Examining for The Situations That Negatively Affect Middle School Students Experiences in Turkish Lessons Through The Opinions of Students and Teachers

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Abstract

Purpose: Turkish teaching processes directly affect students' cognitive, affective and communication skills. In addition to these qualities, Turkish teaching processes also contribute to the academic and social development of students in other fields. In providing this situation, it is necessary to determine the situations that negatively affect learning in the lessons and to find solutions for these situations. In this study, it was aimed to determine the situations that negatively affect learning that students experience in Turkish lessons.

Design/Methodology/Approach: During the research process, case study, one of the qualitative data analysis methods, was used. A total of 104 students and 10 Turkish lesson teachers participated in the study. The principle of volunteering was observed in the participation in the research process. In the study, standardized open-ended interview forms were used in the process of obtaining data. Content analysis was used to evaluate the data obtained through these forms.

Findings: According to the results of the research, it was determined that the number of students who did not experience a situation that negatively affected learning in all of the question areas (listening, reading, speaking, writing, grammar) included in the interview forms was higher than the number of students who experienced them. It was observed that the most attention-grabbing area of the students, who reported that there was a situation that negatively affected learning during their Turkish teaching process, was listening education. Most of the Turkish teachers stated that there are various difficulties in the teaching processes in general in the language skills fields. It has been determined to be the area with the most learning-teaching difficulties in reading education.

Highlights: According to the data obtained in the study, the topics that students mostly mention in areas where they have learning difficulties are situations arising from the classroom environment in listening education; It has been observed that there are situations caused by the internal features of the text in reading education. In other areas, the results were found to be situations caused by the inability to fully express oneself in speech and writing education and situations caused by the content of subjects in grammar education.

Öz

Çalışmanın amacı: Türkçe öğretimi süreçleri öğrencilerin bilişsel, duyuşsal, iletişim becerilerine doğrudan etkide bulunmaktadır. Türkçe öğretim süreçleri, bu niteliklerinin yanında öğrencilerin diğer alanlardaki akademik ve sosyal gelişimlerine de katkı sağlamaktadır. Bu durumun sağlanmasında derslerde öğrenmeyi olumsuz etkileyen durumların belirlenmesi ve bu durumlara yönelik çözümlerin bulunması gerekmektedir. Bu araştırmada öğrencilerin Türkçe derslerinde karşılaştıkları öğrenmeyi olumsuz etkileyen durumların belirlenmesi amaçlanmıştır.

Materyal ve Yöntem: Araştırma sürecinde nitel veri analizi yöntemlerinden durum çalışmasından yararlanılmıştır. Araştırmaya toplamda 104 öğrenci ve 10 Türkçe öğretmeni katılmıştır. Araştırma sürecine katılımda gönüllülük ilkesi gözetilmiştir. Araştırmada verilerin elde edilmesi sürecinde standartlaştırılmış açık uçlu görüşme formlarından yararlanılmıştır. Bu formlar vasıtasıyla elde edilen verilerin değerlendirilmesinde içerik analizi kullanılmıştır.

Bulgular: Araştırma bulgularına göre görüşme formlarında yer alan soru alanlarının (dinleme, okuma, konuşma, yazma, dil bilgisi) tamamında öğrenmeyi olumsuz etkileyen durumla karşılaşmayan öğrenci sayısının, karşılaşan öğrenci sayısından daha fazla olduğu tespit edilmiştir. Türkçe öğretimi süreçlerinde öğrenmeyi olumsuz etkileyen durum olduğunu bildiren öğrencilerin en çok dikkat çektikleri alanın dinleme eğitimi olduğu görülmüştür. Türkçe öğretmenlerinin çoğunluğu ise dil becerisi alanlarının genelinde öğretim süreçlerinde çeşitli güçlüklerin bulunduğunu belirtmişlerdir. Bu konuda en çok öğrenme-öğretme güçlüğünün bulunduğu alanın okuma eğitimi olduğu tespit edilmiştir.

Önemli Vurgular: Araştırmada elde edilen verilere göre öğrencilerin öğrenme güçlüğü yaşadığı alanlarda en çok değindikleri konuların dinleme eğitiminde "sınıf ortamından kaynaklanan durumlar", okuma eğitiminde "metnin iç özelliklerinden kaynaklanan durumlar", konuşma ve yazma eğitiminde "kendini tam olarak ifade edememekten kaynaklanan durumlar", dil bilgisi eğitiminde ise "konuların içeriğinden kaynaklanan durumlar" olduğu tespit edilmiştir.

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INTRODUCTION

The role of basic language skills in mother tongue education processes

Developing language skills (listening, speaking, reading, writing) is among the main objectives of Turkish lessons, which are at the center of mother tongue education (MEB, 2019). Listening, which is the first language skill acquired by individuals, is at the basis of communication processes. For this reason, it is aimed to improve students' cognitive abilities such as "sorting, classifying, questioning, relating, making inferences" through activities aimed at improving listening skills (MEB, 2006). According to Aktaş and Gündüz (2017), listening skill is used more than other language skills and in the development of this skill, interest in the subject, sufficiency of vocabulary, environmental and individual stimuli, and obeying listening rules are important. This situation is an indicator of the multidimensionality of the educational processes of listening, which is an understanding skill.

