

INTERNATIONAL JOURNAL of CURRENT APPROACHES in LANGUAGE,
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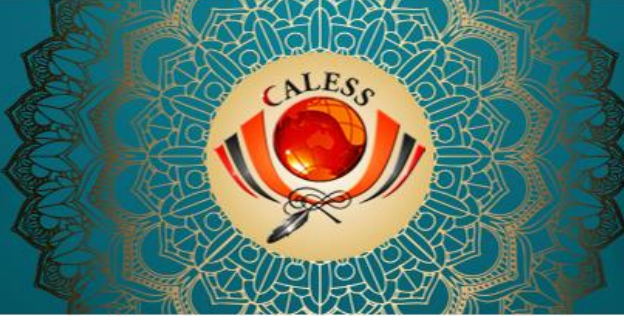


VOLUME:5/ISSUE:2/December 2013/ISSN:2687-2528



CALESS

International Journal of Current
Approaches in Language,
Education and Social Sciences



Uluslararası Dil, Eğitim ve Sosyal
Bilimlerde Güncel Yaklaşımlar Dergisi

Международный журнал актуальных
подходов в языке, образовании и
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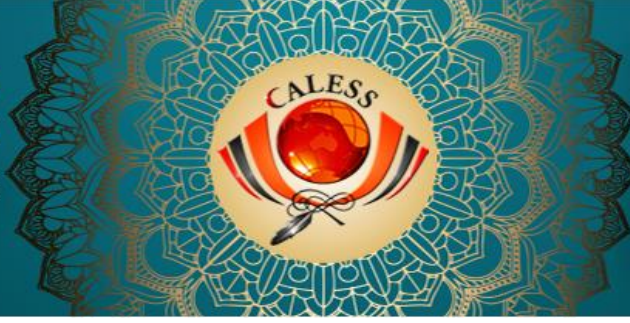
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CALESS (ISSN 2687-2528) is an online, open-access, free of charge, international and refereed journal published biannually.

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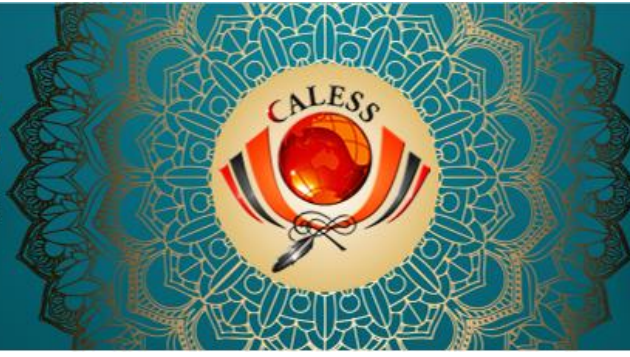
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**KIRAN DESAI'S *THE INHERITANCE OF LOSS*: THE IMPACT OF HISTORICAL,
POLITICAL, AND CULTURAL LEGACIES ON PERSONAL LIVES**

Mehmet Recep TAŞ¹

Article Info

Abstract

Keywords

Kiran Desai
Inheritance
History
Loss
Legacy


Received: 24.08.2023

Accepted: 28.12.2023

Published: 31.12.2023

The Inheritance of Loss by Kiran Desai is a compelling novel that explores the substantial impact of historical, political, and cultural legacies on individuals' lives. The story portrays how external forces can alter one's destiny by interweaving the histories of several characters set in the Indian Himalayas during the mid-20th century. The author, Desai, creates a diverse array of characters in the book who grapple with their historical duties and cultural heritages. Hence, the objective of this article is to emphasize the impact of these legacies on the characters in the novel. Furthermore, it will examine how historical events like British colonization and the fight for independence continue to influence the characters' identities and choices in contemporary times. The novel will also be analyzed for collisions of cultural influences. Moreover, this article aims to shed light on the challenges faced by characters as they juggle multiple identities in a society that is changing and where conventional values coexist with modernity and Western influences. This investigation will clarify the complex interaction between cultural legacies and individual experiences. Through a detailed analysis of the nuanced portrayal of historical, political and cultural legacies in the novel, the article aims to provide a comprehensive understanding of how these forces shape the lives of individuals. It aims to bring to light the profound impact that broader societal, political and historical contexts have on personal aspirations, relationships, and journeys of self-discovery.

Cited as APA: Taş, M. R. (2023). Kiran Desai's *The Inheritance of Loss*: The impact of historical, political, and cultural legacies on personal lives. *International Journal of Current Approaches in Language, Education and Social Sciences* (CALESS), 5(2), 22-37.

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Extended Abstract

Kiran Desai's novel, *The Inheritance of Loss*, intricately weaves together a tapestry of characters and experiences that delve into the profound effects of historical, political, and cultural legacies on individual lives. This article undertakes a comprehensive exploration of the impact of these legacies as portrayed in Desai's work, aiming to shed light on the intricate interplay between broader societal, political, and historical contexts and the personal lives of characters in the novel. The article employs a qualitative analysis of the novel's characters and their journeys, contextualized within the historical, political, and cultural frameworks of the mid-20th century Indian Himalayas. It delves into the nuances of how these legacies intersect and shape personal experiences, ultimately contributing to the characters' identities, choices, and paths of self-discovery.

Historical legacies, particularly the enduring effects of British colonialism, are dissected in the article's second section. Through an examination of characters' experiences under colonial rule, it highlights the lingering consequences on their identities and choices. The article emphasizes the deep-rooted impact of colonialism on characters' lives, revealing how historical events continue to reverberate through generations.

The subsequent section delves into the characters' lives during the Indian independence movement, exposing the profound influence of political legacies. The discussion revolves around how characters' personal destinies are shaped by the struggle for independence and the ensuing aftermath. By analyzing the impact of political events, the article underscores the intricate relationship between societal upheaval and individual growth.

Cultural legacies take center stage in the fourth section, where the article examines the complexities characters face while navigating multiple identities in a rapidly changing world. The clash between traditional values and modernity is analyzed alongside the challenges posed by embracing diverse cultural influences. This section underlines the characters' struggles to find their place amidst the evolving cultural landscape.

The article then delves into the intricate interplay of historical, political, and cultural legacies in shaping personal experiences. It discusses how these legacies intersect and converge, molding characters' identities and influencing their journeys of self-discovery. This exploration highlights the nuanced ways in which characters' lives are impacted not only by individual legacies but by the complex intermingling of these forces.

In conclusion, the article recaps the profound impact of broader societal, political, and historical contexts on personal lives. It reiterates the significance of understanding the interplay between legacies and personal experiences, as elegantly portrayed in *The Inheritance of Loss*. The article's findings underline the enduring relevance of Desai's work in illuminating the intricate relationships between history, politics, culture, and the profound intricacies of individual lives. The article underscores the significance of understanding the interplay between legacies and personal experiences as depicted in *The Inheritance of Loss*. This exploration not only enriches our appreciation of Desai's work but also prompts reflection on the universal themes of identity, belonging, and the profound impact of history on individual lives. As Desai's characters navigate the complexities of their inherited legacies, readers are invited to contemplate their own roles within the tapestry of collective memory and personal aspirations. Through *The Inheritance of Loss*, Desai creates a mirror that reflects the intricate ways in which historical, political, and cultural forces continue to shape and mold the human experience.

1. Introduction

Kiran Desai, an esteemed Indian-origin writer, gained international recognition with the publication of her novel *The Inheritance of Loss* in 2007. Following in the footsteps of her mother, the renowned author Anita Desai, Kiran Desai has carved out her own literary niche, showcasing her remarkable storytelling talent and insightful exploration of the human experience. The Indian Himalayas, a culturally diverse and historically significant region, serve as the backdrop for *The Inheritance of Loss*, which takes place in the mid-20th century. The author skillfully weaves the experiences of multiple individuals together. Each of them is facing unique problems and struggles. The writing in the book is vivid and expressive, successfully portraying the essence of the characters' lives, providing readers with an insightful look into their joys, sorrows, aspirations, and difficulties. Paul Jay similarly argues that the novel addresses various forms of displacement, including personal, cultural and political (2010: 91). A. K. Pokhrel furthers that Desai challenges romantic, colonial ideals of hill stations as picturesque landscapes, and instead links the landscape to social and political issues to cherish a sense of community, collectivism and cultural identity (Pokhrel, 2021: 193).

The story revolves around five main characters, each grappling with their cultural heritage and the profound impact of historical, political, and cultural legacies on their lives. The central character is Biju, the son of the cook at the house of The Judge, Jemubhai Patel. Biju leaves his home in the Indian Himalayas in search of possibilities in the United States because he longs for a better life. He encounters loneliness, exploitation, and the battle to maintain his cultural identity in the fast-paced metropolitan atmosphere, making life as an immigrant in New York City difficult. In this regard, Y. K. Kumari underlines that "As an illegal immigrant, Biju is always haunted by the fear that he might be detected by the American cops at any moment... A sense of guilt pursues them, and it leaves them no room for peace of mind" (Kumari, 2020: 47). Meanwhile, the teenage granddaughter of The Judge, Sai, resides in the secluded town of Kalimpong. Her life becomes entangled with the Gorkhaland movement, an ethnic struggle seeking a separate state for the Gorkha people. As political turmoil escalates around her, Sai develops a tender romance with her Nepali tutor, Gyan. Their love is tested as Gyan becomes deeply involved in the movement, torn between loyalty to his people and his feelings for Sai. The Judge, Jemubhai Patel, is a reclusive and educated man who received his education in England during the British colonial era. He grapples with the tension between his Indian roots and Western influences, haunted by a sense of loss and alienation. His relationships with the cook and the community around him reflect the complexities of cultural

assimilation and the enduring impact of historical events on personal lives. A. P. Abraham writes that since The Judge was ridiculed for his accent and appearance, he felt shame and dislike for his heritage, his culture, and the color of his skin (Abraham, 2017: 2). This sense is clearly apparent when Desai writes: "He retreated into a solitude that grew in weight day by day. The solitude became a habit; the habit became the man, and it crushed him into a shadow" (Desai, 2007: 45). In this regard, referring to W.E.B. Du Bois, Abraham claims that The Judge is haunted by the sense of 'double consciousness,' which describes an individual whose identity is divided into several facets (Abraham, 2017: 3). The cook, a loyal and devoted man, has been in service to The Judge's family for many years. Despite his humble position, he serves as a witness to the changes occurring in the household and the surrounding society. His persona symbolizes the regional socioeconomic and cultural divides and portrays how historical events have affected common people's daily lives. A kaleidoscope of human experiences is revealed as the plot develops as a result of the individuals' lives intersecting and entwining against a backdrop of political and cultural changes. The Gorkhaland movement acts as a stormy foreground, upsetting Kalimpong's tranquility and widening the gaps between various cultural groupings. Kiran Desai explores the complexity of love, sorrow, displacement, and optimism in a world that is changing quickly via skilled narrative. The thorough examination of historical, political, and cultural legacies' long-lasting consequences on people's identities and futures in *The Inheritance of Loss* results in a compelling and thought-provoking story that stays with readers long beyond the last page. The narrative of the book alternates between the present and the past, delving into the pasts of the individuals and showing how colonialism and the battle for independence affected them. The historical occurrences influence the characters' identities, decisions, and relationships, giving their individual stories more depth. In this context, as K. Kondali states, "*The Inheritance of Loss* spells out the tragic ramifications of power inequalities, class-based exploitation, and broken values that are embedded in the fate of the novel's characters and shared by millions of people around the world (Kondali, 2018: 114).

Investigating how historical, political, and cultural legacies affect individual lives is an engrossing endeavor that reveals the complex web of human existence. Historical occurrences, political movements, and cultural transformations have a lasting impact on people and shape their perspectives, decisions, and identities. We learn more about the challenges people encounter when navigating their lives by looking at how these legacies interact with personal experiences. Insights into the human condition can be gained by investigating how larger societal forces affect individual aspirations, relationships, and journeys to self-discovery. Such an investigation makes use of the

moving medium of *The Inheritance of Loss*. In the novel, historical occurrences like British colonialism and the fight for Indian independence are depicted in a microcosm of how they affected the lives of the characters. It explores the clash of cultural influences and draws attention to the conflicts between traditional values and the intrusion of modernity and Western ideals. This article tries to reveal the layers of relevance inside the novel's representation of historical, political, and cultural legacies through an in-depth analysis of Desai's work. We hope to illuminate the significant ways that larger cultural circumstances shape and mold the characters' lives by examining their experiences and how they react to these legacies. In the end, this investigation will offer a thorough comprehension of the complex relationships between historical, political, and cultural influences and human narratives. It will highlight the long-lasting influence that these legacies have on specific lives, highlighting the need for a comprehensive strategy to understand the complex interaction between individual tales and the larger historical, political, and cultural settings in which they take place.

The history, culture, and society of India have all been profoundly and permanently impacted by British colonization. From the middle of the 18th century until the middle of the 20th century, India was under British dominion, leaving behind a complicated legacy that still affects the country today. British colonial control began in India in the 18th century with the entrance of the British East India Company. Initially, the company's primary goal was to forge commercial ties, but via a combination of alliances, conflict, and diplomacy, it eventually came to rule over enormous swaths of land. The colonial administration developed laws and processes that benefited the interests of the British government as their presence in the area grew. According to historians Barbara D. Metcalf and Thomas R. Metcalf, British colonial rule in India "represented an unequal and exploitative relationship, with the Indian subcontinent serving as a resource-rich colony for the British Empire" (Metcalf et al., 2007: 152). The British administration frequently ignored the well-being of the Indian populace in favor of enacting laws and policies that promoted British interests. Indian farmers were dispossessed and rendered impoverished as a result of changes made to land ownership patterns and agricultural methods to benefit British companies (Chatterjee: 2019).

Additionally, the Indian populace was sidelined and oppressed by the British colonial administration's enforced form of government. A class of Anglophile elites who would act as go-betweens between the British rulers and the Indian public was intended to be created through the promotion of English education and the adoption of British

legal and administrative systems (Bayly, 1988: 125). The Indian public felt more divided than ever as a result of this "divide and rule" tactic, which worsened socioeconomic and religious tensions. The Brits used India as a means of serious economic exploitation. India's economy stagnated and underdeveloped as a result of the exploitation of resources, such as raw materials and agricultural products, for the British Empire (Roy, 2020: 86). The population of the Indian subcontinent was further impoverished by the outflow of wealth, which also hampered the development of local businesses. The effects of British colonialism went beyond the realms of politics and economics. Significant changes were also made to Indian society's cultural and social fabric. Under British colonial authority, the Indian people were subjected to Western concepts, beliefs, and educational institutions. Due to this, ancient Indian practices and the effects of Western modernism collided culturally (Bose, 2003: 72). Religious customs and social values in certain areas were drastically altered by the spread of Christianity and missionary efforts.

2. Historical Legacies: The Lingering Effects of British Colonialism

The dramatic instances in *The Inheritance of Loss* demonstrate how British colonization affected the characters' flaws and emphasize the long-lasting impacts of this historical era. By focusing on certain passages from the book, we might learn more about the tremendous effects of British colonial control on individuals' lives. Biju, the illegal immigrant in the United States who once was employed as a cook in New York City, is one noteworthy individual who was severely impacted by British colonization. The exploitative connection between the British Empire and its colonies is strongly reflected in Biju's experiences. The Cook, Biju's father, embodied the submissive position that many Indians had under British rule as a cook while growing up in post-colonial India (Desai, 2007: 34). Biju is confronted by the brutal realities of labor exploitation and economic inequality in the United States because of the weight of his family's history as colonial subjects. He keeps up a cycle of economic suffering and the effects of colonialism in his own life by working long hours for meager pay and living in continual fear of being deported. The trauma of colonization can be passed down through generations, leaving the family trapped in a cycle of silence and unexpressed anger. This can manifest in dysfunctional relationships, distrust of institutions, and difficulty forming secure attachments. Biju reflects on the exploitative nature of his work and states, "In America, there were thousands of Biju's all working in kitchens like this, illegal, hungry, scared, and exploited, in a chain that went all the way back to the Indian village he had come from.... several thousand people were arriving, not only from Kalimpong, but from villages and towns all around ... "(Desai, 2007: 299).

Inequality and poverty have been left as a long-lasting legacy of colonialism in post-colonial societies, as shown by Biju's circumstances, which highlight the economic inequalities that have been sustained by it.

