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ScienceDirect

Procedia - Social and Behavioral Sciences 174 (2015) 584 – 593

Procedia
Social and Behavioral Sciences

INTE 2014

Foreign language teaching : A problem in Turkish education Aygül Oktay

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Abstract

One of the functions of Turkish Educational system is to prepare enough and qualified manpower, required by economics. In order to be able to open the ways for this qualified manpower, for economic and social improvement and change, it became more important to know even more than one foreign language. But Turkey, in this area, in spite of so much efforts given ever increased financial burden, besides some schools and universities having instructions in a foreign language, doesn't seem very successful. But, as a candidate for European Union, this problem is one of the urgent one to be solved. To identify the problems faced very often is important to be able to choose the "urgent" ones. The problem statement of this study is identified as "How often Senior students and staff at English class face with the problems related to foreign language teaching?" 6 staff and 117 senior students from Department of Teaching of English and 41 instructor from Language Teaching and Practicing Center of Abant İzzet Baysal University are included in this study. By examining the related literature and working with 14 volunteer, the problems which they are faced during their foreign language study. 20 problems which were the "same" with the ones in related "literature", identified.

In order to identify their "views", a questionnaire was prepared for the students and staff by asking them if they faced the related question 1)Never, 2)Very seldom, 3)Sometimes, 4)Very often.

After having the view an area specialist, the questionnaire of 36 staff and 72 senior students were included in evaluation and in evaluation SPSS for Windows Package Program, in addition (f) frekans and (%) percent values were used and showed in related tables.

Findings according to the total frequencies were : 1) Turkey's policy in foreign language teaching is not sufficient enough (82,4%) ; 2) Foreign language courses are generally called "teacher-centred" as is being processed (75,0%); 3) Too much emphasis is given in grammar (73,1%); 4)Students are not spending enough time for language learning (64,8%); 5)Classes are too much crowded (63,9%); 6) Language teaching is not starting early enough (61,1%); and environment for language teaching is not sufficient enough (61,1. %); 7)There is not enough practice (59,3%); 8)No question is asked in the university entrance exams in a foreign language (57,4%); 9) Motivating students the desire to learn the language is not enough (55,6%); 10) Homework is not helpful with the language learning (54,6%) and students active participation in foreign language courses is insufficient (54,6%). It seems necessary to work on the problem of foreign language teaching urgently by having more and detailed studies by getting specialists' views at this matter.

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Peer-review under responsibility of the Sakarya University

Keywords: Foreign language, teaching, problem

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1. Introduction

One of the functions of Turkish Educational System is to prepare manpower, needed by the economy both in numbers and qualifications. In order to make the qualified manpower to be able to open ways towards positive developments and changes knowing more than two foreign languages for them became very important, in our days. Vergili (1993;25) pointed out that to learn a foreign language has some benefits for an individual. Some of them are getting a better job, salary and social status and having a deeper understanding. To be open towards the innovations and improvements may be gained by knowing several foreign languages. Besides, knowing a foreign language makes us able to follow the publication and news by TV, radio, newspapers, internet, books, magazines and it makes foreign travels and searches easier.

It is usually discussed in the area that students taking foreign language courses especially in state schools starting from secondary education till the end of higher education are not gaining the necessary skills at the targeted levels in reading, listening, writing. According to somewhat an "idefix" which is quite widely spread out in Turkey that ". A foreign language cannot be learned in Turkey. One can learn a foreign language by living there. In order to learn a foreign language one should go to that country and live in which the language is spoken. "The number of people who goes to those countries to learn their language, stay, spend time and money are quite a lot.

1.1. Problem Statement

During the Ottoman Empire, "Before the Schools Period (1299-1773) (Mektepler Öncesi Dönem), the official language of the state was Turkish, but education was in Arabic. Besides Arabic, education is also carried out in French. In schools Period (1773-1923) (Mektepler Dönemi), since French is widely used in important laws and commercial agreements, French was taught widely. Armenian, Bulgarian, English, Italian, German, Greek, Persian, Russian and Albanian were the other foreign and minority languages taught (Ekmekci,2003;38). During this period education is Arabic and Persian in primary (Sibyan) and Arabic and French in Enderun (Secondary) schools (Demirel,2010;5).