Speaking is another important area besides listening skills in the realization of correct mutual communication. Transferring these skills to daily life has an important role in the development of students' language skills. It is seen that these acquisitions (T.5.4.2., T.5.4.3, T.6.4.2., T.7.4.2, T.8.4.2., T.8.4.3.) emphasize skills in this field (MEB, 2019). In terms of achieving achievements in speech training processes, some factors should be taken into account in order to ensure efficiency. Karadoğan (2020) states that the factors affecting speech generally consist of situations originating from the speaker, from the environment, and from the listener. These situations that affect each other are especially important for students to express themselves correctly and to develop students' self-confidence.

Reading, which is another comprehension skill along with listening, has a direct effect on both the development of vocabulary and comprehension of the information acquired through various means. This situation requires the consideration of various factors in the design of reading education processes. Among these elements, the necessity of analyzing the obstacles to effective reading skills is emphasized by the researchers. These factors, which are grouped physically and psychologically by Aktaş and Gündüz (2017), *include the ability to see, the way of sitting, the nature of the material read, environment; inability to concentrate on the subject, passive reading, lack of vocabulary, inattention, emotional problems, barriers arising from personality, etc.* it is possible to be listed as.

Writing skill is important in terms of aesthetic value as well as self-expression (Aktaş & Gündüz, 2017). In order for individuals to be successful in written expression, it should be aware that writing has an aesthetic aspect as well as a communication tool. The development of individuals' ability to use their mother tongue, the development of their styles that allow the transfer of feelings and thoughts correctly, and a good observation skill are important. In addition, individuals' regular reading habits also have an important effect (Aktaş & Gündüz, 2017).

The methods and techniques used in the development of language skills are in an effective position in reaching the outcomes of the course. For this reason, it is important that teachers provide variety in terms of method and technique in lessons in terms of taking into account the individual differences of students. As a matter of fact, when diversity is provided in terms of methods and techniques in this respect, it contributes to the principle of equal opportunity in educational processes (Göçer, 2018). The methods and techniques for basic language skills in the Primary Turkish Course (6, 7, 8th Grade) Curriculum (MEB, 2006) are listed as follows:

Methods and techniques used in listening / watching training processes: Participatory listening, unattended listening, note-taking, listening with empathy, creative listening, selective listening, critical listening (MEB, 2006).

Methods and techniques used in speaking education processes: Persuasive speaking, critical speaking, participatory speaking, discussion, empathetic speaking, guided speaking, choosing from a pool of words and concepts, speaking on a free topic, creative speaking, memorizing technique (MEB, 2006).

Methods and techniques used in reading education processes: Silent reading, reading aloud, reading text with a glance, reading in summarizing , note taking, reading by marking method, guessing read of while the text, reading by asking questions, word choir, reading theater, memorization, associating with texts, reading by discussion, critical reading (MEB, 2006).

Methods and techniques used in writing education processes: Taking notes, summarizing, filling the gaps in text, writing by selecting from the word and concept pool, free writing, controlled writing, guided writing, creative writing, text completion, guessing, reconstructing a text with its own words, creating a new text from a text, writing using the senses, writing as a group, critical writing (MEB, 2006).

Problems encountered in mother tongue education processes

Turkish lessons, which are the basis of mother tongue education, are in an active position in shaping students' cognitive development, affective development and communication skills with their multidimensional structure. The ability of students to use their mother tongue has an important role in understanding the expressions they listen / watch, read, express themselves correctly, and carry out their thinking processes. For this reason, it is seen that researchers focus on both the theoretical and practical phases of Turkish lessons. When the research is evaluated in general, it is seen that Turkish lessons focus on issues such as identifying the learning difficulties faced by students, diversifying learning environments, and how to benefit from the lessons more effectively. In this direction, the general situation of the field was tried to be determined based on the related research.

When the studies conducted are examined, it is seen that the learning difficulties experienced by students in Turkish lessons stem from individual factors, learning environment and learning materials. It is possible to list some research results regarding these problems in education processes as follows:

Erdem (2008) includes teacher and student-oriented results in his research, which examines the difficulties encountered in teaching grammar subjects. According to his research results, teachers stated that students had difficulty in learning subjects such as verb frameworks and verbs; on the other hand, it is observed that students who evaluated their own situation stated that they had difficulties in phonics such as inclusion letters and consonants (Erdem, 2008). In her research on students with reading difficulties, Baydık (2011) found that finding the main idea of a text is among the learning difficulties students experience most frequently. Gün (2012), on the other hand, found that most of the teachers think that reading activities are "insufficient in developing the critical and creative thinking power of the student". Arslan and Babadoğan (2005) found in their research that there is a direct proportion between using concrete life learning style and age. However, in this study, Arslan and Babadoğan (2005) concluded that students who use concrete life learning style have low scores in Turkish lessons as well as some lessons. Güney, Aytan, and Özer (2012) state that when exam-oriented lessons are taught, the focus is on the right number rather than the learning areas, and this situation can be considered negative in terms of Turkish education.

Studies on the effectiveness of methods used in mother tongue teaching processes

When the studies on the use of Turkish lessons are more effectively carried out, it can be said that it is generally aimed to develop students' cognitive thinking skills and emotional approaches to the lesson. In this regard, Kuzu (2004) found that interactional reading was more effective in developing students' reading comprehension, understanding, and application skills than traditional methods. Temizyürek and Türktan (2015) found that the structural grid test, which is an alternative assessment and evaluation technique, has positive effects on students' academic success.

