

AKDENİZ UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT

WHY CAN'T WE LEARN ENGLISH? :
STUDENTS' OPINIONS AT AKDENİZ UNIVERSITY

MA THESIS

Gözde Yurtsever Bodur

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Supervisor: Assoc. Prof. Dr. Arda Arıkan

Antalya

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DOĞRULUK BEYANI

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ABSTRACT

WHY CAN'T WE LEARN ENGLISH?

STUDENTS' OPINIONS AT AKDENIZ UNIVERSITY

Yurtsever Bodur, Gözde
MA, Foreign Language Teaching Department
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Language learning in Turkey has been perceived as an irresolvable problem for many years. It has been emphasized by several researchers, teachers and even English learners that learners cannot use English effectively. Therefore, the purpose of this study is to find out underlying social, personal and educational reasons for learners' failure in learning English. With this purpose in mind, a quantitative approach was employed. To collect data, a questionnaire as a data collecting instrument was developed by using related literature, considering field experts' opinions and the data obtained from an open-ended question examining English preparatory school students' opinions on their failure in learning. The questionnaire was distributed to students from different faculties and schools at Akdeniz University (n=1414). The collected data was analyzed using SPSS 21.0 and the results were reported with the help of descriptive statistics, frequency, mean, percentage and standard deviation. According to the results of the study, it is evident that students generally do not learn English mostly due to educational reasons rather than personal and social reasons.

Keywords: Learners' failure, social reasons, educational reasons, personal reasons, English language teaching, failure.

ÖZET

NEDEN İNGİLİZCE ÖĞRENEMİYORUZ?

AKDENİZ ÜNİVERSİTESİ ÖĞRENCİLERİNİN GÖRÜŞLERİ

Yurtsever Bodur, Gözde
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Türkiye’de dil öğrenimi uzun yıllardır çözülemeyen bir sorun olarak algılanmıştır. Öğrencilerin İngilizce dilini etkili bir şekilde kullanamamaları birçok araştırmacı, öğretmen ve hatta İngilizce öğrenenler tarafından vurgulanmıştır. Bu çalışmanın amacı da İngilizce öğrenen bireylerin İngilizce öğrenememelerinin nedenlerini sosyal, bireysel ve eğitimsel açılardan bulmaya çalışmaktır. Bu amaç doğrultusunda nicel bir araştırma modeli uygulanmıştır. Veri toplamak için araç olarak ilgili alan yazını kullanılarak, İngilizce hazırlık sınıfı öğrencilerinin İngilizce öğrenememelerinin nedenlerini sorgulayan açık uçlu bir sorudan alınan veriler dikkate alınarak ve alan uzmanlarının görüşlerine başvurularak bir anket geliştirilmiştir. Anket Akdeniz Üniversitesi’nin farklı fakülte ve okullarında okuyan öğrencilere uygulanmıştır (n=1414). Elde edilen veriler SPSS 21.0 programı kullanılarak analiz edilmiştir ve betimsel istatistik, frekans, ortalama, yüzdelik hesaplama ve standart sapma kullanılarak raporlanmıştır. Çalışma sonuçlarına göre, öğrencilerin genel olarak toplumsal ve bireysel nedenlerden çok eğitimsel sebeplerden dolayı İngilizce öğrenemedikleri sonucu ortaya çıkmıştır.

Anahtar kelimeler: Öğrenen başarısızlığı, sosyal nedenler, eğitimsel nedenler, kişisel nedenler, İngilizce öğretimi, başarısızlık.

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CHAPTER I

INTRODUCTION

1.1 Statement of the Problem

In Turkey, it is often argued that, people spend many years to learn English, but they cannot be accurate and fluent in it. In this study, the problem causing this situation will be researched in terms of some social, personal and educational reasons within the context of Akdeniz university. While there are many studies related to Turkish students' failure in learning English, this problem especially affects university students and in this respect, university students' opinions are critically important. This study will contribute to the available research in education and bring new ideas in teaching English at all levels.

1.2 Purpose of the Study

Little has been known about university students' opinions on their failure in English so far. In the light of the scarcity of available information pertaining to the issue asserted above, the main purpose of this study is to find out university students' opinions on the social, personal and educational reasons for their failure in English. Since the underlying reasons may change due to various reasons, the researcher desired to investigate the problem in terms of social, personal and educational reasons through the use of a questionnaire answered by students enrolled at Akdeniz university.

1.3 Research Questions

Considering the aim of the study mentioned above, the following research questions are aimed to be answered:

1. What are the personal reasons for university level students' failure in learning English as a foreign language?
2. What are the social reasons for university level students' failure in learning English as a foreign language?
3. What are the educational reasons for university level students' failure in learning English as a foreign language?
4. Is there any meaningful relationship among university students' personal, social and educational reasons and their individual characteristics such as (a) sex; (b) parental education; (c) family income; (d) parental knowledge of English and (e) their faculties?

1.4 Limitations

The main limitation of this study is about the sample. The sample involves only Akdeniz university students although the number of the participants is quite high (n=1414). To generalize the results of the study and to ensure the accuracy of the results, a sample with a variety of participants would be necessary.

1.5 The Significance of the Study

In today's world, there is always a need to learn English since technology has improved and interrelations between nations have become easier. English is required for every kind of profession. Turkey now has been suffering from its foreign

language education policies. Since students cannot reach the intended language level after spending many years on language learning, language policies have regularly been changed. University students should not be indifferent to their failure in learning English; therefore, this investigation appertaining to their perceptions towards social, personal and educational reasons for the failure may have important implications. This study gains great importance considering the limited number of studies on university students' beliefs related with their failure in English. The findings may also propel parents to consider to what extent they are interested in their children's language learning process. Based on the results of this study, educational administrators may have the incentive to change the English curriculum at all levels and arrange innovative trainings for language teachers. Necessary changes in the curriculum could be made in a way that students' communication skills can be promoted. Moreover, the roles of the teachers in a language classroom could be specified and teachers can be provided in-service trainings to adopt their new role and follow the latest trends in language learning. Besides, in the light of the study, students will probably be given the chance to evaluate themselves and find their personal reasons for not learning English.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Learning is primary for human beings and it is the expertise that people use to be human (Fischer and Immordino-Yang, 2008, p.17). The main problem of educational institutions, as the main domain in which learning takes place, is “to keep the knowledge alive and prevent it from being dead” (Whitehead, 1967 [1929], p. 5). Knowing a language is a key element for us to talk about our opinions, hopes and even our dreams, especially in this age of globalization (Tavil, 2009).

If a person looks up the word “learn” in a dictionary, s/he will probably find the following definitions. a) to have the knowledge of a subject or skill by means of education and experience, b) to have information about something or somebody, c) to learn something, for example, facts, poems, languages or a dance by heart (WirthandPerkins,2008). Additionally, Atkinson et al. (1993) define learning as a long-lasting change in behavior arising from practice. Others (e.g., Simon, 1996) have suggested that the aim of learning has changed, that is, memorizing information “surface learning” has been replaced by finding specific information and using it which is called “deep learning”.

As for the first language acquisition, from a strong behavioristic perspective, children come into the world as a *tabula rasa* which means they have no preconceived notions about the world and language. They are then slowly conditioned and shaped when they get into the environment and reinforced in various ways. According to a behaviorist, a language behavior can be accepted as effective when correct responses

are given to stimuli (Brown, 2000). Therefore, learning environment and reinforcement also play an important role in second language learning. In the past, many teachers assumed that teaching basically meant “filling a student’s head with information” (p.10, Wirth and Perkins, 2008). To clarify, knowledge was conveyed from an authority (the teacher) to a learner (the student), usually by a normal lecture (Wirth and Perkins, 2008). This type of lecture-based teaching has dominated most of the classrooms for quite a while although it has been found ineffectual for some time.

Social interaction is required for a cognitive development (Vygotsky, 1962, 1978). In addition, a child develops his or her potential through social interaction. Vygotsky’s *zone of proximal development* is the distance between a child’s actual cognitive capacity and the level of potential development (Vygotsky, 1978, p.86). According to Glaser’s (1991) ideas on cognitive psychology, learning is a productive process. This means that learning occurs when learners participate in the learning process and interact with their environment. The learner has the responsibility in connecting his/her background knowledge with the new one. In that sense, learning is purely a learner’s property rather than the teacher’s since it occurs in the mind of the learner. Chomsky (1969) claimed that despite the complexity of the rules of language, children become masters in their native languages in a very short time. This is because of the innate properties of language. According to Chomsky, this innate knowledge is embodied in a “little black box”, a language acquisition device (LAD) (Brown, 2000). In a constructivist classroom supporting these principles, the teacher is not the authority but the person who has a guiding or facilitating role.

As mentioned above, there are “surface” and “deep” approaches to learning (Savin-Baden and Major, 2004). Students who follow surface approaches to learning are believed to rely on memorization. Wirth and Perkins (2008, p.12) define the goal in surface learning as “to complete required learning tasks by memorizing information needed for assessments”. In such learning spaces, students do not usually put emphasis on social interaction because they see the learning tasks as “external impositions”. Contrary to surface learning, students with deep approaches to learning have motives to understand (Wirth and Perkins, 2008). In such learning spaces, students interact with each other, combine new ideas with older ones and use new concepts in their lives. To achieve all of these aims, learners need to “construct” their own knowledge. As Wertsch (1991) stated, mental activity is tightly linked to its social context. Also, Vygotsky’s social constructivist theory emphasized the importance of the connection between mental progress and the influence of social context (Kazulin, 1990; Vygotsky, 1978).

Apart from all of these ideas, Ericsson et al. (1994) express that natural talent has a significant place in becoming an “expert” in a field or domain. Hence, practice is fundamental to reaching the mastery level.

Teachers often consider that, because they are “teaching”, students are supposed to be learning. Similarly, students who read and memorize bulks knowledge think that they have learned something. However, to what extent are these beliefs true? It has been a controversial subject but there is a reality that we are born with a desire to learn and the need for learning does not only happen during childhood or adulthood. As Wirth and Perkins (2008) define learning “is a lifelong occupation” (p.13) which

can take place everywhere, not only in classrooms. Learning is not something you just do for a few years in college.

Since the 1950s, researchers have become interested in cognitive theory and education benefits from Bloom's (1956) taxonomies of learning. Bloom and his colleagues classified three learning domains: *the cognitive domain, the affective domain and the psychomotor domain*. Wirth and Perkins (2008) summarized them as follows. The *cognitive domain* includes all sorts of thinking. The affective domain involves feelings, values, attitudes and emotions. The psychomotor domain includes physical movement, motor and sensory skills.

The cognitive domain is the most widely used one especially in traditional learning contexts. Bloom (1956) divided it into six levels of understanding hierarchically. The beginning of the understanding is acquiring the facts (knowledge). It is followed by understanding (comprehension). Thirdly, new information is applied to new situations (application). Organizing the new information (analysis) comes before creating new ideas (synthesis). At last, the learner assesses the accuracy of the information or ideas (evaluation). Considering all of these above, successful learning occurs when the learner reaches the most complex level of understanding, that is, the evaluation. Wirth and Perkins (2008) conclude that such a sophisticated level cannot be easily achieved by reading a book or attending a lecture. An active participation and reflection are vital to achieve this aim. Therefore, Vygotsky's social constructivist method of teaching is regarded highly effective since social interaction and collaboration are integrated (Powell and Kalina, 2009).

In addition to Bloom's taxonomy, Anderson et al. (2001, p.27) identified four categories of knowledge in the cognitive domain which are "factual, conceptual, procedural and metacognitive". Factual knowledge is "knowledge of discrete, isolated content elements". Conceptual knowledge is "more complex, organized knowledge forms" such as categories, principles, theories, models and structures. Procedural knowledge is defined as the "knowledge of how to do something". The methods, techniques can be the examples of it. At last, metacognitive knowledge is "knowledge about cognition in general as well as awareness of one's cognition". The aim of the learners is supposed to reach metacognitive level of knowledge so as to be aware of their own learning process and become autonomous learners.

Many studies show that students' attitudes and views of learning have significant effects on their learning and success. Considering this, the affective domain plays an important role in learning. Krathwohl et al. (1964) point out that affective domain involves things that limit and boost learning. It determines learning objectives that focus on feelings, emotions. Wirth and Perkins (2008, p.7) summarized the key idea behind the affective domain as "receiving information is the first and easiest part of learning". "More important is that you respond to what you learn, you value it and organize it and eventually use it to guide your lives". To clarify, the more positive attitudes the learners have, the more successful they may be in their academic life. However, affective domain draws little attention by teachers although it has a significant role in learning. Also, when students have more positive attitudes towards learning, they may become more willing to take part in their own learning and use what they learn in their lives. Therefore, teachers need to boost and take learners' feelings into consideration more in learning process.