During the "Tanzimat" Period Tıphane-i Amire ve Cerrahane-i Ma'mûre, Mekteb-i Tıbbiye-i Adliye-i Şahane were opened in 1827 and Mekteb-i Mülkiye was opened in 1863. French was continued to be the foreign language thought. Opening the Galatasaray Lycee on September 1 in 1868 has become somewhat a turning point for the foreign language teaching in Turkey. Foreign language teaching at secondary level was first started at this lycee. German was started to be taught during the "Mesrutiyet" and English after the Second World War (Demircan, 1988). In 1908 French became compulsory in all schools and English and German became "electives".

Teaching Arabic and Persian were ended during the Republican Period in 1927. English, French, German, Italian and Latin were replaced them (Demirel, 2003). During the first years of the Republic in foreign language teaching, understanding what one read and during the Atatürk's Period stressing on passing the technical and cultural transfers had more importance and priorities (Ekmekçi,2003;39). Weekly foreign language hours were 5 in 1924, but lowered to 3 in 1949.

Between 1924 and 1960 as foreign languages, mainly German, French, English and Italian and sometimes Latin, Arabic and Persian have been taught (Demircan, 1988; 92). Starting by 1938 educational institutes (Junior colleges) and their foreign Language Departments and after 1970 Four –years higher schools for foreign languages were opened by the Ministry of National Education (Ekmekçi,2003;38-39). During the Republican Period teaching a foreign language became compulsory for each class. But, teaching a foreign language at schools has not been very successful. Then, at the 1988-1989 educational year foreign language courses became "electives" at the "regular" or "normal" lycees. But, in 1997, when "compulsory education" raised to 8 years, teaching foreign languages from 4th to 8th grades were also became compulsory.

Foreign languages at schools (Mektep) during the Ottoman Empires and first years of the Republic were thought either by the "former" teachers or someone who knew that foreign language. But, it was carried out by foreign teachers at the "foreign" or "minority" schools. Teacher training was first started on 16 March 1848 in İstanbul at Teacher Training School (Öğretmen Okulu). The needs of teachers for the secondary schools during the Republican Period for some times was faced by the Gazi Teacher Training School for Secondary Education (Gazi Orta Muallim Mektebi). This school was established in Konya in 1926 and moved to Ankara in 1927. Later, in 1946 its

name was changed to the Gazi Educational Institute-A Junior College (Gazi Eğitim Enstitüsü). At these schools, in order to train foreign language teachers, French in 1941, English in 1944 and German Departments in 1947 were added (Demircan, 1988). These departments to train foreign language teachers were raised from two to three years in 1962. Later on, all of the educational Institutes (Eğitim Enstitüsü) have become four-year higher teacher training schools (Yüksek Öğretmen Okulu) (Demirel, 1991).

In summary, we can show resources to get foreign language teachers before 1982 as follows:

- 1- Besides foreign language teachers departments of the universities, those who are from the other departments taking foreign language courses at A, B and C levels,
- 2- Formal and informal graduates of the foreign language departments of the Educational Institutes,
- 3- Those who completed the “Informal Higher School “ of the Educational Institutes during the summer and those who finished the “fast” programs between 1978 and 1980,
- 4- Those who past the “assistant teachers” exams which were prepared by the Ministry of National Education occasionally,
- 5- Later on, in order to meet the needs for foreign language teachers, graduates of the “other” departments of those universities which their instruction is in a foreign language (besides foreign language departments for teacher training) were also accepted as teachers. After 2002, the graduates of the “Open teacher training programs for English” were also become foreign language teachers.