The difficulties of British colonialism are also embodied by Gyan, a figure who was greatly affected by the political unrest surrounding the Gorkhaland independence struggle. Gyan joins the battle for freedom from British control as an Indian patriot. His experiences do, however, highlight the long-lasting effects of colonialism on kinship and identity. Gyan's friendship with Sai, the granddaughter of The Judge who oversees the novel's primary plot, deteriorates when their divergent political ideologies clash. Gyan's strong nationalist sentiments drive a wedge between him and Sai, highlighting the deep-rooted divisions caused by British colonialism. Gyan, driven by his nationalist fervor, wrestles with his allegiance to the Indian independence movement. Desai writes, "Gyan remembered the stirring stories of when citizens had risen up in their millions and demanded that the British leave" (Desai, 2007: 174). Gyan's internal conflict showcases the enduring impact of colonial rule on personal choices as individuals navigate their allegiances and grapple with the complexities of post-colonial nation-building.

Furthermore, the characters' experiences living under British colonial control emphasize the persistent socio-economic inequities brought forth by colonial practices. The Judge's estate serves as a harsh metaphor for the balance of power between the Indian populace and the British colonists. The estate's wealth and luxury contrast sharply with the inhabitants' deplorable living conditions, which are brought on by land exploitation and economic exploitation. This difference acts as a reminder of the structural inequities that British colonial rule maintained, as income and resources were drained for the advantage of the colonizers, leaving the native population in a condition of impoverishment.

Looking at these incidents from *The Inheritance of Loss*, it is clear that British colonialism had a significant impact on the lives of these individuals, influencing their difficulties and failures. From the individuals' colonial experiences, we may grasp the wider effects of British imperialism, such as economic exploitation, polarization in politics, and social injustice. These incidents demonstrate the long-lasting effects of British colonialism on people, communities, and cultures, emphasizing the need for a thorough grasp of this historical period and its effects. Oana Sabo claims that "diaspora represents both a socio-political formation and a storytelling strategy that exposes socio-economic inequities around the globe and challenges readers to think critically

about immigration and global capitalism" in this regard (Sabo, 2012: 376). Sai, The Judge's granddaughter, plays a significant role in another heartbreaking incident. Sai's colonial upbringing makes her aware of the harsh truths of British sentiments regarding the Indian populace. Sai is keenly aware of the racial prejudices that collected around her. She struggles with her own identity and self-worth in a culture that devalues her cultural background, and as a result, she internalizes these biases, highlighting the psychological effects of colonialism. Moreover, Sai's relationships and decision-making reflect the effects of colonization. The internalized colonial power structures become more apparent when she falls in love with Gyan. Desai writes, "It was February of 1986. Sai was seventeen, and her romance with Gyan the mathematics tutor was not even a year old." (Desai, 2007: 9). The legacy of colonialism shapes Sai's perception of herself and her place in the world, complicating her romantic relationship and influencing her choices. Additionally, the novel presents the character of Lola, The Judge's neighbor, who reflects on the social disparities perpetuated by British colonial rule. Desai writes; "This state making, Lola continued, biggest mistake that fool Nehru made. Under his rule any group of idiots can stand up demanding a new state and get it, too." (Desai, 2007: 142). Lola knows that they were in a state of subjection. Their country was being governed by strangers. They did not want the British to govern them, but they wanted to become British. The complicated ambitions and paradoxes that colonialism created in the psyche of the colonized populace may be seen in Lola's comments. The desire to be accepted and integrated into British culture exemplifies the psychological effects of colonial authority, which destroyed indigenous identities and diverted ambitions toward imitating the colonists. Additionally, the character of Lola grapples with the consequences of colonialism on her sense of self and her place in society. Lola reflects on her Indian heritage and states, "And once upon a time the monks used to be grateful to Indians, the only country to take them in! Now they despise us. Waiting for Americans to take them to Disneyland. Fat chance (Desai, 2007: 214). Lola thinks that in India, she is treated as English. But in England, she is treated as Indian. Lola's identity crisis reveals the complexities of post-colonial identities, where individuals of mixed heritage often face challenges in finding acceptance and belonging in both their ancestral cultures and the cultures of the colonizers. Furthermore, the character of Gyan grapples with his conflicting emotions and identity as a result of British colonialism. Desai writes, "The house didn't match Gyan's talk, his English, his looks, his clothes, or his schooling. It didn't match his future ..." (Desai, 2007: 280). Gyan's intense sense of humiliation and inadequacy is a reflection of the psychological damage caused by colonialism. His struggle to balance his nationalistic ideals with his deeply established faith in British supremacy serves as

an example of the long-lasting effects of colonialism on individual identity. The novel also highlights the economic ramifications of British colonialism through the character of Biju. Desai portrays Biju's experiences as an undocumented immigrant in the United States, working in harsh conditions in restaurants. Desai writes, "It is vast in scope, from the peaks of the Himalayas to the immigrant quarters of New York" (Desai, 2007: 36). This comparison establishes a clear relationship between the present-day exploitation of immigrants from former colonies and the repressive labor practices of the colonial era. The hardships that Biju experienced highlight the cyclical nature of exploitation and the ongoing economic inequalities left over from colonialism.

One may perceive the long-lasting effects of the characters' preceding generation's flaws in many sections of the text. One such example may be seen in Sai's character, whose identity was greatly shaped by the colonial home she was nurtured in. Sai's relationship with her Indian background is strained as she adopts British norms and feels alienated in her own nation. She lives with her grandfather who has adopted English customs. Desai writes, "Where is the tea? He woke and demanded of her. He is late said The Judge, meaning the cook with the tea" (Desai, 2007: 2). Living with a grandfather who has adopted English customs, such as "the five tea" eventually leads Sai to feel perplexed about her roots. Sai's internal turmoil exemplifies the colonial legacy that continues to this day when people battle to balance their cultural history with the ideals and viewpoints of the colonizer. In the same vein, Gyan's character struggles with how colonialism has affected his sense of self. The principles of independence and liberation from British control are what Gyan first supported as a member of the Indian nationalist movement. The complexity of his identity is revealed by his relationships with the Brits, notably his friendship with Sai. Gyan's internal struggle is evident when Desai writes, "Gyan had turned his back on the British but now could not help thinking that perhaps the British were right, that he himself was second-rate" (Desai, 2007: 209). Due to internalized ideas of British supremacy, Gyan struggles with emotions of inadequacy and self-doubt as a result of colonialism. Furthermore, the historical repercussions of British colonialism have a significant impact on the decisions made by the people in the book. The Biju character immigrates to the US in search of better chances. His struggles as an illegal immigrant and low-wage laborer in New York City, however, draw attention to the limitations left over from the colonial era. Biju's limited choices are depicted when Desai writes, "He felt that his path was an inevitable one that led from a thousand different angles, all starting with British occupation, to his current place" (Desai, 2007: 295). Biju's trajectory reflects the systemic inequalities and limited opportunities inherited from

the colonial era, which continue to shape the choices available to individuals like him. Additionally, the lingering effects of colonialism on identity and choices are exemplified through the character of Lola. Lola's reflection on her own identity demonstrates the long-lasting impact of colonialism, as she says, "I was neither English nor Indian. I was nothing" (Desai, 2007: 79). Due to the effects of British colonization, Lola struggles to find her place in the world as well as with cultural expectations that place boundaries on her. The novel urges us to consider how historical legacies affect people's lives, highlighting the significance of comprehending the complexity of post-colonial identities and the long-lasting effects of colonialism. In this regard, E. Jackson asserts that from the historical perspective, "*The Inheritance of Loss* can be read as a critique of interrelated historical processes that, as its title suggests, generate a heritage of loss for each successive generation" (Jackson, 2016: 42).

3. Political Legacies: The Struggle for Independence and Its Aftermath

The Inheritance of Loss explores people's lives throughout the Indian independence movement, illustrating how political events and the fight for freedom influenced their experiences and identities. The tale demonstrates the ripple effects on individual lives and the long-lasting repercussions these events have. Biju is an important figure who was impacted by the Indian independence struggle. Biju, an illegal immigrant in the US, considers his father's participation in the movement and its effects on his family. Desai have Biju say, "... your father came to my country and took my bread, and now I have come to your country to get my bread back," (Desai, 2007: 150). The Indian independence movement had destroyed their family and sent them in different directions. Biju's experiences highlight how political upheavals can fracture families and displace individuals, leaving a lasting impact on their lives and aspirations. Additionally, the character of Gyan is deeply engaged in the struggle for independence. As a nationalist, Gyan embraces the ideals of freedom and sovereignty. Desai portrays his commitment to the movement, stating, "It was a masculine atmosphere and Gyan felt a moment of shame remembering his tea parties with Sai on the veranda... It suddenly seemed against the requirement of his adulthood. He voiced an adamant opinion that the Gorkha movement take the harshest route possible" (Desai, 2007: 177). He feels guilty of having joyful times while the other members of the movement have harsh times. Gyan's commitment to the political cause is a testament to the selflessness and commitment of those who took part in the independence movement and were prepared to adapt their way of life to further its objectives. Another instance that demonstrates the shaping of personal destinies is through the character of Sai. Growing up amidst political turmoil, Sai's life becomes

intertwined with the political events of the time. Desai writes, "The political disturbances... had become entangled with her own life" (Desai, 2007: 103). The political environment has a significant impact on Sai's personal development, making her rethink her own goals, connections, and sense of identity. The book illustrates how political events may alter personal courses and have long-lasting effects on people. Furthermore, the character of Lola undergoes a transformative journey influenced by political events. Lola becomes involved with political activists and experiences a radicalization of her beliefs. Desai depicts Lola's transformation, stating, "Now she believed in a way she never had before, in political movements" (Desai, 2007: 187). Lola's personal choices and evolution reflect the profound impact of political events on shaping individual ideologies and life paths.

4. Cultural Legacies

The Inheritance of Loss explores the struggle between traditional values and modernization and shows the difficulties that people must overcome while attempting to balance these opposing influences. The book examines how cultural legacies affect people's lives and the conflicts that develop when traditional ideals are in conflict with those of a world that is changing quickly. The novel's protagonists deal with the interaction of several cultural legacies, which influence their identities and decisions. The character of Sai serves as a good example of how traditional beliefs and modernization collide. Sai, who was brought up in a traditional home, finds herself lured by contemporary concepts and experiences. Desai writes, "Time should move, Noni had told her. Don't go in for a life where time doesn't pass, the way I did. That is the single biggest bit of advice I can give you" (Desai, 2007: 102). Sai's internal conflict serves as an example of the conflict between traditional values and the allure of modernity, as she struggles with her own aspirations and desires.

Sai is raised by her grandfather, The Judge, after the death of her parents. Her Indian identity is deeply rooted in her upbringing and the household values instilled by her grandfather. However, her British education at a convent school introduces her to Western ideals and perspectives, leading to a complex blend of cultural influences that she must navigate. Sai's romantic involvement with Gyan, a Nepali tutor, brings about cultural conflicts. Gyan is a member of the Gorkhaland movement, which seeks an independent state for the Gorkha people in India. Sai's Indian heritage and Gyan's Nepali background lead to tensions between them, reflecting the broader ethnic and political conflicts present in the region. Despite Sai's Indian heritage, her privileged upbringing sets her apart from the local population. Her family's connection to The

Judge and their relative affluence create a social divide between her and the community. This divide becomes apparent as she becomes entangled in the local struggles and experiences both empathy and discomfort with her own privilege. Sai experiences a sense of loss due to the absence of her parents and her yearning for a deeper connection with her heritage. Her relationship with her grandfather, while loving, is marked by emotional distance, contributing to her feelings of loneliness and a longing for a sense of belonging. The legacy of British colonialism is a backdrop to Sai's life. Her British education and her grandfather's anglicized upbringing are emblematic of the enduring influence of colonial rule. This historical context adds complexity to her cultural identity and interactions with others. Sai's character embodies the intricate interplay between personal experiences and broader socio-political contexts. Her journey showcases the challenges of reconciling cultural heritage, personal aspirations, and the demands of a changing world. Through Sai, Desai explores the multifaceted nature of identity, love, and belonging in the midst of cultural and political upheaval.

The character of Biju is just another illustration of the complexity of numerous cultural influences. The traditional ideas Biju was raised with in India put him in conflict with the reality of life as an immigrant in the United States. Desai writes, "One day his son would accomplish all that Sai's parents had failed to do, all The Judge had failed to do" (Desai, 2007: 94). The difficulties and conflicts that come with embracing multiple cultural identities are highlighted by Biju's struggle to balance various cultural expectations and norms. Biju, a central character in Kiran Desai's novel *The Inheritance of Loss*, experiences a profound sense of cultural conflict throughout the narrative. His cultural conflicts arise from his experiences as an immigrant trying to navigate the complexities of life in both the United States and India. Biju's first major cultural conflict stems from his struggle to define his identity and sense of belonging. He leaves his homeland in India to pursue better opportunities in the United States, only to find himself caught between two worlds. In the U.S., he faces discrimination and stereotypes as an immigrant, while in India, he's often perceived as having changed due to his time abroad. Biju's background as the son of a cook places him in a specific social class in India. When he moves to the U.S., he faces the challenges of being an undocumented worker in low-paying jobs. His interactions with different social classes in both countries highlight the stark economic disparities and underscore his status as an outsider. Biju grapples with the need to adapt to the cultural norms of the U.S., while still holding onto his Indian identity. He navigates unfamiliar environments, customs, and language barriers, leading to feelings of isolation and alienation. His attempts to fit into American society sometimes result in internal

conflicts and a sense of disconnection from his roots. Biju's experiences in the U.S. expose him to a different way of life, which contrasts with the traditional values and practices he grew up with in India. He witnesses the erosion of cultural traditions and familial bonds as he and his father become distanced due to their physical separation and the demands of their respective lives. Biju's work as an undocumented immigrant exposes him to exploitation and power dynamics. He faces harsh working conditions, unfair treatment, and the constant fear of deportation. His vulnerability underscores the ways in which immigrants can be taken advantage of due to their precarious legal status. Biju's family back in India holds high expectations for him, viewing his move to the U.S. as a ticket to success and prosperity. However, the reality of his life as an immigrant is far from their idealized visions. This clash between familial expectations and his actual experiences adds to his internal conflict. Biju's cultural conflicts in *The Inheritance of Loss* shed light on the broader themes of globalization, migration, identity, and the complexities of the immigrant experience. His struggles highlight the tensions between preserving one's cultural heritage and adapting to new surroundings, offering a poignant exploration of the challenges faced by individuals living between different worlds. Moreover, Lola's persona captures the nuances of various cultural influences. Due to her mixed ancestry, Lola finds it difficult to reconcile her English and Indian backgrounds. Desai depicts Lola's internal conflict, stating, "She loved being mixed, but she also felt herself to be neither one thing nor the other" (Desai, 2007: 157). Lola's journey reflects the complexities of belonging to multiple cultural worlds, grappling with questions of identity and belonging.

5. The Interplay of Historical, Political, and Cultural Legacies

The historical, political, and cultural legacies are thoroughly explored in *The Inheritance of Loss*, demonstrating how these influences interact and shape the lives of the protagonists. The novel explores the ways that larger socioeconomic circumstances affect people's lives, goals, and interpersonal connections. The protagonists' individual lives are profoundly influenced by historical legacies like British colonialism and the battle for independence. As people deal with the effects and ramifications of colonial control, these historical events continue to have a significant impact on their lives. The political climate, marked by the Indian independence movement, further shapes their experiences, choices, and sense of identity. Nevertheless, as Bayly states, "none of the rebellions and uprisings succeeded in the sense that they were able to exclude the influences of the world market or the Company's state. (Bayly, 1988: 169). The cultural legacies, including traditional values and the clash with modernity, add an additional layer of complexity to their personal journeys. Characters like Gyan and Sai are forced

to reflect on their own identities, allegiances, and aspirations as a result of their interactions with historical events and political movements. Their decisions are influenced by historical and political legacies, which shape the course of their individual travels (Desai, 2007). The confrontation between traditions and modern influences also presents difficulties and chances for self-discovery. Characters like Biju and Lola struggle to balance traditional beliefs with how the world is evolving as they attempt to navigate numerous cultural identities. Their search for themselves and personal development are sparked by the interaction of cultural legacies (Desai, 2007).