To have an extensive consideration of learning, Fink (2003, p.3) comes up with the taxonomy of “significant learning”. It emphasizes that learning consists of changes in the learner. It is described by Fink (2003, p.3) as “some kind of lasting change that is important in terms of the learner’s life”. This taxonomy has also categories but unlike Bloom’s taxonomy the categories are interactive rather than hierarchical. According to Fink (2003), the first and basic kind of learning is *foundational knowledge*. It includes remembering and understanding the basic facts, ideas and information about any field such as geography, physics etc. To illustrate, to learn what feminism is (or is not) may appear at this level. The second category is *application*. This part of significant learning requires learner’s applying the knowledge and skills to new situations (Wirth and Perkins, 2008). The learner uses his critical, creative and practical thinking as well as some certain skills such as playing an instrument, communication. When a learner is able to build connections among specific ideas, the third level of significant learning occurs (*integration*) which results in the most powerful part of learning. The *human dimension* of learning develops when learner integrates learning into his life, that is, this type of learning enables learner to understand himself better and as a result helps understand the others (Fink, 2003). After a deep effect of learning on the learner, the learner starts to show more interest in the subject or himself (*caring*) which ensures more motivation in learning (Wirth and Perkins, 2008). Finally, Fink (2003) describes the last stage of significant learning as “student’s learning something about the process of learning itself” (p.5). The learner tries to find out how to become a better and self-directing learner. Fink (2003) also emphasizes the importance of how these

categories area integrated because learning in one area improves the learning in other areas.

Foreign language learning can be affected by many parameters such as motivation, attitudes, anxiety, learning objectives, abilities, intelligence, age and qualities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). According to Stern (1975), a language learner has three main problems, those are 1) the strong effect of the first language reference system on the newly developing foreign language reference system; 2) the necessity to use linguistic forms and to communicate simultaneously, which cannot be possible psychologically; 3) the dilemma learners have between rational and intuitive learning. The student's ability to resolve these problems will probably differentiate the successful learner from the unsuccessful one. Turkish students usually use their first language reference system when learning a foreign language which may hinder their second language acquisition. Moreover, since language teaching in Turkey particularly focuses on using linguistic forms, learners do not realize the importance of communicating simultaneously. In order to create a successful learning environment, they should be encouraged to learn English intuitively.

2.2 New Kinds of Learning

Since the qualifications of employees demanded by their employers have changed, there should be a need for a change in education. Employers seek employees with the skills of interactive communication, teamwork and leadership. All of these may result in a change in teacher's role as well because the main idea of education is shifting from teaching to learning. Brookfield (1985) states that the role of the

teacher is to “facilitate” learning not “transmit” information. That is, the teacher should help learners develop their own strategies and tools for learning better. Hence, the learner should be responsible for his own learning. They “take the initiative to diagnose their learning needs, formulate learning goals, identify resources for learning, select an implement learning strategies, and evaluate learning outcomes” (Saven-Baden and Major, 2004, p.197). These suggest that learners are required to take on many tasks in order to “learn”.

From what is written so far, it is obvious that effective learning occurs when students are involved in active learning instead of sitting and listening to a lecture. The most common approach to learning is currently accepted as cooperative learning. Unlike traditional types of learning, cooperative learning helps learners improve individual success, manage difficult tasks and transfer newly learnt knowledge to new situations. It also leads to high motivation and willingness for learning (Johnson et al., 1991; Prince, 2004). According to Wirth and Perkins (2008), cooperative learning also flourishes relationships between students by creating positive attitudes towards learning and enhancing self-confidence. Moreover, Vygotsky’s social constructivist theory puts forth the importance of social interaction in learning which is believed to be the integral part of learning. With this theory, students are expected to be in critical thinking process while they are interacting (Powell and Kalina, 2009). Vygotsky (1962) also used *scaffolding* in the theory to show that learners learn better when they have others to support them. Considering this, he emphasized the importance of cooperative learning which is a way of creating deeper understanding.

A body of research shows that people have different learning styles (Felder, 1993). Clark (2004) defines learning style as a student's way of "responding to and using stimuli in the context of learning". That is, people concentrate on different kinds of information, process this data in different ways and ultimately have different levels of comprehension. This does not mean that one learning style is better than the other one. Instead, it means each style is different. If a learner is aware of his learning style that best suits him, it becomes easier to maximize his learning by making necessary adjustments. Additionally, Gardner (1983) has been influential in language teaching with his multiple intelligences theory. Learners have at least seven specific intelligences that can be improved over time (Larsen-Freeman, 2003). These are *logical-mathematical*, *visual-spatial*, *body-kinesthetic*, *musical-rhythmic*, *interpersonal*, *intrapersonal* and *verbal-linguistic* intelligences. One student might possess some of these intelligences. Therefore, the teacher should prepare a variety of activities stimulating all of the intelligences so as to facilitate language learning among different learners (Larsen-Freeman, 2003). Besides, learners should make an effort to maximize their potential with all these seven intelligences to benefit from the classroom atmosphere.

2.3. English Language Teaching in Turkey

A variety of policies have been implemented in Turkey since the foundation of the republic. These changes have occurred in response to the political and economic developments in the country. As a widely known fact, Turkey is located in an area strategically and geopolitically important. It has a bridging role between Europe and Asia. Additionally, the country serves for peace and stability by being close to the

Middle East and Africa (Kırkgöz, 2007). The country has been a member of NATO since 1952 and also has started the negotiations with European Union (EU) with the intent of getting full membership. Considering Turkey's notable status all over the world, learning English has become a prominent issue in the country. In addition, since English is the language for worldwide communication and in all fields of science, technology and business, the people have started to seek ways of learning English to keep pace with latest developments and innovations. Eskicumalı (1994) states that "A new mentality, outlook and value system was introduced in Turkish society and education undoubtedly played one of the most important roles in the transformation of the new country" (p.101).

In Turkey, the official language is Turkish and the language of education is Turkish. The only foreign language compulsory in state schools is English, whereas German and French are offered as elective courses. When the history of English teaching in Turkey is reviewed, it can be seen that the first phase dated back to the introduction of English in Turkish education system and includes the period until 1997. The second period which is called 1997 *Education Reform* brought many changes. The third phase started in 2005 and during this period the changes were introduced with the aim of following the standards of EU about English language teaching (Kırkgöz, 2007).

The first phase includes *Tanzimat Period* when English was introduced to Turkish education system during the second half of the eighteenth century. At that time, the movements for westernization started which also had an impact on the Turkish education system (Kırkgöz, 2007). Generating closer relations with Europe lies

behind the idea of these westernization movements. These aims helped English become superior to the other foreign languages such as French and German which were formerly preferred in diplomacy, education and art in Turkey (Kırkgöz, 2007). The government founded by Atatürk also put emphasis on receiving ideas from western culture and science. Thus, they used some of their financial sources for consultation which is served by foreign experts such as John Dewey (Sarıçoban and Sarıçoban, 2012).

Up to 1997, the Turkish Education system included a five-year primary, three-year secondary and three-year high school education. There were private and state schools. For secondary education, Anatolian high schools had distinctive features by providing the first year of intensive English and instruction in English for some specific subjects like science and mathematics. This enabled students to be exposed to English for a longer period of time which would bring about higher proficiency in English. However, in 2002, the Ministry of Education came up with a decision showing the change of language in instruction in these two fields. From then on, the language became Turkish. One of the reasons lying behind was the unqualified teachers in charge of these subjects and the other one was the centralized university exam which was conducted in Turkish (Doğançay-Aktuna and Kızıltepe, 2005). In Turkish education system, English is compulsory; however, some divergences occur in terms of the type and quality of instruction, the number of teaching hours for ELT, the quality of materials and the qualifications of teachers (Kırkgöz, 2005). In the 1980s, globalization progressively affected English language teaching in Turkey (Friedman, 1994; Robins, 1996). After a while, the number of schools providing English education increased since it became very remarkable.

As for the higher education, there were state and private universities supervised by the Council of Higher Education (YÖK). The first state university whose education is English-medium was established in 1956. Following this, the private universities were supported to offer English-medium education. Then, Bilkent University was founded in 1983. These kinds of universities with English medium instruction also provide their students with one year of intensive English education in order for students to reach the demanded level of English. Besides, the universities in which the instruction is not in Turkish either ensure English a compulsory subject or offer English language preparatory program to let the students become proficient English speakers. Those who take compulsory English courses need to take courses titled “Reading and Speaking, English for specific Purposes” to learn the terminology about their field. Doğançay-Aktuna and Kızıltepe (2005) indicate the importance of these courses by stating how they will help students’ oral and written communication skills to do business with different companies and people abroad.

The second phase starting in 1997 brought notable changes in the Turkish education system which lead to changes in Turkish language policy. With this reform, the duration of primary education was extended from 5 to 8 years. Another change was the introduction of English language courses starting at the 4th grade upwards. The aims of the curriculum for Grades 4 and 5 were as follows:

- To raise pupils’ awareness of a foreign language;
- Promote a positive attitude towards the learning of English language;
- Increase pupils’ interest and motivation towards the English language;

- Establish classroom situations in the context of games so that pupils can entertain while learning English;
- Set up dialogues and meaningful contextualized learning activities, and
- Help pupils develop appropriate strategies (Kocaoluk and Kocaoluk, 2001).

1997 curriculum stands as a turning point in the Turkish education system because the concept of communicative approach was introduced in a curriculum first in Turkey for the first time (Kırkgöz, 2005). The curriculum encouraged student-centered learning instead of traditional teacher-centered one. According to Kırkgöz (2007), the role of the teacher is to be the *facilitator* of learning process. The responsibilities of the teacher are to help students “develop communicative performance, promote positive values and attitudes towards English language learning” (Kırkgöz, 2007), while the role of the students is to actively participate in the learning process.

As far as higher education is considered, faculties of education made some adjustments in their curriculum so as to prepare prospective teachers for the curriculum shift. Methodology courses and teaching practice time were reviewed and increased to administer hands-on experience to student teachers (Kırkgöz, 2005).

In the wake of this curriculum change, the Ministry of Education established the In-service English Language Teacher Training and Development Unit (INSET) to coordinate seminars, workshops for in-service training for primary and secondary school teachers (Kırkgöz, 2007). Furthermore, the Open University Faculty of Anadolu University started a BA diploma project called “English Language Teacher

Education” in 2000 which was a four-year teacher education program. Although it was aimed to meet the needs for teachers in this project, no study or statistics have so far shown that it met its objectives (Kırkgöz, 2007).

The third phase put forward more innovations necessary during the EU negotiations. The first one was removing one year of English preparation offered in Anatolian high schools and making all of the high schools similar to each other in terms of years of education. As a result, the duration for all high schools was increased to four years. The distribution of English lessons was as follows: the first year students were allocated 10 hours of English, while the second, the third and the fourth year students were allotted 4 hours a week. These changes required revision in curriculum to adapt EU standards. The curriculum was supported theoretically with information about ELT, curriculum design, teaching materials, the difference between language learning and acquisition, how different age groups learn languages (Ersöz et al, 2006). Different kinds of activities were chosen to use for different grades. For instance, Grades 4 to 5 used songs, games, plays and drawing whereas Grades 6 to 8 used projects to improve their strategy learning (Kırkgöz, 2007). Traditional paper-pencil tests were assumed as a successful way of assessment in state schools. Performance based assessments such as *portfolios* were put into practice (Kırkgöz, 2006). The updated curriculum gave comprehensive guidelines to teachers on these topics:

- The amount of English and mother tongue used in the classroom.
- A detailed sample lesson demonstrating the philosophy of new curriculum

- A sample lesson plan about how the acquisition of L2 is provided through games, stories, songs
- Sample tests based on communicative approach (Kırkgöz, 2007).

