

THE STUDENTS' POINT OF VIEWS AND QUALIFICATIONS ON FOREIGN LANGUAGE AT HIGH SCHOOLS FOR PHYSICAL EDUCATION AND SPORTS IN UNIVERSITIES

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ABSTRACT

This research was carried on the students studying at Balıkesir University, Sakarya University, Muğla Sıtkı Koçman University, Dumlupınar University, Çanakkale Onsekiz Mart University, Celal Bayar University, Adnan Menderes University and Trakya University in Physical Education and Sports High Schools 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 this research, although the students participate the idea of learning a foreign language is fully necessary for them, and they also think a foreign language would provide them an easy opportunity to find a job after graduated 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, the lack of foreign language teaching methods and techniques using in the course, and the level of difficulty of the language text books. Thus, for better foreign language teaching, these results emerged. These are as follows; the level grade separation should perform after the level grade test, the preparatory classes should be opened 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 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.

ÜNİVERSİTELERİN BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULLARINDAKİ ÖĞRENCİLERİN YABANCI DİLE BAKIŞ AÇILARI VE YETERLİLİKLERİ*

ÖZ

Bu araştırma 2012 – 2013 akademik yılında Balıkesir Üniversitesi, Sakarya Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Dumlupınar Üniversitesi, Çanakkale On Sekiz Mart Üniversitesi, Celal Bayar Üniversitesi, Adnan Menderes Üniversitesi ve Trakya Üniversitesi'nin Beden Eğitimi ve Spor Yüksekokulu bölümlerinde okuyan öğrenciler üzerinde yürütülmüştür. Araştırmada elde edilen veriler anket yöntemiyle toplanmış olup, verilerin istatistiksel analizi SPSS 20.0 paket programıyla çözümlenmiş, mevcut verilerin analizinde ki-kare testi ile frekans ve yüzdeler dağılımları kullanılmıştır. Bu çalışmada, öğrencilerin yabancı dil öğretiminin kendileri için gerekli olduğu fikrine tamamen katıldıkları, okulu bitirdikten sonra daha kolay iş bulma imkânı sağlayacaklarını düşünmekle beraber, yeterli araç-gereç olmadığı, ders saatinin azlığı, yabancı dil öğretim elemanlarının derste kullandıkları metod ve tekniklerin yetersizliği, ders kitaplarının dil seviyelerine göre zor olduğu nedenleriyle yabancı dil eğitiminin yeterli olmadığı düşüncesine katıldıkları görülmüştür. Bu nedenlerden dolayı, daha iyi yabancı dil öğretimi için, seviye tespiti yapılarak sınıfların ayrılması ve hazırlık sınıfı konulması, ders kitaplarının karma (Türk-Yabancı) yazarlardan oluşması, ders işleyişinde öncelikle temel gramer bilgilerine ağırlık verilmesi, günlük ve mesleki konularla ilgili konuşma ve çeviri çalışması yapılması, ders işleyişinde yabancı uyruklu öğretim elemanlarının sadece konuşma dersine girmesi gerekliliği sonucu ortaya çıkmıştır.

Anahtar Kelimeler: Beden Eğitimi ve Spor, Öğrenci, Yabancı Dil Öğretimi, Yöntem.

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INTRODUCTION

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^{5,18}. 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 society⁶. 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"¹. According to Heatherington (1980), American scientist, language is sounds, shapes and structures stored in the brain and it is an information that shows us how to use them. 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 them⁹. Referring the same subject, Alkan (1987) said that if the nations wanted to adapt cultural, economic 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 skills². 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 classroom³.

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 committee¹⁷. 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.

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 department 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 job in the future, to have an education and live abroad¹². It is seen deficiencies even in speaking, writing and listening skills that people who have studied especially in the field of foreign language 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 university education¹⁴. 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 communication, 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 Universities 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 universe of the research is Balıkesir University, Sakarya University, Muğla Sıtkı Koçman University, Dumlupınar University, Çanakkale Onsekiz Mart University, Celal Bayar University, Adnan Menderes University and Trakya University, and the sample of the research is a total of 1006 student training in Physical Education and Sports High