6. Conclusion

The Inheritance of Loss depicts the significant influence of larger cultural, political, and historical factors on particular lives with skill. The book explores how historical occurrences, such as British colonization and the war for independence, shaped the personalities, decisions, and flaws of the people. It looks at the lingering effects of political legacies as well as the conflicts between conventional ideals and modernity. The protagonists' personal experiences are made more complicated by the interaction of cultural forces as they negotiate numerous identities in a dynamic environment.

The Inheritance of Loss' depiction of the interaction between human experiences and historical, political, and cultural legacies bears great significance. A significant lesson learned from the novel is that people are not separate from the larger circumstances in which they live. Their goals, relationships, and journeys of self-discovery are influenced by the legacy of colonialism, political movements, and cultural conflicts. Understanding the complicated interaction between personal experiences and legacy enables us to see the complexity of each person's life and encourages empathy and a greater comprehension of the many ways in which people negotiate their own histories and societal surroundings. The narrative also emphasizes the opportunity for individual development and self-discovery within the context of these legacies. The adventures of the characters serve as an example of the transformational potential of facing one's history, cultural heritage, and social expectations and finding a way to make peace with them. It emphasizes how resilient, adaptable, and changeable people can be, even in the face of deeply rooted legacies.

The Inheritance of Loss offers insightful perspectives into the lives of many people as well as the greater societal repercussions. The story makes us think about how historical, political, and cultural legacies influence society as a whole by exploring how they affect individuals' lives. The book also presents significant issues regarding colonialism's long-term effects, socioeconomic inequality, and power relations. It clarifies the complicated process of decolonization as well as the ongoing inequalities

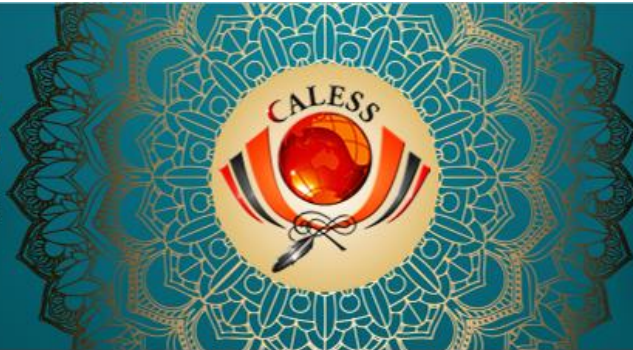
left over from the colonial past. The story allows us to critically assess the changes and difficulties caused by globalization and cultural integration by examining the conflict between traditional values and modernity. *The Inheritance of Loss* serves as a testament to the significance of understanding and acknowledging legacies. The novel challenges us to face our own history and the larger social circumstances that have shaped us by examining the significant effects of historical, political, and cultural factors on human lives. We can create a society that is more inclusive and compassionate if we acknowledge and address these legacies. We may work to question prevailing narratives, undermine inequitable structures, and advance social justice. Also, a more nuanced appreciation of unique hardships and accomplishments is possible when personal experiences are understood in the context of legacies.

The Inheritance of Loss reminds us that the interplay of legacies and personal experiences is not limited to the novel's characters alone. It is a universal theme that resonates with individuals across different cultures, societies, and historical contexts. By engaging with narratives that explore these interconnections, we gain a broader understanding of the human condition and cultivate a deeper empathy for the diverse experiences of others.

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IMPACTS OF USING INSTAGRAM TO PRACTICE SPEAKING IN ENGLISH: PERSPECTIVES OF INDONESIAN NON-ENGLISH MAJOR LEARNERS

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Article Info	Abstract
<p>Keywords</p> <p>Impacts Instagram Non-English major learners Second/foreign language (L2) Speaking practice</p> <hr/> <p>Received: 28.08 2023 Accepted: 07.11 2023 Published: 31.12 2023</p>	<p>The present study was the continuation of a preceding survey study involving 102 Indonesian non-English major learners who were active Instagram users. The preceding survey study revealed that the participants had generally positive attitudes towards using Instagram to practice English speaking. Nonetheless, they were slightly less motivated to use it for learning purposes. Of the 102 survey participants, four were randomly selected to be invited for interviews for the present study. The interview data were analysed using Thematic Analysis and three recurring themes emerged on the perceived impacts of using Instagram to practice speaking. First, Instagram impacted learners' learning at different magnitudes. Second, Instagram allowed for an interesting and flexible learning of speaking. Third, Instagram motivated learners to develop their speaking fluency. Despite the seemingly positive results, some excerpts indicated that some learners' learning experiences using Instagram were somewhat superficial, unstructured, incidental, and fairly minimal. Based on the findings, teachers are suggested to capitalise on the popularity of Instagram among learners by incorporating it in explicit second/foreign (L2) language instruction. Possible limitations are stated alongside suggested directions for future studies.</p>

Cited as APA: Subekti, A. S., & Damaryanan, R. (2023). Impacts of using instagram to practice speaking in English: Perspectives of Indonesian non-English major learners. *International Journal of Current Approaches in Language, Education and Social Sciences (CALESS)*, 5(2), 38-54.

1. Introduction

Technology has become an important aspect of both our personal and professional lives (Kazemi & Narafshan, 2014). In the educational field, it has been playing a massively important role in the instructional process (Ahmadi, 2018). Nowadays, it can no longer be separated from the instructional process (Mamudi & Alamry, 2021). Even further, in the case of second/foreign language (L2) instruction, the rapid development of technology has become an important key to L2 learning and teaching (Gilakjani, 2017). Even more, it seems that technological tools have become required teaching instruments to provide high-quality learning (Ahmadi, 2018). Incorporating

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technology in the instructional process is thought to be more motivating for L2 learners as well.

Technological tools have been utilised to facilitate the learning of various language skills such as reading, listening, writing, and speaking. Though each skill has provided learners with its challenges, L2 speaking is thought to be the most anxiety-provoking skill (Subekti, 2018b, 2018a). Two aspects of successful speaking are accuracy and fluency. Whilst accuracy is related to the conformity of speech with grammatical rules (Mazouzi, 2013), fluency focuses on whether a speaker can carry on talking intelligibly (Hughes, 2002). To achieve one or both of these aspects requires repetitive trials and errors which can cause a certain degree of embarrassment and, in the process, learners may lose their confidence and simply stop practising. In this case, technological tools can be utilised to provide learners with a possibly psychologically safer environment where learners do not always need to directly face their teachers or the whole class when they practice speaking. Such tools can also make it possible for learners to practice speaking at their own pace outside the class.

One of the manifestations of technological advancements is the emergence of social media. Social media is defined as a computer-mediated platform that enables people to communicate, discuss, or share pictures and videos with other people across the world virtually (Salikin & Tahir, 2017). Studies have been conducted in various learning contexts to contemplate the utilisation of various social media for language learning. A study by Li (2017) reported the uses of social media by learners at a private university in Hong Kong to access additional materials, exchange the learning materials with friends, and do collaborative learning or discussion. In the field of L2 speaking specifically, recent studies on the use of social media to facilitate the learning of speaking have been carried out in various contexts, for example, Ukraine (Mykytiuk et al., 2022), Iraq (Dirjal & Ghabanchi, 2020), Bangladesh (Mitu, 2020), and Saudi Arabia (Binmahboob, 2020; Mustafa, 2018), probably suggesting the popularity of social media as well as the relevance of social media and L2 speaking these days.

The following is the overview of the findings of these studies. A quantitative study involving 100 Bangladeshi L2 teachers of English and 100 L2 learners by Mitu (2020) reported the participants' generally positive attitudes towards the educational uses of various social media such as *Facebook*, *WhatsApp*, *IMO*, *LinkedIn*, *Twitter*, *Skype*, *WeChat*, *Instagram*, and *Viber*. Furthermore, a study involving 22 Saudi Arabian university learners by Mustafa (2018) reported that the uses of *YouTube*, *Skype* and *WhatsApp* were reported to positively influence learners' speaking performance as measured using t-

tests comparing their pre and post-test results. Another study in Saudi Arabia involved 30 L2 instructors (Binmahboob, 2020). The study reported that the language instructors saw *YouTube* as a beneficial instructional tool that could be used to teach speaking to secondary school learners. A study involving seventy Iraqi university learners by Dirjal and Ghabanchi (2020) reported that though the use of *Skype* applications positively influenced learners' speaking achievement, female learners were reported to score significantly higher than their male counterparts, suggesting that female learners may benefit from learning using social media more than their male counterparts. In addition, another social media, *Facebook*, was reported to obtain positive attitudes from 116 Ukrainian university learners (Mykytiuk et al., 2022).

In the Indonesian context, studies investigating the use of social media for speaking are also available. They investigated the use of *YouTube* (Ilyas & Putri, 2020; Y. N. Sari & Margana, 2019), *WhatsApp* (Marleni & Asilestari, 2018), and three social media platforms: *YouTube*, *TikTok*, and *Instagram* (Hanim, 2021). A study involving 50 English department learners by Hanim (2021) found that *YouTube*, compared with *Instagram* and *TikTok*, was the most popular social media platform for learning. A quasi-experimental study by Ilyas and Putri (2020) involving 48 learners found that learners' speaking achievement significantly improved after being taught using *YouTube* channels. The use of *WhatsApp* was also reported to significantly improve learners' speaking achievement in an earlier study by Marleni and Asilestari (2018). These aforementioned studies suggested relatively uniform favourable findings supporting the use of social media for L2 speaking.

Among available social media, Instagram has emerged to be one of the most popular. As of April 2023, it has roughly 1.63 billion users worldwide (Data Reportal, 2023). This platform is particularly popular among young people including school and university learners. Several studies on Instagram have been carried out, for instance in Turkiye (Erarslan, 2019; Gonulal, 2019), Iran (Rajani & Chalak, 2021), and Malaysia (Azlan et al., 2019). Involving 219 Turkish university learners of English, a mixed methods study by Erarslan (2019) reported that through *Instagram*, learners could practise speaking more confidently and in a more relaxed manner. A similar finding was reported by Azlan et al. (2019). They also found that *Instagram* positively influenced learners' self-confidence and motivation to become fluent speakers. Similarly, a study in Turkiye by Gonulal (2019) also suggested that the flexible learning offered by *Instagram* made learners able to practice their skills at their own pace anywhere and anytime. Despite the seemingly all positive findings, Rajani and Chalak (2021) mentioned that the effectiveness of *Instagram* for learning greatly depends on

the quality of the materials used as the learning source and teachers' creativity in optimising its use for instructional purposes.

Furthermore, specifically in the Indonesian context, nowadays *Instagram* seems to be one of the most popular among Indonesians. As of July 2022, there were 109 million Instagram users in Indonesia (Nurhayati-Wolff, 2023). Among this staggering number, around 55.1 million (50.6%) were young people aged 13-24. More specifically, around 42 million (38.5%) were users aged 18-24. This number has probably been higher by now. Due to its popularity among Indonesian school and university learner age groups, the plethora of literature on *Instagram* for educational purposes, especially language learning, seems to be overwhelmed with studies in the Indonesian context. These studies generally reported benefits of using the platform for L2 learning, for example, learning grammar (Pujiati et al., 2019), vocabulary and listening (Agustin & Ayu, 2021; Baruti & Subekti, 2023), writing (Rosyida & Seftika, 2019), and speaking (Mahmudah & Ardi, 2020; Wulandari, 2019). Instagram allows educational accounts to share materials in the forms of pictures and videos for free and such content could be utilised to make learning more fun and enjoyable (Agustin & Ayu, 2021). Wulandari (2019) reported that besides improving learners' speaking proficiency, using *Instagram* also contributed to enhancing learners' fluency and vocabulary mastery, as well as boosting their self-confidence and motivation. In line with that, several other studies involving Indonesian high school learners also reported the merit of using Instagram in enhancing learners' learning motivation (Mahmudah & Ardi, 2020; Pujiati et al., 2019).

Overview of the Preceding Study

This study was built upon a preceding survey study involving 102 Indonesian non-English major learners across Indonesia. The survey study revealed that generally learners had positive attitudes towards the use of *Instagram* to practise English speaking. Nonetheless, they were reported to be less motivated to use the platform for learning purposes. These findings were rather contradictory. Hence, we concluded that further explorations may be needed to better understand these rather contradictory findings.

For this purpose, the present study intends to answer this research question: What are non-English major learners' views on the possible impacts of using *Instagram* to practice speaking in English?

2. Method

2.1. Research Design

The present study employed a qualitative research design using online semi-structured interviews. A qualitative research design intends to obtain an in-depth description of the phenomena under investigation and to obtain a holistic overview of the study (Miles et al., 2014). The use of semi-structured interviews was attributed to the merits of this method. The method allows researchers to probe for more detailed responses where interviewees are asked to clarify what has been said (Gray, 2014). Seidman (2013) argued that interviews intend to understand participants' personal experiences and the meaning they make of the experiences. In this study, the interviews intended to contemplate the learner participants' subjective views on the impacts of using *Instagram* to practise speaking in English.

2.2. Research Participants

This study was the continuation of our previous online survey study involving 102 Indonesian non-English major university learners who are active *Instagram* users from fifteen different provinces in the country. As such, this study derived its participants from the preceding quantitative study. In this study, four survey participants indicating their willingness to be interviewed were randomly selected to be invited for the interviews. Of these four participants, one was from Central Java, two from Yogyakarta, and one from Jakarta provinces. As indicated in one of their responses in the background questionnaire section of the previous survey study, these participants were all active *Instagram* users spending at least an hour daily surfing on the platform.

2.3. Instruments

The instruments of this study were an interview checklist on the use of *Instagram* to practise English speaking. Examples of questions include "Do you practice speaking through *Instagram*?", "If you do, how do you do that? And if you do not, kindly explain if there is any other learning activity you do whilst on *Instagram*?" The interview questions also came from the participants' responses to several questions in the preceding survey study. For instance, "You responded with 'strongly agree' on the statement: '*Instagram* makes speaking practice more interesting' -- Can you elaborate?" In this sense, some questions in the interviews intended to obtain the 'why's' and 'how's' of the interview participants' responses to the survey study. In so doing, it tried to obtain clarification and a detailed explanation of their initial responses in the preceding survey study.

2.4. Data Collection and Analysis

The interviews were conducted online through *Zoom* and *Google Meet* platforms from 18 to 25 April 2023. The interviews were conducted in the Indonesian language, the participants' first language. It was to allow them to freely give responses without any language barrier, thus probably allowing for more in-depth responses. The interviews were recorded and the interview data were fully transcribed and the transcriptions were then translated into English.

The English transcripts were further analysed using Thematic Analysis. It is the process of "identifying patterns or themes within qualitative data" (Maguire & Delahunt, 2017, p. 3352). The steps were as follows (Braun & Clarke, 2006). The first was to become familiar with the data. The second was to generate initial codes. The next was to search for themes and review them. After that, themes were defined. In this study, the aforementioned steps were done by reading and re-reading the interview transcripts to get familiar with the content, annotating the participants' responses, and making separate notes for possible themes concerning the objective of this study. The last step was writing up the report where the excerpts best representing each theme were selected for reporting and further analysed.

2.5. Ethical Consideration

Ethical principles were adhered to in this study. First, the study implemented the principle of autonomy (Govil, 2013; Gray, 2014). The interview participants were contacted for interviews per the questionnaire data in the preceding study where they indicated their willingness to be contacted for possible follow-up interviews. Then, before the interviews were conducted, they were given a consent form detailing the purposes of the study, the researchers' identities as well as their rights and responsibilities if they decided to participate in the study (Israel & Hay, 2006). The participation was voluntary without any coercion. Furthermore, pseudonyms were used throughout this report to protect the interviewees' confidentiality (Rose, 2013).

The sequence of data collection and analysis can be observed in Figure 1.

