



Factors Negatively Affecting Turkish EFL Learners' Achievement: A Gender-Based Exploratory Study

Türk Öğrencilerinin Başarısını Negatif Etkileyen Faktörler: Cinsiyete Dayalı bir Araştırma Çalışması

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Abstract: The reasons for the Turkish students' poor foreign language achievements have long been a subject of discussion among educators. This is owing to the fact that Turkish students spend many years on learning English, starting from the primary school to the end of the high school. However, the accuracy and fluency of the majority are believed to remain poorly developed and seriously flawed. In fact, most of them cannot reach the desired communicative level to carry on or even start basic level of conversations. This unenviable reputation has been attributed by a group of scholars to a variety of factors, ranging from the lack of authentic language input and poor instructional planning to the inadequacy of language teachers, lack of student interest and motivation to name a few. To this end, to contribute to some in-depth perspectives on English language teaching (ELT) students' perception on this failure, this study sought to answer the question of whether the variables playing a role in Turkish EFL learners' poor performance in learning English could be put into two major groups. The study was conducted with 56 undergraduate ELT students who were randomly selected from the total population of Turkish ELT students studying at different private and state universities in Turkey. The data was gathered through the questionnaire that was developed for the purpose of the current study. Results indicated the KMO measure of sampling adequacy for 2 factors was .54 with the Bartlett's test of sphericity being significant ($p < 001$). The coefficient of determination for the correlation matrix was also significant with the anti-image correlation matrix diagonal values larger than .5 for the most part. A follow-up analysis was also conducted to see if male and female learners think in the same way as regards variables adversely influencing their performance in EFL classes. To put it still differently, males and females attribute different amounts of importance to variables detrimental to their learning with males extremely sensitive to a few of them and with females attributing their failure to a wider range of variables.

Structured Abstract: English is a foreign language and one of the most required skills to obtain in Turkish educational system, and has been taught at earlier stages in Turkish primary schools since 1997 (Kizildag, 2009). Based on the changes to the Turkish educational system, the acquisition of English begins in the

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Cite as/ Atf: Solhi, M. (2020). Factors negatively affecting Turkish EFL learners' achievement: a gender-based exploratory study, *Turkish Studies – Social Sciences*, 15(1), 631-643.
<https://dx.doi.org/10.29228/TurkishStudies.40399>

Received/Geliş: 02 January/Ocak 2020

Accepted/Kabul: 25 February/Şubat 2020

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Checked by plagiarism software

Published/Yayın: 29 February/Şubat 2020

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second grade of school, at the age of 6-6.5 years old (Celik and Kasapoglu, 2014). However, despite the integration of English language into the curricula of the Ministry of National Education, the reality of the success in achieving the expected proficiency has seemingly fallen short of the expectations.

Closely looking at the investigations carried so far with the focus on the reasons for the linguistic deficiency of language learners, it seems less attempt has been made to develop a reliable questionnaire pertaining to this issue and apparently there is no study evaluating the English language teaching (ELT) university students' beliefs on the school students' failure in learning English. Hence, in this study, the perception of ELT university students on the unenviable reputation of Turkish school students in learning English was taken into scrutiny in an attempt to investigate why Turkish students' accuracy and fluency in English remain poorly developed and seriously flawed after studying for many years. To this end, to contribute to some in-depth perspectives on ELT students' perception on this failure and to the related literature, this study sought to answer the question of whether the variables playing a role in Turkish EFL learners' poor performance in learning English could be put into two major groups. A follow-up analysis was also conducted to see if male and female learners think in the same way as regards variables adversely influencing their performance in EFL classes.