On the October 14, 1983, the Law of 2923 for the Foreign Language Education and Training was put into effect. This law illustrates the foreign languages to be taught at the educational institutions and the working principles of the schools which their instructions in a foreign language were. According to this law, foreign languages to be taught are decided by the Council of the Ministries. The courses to be taught in a foreign language and schools which their instruction would be in a foreign language at the primary, secondary and informal education institutions are to be decided by the Ministry of National Education and these at the higher education are to be decided by the higher institutions and the Higher Education Council (YÖK). The principles of programs at the primary, secondary and informal education are settled by the Ministry of National Education, and for the higher institutions, they are to be decided by the Higher Education Council (YÖK). The fitness's of the practices to the goals, basic and foundation principles of Turkish National Education and this law are supervised by the Ministry and by the Higher Education Council (YÖK) at the higher institutions. (Official Newspaper-Resmî Gazete .Date: 19/10/1983 n. 18196)

Based upon this law ‘Ministry has acted a regulation on foreign language teaching. The main goals of this regulations are ,to give the individuals skills in foreign language training; in a) Listening and understanding, b) Reading and understanding, c) Talking and d) Writing ; and make them able to communicate in that language and having positive attitude towards foreign language teaching.

Related to the foreign language programs, following principles are settled:

- a) Programs at the primary and secondary education have to follow and complete each other.
- b) Educational materials and equipment are to be improved according to innovations, scientific and technological developments and to the needs of the country and environment.
- c) Programs of the compulsory and elective foreign language courses are to be put into effect after approval of the Council.
- d) Programs followed in the foreign language courses at schools and other institutions are prepared by the branch teachers and to be approved by the provincial (or sub-provincial) directorates of education (Official Newspaper-Resmî Gazete, 31.05.2006 n.26184).

The main principles at the foreign language teaching activities at the formal informal and distance education institutions are set by the Regulations of the foreign language education and teaching of the Ministry are set as follows:

- a) Starting by the 4th grade, at the primary education some compulsory foreign language courses are put in curriculum.
- b) At the secondary institutions, as the continuation of the foreign language courses at the primary level, one, and if it is approved by the Council a second compulsory foreign language course are to be taken place. In addition, in order to back up the compulsory foreign language courses elective foreign language courses can be put in curricula. The numbers of class hours are decided by the commission, according to the school type and classes. Besides in

order to back up them, according to the levels of students, some extra foreign language courses can be organized (Official Newspaper-Resmî Gazete, 31.05.2006 n.26184).

Foreign language teaching at the higher education institutions and its goals, covers, practicing. Its practicing and evaluation principles are settled by the “Regulation for foreign language teaching and teaching in a foreign language.” This is based upon the Law Numbered 2547 (Item 5 and 49), the Law Numbered 2923 (Item 3). The objectives of foreign language teaching according to this “Regulation” are teaching the basic principles of foreign language taught, improve the “vocabulary”, understanding what is read and being able to explain himself (or herself) both in reading and writing (Official Newspaper-Resmi Gazete 04.12.2008 n.27074).

Students who are enrolled for the first time in a higher education programs take a foreign language test prepared by the administration of that university to identify their “levels”. Later on, according to the “points” they received on the test, it is decided if they will go on the “prep school” or not, or if they will do which level or class they will. (Official Newspaper-Resmi Gazete 04.12.2008 n. 27074).

Those who went to school at least for three years in a country where her language is the foreign language taught and those who completed their secondary education in that country; and those who received the necessary “points” which settled by the university Senates, at the foreign language tests to identify their “levels” (TOFEL, DALF, PNDS). In addition, the students who received the necessary points decided by the Senates at the tests given by the “ Student Selection and Placement Committee” and accepted their “equivalences” by the “higher Education Council” are “exempted” from the “foreign language level identification tests (Official Newspaper-Resmi Gazete 04.12.2008 n. 27074).

According to the Law Numbered 2547 (and item 5-1), the students who could not pass the “foreign language equivalency test”, or those who did not take that test have to take and pass the foreign language courses. The compulsory foreign language courses are programmed and taught at least for a minimum two semesters and cannot be less than 60 hours. For the students who were exempted or passed the compulsory foreign language courses before some elective foreign language courses can be organized later (Official Newspaper-Resmi Gazete 04.12.2008 n. 27074).