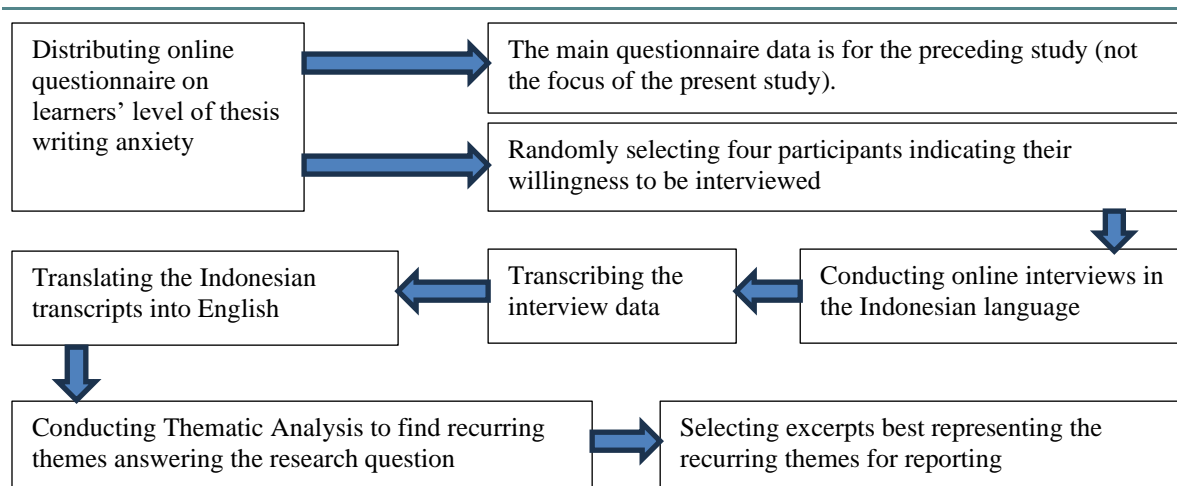


Figure 1. *The Sequence of Data Collection and Analysis*

3. Findings

The present study aims to investigate non-English major learners' views on the possible impacts of using *Instagram* to practice speaking in English. For this purpose, four participants from the preceding survey study were randomly selected and invited for online interviews. The pseudonyms of the participants are Cakra (male), Azka (male), Martha (female), and Yokbet (female). From the Thematic Analysis, the study found three themes and these can be seen in Table 1.

Table 1. *The Recurring Themes on the Possible Impacts of Using Instagram to Practise Speaking*

Theme 1	<i>Instagram</i> impacted learners' learning at different magnitudes.
Theme 2	<i>Instagram</i> allowed for an interesting and flexible learning of speaking.
Theme 3	<i>Instagram</i> motivated learners to develop their speaking fluency.

In the following parts, each theme will be further discussed.

Theme 1. Instagram impacted learners' learning at different magnitudes.

Two participants, Martha and Yokbet, stated that using *Instagram* helped improve their speaking. Regarding this, they explained:

"For me, it helped (my English speaking). As I mentioned before, through videos, for example, on idioms, or videos of how to say something in English... For example, how to say "get well soon", they (educational account users) would provide several expressions that are new to me.

Then, I could watch, listen, and imitate. Sometimes, I replied (the content) again if needed.”
[Martha]

“... they (educational account users) discuss words that we use every day, for example, ‘circle’ pronounced as ‘sarɪkl’ (which is) wrong, the correct one is ‘sɜ:kəl’. Sometimes they also display words, then we are asked to say them ... after a few minutes they will give the correct pronunciations, so we will know where we make mistakes (mispronunciations). After knowing that, when I speak, I never say it as ‘sarɪkl’ anymore but ‘sɜ:kəl’. ... I think it (Instagram) helped my speaking through such simple ways.” [Yokbet]

As could be seen from the excerpts, *Instagram* had positively improved the participants’ speaking ability. It helped them know several expressions and how to pronounce English words. This was achieved through educational English content provided by educational accounts on the platform.

In contrast with the testimonies of Martha and Yokbet, Azka and Cakra considered the impacts of *Instagram* for their speaking very little. They stated that *Instagram* did not help improve their speaking performance. Regarding this, they remarked:

“It’s not significant (to improve my speaking), because I only learn when I open Instagram, scrolling up and then they (English posts) happen to pass by ... when we open Instagram, a lot of content appears. So sometimes, I get distracted with these.” [Azka]

“[...] I think it (the impact) is not very significant ... Because I see Instagram as a social media, not a platform to learn. Even when I’m watching educational videos, I will easily get distracted by other funny videos ... even other notifications.” [Cakra]

As seen from the excerpts, both Azka and Cakra experienced difficulty concentrating on learning using *Instagram*. They were either distracted by entertainment content or solely learning English content on *Instagram* when it ‘accidentally’ appeared in their *Instagram* feeds.

All in all, several points can be taken away from this theme. *Instagram* was reported to help the learning of English expressions and pronunciation. However, *Instagram* as a social media also (and perhaps mostly) provided entertainment content, attributed to some learners’ little focus on the English content.

Theme 2. Instagram allowed for an interesting and flexible learning of speaking.

Despite the different views on the magnitude of the impacts of *Instagram* on speaking seen in Theme 1, three participants acknowledged that *Instagram* allowed for interesting and flexible learning of speaking. Features such as *video*, *reels*, and *digital*

filters in the *Instagram story* were reported to be the forte making speaking practice through *Instagram* interesting. Regarding this, Martha and Yokbet commented:

"I think from video posts and reels ... so you can see and hear their (content creators) voices, then you can also see their lips ... (so we can distinguish) how to pronounce (English words) correctly, so I'm more into videos because they are more interactive." [Martha]

"... its filter feature (digital effect in Instagram story) that shows pictures and we have to guess which picture ... in English. For example, a picture of a flag, then we are asked to say what it is in English. So, I find a feature like this interesting." [Yokbet]

As seen from the excerpts, the experience of speaking practice became more engaging using *Instagram* with its features such as *video*, *reels*, and *digital filters* in the *Instagram story*. Those features allowed the participants to observe, listen, or even record their videos to practice. Furthermore, features like digital filters in the *Instagram story* made learning more interesting and enjoyable.

Besides, being reported to provide potentially appealing learning experiences, *Instagram* was also reported to also allow for a flexible learning experience. Regarding this, Yokbet, Cakra, and Martha commented:

"... when I am lying down in my boarding house, I usually also check my Instagram... there will also be new content, I unconsciously learn. Maybe it's because I happen to follow a lot of accounts, so there are a lot of new (English) contents every day." [Yokbet]

"Instagram can be accessed at any time, so ... I can practice speaking through Instagram anywhere or anytime." [Cakra]

"It (Instagram) can be accessed anywhere and anytime. So, anywhere, we can open (to access) the content. But I mean anywhere (for example) when we are bored (not in the classroom), we can open Instagram and take a look at the (English) content." [Martha]

As seen in the excerpts, learners acknowledged that practising speaking by optimising the features of *Instagram* was interesting. Moreover, they could access the English content anywhere and anytime. Hence, the platform offers flexibility for learners, enabling them to learn beyond the boundary of classrooms.

Theme 3. Instagram motivated learners to develop their speaking fluency.

Of four participants, three participants, Martha, Yokbet, and Cakra, reported that *Instagram* helped boost their motivation to develop speaking fluency. Regarding this, they commented.

"The motivation (to practice speaking) increases ... like we also want to be able to speak fluent English and communicate using English. So, because we watch often and imitate what's on Instagram like that, it's like increasing our motivation so we can talk like the speakers in the video. So ... this is very, very influential. [Martha]

"[...] It motivates me because the content is very good. Then what keeps us motivated again is we can easily get the material anywhere and anytime. For example, when I'm lying in my room, even when I'm working, sometimes I will (go and) see their content and can learn too." [Yokbet]

"We are often provided with English content in the form of pictures and texts, for example ... we are (I am) kind of curious ... like how it feels to talk (fluently) in English. So, we are (I am) motivated to speak in English just by watching them speaking in English." [Cakra]

As suggested in the excerpts, *Instagram* positively influenced learners' motivation to become fluent in English. Participants reported that they got motivated because of seeing the speakers in the English learning videos they watched. In other words, English content in the platform served as an inspiration for possible English-using selves for learners.

4. Conclusion, Discussion and Suggestions

This study intends to investigate non-English major learners' views on the possible impacts of *Instagram* as a venue to practice English speaking. The study found that *Instagram* facilitated learners to practice English expressions and pronunciation. This finding conforms to several authors' reiterations on the role of *Instagram* in providing access to numerous native teachers and qualified educators from all over the world (Erikson et al., 2021; Rajani & Chalak, 2021). Several previous studies in the Indonesian context also reported that *Instagram* facilitated learners to explore English content or videos or even create their videos to practice speaking (Devi et al., 2020; Erikson et al., 2021; Hape, 2018; Nurhikmah, 2021; Rakhmanina & Yuneva, 2018; Seftika, 2019). For instance, a descriptive study by Devi et al. (2020) found learners enjoyed exploring their *Instagram* which was filled with English learning video content, because it gave them a different atmosphere to practice speaking besides in the classroom. As seen from Martha's excerpt, *Instagram* allowed her to replay videos she desired to rewatch. Rewatching videos allowed her to repeat words or expressions to practice her speaking. Regarding this, Nurhikmah (2021) mentioned that repeating some words or phrases may have positive impacts on learners' speaking skills and, eventually, performance.

The present study also found that *Instagram*, through its various features, provided learners with a venue for an interesting and flexible learning experience of speaking. This finding conforms to the findings of previous studies in Indonesia (Himmah et al., 2020; F. M. Sari & Wahyudin, 2019) and Iran (Rajani & Chalak, 2021). A study in the Indonesian context revealed that learners liked *Instagram* as a learning media because it was easy to access and the participants had time to practice their speaking outside the classroom (F. M. Sari & Wahyudin, 2019). Furthermore, involving Indonesian high school learners, an experimental study by Himmah et al. (2020) reported that learners were engaged in speaking practices through videos. It also reported that after making *Instagram* video projects, learners' speaking performance significantly improved and they were less anxious or apprehensive to speak in front of the class. In line with that, a study involving ten Iranian L2 learners by Rajani and Chalak (2021) also reported that these participants enjoyed learning English through *Instagram* because it was more appealing, colourful, and creative. They further explained that these characteristics did not only influence learners' speaking skills positively but also their listening comprehension.

Furthermore, as reported by the participants in this study, *Instagram* motivated them to be able to speak English as fluently as English content creators whose content they watched. This finding was similar to several previous studies (Azlan et al., 2019; Devana & Afifah, 2020; Mahmudah & Ardi, 2020; Pujiati et al., 2019; Wulandari, 2019). For example, a quasi-experimental study by Devana and Afifah (2020) in the Indonesian context also reported that using *Instagram* boosted learners' motivation to practice their oral communication and helped them develop their fluency. The flexible learning it offered may also be attributed to lower anxiety compared to the learning process happening in typical L2 classrooms. Besides, social media seems to have a forte in offering learners more relaxing and flexible learning experiences. A study by Binmahboob (2020) in the Saudi Arabian context, investigated the use of *YouTube* to improve speaking skills. The study also reported the same favourable results. These findings across different studies may give some kind of support that social media such as *Instagram* and *YouTube* could facilitate learners to become independent learners and to practice as much as they need from their numerous English learning contents.

Despite the seemingly 'all-positive' findings about *Instagram* for the learning of speaking, the present study, as seen in Theme 1, also found that at least two participants did not consider *Instagram* to be an effective learning tool. This was very probably attributed to the many non-educational and entertainment content on the

platform. *Instagram* is after all a social media and the number of entertainment content very likely overwhelms the educational or particularly English learning content. Some participants in the study by Rajani and Chalak (2021) also reported that they were at times distracted by entertainment content when they were supposed to do English class projects through the platform. In an earlier mixed-methods study involving 101 Malaysian learners, Akhiar et al. (2017) also reported that some participants found themselves easily distracted by entertainment content on the platform.

At this point, as also suggested in this study, whilst *Instagram* was very popular among learners, it seemed to be just an 'add-on' in learners' learning process. Whilst it was reported to garner favourable attitudes from learners, some learners' testimonies also suggested the somewhat superficial experience of actually using the platform for learning purposes. For example, a participant watched English learning content when it happened to appear in his *Instagram* feed. Regarding this, Al-Garawi (2012) stated that learners could create a learning account on *Instagram* and follow accounts specifically intended for English learning. However, this solution may be too far of a stretch. That is considering the popularity of *Instagram* as social media for entertainment and considering that learners may also have the burden of studying in other disciplines at the same time.

Whilst 'by default' *Instagram* may be seen as a social and entertainment platform, there are still plenty of rooms where language teachers can condition learners to spend more time for learning purposes on *Instagram*. It is probably not feasible to convert *Instagram* into a platform solely used for learning among L2 learners. Nevertheless, teachers can take advantage of its popularity among learners to provide meaningful, interesting, and enjoyable L2 learning experiences. It can be done by incorporating the use of the platform in L2 instruction by assigning various outside-class projects necessitating learners to use the platform for learning purposes.

In conclusion, several important points about this study can be outlined. Involving four non-English major learners in interviews, several findings can be reported regarding their views on the impacts of using *Instagram* to practice speaking. They generally had positive views mentioning it as a platform allowing for flexible and enjoyable learning as well as motivating them to achieve language fluency. Expressions and pronunciations were mentioned as the specific aspects of speaking that could be learned on the platform. Despite these seemingly promising findings, some learners' remarks seemed to be rather superficial citing the learning experiences that happened were unstructured, accidental, and rather minimum. Some participants

even mentioned that the platform was not an effective medium for practising speaking.

Based on the aforementioned findings, pedagogical implications can be suggested. Teachers are advised to incorporate the use of *Instagram* for language learning tasks to optimise learners' familiarity with the platform to boost their language learning. For example, teachers can optimise the use of *Instagram* features such as feeds, story, *Reels* or *IGTV* to provide English materials. For instance, when teaching about Simple Past Tense, teachers could upload videos talking about their last holiday as a model and share the link with learners. Based on the topic with the teachers' posts as the model or reference, learners are then assigned to make their videos where they retell past events. They upload the videos with suitable captions. In addition, learners can also be assigned to comment on some of their friends' videos to increase exposure to the topic, hence potentially enhancing their understanding.

Furthermore, the limitations of this study should be acknowledged. First, studies on *Instagram* have overwhelmingly been conducted in Indonesia. Hence, the findings of this study could only be compared with fairly limited previous relevant studies, mostly conducted in Indonesia. Another limitation of this study was perhaps attributed to the limited number of interview participants. More participants may have allowed richer and more in-depth data.

Finally, considering the popularity of *Instagram* in many other countries, future studies can be conducted in other learning contexts where *Instagram* is also popular among learners. More careful sampling may be needed to recruit participants who are not only active users of *Instagram* but also using the platform for language learning. Conducting classroom action research on the effectiveness of the use of *Instagram* can also be a breakthrough in learning contexts outside Indonesia considering the scarcity of available studies outside Indonesia.

