



An Investigation of the University Students' Beliefs on the Unenviable Reputation of Turkish Students in Learning English

Türk Okullarına Giden Öğrencilerin İngilizce Öğrenmedeki Kötü Ününe İlişkin İngilizce Öğretmenliği Öğrencilerinin İnançları Üzerine Bir İnceleme

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Abstract: This study examined (1) whether there is a difference between male and female undergraduate English language teaching (ELT) students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning English, (2) to what extent the age of the ELT students accounts for attributing English learning failure of Turkish students to different reasons, and (3) whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason. A total number of 59 ELT students studying at different private and public universities in Turkey completed a standardized form of Turkish Students' Failure in Language Learning Scale online. Results indicated no significant difference between male and female students perception with regard to attributing the reasons to Turkish students' poor performance in learning English. Nor did age play a significant role in their attributing the failure to any particular reason. Besides, the time spent on learning English was not significantly a determining factor in ascribing the failure to any different reason.

Structured Abstract: The linguistic deficiency and low linguistic achievement of the Turkish students in English proficiency have been ascribed to different reasons, including lack of authentic language input and poor instructional planning (Kizildag, 2009), re-teaching and repetition of what they have learned the preceding year (Oguz, 1999), crowded classrooms and lack of instructional materials (Buyukyavuz & Inal, 2008), institutional and instructional problems (Isik, 2008), teacher-centeredness (Akyel & Özek, 2010), and their overreliance on using their first language reference system (Yurtseven Bodur & Arikan, 2017). In a project run by the British Council and the Economy Policy Research Foundation of Turkey in 2013, the practice of teaching English in Turkish public schools was taken into scrutiny. Turkey is reported to be underperforming in ELT, and Turkey's proficiency in English language is constantly ranked very low on various global benchmarks. To give an example, English Proficiency Index (EPI) released in 2013 ranked Turkey 41st out of 60 countries. The EPI report in 2014 positioned Turkey 47th among the world countries,

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while it was ranked the last among the 24 countries in Europe. In the report, this deficiency in learning English was attributed to defective teaching in primary and secondary schools, focusing on mediocre requirements of teaching at primary and secondary public schools. According to their report, although 80 percent of the teachers were qualified, and linguistically and professionally competent to provide effective language lessons, 90 percent of the Turkish students' proficiency in English was reported to be rudimentary. So, notwithstanding studying English for over one thousand hours at the end of the grade 12, Turkish schools cannot teach English to students to reach beyond 'rudimentary' levels. According to the same report, this inadequacy in English is likely to jeopardize Turkey's economic growth.

Many studies have been conducted to investigate the potential reasons for linguistic deficiency of the Turkish students (e.g., Tilfarlioglu & Ozturk, 2007; Kizildag, 2009; Kiziltan & Atli, 2013; Celik & Kasapoglu, 2014; Kara, Demir Ayaz, & Dündar, 2017). In a recent study, for example, Kara, Demir Ayaz, and Dündar (2017) investigated the reasons for the poor speaking ability of the Turkish students, in a study with students studying at a preparatory school of a university. Educational and social reasons were found to negatively influence the speaking ability of the learners. In a different recent study, Yurtseven Bodur and Arikan (2017) examined Turkish university students' attribution of English deficiency to the social, personal and educational reasoning. In their study, sociocultural and economic factors, their parents' illiteracy in English were found to be some of the main reasons for their underperforming in English acquisition. 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 a general consensus that revision was needed.

Notwithstanding the studies conducted so far with the focus on the reasons for the failure of language learners at school, 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 Turkish students' failure in learning English. Hence, in this study, the perception of ELT university students on the unenviable reputation of Turkish 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, this study examined (1) whether there is a difference between male and female ELT students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning English, (2) to what extent the age of the ELT students accounts for attributing English learning failure of Turkish students to different reasons, and (3) whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason.

