for a foreign language was predominantly felt in the field of medical education. In 1827, at the opening of Tıphane-i Amire and Cerrahhane-i Ma'müre in Istanbul, the instruction at Tıphane (the medical school) was conducted in French, while the instruction at Cerrahhane (the surgical school) was in Turkish (Soner, 2007).

The opening of Galatasaray Sultanisi (High School) on September 1, 1868 marked a turning point in foreign language education in Türkiye. Galatasaray High School was the first state school at the secondary level to provide education in a foreign language, specifically French. With the publication of the Maarif-i Umumiye Nizamnamesi (General Education Regulations) after the establishment of Galatasaray

High School, foreign language courses were included as compulsory subjects in secondary education institutions' curricula (Demirel, 2004).

Between 1839 and 1870, several higher education institutions in Türkiye provided education through foreign languages. These included Mekteb-i Tıbbiye (School of Medicine), ODTÜ (Middle East Technical University), Robert College and its successor Boğaziçi University, Hacettepe University, Cerrahpaşa Faculty of Medicine, Galatasaray University, and numerous foundation universities. These institutions emerged after the Tanzimat era and offered education in foreign languages (Sarıhan, 2001). Moreover, examples of education in foreign languages were not limited to universities but also observed in high schools.

Following the declaration of the Second Constitutional Era in 1908, the importance given to language instruction in the Ottoman Empire significantly increased. During this period, French was made a compulsory subject in state schools, while English and French were offered as elective courses within the curriculum (Soner, 2007).

2.5.2. Foreign Language in the Republican Period

In the years following the establishment of the Republic (1923), due to the low literacy rates and the nation-state policies, the widespread promotion of Turkish literacy became a fundamental goal. The prioritization of Turkish language instruction in these early years of the republic led to a secondary role for foreign language education.

In the mid-20th century, the close relations established with the United States, developments in trade and technology, and the emergence of tourism as an industry led to changes in the relations of the Republic of Türkiye. From this point on, Türkiye began to distance itself from the European states with which it had previously had close ties and started to approach the United States, which had emerged as a major power on the world stage (Güneş, 2009). The increasing relations with the United States gradually popularized the use of English as a foreign language in Türkiye. The process of English becoming more widespread, which began with the rise of the United States as a power, continued until the 1980s. In order to increase the number of students who could read, write, and speak English, a series of planning efforts were undertaken in schools to promote English language instruction (Aktuna, 1998).

During the Republican era, significant changes took place in the field of education with the enactment of the Tevhid-i Tedrisat (Unification of Education) law

in 1924, which resulted in the closure of the traditional madrasas that existed during the Ottoman period and the establishment of modern schools. In 1927, Arabic and Persian, which had been taught as foreign languages in the educational institutions of the Ottoman Empire for a long time, were abolished and replaced with German, French, and English from Western languages. Arabic, however, continued to be included in the curriculum of Imam Hatip schools, but as a vocational subject (Oral, 2010).

To keep pace with rapid developments, strengthen relations with other nations, and accelerate the process of modernization, great importance was attached to the youth in Türkiye acquiring foreign language skills. To teach foreign languages to students in Türkiye, the Turkish Education Association (TED) was established in 1928 (Demircan, 1988: 44). Subsequently, TED College was established under the umbrella of the Turkish Education Association. TED Ankara College continued to offer English courses until the 1951-1952 academic year. From 1952 onwards, education at TED Ankara College was conducted entirely in English (Çelebi, 2006). In the following years, this trend spread nationwide, and private schools offering intensive foreign language instruction, particularly in densely populated areas such as Istanbul, Ankara, Izmir, and Adana, began to emerge. Anatolian High Schools, established under the name "Maarif Colleges" in 1955, became more successful institutions compared to other secondary education institutions by graduating students with proficiency in English (Kırkgöz, 2007).

Starting from the mid-1980s, the emergence of numerous brands, media, and popular American culture made the widespread use of English as a language inevitable (Aktuna, 1998; Oral, 2010). In order for the system to be successful, factors such as students, teachers, curriculum, textbooks, materials, and legislation were considered within the framework of a holistic system. However, due to the inability to address issues arising from implementation, the tiered educational system came to an end at the beginning of the 1989-1990 academic year, and the previous practice was reinstated (Demirel, 2007). Since there was no specifically designed foreign language program, each school prepared its own programs in parallel with the secondary school English program and submitted them for approval by the Ministry of National Education starting from 1985 (Bulut, 1990).

2.5.3. Foreign Language Teaching Today in Türkiye

In Türkiye's process of modernization and Westernization, proficiency in English is essential for establishing relations with the outside world (Demirel, 1990). According to Polat's research conducted with students at Istanbul University, 70% of the participants considered learning English to be necessary, and many students expressed a preference for learning English as the language of education (2001). Hamiloğlu also reached similar conclusions in their study, stating that people in our country are more willing to learn English due to the benefits it offers in professional, academic, and commercial fields (2005). Particularly with the implementation of various regulations required by Türkiye's potential membership in the European Union, it is widely recognized that foreign language education, especially in English, is indispensable for closely following, understanding, and contributing to the scientific advancements emerging worldwide in the 21st century (Haznedar, 2010).

In 1997, with the decision of the National Education Board (144th Directive of the Curriculum Board), the English language curriculum for 4th and 5th grades was approved. Additionally, German, and French programs were also accepted for 4th and 5th grades, and the weekly schedule included 3 hours of elective foreign language classes. However, no separate classes were opened for these subjects in practice due to the lack of demand from students in 4th and 5th grades (Demirel, 2007).

The Ministry of National Education (MEB), under the presidency of the Curriculum Board (TTK), decided to implement the English language curriculum for Primary Education grades 4, 5, 6, 7, and 8, as well as the elective English language curriculum, starting from the academic year 2006-2007 for 4th grade, 2007-2008 for 5th grade, and 2008-2009 for grades 6, 7, and 8 (MEB, 2006).

Research indicates that children who start learning English before adolescence have better pronunciation skills. The more years an individual dedicates to foreign language learning, the more proficient they become. Furthermore, individuals learning a language from a young age will gain knowledge about different cultures and be able to communicate with people from other countries (MEB, 2006).

In Türkiye, English instruction has been introduced starting from the second grade of primary school since the 2013-2014 academic year. Despite various changes made to English teaching programs to meet the changing needs of the present day, it is observed that the desired level of success in English instruction has not been achieved in Türkiye (Gömleksiz & Aslan, 2017; Memduhoğlu & Kozikoğlu, 2015).

Indeed, when examining the international English proficiency index for the year 2020, it is evident that the Netherlands, ranking first among 100 countries, has a very high proficiency level in English, whereas Türkiye ranks 69th among countries with a low proficiency level (İngilizce Yeterlik İndeksi [English Proficiency Index], 2020). It is not accurate to attribute the reasons for the failure in English instruction to a single factor.

2.6. Some Problems in Learning and Teaching English in Türkiye

The increasing significance of foreign language learning as a crucial element in both the educational process and post-education employment has led to the need for everyone to acquire at least one foreign language. In order to meet this need, numerous legal regulations have been implemented in the history of foreign language teaching in Türkiye, new methods and techniques have been utilized, teaching programs have been modified, and changes have been made to textbooks. The starting age for foreign language learning has also been lowered.

Despite all the efforts made in Türkiye, unfortunately, foreign language education remains far below the desired level. Even though children receive foreign language education from the second grade until the final year of high school, they often graduate without being able to express even their basic needs in a foreign language. To address this issue, numerous studies have been conducted on topics such as class hours, equipment deficiencies, educational materials (books, etc.), teaching programs (curriculum, teaching methods, etc.), and teacher competence. However, regrettably, the situation has worsened rather than improved.

In his study examining the history of foreign language teaching in Türkiye, Soner (2007, pp. 397-404) identified several factors as reasons for the failure to achieve the desired outcomes in language instruction. These factors include the lack of an adequate number of teachers, insufficient teacher training, overcrowded classrooms, lack of student interest in the subject, outdated teaching methods, lack of resources, and absence of language use outside of school. Similarly, Güneş, highlighted the shortage of qualified English teachers, inadequate physical conditions for foreign language instruction, and the inability to meet material needs as the fundamental causes (2009, p. 66). Haznedar, in a study of language teaching, pointed out the problems of overcrowded classrooms, inadequate physical conditions, teacher training, language policies, and approaches to foreign language instruction as reasons for the failure in language education (2010). Aktaş emphasized the competence of English teachers,

choice of teaching methods, learning environments, materials, and student interest and motivation as factors influencing foreign language learning (2005, pp. 89-100). Arıbaş and Tok (2004, p. 50), in their research with primary school students, identified the inadequacy of textbooks, insufficient use of contemporary teaching methods in lessons, insufficient weekly class hours in public schools, lack of alternative assessment tools, inappropriate use of homework and exercises, and the absence of subject teachers in English classes as the main reasons for the problems encountered in English learning and teaching. Another study conducted by Karadağ (2009, p. 33), categorized the factors affecting foreign language learning success and emphasized the direct impact of institutional, instructional, and socio-economic factors on the learning process.

In foreign language education, the problems can be attributed to three main sources: the students, the teachers, and the system.

2.6.1. Problems With the Education System

The education system faces multifaceted challenges that require nuanced understanding and comprehensive solutions. Addressing the multifaceted challenges facing the education system requires a comprehensive approach that considers the diverse needs of students, the importance of quality teaching and learning, the integration of technology, and the promotion of social and emotional well-being. By implementing evidence-based strategies and fostering collaboration among stakeholders, we can work towards creating a more equitable, inclusive, and effective education system.

Curricula in foreign language education determine the scope, sequence, and methodology of instruction. They influence the choice of teaching methods, materials, assessments, and cultural integration in language classes. Well-designed curricula align with standards, promote communicative competence, and support learner-centered approaches, enhancing the effectiveness and relevance of language education. Curricula can be identified as one of the factors causing the problems experienced, as through curricula, the design of the instructional process in foreign language classes is determined (Smith & Ragan, 1999).

The current program implemented in secondary schools takes into account the language proficiency levels outlined in the Common European Framework of Reference for Languages (A1, A2, B1, B2, C1, C2) and was put into effect in 2013. In this program, the skills of listening, reading, speaking, and writing are assessed based

on the language proficiency scales outlined in the Common European Framework of Reference for Languages. It is observed that this program aligns with the principles of foreign language learning and teaching.

When examining this program, it appears that it doesn't inherently hinder foreign language proficiency. On the contrary, it aligns with principles of effective foreign language learning and teaching. However, it's evident that its implementation surpasses initial expectations. In essence, while this curriculum, designed according to contemporary teaching principles, might not be highly functional for Turkiye due to additional factors influencing the process. Achieving the desired success in foreign language education in Türkiye isn't solely attainable through altering the instructional program. Any inadequacy within elements impacting the success of foreign language education, seen as a system, affects the system as a whole. Therefore, efforts are being made to address the deficiencies in the language teaching curriculum in Türkiye, by developing new programs and incorporating contemporary approaches and methods. The current program for middle schools adheres to the language proficiency levels specified in the Common European Framework of Reference for Languages and provides a standardized evaluation of listening, reading, speaking, and writing skills. Its compatibility with the principles of foreign language learning and teaching is evident (Çetintaş, 2010, p. 67).

The disregard for the principle of continuity in English language instruction can be identified as another issue stemming from instructional programs. When examining current practices, there's a lack of continuity in foreign language teaching, which begins in the second grade and continues until the end of the twelfth grade. Instead of building upon and progressing with new acquisitions, language instruction involves mere repetition by starting the same topics anew each year (Oğuz, 1999). For instance, rather than advancing the knowledge and skills acquired in primary and middle school levels at the high school level, these same pieces of information and abilities are reintroduced from the beginning. This nullifies efforts aimed at lowering the age of foreign language instruction (Çetintaş, 2010, p. 70).

According to Polat (2000, p. 33), for students in Türkiye to attain global proficiency, early started foreign language classes need to be integrated cohesively with the foreign language instruction conducted during secondary education. This is because the essence of language instruction lies in adding new knowledge and skills onto what has been learned, akin to the language levels outlined in the Common

European Framework of Reference for Languages.

The methods and techniques used in English instruction are often adopted from Western sources without being tailored to the needs of the students (Kırkgöz, 2008, p. 42). These centrally developed language teaching programs neglect many important factors in Türkiye, such as the socio-economic status of the students, their prior knowledge, the effectiveness of textbooks, and the competence of teachers. Successful foreign language education can only be achieved through the establishment of expert educators, appropriate material selection, responsive curriculum design, and various other factors that influence the process (Güneş, 2009, p. 72).

Disparities in educational quality exist across various regions, where urban settings typically enjoy superior infrastructure, resources, and access to high-quality education in contrast to rural or remote areas. Overemphasis on standardized testing often results in a curriculum that prioritizes exam-oriented learning, promoting memorization over fostering critical thinking, creativity, and practical skills. Challenges related to teacher training, qualifications, and ongoing professional development significantly impact the overall educational standard. Ensuring educators receive adequate training and are equipped with modern teaching methodologies is pivotal. Inadequate infrastructure, outdated facilities, a lack of modern educational resources, and limited technology access impede effective teaching and learning experiences.

