An Evaluation of Students' Views on Foreign Language at Balikesir University in Physical Education and Sports High School

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Abstract
This research was carried on the students studying at Balikesir University in Physical Education and Sports High School during the academic year of 2012-2013. The data obtained from this research were collected by using questionnaire method, the statistical analysis of the data was analyzed using SPSS 20.0 programme package. In the analyzing of the present data, repetition frequency, percentage distribution, and chi-square tests were used. In order to determine the adequacy of foreign language education in this research, although the students, studying in Physical Education and Sports High School, participate the idea of learning a foreign language is fully necessary for them, and they also think a foreign language can provide them with an easy opportunity to find a job after graduating the school, it was seen that they agree with the idea of foreign language education is insufficient because of the inadequate equipment, the lack of teaching hours, and the level of difficulty of the language text book. Thus, for better foreign language teaching, these results were found out as follows; the level grade separation should perform after the level grade test, the preparation classes should open in the first year, the text books should be used written by mixed-authors (Turkish-Foreign), grammar should be taught primarily, spoken exercises and translation studies should be done about the professional and daily subjects, in teaching, foreign teachers should only take part in spoken lessons.

Key Words: *Physical Education and Sports, Student, Foreign Language Education, Method*

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Introduction

Language is one of the important aspects that separates human from other living beings. People separate themselves from other beings with language itself, and it makes people and exception. Language, an issue to be considered, is one of the most important elements covering all aspects of human life from birth to death, and also it is important for people's growth, education and for getting a place in a society (Gömleksiz, 1993).

Up to now, the definition of language has been made by many domestic and foreign scholars. Doğan Aksan (1987), our famous linguist, points out a special position for people saying with "language is the privilege document of human". According to Heatherington (1980), American scientist, language is sounds, shapes and structures stored in the brain and it is an information that shows use how to use them.

Language is a tool to communicate with people who live within a network of social relationships. Although it seems like an individual, it is also a phenomenon closely related to the social structure (Ergün, 1987; Tura, 1983).

Nowadays, learning a foreign language for people training at university is an obligation. Learning a foreign language gains importance to be able to follow the developments in the fields of science and technology, and to adapt the rapid change in the process of globalization of the world.

When the individuals living in the same community communicate with each other by speaking the same language, they need to learn rapidly changing and developing nations' common languages to communicate with them. Referring the same subject, Alkan (1986) said that if the nations wanted to adapt cultural, ecomomic and social conditions all over the world, it could only be possible for them by talking and writing of a couple of language. These conditions make learning a foreign language important.

Learning a foreign language is a process of gaining skills on that language. These are essentially; grammar, reading, writing and spoken skills. The difference between learning a foreign language and a native language is; while learning the native language gains naturally, the ability of foreign language learning takes places in the classroom (Bilgin, 2006).

In our country, foreign language education is necessarily done in formal educational institutions. Under the article 5 of Foreign Language and Teaching Regulation of Ministry of Education, individuals should be allowed to gain listening-reading comprehension, speaking, writing skills in the foreign language that is thought, communicate with each other and develop a positive attitude towards the foreign language teaching. In Elementary Schools from the 4th grade, english lesson is necessarily given. In Secondary Schools, compulsory 1st foreign language lessons are given, and also compulsory 2nd foreign language lessons are given in the Secondary Schools approved by the committee (Ministry of Education, Foreign Language Learning and Teaching Regulation, art.7).

Both private and state universities in our country are aware of the importance of knowing a foreign language, and the students should learn at least one foreign language. For this purpose, they attempt to provide foreign language training to their students. Besides, the undergraduate students want to learn foreign languages for a better future and generally make a decision on the deparment of foreign language education. The aim of the students about

learning a foreign language is to communicate people from different countries, for having a better jop in the future, to have an education and live abroad (Oğuz, 2001).

It is seen deficiencies even in speaking, writing and listening skills that people who have studied especially in the field of foreign langue education for many years. The problems, students experience on the first stages of education system and later on, give rise to negative consequences in language teaching and these negative consequences are conveyed to the universty education (Pekgüç, 2008).

It is a fact that despite the waste of time and effort, the desired results are not achieved in the teaching of foreign language in the period of "as from the 4th grade of elementary school including the university".