In 2012, the government changed the education policy and the compulsory education became 12 years long: 4 year primary, 4 year secondary and 4 year high school. They initiated English course from Grade 2 upwards. It would probably be an advantage for a learner since the exposure to language was longer. However, the program is still negotiable. Before 2012, learners were exposed to foreign language learning in Grade 4 and the total number of hours of English lessons was less compared to the other countries. Accordingly, necessary regulations were made and students had 2 hours of English lessons a week for the first 4 years and 4 hours of lessons a week for the following 4 years. By this way, the target of increasing the number of English lessons might have been achieved. However, in her study Bayyurt (2012) put emphasis on the in-class efficiency rather than the number of English lessons because it is known that children's attention span is shorter than adults. Hence, in-class activities should be organized carefully. In addition, lesson planning is of great importance since teachers are supposed to plan theme-based lessons in which there are a variety of task-based activities attracting children's attention permanently and appropriate for their cognitive levels (Bayyurt, 2010). Bayyurt (2012) also emphasizes the crucial points about this new program as follows.

1. A new curriculum should be made for the new age groups.
2. Teachers are supposed to have trainings to teach early age groups in this new educational reform.

3. New course materials for 2nd grade students need to be developed and assessed.

4. New tools for testing and evaluation should be developed as a part of this new educational reform.

Concerning the new curriculum, when the case of the young learners was considered, some researchers proposed that teachers should adopt content-based instruction where students learn the subjects first in their mother tongue at least one week before they have this lesson in English. In this way, students will not waste time understanding the new concepts and focus on learning the language (Bayyurt, 2010; Bayyurt and Alptekin, 2000). According to Wesche and Skehan (2002), the aim of curriculum based on content-based instruction is to uncover the relationship between language and content and teach language meaningfully. In their long-term empirical study with 4th and 5th grades, Alptekin, Erçetin and Bayburt (2007) applied theme-based instruction for the experimental group. At the same time control group had grammar-based instruction. The students' success in English exams for both groups was monitored and at the end of these two years, it was observed that the students in experimental group were more successful in listening, reading and writing than the students in control group. This study is likely to show that course hours were used effectively.

In most studies, it is put forth that after the child completed his development in his first language or while it is proceeding, foreign language at an early age becomes cognitively permanent (Haznedar, 2003; Karakoç, 2007; Lopriore, 2002; Moon and Nikolov, 2000; Nikolov and Curtain, 2000). After taking all these issues into

account, providing that necessary measures are taken, these new regulations on language teaching may be a success in Turkey. These studies showed the importance of studying English starting at early years which, when the present case of Turkish university students is considered, is new to Turkey.

2.4. Related Studies

There are a number of studies aiming at exploring the reasons why students fail in learning English. Trang et al. (2012) investigated foreign language anxiety and its' effect on students' determination to study English. Participants were 49 non-English tertiary level students feeling anxious about learning English. Data was gathered using autobiographies and interviews. The findings in this study showed that being aware of the importance of English and desire to learn a foreign language were two important factors that influenced students' determination to study the language. The study also suggested that students should be encouraged to be aware of the importance of English and their volitional strategies should be reinforced in order to help them deal with their anxiety.

In Sawir's study (2005), language learning difficulties of many international students studying in Australia were studied. The researcher tried to find the reason why these students face difficulties in speaking. Data was gathered through interviews with students from five Asian nations. As the results showed, students' weaknesses depended on their prior learning experiences. It was found that the students' previous learning experiences were framed in a teacher-centered learning context in which the focus was on grammar teaching and reading skills rather than conversational skills. Sawir (2005) summarized the reasons as follows:

- Students' prior English language learning experience has an impact on how well they can cope with the academic requirement of the Australian university.
- The data indicates that students did not have sufficient exposure to English language conversation either in classroom or outside class, prior to coming to Australia.
- Classroom practice was not only largely didactic (one-way) rather than conversational in form, but was largely confined to the teaching of grammatical rules.
- This classroom practice appeared to have shaped some learner's beliefs that grammar was the most important part of English language learning.
- It appeared that this belief had then become manifested in their communication behavior, so that they were not able to communicate effectively, socially and academically, and the learning of conversational skills was retarded. (p.577)

Reiss (1981) suggested the following points that may make one a successful learner:

- Being willing and careful guessers.
- Being motivated to communicate
- Not avoiding participating in the activities and being active
- Being ready to attend to form
- Practicing
- Monitoring and evaluating his/her speech and the others'
- Focusing more on meaning rather than grammar

Reiss (1981) also concluded that teachers had some responsibilities in learners' success in English. They should first let students know about the task of learning a

language. Then, they are supposed to create an effective classroom atmosphere which helps students feel comfortable and develop guessing abilities. Furthermore, they should motivate learners to express themselves freely and monitor their and their peers' speech. They should also create opportunities where student practice the language outside the classroom. Asking successful students to act as informants for unsuccessful students regarding learning strategies is also of great importance. They need to encourage slow students to find the most appropriate learning style for them.

Abidin et al. (2012) investigated secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. A total of 180 participants in the three study years from three departments of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. The result indicated that students' attitudes towards learning English language were negative. The students also had a negative behavioral attitude and stated that they felt nervous whenever they tried to speak in English in class. The researcher recommended encouraging a relaxed atmosphere in English classes to motivate students to learn English. The importance of English should be highlighted by implementing suitable methods and activities effectively. Furthermore, integrating the modern materials and supplementary resources in addition to course books is of great importance to attract students' attention. Teachers were also recommended to adopt communicative approach which enables learners collaborate and become more motivated and enthusiastic about learning the target language.

Similarly, Al-Zahrani (2008) indicated that most of the participants in his study had a negative attitude towards English. The reason underlying this negative attitude was

found to stem from traditional teaching techniques teachers used in their classes. Wang (1993) studied the factors which affect Chinese EFL learners' acquisition. These factors include language shock, culture differences, culture background knowledge, motivation, and ego permeability. He concluded that Chinese learners need to be encouraged from their teachers and peers. Teachers should arrange activities which arouse curiosity about English speaking countries. While doing this, teachers should possess necessary field skills, professional competence and enthusiasm.

Hamid and Baldauf (2011) did a research with the aim of analyzing learners' perceptions and experiences of learning English in rural Bangladesh through interviews. The study showed how important the curricular regulations were and how English dominated thoughts and consciousness. In the light of the results, it could be seen that students desired to learn English but because of their school English teaching being poor, they were unable to learn the language. Another reason for their failure was related to their financial situation which resulted in the learners' not affording to buy private English lessons.

Çelebi (2006) summarized the important issues that are supposed to be taken into consideration in foreign language teaching as follows:

- Since language is acquired through experiencing, curriculum needs to be prepared according to this principle.
- Learning environments should be appropriate to individual students' needs.
- Teachers must not have concerns about meeting the deadlines while they are following the curriculum.

- Students need to be encouraged to attend out-of-class activities for practice.
- While preparing the lesson plans, teachers are supposed to consider using stimulus and reinforcement very often.
- Multiple choice tests should not be often used in testing. Instead, other alternative testing techniques can be engaged in learning process.
- Language teachers always have to be planned for their lessons (p.305).

Işık (2008) did a scientific study aimed at finding the reasons of incorrect practices in Turkey's foreign language teaching policies. It was found that the most important thing is to set clear and achievable aims in language planning process after doing some needs analysis. Another important issue is related to the materials that will be used in language teaching. Teaching materials should be prepared considering the aims and teaching methods. As far as the preparation of the materials is concerned, the issue of training teachers arises. Işık (2008) stated that language teachers with adequate field and pedagogical knowledge are demanded to achieve the goals and to use the materials effectively. In this sense, undergraduate studies and in-service training programs need revision and careful planning. The more creative and self-confident the teachers and field experts are, the more likely they are to develop language teaching systems and materials. Hence, this is of vital importance in decreasing dependence on foreign sources.

Another important study demonstrates the underlying reasons why university students are not successful in language learning in Turkey. Gökdemir (2005) indicates the following factors resulting in this situation.

- Theoretical information is usually emphasized in classes, whereas practice is ignored.
- Lessons are generally teacher-centered rather than student-centered.
- There is a general belief that universities are not the best places for language learning.
- Preparatory class students do not strive and spend enough time to learn the language
- In preparatory classes, another foreign language except English is not usually offered to students.
- School administrators do not promote the importance of foreign language learning.
- The universities which offer preparatory classes do not provide convenient classroom atmosphere with necessary materials and equipment.
- The curriculum for language teaching in preparatory programs is usually so accelerated that it is often difficult to keep up with and teach effectively.
- In preparatory classes, the techniques which enable students to be active are not usually used.

Considering the related studies, little research has been done to investigate university students' perceptions on their failure in learning English. Moreover, their social, personal and educational reasons have not been studied separately so far. As mentioned before, in the light of this research, Turkish learners' reasons for being unsuccessful are studied. What follows is the methodology section which explains "how" this research problem is investigated.

CHAPTER III

METHODOLOGY

This chapter explains the research methodology of the study which aimed to investigate university students' perceptions towards their personal, educational and social reasons why they are not able to learn English as a foreign language. The research questions that guided the study, the research model, study group, data gathering instrument, and data analysis are described in this chapter.

The research questions of the study are as follows:

1. What are the personal reasons for university level students' failure in learning English as a foreign language?
2. What are the social reasons for university level students' failure in learning English as a foreign language?
3. What are the educational reasons for university level students' failure in learning English as a foreign language?
4. Is there any meaningful relationship among university students' personal, social and educational reasons and their individual characteristics such as (a) sex; (b) parental education; (c) family income; (d) parental knowledge of English and (e) their faculties?

3.1 Research Method

A quantitative approach was followed for the purposes of the study. Descriptive statistical techniques (frequencies, percentages, means and standard deviations) were used to determine participants' perceptions on social, personal and educational

reasons for their failure in English. Cross-tabulation was also used to point out the relationships between the selected variables and participants' demographic information.

3.2 Participants

The participants were selected in accordance with a convenience sampling procedure. Teddlie and Yu (2007) state in their study that “convenience sampling involves drawing samples that are both easily accessible and willing to participate in a study” (p.78). In our case, Akdeniz University, where the researcher taught and studied, was found to be the most convenient location in which students could be reached easily.

University students from 19 different faculties or vocational schools completed the questionnaire (n=1414). Nearly 60% of the participants were male. Most of the participants were under 22 years old (91.7%). The demographic features of the participants are summarized in Chapter 4.

3.3 Data Gathering Instrument

The data gathering instrument was prepared on paper. The questions were attained from relevant research studies and discussions with the researcher's colleagues and the supervisor. The questionnaires were administered in faculties and in social environments such as student cafeterias and restaurants. In order to collect data from students aimed at investigating university students' perceptions on their personal, educational and social reasons why they are not able to learn English as a foreign language, this questionnaire was used. To develop the questionnaire, first, an open-

ended question was asked to 34 preparatory school students. The open-ended question was “Why can’t we learn English as Turkish students in Turkey?”. After getting students’ written opinions for this question, the researcher constituted a variety of questionnaire statements related to personal, educational and social reasons. Then, the researcher added some other statements after reviewing related literature. The question pool was revised and categorized in terms of the three reason types. After this process, the questionnaire items were examined by TEFL experts. One of the experts was an academic who had done a lot of studies on foreign language education. Some lecturers in the field of foreign language teaching also stated their opinions on the questionnaire. Moreover, a Turkish language expert checked the clarity of the items since the questionnaire was in Turkish. It was in Turkish as students’ level of English was not known before data collection. After taking all the comments and feedback into account, the final draft of the questionnaire was formed.

The questionnaire is divided into 2 parts. The first section is student’s demographic information. It concerns with individual and academic characteristics, for instance, age, Sex, family income, status of accommodation, the city where participants mostly lived when they had been between 0-13 years old, parental education, parental knowledge of foreign language and students’ departments and faculties.

The second section is designed to collect the data about the reasons why students fail learning English as a second language. In this part the items about the social, personal and educational reasons were grouped separately. Concerning the social reasons, there were 10 items whereas there were 16 items about personal reasons and

24 items on educational reasons. For the second section the participants were asked to answer all the items on a 5-point Likert-type scale with options ranging from “Strongly Agree” (5) to “Strongly Disagree” (1).

3.4 Reliability and Validity

Mackey and Gass (2005) briefly define reliability as an instrument’s consistency.

Kirk and Miller (1986) specify three types of reliability in quantitative studies:

- to what extent the measurement remains the same after some repetitions
 - the degree of stability of the measurement in time
 - the degree of the similarities of the measurements in a given time period
- (pp.41-42).