This exploratory study sought to answer the question of whether variables playing a role in Turkish EFL learners' poor performance could be put into 2 major groups or not. The study was conducted with 56 ELT university students who were randomly selected from the total population of Turkish ELT students studying at different private and state universities in Turkey. The data was gathered through the questionnaire that was developed for the purpose of the current study. The learners participating in this study were purposefully selected from the total population of Turkish ELT students studying at different private and state universities in Turkey. They voluntarily filled the online questionnaire that was administered to them. The main reason behind choosing the ELT students for the purpose of this study is that they had passed through the process of learning English at school and, as volunteers who had preferred learning and teaching English, they are more likely to be familiar with the potential reasons for the unenviable reputation of Turkish school students in learning English. In order to develop the questionnaire, firstly, a detailed review of the related review of literature was conducted to thoroughly consider the beliefs and ideas of the Turkish scholars with regard to the failure of the Turkish school students and their unenviable reputation in learning English. After collecting the Turkish scholars' written opinions, a bulk of statements related to the learners' failure was prepared. After rearranging the different selected items addressing a variety of reasons for this failure and unenviable reputation, a list of items was prepared. Then, an online version of the questionnaire was prepared and administered to a group of students to conduct pilot testing. A total number of 51 Turkish ELT students completed the questionnaire. The Cronbach alpha coefficient scores of the questionnaire were reported to be .741. After adding some details and finalizing the questionnaire, it was sent out online to the large number of Turkish ELT students. However, only 56 of them filled in the questionnaire. The main questionnaire consists of 28 items addressing different reasons behind the failure and unenviable reputation of the Turkish school students.

Results indicated the KMO measure of sampling adequacy for 2 factors was .54 with the Bartlett's test of sphericity being significant ($p < .001$). The coefficient of determination for the correlation matrix was also significant with the anti-image correlation matrix diagonal values larger than .5 for the most part. A follow-up analysis was also conducted to see if male and female learners think in the same way as regards variables adversely influencing their performance in EFL classes. To put it still differently, males and females attribute different amounts of importance to variables detrimental to their learning with males extremely sensitive to a few of them and with females attributing their failure to a wider range of variables.

Keywords: Educational factors, Personal factors, Failure, Language learning, Gender.

Öz: Türk okullarında okuyan öğrencilerin yabancı dil alanındaki başarılarının zayıf olmasının nedenleri eğitimciler arasında uzun süredir tartışmalara konu olmuştur. Bu başarısızlık Türk öğrencilerinin, ilkokuldan lise sonuna kadar İngilizce öğrenmeye uzun yıllar harcadığı gerçeğinden kaynaklanmaktadır. Bu uzun süreye rağmen, öğrencilerin İngilizce alanındaki doğruluk ve akıcılığının zayıf şekilde geliştiğine ve ciddi şekilde yetersiz olduğuna inanılmaktadır. Aslında, öğrencilerin birçoğu temel konuşma seviyesini sürdürmemekte ve hatta başlatmak için beklenen iletişim seviyesine ulaşamamaktadır. Bu kaçınılmaz gerçek, bir grup araştırmacıya göre; yetersiz öğretim planlama ve gerçek İngilizce'ye maruz kalma eksikliğinden, dil

öğretmenlerinin yetersizliğinden ve öğrenci ilgisinin ve motivasyonunun eksikliğinden, gibi çeşitli sebeplerden kaynaklanmaktadır. Bu amaç ile yola çıkarak bu araştırma; İngilizceyi yabancı dil olarak öğrenen üniversite öğrencilerinin bu başarısızlığa ilişkin düşüncelerini araştırmış, Türk öğrencilerinin İngilizce öğrenmedeki zayıf performanslarında rol oynayan değişkenlerin iki gruba ayrılabilceği sorusunu cevaplamaya çalışmıştır. Çalışma, Türkiye'deki farklı özel ve devlet üniversitelerinde okuyan ve rastgele seçilen 56 adet İngilizceyi yabancı dil olarak öğrenen öğrenci ile gerçekleştirilmiştir. Bu çalışma için veriler geliştirilen anket aracılığıyla toplanmıştır. Korelasyon matrisi için belirleme katsayısı, çoğunlukla .5'ten büyük ters-görüntü korelasyon matrisi diagonal değerleri ile anlamlı bulunmuştur. Erkek ve kız öğrencilerin sınıflarındaki performanslarını olumsuz etkileyen değişkenler ile aynı şekilde düşünüp düşünmediklerini görmek için bir takip analizi de yapılmıştır. Farklı bir ifadeyle, erkekler ve kadınlar öğrenmelerine zarar veren değişkenlere farklı miktarlarda önem vermekte, erkekler birkaç değişkene karşı son derece duyarlı davranmakta fakat kızlar başarısızlıklarını daha geniş bir değişken aralığına bağlamaktadırlar.