After all, foreign language teaching is to be made to fulfill the needs of the community in order to provide technological, economic, and cultural aspects of communicatin, and catch up with the contemporary age to other countries.

The purpose of this research is to determine whether foreign language teaching is sufficient in terms of students, training at Balikesir University in Physical Education and Sports High School, if not, to identify the reasons for this and then to develop the solution.

Materials and Methods

The aim of this research is to determine an evaluation of students' views towards foreign language at Balikesir University in Physical Education and Sports High School.

The universe of the research is Balikesir University and the sample of the research is a total of 111 students training in Physical Education and Sports High School, 35 of them are women, 76 of them are man, chosen randomly.

In this research, the survey containing the questions about an evaluation of students' views on foreign language, conducted by Gömleksiz, M.N., in the year of 1993,in his master's thesis called Foreign Language Education and its Problems in Higher Education, was improved based on expert opinions and implemented in a renewed way. The data obtained from this research were collected by using questionnaire method, the statistical analysis of the data was carried out by means of SPSS 20.0 programme package. In the analyzing of the present data, repetition frequency, percentage distribution, and chi-square test were used.

Findings

Table 1.

The demographical information of participants.

	Variables		Teaching	Coaching	Managering	Total
Gender	Female	N	23	3	9	35
		%	65,7	8,6	25,7	**31,5**
	Male	N	45	22	9	76
		%	59,2	28,9	11,8	**68,5**
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100
Age	17-19	N	13	0	0	13
		%	100	0	0	11,7
	20-22	N	32	7	7	46
		%	69,6	15,2	15,2	**41,4**
	23-25	N	21	14	11	46
		%	45,7	30,4	23,9	**41,4**
	26 and Over	N	2	4	0	6
		%	33,3	66,7	0	5,4
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100
Environment	Metropolis	N	19	10	2	31
		%	61,3	32,3	6,5	**27,9**
	City	N	24	7	4	35
		%	68,6	20	11,4	**31,5**
	County	N	15	7	8	30
		%	50	23,3	26,7	27
	Town	N	5	0	1	6
		%	83,3	0	16,7	5,4
	Village	N	5	1	3	9
		%	55,6	11,1	33,3	8,1
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100
High School Type	High School	N	47	16	13	76
		%	61,8	21,1	17,1	**68,5**
	Private High School	N	2	1	1	4
		%	50	25	25	3,6
	Anatolian and Science High School	N	9	3	0	12
		%	75	25	0	**10,8**
	Imam-Hatip High School	N	2	1	1	4
		%	50	25	25	3,6
	Vocational High School	N	4	3	1	8
		%	50	37,5	12,5	7,2
	Super High School	N	2	0	2	4
		%	50	0	50	3,6
	Foreign Language High School	N	2	1	0	3
		%	66,7	33,3	0	2,7
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100

In table 1, when we look at the demographic facilities of the students participating in the research group, it is seen that of 68,5% men, of 31,5% women, ratio 41,4% of them are between 20-22 and 23-25 age interval, generally of 31,5% live in city, of 27,9% live in metropolis. When we look at the high school education status of the students, it was retained that of 68,5% were graduated from high school, of 10,8% were graduated from Anatolian and Science High School.

The Continuation of the Table 1.

The demographical information of participants.

	Variables		Teaching	Coaching	Managering	Total
	Illiterate	N	1	0	0	1
		%	100	0	0	0,9
	Primary School	N	29	11	9	49
		%	59,2	22,4	18,4	**44,1**
	Secondary School	N	10	4	3	17
		%	58,8	23,5	17,6	**15,3**
The Educational Status of Father	High School	N	18	3	5	26
		%	69,2	11,5	19,2	**23,4**
	University	N	7	6	1	14
		%	50	42,9	7,1	**12,6**
	Masters/Ph D	N	3	1	0	4
		%	75	25	0	3,6
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100
	Illiterate	N	5	2	1	8
		%	62,5	25	12,5	7,2
	Primary School	N	37	11	10	58
		%	63,8	19	17,2	**52,3**
	Secondary School	N	13	2	4	19
		%	68,4	10,5	21,1	**17,1**
The Educational Status of Mother	High School	N	9	7	2	18
		%	50	38,9	11,1	**16,2**
	University	N	4	3	0	7
		%	57,1	42,9	0	6,3
	Masters/Ph D	N	0	0	1	1
		%	0	0	100	0,9
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100
	Very Good	N	4	2	1	7
		%	57,1	28,6	14,3	6,3
	Good	N	19	14	11	44
		%	43,2	31,8	25	**39,6**
	Medium	N	39	8	6	53
Living Standarts		%	73,6	15,1	11,3	**47,7**
	Poor	N	6	1	0	7
		%	85,7	14,3	0	6,3
	Very Poor	N	-	-	-	-
		%	-	-	-	-
	Total	N	68	25	18	111
		%	61,3	22,5	16,2	100