The first question aimed to investigate whether there is a difference between male and female ELT students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning English. Descriptive statistics for the two groups indicated that the female participants had little higher mean score in comparison to the male participants. However, the results indicated no significant difference between the scores of male and female participants in attributing the Turkish students' unenviable reputation and failure in learning English to any specific reason. The second question addressed to what extent the age of the ELT students accounts for ascribing English learning failure of Turkish students to any apparent reason. The results indicated no significant difference among the scores of the students who were between eighteen to twenty-three, those between twenty-nine to thirty-three, and those between thirty-four to thirty-eight years old. The third research question addressed whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason. Similar to the first and second research questions, nor did the results indicate a significant difference between the participants who had spent time on learning English for five to twelve years, those for thirteen to twenty, and the ones for twenty to twenty eight years.

Key words: Proficiency, Turkish Students, Unenviable Reputation, English, Language Learning.

Öz: Bu çalışma (1) Türk kız ve erkek İngilizce öğretmenliği lisans öğrencileri arasında Türk öğrencilerin İngilizce öğreniminde kötü ünlerine ilişkin düşüncelerinde cinsiyetlerine bağlı bir fark olup olmadığını, (2) İngilizce öğretmenliği öğrencilerinin Türk öğrencilerin İngilizce öğrenme başarısızlıklarını farklı nedenlerle

ilişkilendirmesinde yaş faktörünün önemli olup olmadığını ve (3) İngilizce öğretmenliği öğrencilerinin kendi İngilizce öğrenme sürelerinin Türk öğrencilerin İngilizce öğrenimindeki başarısızlıklarını ilişkin sebepleri etkeleyip etkilemediğini araştırmaktadır. Türkiye'deki farklı özel ve devlet üniversitelerinde öğrenim gören toplam 59 İngilizce öğretmenliği öğrencileri, Dil Öğreniminde Başarısızlık Ölçeği'ni online olarak doldurmuştur. Sonuçlara göre, erkek ve kız öğrenciler arasında, Türk öğrencilerin İngilizce öğrenmedeki zayıf performanslarının nedenleri açısından anlamlı bir fark olmadığı ortaya çıkmıştır. Ayrıca, İngilizce öğretmenliği öğrencilerinin yaşlarının, öğrencilerin İngilizcedeki başarısızlık oranını herhangi bir sebeple ilişkilendirmelerinde önemli bir rol oynamadığı görülmüştür. Bunun yanısıra, İngilizce öğretmenliği öğrencilerinin İngilizce öğrenmek için harcadıkları zaman, bahsedilen başarısızlığı farklı sebeplere bağlı olduğunu göstermemektedir.

Anahtar Kelimeler: Dil Yeterlilik, Türk Öğrenciler, Kötü Ün, İngilizce, Dil Öğrenimi.

1. Introduction

English is taught as a foreign language in Turkey and is regarded as a requisite skill to obtain in Turkish educational system. Over the last decades, as a result of globalization and the consequent need for English language and Turkey's intention to adapt its English education to European Union standards, the role of English has grasped a growing importance. After the reform movement in the educational system of Turkey in 1997, the introduction of English language shifted from the secondary school to the primary school. However, despite the 1997 reform and introducing the English language at an early age, the reality of the success in achieving the expected proficiency has seemingly fallen short of the expectations.

The unenviable reputation and low linguistic achievement of the Turkish students in learning English have been ascribed to, say, lack of authentic language input and poor instructional planning (Kizildag, 2009), re-teaching and repetition of what they have learned the preceding year (Oguz, 1999), crowded classrooms and lack of instructional materials (Buyukyavuz & Inal, 2008), institutional and instructional problems (Isik, 2008), teacher-centeredness (Akyel & Özek, 2010), and their overreliance on using their first language reference system (Yurtseven Bodur & Arıkan, 2017). Oguz (1999) states that language instructors in Turkey reteach and repeat from scratch each academic year. The lack of authentic content to utilize English and students forgetting what they acquire are reported to be the reasons behind re-teaching. Aktas (2005) outlines some other reasons for this enviable reputation. Among them are the insufficiency of language teachers, poor motivation, inadequacy of instructional methods, and unsuitable learning environment and materials. Isik (2008) specifies the problems of learning a foreign language as institutional and instructional. According to him, the former stems from the poor planning which results in malfunctioning curriculum and thus methodology. The latter emerges with the lack of proper materials and infrastructure.