Anahtar Kelimeler: Eğitimsel nedenler, Kişisel nedenler, Başarısızlık, Dil öğrenimi, Cinsiyet.

1. Introduction

English is as regarded as a foreign language and one of the most required skills to obtain in Turkish educational system, and has been taught at earlier stages in Turkish primary schools since 1997 (Kizildag, 2009). Based on the changes to the Turkish educational system, the acquisition of English begins in the second grade of school, at the age of 6-6.5 years old (Celik and Kasapoglu, 2014). However, despite the integration of English language into the curricula of the Ministry of National Education, the reality of the success in achieving the expected proficiency has seemingly fallen short of the expectations.

Apparently, the unenviable reputation of the school students in learning English in general and speaking in particular have been reported by a group of Turkish scholars (Aktas, 2005; Isik, 2008; Oguz, 1999; Tilfarlioglu & Ozturk, 2007). The Turkish students spend many years on learning English, starting from the primary school to the end of the high school. However, the accuracy and fluency of the majority remain poorly developed and seriously flawed. In fact, most of them cannot reach the desired communicative level to carry on or even start basic level of conversations. Yurtseven Bodur and Arikan (2017) place the blame on Turkish students for overreliance on using their first language reference system while trying to learn a foreign language. Kizildag (2009) attributed this problem to the lack of authentic language input and poor instructional planning. Other reasons outlined by Aktas (2005) include, say, the inadequacy of language teachers, lack of student interest and motivation, inefficiency of instructional methods, inappropriate learning environment and learning materials. The learning environment has also been emphasized by Paker (2007), stating that the students deprived of technology supporting visual and auditory materials such as projectors and computers at schools are seriously disadvantaged when they want to learn English. Isik (2008) similarly specifies the problems of learning a foreign language as institutional and instructional. According to him, the former stems from the poor planning that results in malfunctioning curriculum and thus methodology. The latter emerges with the lack of proper materials and infrastructure. Oguz (1999) puts forward a different reason behind the failure on the part of the Turkish students, stating that foreign language teachers in Turkey start over from the beginning during each academic year. Hence, they reteach and repeat what they have taught the previous year. The limited use of English language in context and learners forgetting what they learn are reported to be the reasons behind re-teaching.

2. Literature review

In a recent study, Yurtseven Bodur and Arikan (2017) investigated university students' beliefs on the social, personal and educational reasoning for the failure in learning English. In their study, students' parents not knowing English was reported to make students feel disadvantaged in terms of learning English. Added to that, being aware of the significance role of English in their

future careers, students turned out to blame sociocultural and economic factors, rather than themselves for their failure in learning English. Giving less emphasis on speaking skills and utilizing inappropriate materials in the classroom context are also believed to be the dominating factors on the failure on the part of the learners. Yurtseven Bodur and Arıkan (2017) believe that this problem particularly affects university graduates whose imperfect English can be an obstacle when they want to apply for a job for which knowledge of English is a must.