School, 334 of them are women, 672 of them are men, chosen randomly during the academic year of 2012-2013. In this research, the survey with 31-item questionnaire 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 to the sample of 120 persons in a renewed way, and Cronbach's alpha reliability-validity was found to be .76. 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 | Managing | Total | | |
|---|--------------------|------------|-------------|-------------|-------------|-------------|-----------|
| Gender | Female | N | 117 | 100 | 117 | 334 | |
| | | % | 11.6 | 9.9 | 11.6 | 33.2 | |
| | Male | N | 234 | 222 | 216 | 672 | |
| | | % | 23.3 | 22.1 | 21.5 | 66.8 | |
| | Total | N | 351 | 322 | 333 | 1006 | |
| | | % | 34.9 | 32 | 33.1 | 100 | |
| Age | 17-19 | N | 54 | 23 | 37 | 114 | |
| | | % | 5.4 | 2.3 | 3.7 | 11.3 | |
| | 20-22 | N | 179 | 179 | 170 | 528 | |
| | | % | 17.8 | 17.8 | 16.9 | 52.5 | |
| | 23-25 | N | 102 | 102 | 113 | 317 | |
| | | % | 10.1 | 10.1 | 11.2 | 31.5 | |
| | 26 and Over | N | 16 | 18 | 13 | 47 | |
| | | % | 1.6 | 1.8 | 1.3 | 4.7 | |
| | Total | N | 351 | 322 | 333 | 1006 | |
| | | % | 34.9 | 32 | 33.1 | 100 | |
| | Environment | Metropolis | N | 86 | 94 | 92 | 272 |
| | | | % | 8.5 | 9.3 | 9.1 | 27 |
| City | | N | 134 | 89 | 101 | 324 | |
| | | % | 13.3 | 8.8 | 10 | 32.2 | |
| County | | N | 96 | 108 | 96 | 300 | |
| | | % | 9.5 | 10.7 | 9.5 | 29.8 | |
| Town | | N | 13 | 3 | 12 | 28 | |
| | | % | 1.3 | 0.3 | 1.2 | 2.8 | |
| Village | | N | 22 | 28 | 32 | 82 | |
| | | % | 2.2 | 2.8 | 3.2 | 8.2 | |
| Total | | N | 351 | 322 | 333 | 1006 | |
| | | % | 34.9 | 32 | 33.1 | 100 | |
| The Educational Status of Father | Illiterate | N | 8 | 6 | 6 | 20 | |
| | | % | 0.8 | 0.6 | 0.6 | 2 | |
| | Primary School | N | 127 | 116 | 127 | 370 | |
| | | % | 12.6 | 11.5 | 12.6 | 36.8 | |
| | Secondary School | N | 63 | 64 | 54 | 181 | |
| | | % | 6.3 | 6.4 | 5.4 | 18 | |
| | High School | N | 106 | 90 | 95 | 291 | |
| | | % | 10.5 | 8.9 | 9.4 | 28.9 | |
| | University | N | 43 | 43 | 50 | 136 | |
| | | % | 4.3 | 4.3 | 5 | 13.5 | |
| | Masters/Ph D | N | 4 | 3 | 1 | 8 | |
| | | % | 0.4 | 0.3 | 0.1 | 0.8 | |
| Total | N | 351 | 322 | 333 | 1006 | | |
| | % | 34.9 | 32 | 33.1 | 100 | | |

In table 1, when we look at the demographic facilities of the students participating in the research group, it is seen that of 66,8% men, of 33,2% women, the ratio 52,5% of them are between 20-22 and the ratio 31,5% of them are between 23-25 age interval, generally of

32,2% live in city, of 29,8% live in county, of 27% live in metropolis. When we examine the educational status of father, it is seen that of 36,8% were graduated from primary schools, of 28,9% from high schools.