In an higher education institution, even if the main teaching language is Turkish, some elective courses can be thought in a foreign language, completely or partially. But, for this there is a need for decision of senate and approval of Higher Education Council. In addition, again by having the decision of senate and approval of the Council, some courses at the pre-license and graduate levels, can be given in a specific foreign language or in Turkish only, or in that foreign language and Turkish, both. If the programs in Turkish or in a foreign language together, a minimum thirty percent of the courses must be given in that foreign language. For the students who completed their education in this foreign language in Turkey or in another country, these foreign language courses are to be given by those elements who are competent enough in that language either completed their education in that country of foreign language in the program or in a program in Turkey (Official Newspaper-Resmi Gazete 04.12.2008 n.27074).

Different policies and practices are followed in Turkey from the beginning of the foreign language teaching process till today. Various problems were faced in development and spreading out process of the foreign language teaching. Numbers of people who have taken internationally organized tests such as TOEFL, IELTS or receive Cambridge efficiency form and pass the centralized foreign language exams for “Public Administration” (KPDS), the inter-university (ÜDS) and foreign language exams (YDS) have been very few. For instance, according to the information given by the Student Measurement and Placement Center of the 2013 Fall data, 137.060 students have taken English tests and there were 80 questions, and average was 36.758 and then the standard variation was 16.401. To pass these and similar exams for many require a lot of effort, time and financial spending. According to the Index of the “EF Education First” which gives foreign language education in 41 cities, in 7 languages, Turkey was behind Hungary, Malaysia, Singapore, Uruguay, Sri Lanka, Peru and similar countries. The first country on this list was Sweden and the last one was Irak. In spite of the time, spending and efforts given to the foreign language teaching in Turkey, with some exceptions of some schools and universities which their education is in a foreign language, the level of success in foreign language teaching has not been at the “desired” level. For this reason, identifying the problems faced often and in general, in foreign language teaching in Turkish Educational System is important in trying to solve them.

1.2. Problem Statement

The statement of this research is formulated as “How often the foreign language teachers and teachers’ candidates in Turkey are faced with the foreign language teaching problems?”

2. Method

The research group is consisted of 6 teachers from the department of English Teachers from the Department of Foreign languages of AIBU and 117 senior students, 41 instructors from the Centre for Teaching of Language, Research and Practice (DILMER).

By reviewing the literature, the problems faced in the foreign language teaching are tried to be identified. It was tried to be understood the problems they faced in their foreign language teaching by having a group work with 14 volunteer senior students from the Department of English Teaching. 20 problems which they faced were identified and those problems were fitting with the problems identified in literature. In addition, in order to get the teachers and students views, a questionnaire was prepared. In this questionnaire, the frequencies of facing the 20 questions (As 1-I have never faced, 2-Very seldom, 3-Sometimes, 4-Very often) were asked to be answered and “the other questions” (As open ended ones) they may identified were also asked. Because of having the large coverage of the questionnaire, the “specialist’s view was received. 36 teachers, 72 senior students. A total 108 questionnaire, 36 teachers, 72 senior students are evaluated. At this evaluation SPSS for Windows’ Package Program; frequency (f), and percentage (%) were used and tables were prepared and explained the observed ones.

3. Findings and Suggestions

According to the sexes of the students and “Instructors” of the study in terms of “very often” answers of the facing the twenty problems ‘in terms of total numbers of their “bigness” have been put in “orders” at tables 1, 2 and 3. But because of “ordering the pages” the total values are not repeated.

As the table 1 illustrates, the instructors and students in research, according to their sexes, were accumulated at “very often” and “sometimes” choices. Total percentages of those who pointed out the “very often” accumulated between 82,4 and 61,1 percentages. The problem of “the policy of foreign language teaching is not good enough” was taken the first place. But, the point of the “foreign language teaching policies in Turkey have been changed, till today” was taken place the first place, with the highest degree. The other first six problems followed this item were the “teacher centred foreign language courses (75,0%), “Heavy grammar oriented (73,1%), “Students not reserving enough time (64,8%), “too crowded classes (63,9%), “Not having suitable learning conditions at schools” (61,1%), “Not starting foreign language teaching at the earlier ages (61,1%). Those who marked the answer of the “I have never faced these problems” was 2,8%. But, at the end, we can point out those problems as the “system’s problems” which are faced very often, they are quite general and illustrate the reasons for “failures” at the foreign language teaching. Because of not having a policy for foreign language teaching, its faults and insufficiency seemed as the main reason for not being able to learn a foreign language.