In a different study, Kizildag (2009) investigated the challenges paralyzing the process of teaching and learning English at elementary schools in Turkey. In so doing, she conducted a semi-structured interview with 20 primary school teachers working at public schools in Turkey. Poor institutional planning was reported to be the leading challenge for the English language teachers. In addition, instructional and socio-cultural/economic problems were believed to be the other challenges while teaching English. Kizildag (2009) underlines the importance of language teachers' beliefs to find out the difficulties that the students are likely to face when learning a foreign language. This is because language teachers can generate constructive suggestions and provide optimal solutions to these problems. Tilfarlioglu & Ozturk (2007) also conducted a study with a group of teachers who teach English in elementary schools to identify the possible dilemmas in the implementation of the curricula. Results indicated that the instructors believe that they are not given any chance to receive in-service training, and they are not specially trained for the purpose of teaching students at this age. They also add that overloaded weekly timetable is a big obstacle in doing an effective teaching. Insufficient number of language instructors is reported to be another problem that exists in Turkish elementary schools. Tilfarlioglu and Ozturk (2008) also indicated the majority of the English language teachers in Turkey believe that the textbooks are not well-developed, and this has resulted in overreliance of the Turkish language teachers over grammar and reading as the contents of the coursebooks are mainly dominated by the readings texts and grammatical points. Celik and Kasapoglu (2014) studied the beliefs of a group of elementary school administrators on teaching English to younger students, as well as their general opinions on English language education in Turkey. According to the results, the administrators expressed their concerns about the recently developed teaching program and indicated general agreement that revision was needed.

A group of scholars have examined the attitudes of the Turkish school students toward foreign language acquisition. Karahan (2007), for instance, investigated the 8th grade Turkish students' language attitudes towards the English language and its use of in the Turkish context. Results indicated that despite studying English at school for a longer period of time, they possess mildly positive attitudes toward learning English, with a higher rate among the female students. The level of orientation toward learning English was reported not to be high among the students despite appreciating the significance of English. Kiziltan & Atli (2013) also examined the young 4th grade Turkish language learners' attitudes towards English language inside and outside the classroom. According to the results, the learners have developed positive attitudes towards English language skills and sub skills, materials, the course book, and activities, underlining the fact that their attitudes significantly change based on the language skills and learning environment. However, there is not a significant difference in the attitudes of the male and female students towards English.

Can and Can (2014) examined the difficulties the Turkish school learners are likely to face in foreign language acquisition. Foreign language teaching in high schools and universities were reported to be insufficient. Students, teachers, teaching program, management, and families were also reported to be a number of factors attributed to the foreign language learning problem in Turkey. Putting in a great deal of effort and adopting sufficient regulations in teaching programs, managements, educational politics are believed to be among the contributing factors to the development of second foreign language teaching in high schools and universities. In a similar study, Gok Catal, Sahin, and Celik (2018) investigated the potential problems encountered by

Turkish school learners in learning English. They categorized the problems under the themes of teacher, student, program, environment, class, school, and books.

Considering the studies conducted so far with the focus on the reasons for the failure of school language learners, seemingly less attempt has been made to develop a reliable questionnaire pertaining to this issue and apparently there is no study evaluating the ELT university students' beliefs on the school students' failure in learning English. Hence, in this study, the perception of ELT university students on the unenviable reputation of Turkish school students in learning English was taken into scrutiny in an attempt to investigate why Turkish students' accuracy and fluency in English remain poorly developed and seriously flawed after studying for many years. To this end, to contribute to some in-depth perspectives on ELT students' perception on this failure and to the related literature, this study sought to answer the question of whether the variables playing a role in Turkish EFL learners' poor performance in learning English could be put into two major groups. A follow-up analysis was also conducted to see if male and female learners think in the same way as regards variables adversely influencing their performance in EFL classes.

3. Method

The study was conducted with 56 ELT university students who were randomly selected from the total population of Turkish ELT students studying at different private and state universities in Turkey. The data was gathered through the questionnaire (Appendix A) that was developed for the purpose of the current study.