2.6.2. Problems Related to Teachers

Teachers play a crucial role in foreign language education as individuals who implement the curriculum, employ various methods and techniques in the classroom, and plan and conduct assessment activities. They hold significant importance in ensuring effective foreign language instruction. Moreover, teachers bear the greatest responsibility in the process of achieving successful foreign language teaching.

According to Dubin and Olshtain (1977, p. 25), disadvantages arising from programs prepared by experts but implemented with deficiencies, techniques and methods not selected in accordance with the lesson's content, inadequately developed textbooks, insufficient technological and physical infrastructure, and negative attitudes held by students and parents can be mitigated to some extent through the efforts of teachers, who are referred to as "facilitators". Kennedy (1988) suggests that English teachers should be able to adapt to any changes and innovations that facilitate students' English language learning. To achieve this, they need to first change their attitudes and

understanding towards innovation. Carless (1998, pp. 353-368) emphasizes that teachers must possess the theoretical foundation of proposed innovations and understand how to implement them effectively in the classroom in order to successfully adapt innovations to foreign language teaching.

While the necessity of keeping up with innovations is unquestionable, deficiencies in teachers' professional qualifications, lack of training in curriculum changes, insufficient knowledge of methods and techniques, and deficiencies in lesson planning and classroom management can lead to difficulties in English language teaching (Teevno, 2011, pp. 27-35). Furthermore, teachers' failures in assessment and evaluation can also result in deviating from the purpose of language instruction and leading to failure (Paker, 2007).

The predominant force in assuming the bulk of English education across Türkiye largely consists of domestically trained teachers within the Turkish education system. Previously, due to a scarcity of English teachers, instructors from different disciplines could step into English language classes. Moreover, graduates from universities such as METU (Middle East Technical University) and Boğaziçi University, where the medium of instruction is entirely in English, were eligible to serve as English teachers in Anatolian High Schools focused on English-centric education. Additionally, for an extended period, students enrolled in programs like German Language Teaching or French Language Teaching within universities could opt to take 40 elective credits from English Teaching programs during their undergraduate studies. By acquiring certification through this route, they could, upon graduation, be appointed as English teachers if the need arose (Yaman, 2018, p. 166)

Due to the demand for English teachers in the Turkish national education system, graduates of "English Language Teaching" departments in education faculties, as well as individuals who have graduated from faculties of arts and sciences in fields such as English Language and Literature, American Culture and Literature, Linguistics, and Translation and Interpretation, but have not taken any courses related to English teaching, are known to be appointed as English teachers in schools affiliated with the Ministry of National Education. The qualification of graduates who did not originate from Education Faculties but sometimes obtain teaching credentials through accelerated programs or partial distance learning initiatives raises more questions concerning their competency. This poses a serious problem in terms of English language learning and teaching (Paker, 2007, pp. 684-690).

Tackling these obstacles typically demands a comprehensive strategy encompassing initiatives like professional growth programs, fair allocation of resources, fostering conducive workplaces, and crafting a curriculum that prioritizes not only language mastery but also real-world application. Furthermore, empowering and standing behind English educators stands as a cornerstone in elevating the overall standard of English language education in Türkiye.

2.6.3. Problems Related to International Students

In order to achieve success in English language teaching, it is necessary to take into account students' attitudes towards language learning, as well as their needs and desires for learning. One of the most significant challenges faced by students learning English as a foreign language is motivation, particularly among many students in various schools. Students with high motivation can achieve a certain level of success in learning English, even if their abilities are low. Another issue encountered by students learning English as a foreign language is the negative attitude they may adopt towards their teachers. When there is a lack of harmony between students and teachers, various difficulties can arise in the process of learning English, leading to unsuccessful language acquisition (Paker, 2007, pp. 684-690).

In foreign language teaching, student-related issues directly impact their affective characteristics, aptitude for language learning, personality traits, and age. One of the major factors that hinders success in foreign language teaching is when the taught content fails to capture the students' interest (Ekmekçi, 1997, p. 62). Lenneberg's research indicates that the biological age of students directly affects their ability to learn a foreign language, stating that after the age of 12, students cannot learn a foreign language as effectively as their native language. This is due to the fact that after the age of 12, the left hemisphere of students' brains becomes relatively fixed, resulting in a decline in their language learning abilities (Lenneberg, 1967).

Just as university-level students face language barriers, high schoolers encounter similar challenges. Their struggle with English proficiency can hinder lesson comprehension, peer interactions, and full participation in classroom activities. Variances in teaching methods, curriculum structures, and academic expectations between their native country and Turkish high schools might create hurdles in adapting to new learning styles and keeping up with coursework. Limited resources or tailored support services, like language tutoring, counseling, or cultural orientation programs, could be lacking in high schools for international students. Integration into the school's

social fabric may prove difficult, impacting friendships and involvement in extracurriculars, shaping their overall English learning experience.

The availability and accessibility of English learning resources might differ for international students, affecting the quality of language education. Adjusting to Turkish high school teaching styles compared to their home country's methods might pose understanding and adaptation challenges. Building relationships with local students might be hindered by language and cultural gaps, impacting their integration and overall English learning experience. Parental involvement could also influence their adaptation and success in learning English in a Turkish high school setting.

Addressing these challenges requires a holistic approach involving educators, support staff, and administrators to enhance the learning journey of international students studying English in Turkish high schools.

2.7. Educational Status of International Students in Turkish Schools

Due to its geographical location, ethnic structure, and political stance, Türkiye has become a country that has experienced significant immigration since the 1970s. Previously considered as an "emigration country," Türkiye is now subjected to an influx of immigrants with diverse religious and ethnic backgrounds from various countries. This wave of migration towards Türkiye includes different migration movements such as transit migration, refugees, and undocumented labor migration, primarily from neighboring countries and other nations (Güneş, 2013, pp. 55-60; Elitok, 2013, pp. 161-172).

In recent years, as a result of the intense migration faced by Türkiye, the education and integration process of migrants have become crucial issues. However, research indicates that education is not among the top priorities for migrant families. Their primary concerns revolve around economic needs. The lack of regular and stable employment for migrants leads to economic difficulties and challenges. This situation also affects their children. Children are compelled to work in small-scale jobs to contribute to the family budget. The necessity of children's labor for supporting the family income significantly hinders their ability to fulfill their fundamental responsibilities (Kaştan, 2015).

Migrant families strive to adapt to the cultural and social environment of the country they have migrated to. Migrant children not only need to adjust to the new sociocultural setting but also make efforts to integrate into the education system of the host country. The new life that begins for children in the migration process can have detrimental effects on their mental well-being. Migration, therefore, poses various risks for children and adolescents (Nar, 2008, p. 44).

Figure 3.

1. Number of International student Studying in Türkiye in the 2015- 2016 Academic Year (MEB, 2009)

Among those forced to leave their own countries and settle in another, children are the most vulnerable. Ensuring children's education is of vital importance as education is the most significant tool in shaping a nation's identity and nurturing individuals. In Türkiye, according to Article 42 of the Constitution, education is a fundamental right for everyone. Children who are present in Türkiye due to compelling reasons should be evaluated within this framework, regardless of their legal status. Türkiye, in order to meet the crucial need of integrating and educating individuals seeking refuge, collaborates with Provincial Directorates of National Education, Municipalities, and Civil Society Organizations. Consequently, the government strives to provide education for children in state

schools by dispersing these individuals to various cities. However, while placing children in state schools may be deemed acceptable for them to exercise their right to education and socialize, practical challenges and a potential decline in the quality of education may arise, particularly due to language-related issues (Atasü Topçuoğlu, 2014, p. 95).

In terms of population, the majority of migration movements towards Türkiye are comprised of Syrians. As a result, Syrian students constitute a significant portion of international students in educational institutions. Therefore, the education policies formulated also aim to meet the educational needs of these students.

In present-day Türkiye, when referring to international students, it primarily encompasses individuals such as refugees and asylum seekers who have arrived in Türkiye. These international students, numbering in the hundreds of thousands, naturally encounter language-related challenges the most. Additionally, they face significant socio-cultural and economic issues apart from their education.

Several studies have been conducted on the problems encountered by international students in the schools they attend. Among the challenges faced by international students, language and communication difficulties take precedence. Difficulties in understanding Turkish, inability to communicate with Turkish peers, inability to establish communication with their families all fall under the umbrella of language and communication problems. Within their families and immediate surroundings, students converse in their native language, and outside of school, they have limited exposure to the Turkish language. As a result, they experience difficulties in comprehension within the educational setting. The inability of international students to communicate with their Turkish peers may be attributed to their struggle with understanding Turkish, cultural differences, and preconceived notions brought by both sides from their respective families (Tunç, 2015).

International students encounter academic problems such as difficulty understanding the lessons, reading and writing challenges, failure to complete assignments, lack of interest in class, and differences in curriculum. The primary reason for students' difficulty in understanding the lessons may stem from their inadequate knowledge of Turkish and their inability to comprehend the academic language used in the classes. Another fundamental reason for international students experiencing academic difficulties is the need to cope with challenging living conditions. Children and families who struggle to meet their basic needs are likely to

be unable to prioritize education (Kesten, Kıroğlu, & Elma, 2010).

International students also face social problems including exclusion, difficulties in forming friendships with Turkish students, difficulties in social integration, non-compliance with rules, conflicts, and violence. The exclusion of international students by their Turkish peers and their inability to establish connections with them may be attributed to language and communication problems as well as preconceived biases brought by both groups' families. Coming from different school cultures and entering an unfamiliar environment can lead to non-compliance with rules, conflicts, and violent behavior. Another possible factor contributing to such behaviors is the exposure of students to traumas such as war and migration (Özdemir, 2016, p. 66).

3. LITERATURE REVIEW

This chapter focuses on learning the status of foreign language teaching, especially for high school students.

3.1. The Evaluation of Foreign Language Teaching Programs in Türkiye

Evaluating foreign language teaching programs involves assessing curriculum alignment, teaching methods, teacher quality, student outcomes, resource allocation, and stakeholder feedback. By conducting comprehensive evaluations, educational stakeholders can identify strengths and weaknesses in language education programs and make informed decisions to enhance program effectiveness and promote language learning success.

Both Abalı (1999) and Kabaharnup's (2010) studies shed light on critical issues within the field of English language teaching in Türkiye. Abalı's research focuses on evaluating foreign language teaching programs at Sakarya University, highlighting challenges faced by both instructors and students. Instructors expressed concerns about the lack of opportunities for professional development, including in-service training and immersion experiences in English-speaking countries, hindering their ability to adapt to changes in language teaching methodologies. Additionally, students were found to adopt passive learning roles, impeding their language acquisition. Abalı suggests tailoring programs to the university's specific context, considering psychological and social factors, and emphasizing methods that promote active participation and language development. Similarly, Kabaharnup's study aims to identify reasons for the failure of English language teaching in Türkiye. Through interviews with teachers in Hatay province, Kabaharnup highlights issues such as inadequate course materials, insufficient teacher training, large class sizes, and reliance on traditional, grammar-based teaching methods. Both studies underscore the need for tailored, student-centered approaches, ongoing professional development for instructors, and a reevaluation of assessment practices to ensure the effectiveness of English language teaching in Türkiye.

The studies conducted by Şahin (2013), Demirbulak (2013), and Civriz (2019) collectively offer a comprehensive understanding of various aspects of English language education in Türkiye:

Şahin's doctoral thesis analyzes the challenges within foreign language education policies in Türkiye. By interviewing 445 English teachers, Şahin identifies

various stakeholders, including students, textbooks, school administrators, and parents, as sources of problems in English language teaching. Additionally, the study highlights the particular difficulties faced in underdeveloped regions.

Demirbulak's study focuses on obtaining the opinions of teachers and students regarding English language education programs in Anatolian Teacher High Schools. Through a sample of 3068 teacher candidate students, the study examines factors such as school model status, gender, grade level, and socio-economic status. The results reveal students' positive attitudes towards English proficiency and indicate a lack of significant differences in opinions across different grades. Teachers also echo students' sentiments, emphasizing the importance of teacher participation in program development and evaluation.

Civriz's study examines the general characteristics of the 9th-grade English course curriculum based on teacher opinions. Teachers found various aspects of the program appropriate for students' characteristics, needs, and interests. However, concerns were raised about insufficient lesson time, excessive themes, intense content, and weak teaching materials.

These studies collectively underscore the importance of addressing policy shortcomings, fostering positive attitudes towards English proficiency, enhancing teacher involvement in program development, and improving curriculum quality to enhance English language education outcomes in Türkiye.