When we examine the educational status of father, it is seen that of 44,1% were graduated from primary schools, of 23,4% from high schools, of 15,3% from secondary schools, of 12,6% from universties. When we also look at the educational status of mother, it is seen that of 52,3% were graduated from primary schools, of 17,1% from secondary schools, and of 16,2% from high school. When we examine living standarts of the participants, it was infered that of 47,7% were medium, of 39,6% were good.

Table 2.

Agree/Disagree opinions of the participants about whether foreign language teaching is necessary or not for them, Chi-Square test result.

Agree/Disagree opinions of whether foreign language teaching is necessary or not		Departments			Total
		Teaching	Coaching	Managering	
Strongly Agree	N	32	22	16	70
	%	45,7	31,4	22,9	100
Agree	N	13	2	1	16
	%	81,2	12,5	6,2	100
Partially Agree	N	11	1	1	13
	%	84,6	7,7	7,7	100
Least Agree	N	9	0	0	9
	%	100	0	0	100
Disagree	N	3	0	0	3
	%	100	0	0	100
Total	N	68	25	18	111
	%	61,3	22,5	16,2	100
	P		0,009[*]		
	X^2		20,466		

The reasons of agree opinions of whether foreign language teaching is necessary	Departments						P	X^2
	Teaching		Coaching		Managering			
	N	%	N	%	N	%		
Getting a job easy after graduating from school	37	50,7	21	28,8	15	20,5	**0,007[*]**	**10,053**
To be able to keep up with foreign resources easily related to my profession	20	71,4	5	17,9	3	10,7	0,429	1,693
To get to know foreign cultres and make friends with strangers easily	19	71,3	4	15,4	3	11,5	0,368	2,000
To go abroad	14	60,9	5	21,7	4	17,4	0,983	0,033
Knowing a foreign language is the cause of dignity for society	6	60	1	10	3	30	0,358	2,056
To post-graduate edutaion after graduating from the school	19	73,1	6	23,1	1	3,8	0,137	3,982

Significance Value: * = p<0,01

In table 2, when we examine the opinion of participants training in their deparments about whether foreign language teaching is necessary or not, no significant difference was found in all deparments they participated and it was seen that the idea of learning and knowing a foreign language is fully necessary for them (p:0,009;x^2:20,466). On the other hand, the reason that students agree with the idea that learning and speaking a foreign language is necessary for themselves is: The apportunity to provide a good job easily after graduating from school and no significant difference was found between the students studying in all departments (p:0,007;x^2:10,053).

Table 3.

Students' views Towards the adequacy of foreign language education implemented at university, Chi-Square test result.

The adequacy of foreign language education implemented at university		Departments			Total
		Teaching	Coaching	Managering	
Strongly Agree	N	14	0	3	17
	%	82,4	0	17,6	100
Agree	N	11	3	1	15
	%	73,3	20	6,7	100
Partially Agree	N	14	2	3	19
	%	73,7	10,5	15,8	100
Least Agree	N	20	18	5	43
	%	46,5	41,9	11,6	100
Disagree	N	9	2	6	17
	%	52,9	11,8	35,3	100
Total	N	68	25	18	111
	%	61,3	22,5	16,2	100
	P		**0,005***		
	X^2		**22,128**		

The reasons for the insufficiency of foreign language education implemented at university	Departments						P	X^2
	Teaching		Coaching		Managering			
	N	%	N	%	N	%		
Crowded classrooms	6	50	2	16,7	4	33,3	0,268	2,632
Less foreign language teaching hours in per week	18	39,1	20	43,5	8	17,4	**0,001***	**14,403**
Lack of foreign language teaching at the 3rd and the 4th classes	11	68,8	1	6,2	4	25	0,095	4,716
Lack of equipment (lab., video, tape, etc.)	14	37,8	12	32,4	11	29,7	**0,008***	**9,708**
Lack of sufficient method and techniques used by instructors	11	73,3	2	13,3	2	13,3	0,244	2,817