When the Table 2 is examined, we see that illustration of instructors and students in the study in terms of their sexes we see that their distribution is merged at “very often” and “sometimes”, “choices.” Very often” alternative is located between (59,3%) and (54,6%). Those are “not having enough practice”, besides those who take foreign language exams,” not being asked any question on foreign language and by this way its lessening the importance of the foreign language” (57,4%), “Insufficient motivations of the students in learning foreign language (55,6%), “The students not attending the foreign language courses actively (54,6%), “students homework as not being helpful with foreign language learning (54,6%). We can say that these questions somehow are the ones which make foreign language teaching difficult and they are the problems related to the learning environment and the students.

Table 1. Situations of Facing the problems of Instructors and Students ,According to their Sexes

No	Problems	Status	Sexes		Degree of Facing the Problem			
					1	2	3	4
1.	The policy to learn a foreign language is not sufficient	Instructor	F	f %	0 0,0	2 5,6	3 8,3	22 61,1
			M	f %	0 0,0	0 0,0	2 5,6	7 19,4
		Student	F	f %	2 2,8	3 4,2	5 6,9	46 63,9
			M	f %	0 0,0	0 0,0	2 2,8	14 19,4
Total				f %	2 1,9	5 4,6	12 11,1	89 82,4
2.	Foreign language classes in Turkey in general are run as the 'teacher-centred'	Instructor	F	f %	1 1,8	0 0,0	2 5,6	24 66,7
			M	f %	0 0,0	1 2,8	5 13,9	3 8,3
		Student	F	f %	1 1,42	2 2,8	11 15,3	42 58,3
			M	f %	0 0,0	2 2,8	2 2,8	12 16,7
Total				f %	2 1,9	5 4,6	20 18,5	81 75,0
3.	The classes are heavily based upon the 'grammar'	Instructor	F	f %	0 0,0	1 2,8	7 19,4	19 52,8
			M	f %	0 0,0	1 2,8	3 8,3	5 13,9
		Student	F	f %	1 1,4	5 6,9	7 9,7	43 59,7
			M	f %	0 0,0	0 0,0	4 5,6	12 16,7
Total				f %	1 0,9	7 6,5	21 19,4	79 73,1
4.	The time reserved by the students to learn a foreign language is not good enough	Instructor	F	f %	1 2,8	1 2,8	6 16,7	19 52,8
			M	f %	0 0,0	0 0,0	4 11,1	5 13,9
		Student	F	f %	2 2,8	3 4,2	14 19,4	37 51,4
			M	f %	0 0,0	1 1,4	6 8,3	9 12,5
Total				f %	3 2,8	5 4,6	30 27,8	70 64,8
5.	Foreign language teaching is affected negatively by the crowded classes	Instructor	F	f %	1 2,8	1 2,8	10 27,8	15 41,7
			M	f %	1 2,8	0 0,0	3 8,3	5 13,9
		Student	F	f %	1 1,4	3 4,2	11 15,3	41 56,9
			M	f %	0 0,0	1 1,4	7 9,7	8 11,1
Total				f %	3 2,8	5 4,6	31 28,7	69 63,9
6.	It is not provided a sufficient environment for foreign language learning in schools	Instructor	F	f %	1 2,8	3 8,3	7 19,4	16 44,4
			M	f %	0 0,0	1 2,8	3 8,3	5 13,9
		Student	F	f %	0 0,0	4 5,6	15 20,8	37 51,4
			M	f %	2 2,8	0 0,0	6 8,3	8 11,1
Total				f %	3 2,8	8 7,4	31 28,7	66 61,1