3.1. Participants

The learners participating in this study were purposefully selected from the total population of Turkish ELT students studying at different private and state universities in Turkey. A total number of 56 Turkish ELT students voluntarily filled the online questionnaire that was administered to them. The main reason behind choosing the ELT students for the purpose of this study is that they had passed through the process of learning English at school and, as volunteers who had preferred learning and teaching English, they are more likely to be familiar with the potential reasons for the unenviable reputation of Turkish school students in learning English.

3.2. Instrument

In this study, the data was collected through the use of a developed questionnaire (Appendix A). In so doing, an in-depth review of the related review of literature was conducted to thoroughly consider the beliefs and ideas of the Turkish scholars with regard to the failure of the Turkish school students and their unenviable reputation in learning English. After collecting the Turkish scholars' written opinions, a bulk of statements related to the learners' failure was prepared. After rearranging the different selected items addressing a variety of reasons for this failure and unenviable reputation, a list of items was prepared. Then, an online version of the questionnaire was prepared and administered to a group of students to conduct pilot testing. A total number of 51 Turkish ELT students completed the questionnaire. The Cronbach alpha coefficient scores of the questionnaire were reported to be .741. After adding some details and finalizing the questionnaire, it was sent out online to the large number of Turkish ELT students. However, only 56 of them filled in the questionnaire. The main questionnaire consists of 28 items addressing different reasons behind the failure and unenviable reputation of the Turkish school students. The items in the questionnaire are structured in 5 point Likert scale format ranging from "Strongly Disagree" (1) to "Totally Agree" (5). It is worth noting that the first section of the questionnaire aims to collect some demographic information of the participants (i.e. gender, age, and learning background).

4. Results and discussions

This exploratory study sought to answer the question of whether variables playing a role in Turkish EFL learners' poor performance could be put into 2 major groups or not. The initial assumption was that these variables can be divided into the four factors of personal, interactional, educational and linguistic. This decision was guided by theories in EFL. However, there were two problems: first, it was noticed that regardless of whether we extract four factors or two, almost the same amount of variance in the data is explained; second, one of the factors had only two variables loading on it. Therefore, it was decided to focus on extracting only two factors (called personal and educational) through putting interactive and personal variables on the one hand and linguistic and educational variables on the other together. The KMO measure of sampling adequacy for 2 factors was .54 with the Bartlett's test of sphericity being significant ($p < .001$). The coefficient of determination for the correlation matrix was also significant with the anti-image correlation matrix diagonal values larger than .5 for the most part. The two factors extracted together accounted for .27 percent of the variance after rotation, which is small as we expect the variables extracted to be able to explain at least half of the variance in the data. This will be dealt with later. The rotation method was varimax because most of the correlations between the variables were less than .3. The extracted factors can be seen in Table 1. The lower part of the table is deleted for space limitation.

Table 1: Total Variance Explained by the Extracted Factors after Rotation

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.807	17.166	17.166	4.807	17.166	17.166	4.312	15.402	15.402
2	2.741	9.788	26.955	2.741	9.788	26.955	3.235	11.553	26.955
3	2.437	8.702	35.657						
4	2.067	7.382	43.039						
5	1.880	6.713	49.751						

The scree plot below also presents a similar kind of information showing that before the elbow there are only two variables accounting for the largest portions of variance even though there are other variables having Eigen values above 1.

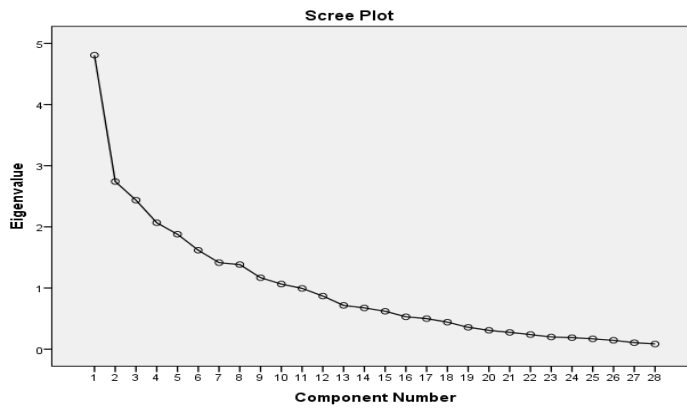


Figure 1: Scree plot representing explained variance by each variable

The rotated component matrix below (Table 2) shows the loadings of variables on each factor.