Fidan (2019) states in his research that students use critical listening strategies, which are generally an effective learning strategy, in Turkish lessons. In his research, Kılınç (2008) concluded that students in lessons in which note-taking and concept mapping techniques were used were more successful in areas such as reading comprehension and written expression compared to students in lessons where traditional teaching methods-techniques were used. Similarly, Kapar Kuvanç (2008) found that creative writing, which is also an innovative approach, is more effective in developing positive attitudes towards Turkish lessons compared to traditional methods. Gümüş and Buluç (2007), on the other hand, state that the collaborative learning approaches used in Turkish lessons provide benefits for students in permanent and effective learning.

METHOD/MATERIALS

The aim of this study is to determine the situations that negatively affect the learning that middle school students encounter in Turkish lessons. For this purpose, it was tried to obtain data on the subject through interview questions directed to students and teachers. In this study, it is aimed to address the reasons of the situations that affect learning that students encounter in Turkish lessons in a holistic manner in line with basic language skills and grammar.

Research model

In this study, the situation study, which is one of the qualitative research methods, was used. The case study provides the researcher with data on issues such as how factors such as environment, individuals, events affect the situation, as well as providing integrity and in-depth research (Yıldırım & Şimşek, 2008). Through this study, the learning difficulties experienced by students in Turkish lessons were emphasized and the reasons for these learning difficulties were tried to be determined.

Working group

This research was conducted with the permission of Kayseri Provincial Directorate of National Education, dated 20.07.2020 and numbered 9598893. The study universe of this research consists of secondary school students and Turkish lesson teachers in Kayseri in the 2020-2021 academic year. Purposeful sampling method was used in this study. It was aimed to provide equivalence in terms of number during the selection of male and female students to participate in the interview. In the selection of students as a sample, the class variable could not be taken into account since the student group studying at the school was 8th grade at the time of the study. (At the time of the study, due to the Covid-19 disease, the 5th, 6th and 7th grades continue their education with distance education.) This is the limitation of the research. 8th grade students, who were educated face to face during this period, participated in the study. In this direction, samples were selected from students from two secondary schools in Kayseri. No socioeconomic criteria have been taken into account in the selection of schools. Issues such as accessibility, applicability, and volunteering have been effective in school selection. The table created as a result of the sample selection is as follows:

Table 1. Characteristics of samples

Schools	8th grade	Female	Male
School 1	26	13	13
School 2	78	39	39
Total	104	52	52

During the interview with Turkish teachers, the random sampling method was preferred. In this direction, the opinions of 10 Turkish teachers in total were taken. At this stage, it was deemed important to take the opinions of Turkish teachers who attended the lessons of the students who participated in the research process in order to evaluate the similarity and difference of the data obtained from students and teachers.

Data collection tools

Standardized open-ended interview forms were used in this study. According to Yıldırım and Şimşek (2008), this interview method "significantly increases the probability of a research being repeated by others." In this study, first of all, in order to ensure the validity of the research in terms of scope, a literature review was conducted in the related field at the stage of determining the questions. Later, in the formation of the research questions, the subject areas (listening, reading, speaking, writing, grammar) that were emphasized in the direction of pre-interviews with 5 Turkish teachers were also determinant. In this regard, basic language skills were primarily used in determining the questions in the interview form used in the study. In addition to these questions, questions were prepared for the area of grammar, which is one of the topics that the pre-interviewed teachers draw attention to. The last question in the interview form contains the general evaluations of the students regarding the Turkish course. Teacher interview forms are also similar to those prepared for students in terms of question areas. It is stated by the researchers that expert opinion should be consulted to ensure the content validity of the study (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2019). The interview forms prepared in this direction were presented to the opinions of 3 field experts (MEB, Aksaray University). Expert opinions were calculated with the reliability formula (Reliability = consensus / consensus + disagreement) of Miles and Huberman (1994; as cited in Saban, 2009) (Miles & Huberman, 1994; as cited in Saban, 2009). As a result of these calculations, the forms were included in the research process in line with the opinions of the field experts (100%) that all questions were appropriate. The questions in the interview forms are as follows:

Student Interview Form

1. Do you encounter any situation that negatively affects your learning during the listening activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below.

2. Do you encounter any situation that negatively affects your learning in reading comprehension activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below.

3. Do you encounter any situations that negatively affect your learning in speaking activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below.

4. Do you encounter any situations that negatively affect your learning in Turkish lessons in writing (composition, poetry, etc.)? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below.

5. Do you encounter any situations that negatively affect your learning in grammar activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below.

6. Finally, when you evaluate the Turkish lessons in general, do you have any solution suggestions for the issues and situations you have difficulty learning? You can write your opinion on this subject below.

Teacher Interview Form

1. Are there situations where your students have learning difficulties during the listening activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?

2. Are there situations in which your students have learning difficulties in reading comprehension activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?

3. Are there situations in which your students have learning difficulties during speaking activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?

4. Are there situations in which your students have learning difficulties during the writing activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?

5. Are there situations where your students have learning difficulties during grammar activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?

6. When you evaluate the Turkish lessons in general, do you have any solution suggestions for the learning difficulties your students experience? You can write your answer in the blank space below.