Table 2. Facing With the Problems by Instructors and Students According to Sexes

No	Problems	Status	Sex	Degree of Facing				
				1	2	3	4	
6.	It is not being started foreign language learning in earlier ages in Turkey	Instructor	F	f %	0 0,0	4 11,1	8 22,2	15 41,7
			M	f %	0 0,0	0 0,0	3 8,3	6 16,7
		student	F	f %	2 2,8	5 6,9	14 19,4	35 48,6
			M	f %	3 4,2	0 0,0	3 4,2	10 13,9
Total			f %	5 4,6	9 8,3	28 25,9	66 61,1	
7.	Practicing in foreign language teaching is not carried out sufficiently	Instructor	F	f %	0 0,0	4 11,1	10 27,8	13 36,1
			M	f %	0 0,0	0 0,0	0 0,0	9 25,0
		Student	F	f %	2 2,8	5 6,9	17 23,6	32 44,4
			M	f %	0 0,0	6 8,3	0 0,0	10 13,9
Total			f %	2 1,9	15 13,9	27 25,0	64 59,3	
8.	Not being asked any question in foreign language at the university exams besides language students affects it negatively	Instructor	F	f %	0 0,0	2 5,6	9 25,0	16 44,4
			M	f %	0 0,0	2 5,6	3 8,3	4 11,1
		Student	F	f %	2 2,8	3 4,2	19 26,4	32 44,4
			M	f %	1 1,4	2 2,8	3 4,2	10 13,9
Total			f %	3 2,8	9 8,3	34 31,5	62 57,4	
9.	The students do not have enough motivation to learn a foreign language	Instructor	F	f %	0 0,0	3 8,3	12 33,3	12 33,3
			M	f %	0 0,0	2 5,6	2 5,6	5 13,9
		Student	F	f %	1 1,4	5 6,9	20 27,8	30 41,7
			M	f %	0 0,0	1 1,4	2 2,8	13 18,1
Total			f %	1 0,9	11 10,2	36 33,3	60 55,6	
10.	Active attendance of the students in classes is not sufficient	Instructor	F	f %	1 2,8	2 5,6	8 22,2	16 44,4
			M	f %	0 0,0	2 5,6	4 11,1	3 8,3
		Student	F	f %	1 1,4	7 9,7	17 23,6	31 43,1
			M	f %	0 0,0	2 2,8	5 6,9	9 12,5
Total			f %	2 1,9	13 12,0	34 31,5	59 54,6	
10.	The students' home works are not sufficient enough to help with foreign language learning	Instructor	F	f %	0 0,0	3 8,3	10 27,8	14 38,9
			M	f %	0 0,0	2 5,6	4 11,1	3 8,3
		Student	F	f %	0 0,0	6 8,3	18 25,0	32 44,4
			M	f %	0 0,0	2 2,8	4 5,6	10 13,9
Total			f %	0 0,0	13 12,0	36 33,3	59 54,6	

Table 3. The Problems Faced by Instructors and Students According to Their Sexes

No	Problems	Status	Sexes		Degrees Faced			
					1	2	3	4
11.	School administrators are not emphasising on foreign language teaching	Instructor	F	f %	1 2,8	4 11,1	9 25,0	13 36,1
			M	f %	1 2,8	2 5,6	2 5,6	4 11,1
		Student	F	f %	2 2,8	2 2,8	20 27,8	32 44,4
			M	f %	1 1,4	2 2,8	4 5,6	9 12,5
Total				f %	5 4,6	10 9,3	35 32,4	58 53,7
11.	The contemporary methods, techniques and methodologies in foreign language teaching are not used as they should be	Instructor	F	f %	0 0,0	3 8,3	12 33,3	12 33,3
			M	f %	1 2,8	2 5,6	3 8,3	3 8,3
		Student	F	f %	0 0,0	3 4,2	20 27,8	33 45,8
			M	f %	2 2,8	0 0,0	4 5,6	10 13,9
Total				f %	3 2,8	8 7,4	39 36,1	58 53,7
12.	The educational technologies and equipment of schools are not good enough for foreign language teaching	Instructor	F	f %	1 2,8	6 16,7	9 25,0	11 30,6
			M	f %	1 2,8	0 0,0	6 16,7	2 5,6
		Student	F	f %	4 5,6	8 11,1	14 19,4	30 41,7
			M	f %	2 2,8	3 4,2	2 2,8	9 12,5
Total				f %	8 7,4	17 15,7	31 28,7	52 48,1
12.	The students do not have enough knowledge about the importance of learning a foreign language	Instructor	F	f %	0 0,0	2 5,6	16 44,4	9 25,0
			M	f %	0 0,0	1 2,8	4 11,1	4 11,1
		Student	F	f %	0 0,0	7 9,7	17 23,6	32 44,4
			M	f %	0 0,0	3 4,2	6 8,3	7 9,7
Total				f %	0 0,0	13 12,0	43 39,8	52 48,1
12.	Foreign language programs are not prepared sufficiently to teach a foreign language	Instructor	F	f %	2 5,6	5 13,9	8 22,2	12 33,3
			M	f %	0 0,0	3 8,3	3 8,3	3 8,3
		Student	F	f %	0 0,0	4 5,6	23 31,9	29 40,3
			M	f %	1 1,4	2 2,8	5 6,9	8 11,1
Total				f %	3 2,8	14 13,0	39 36,1	52 48,1