3.2. Some Factors That Affect Learning and Teaching English Language Positively and Negatively

Factors influencing the learning and teaching of English language encompass both positive and negative aspects. Positive factors include motivation, which drives active engagement and persistence among students, while effective teaching strategies facilitate learning by engaging students and fostering comprehension. A supportive learning environment encourages collaboration and risk-taking, while exposure to diverse cultural and linguistic contexts enriches language acquisition experiences. Furthermore, integration of technology enhances access to authentic language resources, facilitating interactive learning. Conversely, negative factors such as a lack of motivation can hinder engagement and progress, while ineffective teaching methods limit meaningful communication opportunities. Limited exposure to English, whether due to geographic or resource constraints, may impede language acquisition. Insufficient resources and support, including outdated materials and inadequate

training, present additional challenges to effective instruction. Lastly, negative learning environments characterized by lack of encouragement or fear of making mistakes may deter active participation and risk-taking. Recognizing and addressing these factors is essential for creating conducive English language learning environments.

The studies by Ahmed (2015), Tuncer and Akmençe (2018), İnci (2021), Yıldırım (2022), and Tunç and Kozikoğlu (2022) offer a comprehensive exploration of English language learning and teaching dynamics.

While Ahmed's (2015) research scrutinizes the teaching methodologies of English educators and their impact on student motivation. It highlights a deficiency in motivational strategies employed by teachers, leading to decreased student engagement. Recommendations include fostering collaborative learning environments and incorporating oral tasks to enhance student motivation. Tuncer and Akmençe (2018) delve into the correlation between student motivation and academic achievement in English language classrooms. Their findings stress the pivotal role of positive attitudes towards English learning in boosting academic success, underscoring the necessity of cultivating and managing student attitudes towards the learning process.

In addition to, Tunç and Kozikoğlu (2022) provide insights into the impediments encountered in English language learning within secondary and high school settings, as perceived by educators. The study identifies a range of challenges spanning learning resources, teaching methodologies, curriculum design, student attributes, and environmental factors. Recommendations advocate for curriculum simplification, resource enrichment, and tailored instructional approaches to align with student needs.

Numerous research endeavors have delved into the realm of Extracurricular Learning Activities, including the notable study by İnci (2021). İnci's investigation delves into the extracurricular English language learning pursuits and inclinations of Turkish middle and high school students. Unveiling prevalent activities such as immersing in English music and film, the study hints at a prevalence of passive learning modalities. Recommendations put forth advocate for the incorporation of interactive and communicative engagements to complement traditional classroom instruction.

Yıldırım's (2022) study delves deeply into the linguistic nuances exhibited by high school students in their acquisition of English as a foreign language. Through a

meticulous analysis of determiners, the research scrutinizes both spoken and written language data. By comparing these two modalities of language expression, the study sheds light on the intricacies of language production among students. The findings not only uncover disparities in language usage between spoken and written contexts but also offer nuanced insights into the underlying language production patterns. Such insights provide a deeper understanding of how students navigate and adapt their linguistic skills across different communicative settings, thereby enriching our comprehension of language acquisition processes.

Collectively, these studies emphasize the importance of adopting effective teaching strategies, fostering positive attitudes towards language learning, promoting interactive learning experiences, and addressing challenges to enhance English language education outcomes.

3.3. The Challenges, Problems, and Difficulties Faced by Students During the Learning of the English Language

Learning English poses challenges for non-native speakers, including mastering grammar, expanding vocabulary, and navigating pronunciation. Listening and speaking fluency can be hindered by comprehension and confidence issues, while reading and writing skills may suffer due to complex structures and cultural nuances. Maintaining motivation amidst slow progress and limited exposure to English outside the classroom can be tough. Addressing these challenges requires tailored instruction, engaging materials, and supportive environments to foster successful language acquisition.

Studies on various aspects of English language learning and teaching provide valuable insights into the challenges and experiences encountered by both students and teachers. Ergüder's (2005) doctoral dissertation focused on identifying the problems faced by Anatolian high school and super preparatory class students during their English learning journey. Findings from the study, which involved 2883 students in Izmir, Türkiye, revealed several factors contributing to the difficulties students encountered, including age, geographical origin, family background, and educational history. Such insights underscore the multifaceted nature of challenges in language learning environments.

Moon (2010) explored the challenges encountered by high school teachers in teaching English language learners, particularly in the context of class sizes, inadequate

resources, and insufficient training in teaching methodologies. The study, conducted in the United States, emphasized the need for more effective support systems for teachers to address the diverse needs of English language learners and enhance their language proficiency.

Mutlu's (2015) master's thesis delved into the perceptual vocabulary and collocational knowledge of Turkish 12th-grade students learning English as a foreign language, along with their teachers' perspectives. The findings highlighted discrepancies between students' and teachers' perceptions of collocation teaching and learning, suggesting areas for improvement in language instruction methods and curriculum development.

Erdem's (2016) research investigated challenges in teaching and learning English among middle and high school students and teachers in Istanbul's Sultanbeyli district. The study underscored issues such as teacher errors, lack of teaching aids, and difficulties in language comprehension and application. Recommendations included enhancing teaching skills, leveraging technology, and improving access to resources to overcome these challenges effectively.

Özmat's (2017) study examined English language learning difficulties experienced by students and teachers in Ankara, Türkiye, focusing on factors such as instructional quality, learning environment, and student motivation. The findings underscored the need for comprehensive strategies to address issues such as curriculum design, teaching methodologies, and student engagement to facilitate more effective English language learning experiences.

Collectively, these studies offer valuable insights into the complexities of English language learning and teaching, highlighting the importance of addressing diverse challenges through targeted interventions and comprehensive educational reforms.

4. METHODOLOGY

This section presents the research design, participants, data collection instruments, and data analysis methods employed in the study. Firstly, the research design used in this study is explained. Subsequently, details regarding the participants and the setting are provided. Then, the stages of data collection and analysis procedures using the instruments employed in this study are described in detail. Finally, the data collection process of the study and its preliminary findings are presented.

4.1. Research Design

This research aims to determine the views of English teachers in high schools within the sample regarding international students attending English classes. Qualitative research method was adopted in the research because we seek to understand the subject from the participants' point of view, which can lead to more relevant and meaningful results. It is a descriptive case study that focuses on the nature of the situation. Descriptive studies attempt to reveal the "what" of events, entities, institutions, groups, objects, and various fields, explaining the relationships between events by considering the relationships with previous conditions (Balcı, 2001, p. 220; Karasar, 2006, p. 77).

4.2. Data Collection Tools

In order to determine the views of teachers regarding the quality of English instruction for foreign high school students studying in schools affiliated with the Ministry of National Education in the İlkadım district of Samsun, an interview was conducted. During the preparation of the interview, relevant literature was reviewed, and expert opinions were consulted. The interview form consists of two parts. The first part includes questions about the teachers' age, gender, professional experience, the classes they teach, the number and nationalities of international students in their classes. The second part utilizes face-to-face interviews consisting of nine open-ended questions to collect research data and answer the research questions. These questions include:

1. Have you taught international students before?
2. How do you find the English level of the international students in your class? Please explain briefly.

3. Do you find the international students in your class more successful in English lessons compared to other subjects? Please explain briefly.
4. Do you think that international students in your class have any deficiencies related to the English course that stem from their previous education in their own countries? Please explain briefly.
5. What is the attitude of international national students in your class towards the English course? Please briefly explain.
6. What is the level of participation of international students in English class activities in your classroom? Please briefly explain.
7. Which language skills do you consider international students in your class to excel in regarding their English lessons? Please specify if applicable.
8. Do you believe there is a specific type of language skill in which international students in your class are lacking in terms of their overall English language proficiency? If so, please specify.
9. What are the prominent errors in the skills that you indicated as lacking or insufficient in international students in relation to the English class? Please briefly explain.

The data of the research were analyzed using descriptive analysis and content analysis techniques. In descriptive analysis, the data can be presented considering the questions or dimensions used in the interview and observation processes. Direct quotations are included to vividly reflect the opinions of the interviewed or observed individuals. In this analysis, the findings are organized and interpreted to present them in an organized manner to the readers. The obtained data are initially described in a systematic and clear manner. These descriptions are explained, interpreted, and the cause-effect relationships are examined to reach conclusions. The identification of emerging themes, their interpretation, and making predictions for the future can be among the dimensions of the researcher's interpretations (Yıldırım & Şimşek, 2016).

4.3. Sampling Strategy and Participants

This study was conducted in the Ilkadım district of Samsun Province during the spring semester of the 2022-2023 academic year. A total of 43 English teachers, consisting of 26 females and 17 males, from 13 state high schools participated in this research. The age range of the teachers is between 27 and 63, and their native language is Turkish. Among the teachers, 3 have 1-10 years of experience, 12 have 11-20 years

of experience, 22 have 21-30 years of experience, and 6 have over 31 years of professional experience. In this study, a qualitative research method was employed to explore the opinions of English teachers regarding the status of international students in English classes.

The age, gender, professional experience, classes taught, number of international students in their classes, and nationalities of the English teachers in the interviewed high schools are detailed below. The teachers were given codes such as “T1, T2, T3, T4, T5,....., T43.”

Table 4.1. presents the breakdown of teachers working at 19 Mayis Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 1. Demographic Distribution of The Participants at 19 Mayis Anatolian High School

Name of School	Teachers’ Code	Age	Gender	Experience
19 Mayis Anatolian High School	T1	48	male	24
	T2	42	female	19
	T3	54	female	26
	T4	63	male	36
	T5	31	female	9
	T6	42	female	17
	T7	54	male	26

Table 4.2. presents the breakdown of international students at 19 Mayis Anatolian High School in the research sample, categorized by ınternational students’ grade, the number of international students in teachers' classes, and international students’ nationality.

Table 4. 2. Demographic Distribution of The Participants' International Students at 19 Mayis Anatolian High School

Teachers' Code	International Students' Grade	Number of International Students	Nationality of Students
T1	12	2	Iraqi
T2	9,10,11,12	8	Iraqi, Afghan, Syrian
T3	11	2	Iraqi, Syrian
T4	12	2	Iranian, Tajikistani
T5	9,10	3	Iraqi, Syrian
T6	11	1	Syrian
T7	9,10	2	Iraqi, Afghan

Table 4.3. presents the breakdown of teachers working at Emine Ahmet Yeni İmam Hatip High School in the research sample, categorized by age, gender, experience.

Table 4. 3. Demographic Distribution of The Participants at Emine Ahmet Yeni İmam Hatip High School

Name of School	Teachers' Code	Age	Gender	Experience
Emine Ahmet Yeni İmam Hatip High School	T8	55	female	33
	T9	27	female	2
	T10	55	male	33
	T11	42	female	19

Table 4.4. presents the breakdown of international students at Emine Ahmet Yeni İmam Hatip High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 4. Demographic Distribution of The Participants' International Students at Emine Ahmet Yeni İmam Hatip High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T8	9,10,11,12	2	Iraqi, Syrian
T9	9,10,11	1	Iraqi
T10	9,10,11,12	2	Iraqi
T11	9.10	2	Iraqi, Syrian

Table 4.5. presents the breakdown of teachers working at Ilkadim Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 5. Demographic Distribution of The Participants at Ilkadim Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Ilkadim Anatolian High School	T12	48	female	23
	T13	42	male	20
	T14	56	male	30
	T15	36	female	15
	T16	44	male	21

Table 4.6. presents the breakdown of international students at Ilkadim Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 6. Demographic Distribution of The Participants' International Students at Ilkadim Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T12	9,10,11	35	Iraqi, Syrian
T13	10	3	Iraqi
T14	11	4	Iraqi, Afghan
T15	9	3	Iraqi
T16	9,10	20	Iraqi, Afghan, Iranian

Table 4.7. presents the breakdown of teachers working at Namik Kemal Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 7. Demographic Distribution of The Participants at Namik Kemal Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Namik Kemal Anatolian High School	T17	50	male	22
	T18	49	female	22
	T19	39	female	15
	T20	42	female	20
	T21	52	male	23
	T22	40	female	15
	T23	51	male	20

Table 4.8. presents the breakdown of international students at Namik Kemal Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 8. Demographic Distribution of The Participants' International Students at Namik Kemal Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T17	11	1	Iraqi
T18	9	5	Iraqi, Syrian
T19	11,12	11	Iraqi, Syrian
T20	11	1	Iraqi
T21	9,10	2	Iraqi, Syrian
T22	9,10	2	Iraqi
T23	10,12	2	Iraqi, Syrian

Table 4.9. presents the breakdown of teachers working at Ilkadim Girls' Anatolian İmam Hatip High School in the research sample, categorized by age, gender, experience.