With regards to validity, Golafshani (2003) states that the aim is to understand the means of measurement are accurate and they are absolutely measuring what they are intended to measure. To improve validity in quantitative data, a thorough sampling, appropriate instrumentation and convenient statistical treatments of the data are likely to be effective (Cohen, Manion and Morrison, 2007).

To improve the validity of the present instrument, experts in the field checked the clarity of every item and then the researcher made necessary changes so as to improve the comprehension of the items.

The reliability of the questionnaire was calculated by using Pearson Correlations as represented by the Cronbach’s Alpha value. Alpha was developed by Lee Cronbach in 1951 to measure the internal consistency of a test or scale which is defined as a number between 0 and 1. The value of alpha increases when the items in the test are

correlated to each other (Tavakol and Dennick, 2011). The reliability of the survey used in this study was calculated through using the Cronbach's Alpha value via SPSS 21.0 and it was found to be .895 which can be considered acceptable and reliable.

3.5 Data Collection

The only data collection method used in this study is quantitative since the purpose of the study is to learn university students' perceptions towards their personal, educational and social reasons why they are not able to learn English as a foreign language. Therefore, with quantitative methods a big amount of students participated in the study. Data collection took place in November during the fall semester in 2014-2015 academic year. Since the questionnaire was on paper, the data collection and data entry process took a little long for the researcher.

3.6 Data Analysis

SPSS 21.0 was used to analyze survey data and necessary measurements were made. Descriptive statistics, frequencies, means, percentages and standard deviations were used to describe student's personal characteristics, opinions on social, personal and educational reasons for their failure in English. In order to explain the relationships between the significant items in the questionnaire and participants' demographic features, cross tabulation was used. The results of the data analysis are presented in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the findings reached through the data analysis are shared and the researcher's interpretations are presented. The demographic characteristics of the students are given in Table 4.1. Then, general results on students' perceptions towards the reasons for their failure in learning English are shown in the following part. The following sections present students' perceptions on the social, personal and educational reasons for their failure. In the next part, relationships between variables and participants' individual characteristics are presented and discussed by using Cross-tabulation.

4.2 Students' Demographic Characteristics

In the first part of the questionnaire, participants were asked to fill in their demographic information. In Table 4.1, students' personal characteristics including their age, sex, parental educational background, status of accommodation, family income, the city where participants mostly live between 0-13 years old, parental knowledge of foreign language and students' departments or faculties are summarized.

Most of the students were under the age of 22 (91%). Within the ages of 23 and 24, there were 84 students (5.9%). The numbers of students over 25 were 34 (2.4%). The number of male students (59.1%) was more than the number of female students (40.9%).

Table 4.1.
Participants' Demographic Information

		Frequency	%
Age	Under 22	1296	91.7
	Between 23-24	84	5.9
	Over 25	34	2.4
Sex	Male	835	59.1
	Female	579	40.9
Mother's Educational Background	University Graduate	131	9.3
	High School Graduate	292	20.7
	Secondary School Graduate	252	17.8
	Primary School Graduate	635	44.9
	Uneducated	104	7.4
Father's Educational Background	University Graduate	215	15.2
	High School Graduate	377	26.7
	Secondary School Graduate	294	20.8
	Primary School Graduate	498	35.2
	Uneducated	30	2.1
Status of family's accommodation	Own a house	998	70.6
	Rent	416	29.4
Monthly Family Income	Under 1000 TL	372	26.3
	1001-3000 TL	793	56.1
	3001-6000 TL	200	14.1
	Over 6000 TL	49	3.5
The geographical regions participants mostly live between 0-13 years old	Marmara	205	14.5
	Aegean	189	13.4
	Mediterranean	683	48.3
	Central Anatolia	163	11.5
	Black Sea	53	3.7
	Eastern Anatolia	63	4.5
	Southeastern Anatolia	49	3.5
Abroad	9	.6	
Mother's knowledge of English	Yes	84	5.9
	No	1330	94.1
Father's knowledge of English	Yes	192	13.6
	No	1222	86.4
Department	Social Sciences Vocational School	437	30.9
	Vocational School of Technical Sciences	397	28.1
	Faculty of Letters	227	16.1
	School of Physical Education and Sports	113	8.0
	Faculty of Education	110	7.8
	Faculty of Engineering	40	2.8
	Faculty of Economics and Administrative Sci	21	1.5
	Faculty of Law	15	1.1
	Faculty of Fine Arts	10	0.7
	Faculty of Agriculture	8	0.6
	Faculty of Science	7	0.5
	Alanya Faculty of Business	6	0.4
	Faculty of Tourism	6	0.4
	Vocational School of Health Services	6	0.4
	Faculty of Medicine	4	0.3
	School of Tourism and Hotel Management	3	0.2
	Antalya School of Health	2	0.1
	Ayşe Sak School of Applied Sciences	1	0.1
	Faculty of Nursing	1	0.1

70.6 percent of the students had their own houses while 29.4 percent of the students rented their houses. More than half of the participants (56.1%) had a monthly family income between 1001 and 3000 TL. Just over a quarter of the students (26.3%) had a monthly family income under 1000 TL. 14.1 percent of them had a monthly family income between 3001 and 6000 TL whereas 3.5 percent of them had a monthly family income over 6000 TL. The results about monthly family income suggest that students mainly came from families who were in bad financial situations. Since the study was done at Akdeniz University, almost half of the students (48.3%) spent their time in Mediterranean region from their birth till they were 13 years old. 14.5 percent of them spent this time period in Marmara region; 13.4% spent in Aegean region; 11.5% spent in Central Anatolia region; 4.5% spent in Eastern Anatolia region; 3.7% spent in Black Sea region; 3.5% spent in Southeastern region and 0.6% of the participants spent the time abroad between 0 and 13 years old. In this study participants were chosen from a variety of departments. Slightly less than a third (30.9%) of the students has studied at the Social Sciences Vocational School and just over a quarter (28.1%) of them has studied at the Vocational School of Technical Sciences. The students studying at the Faculty of Letters constitutes 16.1% of the participants. Eight percent of them have studied at the School of Physical Education and Sports; 7.8% have studied at the Faculty of Education; 2.8% have studied at the Faculty of Engineering; 1.5% have studied at the Faculty of Economics and Administrative Sciences; 1.1% have studied at the Faculty of Law; 0.7% have studied at the Faculty of Fine Arts; 0.6% have studied at the Faculty of Agriculture; 0.5% have studied at the Faculty of Science; 0.4% have studied at the Alanya Faculty of Business; 0.4% have studied at the Faculty of Tourism; 0.4% have studied at the

Vocational School of Health Services; 0.3% have studied at the Faculty of Medicine; 0.2% have studied at the School of Tourism and Hotel Management; 0.1% have studied at Antalya School of Health; 0.1% have studied at Ayşe Sak School of Applied Sciences and 0.1% have studied at the Faculty of Nursing.

In terms of mothers' educational backgrounds, mothers of the 44.9% of the participants were primary school graduates while mothers of the 7.4% of the participants were uneducated. Less than a quarter (20.7%) of the mothers of the participants was high school graduates. 17.8% of the mothers of the participants were secondary school graduates and nearly a tenth (9.3%) of the mothers of the participants were university graduates. With reference to fathers' educational backgrounds, just over a third (35.2%) of the fathers of the participants were primary school graduates whereas a small number of (2.1%) the fathers of the participants were uneducated. Just over a quarter (26.7%) of the fathers of the participants were high school graduates. 20.8% were secondary school graduates and 15.2% were university graduates. As these results suggest, students' fathers were more educated than students' mothers. The parental knowledge of English is considerably important in this study. A majority of participants' mothers (94.1%) did not know English as a foreign language. In a similar way, 86.4% of the fathers of the participants did not know English as a foreign language. These results show that family's knowledge-based support was most likely to be minimal.

4.3 Overall Results on Students' Reasons of Failure in Learning English

In this section, the generalized findings will be presented by using percentages so that they will explain the main issues clearly. Parents might have a significant impact

on students' not learning English. Almost half of the parents of the students (49.4%) do not know English although just over half of the parents of the students support their children in learning English (Item 4). Thus, it can be inferred that even if parents do not know English, they believe in the importance of learning English because it is likely for them to think that when their children know English, they will probably have a better job in the future.

In terms of nationalism, students do not believe that learning a foreign language means their country is dominated by another country. This can be affirmed with the questionnaire item "I couldn't learn English because I think that we would be dominated by another country if we learnt English". More than half of the students (57.8%) strongly disagreed with this statement. Additionally, 61.6% (38.5% Strongly disagree and 23.1% Disagree) of the students may have probably thought that English is an international language and is supposed to be learnt by showing their disagreement about the item "I couldn't learn English because I believe that we don't need to learn English. The other nationalities need to learn our language, instead".

Participants mostly think that English is a necessary language to learn and believe its critical importance on their life in the future. Almost three quarters of the students (73.5%) strongly disagreed (48.5%) and disagreed (25.5%) on the twenty fifth item in the questionnaire which tells that English will not contribute to one's life in the future. The students might have thought that English would probably broaden their horizons and open new doors to them. Besides, just over half of the students (53.1% - total value of strongly disagree and disagree) wanted to have a job where English is needed as the result of the eleventh item shows.

Considering the questionnaire items in personal reasons section, participants generally do not blame themselves for their being unsuccessful in learning English. The eighteenth item shows that students (54.7% total value of strongly disagree and disagree) generally think that they like studying and this was not the reason why they couldn't learn English. In addition, more than half of them (59.9% total value of strongly disagree and disagree) think that they have a talent for English according to the nineteenth item. 56.4% of them (total value of strongly disagree and disagree) do not have a fear of making mistakes and being unsuccessful as we look at the results for the twenty first item. Fifty seven percent of the participants strongly disagreed (26.9%) and disagreed (30.1%) about the twenty third item which states that students had difficulties in pronouncing some sounds in English so they couldn't learn English.

Another generalization about the reasons why students could not learn English is related to their environment. They mostly think that they couldn't learn English because they weren't exposed to the language in their social environment. Nearly two thirds (74.5% total value of strongly agree and agree) state that they would have learnt English better if there had been English speakers around them (the 8th Item). Also, a majority of them (80.3% total value of strongly agree and agree) believes that they would have learnt English better if they had had the chance to go abroad (20th Item).

Students mostly believed that their failure in English is particularly related to their teachers' performances. Students' general opinions are that they assume their teachers responsible for their failure. 57.9% (total value of strongly agree and agree)

of the students agree that their teachers were such strict characters instead of being helpful and encouraging that they couldn't learn English. Many participants (54.1% total value of strongly agree and agree) state that their teachers did not make them feel enthusiastic about learning English as shown according to the results of the twenty ninth item in the questionnaire. More than half of the students (51.3% and 50.2% total value of strongly agree and agree in the 30th and 36th items) believe that their teachers were not competent enough in their fields and they did not speak English to the students during lesson. Therefore, the students think they couldn't learn English.

The teaching methods and techniques play a significant role in language learning. A majority of the students (72% total value of strongly agree and agree) are not pleased with the teaching techniques since they indicate that more speaking activities should have been done instead of learning only rules of grammar as shown in the results of the 46th item of the questionnaire. Moreover, 71.3% of the participants (total value of strongly agree and agree in the 47th item) state that the importance on four basic skills (listening, speaking, reading and writing) was not given so they couldn't learn English. Taking all these results into consideration, it is clearly seen that necessary changes in teaching techniques are supposed to be made to enable learners to learn English.

With regard to the teaching materials and classroom atmosphere, almost half of the students (50.4% total value of strongly agree and agree) wished they would have more hours of lessons because they believe the number of lesson might have an effect on their success. Besides, teaching materials are not very effective and

interesting for them as 70.2% (total value of strongly agree and agree) of the participants state that reading materials do not appeal to everyone during lessons as shown in the results of the 49th item. Hence, teaching materials, classroom atmosphere and class hours should be taken into consideration to create a productive and efficient language learning environment.

4.4 Akdeniz University Students' Perceptions on the Social Reasons for Participants' Failure in Learning English

In this part of the questionnaire, Akdeniz university students were asked to respond to 10 items concerning their perceptions on the social reasons for their failure in English. They reported their level of agreement/disagreement on a 5-point Likert-type scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Frequencies of the students' responses to the items aimed at examining their perceptions on the social reasons for their failure in English are shown in the following Table 4.2. Responses for "strongly agree" and "agree" were collected under one section and similarly the "strongly disagree" and "disagree" responses were combined in order to see general positive and negative tendencies. To interpret the results, the cut points are 3.700 and 2.599 as mean values. The items having a mean value over 3.700 will be interpreted to show agreement and the items having a mean value under 2.599 will be interpreted to show disagreement.