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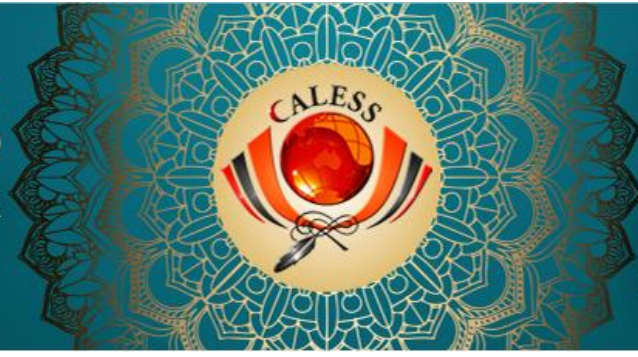
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ORTAOKUL 6. SINIF ÖĞRENCİLERİNİN HÂL (DURUM) EKLERİ AKADEMİK BAŞARILARININ İNCELENMESİ¹

Mukime CANLI² Yusuf TEPELİ³

Makale Bilgisi	Özet
Anahtar Kelimeler Hâl Ekleri Durum Ekleri Başarı Testi	Cümlede isimleri/zamirleri başta fiillere, edatlara bazen de isimlere bağlayarak cümle içi bağlantılar kuran hâl eklerinin öğretimi; cümlenin doğru anlaşılması ve doğru çözümlenebilmesi için oldukça önemlidir. Özellikle anlama becerisinin artırılması için hâl eklerinin tüm işlevlerinin derste ele alınması gerekmektedir. Hâl eklerinin öğretimi cümle çözümlemeleriyle de ilişkilidir. Çünkü hâl ekleri isimlerin/zamirlerin cümledeki görevini belirleyen eklerdir. Bu nedenle öğrencilerin hâl eklerine yönelik başarılarının ilişkili olduğu anlama, sözcük türleri, kelime grupları, cümle çözümlemeleri, cümlenin öğeleri gibi konularda da başarıyı artıracak düşünülmemektedir. Bu çalışmanın amacı 6. sınıf öğrencilerinin hâl (durum) eklerine yönelik başarı durumlarının incelenmesidir. Bu amaç doğrultusunda "Hâl Ekleri Başarı Testi (HEBT)" geliştirilmiştir. HEBT'nin pilot uygulaması 329 altıncı sınıf öğrencisiyle gerçekleştirilmiştir. HEBT'nin geçerlik ve güvenilirlik analizleri kapsamında açılımlı faktör analizi, madde analizi ve KR-20 güvenilirlik analizi yapılmıştır. HEBT'nin 6. sınıf öğrencilerinin hâl (durum) eklerine yönelik başarı durumlarının belirlenmesinde kullanılacak geçerli ve güvenilir bir araç olduğu sonucuna varılmıştır. 1967 öğrencinin katıldığı HEBT'nin ortalama güçlüğü 0.54 olarak hesaplanmış, öğrencilerin hâl eklerini bulma ve işlevlerini tespit etme başarısının orta düzeyde olduğu görülmüştür. Öğrencilerin en fazla ilgi hâli (0.45), yalın hâl (0.47) ve belirtme hâli (0.47) kategorilerinde zorlandıkları tespit edilmiştir.
Gönderim Tarihi: 14.11.2023 Kabul Tarihi: 27.11.2023 Yayın Tarihi: 31.12.2023	

INVESTIGATION OF THE ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL 6TH GRADE STUDENTS

Article Info	Abstract
Keywords Case Suffixes Case Achievement Test	Teaching case suffixes that establish intra-sentence connections by connecting nouns/pronouns in the sentence, first to verbs, to prepositions, and sometimes to nouns; It is important for the sentence to be understood and analyzed correctly. Especially in order to increase comprehension skills, all functions of case suffixes need to be covered in the course. Teaching case suffixes is also related to sentence analysis. Because case suffixes are suffixes that determine the function of nouns/pronouns in the sentence. For this reason, it is thought that students' success in case suffixes will increase their success in related subjects such as comprehension, word types, word groups, sentence analysis, and sentence elements. The aim of this study is to examine the success levels of 6th grade students regarding case suffixes. For this purpose, "Case Suffixes Achievement Test (HEBT)" was developed. The pilot application of HEBT was carried out with 329 sixth grade students. Within the scope of validity and reliability analysis of HEBT, exploratory factor analysis, item analysis and KR-20 reliability analysis were performed. It was concluded that HEBT is a valid and reliable tool that can be used to determine the success levels of 6th grade students regarding case suffixes. The average difficulty of HEBT, in which 1967 students participated, was calculated as 0.54, and it was observed that the students' success in finding case suffixes and determining their functions was at a medium level. It was determined that the students had the most difficulty in the categories of genitive case (0.45), simple case (0.47) and indicative case (0.47).
Received: 14.11.2023 Accepted: 27.11.2023 Published: 31.12.2023	

APA'ya göre alıntılama: Canlı, M. ve Tepeli, Y. (2023). Ortaokul 6. sınıf öğrencilerinin hâl (durum) ekleri akademik başarılarının incelenmesi. *Uluslararası Dil, Eğitim ve Sosyal Bilimlerde Güncel Yaklaşımlar Dergisi (CALESS)*, 5(2), 55-79.

Cited as APA: Canlı, M. & Tepeli, Y. (2023). Investigation of the academic achievements of secondary school 6th grade students. *International Journal of Current Approaches in Language, Education and Social Sciences (CALESS)*, 5(2), 55-79.

¹ Bu çalışma, ikinci yazarın danışmanlığında birinci yazar tarafından yürütülen doktora tezinden geliştirilmiştir.

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Extended Abstract

Introduction

Case suffixes, which are among the grammatical subjects of Turkish, are the suffixes that connect the nouns to which they are added to other words or groups of words in the sentence by establishing temporary connections in the sentence and determine the duties (subject, complement) of the nouns to which they are added in the sentence. The subject of case suffixes is one of the main topics in the Turkish Course Curriculum (2019) related to other grammar topics (suffix-root, word types, construction suffixes, noun conjugation suffixes, verb conjugation suffixes, elements of the sentence, expression disorders due to grammatical errors, etc.) and comprehension skills. It is thought that learning the suffixes will contribute to comprehension skills and increase success in other grammar subjects.

The aim of this study is to examine the academic achievement of 6th grade students in secondary school.

Method

The population of the study carried out in the survey model is sixth grade students studying in secondary schools in Antalya, and the sample is 1967 sixth grade students studying in five central districts of Antalya province.

The data of the study were collected through the "State Attachments Achievement Test (HEBT)". HEBT was developed by the researchers in this research process and validity and reliability procedures were carried out. 329 sixth-graders participated in the pilot of HEBT. Within the scope of the validity and reliability analyses of the HEBT, stages such as determining the purpose and level of the achievement test, determining the subject limits, preparing the specification table, creating the question pool, and obtaining expert opinions were carried out in order to ensure the scope validity of the scale. In the pilot application, 329 sixth grade students were reached and the data were analyzed with the SPSS 25 program and the TAP program. Correct answers are coded as "1" and incorrect answers are coded as "0". After calculating the total scores of the students for item analysis, the scores were ranked from high to low, and the upper and lower groups of 27% were determined and the item difficulty and item discrimination indices were calculated. In addition, the Test Analysis Program (TAP) was used to determine the mean difficulty index and average distinctiveness index of the test. Due to the categorical nature of the data, exploratory factor analysis was performed on the basis of tetrachoric correlation matrix, on the other hand, KR-20 method was applied to obtain reliability evidence in the context of internal consistency. In the 40-question test applied to 329 students, the factor load value was below .32 in line with the results of the item distinctiveness, item difficulty and factor load values; A total of 15 items with item distinctiveness and item difficulty index below 0.30 were excluded from the test.

In order to answer the research questions, descriptive statistics and t-test were calculated for unrelated samples. IBM SPSS 25 software was used.

Findings

The mean difficulty of HEBT was calculated as 0.54. This suggests that the test is of average difficulty.

It was determined that the average difficulty of the questions related to the state of reference suffix was 0.47, the average difficulty of the questions about the state of orientation suffix was 0.51, the average difficulty of the questions about the state of presence suffix was 0.58, the average difficulty of the questions about the state of separation suffix was 0.57, and the average difficulty of the question about

the state of interest suffix was 0.45. This finding shows that the questions related to the nominative state, the state of state, the state of orientation, the presence of, the separation, and the state of interest are of average difficulty.

It is seen that the mean achievement scores of the students differ significantly according to gender ($p < 0.05$). Girls' mean scores (14.58) are higher than boys' averages (12.60). According to this finding, it can be said that female students are more successful than male students in HEBT.

Results and Discussion

It has been determined that the "State Attachments Achievement Test", which was developed within the scope of the research and whose validity and reliability analyzes were made, is a valid and reliable tool to evaluate the success of sixth grade students in the state supplements.

Through HEBT, the academic achievement of 1967 sixth grade students was examined and the average difficulty level of the test was determined as 0.54. It was observed that the students showed a moderate level of success. In Hergüner's (2013) assessment test, the success level of the students is 71.65%. In the study of Kahtalı and Sis (2020), it was stated that student achievement was low. It is thought that these differences in the studies are mostly related to the form and content of the questions.

It was determined that sixth grade students showed a moderate level of success in determining the types and functions of state suffixes, but they had more difficulty in some state suffixes. The situations in which the average of the students are the lowest are the state of interest, the simple state and the state of specifying. In the study of Kahtalı and Sis (2020), it was determined that 133 students received 0 points in the specifying suffix category and they had the most difficulty in the specifying suffix suffix.

When the mean achievement scores of the sixth grade students in the state supplements were examined according to the gender variable, it was determined that the success of the female students in the state supplements was higher than the male students and showed a significant difference. This result is similar to the results of some studies in the field (Hergüner, 2013; Sancak, 2011; Akalın and Kuyumcu Vardar, 2020). In his study, Kasapoğlu (2020), on the other hand, examined the students' orientation state suffix according to the gender variable, but found that there was no significant difference between them.

1. Giriş

Dil bilgisi konularından hâl (durum) ekleri cümle içi bağlantıları kuran, eklendikleri isimleri cümlede diğer kelime veya kelime gruplarına bağlayan ve eklendikleri isimlerin cümle içindeki görevlerini (özne, tümleç) belirleyen eklerdir (Ergin, 1985; Korkmaz, 2009; Demircan, 2005; Boz, 2007; Aksan, 2009). Cümlelerin dil bilgisi yönünden düzenlenmesini sağlayan hâl ekleri (Atabay, Kutluk ve Özel 2003) cümle kurmayı sağlar ve ifade etmek istediklerimizi hâl eklerinin kazandırdığı işlevler sayesinde aktarırız (Ergin, 1985). Hâl ekleri cümle içinde birçok işlevde kullanılarak cümleye farklı anlam özellikleri katar (Ergin, 1985; Tepeli ve Börekçi, 1996; Mert 2002; Üstünova 2004; Korkmaz, 2009; Alyılmaz, 2010; Buran, 2011; Tepeli ve Yıldız 2015). Hâl ekleri konusu Türkçe Dersi Öğretim Programı'ndaki (2019) diğer dil bilgisi

konularıyla (ek-kök, sözcük türleri, yapım ekleri, isim çekim ekleri, fiil çekim ekleri, cümlelerin öğeleri, dil bilgisi yanlışlarına bağlı anlatım bozuklukları, vb.) bağlantılıdır (Demircan, 2005; Banguoğlu, 2009; Kahraman, 2011) ve konunun öğretimi sırasında bu bağlantıların kurulması gerekir. Bu bağlantılar kurulmadığında konuların anlaşılması güçleşmekte, öğrenciler öğrendiklerini bütünleştirememekte ve kullanamamaktadır. Hâl ekleriyle eş sesli biçim birim özelliği gösteren sesteş yapıların (yapım ekleri, iyelik ekleri, zarf-fiil ekleri, bağlaç olan “da” vb.) karışmasını önlemek için örneklerden hareketle bu eklerdeki farklılıkların sezdirilmesi gerekir. Özellikle hâl eklerinin farklı işlevlerinin öğretimi, öğrencinin anlama ve anlatma becerilerini geliştirmesinin yanında sekizinci sınıf kazanımları arasında yer alan cümlelerin öğelerinin de doğru tespit edilmesinde oldukça önemlidir. Altıncı sınıfta öğrencilere hâl eklerinin farklı işlevlerini ve kelime gruplarını kalıcı olarak öğretebilmek gerekir. Bu açıdan bakıldığında hâl ekleri konusu sadece biçim bilgisinin konusu değil, anlam bilgisi ve söz dizimini de önemli düzeyde etkileyen temel konulardandır.

Hâl eklerinin öğretimiyle ilgili en geniş açıklama 2005’te yenilenen Türkçe Dersi Öğretim Programı’nda yapılmış ve konunun önemli ayrıntıları üzerinde durulmuştur. Türkçe Dersi Öğretim Programı’nda (2006) hâl eklerinin öğretimiyle ilgili kazanım “Hâl eklerinin işlevlerini kavrar.” şeklindedir ve açıklama olarak da “İsmin hâlleriyle fiiller arasındaki ilişkiye dikkat çekilir. Hâl eklerinin eklendikleri kelimeye kazandırdığı farklı anlam özelliklerine ağırlık verilir. Örneklerden hareketle 3. teklik kişi iyelik eki ile belirtme hâli ekinin kullanımı kavratılır.” ifadelerine yer verilerek hâl eklerinin öğretiminde eklerin farklı işlevleri, bağlama işlevi ve sesteş yapılarla ayırt edilmesine özellikle dikkat çekilmektedir. Sonraki Türkçe Dersi Öğretim Programlarında (2017; 2018; 2019) hâl eklerinin öğretimiyle ilgili kazanım “Çekim eklerinin işlevlerini ayırt eder. İsim çekim ekleri (çoğul eki, hâl ekleri, iyelik ekleri ve soru eki) üzerinde durulur” şeklinde genel olarak ifade edilmiş ve programlarda bunların dışında bir açıklamaya yer verilmemiştir. 2006 Türkçe Dersi Öğretim Programı’nda “Hâl eklerinin işlevlerini kavrar.” şeklinde verilen kazanımın 2017 ve sonrasındaki programlarda güncellenerek “Çekim eklerinin işlevlerini ayırt eder, isim çekim ekleri (çoğul eki, hâl ekleri, iyelik ekleri ve soru eki) üzerinde durulur” şeklinde değiştirilmesiyle konular birleştirilerek kazanım sayısı azaltılmış ve hâl eklerinin öğretimiyle ilgili açıklamalar da çıkarılmıştır. Bu da öğretmenlerin konunun hangi ayrıntılarına değineceği, hangi özelliklerini ön plana çıkaracağıyla ilgili sorunları beraberinde getirmiştir.

Ortaokul 6. sınıflarda kullanılan Türkçe ders kitapları da hâl ekleri konusunun tam olarak öğretilmesinde yetersiz kalmaktadır. Araştırma kapsamında 2020-2021 eğitim-

öğretim yılında farklı bölgelerde okutulan üç farklı 6. sınıf Türkçe ders kitabı incelenmiş (MEB 1, MEB 2 ve Ekoyay) ve kitaplarda hâl eklerinin öğretiminde konu sıralaması, konunun işlenme zamanı, etkinliklerin sadece kelime düzeyinde hazırlanmış olması ve konunun sadece iki üç etkinlikle geçirilmesi, bazı hâl kategorilerine hiç yer verilmemesi (yalın hâl, ilgi hâli, vasita hâli, eşitlik hâli) gibi birçok sorun tespit edilmiştir. Ders kitaplarındaki etkinliklerde hâl eklerinin ele alınma biçimi de Türkçe Dersi Öğretim Programı (2019) ve yapılandırmacı yaklaşımla bağdaşmamaktadır. Etkinliklerin genelinde hâl ekleri cümle veya metinden hareketle ele alınmamış, kelimeler üzerinden öğretilmeye çalışılmıştır. Hâl ekleri ile diğer konular arasında bağlantı kurulmamıştır. Kitaplarda hâl eklerinin farklı işlevlerinin ve bağlama işlevinin öğretilmesiyle ilgili herhangi bir açıklama veya etkinliğe de yer verilmemiştir. Ders kitaplarının da hâl ekleri öğretimi konusunda yetersiz kaldığı görülmektedir.

Alan yazında hâl eklerinin kapsamı ve farklı işlevleri üzerinde duran çalışmalar mevcuttur (Karahana, 1999; Özkan, 2001; Boz, 2004; Durgut, 2004; Karacaer, 2006; Kalkan 2006; Boz 2007; Tosun, 2010; Tepeli ve Yıldız, 2015; Alan 2016; Kiyat 2017). Hâl eklerinin öğretim boyutuna dikkat çeken (Mert, 2003; Alyılmaz, 2010) ve öğrencilerin de araştırma sürecine dahil edildiği çalışmalar oldukça sınırlıdır. Bunlardan Sancak (2011) Türkçe ders kitabında yer alan ayrılma hâli ekinin işlevlerini belirleyerek altıncı sınıf öğrencilerine bu işlevlerin animasyon tekniğiyle öğretilirliğini test etmiş ve animasyon tekniğinin kullanıldığı deney grubu ile geleneksel dil bilgisi öğretiminin uygulandığı kontrol grubu arasındaki farklılığın deney grubu lehine anlamlı olduğunu tespit etmiştir. Hergüner (2013) ortaokullardaki dil bilgisi öğretimi değerlendirmek amacıyla yaptığı çalışmada hâl ekleri konusunu ele almış, altıncı sınıf öğrencilerinin yazılı anlatımlarında hâl eklerini kullanma durumları ile öğrencilerin hâl ekleri başarısını test yardımıyla incelemiştir. Kasapoğlu (2020) yüksek lisans tezinde, altıncı sınıf öğrencilerinin yönelme hâli ekini ve işlevlerini bulma durumlarını incelemiştir. Kasapoğlu, araştırmaya katılan Türkçe öğretmenlerinin ve altıncı sınıf öğrencilerinin görüşlerine de yer vermiştir. Araştırmaya göre altıncı sınıf öğrencilerinin yönelme hâli ekini ve işlevini bulmaları okul türüne ve okul başarısına göre anlamlı düzeyde farklılık göstermiştir. Kahtalı ve Sis (2020) çalışmasında 4. sınıf Türkçe öğretmeni adaylarına 40 cümle vererek öğrencilerden bu cümlelerdeki altı çizili hâl eklerinin işlevlerini belirlemelerini istemiştir. Araştırmada 5 öğretmen adayı sıfır puan almıştır. Bir öğretmen adayının aldığı 19 puan, araştırmada alınan en yüksek puandır. Öğretmen adaylarının %69'u 40 cümleden sadece altısındaki hâl

eklerinin işlevini bulabilmiştir. Araştırma sonuçlarına göre Türkçe öğretmeni adaylarının hâl eklerinin işlevlerini bulma konusunda yetersiz kaldığı belirtilmiştir.