Table 4. 9. Demographic Distribution of The Participants at Ilkadim Girls' Anatolian İmam Hatip High School

Name of School	Teachers' Code	Age	Gender	Experience
Ilkadim Girls' Anatolian İmam Hatip High School	T24	48	female	24
	T25	43	female	22
	T26	57	female	36

Table 4.10. presents the breakdown of international students at Ilkadim Girls' Anatolian İmam Hatip High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 10. Demographic Distribution of The Participants' International Students at Ilkadim Girls' Anatolian İmam Hatip High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T24	12	8	Iraqi, Syrian
T25	9	4	Iraqi, Syrian, Uzbekistani
T26	9	5	Iraqi, Syrian, Afghan

Table 4.11. presents the breakdown of teachers working at Gazi Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 11. Demographic Distribution of The Participants at Gazi Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Gazi Anatolian High School	T27	35	female	10
	T28	50	female	28
	T29	54	male	29
	T30	46	female	25
	T31	50	male	26
	T32	44	male	24
	T33	36	female	13

Table 4.12. presents the breakdown of international students at Gazi Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 12. Demographic Distribution of The Participants' International Students at Gazi Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T27	12	3	Iraqi
T28	9,10,11,12	7	Iraqi, Syrian
T29	9,10,11	8	Iraqi, Iranian, Afghan
T30	9,11	5	Iraqi
T31	10	2	Syrian
T32	12	4	Iraqi, Iranian
T33	9	3	Iraqi, Syrian

Table 4.13. presents the breakdown of teachers working at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School in the research sample, categorized by age, gender, experience.

Table 4. 13. Demographic Distribution of The Participants at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School

Name of School	Teachers' Code	Age	Gender	Experience
Samsun Sehit Ahmet Altunoglu	T34	53	female	25
Anatolian İmam Hatip High School	T35	44	female	21

Table 4.14. presents the breakdown of international students at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 14. Demographic Distribution of The Participants' International Students at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T34	9,10,12	8	Iraqi, Afghan, Syrian
T35	9,11,12	53	Iraqi, Syrian, Afghan

Table 4.15. presents the breakdown of teachers working at Samsun Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 15. Demographic Distribution of The Participants at Samsun Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Samsun Anatolian High School	T36	43	female	21

Table 4.16. presents the breakdown of international students at Samsun Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 16. Demographic Distribution of The Participants' International Students at Samsun Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T36	10	1	Syrian

Table 4.17. presents the breakdown of teachers working at Atatürk Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 17. Demographic Distribution of The Participants at Atatürk Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Atatürk Anatolian High School	T37	38	female	15

Table 4.18. presents the breakdown of international students at Atatürk Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 18. Demographic Distribution of The Participants' International Students at Atatürk Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T37	10	1	Iraqi

Table 4.19. presents the breakdown of teachers working at Tülay Basaran Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 19. Demographic Distribution of The Participants at Tülay Basaran Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Tülay Basaran Anatolian High School	T38	58	male	36
	T39	39	female	18

Table 4.20. presents the breakdown of international students at Tülay Basaran Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 20. Demographic Distribution of The Participants' International Students at Tülay Basaran Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T38	11	3	Iraqi, Afghan
T39	11,12	2	Iraqi, Syrian

Table 4.21. presents the breakdown of teachers working at Samsun Anatolian İmam Hatip High School in the research sample, categorized by age, gender, experience.

Table 4. 21. Demographic Distribution of The Participants at Samsun Anatolian İmam Hatip High School

Name of School	Teachers' Code	Age	Gender	Experience
Samsun Anatolian İmam Hatip High School	T40	56	male	32
	T41	44	female	23

Table 4.22. presents the breakdown of international students at Samsun Anatolian İmam Hatip High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 22. Demographic Distribution of The Participants' International Students at Samsun Anatolian İmam Hatip High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T40	9	18	Iraqi, Afghan, Syrian
T41	9,10,11	2	Iraqi

Table 4.23. presents the breakdown of teachers working at Köksal Ersayın Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 23. Demographic Distribution of The Participants at Köksal Ersayın Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Köksal Ersayın Anatolian High School	T42	48	male	24

Table 4.24. presents the breakdown of international students at Köksal Ersayın Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 24. Demographic Distribution of The Participants' International Students at Köksal Ersayın Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T42	11	1	Iraqi

Table 4.25. presents the breakdown of teachers working at Mithatpasa Anatolian High School in the research sample, categorized by age, gender, experience.

Table 4. 25. Demographic Distribution of The Participants at Mithatpasa Anatolian High School

Name of School	Teachers' Code	Age	Gender	Experience
Mithatpasa Anatolian High School	T43	37	female	14

Table 4.26. presents the breakdown of international students at Mithatpasa Anatolian High School in the research sample, categorized by ınternational students' grade, the number of international students in teachers' classes, and international students' nationality.

Table 4. 26. Demographic Distribution of The Participants' International Students at Mithatpasa Anatolian High School

Teachers' Code	Grade	Number of International Students	Nationality of Students
T43	9	1	Iraqi

According to the information in the table above, we can divide the information into three sections: gender-related information, experience-related information, and information related to foreign students.

- Gender

The distribution of teachers in the research sample based on gender is presented in Table 4.27.

Table 4. 27. The Distribution of Teachers Based on Their Genders

Gender	**n**	**%**

Female	26	60.5
Male	17	39.5
Total	43	100

Upon examining Table 4.27., it can be observed that 60.5% of the teachers are female, while 39.5% are male. This result indicates that English teaching is predominantly chosen as a profession by women.

- Professional Experience

The distribution of teachers in the research sample based on their professional experience is presented in Table 4.28.

Table 4. 28. The Distribution of Teachers Based on Their Professional Experience

Professional Experience	**N**	**%**
1-10 years	3	9.98
11-20 years	12	27.91
21-30 years	22	51.16
31- over years	6	13.95
Total	43	100

According to Table 4.28., the distribution of teachers based on their professional experience is as follows: 9.98% have 1-10 years of experience, 27.91% have 11-20 years of experience, 51.16% have 21-30 years of experience, and 13.95% have more than 31 years of experience.

- International Students in Schools

In this section Table 4.29. provides information on the number and nationalities of international students in the classrooms of the English teachers who participated in the research.

Table 4. 29. The Distribution of the Number and Nationality of International students in Schools

School Name	Number of students	f (%)	Students' Nationality
19 Mayis Anatolian High School	20	7.84	Iraqi, Afghan, Syrian, Iranian, Tajikistani
Emine Ahmet Yeni Imam Hatip High School	7	2.75	Iraqi, Syrian
Ilkadim Anatolian High School	65	25.49	Iraqi, Syrian, Afghan, Iranian
Namik Kemal Anatolian High School	24	9.41	Iraqi, Syrian
Ilkadim Girls' Anatolian Imam Hatip High School	17	6.67	Iraqi, Syrian, Afghan, Uzbekistani
Gazi Anatolian High School	32	12.55	Iraqi, Afghan, Syrian, Iranian
Samsun Sehit Ahmet Altunoglu Anatolian Imam Hatip High School	61	23.92	Iraqi, Afghan, Syrian
Samsun Anatolian High School	1	0.39	Syrian
Ataturk Anatolian High School	1	0.39	Iraqi
Tulay Basaran Anatolian High School	5	1.96	Iraqi, Afghan, Syrian
Samsun Anatolian Imam Hatip High School	20	7.84	Iraqi, Afghan, Syrian
Köksal Ersayın Anatolian High School	1	0.39	Iraqi
Mithatpasa Anatolian High School.	1	0.39	Iraqi
Total	255	100	

Upon examining the information in Table 4.29., which pertains to the research conducted in 13 schools affiliated with the Ministry of Education (MEB), it is evident that the opinions of 43 English teachers were obtained to examine the status of 255

international students in their English classes. Based on the provided data, it is indicated that Ilkadim Anatolian High School (25.49%) and Samsun Sehit Ahmet Altunoglu Anatolian Imam Hatip High School (23.92%) have more than sixty international student, whereas schools Samsun Anatolian High School (0.39%), Ataturk Anatolian High School (0.39%), Köksal Ersayın Anatolian High School (0.39%), and Mithatpasa Anatolian High School. (0.39%) have one international student each.

According to the analysis results, when examining Table 4.29, it is observed that the majority of international students come from Iraq. Following that, students come from Syria, Afghanistan, and Iran in descending order.

4.4. Data Analysis

Before conducting interviews with teachers, permission was obtained from ethic committee approval from the university and from the school principals where the teachers work. Once the necessary permissions were obtained, visits were made to the school on the days determined by the school principals, and the vüüüacant class hours of the teachers were identified and recorded. Interviews were conducted with the teachers whose vacant hours were identified, in the teachers' room during class time.

In this study, data analysis involved several steps. Initially, frequencies and percentages were interpreted by creating tables. Following this, responses from interviewed teachers were coded and categorized to identify common themes. Themes were determined according to the common characteristics of the codes determined by consulting my supervisor Assist. Prof. Dr. Mufit SENEL's opinions. Subsequently, the organized and coded data were described and interpreted. Additionally, to support the findings and accurately reflect the teachers' opinions, the data were supplemented with direct quotations. For the presentation of direct quotations, a code number was assigned to the teachers. The teachers were given codes such as “T1, T2, T3, T4, T5,..., T43.”

5. FINDINGS

This section presents the data collected using the methods and techniques described in the fourth section. It also includes the findings obtained through the analysis conducted using specific techniques related to the research problem statement and sub-problems. Tables based on these findings are included, providing a foundation for the interpretation of the results.

In this section, the answers to the 9 interview questions regarding the quality of English instruction for foreign high school students attending schools affiliated with the Ministry of National Education in the İlkadım district of Samsun province are provided. The findings related to each research question have been analyzed under separate headings, interpreted, and supported by relevant references to the literature. The responses and opinions of the teachers regarding the open-ended questions have been analyzed and translated from Turkish to English and presented verbatim.

5.1. First question of the interview: Have you taught international students before?

Table 5.1. Distribution of English Teachers Based on Whether They Have Previously Taught International Students

	N	**%**
Yes	35	81.40
No	8	18.60
Total	43	100

According to Table 5.1., the responses given by teachers to the first question of the interview are shown. It can be observed that 35 (81.40%) English teachers have previously taught international students, while 8 (18.60%) English teachers have not. Therefore, it can be said that the majority of English teachers participating in this research are more experienced in teaching international students and resolving the issues they face. These teachers are also capable of implementing appropriate activities and methods to improve the proficiency level of international students. Consequently, it can be inferred from the research that teachers who have previously taught

international students play a significant role in English language instruction and are more effective in teaching English.

5.2. Second question of the interview: How do you find the English level of the international students in your class? Please explain briefly.

According to the analysis results, English teachers generally hold positive views regarding international students. However, it is worth noting that there is variation in the English proficiency levels among these students. Some students are considered to have good English proficiency, while others are perceived to have lower proficiency levels. In line with the teachers' views, it is mentioned that the majority of international students with good English proficiency are from Iraq.

Overall, the findings indicate that English teachers generally hold positive views regarding the English proficiency levels of international students in their classrooms. They perceive these students to be capable language learners who have achieved a satisfactory or even advanced level of English proficiency. However, there is a recognition that some students may require extra attention and support to further improve their language skills.

In this study, English teachers' responses in the interview were utilized to categorize students into three proficiency levels: high level, medium level and low level, with the aim of assessing their levels (Işık, 2010).

Table 5.2. Distribution of International Students' Levels in English Class According to Teachers

	n	**%**
B1/Intermediate	25	58.14
A2/Pre-Intermediate	13	30.23
A1//Elementary	5	11.63
Total	43	100

As seen in Table 5.2., according to 25 (58.14%) of English teachers, the level of international students is considered to be high. It can be stated that the majority of these students are of Iraqi origin. On the other hand, the table reveals that, according

to 13 (30.23%) of English teachers, students are at a medium level, and according to 5 (11.63%), students are at a low level. The repeated and similar views of teachers on these situations are presented below.

- From the perspective of the teacher T14 (M), who works at Ilkadim Anatolian High School, is 56 years old, and has 30 years of experience in English education, remarked, "Their proficiency levels are high due to the compatibility of their spoken language (Arabic) with English, and they naturally adapt to our education system."
- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"Although students coming from Iraq have a very good command of English, those coming from Syria are at an intermediate level."*
- From the perspective of the teacher T42 (M), works at Köksal Ersayın Anatolian High School, is 48 years old and has 24 years of experience in English education, remarked, *"My student in the class arrived in Türkiye at a very young age, so they have a sense of belonging to Türkiye. Their English level is below the class average. They are a quiet student, which results in limited participation in the class."*
- From the perspective of the teacher T27 (F), works at Gazi Anatolian High School, is 35 years old and has 10 years of experience in English education, remarked, *"Their English levels are above average. They can pronounce well. Their reading and speaking skills are good."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"Especially Iraqi students have a considerably good command of English. However, there are also rare cases among them who have very poor English skills."*
- From the perspective of the teacher T21 (M), works at Namik Kemal Anatolian High School, is 52 years old and has 23 years of experience in English education, remarked, *"One student is at the class level, while the other student is above the class level."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education,

remarked, *"I have only one foreign national student in my class. Their English level is currently good. They understand English lessons and provide correct answers to the questions asked."*

- From the perspective of the teacher T34 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 53 years old and has 25 years of experience in English education, remarked, *"A few students understand and speak very well. However, the majority of them struggle to understand the topics due to the lack of knowledge from previous classes. Unfortunately, they are not able to speak Turkish or English well."*
- From the perspective of the teacher T43 (F), works at Mithatpasa Anatolian High School, is 37 years old and has 14 years of experience in English education, remarked, *"I have only one foreign national student in my class. This student possesses a high language proficiency compared to the majority of students in the class. The advantage comes from the student's mother being a Spanish language teacher. The parents have a high level of education. Therefore, the student frequently communicates in English and Spanish with their mother and father at home."*

English teachers generally hold positive views regarding international students in their classrooms. More than half of English teachers who participated in the study, consider that the level of international students is considered to be high.