The participants showed the most positive attitude ("strongly agree" and "agree") towards the statements, "if my mother or my father had known English, I would have learnt English better" (76.2%) and "if there had been English speakers around me, I would have learnt English better" (74.5%).

Table 4.2.
Results of Social Reasons for Participants' Failure in Learning English

Questionnaire Items	S.A. / A. (%)	Neutral (%)	S.Di. / Di. (%)	Mean	SD
1. If there had been English programs on TV and radio (original or with English subtitles). I would have learnt English better.	64.5	24	11.4	3.799	1.122
2. If my mother or my father had known English. I would have learnt English better.	76.2	13.9	9.9	4.11	1.1186
3. I couldn't learn English because there weren't institutions to learn English in the places where I lived.	27.8	18.8	53.3	2.598	1.3797
4. If my family had supported me in learning English. I would have learnt English better.	25.5	22.3	52.2	2.544	1.3856
5. I couldn't learn English because we don't have interaction with the countries where the mother tongue is English.	49.1	22.8	28	3.349	1.3573
6. If my mother or my father had impressed on me the importance of English. I would have learnt English better.	36.4	23.2	40.3	2.895	1.3714
7. I couldn't learn English because my mother or my father motivated me to go to other courses (football, guitar etc.) instead of English courses.	12.7	11.2	76.2	1.917	1.1832
8. If there had been English speakers around me. I would have learnt English better.	74.5	14.6	10.8	4.032	1.1533
9. I couldn't learn English because I think that we would be dominated by another country if we learnt English.	11.1	10.7	78.2	1.806	1.168
10. I couldn't learn English because I believe that we don't need to learn English. The other nationalities need to learn our language. instead.	22.2	16.1	61.6	2.373	1.4368

(S.A.: Strongly agree, A: Agree, S.Di. Strongly disagree, Di. Disagree, SD: Standard deviation)

The statement “if there had been English programs on TV and radio (original or with English subtitles), I would have learnt English better” also had a remarkable level of agreement (64.5%).

The most negative level of agreement (“strongly disagree” and “disagree”) was recorded for the items “I couldn't learn English because I think that we would be dominated by another country if we learnt English” (78.2%) and “I couldn't learn English because my mother or my father motivated me to go to other courses (football, guitar etc.) instead of English courses” (76.2%). Another statement “I

couldn't learn English because I believe that we don't need to learn English. The other nationalities need to learn our language, instead" had a notable level of disagreement (61.6%). Additionally, participants expressed their disagreement on the following items "I couldn't learn English because there weren't institutions to learn English in the places where I lived" (53.3%) and "if my family had supported me in learning English, I would have learnt English better" (52.2%).

From these results, it can be inferred that parental knowledge of English might be a major element in students' failure. In conjunction with this, not having people speaking the target language around them may be a reason for their not learning the language because the students are hardly ever exposed to the target language in their daily lives. Another underlying reason to prevent students from being exposed to the target language could be mass media which does not provide programs including the target language.

Furthermore, it can be concluded that students did not have nationalist thoughts according to their responses to the items 9 and 10. They are likely to have preferred learning English to the other hobbies and they probably received their support from their parents. However, it is indicated that students did not blame their city for their failure because there were probably some institutions to learn English there. Hence, it is possible that they did not want to go to these institutions to learn the language.

4.5 Akdeniz University Students' Perceptions on the Personal Reasons for Participants' Failure in Learning English

In order to examine students' perceptions on personal reasons for their failure in English, 16 items were asked to students. They reported their level of

agreement/disagreement on a 5-point Likert-type scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Frequencies of the students' responses to the items concerning their perceptions on the personal reasons for their failure in English are shown in the following Table 4.3. Responses for "strongly agree" and "agree" were collected under one section and the "strongly disagree" and "disagree" responses were brought together in order to see general positive and negative tendencies. To interpret the results, the cut points are 3.700 and 2.599 as mean values. The items having a mean value over 3.700 will be interpreted to show agreement and the items having a mean value under 2.599 will be interpreted to show disagreement.

Table 4.3.
Results of Personal Reasons for Participants' Failure in Learning English

Questionnaire Items	S.A. / A.	Neutral	S.Di. / Di.	Mean	S.D.
11. In the future I want to have a job where I don't need English. If I had wanted to have a job where I use English, I would have learnt English better.	30	16.9	53.1	2.589	1.4528
12. If I had loved English language and English and American cultures, I would have learnt English better.	41.3	18.4	40.4	2.987	1.4147
13. I didn't learn English because I have always wanted to learn another language.	13.6	11.2	75.2	2.012	1.1726
14. I couldn't learn English because I didn't spend enough time to learn English.	59.7	16.8	23.5	3.547	1.3356
15. To learn English I need to go to language courses but our financial situation was not good. Therefore, I couldn't learn English.	32.3	16.6	51.1	2.707	1.4003
16. If I hadn't been ashamed of speaking with foreigners, I would have learnt English better.	40.2	20.7	39.1	3.012	1.4074
17. I think English is a difficult language so I couldn't learn English.	27.2	20.2	52.7	2.602	1.3557
18. I couldn't learn English because I don't like studying.	26.8	18.5	54.7	2.557	1.3489
19. I couldn't learn English because I am not talented enough to learn a language.	21	19.2	59.9	2.379	1.3325
20. If I had had the chance to go abroad, I would have learnt English better.	80.3	8.7	11	4.231	1.1471
21. I couldn't learn English because I have a fear of making mistakes and being unsuccessful.	24.9	18.7	56.4	2.494	1.3199
22. I got stressed and worried about some activities in English lessons. Therefore, I couldn't learn English.	30.2	22.6	47.2	2.743	1.3174
23. I had some difficulties in pronouncing some sounds in English. Therefore, I couldn't learn English.	22.4	20.7	57	2.466	1.2472

Table 4.3.
Results of Personal Reasons for Participants’ Failure in Learning English
(continues)

24. If I had had the habit of reading. I would have learnt English better.	31.4	21.8	46.8	2.726	1.3531
25. I couldn’t learn English because I think learning English won’t contribute anything to my life.	12.1	14.4	73.5	1.953	1.1732
26. First I loved English but then I lost my desire to learn it. That’s why I couldn’t learn English.	28.5	21.6	50	2.653	1.356

(S.A.: Strongly agree, A: Agree, S. Di. Strongly disagree, Di. Disagree, SD: Standard deviation)

Students showed their highest agreement (80.3%) (“strongly agree” and “agree”) towards the twentieth item which clarifies that a majority of them might not have had an opportunity to go abroad; hence they couldn’t learn English language.

The most negative level of agreement (“strongly disagree” and “disagree”) was recorded for the items “I didn’t learn English because I have always wanted to learn another language” (75.2%) and “I couldn’t learn English because I think learning English won’t contribute anything to my life” (73.5%). Students also expressed disagreement on the 11th, 18th, 19th, 21st and 23rd items. For the eleventh item, just over half of the participants (53.1%) disagreed on the idea that they want to have a job where they do not need English and they believed that if they had wanted a job where they use English, they would have learnt it better. Almost fifty five percent of the students didn’t accept the idea that they couldn’t learn English because they don’t like studying as it can be seen in the results of the 18th item. Generally participants do not blame themselves for their failure by showing disagreement on the items “I couldn’t learn English because I am not talented enough to learn a language” (59.9%), “I couldn’t learn English because I have a fear of making mistakes and being unsuccessful” (56.4%) and “I had some difficulties in pronouncing some sounds in English. Therefore, I couldn’t learn English” (57%).

As far as the personal reasons for students' failure in English are concerned, these interpretations can be made. It is probable that a majority of the students did not have the chance to go abroad to learn the language. As the results show, their primary concern might be to learn English not another language because they possibly believe that English will contribute a lot to their lives and they will probably have a job where English will be necessary. Also, they did not regard themselves as responsible for their failure.

4.6 Akdeniz University Students' Perceptions on the Educational Reasons for Participants' Failure in Learning English

In order to assess students' perceptions on educational reasons for their failure in English, 24 items were asked to students. They reported their level of agreement/disagreement on a 5-point Likert-type scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Frequencies of the students' responses to the items concerning their perceptions on the educational reasons for their failure in English are shown in the following Table 4.4. Responses for "strongly agree" and "agree" were collected under one section and the "strongly disagree" and "disagree" responses were brought together in order to see general positive and negative tendencies. To interpret the results, the cut points are 3.700 and 2.599 as mean values. The items having a mean value over 3.700 will be interpreted to show agreement and the items having a mean value under 2.599 will be interpreted to show disagreement.

Table 4.4.
Results of Educational Reasons for Participants' Failure in Learning English

Questionnaire Items	S.A. / A (%)	Neutral (%)	S.Di. / Di (%)	Mean	S.D.
27. If my English teachers had been positive people. I would have learnt English better.	49.6	17.0	33.3	3.311	1.4544
28. If my English teacher had been better in English. I would have learnt English better.	35.5	20.2	44.2	2.896	1.4171
29. If my English teacher had tried to make me feel enthusiastic about learning English. I would have learnt English better.	54.1	17.3	28.7	3.435	1.4186
30. If my English teachers at primary and high school had been competent in their fields. I would have learnt English better.	51.3	18.2	30.5	3.373	1.4134
31. If I had had more hours of English lessons. I would have learnt English better.	50.4	22.4	27.1	3.404	1.3597
32. If the language teaching method of my teachers hadn't been wrong. I would have learnt English better.	47.3	23.3	29.3	3.351	1.3767
33. If English hadn't been taught by only giving test techniques. I would have learnt English better.	53.5	20.4	26.1	3.492	1.3553
34. I couldn't learn English because generally there were no teachers in English classes.	32.2	18.1	49.8	2.760	1.4223
35. If there had been fewer students in my class. I would have learnt English better.	43.4	22.9	33.7	3.191	1.3962
36. If my teacher had constantly spoken English to me during lesson. I would have learnt English better.	50.2	24.8	24.9	3.402	1.3162
37. If my English teachers had been native speakers. I would have learnt English better.	48.1	23.8	28.1	3.359	1.3595
38. Our English classes weren't equipped enough (projector. computer. cassette or CD player etc.). Therefore. I couldn't learn English.	43.3	22.0	34.6	3.156	1.3701
39. Our books and materials for English lessons were not interesting. Therefore. I couldn't learn English.	29.4	23.6	47	2.751	1.3196
40. If we had spoken more rather than studying the book in classes. I would have learnt English better.	68.4	17.6	14	3.883	1.1749
41. If my teacher hadn't always corrected my mistakes. I would have learnt English better.	23.0	28.4	48.6	2.650	1.2311
42. If my teacher had been more helpful and encouraging instead of being bossy. I would have learnt English better.	57.9	19.9	22.2	3.566	1.3031
43. If we hadn't concentrated on mainly grammar in lessons. I would have learnt English better.	52.8	27.8	19.5	3.568	1.2537
44. I couldn't learn English because I have always tried to think first in Turkish and then translate in English.	49.3	25.6	25.1	3.376	1.2746
45. If I had had a greater vocabulary. I would have learnt English better.	62.7	18.9	18.5	3.722	1.2708
46. If speaking had been practiced with the teacher rather than teaching rules. I would have learnt English better.	72.0	15.3	12.8	3.995	1.1672

Table 4.4.
Results of Educational Reasons for Participants' Failure in Learning English
(continues)

47. If much importance had been given on four basic skills (listening, speaking, reading, and writing) in English lessons. I would have learnt English better.	71.3	15.7	13	3.952	1.1623
48. If English had been taught with games and enjoyable activities (songs, films etc.). I would have learnt English better.	67.9	17.5	14.7	3.873	1.2046
49. If reading texts which appeal to everyone (magazines, cartoons, short stories etc.) had been used in lessons instead of boring ones. I would have learnt English better.	70.2	17.0	12.7	3.937	1.1576
50. If I had learnt English via Internet, telephone or computer games. I would have learnt it better.	47.3	26.4	26.4	3.360	1.3465

(S.A.: Strongly agree, A: Agree, S.Di. Strongly disagree, Di. Disagree, SD: Standard deviation)

Students showed a high level of agreement (“strongly agree” and “agree”) towards the items “If speaking had been practiced with the teacher rather than teaching rules, I would have learnt English better” (72%), “If much importance had been given on four basic skills (listening, speaking, reading, and writing) in English lessons, I would have learnt English better” (71.3%) and “If reading texts which appeal to everyone (magazines, cartoons, short stories etc.) had been used in lessons instead of boring ones, I would have learnt English better” (70.2%). Additionally, 68.4% of the participants agreed on the fortieth item which implies the importance of speaking practice rather than studying the book in classes. For the forty fifth item “if I had had a greater vocabulary, I would have learnt English better”, more than sixty (62.7%) percent of the students showed agreement. Another result relating to teachers’ techniques can be found in item 48 “if English had been taught with games and enjoyable activities (songs, films etc.), I would have learnt English better” which students (67.9%) showed considerable agreement.