The Continuation of the Table 1. The Demographical Information of Participants.

| Variables | | Teaching | Coachi | Managerin | Tota | |
|---|-----------------------------------|----------|-------------|-------------|-------------|-------------|
| | | ng | ng | g | l | |
| The Educational Status of Mother | Illiterate | N | 31 | 28 | 25 | 84 |
| | | % | 3.1 | 2.8 | 2.5 | 8.3 |
| | Primary School | N | 177 | 139 | 159 | 475 |
| | | % | 17.6 | 13.8 | 15.8 | 47.2 |
| | Secondary School | N | 62 | 64 | 66 | 192 |
| | | % | 6.2 | 6.4 | 6.6 | 19.1 |
| | High School | N | 64 | 72 | 62 | 198 |
| | | % | 6.4 | 7.2 | 6.2 | 19.7 |
| | University | N | 17 | 19 | 18 | 54 |
| | | % | 1.7 | 1.9 | 1.8 | 5.4 |
| Masters/Ph D | N | 0 | 0 | 3 | 3 | |
| | % | 0 | 0 | 0.3 | 0.3 | |
| Total | | N | 351 | 322 | 333 | 1006 |
| | | % | 34.9 | 32 | 33.1 | 100 |
| Living Standarts | Very Good | N | 10 | 13 | 20 | 43 |
| | | % | 1 | 1.3 | 2 | 4.3 |
| | Good | N | 136 | 142 | 124 | 402 |
| | | % | 13.5 | 14.1 | 12.3 | 40 |
| | Medium | N | 180 | 137 | 152 | 469 |
| | | % | 17.9 | 13.6 | 15.1 | 46.6 |
| | Poor | N | 21 | 24 | 30 | 75 |
| | | % | 2.1 | 2.4 | 3 | 7.5 |
| | Very Poor | N | 4 | 6 | 7 | 17 |
| | | % | 0.4 | 0.6 | 0.7 | 1.7 |
| Total | | N | 351 | 322 | 333 | 1006 |
| | | % | 34.9 | 32 | 33.1 | 100 |
| High School Type | High School | N | 230 | 236 | 231 | 697 |
| | | % | 22.9 | 23.5 | 23 | 69.3 |
| | Private High School | N | 5 | 8 | 5 | 18 |
| | | % | 0.5 | 0.8 | 0.5 | 1.8 |
| | Anatolian and Science High School | N | 35 | 10 | 22 | 67 |
| | | % | 3.5 | 1 | 2.2 | 6.7 |
| | Imam-Hatip High School | N | 4 | 6 | 7 | 17 |
| | | % | 0.4 | 0.6 | 0.7 | 1.7 |
| | Vocational High School | N | 51 | 45 | 47 | 143 |
| | | % | 5.1 | 4.5 | 4.7 | 14.2 |
| | Super High School | N | 8 | 4 | 15 | 27 |
| | | % | 0.8 | 0.4 | 1.5 | 2.7 |
| | Fine Arts High School | N | 10 | 9 | 4 | 23 |
| | | % | 1 | 0.9 | 0.4 | 2.3 |
| | Foreign Language High School | N | 8 | 2 | 2 | 12 |
| | | % | 0.8 | 0.2 | 0.2 | 1.2 |
| Sports High School | N | 0 | 2 | 0 | 2 | |
| | % | 0 | 0.2 | 0 | 0.2 | |
| Total | | N | 351 | 322 | 333 | 1006 |
| | | % | 34.9 | 32 | 33.1 | 100 |

When we also look at the educational status of mother, it is seen that of 47,2% were graduated from primary schools; When we examine living standards of the participants, it was inferred that of 46,6% were medium, of 40% were good. When

we look at the high school education status of the students, it was retained that of 69,3% were graduated from high school, of 14,2% were graduated from Vocational High School.

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 | 220 | 208 | 168 | | | 596 | | |
| | % | 21.9 | 20.7 | 16.7 | | | 59.2 | | |
| Agree | N | 95 | 89 | 126 | | | 310 | | |
| | % | 9.4 | 8.8 | 12.5 | | | 30.8 | | |
| Partially Agree | N | 21 | 13 | 20 | | | 54 | | |
| | % | 2.1 | 1.3 | 2 | | | 5.4 | | |
| Least Agree | N | 15 | 12 | 19 | | | 46 | | |
| | % | 1.5 | 1.2 | 1.9 | | | 4.6 | | |
| Disagree | N | - | - | - | | | - | | |
| | % | - | - | - | | | - | | |
| Total | N | 351 | 322 | 333 | | | 1006 | | |
| | % | 34.9 | 32 | 33.1 | | | 100 | | |
| | P | 0.007* | | | | | | | |
| | X ² | 17.656 | | | | | | | |
| 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 | 230 | 22.9 | 246 | 24.5 | 250 | 24.9 | 0.003* | 11.975 | |
| To be able to keep up with foreign resources easily related to my profession | 116 | 11.5 | 133 | 13.2 | 116 | 11.5 | 0.067 | 5.402 | |
| To get to know foreign cultures and make friends with strangers easily | 127 | 12.6 | 103 | 10.2 | 116 | 11.5 | 0.509 | 1.353 | |
| To go abroad | 98 | 9.7 | 103 | 10.2 | 74 | 7.4 | 0.019 | 7.952 | |
| Knowing a foreign language is the cause of dignity for society | 40 | 4 | 33 | 3.3 | 31 | 3.1 | 0.668 | 0.807 | |
| To post-graduate education after graduating from the school | 113 | 11.2 | 109 | 10.8 | 94 | 9.3 | 0.279 | 2.555 | |