Significance Value: * = p<0,01

In table 3, when examining the students' views towards the adequacy of foreign language education implemented at university, no significant difference was found between the students studying in all departments (p:0,005;x^2:22,128). According this result, it was seen that foreign language education is not sufficent at the university where the students are trained. The reason of this is; less foreign language teaching hours in per week (p:0,001;x^2:14,403), lack of equipment (lab., video, tape, etc.) (p:0,008;x^2:9,708) and no significant difference was found between the students studying in all departments.

Table 4.

Participants' views towards a better foreign language teaching in their deparments, Chi-Square test result.

Students' requests for a better foreign language teaching in their deparments	Departments						P	X^2
	Teaching		Coaching		Managering			
	N	%	N	%	N	%		
The current practice should continue	13	59,1	5	22,7	4	18,2	0,957	0,087
Classes should be separated according to the level of students after a determined level exam	28	47,5	15	25,4	16	27,1	**0,001***	**13,619**
Four years should be compulsory as in the past	23	59	11	28,2	5	12,8	0,511	1,341
The 1st two years should be compulsory and then selective	17	68	4	16	4	16	0,654	0,850
It must be completely selective	8	61,5	2	15,4	3	23,1	0,684	0,761
Be prep. class	13	39,4	15	45,5	5	15,2	**0,001***	**14,663**

Significance Value: * = p<0,01

When we examine the table 4, in order to provide more than enough foreign language teaching in the departments where the students are trained, no significant difference was found between the students studying in all departments. According this result, it was found out to determine the classes with a determined level exam (p:0,001;x^2:13,619) and the opinion of the opening of a preparatory class (p:0,001;x^2:14,663).

Table 5.

Students' views towards the textbook used in the tessons, Chi-Square test result.

Views towards the textbook	Departments						P	X^2
	Teaching		Coaching		Managering			
	N	%	N	%	N	%		
According to my level, it is very difficult	30	48,4	18	29	14	22,6	**0,007***	**9,951**
It is adequate to my level	18	62,1	8	27,6	3	10,3	0,526	1,286
According to my level, it is very easy	8	57,1	2	14,3	4	28,6	0,361	2,035
It is suitable for my interest and cultural level	7	63,6	3	27,3	1	9,1	0,773	0,516
It is not suitable for my interest and cultural level	7	38,9	6	33,3	5	27,8	0,098	4,641

Significance Value: * = p<0,01

When we look at table 5, it was found out that according to the students' knowledge, the textbook used in the lessons was very difficult (p:0,007;x^2:9,951) and no significant difference was found between the students studying in all departments.

Table 6.

Students' views towards the authors of foreign language textbooks, Chi-Square test result.

The authors of the textbook		Departments			Total
		Teaching	Coaching	Managering	
Turkish Authors	N	23	2	2	27
	%	85,2	7,4	7,4	100
Foreign Authors	N	18	4	3	25
	%	72	16	12	100
Mixed	N	27	19	13	59
	%	45,8	32,2	22	100
Total	N	68	25	18	111
	%	61,3	22,5	16,2	100
	P		**0,001***		
	X²		**13,770**		

Significance Value: * = p<0,01

In table 6, when we look at students' views of foreign language textbook authors, it was resulted that the textbooks used in all departments should be written by mixed authors and no significant difference was found (p:0,001;x^2:13,770).

Table 7.

Participants' views towards the foreign instructors for more active foreign language teaching, Chi-Square test result.

Opinions on foreign instructors		Departments			Total
		Teaching	Coaching	Managering	
Foreign instructors must only teach in speaking courses	N	25	18	13	56
	%	44,6	32,1	23,2	100
Foreign instructors should completely give lessons	N	22	4	5	31
	%	71	12,9	16,1	100
No need for foreign instructors	N	21	3	0	24
	%	87,5	12,5	0	100
Total	N	68	25	18	111
	%	61,3	22,5	16,2	100
	P		**0,001***		
	X²		**15,927**		

Significance Value: * = p<0,01

In table 7, when we examine students' views towards foreign instructors for more active foreign language teaching, it was found out that foreign instructors should only teach in speaking courses and no significant difference was found between the students studying in all departments (p:0,001; x^2:15,927).