Table 2: Loadings of Variables on Factors After Rotation

	Component	
	1	2
Q1		
Q2	.599	
Q3	.461	
Q4		
Q5	.598	
Q6		.315
Q7		.543
Q8	.323	
Q9		
Q10		
Q11		.604
Q12		.584
Q13		.466
Q14	.385	.347
Q15	.376	
Q16	.497	
Q17		.596
Q18		.738
Q19		.413
Q20	.743	
Q21	.605	
Q22	.535	
Q23	.554	
Q24	.460	
Q25	.617	
Q26	.481	
Q27		.421
Q28	.356	

The loadings plot below represents the loadings of all variables on the two factors. However, as can be seen the two factors are not cleanly separated from each other as there are at

least 5 variables having loadings on both factors. To make things clearer, another PCA was conducted after omitting these polluting variables. The second loadings plot indicates that even though a couple of variables load on the factor to which they do not belong, the large majority of them load on their respective factor therefore making it possible to conclude that from the perspective of male and female Turkish EFL learners, their failure to learn English adequately during their period in school can be attributed to personal and educational factors.

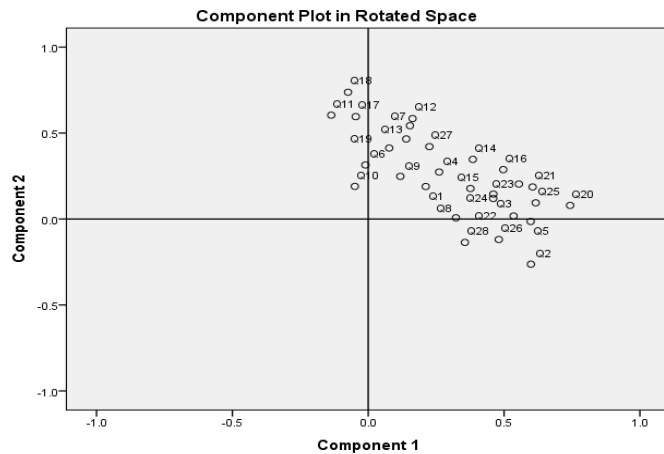


Figure 2: Loadings plot representing variable loadings on factors

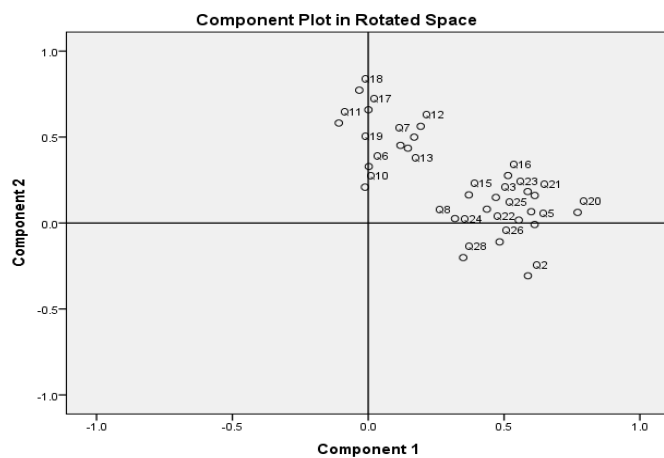


Figure 3: Loadings plot representing variable loadings on factors after omitting the polluting variables

Even though this finding would not be considered a breakthrough in educational studies, it was stimulating in the sense that we still did not know if males and females think in the same way as regards variables adversely influencing their performance in EFL classes. To find out about this issue, two more PCAs were conducted with male and female students only. This time, however, the number of factors to be extracted was not limited to 2, rather each was set to constitute variables having eigenvalues greater than 1. As the two Total Variance Explained tables and their accompanying scree plots below show, the number of variables having eigenvalues greater than 1 are significantly different for boys and girls. Actually, while only 6 variables account for more than .93 percent of variance in the data for boys, there are 18 variables for girls to account for this amount of variance.