Significance Value: * = p<0,01

In table 2, when we examine the opinion of participants training in their departments about whether foreign language teaching is necessary or not, no significant difference was found in all departments they participated and it was seen that the idea of learning and knowing a foreign language is fully necessary for them (p:0,007;x²:17,656). 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 opportunity to provide a good job easily after graduating from school and no significant difference was found between the students studying in all departments (p:0,003;x²:11,975).

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 | 32 | 13 | 21 | | | 66 | | |
| | % | 3.2 | 1.3 | 2.1 | | | 6.6 | | |
| Agree | N | 43 | 41 | 40 | | | 124 | | |
| | % | 4.3 | 4.1 | 4 | | | 12.3 | | |
| Partially Agree | N | 89 | 92 | 84 | | | 265 | | |
| | % | 8.8 | 9.1 | 8.3 | | | 26.3 | | |
| Least Agree | N | 170 | 171 | 162 | | | 503 | | |
| | % | 16.9 | 17 | 16.1 | | | 50 | | |
| Disagree | N | 17 | 5 | 26 | | | 48 | | |
| | % | 1.7 | 0.5 | 2.6 | | | 4.8 | | |
| Total | N | 351 | 322 | 333 | | | 1006 | | |
| | % | 34.9 | 32 | 33.1 | | | 100 | | |
| | P | 0.005* | | | | | | | |
| | X ² | 21.965 | | | | | | | |
| The reasons for the insufficiency of foreign language education implemented at university | | Departments | | | | | | P | X ² |
| | | Teaching | | Coaching | | Managering | | | |
| | | N | % | N | % | N | % | | |
| Crowded classrooms | 63 | 7.7 | 78 | 9.6 | 58 | 7.1 | 0.084 | 4.949 | |
| Less foreign language teaching hours in per week | 159 | 19.5 | 147 | 18 | 122 | 15 | 0.009* | 9.343 | |
| Lack of foreign language teaching at the 3 rd and the 4 th classes | 56 | 6.9 | 57 | 7 | 73 | 8.9 | 0.128 | 4.110 | |
| Lack of equipment (lab., video, tape, etc.) | 84 | 10.3 | 81 | 9.9 | 54 | 6.6 | 0.007* | 9.873 | |
| Lack of sufficient method and techniques used by instructors | 124 | 15.2 | 97 | 11.9 | 86 | 10.5 | 0.006* | 10.259 | |

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;x²:21,965). According to this result, it was seen that foreign language education is not sufficient at the university where the students are trained. The reason of this

is; less foreign language teaching hours in per week (p:0,009;x²:9,343), lack of equipment (lab., video, tape, etc.) (p:0,007;x²:9,873), lack of methods and techniques used by lecturers in the course of foreign language (p:0,006;x²:10,259), 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 Departments, Chi-Square Test Result.

| Students' requests for a better foreign language teaching in their departments | Departments | | | | | | P | X ² |
|--|-------------|-------------|------------|-------------|------------|-------------|---------------|----------------|
| | Teaching | | Coaching | | Managering | | | |
| | N | % | N | % | N | % | | |
| The current practice should continue | 52 | 5.2 | 51 | 5.1 | 46 | 4.6 | 0.776 | 0.532 |
| Classes should be separated according to the level of students after a determined level exam | 165 | 16.4 | 134 | 13.3 | 179 | 17.8 | 0.008* | 9.728 |
| Four years should be compulsory as in the past | 114 | 11.3 | 115 | 11.4 | 84 | 8.3 | 0.012 | 8.872 |
| The 1 st two years should be compulsory and then selective | 78 | 7.8 | 59 | 5.9 | 69 | 6.9 | 0.452 | 1.586 |
| It must be completely selective | 50 | 5 | 37 | 3.7 | 47 | 4.7 | 0.503 | 1.375 |
| Be prep. class | 104 | 10.3 | 132 | 13.1 | 111 | 11 | 0.007* | 9.895 |

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 to this result, it was found out to determine the classes with a determined level exam (p:0,008;x²:9,728) and the opinion of the opening of a preparatory class (p:0,007;x²:9,895).