Table 8.

Participants' views towards the implementation of foreign language courses, Chi-Square test result.

How the implementation of foreign language courses should be	Departments						P	X^2
	Teaching		Coaching		Managering			
	N	%	N	%	N	%		
The basic grammatical information should be given importance	32	50	22	34,4	10	15,6	**0,002***	**12,589**
Proffesional publications and books should be given importance	13	54,2	7	29,2	4	16,7	0,652	0,856
Speaking exercises on daily and professional issues should be given importance	34	50	19	27,9	15	22,1	**0,008***	**9,617**
Plenty of translation studies should be given importance	22	44,9	17	34,7	10	20,4	**0,005***	**10,555**
Writing skills studies should be given importance	6	54,5	4	36,4	1	9,1	0,470	1,511

Significance Value: * = p<0,01

When we look at table 8 and examine the partipants' views towards the implementation of foreign language courses, the basic grammatical information (p:0,002; x^2:12,589), speaking exercises on daily and professional issues (p:0,008; x^2:9,617) and doing plenty of translation studies (p:0,005; x^2:10,555) were determined and no significant difference was found between the students studying in all departments.

Conclusions and Recommendations

In the rapidly developing world, after graduating from the university, students recognize the importance of knowing a foreign language to adapt to developing technology and to rise in their professions.

As a result, when we look at the participants' demographical information, it was seen that of 68,5% men, 31,5% women, the ratio of 41,4% are between 20-22 and 23-25 age interval. It was determined that of 31,5% live in city, of 27,9% in metropolis, of 68,5% were graduated from high schools, of 10,8% from Anatolian and Science High Schools. When we look at the educational status of father of the participants, it wasc seen that of 44,1% were graduated from primary schools, of 23,4% from high schools, of 15,3% from secondary schools, of 12,6% from universties; when we look at the educational status of mother, it was seen that of 52,3% were graduated from primary schools, of 17,1% from secondary schools, of 16,2% from high schools. When we look at the living standarts, it was generally seen that of 47,7% were medium, of 39,6% were good. It was seen that although the students, training in Physcial Education and Sports High School, participate the idea of learning a foreign language is fully necessary for them, and they also think a foreign language can provide them with an easy opportunity to find a job after graduating the school, that they agree with the idea of foreign language education is insufficient because of the inadequate equipment, the lack of teaching hours, and the level of difficulty of the language textbooks. Thus, for a better foreign language teaching, these results were achieved as follows; classes should be separated according to the level of students after a determined level exam, the preparation classes should be in the first year, the textbooks should be used written by mixed authors (Turkish-Foreign), grammar should be taught primarily, spoken exercises and translation studies should

be done about the professional and daily subjects, in teaching, foreign scholars should only take part in spoken lessons.

In the study of Gömleksiz, M.N (2002) called "An Evaluation of Students' Views on Foreign Language Classes in Universities", it was found out that foreign language teaching is insufficient because of crowded classrooms, less foreign language teaching hours, lack of equipment and the problems of textbooks used in the lessons. It was also arised that although the students are interested in learning a foreign language, in language teaching, much of this goal cannot be reached, the desired level of foreign language teaching cannot be done, and the textbooks should be written by mixed authors (Turkish-Foreign).

In master thesis of Pekgüç, S. (2008) called "Management and Organizational Issues in Foreign Language Teaching at Universities", these results were determined as crowded classrooms, lack of equipment and laboratories.

In the book called "Turkish Educational System" of Türk, E. (1999), these similar results were determined such as crowded classrooms, lack of equipment and teaching tools.

Depending on these results, the fallowing recommendations can arise:

- Foreign language teaching hours should be increased in per week and they should be done during the period of university education.
- In order to have a better foreign language teaching, sufficient equipment should be provided and used for effective training.
- It should be given importance to the level of students on choosing the textbooks, and in order to find a solution to the problem of cultural diversity of students, mixed authors' books should be preferred if possible.
- In foreign language teaching, in addition to the basic grammar, translation studies and spoken lessons about daily and professional issues should be taught.
- Foreign language teaching related to the field should be studied.
- Similar studies of this research can be done in different agencies and levels.

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