Hâl eklerinin anlam bilgisi, söz dizimi, ek-kök, sözcük türleri, yapım ve çekim ekleri, cümlelerin öğeleri gibi Türkçenin birçok konusuyla iç içe olması; hâl eklerinin öğretiminin oldukça önemli olduğunu ortaya koymaktadır. Hâl ekleri öğretimini en iyi düzeyde gerçekleştirebilmek amacıyla derinlemesine araştırmalara ihtiyaç duyulmaktadır. Bu çalışmayla öncelikle hâl ekleriyle ilgili mevcut durumun tespiti üzerinde durulmuştur. Araştırma sonuçlarının yeni araştırmalar için bir dayanak oluşturacağı düşünülmektedir.

Araştırmanın amacı, altıncı sınıf öğrencilerinin hâl ekleri akademik başarısını belirlemektir. Bu amaç doğrultusunda aşağıdaki araştırma soruları belirlenmiş ve bu sorulara yanıt aranmıştır:

1. Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu nedir?
2. Altıncı sınıf öğrencilerinin hâl eklerinin çeşitleri bağlamında akademik başarı durumu nedir?
3. Altıncı sınıf öğrencilerinin sorularda birden fazla hâl ekini tespit etmede akademik başarı durumu nedir?
4. Altıncı sınıf öğrencilerinin hâl eklerinin işlevlerini tespit etmede akademik başarı durumu nedir?
5. Altıncı sınıf öğrencilerinin hâl eklerini sesteş yapılarından ayırt etmede akademik başarı durumu nedir?"
6. Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu cinsiyete göre anlamlı düzeyde farklılık göstermekte midir?

2. Yöntem

Araştırmanın Modeli

Bu çalışmada öğrencilerin hâl (durum) eklerine yönelik akademik başarı durumlarını belirlemek amaçlandığından tarama modeli kullanılmıştır. Tarama, bir grubun özelliklerini belirlemek için verilerin toplanmasını amaçlayan araştırmalardır (Büyüköztürk, Çakmak, Akgün, Şirin ve Demirel, 2010).

Araştırmanın Evren ve Örneklemi

Araştırmanın evreni 2021-2022 eğitim-öğretim yılında Antalya'daki ortaokullarda öğrenim gören altıncı sınıf öğrencileri, örneklemi ise Antalya ilinin beş merkez ilçesinde (Konyaaltı, Kepez, Döşemealtı, Aksu ve Muratpaşa) öğrenim gören 1967

altıncı sınıf öğrencisidir. Öğrencilere ait bazı betimsel istatistikler Tablo 1’de sunulmuştur.

Tablo 1. *HEBT’nin asıl uygulamasına katılan öğrencilere ait betimsel istatistikler*

Betimsel İstatistikler	Grup	N	%
Cinsiyet	Kız	999	50.8
	Erkek	968	49.2
Okul Türü	Devlet Okulu	1948	99.0
	Özel Okul	19	1

Tablo incelendiğinde kız ve erkek öğrenci sayılarının birbirine yakın ancak kız öğrenci sayısının biraz daha fazla olduğu görülmektedir. Okul türüne göre öğrencilerin büyük çoğunluğu (%99) devlet okulunda, sadece %1’i ise özel okulda öğrenim görmektedir.

Veri Toplama Araçları

Araştırmanın verileri “Hâl Ekleri Başarı Testi (HEBT)” aracılığıyla toplanmıştır. Başarı testi geliştirme aşamalarına aşağıda yer verilmiştir.

Hâl Ekleri Başarı Testi (HEBT)’nin Geçerlik ve Güvenirlik Analizleri

Öğrencilerin hâl ekleriyle ilgili akademik başarısını belirlemek için araştırmacı tarafından “Hâl Ekleri Başarı Testi” (HEBT) geliştirilmiştir. Çoktan seçmeli sorulardan oluşan başarı testi soruları hazırlanırken Türkçe Dersi Öğretim Programı’nda (2019) yer alan kazanımlar ve Bloom Taksonomisi esas alınmıştır. Millî Eğitim Bakanlığının yayımladığı kazanım kavrama testleri de göz önünde bulundurulmuştur. Test soruları oluşturulmadan önce hedef/kazanımlar belirlenerek Bloom Taksonomisi’ne göre belirtke tablosu hazırlanmıştır. Erkuş’ a (2016) göre belirtke tablosu, başarısı ölçülecek konunun iyi tanımlanıp davranışsal göstergelerinin ve ölçütlerinin belirlenmesidir.

Kazanımlar, hedef yazmada dikkat edilmesi gereken hususlara (Sönmez, 2020) özen gösterilerek yazılmış, belirtke tablosu hazırlanmıştır. Belirtke tablosunda hâl ekleriyle ilgili ölçülmesi planlanan kazanımlara yönelik bilgi, kavrama, uygulama ve analiz düzeyinde sorulara yer verilmiştir.

“Hâl Ekleri Başarı Testi”ni (HEBT) geliştirme sürecinde geçerlik, güvenilirlik çalışmalarının yapılabilmesi için uzman görüşü alındıktan sonra ön deneme ve deneme uygulamaları yapılmıştır. Başarı testi tamamlandıktan sonra üç alan uzmanına, bir dil uzmanına, bir ölçme değerlendirme uzmanına ve bir program geliştirme uzmanına gönderilerek uzman görüşü alınmış ve test üzerinde gerekli

düzeltilmeler yapılmıştır. Ardından ön deneme için başarı testi 7 kişilik bir öğrenci grubuna uygulanmış, sonra deneme (pilot) uygulamasına geçilmiştir.

Başarı testinin deneme (pilot) uygulamasına 329 altıncı sınıf öğrencisi katılmıştır. Bu aşamada kolay ulaşılabilir örnekleme yöntemine başvurulmuştur. HEBT' nin pilot uygulamasına katılan öğrencilere ait betimsel istatistikler Tablo 2' de sunulmuştur.

Tablo 2. HEBT'nin pilot uygulamasına katılan öğrencilere ait betimsel istatistikler

Değişkenler	Grup	N	%
Cinsiyet	Erkek	172	52.3
	Kız	157	47.7
Bölgeler	Güneydoğu Anadolu B.	101	30.6
	Akdeniz B.	88	26
	Marmara B.	37	11.2
	Ege B.	37	11.2
	Karadeniz B.	27	8.2
	Doğu Anadolu B.	23	7
	İç Anadolu B.	16	4.8
Okul türü	Devlet Okulu	304	92.4
	Özel Okul	25	7.6

Tabloda görüldüğü gibi araştırmaya katılan altıncı sınıf öğrencilerinin cinsiyet oranları (erkek %52, kız %47) birbirine yakındır. Bölgelere göre katılım oranları incelendiğinde en fazla katılımcının Güneydoğu Anadolu Bölgesi'nden en az katılımcının İç Anadolu Bölgesinden olduğu görülmektedir. Katılımcı öğrencilerin büyük çoğunluğu (%92) devlet okulunda öğrenim görmektedir.

Başarı testinin geçerlik ve güvenilirlik analizlerini gerçekleştirmek için verilerin kategorik olması nedeniyle açımlayıcı faktör analizi tetrakorik korelasyon matrisi üzerinden yapılmıştır. Açımlayıcı faktör analizi değişkenler arasındaki faktörleri keşfetmeyi amaçlar (Tabachnick ve Fidell, 2001). Diğer taraftan iç tutarlılık bağlamında güvenilirlik kanıtı elde etmek için ise KR-20 yöntemi uygulanmıştır. Kaiser-Meyer-Olkin (KMO) katsayısı ve Bartlett Küresellik Testi sonuçları Tablo 3 'te gösterilmiştir.

Tablo 3. *HEBT'nin pilot uygulamasına ait KMO ve Bartlett testi sonuçları*

Test		Değer
Kaiser-Meyer-Olkin (KMO) Örneklem Uygunluk Ölçüsü		0.757
	x^2	2883.2
Bartlett Küresellik Testi	sd	300
	p	0.000

Tablo incelendiğinde örneklem yeterliği için Kaiser-Meyer-Olkin (KMO) katsayısı 0.757 olarak hesaplanmıştır. Bu değer .60'ın üzerinde olması; örneklem yeterliliğinin iyi düzeyde ve faktör analizine uygun olduğu anlamına gelmektedir. Bartlett küresellik testi sonuçları incelendiğinde elde edilen ki-kare değerinin anlamlı olduğu ($p < .05$) ve verilerin çok değişkenli normal dağılım gösterdiği belirlenmiştir.

HEBT'nin pilot uygulaması için yapılan faktör analizinde faktör yük değerleri için en düşük kesme puanı .32 olarak belirlenmiş, bu kabul düzeyinin altında olan 15 soru analizden çıkarılarak faktör analizi tekrarlanmıştır. Bu kabul değerinin çok az altında kalan 2 sorunun testteki önemi düşünülerek kalmasına karar verilmiştir. Analiz sonrasında kalmasına karar verilen 25 sorunun faktör yük değerleri ile asıl uygulama sonrası yapılan faktör analizinden elde edilen faktör yük değerleri Tablo 4'te sunulmuştur.

Tablo 4. *HEBT sorularına ait faktör yük değerleri*

İlk Madde Numaraları	Son Madde Numaraları	Pilot Uygulama Faktör Yük Değeri (329 Öğrenci)
1	1	0.301
3	2	0.485
7	3	0.511
8	4	0.552
9	5	0.635
10	6	0.754
11	7	0.642
12	8	0.541
13	9	0.406
14	10	0.479
15	11	0.359
16	12	0.478
19	13	0.501
18	14	0.335

21	15	0.412
23	16	0.398
27	17	0.405
28	18	0.465
29	19	0.438
30	20	0.317
31	21	0.527
33	22	0.524
34	23	0.544
35	24	0.606
37	25	0.463

Tablo incelendiğinde HEBT'nin pilot uygulamasında yer alan 2 madde dışında faktör yük değeri .32'nin altında kalan madde olmadığı görülmektedir. Pilot uygulamada maddelerin faktör yük değerleri 0.301 ile 0.754 arasında değişmektedir. HEBT'nin asıl uygulamasında faktör yük değerlerinde genel olarak artış olduğu görülmüş, .32'nin altında madde olmadığı tespit edilmiştir.

HEBT'nin madde analizi için madde güçlük ve madde ayırt edicilik indeksleri ile testin ortalama madde güçlüğü ve ayırt ediciliği hesaplanmış, bulgular Tablo 5'te gösterilmiştir.

Tablo 5. HEBT madde güçlük ve ayırt edicilik indeksi

Maddeler		Pilot Uygulama (329 Öğrenci)		Asıl Uygulama (1967 Öğrenci)	
Eski M. No.	Yeni M. No.	Madde Güçlük İndeksi	Madde Ayırt Edicilik İndeksi	Madde Güçlük İndeksi	Madde Ayırt Edicilik İndeksi
1	1	0.30	0.29	0.37	0.34
3	2	0.53	0.48	0.64	0.48
7	3	0.52	0.407	0.52	0.49
8	4	0.59	0.60	0.67	0.47
9	5	0.41	0.56	0.48	0.50
10	6	0.50	0.75	0.63	0.54
11	7	0.57	0.69	0.70	0.53
12	8	0.47	0.57	0.53	0.54
13	9	0.52	0.46	0.71	0.50
14	10	0.38	0.46	0.45	0.45
15	11	0.48	0.37	0.63	0.44
16	12	0.59	0.53	0.69	0.46
19	13	0.43	0.51	0.52	0.48

18	14	0.28	0.22	0.29	0.32
21	15	0.46	0.44	0.55	0.48
23	16	0.38	0.41	0.48	0.47
27	17	0.53	0.39	0.56	0.46
28	18	0.45	0.46	0.51	0.39
29	19	0.57	0.46	0.52	0.48
30	20	0.34	0.39	0.37	0.29
31	21	0.56	0.53	0.63	0.55
33	22	0.46	0.50	0.51	0.55
34	23	0.50	0.58	0.64	0.59
35	24	0.55	0.67	0.61	0.58
37	25	0.41	0.49	0.53	0.46
Ortalama Madde Güçlük İndeksi			0.44		0.54
Ortalama Madde Ayırt Edicilik İndeksi			0.50		0.56

Tabloda görüldüğü gibi başarı testinin pilot uygulamasında yalnızca “madde 1 ve 18” in madde güçlük ve madde ayırt edicilik indeksi .30’un altında; diğer maddelerin madde güçlüğü ve madde ayırt ediciliği .30 değerinin üzerindedir. Asıl uygulamada ise 18 ve 30. madde dışındaki tüm maddelerin madde güçlük indeksi ve tüm maddelerin ayırt edicilik indeksi 0.30 değerinin üzerindedir. Pilot uygulamada testin ortalama madde güçlük indeksi 0.44 ve testin ortalama ayırt edicilik indeksi 0.50; asıl uygulamada ise testin ortalama güçlük indeksi 0.54 ve ayırt edicilik indeksi 0.56’dır. Buna göre HEBT’nin orta güçlükte ve ayırt ediciliğinin çok iyi düzeyde olduğunu; maddelerin de güçlük ve ayırt edicilik indekslerinin çok iyi düzeyde olduğunu söylemek mümkündür.

Madde analizleri yapıldıktan sonra 15 soru testten çıkarılarak belirtke tablosu yeniden düzenlenmiştir. Belirtke tablosunun son hâli Tablo 6’da sunulmuştur.

Tablo 6. Analizlerden sonra HEBT’nin belirtke tablosu

KAZANIMLAR İçerik	Bilgi	Kavrama	Uygulama	Analiz	T.
1. Hâl (durum) eklerini belirleyebilir.		1	2		2
2.Hâl (durum) eklerinin çeşitlerini ayırt edebilir.	3, 6	4	5, 7, 8, 9, 10, 11		9
3.Hâl (durum) eklerini benzer eklerden veya ses benzerliği olan kelimelerden ayırt edebilir.		12			1

a) Hâl (durum) eklerini kök hâlde bulunan sözcüklerden ayırt edebilir.					
c) Belirtme hâli ekini iyelik ekinden ayırt edebilir.				14	1
d) Bulunma hâli ekini dA bağlacından ayırt edebilir.				13	1
e) 9Hâl (durum) eklerini zarf-fiil eklerinden ve fiile gelen eklerden ayırt edebilir.				15	1
f) Hâl (durum) eklerini eş sesli biçim birim özelliği gösteren yapım eklerinden ayırt edebilir.				16	1
4.Hâl (durum) eklerinin işlevlerini belirleyebilme				17, 18, 19,	9
Hâl eklerinin cümlede hangi işlevde kullanıldığını belirleyebilir.				20, 21, 22,	
				23, 24, 25	
Toplam	2	3	7	13	25

Tabloda görüldüğü gibi madde analizinden sonra testte 25 soru kalmıştır. Son durumda bilgi düzeyinde 2, kavrama düzeyinde 3, uygulama düzeyinde 7 ve analiz düzeyinde 13 soru kaldığı görülmektedir.

Hâl Ekleri Başarı Testi' nin pilot uygulamasına ait güvenilirlik katsayısı Kuder-Richardson 20 (KR-20) 0.813 olarak hesaplanmıştır. HEBT'nin asıl uygulama verilerine ait güvenilirlik katsayısı (KR-20) 0.86 olarak hesaplanmıştır. Bu değerlerin .70 kabul değerinin üzerinde olması HEBT'nin iç tutarlılık bağlamında güvenilir olduğu anlamına gelmektedir.