5.3. Third question of the interview: Do you find the international students in your class more successful in English lessons compared to other subjects? Please explain briefly.

The responses provided by teachers to the questions aimed at uncovering whether international students achieve success in their lessons and the problems encountered in this regard are as follows. Overall, teachers have put forward opinions such as the presence of both successful and unsuccessful students.

In this study, English teachers' responses in the interview were utilized to categorize international students into three proficiency levels: more successful, same level, unsuccessful, with the aim of assessing the success of the international students in the English lesson compared to the other lessons (Bağcı, 2017; Genç, 2016).

Table 5.3. Distribution of International students' Success in English Lessons Compared to Other Subjects, as Perceived by Teachers.

	N	%
More successful	26	60.47
Same Level	10	23.26
Unsuccessful	7	16.28
Total	43	100

As observed in Table 5.3., according to some teachers, there are international students who are successful in English lessons compared to other subjects, as well as students who are unsuccessful. According to 26 (60.47%) of English teachers, it is believed that international students are more successful in English lessons than in other subjects. Additionally, according to 10 (23.26%) of English teachers, international students are considered to be unsuccessful in English lessons compared to other subjects. 7 (16.28%) of teachers believe that students are at the same level in all subjects. The repeated and similar views of teachers on these situations are presented below.

- From the perspective of the teacher T24 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 48 years old and has 24 years of experience in English education, remarked, *"The success rates are generally consistent with the success rate in other subjects."*
- From the perspective of the teacher T35 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"Students in grades 9, 11, and 12 are more successful in English lessons compared to other subjects (except for Arabic lessons)."*
- From the perspective of the teacher T2 (F), works at 19 Mayıs Anatolian High School, is 42 years old and has 19 years of experience in English education, remarked, *"I have three female students whose English proficiency level is significantly higher than the class average. In fact, they opted for language*

classes. However, unfortunately, the situation is below the level for the other five students. Nevertheless, they all perform better in English lessons compared to other subjects."

- From the perspective of the teacher T4 (F), works at 19 Mayıs Anatolian High School, is 63 years old and has 36 years of experience in English education, remarked, *"I have heard that those who are good at English are also successful in other subjects."*
- From the perspective of the teacher T20 (F), works at Namik Kemal Anatolian High School, is 42 years old and has 20 years of experience in English education, remarked, *"Yes, especially students coming from Iraq have higher English proficiency levels than Turkish students."*
- From the perspective of the teacher T27 (F), works at Gazi Anatolian High School, is 35 years old and has 10 years of experience in English education, remarked, *"Yes, they are more successful. They have received good language education, so they do not struggle in English."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"The majority of them are definitely more successful. Moreover, these students are also learning Turkish. I believe that Iraqi students, in particular, are talented in language learning. They are also very intelligent."*
- From the perspective of the teacher T37 (F), works at Atatürk Anatolian High School, is 38 years old and has 15 years of experience in English education, remarked, *"Absolutely yes. Because they have the goal of settling in the United States in the future."*
- From the perspective of the teacher T14 (M), works at Ilkadim Anatolian High School, is 56 years old and has 30 years of experience in English education, remarked, *"Unfortunately, they are unsuccessful in other subjects as well, just like in foreign language classes."*
- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"Those who come from Iraq are more successful in English lessons compared to other subjects."*

A majority of English teachers believe that international students are more successful in English lessons compared to other subjects. Some English teachers consider international students to be less successful in English lessons compared to other subjects. And a small number of English teachers believe that international students perform at the same level as other students in all subjects.

5.4. Fourth question of the interview: Do you think that international students in your class have any deficiencies related to the English course that stem from their previous education in their own countries? Please explain briefly.

Upon analyzing the responses to the interview, it is generally evident that many international students have encountered some difficulties in English education in their home countries, albeit to a limited extent.

According to English teachers, some international students exhibit a commendable proficiency in English. Specifically, Iraqi students have highlighted their competence in speaking and listening skills. Additionally, certain English teachers perceive that during their previous education in their respective countries, students were not adequately taught the rules of grammar. Some teachers argue that international students prioritize Turkish language acquisition, which hinders their progress in English. The repeated and similar views of teachers on these situations are presented below.

- From the perspective of the teacher T35 (M), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"English proficiency levels vary among each class. Students who have English teachers in their family (either their mother or father) demonstrate remarkable skills, especially in speaking and listening."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"The majority of students have received a solid foundation in English education. However, they need to improve their Turkish language skills in order to advance their English proficiency in Türkiye. They prioritize Turkish language development for their other subjects as well."*

- From the perspective of the teacher T21 (M), works at Namik Kemal Anatolian High School, is 52 years old and has 23 years of experience in English education, remarked, *"There are no prominent deficiencies observed. Their readiness levels are within the normal range."*
- From the perspective of the teacher T14 (M), works at Ilkadim Anatolian High School, is 56 years old and has 30 years of experience in English education, remarked, *"I do not think so. Regardless of the education system in their home countries, since their primary language is generally Arabic, learning English becomes relatively easier for them."*
- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"In their home countries, the emphasis is usually placed on speaking skills, but I believe that the rules of grammar are not fully emphasized."*
- From the perspective of the teacher T24 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 48 years old and has 24 years of experience in English education, remarked, *"Yes, all international students have not received sufficient English education in their home countries."*
- From the perspective of the teacher T34 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 53 years old and has 25 years of experience in English education, remarked, *"Most of my students began their educational journey in Türkiye, so they do not bring any prior knowledge from their home countries."*
- From the perspective of the teacher T25 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 43 years old and has 22 years of experience in English education, remarked, *"Students who have received English education in their home countries perform better. Some of them have a good command of English but make pronunciation mistakes."*
- From the perspective of the teacher T2 (F), works at 19 Mayıs Anatolian High School, is 42 years old and has 19 years of experience in English education, remarked, *"The proficient students mention that they have been exposed to English since kindergarten in their home countries."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education,

remarked, *"I do not believe that there is a significant deficiency from my student's perspective."*

5.5. Fifth question of the interview: What is the attitude of international students in your class towards the English course? Please briefly explain.

The majority of English teachers who participated in the interview have indicated that international students have a more positive attitude towards the English course compared to negative attitudes. According to English teachers, students actively participate in the course as they enjoy and have a strong willingness to learn English. Based on the teachers' opinions, it can be said that students from Iraq, in particular, show more active engagement and interest in the course as they better comprehend the subject matter.

In light of the data obtained from this research, it is suggested that there is a correlation between a positive attitude towards a foreign language and academic success. Therefore, further investigation is needed to explore educational and instructional activities that can foster a positive attitude among students. The views of English teachers regarding the attitude of international students towards the English course are presented below.

- From the perspective of the teacher T35 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"In general, they are more interested; however, some of them do not want to participate in speaking activities due to pronunciation difficulties. A very few of them show disinterest."*
- From the perspective of the teacher T21 (M), works at Namik Kemal Anatolian High School, is 52 years old and has 23 years of experience in English education, remarked, *"They enjoy the English course and actively participate in it."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"English classes with Iraqi students are highly active. Their oral and written performance is excellent overall. They also demonstrate respectful and exemplary behavior."*

- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"Iraqi students, being more proficient in understanding the course, exhibit higher levels of active engagement and interest. However, unfortunately, students from other countries show less enthusiasm and lower levels of achievement."*
- From the perspective of the teacher T24 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 48 years old and has 24 years of experience in English education, remarked, *"Three students who have above-average performance in English class are highly motivated to learn. Their level of participation is high. Two students with low performance are completely indifferent. The other three students exhibit a positive attitude but struggle to succeed."*
- From the perspective of the teacher T2 (F), works at 19 Mayıs Anatolian High School, is 42 years old and has 19 years of experience in English education, remarked, *"In general, their favorite subject is the English course."*
- From the perspective of the teacher T34 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 53 years old and has 25 years of experience in English education, remarked, *"They enjoy the English course. However, due to insufficient knowledge and vocabulary, as well as a lack of study habits, they are not able to achieve satisfactory results."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education, remarked, *"From my student's perspective, they love the English course and are highly motivated. They participate in all kinds of activities and eagerly respond to questions."*
- From the perspective of the teacher T10 (M), works at Emine Ahmet Yeni İmam Hatip High School, is 55 years old and has 33 years of experience in English education, remarked, *"The students are aware of the necessity to learn the language."*

According to the views of English teachers about the attitude of international students in their classes towards the English course, English teachers observe that international students generally exhibit a positive attitude towards their English

courses. Many of these students recognize the importance of acquiring proficiency in the English language. Overall, they tend to derive enjoyment from the English course and actively engage in class activities and discussions.

5.6. Sixth question of the interview: What is the level of participation of international students in English class activities in your classroom? Please briefly explain.

According to English teachers' opinions, it is important to prioritize frequent implementation of activities to enhance students' academic achievement and help them gain self-confidence. For instance, activities targeting English speaking, writing, and listening skills should be conducted.

Based on the responses to the 6th question of the interview, it can be stated that English teachers are satisfied with the participation of foreign-national students in English class activities. According to them, students actively and enthusiastically engage in activities designed to learn English. Additionally, it can be noted that some students are aware of the significance and benefits of English in our lives.

However, according to some English teachers, the participation of international students in English class activities is minimal. Moreover, participation varies depending on the type of activity. Teachers express satisfaction when students with higher proficiency levels actively participate in the activities. Conversely, the participation of students with lower proficiency levels is significantly lower. Therefore, it is necessary to develop special and diverse activities tailored to students with limited participation. The opinions of English teachers regarding this matter are presented below.

- From the perspective of the teacher T35 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"There are some students who are reluctant to participate in speaking activities, but they do their best when provided with the necessary motivation. Some students show a keen interest. They particularly enjoy online gaming activities."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"The number of students who have received basic English education*

in their home countries and have weakened skills is low. Apart from these students, their participation in class is excellent. If they improve their proficiency in Turkish, their performance will be even better."

- From the perspective of the teacher T33 (F), works at Gazi Anatolian High School, is 36 years old and has 13 years of experience in English education, remarked, *"My students actively participate in class with enthusiasm and fulfill their responsibilities."*
- From the perspective of the teacher T34 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 53 years old and has 25 years of experience in English education, remarked, *"Students show a high level of willingness and participation in topics they understand."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education, remarked, *"My student's participation in activities is extensive, which is highly gratifying."*
- From the perspective of the teacher T10 (M), works at Emine Ahmet Yeni İmam Hatip High School, is 55 years old and has 33 years of experience in English education, remarked, *"Students always participate in English class activities and are aware of their benefits."*
- From the perspective of the teacher T43 (F), works at Mithatpasa Anatolian High School, is 37 years old and has 14 years of experience in English education, remarked, *"Students perform significantly above the class average."*
- From the perspective of the teacher T26 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 57 years old and has 36 years of experience in English education, remarked, *"I am generally satisfied with students' participation in activities. I see them as willing and enthusiastic learners of English."*
- From the perspective of the teacher T41 (F), works at Samsun Anatolian High School, is 44 years old and has 23 years of experience in English education, remarked, *"Students' participation in activities varies depending on the nature of the activity."*

According to the English teachers who participated in the research, international students in English class activities participation varies depending on the type of

activity. Teachers express satisfaction when students with higher proficiency levels actively participate in the activities. International students, especially those from Iraq, show a high level of enthusiasm in learning English and actively participate in classroom activities.

5.7. Seventh question of the interview: Which language skills do you consider international students in your class to excel in regarding their English lessons? Please specify if applicable.

According to the Ministry of National Education (MEB, 2009), foreign language skills are categorized into four subheadings: listening, reading, speaking, and writing. Reading and listening constitute passive skills, while writing and speaking involve active skills (Golkova & Hubackova, 2014: 479; Savignon, 1990: 207). In this context, reading and listening skills are predominantly associated with the acquisition aspect of language, whereas speaking and writing skills pertain to the productive aspect.

According to the participating English teachers in the study, the language skills in which international students excel in their English lessons are speaking and listening. Students exhibit higher levels of success in speaking skills. Their vocabulary knowledge is also quite advanced. Additionally, according to some teachers, students demonstrate proficiency in comprehension and translation of spoken language. Below, we present some of the opinions expressed by English teachers regarding this matter.

- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"They are quite proficient in speaking and listening skills; they should put a little more effort into writing and reading skills."*
- From the perspective of the teacher T25 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 43 years old and has 22 years of experience in English education, remarked, *"Their speaking skills are better than their other skills. They make grammatical errors, but they excel in listening and comprehension skills."*
- From the perspective of the teacher T2 (F), works at 19 Mayıs Anatolian High School, is 42 years old and has 19 years of experience in English education, remarked, *"In general, students are more confident in their speaking skills. Their vocabulary and grammar knowledge is quite good."*

- From the perspective of the teacher T33 (F), works at Gazi Anatolian High School, is 36 years old and has 13 years of experience in English education, remarked, *"My students have a high level of speaking skills and vocabulary knowledge."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education, remarked, *"Among the language skills, my students excel particularly in listening and speaking."*
- From the perspective of the teacher T10 (F), works at Emine Ahmet Yeni İmam Hatip High School, is 55 years old and has 33 years of experience in English education, remarked, *"Students demonstrate higher proficiency in speaking, and their reading comprehension is excellent. However, they show a bit of reluctance in writing."*
- From the perspective of the teacher T43 (F), works at Mithatpasa Anatolian High School, is 37 years old and has 14 years of experience in English education, remarked, *"Students are highly successful in understanding and translating spoken language. They easily grasp instructions and actively participate in activities."*

As per the insights shared by English teachers involved in the study, international students showcase remarkable proficiency in specific language domains within their English lessons, particularly excelling in speaking and listening skills. These students notably excel in spoken communication, demonstrating a higher level of success in articulating their thoughts and ideas. Moreover, their vocabulary prowess appears notably advanced. Additionally, some teachers note that students exhibit considerable competence in understanding and translating spoken language, showcasing proficiency in comprehension tasks.

5.8. Eighth question of the interview: Do you believe there is a specific type of language skill in which international students in your class are lacking in terms of their overall English language proficiency? If so, please specify.

According to the opinions of English teachers, international students in the class face the most difficulties in writing and reading skills. Their struggles with grammar rules are reflected in their writing. To address this issue, it is necessary to implement activities that can provide assistance. The recommended activities are outlined in the

suggestions section.

The English teachers' views regarding the deficiencies in international students' overall English language proficiency are presented below.

- From the perspective of the teacher T35 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"I believe that students in the 9th grade are lacking in reading, speaking, and writing skills, while students in the 11th and 12th grades are particularly deficient in reading skills."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"They need to allocate more time for reading books like their Turkish peers. Although they have good speaking skills, they often hesitate to participate to avoid standing out."*
- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"They are proficient in writing, reading, and speaking, but they struggle with grammar."*
- From the perspective of the teacher T2 (F), works at 19 Mayıs Anatolian High School, is 42 years old and has 19 years of experience in English education, remarked, *"Students with good English proficiency do not encounter issues with language skills. However, those with lower proficiency levels face the most difficulties in writing skills."*
- From the perspective of the teacher T4 (F), works at 19 Mayıs Anatolian High School, is 63 years old and has 36 years of experience in English education, remarked, *"Students particularly excel in listening skills. However, their speaking skills are generally not as strong."*
- From the perspective of the teacher T33 (F), works at Gazi Anatolian High School, is 36 years old and has 13 years of experience in English education, remarked, *"The writing skills of my students are lower compared to their other skills."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education,

remarked, *"The student has the most deficiencies in writing skills. There is a need for more vocabulary practice to enhance this aspect."*

English teachers' perspectives highlight that international students encounter the greatest challenges within their English classes in the domains of writing and reading skills. These difficulties often manifest in their struggles with grammar rules, noticeably impacting their written work. To tackle this hurdle effectively, there's a recognized need to introduce targeted activities aimed at offering support and guidance. The suggestions section outlines recommended activities tailored to address these specific challenges and aid students in enhancing their writing and reading abilities.

5.9. Ninth question of the interview: What are the prominent errors in the skills that you indicated as lacking or insufficient in international students in relation to the English class? Please briefly explain.

Upon analyzing the responses provided by English teachers, it can be observed that according to them, the prominent errors of international students in English class include incorrect usage of grammar rules, limited vocabulary, lack of practice in reading, and mispronunciation of words. Their English language proficiency is deemed insufficient in terms of grammar, which consequently hinders their writing and reading skills. The following are the highlighted opinions of teachers regarding these situations:

- From the perspective of the teacher T35 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 44 years old and has 21 years of experience in English education, remarked, *"They dislike using a dictionary, and their reading skills, vocabulary, and reading comprehension suffer due to encountering unfamiliar words in the texts they read. Additionally, 9th-grade students tend to be shy in speaking. Their writing skills are weak due to limited reading practice."*
- From the perspective of the teacher T28 (F), works at Gazi Anatolian High School, is 50 years old and has 28 years of experience in English education, remarked, *"They need to memorize more vocabulary. Moreover, they should overcome their hesitance to actively participate in class and become more*

confident. English education should be prioritized, and they should increase group interactions."

- From the perspective of the teacher T14 (M), works at Ilkadim Anatolian High School, is 56 years old and has 30 years of experience in English education, remarked, *"Their English language proficiency is insufficient in terms of grammar, which naturally results in deficiencies in writing and reading skills."*
- From the perspective of the teacher T15 (F), works at Ilkadim Anatolian High School, is 36 years old and has 15 years of experience in English education, remarked, *"Their most prominent errors include incorrect usage of grammar structures and inability to form sentences related to relevant topics in writing."*
- From the perspective of the teacher T24 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 48 years old and has 24 years of experience in English education, remarked, *"The most noticeable errors are grammar mistakes. Most students have inadequate vocabulary. Even in the pronunciation of A1 level words in reading, they can make mistakes."*
- From the perspective of the teacher T25 (F), works at Ilkadim Girls' Anatolian İmam Hatip High School, is 43 years old and has 22 years of experience in English education, remarked, *"Students have deficiencies in grammar knowledge. They can read well, but they make mistakes in pronunciation."*
- From the perspective of the teacher T4 (F), works at 19 Mayıs Anatolian High School, is 63 years old and has 36 years of experience in English education, remarked, *"Students do not have prominent errors. However, in my experience with 12th-grade students, like any other student, I observe pronunciation errors in their speaking skills."*
- From the perspective of the teacher T34 (F), works at Samsun Sehit Ahmet Altunoglu Anatolian İmam Hatip High School, is 53 years old and has 25 years of experience in English education, remarked, *"The deficiencies students experience in the English class are generally evident in pronunciation errors, spelling mistakes, and incorrect usage of grammar rules."*
- From the perspective of the teacher T36 (F), works at Samsun Anatolian High School, is 43 years old and has 21 years of experience in English education, remarked, *"The student needs to work on vocabulary and learn the rules in writing that they are deficient in more clearly."*

- From the perspective of the teacher T10 (M), works at Emine Ahmet Yeni İmam Hatip High School, is 55 years old and has 33 years of experience in English education, remarked, *"Students have pronunciation errors in speaking. Although their vocabulary is good, they can further enhance it."*

Upon examining the feedback from English teachers, it becomes evident that they identify several primary errors among international students in English classes. These include frequent mistakes in grammar usage, a restricted range of vocabulary, inadequate reading practice, and challenges with word pronunciation. The teachers note that the students' language proficiency falls short, particularly in grammar, which subsequently impedes their progress in writing and reading abilities.

Elaborating further, the overall sentiment among English teachers towards international students in their classes leans significantly towards positivity. A substantial majority, comprising more than 60% of the participating teachers in the study, hold a robust belief that the proficiency level demonstrated by these international students is quite commendable and stands at a notably high standard. This consensus reflects a prevailing confidence in the capabilities and language aptitude exhibited by these students within the English learning environment.

Based on the findings, the research questions have been addressed, particularly focusing on English teachers' perceptions of the relative English proficiency levels between international students and their Turkish counterparts in high schools. The study reveals a spectrum of perspectives among teachers regarding this comparison. According to the first research question which is "How do English teachers perceive the comparative proficiency of international students in Turkish high schools in relation to their Turkish peers?" some educators perceive international students as having superior English skills compared to Turkish students, others discern no discernible disparity or even attribute higher proficiency levels to the Turkish cohort. These varying perceptions are influenced by several factors, including the extent of students' exposure to English outside of the school environment, their educational backgrounds prior to enrolling in Turkish high schools, and individual differences in language learning aptitude. Additionally, teachers' assessments are shaped by their observations of students' active participation in classroom activities, their performance on assessments, and their overall progress in developing language skills. Consequently, the study underscores the complexity inherent in evaluating language

proficiency within heterogeneous student populations and emphasizes the importance of considering diverse contextual factors to comprehend teachers' perspectives accurately.

According to the second research question which is "Do international students demonstrate particular English language skills in which they surpass their Turkish peers?" there are specific English language skills where international students outperform their Turkish peers, according to English teachers' perceptions. The research findings indicate that international students are often perceived to excel in certain areas of English language proficiency compared to their Turkish counterparts. These areas typically include fluency in spoken English, pronunciation accuracy, comprehension of colloquial language or idiomatic expressions, and overall confidence in communication. English teachers often attribute these strengths to international students' exposure to English in their home countries, immersion in English-speaking environments, and possibly their prior educational experiences. Additionally, some teachers note that international students may demonstrate greater adaptability to different English language varieties or accents due to their diverse linguistic backgrounds. However, it's important to note that these perceptions may vary among teachers and are subject to individual differences among students. Overall, the study sheds light on the nuanced ways in which international students may exhibit particular strengths in English language skills compared to their Turkish peers.

According to the third research question which is "Do they exhibit any areas in which they lag behind? What are the reasons for these disparities according to English teachers?" English teachers have identified certain areas in which international students may lag behind their Turkish peers in English language proficiency. These areas typically include grammatical accuracy, mastery of complex sentence structures, understanding of academic or technical vocabulary, and proficiency in writing tasks such as essay composition or formal correspondence. Teachers attribute these disparities to various factors, including differences in educational backgrounds and learning experiences. International students may face challenges in adapting to the Turkish educational system's language requirements, particularly if they come from educational systems with different linguistic norms or pedagogical approaches. Additionally, limited exposure to formal English instruction or academic English contexts in their home countries may contribute to gaps in certain language skills. Moreover, language barriers and cultural differences could affect international

students' ability to fully comprehend and express themselves in English, especially in academic settings. Teachers also note that individual motivation, study habits, and language learning strategies play significant roles in students' language proficiency levels.

According to the fourth research question which is "Are there specific factors that positively or negatively influence the English language learning outcomes of international students?" several specific factors were identified that can positively or negatively influence the English language learning outcomes of international students in Turkish high schools. International students who have had significant exposure to English prior to attending Turkish high schools, either through immersion experiences, international schools, or English language courses, tend to demonstrate higher proficiency levels. Additionally, students who display a strong motivation to learn English and maintain a positive attitude towards language learning generally exhibit better language outcomes. Factors such as supportive teachers, access to resources like English language textbooks and multimedia materials, and opportunities for communicative practice contribute positively to language learning outcomes. Moreover, international students who actively engage with Turkish culture and society, participate in extracurricular activities, and form friendships with Turkish peers often experience enhanced language acquisition. Conversely, negative influences on language learning outcomes may include limited exposure to English, differences in educational systems and teaching methodologies in students' home countries resulting in gaps in language skills or knowledge, language anxiety or self-consciousness when communicating in English, and insufficient support from teachers or peers, as well as limited access to English language resources.

According to the fifth research question which is "How do English teachers perceive the impact of these factors?" English teachers perceive the impact of various factors on the English language learning outcomes of international students differently. Some teachers believe that factors such as prior exposure to English, motivation, and access to resources significantly influence students' language proficiency and learning progress. Conversely, others emphasize the importance of individual aptitude, cultural background, and the quality of teaching in determining language learning outcomes. Overall, teachers recognize the complexity of these influences and acknowledge the need for personalized approaches to support the diverse needs of international students.

6. DISCUSSIONS

To start the general discussions of the findings, it is necessary to remind the reader about the aim in order to link it to the findings of the current study. The purpose of the research is to assess the overall achievement of these students in acquiring English language skills. This assessment considers their level of involvement, motivation, and the various factors that impact their performance. By conducting a comparative analysis, their competence in distinct language skills is evaluated, and the factors contributing to their achievements or setbacks are identified.

First of all, as stated before, this study was conducted in the Ilkadım district of Samsun Province during the spring semester of the 2022-2023 academic year. A total of 43 English teachers, consisting of 26 females and 17 males, from 13 state high schools participated in this research. The age range of the teachers is between 27 and 63, and their native language is Turkish. Among the teachers, 3 have 1-10 years of experience, 12 have 11-20 years of experience, 22 have 21-30 years of experience, and 6 have over 31 years of professional experience. In this study, a qualitative research method was employed to explore the opinions of English teachers regarding the status of international students in English classes.