Table 5. Students' Views towards the Textbook Used in the Lessons, 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 | 122 | 12.1 | 133 | 13.2 | 167 | 16.6 | 0.000* | 16.706 |
| It is adequate to my level | 127 | 12.6 | 101 | 10 | 91 | 9 | 0.045 | 6.213 |
| According to my level. it is very easy | 56 | 5.6 | 46 | 4.6 | 44 | 4.4 | 0.590 | 1.055 |
| It is suitable for my interest and cultural level | 51 | 5.1 | 47 | 4.7 | 40 | 4 | 0.542 | 1.224 |
| It is not suitable for my interest and cultural level | 45 | 4.5 | 42 | 4.2 | 58 | 5.8 | 0.161 | 3.648 |

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:0,000;x²:16,706) and no significant

difference was found between the students studying in all departments. When we look at other variables, significant difference was detected between the 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 | 64 | 72 | 67 | 203 |
| | % | 6.4 | 7.2 | 6.7 | 20.2 |
| Foreign Authors | N | 78 | 66 | 104 | 248 |
| | % | 7.8 | 6.6 | 10.3 | 24.7 |
| Mixed | N | 209 | 184 | 162 | 555 |
| | % | 20.8 | 18.3 | 16.1 | 55.2 |
| Total | N | 351 | 322 | 333 | 1006 |
| | % | 34.9 | 32 | 33.1 | 100 |
| | P | | | | 0.006* |
| | X ² | | | | 14.372 |

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:0,006;x²:14,372).

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 | 222 | 221 | 200 | 643 |
| | % | 22.1 | 22 | 19.9 | 63.9 |
| Foreign instructors should completely give lessons | N | 69 | 72 | 88 | 229 |
| | % | 6.9 | 7.2 | 8.7 | 22.8 |
| No need for foreign instructors | N | 60 | 29 | 45 | 134 |
| | % | 6 | 2.9 | 4.5 | 13.3 |
| Total | N | 351 | 322 | 333 | 1006 |
| | % | 34.9 | 32 | 33.1 | 100 |
| | P | | | | 0.008* |
| | X ² | | | | 13.654 |

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:0,008; x²:13,654).

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 | 152 | 15.1 | 175 | 17.4 | 146 | 14.5 | 0.006* | 10.234 |
| Professional publications and books should be given importance | 86 | 8.5 | 78 | 7.8 | 69 | 6.9 | 0.433 | 1.673 |
| Speaking exercises on daily and professional issues should be given importance | 234 | 23.3 | 194 | 19.3 | 181 | 18 | 0.004* | 10.860 |
| Plenty of translation studies should be given importance | 169 | 16.8 | 121 | 12 | 119 | 11.8 | 0.002* | 12.772 |
| Writing skills studies should be given importance | 58 | 5.8 | 75 | 7.5 | 54 | 5.4 | 0.031 | 6.934 |

Significance Value: * = p<0,01

When we look at table 8 and examine the participants' views towards the implementation of foreign language courses, the basic grammatical information ($p:0,006$; $x^2:10,234$), speaking exercises on daily and professional issues

($p:0,004$; $x^2:10,860$) and doing plenty of translation studies ($p:0,002$; $x^2:12,772$) were determined and no significant difference was found between the students studying in all departments.