Analysis of data

During this research process, the data obtained from the interview forms were evaluated using the content analysis method. Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel (2019) state that content analysis is "used in the analysis of data obtained from observations and interviews." In this direction, basic language skills and grammar in Turkish education have been determined as the main themes. Research questions are in line with the theme areas in the interview form. Data suitable for these subject areas were obtained from the interview forms and the obtained data were analyzed. Based on the answers given by the students, frequency and percentage data were interpreted in order to make a comparison between male and female students. SPSS 19 program was used in this calculation. In the study, subject areas (titles of negative situations affecting learning) were created in line with the answers of the participants. At the stage of creating subject areas, the participants' answers showed that there was a situation, as well as an answer to more than one situation, and this situation was reflected in the tables. For this reason, there may be numerical differences between the number of students / teachers who encounter any situation that negatively affects learning in lessons and the situations encountered.

The information obtained by analyzing interview forms in the study was expressed in the form of tables and interpretation of these tables. In the context of the research questions, headings of the findings were created. The information under the same question heading obtained from the students through the interview forms were evaluated together. The information obtained from the teachers through the interview forms was evaluated under a separate heading in order to make a comparison with the information of the students.

FINDINGS

Evaluation of interviews with students

The first question in the interview form used in the study is "Do you come across any situation that negatively affects your learning during the listening activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion?" in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Table 2. Listening activities

Listening activities	Female (n)	Male (n)	Total (n)
There is a negative situation affecting learning	18	17	35
No negative situation affecting learning	34	35	69
Adverse situations encountered			
Caused by the hearing-sound system	5	4	9
Caused by the classroom environment	6	8	14
Caused by not taking notes	1	2	3
Caused by the time devoted to the listening activity		1	1
Caused by fast reading of text	3	1	4
Caused by not being able to focus on the lesson	4	3	7

The first question directed to the students participating in the research is for the activities involving listening skill. 33.65% (F:35) of the students participating in the research answered this question as yes, 66.34% (F:69) of them answered that no. When these results regarding the listening activities were examined in terms of male and female students, the percentage and frequency information of the female students who stated that there was a situation affecting learning was 51.42% (F: 18), the percentage and frequency information of the male students were 48.57% (F: 17). The percentage and frequency information of the female students who stated that there was no situation that negatively affected the learning was 49.27% (F: 34), and the percentage and frequency information of the male students' results were 50.72% (F: 35). These results show that there is no significant difference between the answers of the male and female students.

When Table 2 is interpreted in terms of the negative situations encountered, it is seen that the negativity that the students participating in the research draw the most attention to the listening activities is the situations that are "caused by the classroom environment" (F: 14). When the explanations of the students on this subject were examined, it was determined that the other students making noise while talking in the classroom was seen as the main factor. In their explanations about the situations "caused by the hearing-sound system" (F: 9), the students stated that they could not hear the listening texts clearly from the sound sources in some cases. In cases "caused by not being able to focus on the lesson" (F: 7), it was observed that the subjects were not interesting, attention was not paid to the text, and therefore the lesson was not followed. Other areas stated by the students can be listed as "caused by not taking notes" (F: 3), "caused by the time allocated to listening activity" (F: 1), "caused by fast reading of the text" (F: 4).

The second question in the interview form used in the study is "Do you encounter any situation that negatively affects your learning in reading comprehension activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below." in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Table 3. Reading activities

Reading activities	Female (n)	Male (n)	Total (n)
There is a negative situation affecting learning	11	17	28
No negative situation affecting learning	41	35	76
Adverse situations encountered			
Caused by not being able to focus on the lesson	3	3	6
Caused by the internal features of the text	4	8	12
Caused by the external features of the text	3	1	4
Caused by the classroom environment	1	5	6
Caused by the time devoted to reading activity		1	1

The second question directed to the students participating in the study is for the activities involving reading skills. 26.92% (F:28) of the students participating in the research answered this question as yes, 73.07% (F:76) of them answered that no. When these results regarding reading / reading comprehension activities are examined in terms of female and male students, the percentage and frequency information of female students who reported that there is a situation that negatively affects learning, 39.28% (F: 11), the percentage and frequency information of the male students' results are 60.71% (F: 17). Percentage and frequency information of female students who stated that there was no situation affecting learning was 53.94% (F: 41), and percentage and frequency information of male students' results were 46.05% (F: 35).

When Table 3 is interpreted in terms of the negative situations encountered, it is seen that the negativity that the students participating in the research draw the most attention to reading activities is the situations that are "caused by the internal features of the text" (F: 12). When the explanations of the students regarding this subject were examined, it was seen that issues such as the excess of unknown words in the texts and the difficulty of the questions about the text were noted. It is seen that the rate of male students (F: 8) in this area is significantly higher than that of female students (F: 4). In their explanations about the situations "caused by not being able to focus on the lesson" (F: 6), the students stated that they could not focus on the lesson when the reading texts were long and that they did not have regular book reading habits. Students stated that in cases "caused by the classroom environment" (F: 6), they could be distracted by the noise generated in the classroom. In this area, it is seen that the rate of male students (F: 5) is significantly higher than that of female students (F: 1). The other fields that the students stated can be listed as the situations that they explain with expressions such as the small font size of the texts, the length of the texts "caused by the external features of the text" (F: 4) and the situations "caused by the time allocated to reading activity" (F: 1).