In a project *Turkey National Needs Assessment of State School English Language Teaching* conducted in November 2013 run by the British Council and the Economy Policy Research Foundation of Turkey, Vale et al. (2013) thoroughly investigated the practice of teaching English in Turkish public schools. Turkey is reported to be underperforming in ELT, and Turkey's proficiency in English language is constantly ranked very low on various global benchmarks. To give an example, English Proficiency Index (EPI) released in 2013 ranked Turkey 41st out of 60 countries (Vale et al., 2013). The EPI report in 2014 positioned Turkey 47th among the world countries, while it was ranked the last among the 24 countries in Europe. Turkey's underperforming has been statistically aggravated as its ranking was 77th out of 88 countries in 2018. In 2012, the average score of both native Turkish speakers and the ones who resided in Turkey in Test of English as a Foreign Language (TOEFL) was 75 over 120, making Turkey's ranking close to Sudan and Ethiopia. All these statistics indicate the grim reality of the English deficit in Turkey in general and Turkish educational system in particular.

In their report, Vale et al. (2013) attributed this deficiency in learning English to defective teaching in primary and secondary schools, focusing on mediocre requirements of teaching at primary and secondary public schools. According to their report, although 80 percent of the teachers were qualified, and linguistically and professionally competent to provide effective language lessons, 90 percent of the Turkish students' proficiency in English was reported to be rudimentary. So, despite studying English for over one thousand hours at the end of the grade 12, Turkish schools cannot teach English to students to reach at anything beyond 'rudimentary' levels. According to the same report, this inadequacy in English is likely to jeopardize Turkey's economic Turkey's economic growth.

The report identified five major restraints underlying the English deficit in ELT in Turkey:

- Although more than 80 percent of the observed teachers are professionally qualified to teach English, in all schools visited English teaching is delivered as a subject, rather than a medium to communicate.
- In all observed classes, students do not learn to communicate unassisted in English.
- The layout of the students sitting together in pairs on bench seats and seating arrangement are inappropriate to assign pair and group work.
- The currently-used coursebooks and curricula are quite inappropriate for the needs and different proficiency levels the learners.
- Teachers not possessing enough voice are believed to be the last reason for this failure. The interviewed teachers stated that inspectorates are mostly unspecialized in the field and cannot offer supportive advice during school visits.

2. Review of Literature

Many studies have been conducted to investigate the potential reasons for linguistic deficiency of the Turkish students (e.g., Tilfarlioglu & Ozturk, 2007; Kizildag, 2009; Kiziltan & Atli, 2013; Celik & Kasapoglu, 2014; Kara, Demir Ayaz, & Dündar, 2017). In a recent study, Kara, Demir Ayaz, and Dündar (2017) investigated the reasons for the poor speaking ability of the Turkish students, in a study with students studying at a preparatory school of a university. Educational and social reasons were found to negatively influence the speaking ability of the learners. In a different recent study, Yurtseven Bodur and Arikan (2017) recently examined Turkish university students' attribution of English deficiency to the social, personal and educational reasoning. In their study, sociocultural and economic factors, their parents' illiteracy in English were found to be some of the main reasons for their underperforming in English acquisition.

Tilfarlioglu and Ozturk (2007) 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 (2007) also indicated the majority of the English instructors believe that the coursebooks 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. 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 a group of Turkish public elementary school teachers. 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. 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 a general consensus that revision was needed.

A group of scholars have examined the attitudes of the Turkish students toward foreign language acquisition. Karahan (2007), for instance, investigated the 8th grade Turkish students' language attitudes towards the English language and its use 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 and 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 was not a significant difference in the attitudes of the male and female students towards English.