As the results show that, students are probably aware of the importance of the skills teaching especially speaking and they mostly prefer doing activities which will improve their speaking instead of other activities such as rule teaching etc. At the same time, they might not be pleased with the teaching materials since they believe that the materials and activities should attract their interests. They may have the opinion that they would learn better if the language was taught in an effective and enjoyable way. Most of them are likely to accept the idea that vocabulary has a significant role in language learning.

4.7 Relationships between Variables and Participants' Individual Characteristics by Using Cross-Tabulation

Cross tabulation which is an analyzing tool for quantitative data measures how different variables relate to each other. In order to assess students' reasons for their failure and their demographic information, cross tabulation and contingency tables were used.

4.7.1 The Relationship between Family Income and Item 2 "If my mother or my father had known English, I would have learnt English better"

As Table 4.5 shows, more than half of the students who have low family income (under 1000 TL) strongly agreed on the item "If my mother or my father had known English, I would have learnt English better" (54.3%). Similarly, approximately half of the students who have high family income (over 6001 TL) showed their strong agreement on this item (44.9%). Thus, it can be interpreted that majority of the students with either low or high family income believe that their parents' knowledge

of English may affect their learning. In that sense, family income has no effect on parental knowledge of English in regards to students' perceptions.

Table 4.5.
Results Showing the Relationship between Monthly Family Income and Item 2
“If my mother or my father had known English, I would have learnt English better”

Monthly Family Income / Item 2 Cross tabulation								
			Item 2					
			S.Di	Di.	N	A	S.A	Total
Monthly Family Income	Less than 1000TL	Count	14	16	43	97	202	372
		% within Income	3.8%	4.3%	11.6%	26.1%	54.3%	100.0%
		% within Item 2	21.2%	21.6%	21.8%	25.6%	28.9%	26.3%
		% of Total	1.0%	1.1%	3.0%	6.9%	14.3%	26.3%
	1001-3000TL	Count	33	37	115	223	385	793
		% within Income	4.2%	4.7%	14.5%	28.1%	48.5%	100.0%
		% within Item 2	50.0%	50.0%	58.4%	58.8%	55.2%	56.1%
		% of Total	2.3%	2.6%	8.1%	15.8%	27.2%	56.1%
	3001-6000TL	Count	15	14	33	49	89	200
		% within Income	7.5%	7.0%	16.5%	24.5%	44.5%	100.0%
		% within Item 2	22.7%	18.9%	16.8%	12.9%	12.8%	14.1%
		% of Total	1.1%	1.0%	2.3%	3.5%	6.3%	14.1%
	More than 6001	Count	4	7	6	10	22	49
		% within Income	8.2%	14.3%	12.2%	20.4%	44.9%	100.0%
		% within Item 2	6.1%	9.5%	3.0%	2.6%	3.2%	3.5%
		% of Total	0.3%	0.5%	0.4%	0.7%	1.6%	3.5%
Total	Count	66	74	197	379	698	1414	
	% within Income	4.7%	5.2%	13.9%	26.8%	49.4%	100.0%	
	% within Item 2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	4.7%	5.2%	13.9%	26.8%	49.4%	100.0%	

(S. Di. Strongly disagree, Di. Disagree, N. Neutral, A. Agree, S.A. Strongly agree)

4.7.2 The Relationship between Parental (mothers' and fathers') Educational Background and Item 8 “If there had been English speakers around me, I would have learnt English better”

As the Table 4.6 shows, mothers of 9.3% of the students who strongly agreed on the statement “If there had been English speakers around me, I would have learnt English better” were university graduates. Mothers of 19% of the students who strongly agreed on this statement were high school graduates. Mothers of 18.7% of the students who strongly agreed on this statement were secondary school graduates. Mothers of 45.8% of the students who strongly agreed on this statement were primary school graduates and mothers of 7.2% of the students who strongly agreed on this statement were uneducated.

As these results suggest, students whose mothers were primary school graduates or uneducated strongly believe that they couldn't learn English because there were no people speaking English around them.

As the table 4.7 shows, fathers of 15.1% of the students who strongly agreed on the statement “If there had been English speakers around me, I would have learnt English better” were university graduates. Fathers of 24.9% of the students who strongly agreed on this statement were high school graduates. Fathers of 20.9% of the students who strongly agreed on this statement were secondary school graduates. Fathers of 37.1% of the students who strongly agreed on this statement were primary school graduates and fathers of 2% of the students who strongly agreed on this statement were uneducated.

The results indicate that students whose fathers were primary school graduates strongly believe that they could not learn English as there were no speakers of English around them.

Table 4.6.
Results Showing the Relationship between Mothers' Educational Background and Item 8 "If there had been English speakers around me, I would have learnt English better"

Mothers' Education / Item 8 Cross tabulation								
			Item 8					
			S.Di	Di.	N	A	S.A	Total
Mother's Education	University	Count	17	4	19	31	60	131
		% within M's Educ.	13.0%	3.1%	14.5%	23.7%	45.8%	100.0%
		% within Item 8	20.2%	5.8%	9.2%	7.5%	9.3%	9.3%
		% of Total	1.2%	0.3%	1.3%	2.2%	4.2%	9.3%
	High School	Count	14	25	53	78	122	292
		% within M's Educ.	4.8%	8.6%	18.2%	26.7%	41.8%	100.0%
		% within Item 8	16.7%	36.2%	25.6%	18.9%	19.0%	20.7%
		% of Total	1.0%	1.8%	3.7%	5.5%	8.6%	20.7%
	Secondary	Count	13	8	37	74	120	252
		% within M's Educ.	5.2%	3.2%	14.7%	29.4%	47.6%	100.0%
		% within Item 8	15.5%	11.6%	17.9%	18.0%	18.7%	17.8%
		% of Total	0.9%	0.6%	2.6%	5.2%	8.5%	17.8%
	Primary	Count	30	27	84	200	294	635
		% within M's Educ.	4.7%	4.3%	13.2%	31.5%	46.3%	100.0%
		% within Item 8	35.7%	39.1%	40.6%	48.5%	45.8%	44.9%
		% of Total	2.1%	1.9%	5.9%	14.1%	20.8%	44.9%
	Uneducated	Count	10	5	14	29	46	104
		% within M's Educ.	9.6%	4.8%	13.5%	27.9%	44.2%	100.0%
		% within Item 8	11.9%	7.2%	6.8%	7.0%	7.2%	7.4%
		% of Total	0.7%	0.4%	1.0%	2.1%	3.3%	7.4%
Total	Count	84	69	207	412	642	1414	
	% within M's Educ.	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	
	% within Item 8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	

(M's Educ: Mothers' Educational Background) (S.Di. Strongly disagree, Di. Disagree, N. Neutral, A. Agree, S.A. Strongly agree)

Table 4.7.

Results Showing the Relationship between Fathers' Educational Background and Item 8 "If there had been English speakers around me, I would have learnt English better"

Fathers' Education / Item 8 Crosstabulation								
			Item 8					Total
			S.Di	Di.	N	A	S.A	
Father's Education	University	Count	12	10	37	59	97	215
		% within F's Educ.	5.6%	4.7%	17.2%	27.4%	45.1%	100.0%
		% within Item 8	14.3%	14.5%	17.9%	14.3%	15.1%	15.2%
		% of Total	0.8%	0.7%	2.6%	4.2%	6.9%	15.2%
	High School	Count	28	23	57	109	160	377
		% within F's Educ.	7.4%	6.1%	15.1%	28.9%	42.4%	100.0%
		% within Item 8	33.3%	33.3%	27.5%	26.5%	24.9%	26.7%
		% of Total	2.0%	1.6%	4.0%	7.7%	11.3%	26.7%
	Secondary	Count	11	15	44	90	134	294
		% within F's Educ.	3.7%	5.1%	15.0%	30.6%	45.6%	100.0%
		% within Item 8	13.1%	21.7%	21.3%	21.8%	20.9%	20.8%
		% of Total	0.8%	1.1%	3.1%	6.4%	9.5%	20.8%
	Primary	Count	30	20	66	144	238	498
		% within F's Educ.	6.0%	4.0%	13.3%	28.9%	47.8%	100.0%
		% within Item 8	35.7%	29.0%	31.9%	35.0%	37.1%	35.2%
		% of Total	2.1%	1.4%	4.7%	10.2%	16.8%	35.2%
	Uneducated	Count	3	1	3	10	13	30
		% within F's Educ.	10.0%	3.3%	10.0%	33.3%	43.3%	100.0%
		% within Item 8	3.6%	1.4%	1.4%	2.4%	2.0%	2.1%
		% of Total	0.2%	0.1%	0.2%	0.7%	0.9%	2.1%
Total	Count	84	69	207	412	642	1414	
	% within F's Educ.	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	
	% within Item 8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	

(F's Educ: Fathers' Educational Background) (S.Di. Strongly disagree, Di. Disagree, N.Neutral, A. Agree, S.A. Strongly agree)

4.7.3 The Relationship between Parental (mothers' and fathers') Knowledge of English and Item 8 “If there had been English speakers around me, I would have learnt English better”

As far as the results of Table 4.8 are concerned, 5.5% students who strongly agreed on the eighth item “If there had been English speakers around me, I would have learnt English better” had mothers who knew English. However, nearly ninety five percent of students who strongly agreed on this item had mothers who did not know English (94.5%). These results suggest that there is a significant relationship between mothers' knowledge of English and the item 8 “If there had been English speakers around me, I would have learnt English better”.

Table 4.8.
Results Showing the Relationship between Mothers' Knowledge of English and Item 8 “If there had been English speakers around me, I would have learnt English better”

			Mothers' Knowledge of English / Item 8 Crosstabulation					
			Item 8					
			S. Di	Di.	N	A	S.A	Total
Mother's Knowledge of English	Yes	Count	11	3	15	20	35	84
		% within M's Kn. E.	13.1%	3.6%	17.9%	23.8%	41.7%	100.0%
		% within Item 8	13.1%	4.3%	7.2%	4.9%	5.5%	5.9%
		% of Total	0.8%	0.2%	1.1%	1.4%	2.5%	5.9%
	No	Count	73	66	192	392	607	1330
		% within M's Kn. E.	5.5%	5.0%	14.4%	29.5%	45.6%	100.0%
		% within Item 8	86.9%	95.7%	92.8%	95.1%	94.5%	94.1%
		% of Total	5.2%	4.7%	13.6%	27.7%	42.9%	94.1%
Total	Count	84	69	207	412	642	1414	
	% within M's Kn. E.	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	
	% within Item 8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	

(M's Kn. E.: Mothers' Knowledge of English) (S.Di. Strongly disagree, Di. Disagree, N.Neutral, A. Agree, S.A. Strongly agree)

As can be seen in Table 4.9, 12.6% students who strongly agreed on the eighth item “If there had been English speakers around me, I would have learnt English better” had fathers who knew English. However, 87.4% students who strongly agreed on this item had fathers who did not know English. These results suggest that there is also a significant relationship between fathers’ knowledge of English and item 8 “If there had been English speakers around me, I would have learnt English better”.