CONCLUSIONS AND RECOMMENDATIONS

In the globalized 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. Although the foreign language education starting from the first stage of the education system to the end of university education, it is seen that there is still a lack of speaking, writing, listening skills of individuals. Problems caused by the education system itself, teachers, students, curriculum and physical conditions that are the basic elements of the system lead to negative impact in language training, and these problems also affect the university education. As a result, when we look at the participants' demographical information, it was seen that of 66,8% men, 33,2% women, the ratio of 52,5% are between 20-22 and the ratio of 31,5% 23-25 age interval. It was determined that of 32,2% live in city, of 29,8% in county, of 27% in metropolis. When we look at the educational status of father of the participants, it was generally seen that of 36,8% were graduated from Primary Schools, of 28,9% from High Schools; when we look at the educational status of mother, it was largely seen that of 47,2% were graduated from Primary Schools; when we look at the living standards, it was generally seen that of 46,6% were medium, of 40% were good, of 69,3% were graduated from High Schools, of 14,2% from Vocational High School.

The evaluation of the data obtained in the study, it was seen that although the students, training 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, that they agree with the idea of foreign language education is insufficient because of the inadequate equipment, the lack of teaching hours and the techniques and methods used by instructors in the lessons, 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. Emerging issues, such as in the article of Duman (2013) called "Material development and effective use of materials in teaching Turkish as a foreign language", equipment, materials and technological developments, and also laboratory conditions are effective for language learning⁴, in the studies of Paker (2012) called "Why we do not teach foreign languages (English) in Turkey and why students can not learn English at the level where they can communicate"¹³, and Haznedar (2010) called "Foreign language education in Turkey: Reforms, orientations and teachers", importance should be given to practical speaking and classroom conversation studies, and modern language teaching methods as well as traditional language teaching and techniques must be applied in language education⁸, in the article of Muntion (2017) called "Students' feedback in the foreign language teaching: A systems theory

perspective”, foreign language classes are held 2, 3, and 4 hours in the universities, and these hours are insufficient in language education¹¹, in the study of Rodeiro (2017) called “The study of foreign languages in England: Uptake in secondary school and progression to higher education”, foreign language education will help to find jobs for students after graduation¹⁵, in the study of Gömleksiz (2002) called “An Evaluation of Students’ Views on Foreign Language Classes in Universities”, 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; 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)⁷, in master thesis of Pekgüç (2008) called “Management and Organizational Issues in Foreign Language Teaching at Universities”, crowded classrooms, lack of equipment and laboratories¹⁴, in the study of Soner (2007) called “Foreign Language Education in Turkey in The Past and in The Present”, crowded classrooms, lack of equipment and not to use of modern methods in education¹⁶, in the book called “Turkish Educational System” of Türk (1999), crowded classrooms, lack of equipment and teaching tools¹⁹ are consistent with our work.

British Council and Turkish Economic Policy Research Foundation (TEPAV) conducted a comprehensive survey related to English Education in the Public schools English teaching education offered in Turkey in November 2013. Within the framework of the survey, the economic importance of English Teaching Education in Turkey was examined and a detailed study on English Teaching Education in classes was conducted. 78 observations at 48 schools in 12 cities as well as semi-structured interview with 87

teachers and surveys with 21000 teachers, students and parents were made. It was concluded that Turkey made a less performance than expected in the field of English Teaching Education and this adequacy stemmed from the inadequate education at primary and secondary schools. Following the publication of the report “National Needs Analysis on Teaching English Language in Public Schools in Turkey” a similar research was proposed to be carried out of the universities in Turkey. British Council initiated a research at higher education institutions in March – April 2015, within 5 weeks, course observations, surveys, structured negotiations and focus group meetings were conducted. As a consequence of this study, it was emphasized that foreign language education was inadequate. This result indicates a parallelism with our study¹⁰.

Depending on these results, the following recommendations can arise:

- Foreign language teaching hours should be increased in per week and they should be done during the period of university education.
- The structure of the classes should be homogeneous, the number of students should not exceed 15, and seating should be appropriate of the language learning.
- In order to have better foreign language teaching, sufficient equipment should be provided and used for effective training. Materials used for foreign language education should be produced in accordance with the objectives and methods, if this is not achieved, materials produced by international publishers should be adapted to the structure of our country.
- 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 should be spoken by instructors in the lessons, if necessary; the instructors should not avoid speaking native language.

- Going abroad to develop foreign language skills will lead to higher levels of language achievement for the students. Especially exchange programs, such as

Socrates, Erasmus, can be effective in this issue.

- In our education system, schools and universities should be shared a common vision and mission in teaching foreign languages.

- 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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