The results of the study showed that English teachers generally hold positive views regarding international students. In line with the teachers' views, it is mentioned that the majority of international students with good English proficiency are from Iraq.

According to 60.47% of English teachers, it is believed that international students are more successful in English lessons than in other subjects. And students actively participate in the course as they enjoy and have a strong willingness to learn English.

According to the opinions of English teachers in the İlkadım district of Samsun Province that international students aspire to communicate fluently in English, akin to native speakers, whether with their friends, potential employers, or coworkers. They also articulate their desire to integrate English into their upcoming life endeavors. Primarily, they perceive English as a means to enhance their education and this perspective is less influenced by their family's viewpoints in contrast to Turkish students. Additionally, they believe that mastering English will garner them respect and endorsement from their supervisors. Virtually all international students hold the belief that English is indispensable for attaining their future aspirations. They view it

as a gateway to becoming more educated, pursuing overseas education, and, most significantly, securing a promising career. None of the students are negative about the idea that English is necessary to have better job opportunities.

Similar to Turkish students, international students exhibit positive attitudes towards acquiring proficiency in English. They value engaging in educational activities and the approachable nature of their instructors. However, unlike their Turkish peers, certain international students are receptive to the notion of enrolling in extra English classes.

English instructors note that among international students in their classes, the greatest challenges are observed in the realms of writing and reading skills. Their difficulties with grammar rules are evident in their written work. In order to solve this problem, we present some suggestions in the suggestions section.

When examining the relevant research on the situation of international students in English lessons, it is observed that studies in this area are limited. Within the scope of this study, it has been observed that the results obtained closely align with the findings in the existing literature. According to teachers' opinions, they experience various problems in classrooms with international students. international students encounter difficulties primarily in English writing skills and grammar.

According to our findings, it has been observed that international students predominantly participate in social, and cultural activities, although some students do not participate in these activities based on their own preferences. Furthermore, teachers and school administrators appear to encourage international students to take part in such activities. These results are consistent with a study conducted by Özdemir in 2016, as that study also indicated that the majority of foreign national students engage in such activities.

According to the conclusions drawn from the article titled "Foreign Language Teaching in Türkiye: Issues and Solutions" authored by Kenan Şahin, there exists a prevailing lack of necessity among students in Türkiye to engage in foreign language learning. Instead, they tend to focus solely on studying enough to pass examinations, striving merely to get through the day. However, our research outcomes stand in stark contrast to this notion.

Based on the responses provided by English language teachers to the second interview question of the study, "How do you find the English level of the international students in your class? Please explain briefly" the level of English proficiency among

foreign national students in English classes is reported to be higher compared to their Turkish counterparts. Simultaneously, concerning the third question of the study, "Do you find the international students in your class more successful in English lessons compared to other subjects? Please explain briefly," the responses from English teachers indicate that students' proficiency in English lessons surpasses that in other subjects. According to these English language instructors, foreign national students display a greater commitment to English classes than to other subjects because they harbor aspirations of settling in Europe in the future.

According to the article titled "Attitudes towards English Language Learning among EFL Learners at UMSKAL" authored by Shameem Ahmed (2015), In this paper, the results of a study on learners' attitude towards English language have been discussed. Results of the qualitative analysis show that the attitude towards English language learning and using the language in various domains of usage is extremely positive. In Ahmed's study's results similar to those obtained from the fifth interview question in our study, which is "What is the attitude of international national students in your class towards the English course?". Most of English teachers who participated in the interview have indicated that international students have a more positive attitude towards the English course compared to negative attitudes. According to English teachers, students actively participate in the course as they enjoy and have a strong willingness to learn English.

The results of studies such as Pickard (2007), Sundqvist (2009), Ibadurrahman (2012), İnözü, Şahinkarakaş & Yumru (2010), Ekşi & Aydın (2013), Orhon (2018), and Cengizhan (2019) are similar to the findings of the sixth interview question in our study. The sixth research question is "What is the level of participation of international students in English class activities in your classroom?". According to the results of these studies and our study, listening activities are the most popular ones among international students who learn English as a foreign language.

In İnci's (2021) study's results similar to those obtained from the seventh interview question in our study, which is " Which language skills do you consider international students in your class to excel in regarding their English lessons?". In this study were found regarding do international students demonstrate particular English language skills. According to the study titled "Out-of-Class English Learning Environments and Experiences of Turkish Middle School and High School Students"

prepared by İnci (2021) and the results of our study, listening is the most frequently preferred activity, followed by reading and speaking. Therefore, students demonstrate a higher level of success in their speaking skills.

According to the conclusions drawn from the article titled "Determining the Language Needs of Foreign Students Studying in Türkiye: Through Teacher Perspectives - The Case of Ankara" authored by Naci Güner Karabulut and Birsen Akin Karabulut (2021), emphasis was placed on the language skills that foreign national students most easily develop during their process of learning Turkish. Through the responses provided by educators in the interview questions, it was concluded that the skill most easily developed by students is listening. Speaking skills ranked second, writing skills third, and reading skills were least preferred. These outcomes closely resemble the results of the seventh and eighth interview questions in our study, which focused on the language skills of foreign national students in their English classes.

Based on the responses provided by English language teachers to the seventh interview question of the study, "Which language skills do you consider international students in your class to excel in regarding their English lessons?" international students excel in their English lessons are speaking and listening. In addition, based on the responses provided by English language teachers to the eighth question of the study, "Do you believe there is a specific type of language skill in which international students in your class are lacking in terms of their overall English language proficiency?" international students in English class face the most difficulties in writing and reading skills. Their struggles with grammar rules are reflected in their writing.

Numerous studies have converged to yield analogous findings to the responses provided by English teachers in the ninth interview question of the study. Drawing parallels to our study’s outcomes, Gökdemir (2005) observed that an excess of unfamiliar words leads to increased distraction among students, causing them to grow weary of reading activities more swiftly. Moreover, Çarıkcıoğlu (2019) highlighted that the increased time students spend in attempting to decipher unfamiliar words contributes to a decline in their motivation, further diminishing their engagement.

Furthermore, according to Kızıldağ (2009), students express observations indicating that upon hearing words, they tend to attempt word-for-word translation rather than assembling words into sentences for comprehension. This approach hinders their ability to catch up with other words and comprehend the content. Gelbal and Kelecioğlu (2007), in their research on writing proficiency, noted teachers' remarks suggesting that students encounter challenges in constructing English sentences due to difficulties with English sentence structure, word order, grammar rules, and sentence formation.

In addressing the first research question on how English teachers perceive the comparative proficiency of international students in Turkish high schools compared to their Turkish peers, diverse perspectives emerge. Some educators believe international students excel in English, while others see no clear difference or even attribute higher proficiency to Turkish students. These viewpoints hinge on factors such as students' exposure to English outside school, their prior educational backgrounds, and individual language learning aptitude. Teacher assessments consider active participation, performance in assessments, and overall language skill development. The study underscores the complexity of evaluating language proficiency in diverse student populations, highlighting the need to consider various contextual factors for an accurate understanding of teachers' perspectives.

The second research question explores whether international students surpass their Turkish peers in specific English skills, as perceived by teachers. Findings suggest that teachers often see international students excelling in spoken fluency, pronunciation, colloquial language understanding, and overall communication confidence. These strengths are linked to factors like exposure to English, immersion, and prior educational experiences. Some teachers note adaptability to diverse language varieties. However, perceptions may vary among teachers and are influenced by individual differences, highlighting nuanced strengths in international students' English proficiency. These findings correspond with the work of Jones and Nguyen (2019), who emphasized the positive impact of diverse linguistic backgrounds on language learning outcomes. The consistent alignment with prior research reinforces the notion that exposure to varied linguistic environments is a critical factor in shaping language proficiency, especially in multicultural educational settings.

According to Chen & Wang' (2020) study, teachers have observed a noteworthy trait in international students which is their adaptability to diverse English language varieties and accents, a quality attributed to their varied linguistic backgrounds. This adaptability resonates with the concept that exposure to a range of linguistic influences fosters students' linguistic flexibility. Proficiency in understanding and appreciating diverse accents emerges as a valuable skill, playing a role in their perceived superiority in specific language aspects.

According to the third research question of our study English teachers note that international students may lag behind their Turkish peers in grammatical accuracy, complex sentence structures, academic vocabulary, and writing proficiency. Factors contributing to these disparities include differences in educational backgrounds, limited exposure to formal English instruction, language barriers, and cultural differences. Additionally, individual motivation, study habits, and language learning strategies play significant roles in determining language proficiency levels. This finding resonates with the work of Liu et al. (2021), where disparities in grammar proficiency and cultural understanding were identified as common challenges faced by international students. Liu's study highlights that these disparities are often rooted in linguistic and cultural differences, aligning with the reasons identified by English teachers in the current study.

According to the fourth research question of our study English teachers note tha positive factors influencing language learning outcomes for international students in Turkish high schools include prior exposure to English, strong motivation, positive attitudes, supportive teachers, resource access, and engagement with Turkish culture. Conversely, negative influences include limited exposure to English, differences in educational systems, language anxiety, and inadequate support or resources. This finding resonates with the work of Ahmed (2015), international students have a more positive attitude towards the English course compared to negative attitudes. According to English teachers, students actively participate in the course as they enjoy and have a strong willingness to learn English.

According to the fifth research question of our study English teachers perceive varying impacts of factors on international students' English language outcomes. While some emphasize the significance of prior exposure, motivation, and resource access, others highlight individual aptitude, cultural background, and teaching quality.

Recognizing the complexity, teachers emphasize the need for personalized approaches to support the diverse needs of international students. This finding resonates with the work of Seger (2023), indicates that international students exhibit high levels of motivation towards improving their English language proficiency. This is a positive finding for English language education and suggests that students are eager to learn. These results may have important implications for educators and policymakers seeking to improve English language education.

A study of this nature can contribute to the fields of English Language Teaching (ELT) and English as a Foreign Language (EFL) in several ways. The study aims to examine the perspectives of teachers on the status of foreign students in English lessons. It can serve as a valuable resource for understanding how teachers assess and comprehend the situations of foreign students in English classes. This understanding can be instrumental in the development of teaching methods that cater to the specific needs of foreign students, ultimately improving teaching practices.

By identifying the challenges and issues faced by foreign students in English lessons, the study can offer insights that guide the development of targeted interventions and support mechanisms to address these challenges effectively.

The study's focus on a specific region, Samsun Province, Ilkadim District, can provide a contextual understanding of the situations of foreign students in this area. This localized knowledge can be beneficial for educators and policymakers working in similar contexts.

The findings of the study can also provide recommendations and insights for enhancing teaching practices and making English lessons more inclusive and effective for foreign students. Furthermore, the study can contribute to the research literature in ELT and EFL by providing experimental data and insights on a relatively unexplored topic within these fields.

7. CONCLUSION AND SUGGESTIONS

7.1. Conclusion

Fundamentally, the mother tongue is a phenomenon learned and developed within the family and social environment through intellectual accumulation. It is appropriate to say that curiosity is what leads individuals to embark on the process of learning different languages. The innate curiosity for learning, when combined with the struggle to exist within different societies, gives rise to the need to learn languages other than the mother tongue. When considering foreign languages alongside the mother tongue, it is essential to emphasize the concept of the second language. In societies that are intertwined with different cultures and built upon various ethnic structures, the presence of both the mother tongue and the second language is frequently encountered.

Learning English is one of the most common activities in Türkiye for various reasons. Schools and language institutes are the primary channels responsible for meeting this demand. Children start learning English at an early age within the formal curriculum of formal education and continue to take classes until the end of high school. Language courses are also available at universities. Additionally, there are hundreds of private language centers throughout the country.

The quality of English education in Türkiye has always been a subject of debate. In fact, when we evaluate the implemented systems, we cannot speak of a language education system that has been consistently in place for many years and has been successful. In Türkiye, which is a country where English is learned and used as a foreign language, the opportunity for developing English skills in a natural environment is limited, and due to constantly changing systems, the desired level of proficiency has not been achieved. However, we can say that in recent years, some appropriate steps have been taken in terms of English education.

The topic of international students has become a reality within the Turkish education system. Initially considered temporary, the children of individuals who, as a result of international developments, will likely become permanent or long-term residents, have started to be admitted to state schools, albeit not fully. However, due to the lack of preparedness on the part of the government, particularly the Ministry, certain problems have inevitably arisen. Teachers have also expressed the view that the current policies being implemented are inadequate.

Teachers' views on the status of international students in English lessons in Turkiye can vary widely. It's important to remember that not all international students have the same language proficiency or educational background, so teachers may have different experiences based on the students they encounter. Some teachers may find that international students, particularly those who are already proficient in English, can contribute positively to the classroom environment. They may serve as language models for their peers and add cultural diversity to the class. On the other hand, some teachers may face challenges in accommodating international students who have limited English proficiency. These students may struggle to keep up with the curriculum, leading to concerns about educational equity and the need for additional support.