Table 3: Total Variance Explained for Boys

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.576	30.630	30.630	8.576	30.630	30.630	5.949	21.247	21.247
2	5.704	20.371	51.002	5.704	20.371	51.002	5.546	19.809	41.056
3	4.413	15.760	66.762	4.413	15.760	66.762	4.657	16.632	57.689
4	3.285	11.732	78.494	3.285	11.732	78.494	4.388	15.671	73.360
5	2.766	9.879	88.373	2.766	9.879	88.373	3.457	12.346	85.706
6	1.333	4.760	93.132	1.333	4.760	93.132	2.079	7.427	93.132
7	.975	3.482	96.614						

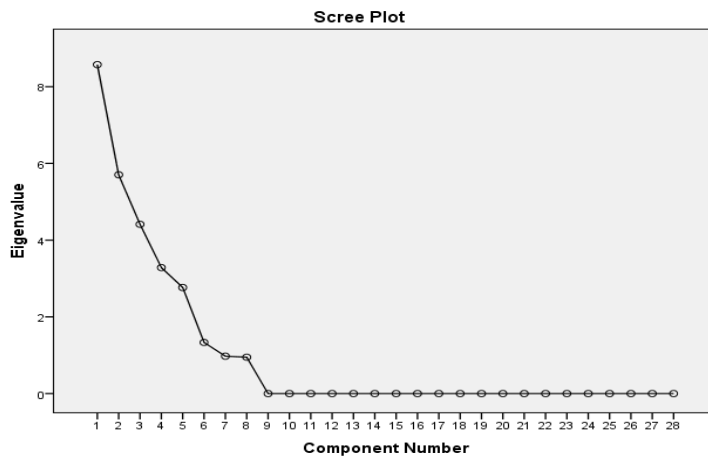


Figure 4: Scree plot representing explained variance by each variable for boys

Table 4: Total Variance Explained for Girls

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.326	19.022	19.022	5.326	19.022	19.022	2.680	9.572	9.572
2	2.933	10.474	29.496	2.933	10.474	29.496	2.669	9.533	19.105
3	2.515	8.981	38.477	2.515	8.981	38.477	2.455	8.768	27.872
4	2.105	7.516	45.993	2.105	7.516	45.993	2.429	8.677	36.549
5	1.948	6.957	52.950	1.948	6.957	52.950	2.353	8.404	44.953
6	1.617	5.774	58.724	1.617	5.774	58.724	2.347	8.383	53.335
7	1.565	5.590	64.314	1.565	5.590	64.314	1.766	6.308	59.644
8	1.340	4.787	69.102	1.340	4.787	69.102	1.671	5.968	65.612
9	1.122	4.008	73.109	1.122	4.008	73.109	1.597	5.704	71.316
10	1.009	3.605	76.714	1.009	3.605	76.714	1.511	5.398	76.714
11	.891	3.183	79.897						
12	.797	2.846	82.744						
13	.647	2.312	85.056						
14	.594	2.122	87.178						
15	.532	1.899	89.076						
16	.514	1.834	90.910						
17	.438	1.563	92.474						
18	.349	1.247	93.721						