The third question in the interview form used in the study is "Do you encounter any situations that negatively affect your learning in speaking activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below." in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Table 4. Speaking activities

Speaking activities	Female (n)	Male (n)	Total (n)
There is a negative situation affecting learning	12	13	25
No negative situation affecting learning	40	39	79
Adverse situations encountered			
Caused by the classroom environment	1	7	8
Caused by the time allocated to speaking activity		2	2
Caused by the speaking subject		1	1
Caused by not having the right to speak	2	2	4
Caused by inability to express yourself correctly	7	2	9
Caused by not being able to focus on the lesson	2	1	3

The third question directed to the students participating in the study is about activities involving speaking skills. 24.03% of the students participating in the research answered this question as yes (F: 25) and 75.96% of them answered as no (F: 79). When these results for speaking activities are examined in terms of male and female students, the percentage and frequency information of the female students who stated that there is a situation that negatively affects learning 48% (F: 12), the percentage and

frequency information of the male students' results are 52% (F: 13) in the form. Percentage and frequency information of female students who stated that there was no situation affecting learning was 50.63% (F: 40), and percentage and frequency information of male students' results were 49.36% (F: 39).

When Table 4 is interpreted in terms of the negative situations encountered, it is seen that the negativity that the students participating in the research draw the most attention to their speaking activities is the situations caused by "caused by inability to express yourself correctly" (F: 9). When the explanations of the students regarding this subject were examined, it was determined that there were situations such as excitement, the thought that I could not make a good speech, forgetting what to say while speaking, and not being able to find suitable words to express yourself. In this area, the rate of female students (F: 7) is significantly higher than male students. In their explanations about the situations "caused by the classroom environment" (F: 8), the students stated the issues such as noise and not respecting the right to speak. It is seen that the frequency of male students (F: 7) in this area is significantly higher than that of female students (F: 1). Other areas stated by the students are "caused by not having the right to speak" (F: 4), "caused by not being able to focus on the lesson" (F: 3), "caused by the time allocated to the speaking activity" (F: 2) "caused by the speaking subject" (F: 1) can be listed as situations.

The fourth question in the interview form used in the study is "Do you encounter any situations that negatively affect your learning in Turkish lessons in writing (composition, poetry, etc.)? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below." in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Table 5. Writing activities

Writing activities	Female (n)	Male (n)	Total (n)
There is a negative situation affecting learning	8	14	22
No negative situation affecting learning	44	38	82
Adverse situations encountered			
Caused by the classroom environment	1	3	4
Caused by the inability to provide textuality	1	1	2
Caused by the writing topic	2	1	3
Caused by the limited writing area in the textbook	2		2
Caused by inability to express yourself correctly	2	7	9
Caused by not being able to focus on the lesson	1	1	2
Caused by the time allocated to writing		1	1

The fourth question directed to the students participating in the research is for the activities involving the writing skill. 21.15% of the students participating in the research answered this question as yes (F: 22) and 78.84% of them answered as no (F: 82). When these results for writing activities were examined in terms of male and female students, the percentage and frequency information of the female students who stated that there was a situation affecting learning was 36.36% (F: 8), and the percentage and frequency information of the male students' results were 63.63% (F: 14). It is seen that the frequency of the data of male students on this subject (F: 14) is significantly higher than that of female students (F: 8). Percentage and frequency information of female students who stated that there was no situation affecting learning was 53.65% (F: 44), and percentage and frequency information of male students' results were 46.34% (F: 38).

When Table 5 is interpreted in terms of the negative situations encountered, it is seen that the negativity that the students participating in the research draw the most attention to their speaking activities is the situations "caused by inability to express yourself correctly" (F: 9). The difference arising from the situation under the same title in speaking activities on this subject draws attention. It is seen that the frequency of male students (F: 7) in this area is significantly higher than that of female students (F: 2). When the explanations of the students on this subject are examined, it is seen that there are expressions such as not being able to find the appropriate word in the writing process, the thought that I cannot do it, the thought that I am not creative, I cannot write because I do not read books regularly. In their explanations for the situations "caused by the classroom environment" (F: 4), the students mentioned issues such as noise, the teacher not having time to check the texts of the whole class. Other areas that the students mentioned are "caused by the inability to provide textuality" (F: 2), "caused by the writing topic" (F: 3), "caused by the limitation of the writing area in the textbook" (F: 2), "caused by the inability to focus on the lesson" (F: 2) and "caused by the time allocated to writing" (F: 1).

The fifth question in the interview form used in the study is "Do you encounter any situations that negatively affect your learning in grammar activities in Turkish lessons? (If so) What could be the reasons for this situation in your opinion? You can write your answers in the blank space below." in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Tablo 6. Grammar activities

Grammar activities	Female (n)	Male (n)	Total (n)
There is a negative situation affecting learning	10	13	23
No negative situation affecting learning	42	39	81
Adverse situations encountered			
Caused by the content of grammar subjects	8	8	16
Caused by the classroom environment	1	2	3
Caused by the time allocated to grammar	3	2	5

The fifth question directed to the students participating in the research is about activities involving the field of grammar. 22.11% of the students participating in the study answered this question as yes (F: 23), and 77.88% answered that no (F: 81). When these results regarding grammar activities were examined in terms of male and female students, the percentage and frequency information of the female students who reported that there was a situation affecting learning was 43.47% (F: 10), the percentage and frequency information of the male students were 56.52% (F: 13). Percentage and frequency information of female students who stated that there was no situation affecting learning was 51.85% (F: 42), and percentage and frequency information of male students' results were 48.14% (F: 39).