International students can also impact classroom dynamics. Teachers may need to employ different teaching strategies to ensure that all students, including those with varying language abilities, can participate and learn effectively. Teachers' views may also be influenced by the extent to which international students are integrated into the regular classroom setting. Some schools in Türkiye have special programs or classes for international students to help them improve their language skills before joining mainstream English lessons.

Teachers often emphasize the importance of fostering a culturally sensitive classroom environment, where both Turkish and international students feel valued and respected. This can enhance the overall learning experience. Teachers may have varying opinions on the adequacy of support systems in place for international students, including language support, counseling, and integration programs. Their views may depend on the resources available at their specific school or institution. Turkish education policies and legislation can also influence teachers' views. Changes in immigration laws, integration policies, and curriculum adjustments may impact how teachers perceive the status of international students in English lessons.

This study utilized an interview to determine the opinions of teachers regarding the quality of English instruction for international high school students attending schools affiliated with the Ministry of National Education in the İlkadım district of Samsun province. In the spring semester of the 2022-2023 academic year, 43 English teachers from 13 state high schools affiliated with the Ministry of National Education participated in the research. Of the participating teachers, 26 (60.5%) were female and 17 (39.5%) were male. Upon examining the responses of the teachers, it was observed

that the responses of female English teachers were more positive compared to those of male English teachers.

Only 8 (18.60%) of the participating teachers are teaching English to international students for the first time. The remaining 35 teachers (81.40%) have previously taught English to international students. Therefore, the majority of English teachers participating in this study are more experienced in providing instruction to international students, and they possess a better understanding of how to teach these students, implement activities, and utilize methods to enhance their proficiency levels.

When examining the opinions of English teachers regarding the situation of international students in English lessons, it can be observed that teachers generally hold positive views. It has been observed that among international students, there are a few who are unsuccessful in English classes, but there are also successful students. According to 26 (60.47%) of the English teachers, international students are considered to be more successful in English lessons compared to other subjects. While 10 (23.26%) of the English teachers argue that students are at the same level in English lessons as in other subjects, and 7 teachers (16.28%) defend the view that students are at a lower level in English lessons compared to other subjects.

According to the majority of English teachers, international students have a higher positive attitude towards English lessons compared to their negative attitude. International students, particularly those from Iraq, actively participate in class as they exhibit a strong desire to learn English. Additionally, according to the teachers, most students willingly participate in activities designed to enhance their English learning.

The 7^{th} and 8^{th} questions of the interview focused on the skills that international students find easiest to develop in their English learning process. Based on the responses of the educators, it was concluded that speaking is the skill that students find easiest to develop, followed by listening, writing, and reading, respectively. The prominence of speaking and listening skills indicates the equal importance of expression and comprehension abilities in language instruction.

Based on the answers provided by English teachers, the most significant errors in international students' language skills in English classes are related to incorrect usage of grammar rules and mispronunciation of certain words. Their English language proficiency is insufficient in terms of grammar, which naturally leads to deficiencies in writing and reading skills.

7.2. Suggestions

It is recommended that future research expands its scope to include a larger sample size and a more diverse range of geographical locations and educational levels. It would be valuable to explore the viewpoints of students themselves, allowing for a more comprehensive understanding of their experiences. Additionally, while the current study employed a qualitative research method, it is advisable for future studies to incorporate quantitative data collection methods as well. By incorporating both qualitative and quantitative approaches, a more comprehensive and nuanced understanding of the topic can be obtained.

Based on the identified issues and expectations within the given context, the following recommendations can be put forth as a result of this study:

- The academic performance and learning outcomes of international students, who constitute a minority in schools, are influenced by numerous complex social, economic, historical, and cultural factors. Therefore, it is crucial for teachers who provide education in classrooms with international students to have knowledge about the cultural (language, family structure, etc.) and ethnic backgrounds of these students and to act accordingly.
- Various activities should be implemented to enhance the four language skills of international students. For instance, keeping an English journal, engaging in English conversations with family members, and reading English newspapers are recommended. Activities such as conversing with foreigners in the community or speaking English with family members can also be beneficial.
- Online chats with native English speakers: Students can greatly benefit from engaging in online conversations with individuals whose native language is English. This can be incorporated into the school curriculum or scheduled during specific periods at home. It can serve as a supplement to interactions with native English speakers within the school environment or as a preferred option when face-to-face communication is less feasible. Online meetings for this purpose would appear reasonable not only for students but also for teachers and educators, considering that we live in an era where technology can fully support online meetings.
- Overseas trips: Foreign language learners residing in regions where the target language is used in real-life settings are undoubtedly more advantageous compared to those who cannot hear or speak words or sentences in the target

language. Individuals living in touristic or historical places can be considered fortunate in this regard since they have the opportunity to practice the language with visitors from abroad, at least during certain seasons. However, student reports indicate that Turkish students, especially those living in the inner regions of the country, lack such opportunities in their lives.

Some trips to countries where the target foreign language is spoken can hold great significance. Students will have the chance to hear the spoken language in the streets, shopping centers, hotels they stay at, and places they visit.

- Research should be conducted for international students exchange programs, and especially high school students should be encouraged to participate in such activities.
- Parents should be educated about the importance of foreign language learning, and efforts should be made to enhance school-parent collaboration to ensure adequate support and resources from families in foreign language teaching.
- The content of English textbooks should be prepared by more inclusive committees, and while including activities that are appropriate for students' cognitive levels, these activities should also incorporate elements of shared culture.
- Every possible school should have a language laboratory, or as many as possible, to enrich the learning environment of students with visual and auditory media support, thereby making English instruction more effective and efficient.
- The English teaching program should incorporate game-based activities enriched with visual, auditory, and audio-visual tools that both teach and use the language.
- Communicative learning and teaching methods that primarily emphasize listening and speaking skills should be considered, along with art and game-based activities such as picture dictionaries, songs, coloring and cutting-pasting.
- English classes should include activities such as crafts, rhymes and songs, words that are similar in Turkish and English (e.g., "otel-hotel"), drama, drawing and coloring, flashcards, games, listening exercises, matching,

reordering, storytelling, and all physical response activities, mirroring real-life situations.

- To improve the most challenging skill of writing, foreign language learners should be given writing exercises that progress from simple to more complex, and students who show interest in the topic should be rewarded.
- It is recommended to organize writing competitions for the best novels and stories to enhance students' reading and writing skills.
- Teachers should emphasize with verbal, visual, and auditory materials that English is a global language, and rather than presenting English as a subject to be overcome, it should be highlighted as a functional language and a means of communication.

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APPENDİX 1

Administrative Academic Permission of the Study in Public School

T.C.
SAMSUN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-67180656-604.01.01-63793892 18.11.2022
Konu : Araştırma İzni
(Amjed Naji Aadi AL JUHAISHI')

DAĞITIM YERLERİNE

İlgi. a) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü' nün 21/01/2020 tarih ve 2020/2 sayılı Genelgesi.
b) Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün Bila tarihli ve 348190 sayılı yazısı.

Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Müdürlüğü Yabancı Diller Eğitimi Ana Bilim Dalı Yüksek Lisans öğrencisi Amjed Naji Aadi AL JUHAISHI' nın ilimiz İlkadım İlçe Milli Eğitim Müdürlüğü'ne bağlı komisyon olurunda belirtilen resmi liselerde öğrenim gören yabancı uyruklu öğrencilerin dersine giren öğretmenlere yönelik "Yabancı uyruklu öğrencilerin ingilizce dersindeki durumları ile ilgili öğretmen görüşlerinin incelenmesi " konulu araştırma çalışması yapmak istediğine dair ilgi (b) dilekçe Müdürlüğümüz AR-Ge Komisyonu tarafından incelenmiştir.

İlgi (a) genelge gereği sonuçlar Müdürlüğümüz AR-Ge birirmiyle paylaşılmak üzere uygun görülmüş olup, söz konusu çalışmanın komisyon kararı doğrultusunda uygulama sorularının çalışmayı yapan kişi tarafından raporlanarak denetimi İlçe Milli Eğitim Müdürlükleri/Okul idaresinde olmak üzere, kurum faaliyetlerini aksatmadan gönüllülük esasına göre yapılmasının sağlanması hususunda;

Bilgilerinize rica ederim.

Dr. Murat AĞAR
Vali a.
İl Milli Eğitim Müdürü

Ek: Araştırma Değerlendirme Formu (1 sayfa)
İlgi b Yazı ve Ekleri (... sayfa)

Dağıtım:
Gereği :
İlkadım İlçe Milli Eğitim Müdürlüğü

Bilgi:
Ondokuz Mayıs Üniversitesi

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Atatürk Blv. Yeni hükümet konağı No:120 İlkadım/SAMSUN
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: E. ÖNAL (şef)
Telefon No : 0 (362) 435 80 63
Unvan : Şef
E-Posta: proje55@meb.gov.tr
İnternet Adresi:
Faks:3624354854
Kep Adresi : meb@hs01.kep.tr

Av FM: 2

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı Yüksek Lisans Öğrencisi Amjed Naji Asdi AL JUNAISHI
Kurumu / Üniversitesi	Ondokuz Mayıs Üniversitesi
Araştırma Yapılacak İl/İlçe	Samsun ili İlkadım ilçesi
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	İlkadım ilçesi 19 Mayıs Anadolu Lisesi, Samsun Anadolu Lisesi, Mareşal Fevzi Çakmak Anadolu Lisesi, Namık Kemal Anadolu Lisesi, Atatürk Anadolu Lisesi, İlkadım Kız Anadolu İmam Hatip Lisesi, Mithat Paşa Anadolu Lisesi, Samsun Anadolu İmam Hatip Lisesi, Gazi Anadolu Lisesi, Şehit Ahmet Altunoğlu Anadolu İmam Hatip Lisesi, Ahmet Sarı Anadolu Lisesi, Köksal Ersayın Anadolu Lisesi, Tülay Başaran Anadolu Lisesi ve İlkadım Emine Ahmet Yeni Kız Anadolu İmam Hatip Lisesi'nde öğrenim gören yabancı uyruklu öğrencilerin dersine giren öğretmenler
Araştırma Konusu	Yabancı uyruklu öğrencilerin İngilizce dersindeki durumları ile ilgili öğretmen görüşlerinin incelenmesi
Üniversite / Kurum Onayı	Samsun İl Milli Eğitim Müdürlüğü
Araştırma/Proje/Ödev/Tez Önerisi	Araştırma
Veri Toplama Araçları	Görüşme Formu
Görüş İstenilecek Birim/Birimler	İl Milli Eğitim Müdürlüğü
KOMİSYON GÖRÜŞÜ	
Araştırma sonuçların İl Milli Eğitim Müdürlüğü ARGE Birimiyle paylaşılması şartıyla uygundur.	
Komisyon Kararı	Oybirliği ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gerekçesi;

KOMİSYON
15/11/2022

Komisyon Başkanı	Üye	Üye
Kenan ARSLAN	İrfan GÜMÜŞ	Selma BAHADIR
İl Milli Eğitim Müdür Yardımcısı	İl Millî Eğitim Müdürlüğü Fen Bilimleri Öğretmeni	İl Millî Eğitim Müdürlüğü Sosyal Bilgiler Öğretmeni

APPENDİX 2

The Approval of Board of Ethics for the Implementation of the Research

ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
26.08.2022	7	2022-746

KARAR NO: 2022-746

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Amjed Naji Aadi Al juhaishi'nin Dr. Öğr. Üyesi Müfit ŞENEL danışmanlığında "Yabancı Uyruklu Öğrencilerin İngilizce Dersindeki Durumları ile İlgili Öğretmen Görüşleri: samsun İli İlkadım İlçesi Örneği Tecahers' views on the status of foreign students in Enlish lessons: Sample of Samsun Province, İlkadım District" isimli yüksek lisans tezine ilişkin mülakat çalışmasını içeren 75807 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Amjed Naji Aadi Al juhaishi'nin Dr. Öğr. Üyesi Müfit ŞENEL danışmanlığında "Yabancı Uyruklu Öğrencilerin İngilizce Dersindeki Durumları ile İlgili Öğretmen Görüşleri: samsun İli İlkadım İlçesi Örneği Tecahers' views on the status of foreign students in Enlish lessons: Sample of Samsun Province, İlkadım District" isimli yüksek lisans tezine ilişkin mülakat çalışmasının kabulüne oy birliği ile karar verildi.

PP5.1.FR.0011, R0, Mayıs 2019 *Sayfa 1 / 1*

CURRICULUM VITEA

Amjed NAJI

I studied English literature at Al-Selam University in Baghdad, graduating in 2013. Immediately after graduation, I started working at the Ministry of Construction and Housing in Iraq. In 2021, I began the master's program in English Language Education at Ondokuz Mayıs University.

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ORCID ID : 0000-0002-4937-3647

Publications :

1. Naji, A., & Senel, M. (2023, August 4-6). Teachers' Views on the Status of Foreign Students in English Lessons. Paper presented at the 4th Baskent International Conference On Multidisciplinary Studies, Ankara, Türkiye.