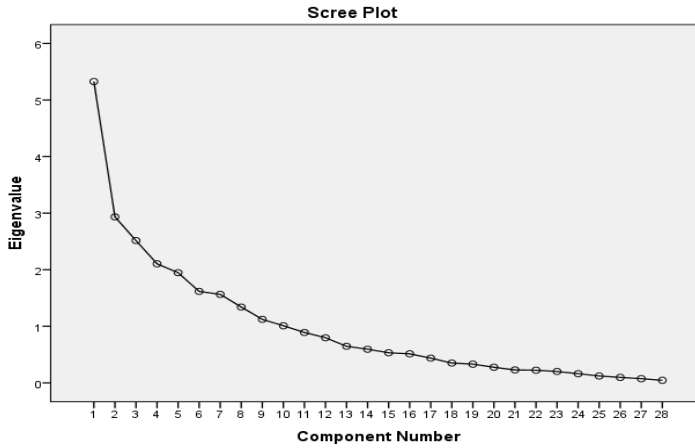


Figure 5: Scree plot representing explained variance by each variable for girls

5. Conclusion

In this study, an attempt was made to investigate whether the variables playing a role in Turkish EFL learners' poor performance in learning English could be put into two major groups. According to the results, it was concluded that from the perspective of male and female Turkish EFL learners, their failure to learn English adequately during their period in school can be attributed to personal factors (e.g., lack of student interest and/or motivation, learner characteristics, students not feeling the need to learn English, and the inadequacy of language teachers and/or English teachers not specially trained to teach English), and educational factors (e.g., inappropriate learning materials, unsuitable learning environment, malfunctioning curriculum, the lack of proper materials in the classroom context, inefficient methods of teaching English in the classroom, not teaching students to carry out research or promote curiosity). Therefore, as aforementioned, after leaving out the polluting variables, the contributing factors to the Turkish school learners' failure in foreign language learning can be subcategorized under this dual dichotomy. Another conclusion that can be derived from this study is that, male learners are less sensitive compared to female learners in their learning of English as a foreign language in the sense that many variables that may affect females negatively do not affect males so seriously. In other words, female students are vulnerable to more adverse personal and educational variables. To put it still differently, boys and girls attribute different amounts of importance to variables detrimental to their learning with boys extremely sensitive to a few of them and with girls attributing their failure to a wider range of variables.

A follow up to this study, therefore, might be investigating the nature of variables negatively affecting boys and girls, which needs to be a qualitative one. One major limitation of this study, however, was that the number of boys participating in the study was three times smaller than the number of female participants which may have affected the results. This discouraged the researcher to take such a qualitative step. A study with almost equal number of female and male students in the future would bring about a more conclusive result.

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Appendix A. Turkish School Students' Failure In Foreign Language Learning Scale
Which one do you agree with? Check the items from strongly disagree to totally agree.

The Turkish school students' failure in learning English can be attributed to:

Number	Items	Totally agree	Agree	Fairly agree	I don't have any idea.	Fairly disagree	disagree	Disagree
1.	Poorly written textbook							
2.	Inappropriate learning materials							
3.	Lack of authentic language input such as native listening files or newspapers in the classroom							
4.	Tiring repetition of what they have already learned the previous years during each academic year							
5.	The inadequacy of language teachers and/or English teachers not specially trained to teach English							
6.	Lack of student interest and/or motivation							
7.	Learner characteristics							
8.	Inappropriate learning environment							
9.	The learning habit problem (e.g., students not wanting to practice with each other and work in pairs in the classroom)							
10.	The similarity of Turkish and English language alphabets							
11.	Lack of traveling abroad							
12.	Insufficient interaction with the foreigners							
13.	Unaffordable tuition fees and/or economic factors							
14.	Defective education system							
15.	Malfunctioning curriculum							
16.	The lack of proper materials in the classroom context							
17.	Historical factors							
18.	Nationalism							
19.	Not feeling the need to learn English							
20.	Inefficient methods of teaching English in the classroom							
21.	Not teaching students to carry out research or promote curiosity							
22.	Little or no chance of practicing in the classroom							
23.	Little or no chance of practicing outside of the classroom							
24.	Getting the student to only memorize set sentences or vocabulary items							
25.	Poor instructional planning							
26.	Overreliance on using their first language reference system while trying to learn a foreign language							
27.	Students' parents not knowing English							
28.	Giving less emphasis on speaking skills							