When Table 6 is interpreted in terms of the negative situations encountered, it is seen that the negativity that the students participating in the study draws the most attention to their grammar activities is the situations that are "caused by the content of grammar subjects" (F: 16). When the explanations of the students on this subject were examined, it was observed that the grammar subjects were not interesting, grammar rules were difficult to memorize, the subjects learned were quickly forgotten after a while, and the activities related to these subjects were insufficient in the textbooks. Other areas that the students mentioned are the situations that arise from the "caused by the time allocated to grammar" (F: 5) and "caused by the classroom environment" (F: 3).

The sixth question in the interview form used in the study is "Finally, when you evaluate the Turkish lessons in general, do you have any solution suggestions for the issues and situations you have difficulty learning? You can write your opinion on this subject below." in the form. The answers given by the students to this question were analyzed and the findings were presented in the form of a table:

Table 7. Solution suggestions for issues and situations that are difficult to learn

Solution suggestion	Female (n)	Male (n)	Total (n)
Test-question solving	9	12	21
Reading books	4	5	9
Getting help from the teacher	4	2	6
Teaching subjects through games	2	1	3
Making arrangements in textbooks	4		4
Presenting the subjects in the form of a diagram, table, concept map	1	1	2
Summing up the subjects	2	2	4
Increasing the number of texts in listening activities	1		1
Adjusting the sound system at listening activities	2	2	4
Adjusting the time for writing activities		1	1
Adjusting the style of expression	2		2
Organizing the class	1	2	3
Simplifying the subjects		2	2
Learning note-taking methods		3	3

When Table 7 is examined, it is seen that the suggestion that the students participating in the research draw the most attention is "Test-question solving" (F: 21). Among the suggestions of the students, "reading book" (F: 9) and "getting help from the teacher" (F: 6) are the other most stated ones. "Making arrangements in textbooks", "summing up the subjects", "adjusting the sound system at listening activities" (F: 4) were suggested by four students each. It was observed that the subjects of "teaching subjects through games", "organizing the class", "learning note-taking methods" (F: 3) were suggested by three students each. Other suggestions of the students are "presenting the subjects in the form of a diagram, table, concept map" (F: 2), "adjusting the style of expression" (F: 2), "simplifying the subjects" (F: 2), "increasing the number of texts in listening activities." (F: 1) and "adjusting the time for writing activities" (F: 1). It can be seen through the explanations that the students' explanations about the situations that negatively affect their learning that they encounter in the lessons are directed to the problems they stated.

Evaluation of interviews with teachers

Interviews were also conducted with 10 Turkish teachers working at the same schools as the students participating in this study. The aim here is to compare the answers given by the students with the answers of the teachers who have the opportunity to observe them. In this direction, the findings obtained from the interviews with the teachers are explained as follows:

The first question in the teacher interview form used in the study is "Are there situations where your students have learning difficulties during the listening activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?" in the form. 80% of the teachers participating in the research answered this question as yes (F: 8), and 20% replied no (F: 2). The factors that teachers think cause learning difficulties in this subject are "caused by the type of the text listened to" (F: 6) and "caused by the listening activities" (F: 3). In their explanations about the type of the text listened to, the teachers who participated in the study stated that the writing texts did not attract the attention of the students, the listening texts could be long in places and this situation caused the student to be distracted. In the explanations about listening activities, teachers draw attention to the fact that the sound system may be insufficient and there may be difficulties in accessing the listening files.

The second question in the teacher interview form used in the study is "Are there situations in which your students have learning difficulties in reading comprehension activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?" in the form. All of the teachers who participated in the study answered this question as yes (F: 10). The factors that teachers think cause learning difficulties in this subject are "caused by the type of reading text" (F: 4) and "caused by the lack of reading habit" (F: 6). Teachers participating in the study indicate that students have difficulty and their attention is distracted when there are many unknown words in the reading texts. In addition, teachers state that they may encounter situations where the texts are long and above the students' level. It is also stated by teachers that students who do not have the habit of reading books regularly have difficulties in analyzing texts, identifying main ideas and supporting ideas.

The third question in the teacher interview form used in the study is "Are there situations in which your students have learning difficulties during speaking activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?" in the form. 80% of the teachers participating in the research answered this question as yes (F: 8), and 20% replied no (F: 2). The factors that teachers think cause learning difficulties in this subject are "caused by the speaking activities" (F: 5) and "caused by the inadequate self-expression" (F: 3). The teachers who participated in the study stated that the reading habit directly affects the speaking and this situation is important for the development of the student's vocabulary. Teachers draw attention to the fact that students with insufficient vocabulary become more excited in speaking activities and forget what they will say. Participants state that the most difficult speaking activities for students are unprepared speeches.