Verilerin Analizi

"Hâl Ekleri Başarı Testi"nin geçerlik ve güvenilirlik analizleri kapsamında, ölçeğin kapsam geçerliliğini sağlamak için başarı testinin amacının ve düzeyinin belirlenmesi, konu sınırlarının belirlenmesi, belirtke tablosunun hazırlanması, soru havuzunun oluşturulması, uzman görüşlerinin alınması gibi aşamalar gerçekleştirilmiştir. Pilot uygulamada 329 altıncı sınıf öğrencisine ulaşılmış, veriler SPSS 25 programı ve TAP programıyla analiz edilmiştir. Doğru cevaplar "1", yanlış cevaplar ise "0" olarak kodlanmıştır. Madde analizi için öğrencilerin toplam puanları hesaplandıktan sonra puanlar yüksekten düşüğe doğru sıralanmış, %27'lik üst ve alt gruplar belirlenerek madde güçlük ve madde ayırt edicilik indeksleri hesaplanmıştır. Ayrıca testin ortalama güçlük indeksi ve ortalama ayırt edicilik indeksini belirlemek için Test Analiz

Programı (TAP) kullanılmıştır. Verilerin kategorik olması nedeniyle açımlayıcı faktör analizi tetrakorik korelasyon matrisi üzerinden yapılmış, diğer taraftan iç tutarlılık bağlamında güvenilirlik kanıtı elde etmek için ise KR-20 yöntemi uygulanmıştır. 329 öğrenciye uygulanan 40 soruluk testteki maddelerin madde ayırt edicilik, madde güçlük ve faktör yük değerleri sonuçları doğrultusunda faktör yük değeri .32'nin altında kalan; madde ayırt edicilik ve madde güçlük indeksi 0.30'un altında kalan toplam 15 madde testten çıkarılmıştır. Bu sınır değerlere yakın olan madde 1 ve madde 18'in HEBT'deki önemi düşünülerek maddelerin düzeltildikten sonra testte kalmasına karar verilmiştir. Böylece 25 soruluk bir başarı testi elde edilmiştir.

Asıl uygulamada 1967 öğrenciye uygulanan HEBT için madde güçlük ve madde ayırt edicilik indeksleri belirlenmiş ve KR-20 analizi yapılarak testin iç tutarlılık bağlamında güvenilirliğinin 0.86 olduğu görülmüştür.

Araştırma sorularına yanıt vermek için betimsel istatistikler ve ilişkisiz örneklem için t testi hesaplanmıştır. IBM SPSS 25 yazılımından yararlanılmıştır.

3. Bulgular

1. Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu nedir?

"1. Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu nedir?" sorusuna yanıt vermek amacıyla betimsel istatistikler ve testin ortalama güçlüğü hesaplanmıştır. Sonuçlar Tablo 7'de sunulmuştur.

Tablo 7. Öğrencilerin "hâl ekleri başarı testi" sonuçları

Test/Boyut	N	\bar{X}	S	Ortalama Güçlük
Toplam	1967	13.61	5.78	0.54

Tablo incelendiğinde başarı testinin ortalama güçlüğü 0.54 olarak hesaplanmıştır. Bu, testin ortalama güçlükte olduğunu göstermektedir. Bu bulguya göre öğrencilerin orta düzeyde başarı sergiledikleri yorumu da yapılabilir.

2. Altıncı sınıf öğrencilerinin hâl eklerinin çeşitleri bağlamında akademik başarı durumu nedir?

"Altıncı sınıf öğrencilerinin hâl eklerinin çeşitleri bağlamında akademik başarı durumu nedir?" sorusuna yanıt vermek amacıyla öğrencilerin HEBT' de hâl eklerinin çeşitleriyle ilgili sorulardaki başarı durumları incelenmiş ve sonuçlar Tablo 8'de sunulmuştur.

Tablo 8. Öğrencilerin hâl eklerinin çeşitleriyle ilgili sorulardaki başarı durumu

Test/Boyut	N	\bar{X}	S	Ortalama Güçlük
Hâl Eklerinin Çeşitleri	1967	5.26	2.46	0.58
Yalın Hâl Kategorisi	1950	1.41	0.69	0.47
Belirtme Hâli Eki	1955	0.95	0.68	0.47
Yönelme Hâli Eki	1944	1.01	0.81	0.51
Bulunma Hâli Eki	1953	1.15	0.77	0.58
Ayrılma Hâli Eki	1939	1.71	1.01	0.57
İlgi Hâli Eki	1949	0.45	0.50	0.45
Vasıta Hâli Eki	1899	0.63	0.48	0.63
Eşitlik Hâli Eki	1900	0.71	0.46	0.71

Tablo incelendiğinde hâl eklerinin çeşitleriyle ilgili soruların orta güçlükte (0.58) olduğu belirlenmiştir. Buna göre öğrencilerin hâl eklerinin çeşitleriyle ilgili sorulardaki başarılarının orta düzeyde olduğu söylenebilir.

Yalın hâl kategorisinde ortalama güçlüğü 0.47, belirtme hâli ekiyle ilgili soruların ortalama güçlüğü 0.47, yönelme hâli ekiyle ilgili soruların ortalama güçlüğü 0.51, bulunma hâli ekiyle ilgili soruların ortalama güçlüğü 0.58, ayrılma hâli ekiyle ilgili soruların ortalama güçlüğü 0.57, ilgi hâli ekiyle ilgili soruların ortalama güçlüğü 0.45 olduğu görülmektedir. Bu bulgu, yalın hâl, belirtme, yönelme, bulunma, ayrılma ve ilgi hâli ekiyle ilgili soruların ortalama güçlükte olduğunu göstermektedir. Buna göre altıncı sınıf öğrencilerinin yalın hâl, belirtme, yönelme, bulunma, ayrılma ve ilgi hâli eki kategorilerinde orta düzeyde başarı sergiledikleri; en fazla ilgi, yalın hâl ve belirtme hâlinde zorlandıkları söylenebilir.

Vasıta hâli ekiyle ilgili soruların ortalama güçlüğü 0.63 ve eşitlik hâli ekiyle ilgili soruların ortalama güçlüğü 0.71 olduğu görülmektedir. Bu bulgu, vasıta ve eşitlik hâli ekiyle ilgili soruların öğrencilere kolay geldiğini göstermektedir. Buna göre altıncı sınıf öğrencilerinin eşitlik hâli eki kategorisinde iyi düzeyde başarı sergiledikleri söylenebilir.

3. Altıncı sınıf öğrencilerinin hâl eklerinin işlevlerini tespit etmede akademik başarı durumu nedir?

“Altıncı sınıf öğrencilerinin hâl eklerinin işlevlerini tespit etmede akademik başarı durumu nedir?” sorusuna yanıt vermek amacıyla öğrencilerin HEBT’ de hâl eklerinin işlevleriyle ilgili sorulardaki başarı durumları incelenmiş ve sonuçlar Tablo 9’da sunulmuştur.

Tablo 9. Öğrencilerin hâl eklerinin işlevlerini tespit etmedeki başarı durumu

Test/Boyut	N	\bar{X}	S	Ortalama Güçlük
Hâl Eklerinin İşlevlerini Tespit Etme	1966	4.84	2.49	0.54
Belirtme Hâli Ekinin İşlevi	1953	0.52	0.50	0.52
Yönelme Hâli Ekinin İşlevleri	1939	1.60	1.04	0.53
Bulunma Hâli Ekinin İşlevleri	1950	1.00	0.73	0.50
Ayrılma Hâli Ekinin İşlevleri	1945	1.75	1.11	0.58

Tablo incelendiğinde testteki hâl eklerinin işlevlerini tespit etmeyle ilgili soruların ortalama güçlüğüne 0.54 olduğu görülmektedir. Belirtme hâli ekinin işlevini tespit etmeyle ilgili sorunun ortalama güçlüğüne 0.52, yönelme hâli ekinin işlevlerinin tespitiyle ilgili soruların ortalama güçlüğüne 0.53, bulunma hâli ekinin işlevlerinin tespitiyle ilgili soruların ortalama güçlüğüne 0.50, ayrılma hâli ekinin işlevlerinin tespitiyle ilgili soruların ortalama güçlüğüne 0.58 olduğu görülmektedir. Bu bulgu; belirtme, yönelme, bulunma ve ayrılma hâli ekinin işlevlerini tespit etmeyle ilgili soruların orta güçlükte olduğunu öğrencilerin orta düzeyde başarı sergilediklerini göstermektedir.

4. Altıncı sınıf öğrencilerinin sorularda birden fazla hâl ekini tespit etmede akademik başarı durumu nedir?

“Altıncı sınıf öğrencilerinin sorularda birden fazla hâl ekini tespit etmede akademik başarı durumu nedir?” sorusuna yanıt vermek amacıyla öğrencilerin birden fazla hâl ekini tespit etmedeki başarı durumu incelenmiş ve sonuçlar Tablo 10’da sunulmuştur.

Tablo 10. Öğrencilerin birden fazla hâl ekini tespit etmedeki başarı durumu

Test/Boyut	N	\bar{X}	S	Ortalama Güçlük
Birden fazla Hâl Ekini Tespit Etme	1939	2.78	1.40	0.56

Tablo incelendiğinde birden fazla hâl ekinin tespitiyle ilgili soruların ortalama güçlüğü 0.56 olduğu görülmektedir. Bu bulgu, birden fazla hâl ekinin tespit edilmesiyle ilgili soruların ortalama güçlükte olduğunu göstermektedir. Buna göre altıncı sınıf öğrencilerinin birden fazla hâl ekini tespit etmede orta düzeyde başarı sergiledikleri söylenebilir.

5. Altıncı sınıf öğrencilerinin hâl eklerini sestesh yapılarından ayırt etmede akademik başarı durumu nedir?"

"Altıncı sınıf öğrencilerinin hâl eklerini sestesh yapılardan ayırt etmede akademik başarı durumu nedir?" sorusuna yanıt vermek amacıyla öğrencilerin hâl eklerini sestesh yapılardan ayırt etmedeki başarı durumu incelenmiş ve sonuçlar Tablo 11'de sunulmuştur.

Tablo 11. Öğrencilerin hâl eklerini sestesh yapılardan ayırt etmedeki başarı durumu

Test/Boyut	N	\bar{X}	S	Ortalama Güçlük
Hâl Ekini Diğer Yapılardan Ayırt Etme	1917	3.36	1.80	0.48

Tablo incelendiğinde hâl eklerini benzerlik gösteren sestesh yapılardan ayırt etmeyle ilgili soruların ortalama güçlüğü 0.48 olduğu görülmektedir. Bu bulgu, hâl eklerini sestesh yapılardan ayırt etmeyle ilgili soruların ortalama güçlükte olduğunu göstermektedir. Buna göre altıncı sınıf öğrencilerinin hâl eklerini benzerlik gösteren sestesh yapılardan ayırt etmede orta düzeyde başarı sergiledikleri söylenebilir.

6. Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu cinsiyete göre anlamlı düzeyde farklılık göstermekte midir?

"Altıncı sınıf öğrencilerinin hâl ekleri akademik başarı durumu cinsiyete göre anlamlı düzeyde farklılık göstermekte midir?" sorusuna yanıt vermek amacıyla öncelikle başarı testi puanlarının cinsiyete göre normal dağılım gösterip göstermediği incelenmiştir. Cinsiyete göre normal dağıldığı bulunmuş ve ilişkisiz örneklem t testi yapılmıştır. Analiz sonucu Tablo 12'de sunulmuştur:

Tablo 12. Öğrencilerin başarı puan ortalamalarının cinsiyetlerine göre karşılaştırılması

Grup	N	\bar{X}	S	Sd	T	P
Kız	999	14.58	5.58	1965	7.70	0.000
Erkek	968	12.60	5.81			

Tablo incelendiğinde öğrencilerin hâl ekleri başarı puan ortalamalarının cinsiyete göre anlamlı farklılık gösterdiği görülmektedir ($p < 0.05$). Kızların puan ortalamaları ($\bar{X} = 14.58$), erkeklerin puan ortalamalarından ($\bar{X} = 12.60$) daha yüksektir. Bu bulguya göre HEBT’de kız öğrencilerin erkek öğrencilerden daha başarılı oldukları söylenebilir.

4. Sonuç, Tartışma ve Öneriler

Altıncı sınıf öğrencilerinin hâl eklerindeki başarı durumlarını değerlendirmek için “Hâl Ekleri Başarı Testi” geliştirilmiştir. HEBT’ nin geçerlik ve güvenilirlik analizleri kapsamında açımlayıcı faktör analizi sonucunda KMO değerinin (0.757) örneklem çıkarmak için iyi düzeyde olduğu; Bartlett Küresellik Testi’nin de anlamlı olduğu ve verilerin normal dağıldığı görülmüştür. Maddelerin faktör yük değerleri incelenmiş ve 0.32’nin altında kalan maddeler madde analizine de bakılarak testten çıkarılmıştır. Madde analizi sonucunda maddelerin güçlük ve ayırt edicilik düzeyleri belirlenmiş, analizlerden sonra 15 soru testten çıkarılarak 25 soruluk bir başarı testi elde edilmiştir. Başarı testinin KR-20 güvenilirlik katsayısı pilot uygulamada 0.813; asıl uygulamada 0.86 olarak hesaplanmıştır. Bu değer 0.70 kabul değerinin üzerinde olması testin iç tutarlılık bağlamında güvenilir olduğunu göstermektedir. HEBT’nin 6. sınıf öğrencilerinin hâl eklerine yönelik başarı durumlarını belirlemek için geçerli ve güvenilir bir araç olduğu söylenebilir.

Altıncı sınıf öğrencilerinin hâl eklerindeki akademik başarı durumlarını değerlendirebilmek amacıyla uygulanan HEBT’ nin güçlük düzeyine ve ortalamasına bakıldığında öğrencilerin orta düzeyde bir başarı gösterdikleri görülmüştür. Hergüner’in (2013) 328 öğrenciye uyguladığı hâl ekleri değerlendirme testinde öğrencilerin başarı düzeyi %71.65’tir. Hergüner’in çalışmasında uyguladığı hâl ekleri değerlendirme testi, genellikle hâl eklerinin doğru ve yanlış kullanımlarının cümleler üzerinden tespitine yöneliktir ancak bu çalışma kapsamında hazırlanan HEBT; hâl eklerinin çeşitleri, tespiti, kullanımı ve farklı işlevlerinin de yer aldığı sorulardan oluşmaktadır. Çalışmalardaki farklılığın test sorularının biçim ve içeriğinden kaynaklanmış olabileceği düşünülmektedir. Kahtalı ve Sis’in (2020) Türkçe öğretmenliği 4. sınıf öğrencilerinin hâl eklerinin işlevlerini tespit edebilme

durumlarını inceledikleri çalışmada ise öğrencilerin başarı durumlarının oldukça düşük olduğu ifade edilmiştir. Çalışma sonuçlarının birbirinden farklılaştığı görülmektedir. Bu farklılığın da Kahtalı ve Sis'in çalışmasındaki soruların sadece cümlelerden oluşmasından, çoktan seçmeli olmamasından ve sadece hâl eklerinin işlevlerini içermesinden kaynaklanmış olabileceği düşünülmektedir. ⁴

Altıncı sınıf öğrencilerinin hâl eklerinin çeşitlerini tespit etmedeki başarı durumları incelendiğinde öğrencilerin ortalama bir başarı gösterdikleri görülmüştür.

Altıncı sınıf öğrencilerinin yalın hâl kategorisindeki başarı durumları incelendiğinde öğrencilerin yalın hâli tespit etmede orta düzeyde bir başarı gösterdikleri, aynı zamanda yalın hâlin öğrencilerin en çok zorlandıkları hâl kategorilerinden biri olduğu da görülmüştür. Hergüner'in (2013) çalışmasında öğrencilerin yalın hâl ile ilgili başarı düzeyi genel başarının biraz altında %69 düzeyindedir ve bu çalışmaya göre yüksektir. Ancak yalın hâl konusunun hâl ekleri içinde en sorunlu konulardan biri olduğu (Durgut 2004; Üstünova, 2007) da göz önünde bulundurulmalıdır. Ayrıca ders kitaplarında yalın hâl kategorisinin ihmal edilmesi öğrencilerin yalın hâli tam olarak öğrenememesinin bir nedeni olarak gösterilebilir.