Table 4.9.
Results Showing the Relationship between Fathers’ Knowledge of English and Item 8 “If there had been English speakers around me, I would have learnt English better”

Fathers’ Knowledge of English / Item 8 Crosstabulation								
			Item 8					
			S.Di	Di	N	A	S.A	Total
Father’s Knowledge of English	Yes	Count	14	13	28	56	81	192
		% within F’s Kn. E.	7.3%	6.8%	14.6%	29.2%	42.2%	100.0%
		% within Item 8	16.7%	18.8%	13.5%	13.6%	12.6%	13.6%
		% of Total	1.0%	0.9%	2.0%	4.0%	5.7%	13.6%
	No	Count	70	56	179	356	561	1222
		% within F’s Kn. E.	5.7%	4.6%	14.6%	29.1%	45.9%	100.0%
		% within Item 8	83.3%	81.2%	86.5%	86.4%	87.4%	86.4%
		% of Total	5.0%	4.0%	12.7%	25.2%	39.7%	86.4%
Total	Count	84	69	207	412	642	1414	
	% within F’s Kn. E.	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	
	% within Item 8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.9%	4.9%	14.6%	29.1%	45.4%	100.0%	

(F’s Kn. E.: Fathers’ Knowledge of English) (S.Di. Strongly disagree, Di. Disagree, N.Neutral, A. Agree, S.A. Stronglyagree)

4.7.4 The Relationship between Monthly Family Income and Item 20 “If I had had the chance to go abroad, I would have learnt English better”

In Table 4.10 the results indicate that 28.2% of the students who strongly agreed on the statement “If I had had the chance to go abroad, I would have learnt English better” had a low family income (under 1000TL); 55.8% of the students who

strongly agreed on the statement had a family income between 1001 and 3000TL; 12.7% of them who strongly agreed on the statement had a family income between 3001 and 6000TL and 3.2% of the students agreeing had a family income over 6001TL.

Table 4.10.
Results Showing the Relationship between Monthly Family Income and Item 20
“If I had had the chance to go abroad, I would have learnt English better”

Monthly Family Income / Item 20 Crosstabulation								
			Item 20					Total
			S.Di	Di	N	A	S.A	
Income	Less than 1000TL	Count	12	23	32	70	235	372
		% within Income	3.2%	6.2%	8.6%	18.8%	63.2%	100.0%
		% within Item 20	16.7%	27.7%	26.0%	23.0%	28.2%	26.3%
		% of Total	0.8%	1.6%	2.3%	5.0%	16.6%	26.3%
	1001-3000TL	Count	42	41	61	185	464	793
		% within Income	5.3%	5.2%	7.7%	23.3%	58.5%	100.0%
		% within Item 20	58.3%	49.4%	49.6%	60.9%	55.8%	56.1%
		% of Total	3.0%	2.9%	4.3%	13.1%	32.8%	56.1%
	3001-6000TL	Count	14	18	21	41	106	200
		% within Income	7.0%	9.0%	10.5%	20.5%	53.0%	100.0%
		% within Item 20	19.4%	21.7%	17.1%	13.5%	12.7%	14.1%
		% of Total	1.0%	1.3%	1.5%	2.9%	7.5%	14.1%
	More than 6001TL	Count	4	1	9	8	27	49
		% within Income	8.2%	2.0%	18.4%	16.3%	55.1%	100.0%
		% within Item 20	5.6%	1.2%	7.3%	2.6%	3.2%	3.5%
		% of Total	0.3%	0.1%	0.6%	0.6%	1.9%	3.5%
Total	Count	72	83	123	304	832	1414	
	% within Income	5.1%	5.9%	8.7%	21.5%	58.8%	100.0%	
	% within Item 20	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.1%	5.9%	8.7%	21.5%	58.8%	100.0%	

(S.Di. Strongly disagree, Di. Disagree, N. Neutral, A. Agree, S.A. Strongly agree)

There was a significant relationship between family income and item 20. The students with low family income most probably did not have the chance to go

abroad; therefore, they could not learn English. This interpretation can be strengthened with the argument that shows the level of agreement of the students with high family income on this item was lower than (3.2%) the students with low family income. The students with high family income are likely to have been abroad or afford to go abroad.

4.7.5. The Relationship between Students’ Faculty or Department and Item 11 “In the future I want to have a job where I don’t need English. If I had wanted to have a job where I use English, I would have learnt English better.”

To explain the relationship between students’ departments and Item 11, five different departments were taken into consideration because mainly students who took the questionnaire were from these departments. The other departments had a small share. To make a generalization with these small groups was thought to be inappropriate by the researcher.

Table 4. 11. Results Showing the Relationship between Students’ Department and Item 11 “In the future I want to have a job where I don’t need English. If I had wanted to have a job where I use English, I would have learnt English better.”

Departments / Item 11 Crosstabulation								
			Item 11					
			S.Di	Di	N	A	S.A	Total
Department	Sc. Of Phy. Edu. Sports	Count	38	26	19	20	10	113
		% within Department	33.6%	23.0%	16.8%	17.7%	8.8%	100.0%
		% within Item 11	8.1%	9.2%	7.9%	9.5%	4.7%	8.0%
		% of Total	2.7%	1.8%	1.3%	1.4%	0.7%	8.0%
	Voc. Sc. Of Tech. Sci.	Count	99	72	72	79	75	397
		% within Department	24.9%	18.1%	18.1%	19.9%	18.9%	100.0%
		% within Item 11	21.2%	25.4%	30.1%	37.6%	35.0%	28.1%
		% of Total	7.0%	5.1%	5.1%	5.6%	5.3%	28.1%

Table 4. 11.

Results Showing the Relationship between Students’ Department and Item 11 “In the future I want to have a job where I don’t need English. If I had wanted to have a job where I use English, I would have learnt English better.” (continues)

Department	Soc. Sci. Voc. Sc.	Count	127	99	93	53	65	437
		% within Department	29.1%	22.7%	21.3%	12.1%	14.9%	100.0%
		% within Item 11	27.1%	35.0%	38.9%	25.2%	30.4%	30.9%
		% of Total	9.0%	7.0%	6.6%	3.7%	4.6%	30.9%
	Fac. Of Edu.	Count	21	21	15	28	25	110
		% within Department	19.1%	19.1%	13.6%	25.5%	22.7%	100.0%
		% within Item 11	4.5%	7.4%	6.3%	13.3%	11.7%	7.8%
		% of Total	1.5%	1.5%	1.1%	2.0%	1.8%	7.8%
	Fac. Of Lett.	Count	127	41	24	14	21	227
		% within Department	55.9%	18.1%	10.6%	6.2%	9.3%	100.0%
		% within Item 11	27.1%	14.5%	10.0%	6.7%	9.8%	16.1%
		% of Total	9.0%	2.9%	1.7%	1.0%	1.5%	16.1%

(S.Di. Strongly disagree, Di. Disagree, N.Neutral, A. Agree, S.A. Strongly agree)

(Sc.Of Phy. Edu. Sports:School of Physical Education and Sports, Voc.Sc.Of Tech. Sci: Vocational School of Technical Sciences, Soc. Sci. Voc. Sc: Social Sciences Vocational School, Fac.Of Edu: Faculty of Education, Fac. Of Lett: Faculty of Letters)

As the results show, 4.7% of the students who strongly agreed on this item study at School of Physical Education and Sport, 35% of the students who strongly agreed on this item study at Vocational School of Technical Sciences, 30.4% of the students who strongly agreed on this item study at Social Sciences Vocational School, 11.7% of the students who strongly agreed on this item are from Faculty of Education and 9.8% of the students who strongly agreed on this item study at Faculty of Letters. It can be concluded that mainly students who study at vocational schools think they do not want to have a job where they will not need English.

4.7.6 The Relationship between Sex and Item 21 “I couldn’t learn English because I have a fear of making mistakes and being unsuccessful”

The relationship between Sex and Item 21 is shown in the Table 4.12 below. Considering the Table 4.12 among the participants 61.1% of the ones who strongly agreed on the item were males while 38.9% of them were females. Therefore, it can be seen that females were less afraid of making mistakes and being unsuccessful than males and they are more likely to be self-confident than males.

Table 4.12. Results Showing the Relationship between Sex and Item 21 “I couldn’t learn English because I have a fear of making mistakes and being unsuccessful”.

			Sex / Item 21 Crosstabulation					
			Item 21					
			S.Di	Di	N	A	S.A	Total
Sex	Male	Count	256	200	168	123	88	835
		% within Sex	30.7%	24.0%	20.1%	14.7%	10.5%	100.0%
		% within Item 21	61.8%	52.2%	63.4%	59.1%	61.1%	59.1%
		% of Total	18.1%	14.1%	11.9%	8.7%	6.2%	59.1%
	Female	Count	158	183	97	85	56	579
		% within Sex	27.3%	31.6%	16.8%	14.7%	9.7%	100.0%
		% within Item 21	38.2%	47.8%	36.6%	40.9%	38.9%	40.9%
		% of Total	11.2%	12.9%	6.9%	6.0%	4.0%	40.9%
Total		Count	414	383	265	208	144	1414
		% within Sex	29.3%	27.1%	18.7%	14.7%	10.2%	100.0%
		% within Item 21	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.3%	27.1%	18.7%	14.7%	10.2%	100.0%

(S.Di. Strongly disagree, Di. Disagree, N.Neutral, A. Agree, S.A. Strongly agree)

4.7.7 The Relationship between Sex and Item 18 “I couldn’t learn English because I don’t like studying”

In Table 4.13, the results suggest that 73.1% of the participants who strongly agreed on the item were males while 26.9% of them were females. Hence, it may be clear that male students have a negative attitude towards studying. Female students can be said to have a more positive attitude, thus, they probably did not blame themselves for their failure.

Table 4.13.
Results Showing the Relationship between Sex and Item 18 “I couldn’t learn English because I don’t like studying”.

Sex / Item 18 Crosstabulation								
			Item 18					
			S.Di	Di	N	A	S.A	Total
Sex	Male	Count	190	192	178	153	122	835
		% within Sex	22.8%	23.0%	21.3%	18.3%	14.6%	100.0%
		% within Item 18	47.7%	51.1%	68.2%	72.2%	73.1%	59.1%
		% of Total	13.4%	13.6%	12.6%	10.8%	8.6%	59.1%
	Female	Count	208	184	83	59	45	579
		% within Sex	35.9%	31.8%	14.3%	10.2%	7.8%	100.0%
		% within Item 18	52.3%	48.9%	31.8%	27.8%	26.9%	40.9%
		% of Total	14.7%	13.0%	5.9%	4.2%	3.2%	40.9%
Total	Count	398	376	261	212	167	1414	
	% within Sex	28.1%	26.6%	18.5%	15.0%	11.8%	100.0%	
	% within Item 18	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	28.1%	26.6%	18.5%	15.0%	11.8%	100.0%	

(S.Di. Strongly disagree, Di. Disagree, N. Neutral, A. Agree, S.A. Strongly agree)

4.7.8 The Relationship between Sex and Item 25 “I couldn’t learn English because I think learning English won’t contribute anything to my life”

The researcher wanted to show whether there is a relationship between Sex and Item 25 in the Table 4.14. The results show that 77.3% of the participants who strongly agreed on the item were males while 22.7% of them were females. Thus, female students may be more aware of the importance of English than males. Male students may think that they will not benefit from English in their professional life.

Table 4.14.
Results Showing the Relationship between Sex and Item 25 “I couldn’t learn English because I think learning English won’t contribute anything to my life”.

Sex / Item 25 Crosstabulation								
			Item 25					Total
			1.0	2.0	3.0	4.0	5.0	
Sex	Male	Count	375	192	142	68	58	835
		% within Sex	44.9%	23.0%	17.0%	8.1%	6.9%	100.0%
		% within Item 25	54.7%	54.2%	70.0%	70.8%	77.3%	59.1%
		% of Total	26.5%	13.6%	10.0%	4.8%	4.1%	59.1%
	Female	Count	311	162	61	28	17	579
		% within Sex	53.7%	28.0%	10.5%	4.8%	2.9%	100.0%
		% within Item 25	45.3%	45.8%	30.0%	29.2%	22.7%	40.9%
		% of Total	22.0%	11.5%	4.3%	2.0%	1.2%	40.9%
Total	Count	686	354	203	96	75	1414	
	% within Sex	48.5%	25.0%	14.4%	6.8%	5.3%	100.0%	
	% within Item 25	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	48.5%	25.0%	14.4%	6.8%	5.3%	100.0%	

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1 Introduction

In this chapter, the study is first summarized. Then, findings from the questionnaire are interpreted. Next, pedagogical implications for the field are provided. At the end of the chapter, some suggestions are offered for further studies.

5.2 Discussion and Conclusion

The study aimed at finding out the university students' perceptions on their social, personal and educational reasons for their failure in English. It was carried out with 1414 university students studying at Akdeniz University. The study aims to answer the following research questions.