The fourth question in the teacher interview form used in the study is "Are there situations in which your students have learning difficulties during the writing activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?" in the form. 90% of the teachers participating in the research answered this question as yes (F: 9) and 10% of them no (F: 1). The subjects that teachers think cause learning difficulties in this subject are "caused by the inability to express themselves fully" (F: 8) and "caused by the writing activities" (F: 2). The teachers who participated in the study stated that regular reading habits affect the vocabulary and therefore the writing skills of the students. In addition, another issue that teachers draw attention to is prejudice against writing. In addition to this situation, it is stated by teachers that students can write event-based, storytelling texts more easily than situation-based texts.

The fifth question in the teacher interview form used in the study is "Are there situations where your students have learning difficulties during grammar activities in Turkish lessons? If so, can you explain the situations in which learning difficulties students experience and the reasons?" in the form. 50% of the teachers participating in the research answered this question as yes (F: 5), and 50% of them no (F: 5). The subjects that teachers think cause learning difficulties in this subject are "caused by the grammar activities" (F: 2) and "caused by the teaching methods-techniques" (F: 3). Teachers point out that grammar topics are abstract, generally a teaching method based on memorization of rules is followed in lessons and that the content of grammar topics is wider at some grade levels. In addition, it is stated in the textbooks that activities on these subjects are occasionally less.

The sixth question in the teacher interview form used in the study is "When you evaluate the Turkish lessons in general, do you have any solution suggestions for the learning difficulties your students experience? You can specify your answer in the blank space below." in the form. It was observed that most of the teachers (F: 8) mentioned the importance of gaining regular reading habits in students from an early age. In addition, teachers state that regular writing habits should be gained in developing writing skills (F: 2). The teachers who participated in the research draw attention to the fact that these situations will have a positive effect on students' academic and personal lives.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, the reasons for the learning difficulties experienced by middle school students (8th grade) in Turkish lessons were tried to be determined through the opinions of students and teachers. In this direction, it is possible to list the results obtained by evaluating the answers to the interview questions as follows:

The majority of the students who participated in the study answered "no" to the question of whether there is any negative situation affecting learning in the listening activities. It is possible to list the problems that students draw the most attention as "caused by the classroom environment", "caused by the hearing-sound system", "caused by not being able to focus on the lesson". The majority of the students who participated in the study answered "no" to the question about whether there is any negative situation affecting learning in reading activities. It has been determined that the problems that students draw the most attention are "caused by the internal features of the text", "caused by not being able to focus on the lesson" and "caused by the classroom environment". It was seen that there were similar rates in the question of whether there were any negative situations affecting learning in speaking and writing activities. The problems that students draw the most attention to in the field of speaking can be listed as "caused by inability to express yourself correctly" and "caused by the classroom environment". In the field of writing, it is possible to list the problems that students draw the most attention as "caused by inability to express yourself correctly" and "caused by the classroom environment". The problems that students draw the most attention to in the field of grammar are the situations "caused by the content of grammar subjects" and "caused by the time allocated to grammar". In the last question in the interview form, the students were asked to indicate their solution suggestions for overcoming their learning difficulties in Turkish lessons. It is possible to list the most suggested solutions by the students participating in the research as "test-question solving ", "reading books" and "getting help from teachers".

Most of the Turkish teachers participating in the study stated that they faced difficulties in the teaching processes in other question areas, apart from the subjects about grammar. Difficulties stated by the teachers in the area of listening are "caused by the type of the text listened to" and "caused by listening activities". Difficulties stated by teachers in the field of reading are "caused by the type of reading text" and "caused by the lack of a book reading habit". Difficulties stated by teachers in the field of speaking are "caused by speaking activities" and "caused by the inability to express themselves adequately". Difficulties stated by teachers in the field of writing are in the form of "caused by not being able to express themselves fully" and "caused by the writing activities". The Turkish teachers participating in the study answered equally in the fifth question regarding grammar activities on whether there were any difficulties in the teaching process. Difficulties stated by the teachers on this subject are in the form of "caused by the grammar activities" and "caused by the teaching methods-techniques". It was concluded that the solution suggestions stated in the sixth question by the Turkish teachers participating in the study were to gain students the habit of regular reading and regular writing.

In reading activities, it was observed that the frequency of the responses of male students was significantly higher in cases "caused by the internal features of the text" (F: 8/4) and "caused by the classroom environment" (F: 5/1). In the speaking activities, it was observed that the frequency of the answers of the female students was higher in the cases "caused by the inability to express herself fully" (F: 7/2). It has been determined that the frequency of the answers of male students is significantly higher in cases "caused by the classroom environment" (F: 7/1). In the writing activities, it was concluded that the frequency of male students' responses in cases "caused by not being able to express themselves fully" (F: 7/2) was significantly higher.

In the interviews made with the students participating in the study, it was determined that the number of students who stated that there was no negative situation affecting their learning in all question titles was higher than the number of students who stated that there was any negative situation affecting their learning. The answers given by the students about whether they encounter any situation that negatively affects their learning in Turkish lessons contain some differences with the answers given by the teachers on the same subject. The reason for this situation stems from the students' individual responses to their own learning situations and the application of the research to 8th grade students. It is thought that teachers generally respond to learning difficulties they detect in lessons based on all grade levels (5, 6, 7, 8th grade). Since teachers are responsible for the learning of all students, it is an expected situation to state this situation and its reasons, even if there are very few students who have problems with the specified subjects. What is important here is the similarity between the problems stated by the teachers and the problems expressed by the students. As a matter of fact, another indicator of this determination is the explanations of the students who stated that there was a situation that negatively affected their learning in Turkish lessons and the explanations of the teachers in terms of subject titles.