Considering the studies conducted so far with the focus on the reasons for the failure of Turkish 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 students' failure in learning English. Hence, in this study, the perception of ELT university students on the unenviable reputation of Turkish 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, this study examined (1) whether there is a difference between male and female ELT students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning English, (2) to what extent the age of the ELT students accounts for attributing English learning failure of Turkish students to different reasons, and (3) whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason.

3. Method

The study was carried out with a total of 59 undergraduate ELT students who were studying at various private and public universities in Turkey. The data was gathered through the Turkish Students' Failure in Language Learning Scale that was administered to the participants online. In the analysis of quantitative data, t-test and one-way ANOVA were used.

3.1. Participants

The students (M=11, F=48) participating in this study were randomly selected from the total population of Turkish ELT students studying at different private and public universities in Turkey. Their field was English language teaching at university and aged 18-38 years old. The primary reason for selecting the undergraduate ELT students for the purpose of this study was 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 students in learning English.

3.2. Instrument

In this study, data was elicited through the use of a questionnaire named the Turkish Students' Failure in Language Learning Scale that was developed for the purpose of this study. In the process of developing the questionnaire, at first, an in-depth review of the related review of literature was conducted to thoroughly investigate the perceptions and beliefs of the Turkish educators with regard to the failure of the Turkish students and their unenviable reputation in learning English. After collecting the Turkish scholars' perceptions, a bulk of statements related to the Turkish students' low achievement in proficiency 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 a pilot testing. A total number of 51 Turkish ELT students completed the questionnaire. The Cronbach alpha coefficient score of the questionnaire was .741. After revising and finalizing the questionnaire, it was sent out online to the large number of Turkish ELT students. However, only 59 of them filled in the questionnaire. The main part of the questionnaire consists of 28 items addressing different reasons behind the failure and unenviable reputation of the Turkish students. The items in the questionnaire are structured in 7 point Likert scale format ranging from "Strongly Disagree" (1) to "Totally Agree" (7). 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 time).

4. Results

The first question aimed to investigate whether there is a difference between male and female ELT students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning English. In order to compare the scores obtained from the male participants with those of the female ones, a *t*-test was conducted to investigate the possible difference between them. Descriptive statistics for the two groups indicated that the female participants had little higher mean score ($M = 5.46$, $SD = .54$), in comparison to the male participants ($M = 5.17$, $SD = .55$). However, the results obtained from the *t*-test run (Table 1) indicated no significant difference between the scores of male and female participants in attributing the Turkish students' unenviable reputation and failure in learning English to any specific reason $t(57) = -1.59$, $p < .11$.

Table 1: T-Test Results between the Male and the Female Groups' Failure Attribution

		F	Sig	T	Df	Sig. (2-tailed)	Mean Difference
Attribution	Equal variances assumed	.50	.48	-1.59	57	.11	-.28
	Equal variances not assumed			-1.55	14.60	.14	-.28

The second question addressed to what extent the age of the ELT students accounts for ascribing English learning failure of Turkish students to any different reason. The results (Table 3) indicated no significant difference among the scores of the students who were between eighteen to twenty three ($M = 5.39$, $SD = .52$), those between twenty-nine to thirty-three ($M = 5.40$, $SD = .31$), and those between thirty-four to thirty-eight years old ($M = 5.57$, $SD = 1.00$), $F(2, 56) = .18$, $p > .05$. As evident in Table 2, although there was no significant difference between the participants according to age, with regard to attributing the Turkish students' reputation and failure participants aged 34 to 38 had the slightly highest average scores ($M = 5.57$, $SD = 1.00$) while participants aged 18 to 23 years old obtained somewhat lowest average scores ($M = 5.39$, $SD = .52$).