1. What are the personal reasons for university level students' failure in learning English as a foreign language?
2. What are the social reasons for university level students' failure in learning English as a foreign language?
3. What are the educational reasons for university level students' failure in learning English as a foreign language?
4. Is there any meaningful relationship among university students' personal, social and educational reasons and their individual characteristics such as (a) sex; (b) parental education; (c) family income; (d) parental knowledge of English and (e) their faculties?

The first research question aimed to find out students' perceptions on personal reasons for their failure in English. For this purpose, 16 items were used in the questionnaire to show students' beliefs. The results showed that a majority of students believed that English will have a positive impact in their professional life when we look at the disagreement level for the 25th item (73.5). Besides, they thought that they would need English in their careers since it is commonly used in professional life. They did not blame themselves for their failure and believed that they had the talent to learn English as 59.9% of them disagreed on the 19th item. They were not afraid of making mistakes and being unsuccessful (56.4% disagreement for the 21st item). The idea was supported by Trang et al. (2012) in their study that the most important factors for learners' determination to study the language were being aware of the importance of English and having a desire to learn English. Similarly, Gökdemir (2005) also stressed that the learners have some responsibilities in their learning because unless they spend enough time and make effort, it will be difficult for them to be successful.

In the second research question, the students were asked to present their views on the social reasons why they cannot learn English. 10 items were used to get the results on this issue. The results show that parental support is really important in learning a foreign language. Nearly half of the students (49.4%) believed that if their parents had known English, they would have learnt the language better. However more than half of the students (52.2%) also claimed that their parents had supported their effort in learning the language. Furthermore, learners did not possess nationalist thoughts towards learning English since they mostly disagreed on the item 9 and 10. The learners concluded that another underlying reason for their failure was their social

environment as 74.5% stated that there were no English speaking individuals around them and 80.3% of them believed that if they had had the chance to go abroad, they would have learnt the language better. Similar results were found in Sawir's study (2005). Sawir (2005) stated that not having sufficient exposure to the target language in or outside the classroom may result in learners' facing with difficulties in speaking. Çelebi (2006) concluded that learners need to be engaged in out-of-class activities since it is known that the more they are exposed to the language the more successful they can be. Additionally, in order to encourage learners to use the language, lessons should include activities which students can actively participate in because it was stated that theory-based lessons are seen as barriers for learners to practice the language (Gökdemir, 2005).

To find an answer for the third research question, the participants answered 24 items in the questionnaire related to their perceptions on educational reasons for their failure in English. As the results are concerned, generally students blamed their teachers for being strict and not being helpful and encouraging for their learning (57.9%). 54.1 percent of the students stated that their teachers did not possess a motivating role. Additionally, more than half of the students found their teachers incompetent. Moreover, students are not successful because their teachers do not use activities which activate them (Gökdemir,2005). For this reason, in one study it was found that teachers should prepare their lessons effectively (Çelebi, 2006). For learners, teaching methods and techniques also play an important role in their learning. 72% were not happy with the teaching techniques and generally students demanded lessons where four skills were handled. A majority of the students (70.2%) believed that teaching materials and classroom atmosphere were not

effective and appropriate for them. It was proposed that suitable classroom atmosphere with necessary teaching materials and equipment would bring success (Gökdemir, 2005). There are some studies which have similar outcomes. In Sawir's study (2005), it was found that students' weaknesses depended on their prior learning experiences where the focus was on grammar and reading skills not conversational skills. Also, the classes were teacher-centered. Theory and grammar were emphasized rather than practice (Gökdemir, 2005). Reiss (1981) concluded in his study that teachers have some responsibilities which enable learners to feel comfortable to practice the language. Abidin et al. (2012) emphasized the importance of using suitable and effective methods, activities, materials in language teaching. Al- Zahrani (2008) found traditional teaching techniques are responsible for students' negative attitudes towards language learning. Wang (1993) suggested that teachers should arrange activities arousing curiosity and have professional competence and enthusiasm. Thus, a careful planning for undergraduate studies in faculties of education and in-service trainings for teachers is required to achieve the aims (Işık, 2008).

The last research question aims to find out if there is a meaningful relationship between university students' perceptions on their personal, social and educational reasons and individual characteristics such as sex, parental education, family income, parental knowledge of the language and students' faculties and departments. It was found that there is a relationship between students' parental educational background and knowledge of English and students' failure in learning English. Students generally stated that there were no English speaking individuals around them; that's

why they could not learn English. Furthermore, a relationship between family income and students' chances of going abroad was found. Students with high family income were more likely to have been abroad or to go abroad. It was also found that students' need for English in their professional life may vary according to their faculties or departments. Students both from the school of Vocational School of Technical Sciences and Social Sciences Vocational School (65.4%) constitute a really big group who are most likely think that they do not want to have a job where they will need English in the future. . As far as the negative attitudes are considered, male students had negative attitudes towards learning and studying for English and many of them believed that they would not benefit from English in their professional life. Female students were more aware of the importance of English.

5.3 Pedagogical Implications and Suggestions for Further Studies

English is an international language bridging the gaps between nations. Since it is used in every field, every individual should have a basic level of English. In Turkey, people should be encouraged to learn English. For these reasons, after investigation on the learners' perceptions on their reasons for their failure in English, some pedagogical implications can be made.

First of all, parents should be informed about the importance of learning English and be motivated to encourage their children. They should also be a model for their children by learning the language and using it. Next, learners should be provided social environments where they can use the language actively. Learners also need to adopt the idea that English is going to be necessary and contribute to their life.

Çelik, Arıkan and Caner (2013) stated that classroom teachers are the only sources of hearing English and interaction to develop language skills in the context of foreign language teaching; therefore, foreign language teachers' roles are seriously critical for the effectiveness of language teaching. Teachers should be helpful and encouraging. They should motivate learners to learn English. Another important feature is their field competence. Since they are the sources of interaction, they should be good and fluent speakers of English. By choosing appropriate methods and techniques with effective and suitable materials, teachers may create a fruitful atmosphere for the learners and should arouse curiosity for learners to learn English.

In the lights of aims and limitations of the study, some suggestions for further studies can be presented as follows:

- Since the study was conducted only at Akdeniz University, similar studies can be carried out at other universities.
- Similar studies should be conducted in private universities where English is the medium of instruction
 - Similar studies can be conducted with primary and high school students.
 - Similar studies on learning environments and learning material can be conducted
- Similar studies can be carried out to investigate the ways to learn English outside the school atmosphere
 - Similar studies could also be conducted to get teachers' opinions on learners' failure in learning English.
- Qualitative research studies should also be done for a detailed description of learners' opinions on their failure in learning English.

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APPENDIX

The Questionnaire

QUESTIONNAIRE

I am a post graduate student at Department of Foreign Languages in the Faculty of Education at Akdeniz university. This questionnaire is prepared within the context of my Master's thesis. All the information you give will remain confidential. Thank you for your time and effort.

Please put a cross (X) for the most appropriate answer that describes your level of agreement considering the options ranging from;

Lütfen soruların karşısındaki cevap derecelerinden size uygun olanına çarpı (X) işareti koyunuz.
5: Strongly Agree – 4: Agree – 3: Neutral – 2: Disagree – 1: Strongly Disagree

Lecturer Gözde YURTSEVER

A. DEMOGRAPHIC INFORMATION

1. Age:

2. Gender: () Male () Female

3. What is your mother's educational background?

() University () High School () Secondary School () Primary School ()
Uneducated

4. What is your father's educational background?

() University () High School () Secondary School () Primary School ()
Uneducated

5. What type of accommodation suits you?

() Our own house () Rent a house

6. What is your monthly family income?

() Less than 1000 TL () 1001-3000 TL () 3001-6000 TL () More than 6001 TL

7. Which city were you mostly in when you were between 0 and 13 years old?

8. Does your mother know English? () Evet () Hayır

9. Does your father know English? () Evet () Hayır

10. Which department do you study at?:

B. OPINIONS

5: Strongly Agree – 4: Agree – 3: Neutral – 2: Disagree – 1: Strongly Disagree	5	4	3	2	1
Social Reasons					
1. If there had been English programs on TV and radio (original or with English subtitles), I would have learnt English better.					
2. If my mother or my father had known English, I would have learnt English better.					
3. I couldn't learn English because there weren't institutions to learn English in the places where I lived.					
4. If my family had supported me in learning English, I would have learnt English better.					
5. I couldn't learn English because we don't have interaction with the countries where the mother tongue is English.					
6. If my mother or my father had impressed on me the importance of					

English, I would have learnt English better.					
7. I couldn't learn English because my mother or my father motivated me to go to other courses (football, guitar etc.) instead of English courses.					
8. If there had been English speakers around me, I would have learnt English better.					
9. I couldn't learn English because I think that we would be dominated by another country if we learnt English.					
10. I couldn't learn English because I believe that we don't need to learn English. The other nationalities need to learn our language, instead.					
Personal Reasons					
11. In the future I want to have a job where I don't need English. If I had wanted to have a job where I use English, I would have learnt English better.					
12. If I had loved English language and English and American cultures, I would have learnt English better.					
13. I didn't learn English because I have always wanted to learn another language.					
14. I couldn't learn English because I didn't spend enough time to learn English.					
15. To learn English I need to go to language courses but our financial situation was not good. Therefore, I couldn't learn English.					
16. If I hadn't been ashamed of speaking with foreigners, I would have learnt English better.					
17. I think English is a difficult language so I couldn't learn English.					
18. I couldn't learn English because I don't like studying.					
19. I couldn't learn English because I am not talented enough to learn a language.					
5: Strongly Agree – 4: Agree – 3: Neutral – 2: Disagree – 1: Strongly Disagree	5	4	3	2	1
20. If I had had the chance to go abroad, I would have learnt English better.					
21. I couldn't learn English because I have a fear of making mistakes and being unsuccessful.					
22. I got stressed and worried about some activities in English lessons. Therefore, I couldn't learn English.					
23. I had some difficulties in pronouncing some sounds in English. Therefore, I couldn't learn English.					
24. If I had had the habit of reading, I would have learnt English better.					
25. I couldn't learn English because I think learning English won't contribute anything to my life.					
26. First I loved English but then I lost my desire to learn it. That's why I couldn't learn English.					
Educational Reasons					
27. If my English teachers had been positive people, I would have learnt English better.					
28. If my English teacher had been better at English, I would have learnt English better.					
29. If my English teacher had tried to make me feel enthusiastic about learning English, I would have learnt English better.					
30. If my English teachers at primary and high school had been competent in their fields, I would have learnt English better.					
31. If I had had more hours of English lessons, I would have learnt English better.					
32. If the language teaching method of my teachers hadn't been wrong, I					

would have learnt English better.					
33. If English hadn't been taught by only giving test techniques, I would have learnt English better.					
34. I couldn't learn English because generally there were no teachers in English classes.					
35. If there had been fewer students in my class, I would have learnt English better.					
36. If my teacher had constantly spoken English to me during lesson, I would have learnt English better.					
37. If my English teachers had been native speakers, I would have learnt English better.					
38. Our English classes weren't equipped enough (projector, computer, cassette or CD player etc.). Therefore, I couldn't learn English.					
39. Our books and materials for English lessons were not interesting. Therefore, I couldn't learn English.					
40. If we had spoken more rather than studying the book in classes, I would have learnt English better.					
41. If my teacher hadn't always corrected my mistakes, I would have learnt English better.					
42. If my teacher had been more helpful and encouraging instead of being bossy, I would have learnt English better.					
43. If we hadn't concentrated on mainly grammar in lessons, I would have learnt English better.					
44. I couldn't learn English because I have always tried to think first in Turkish and then translate in English.					
45. If I had had a greater vocabulary, I would have learnt English better.					
46. If speaking had been practiced with the teacher rather than teaching rules, I would have learnt English better.					
47. If much importance had been given on four basic skills (listening, speaking, reading, and writing) in English lessons, I would have learnt English better.					
48. If English had been taught with games and enjoyable activities (songs, films etc.), I would have learnt English better.					
49. If reading texts which appeal to everyone (magazines, cartoons, short stories etc.) had been used in lessons instead of boring ones, I would have learnt English better.					
50. If I had learnt English via Internet, telephone or computer games, I would have learnt it better.					

The questionnaire is over. Thanks for your participation.

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/ raporumun kağıt ve elektronik kopyalarının Akdeniz üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

- Tezimin tamamı her yerden erişime açılabilir.
- Tezim sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.
- Tezimin yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

20/03/2015


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