In this study, the field of listening education was the area where the students participating in the study reported the most problems in terms of encountering a situation that negatively affected learning. When the results of the listening activities were evaluated based on the comments of the students and teachers who participated in the research, it was determined that the situations "caused by the classroom environment" and "caused by the type of the listened text" came to the fore. If the student is not interested in listening texts, this may cause noise in the classroom and students not attending the lesson. Yenen Avcı (2020) found that according to the results of the interviews with the teachers in her research on the problems encountered in listening activities, "speaking without the right to speak" is the most common problem. In this study, it was observed that there were similar results (caused by the classroom environment) and as a result of this situation, the students stated that the noise affects learning negatively.

In the study, it was determined that among the problems encountered in reading activities, more emphasis was placed on "situations caused by the internal features of the text". It is thought that the situations caused by the internal features of the text may affect the students interest towards the text. As a matter of fact, Gün (2012), in his research on this subject, examined the problems faced by the students in reading activities, and found that the activities were not interesting for the student and the lack

of time for the implementation of the activity. Çaycı and Demir (2006) state that in terms of students who need individual teaching practices in activities related to reading skills, teachers emphasize issues such as number of students in the class and duration. It was observed that the teachers who participated in this study specifically stated that it is necessary to gain the habit of regular reading in order to increase the interest in reading activities.

When the results of the speaking activities are evaluated based on the comments of the students and teachers who participated in the study, it is seen that the situations "caused by the inability to express themselves fully", "caused by the classroom environment" and "caused by speaking activities" come to the fore. Here, in cases of not being able to express themselves adequately, especially students' vocabulary and thus their reading habits are emphasized. In addition, excitement behavior when addressing a community is also an important factor in self-expression. Here, it is necessary to ensure the self-confidence of the student during his or their speech. Temizkan (2009) states that self-assessment and peer assessment in speaking activities will be effective in improving speaking skills. It is thought that these practices will be effective in preventing "classroom environment" situations, considering that students will give their attention and interest to their friends who speak during their speaking activities.

When the results of the writing activities were evaluated based on the comments of the students and teachers who participated in the study, the most emphasized "situations caused by the inability to express yourself fully" were emphasized. Similar to these results, Aydın (2014) mentioned learning disabilities in areas such as giving examples, elaborating the subject, creative thinking, vocabulary in his research, which examined the problems faced by students in writing activities. Tağa and Ünlü (2013) identified factors such as students' lack of reading habits, teachers' not following the developments in the field, and insufficient duration of the lesson, in the results of the survey conducted with Turkish lesson teachers regarding the problems encountered in writing education. As a matter of fact, in this study, it was seen that the participants emphasized the necessity of reading habits in expressing oneself. This situation is also among the main objectives of Turkish lessons (MEB, 2019).

It is seen that there is a general opinion on the difficulty of learning and teaching grammar subjects in Turkish lessons. Aydın (1999) states that teachers who participated in his research support grammar teaching and spend more time in this field than other areas of Turkish lessons, but they do not find grammar activities "contemporary" and "practical". In this study, it was not concluded that there are more problems in grammar compared to other skill areas. When the answers for this area were examined, grammar was the second field with the least problems for students and the first field with the least problems for teachers. There are similarities between the two groups of participants in terms of the content of the reported problems. When the results of this study regarding grammar activities are evaluated, it is seen that the students participating in the study mentioned the situations "caused by the content of grammar subjects", and the teachers mentioned the situations "caused by the teaching methods and techniques". In the study, it was determined that issues such as the difficulty of grammar rules and the inability to remember them came to the fore among the situations stated by the students. Various studies have revealed that this situation may be related to the methods and techniques used during the teaching of the course. In this regard, İşcan and Kolukısa (2005) state that students' access to rules through examples and exploring will have a significant effect on overcoming this problem. Erdem and Çelik (2011), on the other hand, emphasize the necessity of text and sentence-based teaching in grammar. It is thought that the use of such activities and the use of various learning strategies, in which the student has active cognitive, psychomotor and affective participation, will help in solving the difficult areas in the learning-teaching process. In line with the relevant results, it is possible to list the recommendations of the research for educators as follows:

The role of the classroom environment is important in ensuring efficiency in listening education processes. For this reason, the classroom environment should be developed in terms of auditory, visual elements, and obeying the listening rules.

It is anticipated that it would be beneficial to design activities such as collaborative learning, drama, case study, role play and debate, which are motivating and interesting methods for students to express themselves effectively and accurately in speaking activities.

Attracting students' attention to reading texts has a direct effect on other processes of the course. For this reason, special attention should be paid to preparatory work. Of course, it should not be forgotten that gaining regular reading habits plays a key role here. It should be taken into consideration that this situation will contribute to the development of students' vocabulary and their better self-expression in their written expression processes. In addition, as stated in the related acquisition (T.6.4.11.) (MEB, 2019) in the Turkish Education Program, it is thought that sharing the texts of the students will contribute to the development of their self-confidence in this direction.

Declaration of Conflicting Interests

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Statements of publication ethics

I hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

Ethics Committee Approval Information

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