Table 2: Descriptive Statistics for the Age

	Age	N	Mean	SD
Attribution	18-23	52	5.39	.52
	29-33	3	5.40	.31
	34-38	4	5.57	1.00
Total		59	5.41	.55

Table 3: One-Way Anova for the Age

	SS	Df	MS	F-value	Sig.
Between Groups	.114	2	.057	.182	.834
Within Groups	17.45	56	.312		
Total	17.57	58			

The third research question addressed whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason. Similar to the first and second research questions, as evident in Table 4 and Table 5, nor did the results obtained from the one-way ANOVA indicate a significant difference between the participants who had spent time on learning English for five to twelve years ($M = 5.43$, $SD = .55$), those for thirteen to twenty ($M = 5.43$, $SD = .55$), and the ones for twenty to twenty eight years ($M = 6.02$, $SD = .76$), $F(2, 56) = 1.66$, $p > .05$.

Table 4: Descriptive Statistics for the Learning Time

	Learning time	N	Mean	SD
Attribution	5-12	37	5.43	.55
	13-20	20	5.30	.50
	21-28	2	6.02	.76
Total		59	5.41	.55

Table 5: One-Way Anova for the Learning Time

	SS	Df	MS	F-value	Sig.
Between Groups	.985	2	.493	1.663	.199
Within Groups	16.58	56	.296		
Total	17.57	58			

5. Discussion and conclusion

In this study, an attempt was made to investigate why Turkish students' accuracy and fluency in English remain poorly developed and seriously flawed after studying English for years, in an attempt to find (1) whether there is a difference between male and female ELT students perception with regard to the reasons they attribute to the unenviable reputation of Turkish students in learning

English, (2) to what extent the age of the ELT students accounts for attributing English learning failure of Turkish students to different reasons, and (3) whether the English language learning time of the ELT students can affect their attributing Turkish students' failure in learning English to any particular reason. Differing from the other research studies addressing the English language learning problems of Turkish students, the present study investigates the Turkish undergraduate ELT students' perception regarding the English deficiency of Turkish students. Having passed through the process of learning English, and chosen English language teaching profession, the ELT students are hence more familiar with the problems that are involved in the process of language acquisition in Turkey. As the results of the study indicated, both male and female participants ascribed this English deficit on the part of the students to a number of similar reasons. Neither age of the participants nor their English language learning time was seen to be a determining factor in attributing the failure to any different reason.

In fact, some items in the questionnaire received the lowest mean score in this study. After leaving out this polluting items (i.e. 1, 4, 9, 14, and 27) in the questionnaire, the contributing factors to the Turkish learners' failure in foreign language learning can be subcategorized under a dual dichotomy of personal and educational through putting personal and interactive variables on the one hand and educational and linguistic variables on the other together (Appendix B). Hence, the failure to learn English adequately at 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).

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Appendix A: Turkish Students' Failure in Foreign Language Learning Scale

Which one do you agree with? Check the items from strongly disagree to totally agree.

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

Totally agree
Agree
Fairly agree
I don't have
any idea.
Fairly
disagree
Disagree

No	Items
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

Appendix B: Revised Dual Dichotomy Scale

Which one do you agree with? Check the items from strongly disagree to totally agree.

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

Totally agree
Agree
Fairly agree
I don't have
any idea.
Fairly
disagree
Disagree

No	Items
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Personal Variable**(Personal and Interactional Factors)**

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
13. Unaffordable tuition fees and/or economic factors
19. Not feeling the need to learn English
11. Lack of traveling abroad
12. Insufficient interaction with the foreigners
17. Historical factors
18. Nationalism
22. Little or no chance of practicing in the classroom
23. Little or no chance of practicing outside of the classroom
28. Giving less emphasis on speaking skills

Educational Variable**(Educational and Linguistic Factors)**

2. Inappropriate learning materials
3. Lack of authentic language input such as native listening files or newspapers in the classroom
8. Inappropriate learning environment
15. Malfunctioning curriculum
16. The lack of proper materials in the classroom context
20. Inefficient methods of teaching English in the classroom
21. Not teaching students to carry out research or promote curiosity
24. Getting the student to only memorize set sentences or vocabulary items
25. Poor instructional planning
10. The similarity of Turkish and English language alphabets
26. Overreliance on using their first language reference system while trying to learn a foreign language