When the Table 3 is examined it is observed that distributions of the instructors and students, according to their sexes' in research were intensified at the "very often" and "sometimes" choices. Total rates of those who marked the "very often" choice were located between (53,7%) and (47,2%). These problems are "the school administrators are not giving enough importance on foreign language teaching" (53,7%), "contemporary foreign language teaching techniques and technologies are not practiced as they should be in foreign language teaching" (53,7%), "Educational technology and materials which schools own are not good enough for foreign language teaching" (48,1%), "students

do not have enough knowledge about the importance of foreign language learning” (48,1%), “foreign language programs are not necessarily prepared as sufficient for learning” (48,1%). It is quite safe to say that these problems seems important affecting the foreign language learning seriously.

4. Discussions

According to the “Human Development Index” (December7, 2013),,the English sufficiency level of Sweden, is at the “first place”, 68.69,and she is at the 9th developmental place among the “well developed” countries, Brazil which is located at the 85th place is located at the 38th place with the point of 50.70. Turkey is at the 90th developmental level and at the 41th place with the 49.52th point . (English Proficiency Index, December 2013,pp. 6-7)

The problem of “The policy on Foreign language teaching of Turkey is not good enough“has taken the first place. The foreign language teaching policies in Turkey have been changed from time to time. For instance, some changes have been made by following some practices in China, Australia, and France. Larry in China, in 1965, Field in Australia in 1974 focuses on personal activities, using films, changing the class environments and materials were among the most effective changes in foreign language teaching. Emphasis on the “grammar” becomes less important. A graduate from a senior high school was expected to be able to communicate in his or her foreign language. In Turkey too, foreign language teaching policies and practices have been changed, such as starting earlier, in 2013-2014. In China they started at the age of 10, at the third grade ,in Ukraine they started at the ages 4 or 5. In Japan it is at the age of 12, in Norway and Luxemburg it is at the age of 6.

“Teacher centred foreign language teaching” (75.0%), Işık (2008; pp.21) is takes in foreign language teaching and teacher preparation are among the points discussed and still accepted as the “mistakes” in the foreign language teaching in Turkey. The crowded classrooms, (63,9%) is still a “problem”. The average number of students in a class is still 26.1.It is 24.2 in Brazil and 19.8 in Mexico. Among the more developed countries for instance it is different. It is 18.2 in Austria and 15.7 in Luxemburg (Education at a Glance 2013: OECD Indicators; 374).

(% 53, 7) point out that “Modern methods and techniques in foreign language teaching are not being used. The methods and techniques are coming both from the Ottoman times and from the West and translation, understanding what one learned, emphasizing on the “grammar” are still “accepted points” (Işık., 2008, pp.18-19).

4.1. Conclusions and Suggestions

The problems of the foreign language teaching are stated at the tables 1,2 and 3.The policy of foreign language teaching, teaching environments teaching strategies, teacher training and classrooms situations are interrelated and they affect the teaching conditions negatively. These and similar problems may be accepted as the main reasons for the failures in the foreign language teaching.

The law of the 2923 which acted at the October 14.,2923 on the foreign language teaching has brought some positive changes. Based upon this law the regulations’ of the foreign language teaching and the foreign language teaching at the higher institutions and teaching in a foreign language were acted. We can say that these changes have not been good enough to solve the “problem”. For instance the problem of preparing the foreign language teacher, reserving more resources for the foreign language teaching still seems very vital.

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