Altıncı sınıf öğrencilerinin belirtme hâli kategorisindeki başarı durumları incelendiğinde öğrencilerin orta düzeyde bir başarı gösterdikleri ancak ilgi, belirtme hâli ve yalın hâl kategorisinde diğer hâl eklerine göre daha fazla zorlandıkları görülmüştür. Kahtalı ve Sis'in (2020) çalışmasında belirtme hâli eki kategorisinde 133 öğrencinin 0 puan aldığı ve en çok belirtme hâli ekinde zorlandıkları tespit edilmiştir. Hergüner'in (2013) çalışmasında da benzer şekilde belirtme hâli ekiyle ilgili soruların başarı yüzdesi (%64) diğer hâl eklerinin başarı yüzdesinden daha düşüktür. Belirtme hâli ekinin üç çalışmada da öğrencileri daha fazla zorladığı görülmüştür. Bunun sebepleri arasında belirtme hâli ekiyle iyelik 3. tekil kişi ekinin karışması ve belirtme hâli ekiyle fiilden isim yapım ekinin karıştırılması gösterilebilir. Bu sonuçlar eklerin öğretiminde sesteş yapılarla ilgili çalışmaların yeterli olmadığını, öğretmenlerin sesteş yapıların ayırt edilmesine daha fazla önem vermeleri gerektiğini bir kez daha ortaya koymaktadır.

Altıncı sınıf öğrencilerinin yönelme hâli kategorisindeki başarı durumları incelendiğinde öğrencilerin yönelme hâli kategorisinde orta düzeyde bir başarı gösterdikleri görülmüştür. Kasapoğlu'nun (2020) hazırladığı cümle ve metinlerden 6. sınıf öğrencilerinin yönelme hâli ekini bulma durumlarını incelediği çalışmada öğrencilerin yönelme hâli ekini doğru tespit etme oranı %65; Hergüner'in (2013)

çalışmasında ise öğrencilerin yönelme hâli ekiyle ilgili başarı düzeyi %72'dir. Ayrıca Kasapoğlu'nun (2020) çalışmasında da belirttiği gibi yönelme hâli ekiyle zarf-fiil eki karışabilmektedir. Yine sesteş yapıların ayırt edilmesiyle ilgili bir eksiklik görülmektedir. Burada öğrencilerin hâl eklerini bulurken hangi sözcüğün üzerine geldiğine de dikkat etmeleri gerekmektedir. Öğretmenlerin hâl eklerini öğretirken bu ayrıntıları atlamadan, yeteri kadar örnek üzerinden sezdirmeleri, öğrencilere hâl ekleriyle ilgili temel kavramları tam anlamıyla kavrayabilmeleri ve uygulamalarla bu bilgileri beceriye dönüştürmeleri gerekmektedir.

Altıncı sınıf öğrencilerinin bulunma hâli kategorisindeki başarı durumları incelendiğinde öğrencilerin bulunma hâli kategorisinde orta düzeyde bir başarı gösterdikleri görülmüştür. Hergüner (2013) çalışmasında öğrencilerin bulunma hâliyle ilgili başarı düzeylerini %74 olarak tespit etmiştir. Öğrencilerin genellikle bulunma hâli eki ile "dA" bağlacını veya bulunma hâli ekini, kalıplaşarak hâl eki özelliğini yitirmiş yapım ekleriyle karıştırmaları bulunma hâli kategorisinde istenilen başarıya ulaşamamasının sebepleri arasında gösterilebilir.

Altıncı sınıf öğrencilerinin ayrılma hâli kategorisindeki başarı durumları incelendiğinde öğrencilerin ayrılma hâli kategorisinde orta düzeyde bir başarı gösterdikleri görülmüştür. Hergüner'in (2013) çalışmasında ayrılma hâli eki öğrencilerin en başarılı oldukları hâl ekidir ve başarı düzeyi %76'dır. Bu çalışmada da öğrencilerin başarısı ayrılma hâli eki kategorisinde; yalın hâl, belirtme ve yönelme hâli kategorisine göre daha yüksektir. Bu da çalışmalar arasında kısmen de olsa bir benzerlik olduğunu göstermektedir. Sancak'ın (2011) ayrılma hâli ekinin öğretimiyle ilgili deneysel çalışmasında kontrol grubunun ön test- son test puanları sırasıyla 6.10 ve 8.62; deney grubunun ön test- son test puanları sırasıyla 10.67 ve 15.62'dir. Her iki grupta da eğitim sonrasında ayrılma hâli kategorisinde anlamlı bir farklılık olduğu tespit edilmiştir.

Altıncı sınıf öğrencilerinin ilgi hâli kategorisindeki başarı durumları incelendiğinde öğrencilerin ilgi hâli kategorisinde orta düzeyde bir başarı gösterdikleri ve ilgi hâlinin öğrencilerin en fazla zorlandıkları hâl eki olduğu görülmüştür. Hergüner'in (2013) çalışmasında ise öğrencilerin ilgi hâli ekindeki başarı durumu %69'dur ve iyi düzeydedir. İlgi hâli kategorisinin öğrencileri zorlamasının sebepleri arasında; çoğu öğretmenin ve ders kitaplarının ilgi hâli ekini tamlayan eki olarak ele alması, ilgi hâli ekine hâl ekleri kategorisi içerisinde yer vermemesi veya bazı kitaplarda ilgi hâli ekine hiç yer verilmemesi ve ilgi hâli ekinin iyelik 2. tekil kişi ekiyle karışabilmesi gösterilebilir.

Altıncı sınıf öğrencilerinin vasıta hâli ve eşitlik hâli ekindeki başarı durumları incelendiğinde öğrencilerin iyi düzeyde bir başarı gösterdikleri görülmüştür. Hergüner'in (2013) çalışmasında öğrencilerin vasıta hâli ekiyle ilgili başarı düzeyleri %74'tür. Bu bakımdan çalışmaların benzerlik gösterdiği söylenebilir. HEBT'de vasıta hâli ve eşitlik hâli ekiyle ilgili soruların ekin birincil işlevi olan "vasıta (araç) ve eşitlik" işleviyle kullanıldığı, öğrencilerin anlama dayalı olarak bakmasından dolayı bu kategorilerde başarı düzeyinin yüksek olduğu söylenebilir.

Altıncı sınıf öğrencilerinin hâl eklerinin işlevlerini tespit etmedeki başarı durumları incelendiğinde öğrencilerin hâl eklerinin işlevlerini tespit etmede orta düzeyde bir başarı gösterdikleri görülmüştür. Kahtalı ve Sis'in (2020) çalışmasında, üniversite 4. sınıf öğrencilerinin hâl eklerinin işlevlerini belirlemede yetersiz kaldığı tespit edilmiştir. Kahtalı ve Sis'in çalışmasında ulaştığı sonuçlarla çoktan seçmeli bir ölçme aracıyla toplanan bu çalışmanın sonuçları farklılaşmaktadır. Bu farklılığın soru biçimi ve soru seviyesiyle ilgili olabileceği düşünülmektedir.

Altıncı sınıf öğrencilerinin belirtme hâli ekinin işlevini tespit etmedeki başarı durumları incelendiğinde öğrencilerin belirtme hâli ekinin işlevini tespit etmede orta düzeyde bir başarı gösterdikleri görülmüştür. Kahtalı ve Sis'in (2020) çalışmasında da belirtme hâli ekinin işlevleriyle ilgili cümlelerden 182 öğretmen adayından 133'ü 0 puan, 1'i ise 8 puan almıştır. Bu açıdan çalışma sonuçlarının oldukça farklılaştığı görülmektedir.

Altıncı sınıf öğrencilerinin yönelme hâli ekinin işlevini tespit etmedeki başarı durumları incelendiğinde öğrencilerin yönelme hâli ekinin işlevini tespit etmede orta düzeyde bir başarı gösterdikleri görülmüştür. Kasapoğlu'nun (2020) çalışmasında 6. sınıf öğrencilerinin yönelme hâli ekinin işlevini bulma düzeyi %64'tür. Kahtalı ve Sis'in (2020) çalışmasında yönelme hâli ekinin işlevinin tespit edilmesini içeren cümlelerden 98 öğretmen adayı 3 puan, en yüksek puanı alan öğretmen adayı ise 7 puan almıştır.

Altıncı sınıf öğrencilerinin bulunma hâli ekinin işlevini tespit etmedeki başarı durumları incelendiğinde öğrencilerin bulunma hâli ekinin işlevini tespit etmede orta düzeyde bir başarı gösterdikleri görülmüştür. Kahtalı ve Sis'in (2020) çalışmasında bulunma hâli ekinin işlevleriyle ilgili 182 öğretmen adayından 117'sinin 2, 2'sinin ise 5 puan aldığı belirlenmiştir.

Altıncı sınıf öğrencilerinin ayrılma hâli ekinin işlevini tespit etmedeki başarı durumları incelendiğinde öğrencilerin orta düzeyde bir başarı sergiledikleri görülmüştür. Kahtalı ve Sis (2020), çalışmasında araştırmaya katılan 102 öğretmen

adayının 1 puan aldığını ve bunların sadece doğrudan çıkma/ayrılma işlevli cümleleri doğru yanıtlayabildiklerini belirtmiştir.

Altıncı sınıf öğrencilerinin bir soruda birden fazla hâl ekini tespit etmedeki başarı durumları incelendiğinde öğrencilerin orta düzeyde başarı gösterdikleri görülmüştür. Bu sonuç öğrencilerin bir soruda bir hâl ekini doğru tespit etmesiyle, bir soruda birden fazla hâl ekini tespit etme durumlarının hemen hemen aynı düzeyde olduğunu göstermektedir.

Altıncı sınıf öğrencilerinin hâl eklerini sestesh yapıardan ayırt etmeyle ilgili başarı durumları incelendiğinde öğrencilerin hâl eklerini sestesh yapıardan ayırt etmede orta düzeyde bir başarı gösterdikleri, aynı zamanda zorlandıkları da görülmüştür. HEBT’de belirtme hâli ekiyle iyelik ekinin, bulunma hâli ekiyle dA bağlacının, yönelme hâli ekiyle zarf fiil ekinin, bulunma hâli ve ayrılma hâli ekleriyle yapım eklerinin ayırt edilmesine yönelik sorulara yer verilmiştir. Öğrencilerin hâl ekleriyle bu sestesh yapıların ayırt edilmesinde zorlandıkları görülmüştür.

Altıncı sınıf öğrencilerinin hâl eklerindeki başarı puan ortalamaları cinsiyet değişkenine göre incelendiğinde kız öğrencilerin hâl ekleri başarısının erkek öğrencilere göre daha yüksek olduğu ve anlamlı bir farklılık gösterdiği belirlenmiştir. Hergüner’ in (2013) çalışmasında da benzer olarak kız öğrencilerin hâl ekleri başarısı erkek öğrencilere göre daha yüksektir. Sancak’ın (2011) ayrılma hâli ekinin işlevlerinin belirlenmesiyle ilgili çalışmasında da 6. sınıf öğrencilerinin başarıları kız öğrenciler lehine anlamlı bulunmuştur. Akalın ve Kuyumcu Vardar’ın (2020) çalışmasında da benzer şekilde kız öğrencilerin dil bilgisi konularındaki başarı durumlarının erkek öğrencilerden yüksek olduğu belirlenmiştir. Kasapoğlu (2020) ise çalışmasında öğrencilerin yönelme hâli ekini bulma durumlarını cinsiyet değişkenine göre incelemiş ancak aralarında anlamlı bir farklılık olmadığını tespit etmiştir.

Genel olarak bakıldığında öğrencilerin hâl ekleri konusunda orta düzeyde bir başarı gösterdiği görülmüştür. Öğrencilerin istenilen başarıyı gösterememiş olmasının çeşitli sebepleri arasında; programda dil bilgisinin önemine ve nasıl öğretilmesi gerektiğine dair yeterince bilgi verilmemesi, dil bilgisi öğretimine gereken özenin gösterilmemesi, öğretmenlerin kolay olduğunu düşünerek konuyu yüzeysel biçimde ele alması, öğrenci seviyesine uygun olmadığı gerekçesiyle hâl eklerinin farklı işlevlerinin öğretilmemesi, dil bilgisi konularının dil becerileriyle birlikte ele alınmaması, ders kitaplarında hâl eklerinin sadece bir iki etkinlikle basit bir şekilde ele alınması gösterilebilir.

Öneriler

Araştırmanın sonuçları doğrultusunda eğitim yöneticileri, öğretmenler ve araştırmacılar için bazı öneriler geliştirilmiştir:

- Türkçe Dersi Öğretim Programında hâl ekleri ve diğer dil bilgisi konularının nasıl öğretilmesi gerektiği ve konunun hangi ayrıntıları üzerinde durulması gerektiği yeterince açıklanmalıdır.
- Türkçe ders kitaplarında konu sıralamaları Türkçe Dersi Öğretim Programına göre yapılmalı, konuların ardışıklık ilkesi gözetilmelidir.
- Ders kitapları daha özenli hazırlanmalı, hâl ekleri ve diğer dil bilgisi konularıyla ilgili yeterince etkinliğe yer verilmeli ve etkinliklerin yapılandırmacı yaklaşımla bağdaşmasına özen gösterilmelidir.
- Ders kitapları ve Türkçe Dersi Öğretim Programındaki eksiklikler göz önünde bulundurulduğunda öğretmenlerin daha fazla çabalaması, sınıfta tamamlayıcı etkinlikler yapması, konuyu pekiştirmek için daha fazla tekrar yapması gerekmektedir.
- Öğretmenlerin sesteş yapıların ayırt edilmesine yönelik daha fazla çalışma yapması gerekmektedir.
- Öğretmenler hâl eklerini sadece bir dil bilgisi konusu olarak görmemeli, öğrencilerin anlama becerilerini geliştirmek için hâl eklerinin farklı işlevleri üzerinde durmalıdır.
- Öğretmenler yalın hâl, belirtme hâli ve ilgi hâli gibi öğrencileri daha fazla zorlayan kategorilerdeki ayrıntıları göz önünde bulundurmalı ve daha fazla örnekle konunun tam olarak öğrenilmesini sağlamalıdır.
- Hâl eklerinde yüksek bir başarıyı yakalamak amacıyla etkinlikler tasarlanmalı farklı öğretim yöntemleri, teknikleri kullanılarak deneysel çalışmalar yapılmalıdır.
- Araştırmacılar tarafından yalın hâl, belirtme hâli ve ilgi hâlinin öğrencileri niçin daha fazla zorladığı araştırılmalı ve bu kategorilerin daha iyi öğretilmesini sağlayacak çalışmalar yapılmalıdır.

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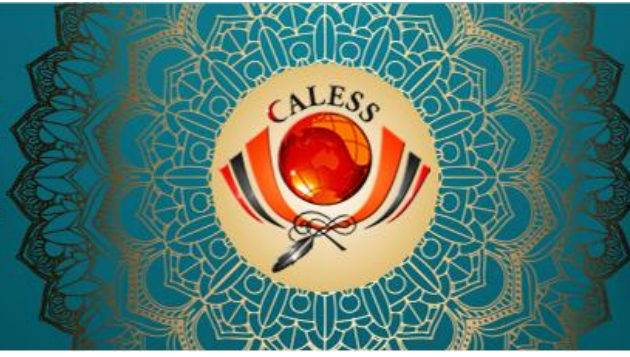
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FOREIGN LANGUAGE LEARNING PROCESSES OF MIDDLE SCHOOL STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

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Article Info

Keywords

Specific learning
disability
Learning disability
Foreign language learning
Language acquisition

Received: 24.11.2023

Accepted: 12.12.2023

Published: 31.12.2023

Abstract

This research aims to examine how students with specific learning difficulties learn a foreign language in a middle school in a province in the Aegean region of Turkey. In this qualitative research, the case study design was employed. The participants were selected through the purposive sampling method. 1 Five students with specific learning difficulties who are currently attending a middle school, three foreign language (English) teachers, five Turkish language teachers, a psychological counselor and two special education teachers who are the experts within the field of special education were included in the study. The data were collected through observation, interviews, and document analysis techniques. The raw data from these sources were analyzed through descriptive and content analysis. According to the findings, the students' foreign language learning process consists of categories such as affective characteristics, process, sources of difficulties, peer influence, media usage, advantages and disadvantages, strategies, and recommendations. The research concludes that when the affective domain objectives of language education are initiated, plans are made according to students' interests and needs, content is simplified, and appropriate strategies are determined, the learning process can take place. It is recommended that teachers be trained in this field to make these adjustments.

Cited as APA: Erol, A., & Gündoğdu, K. (2023). Foreign language learning processes of middle school students with specific learning difficulties. *International Journal of Current Approaches in Language, Education and Social Sciences (CALESS)*, 5(2), 80-109.

1. Introduction

The learning process varies at different rates for each student. In the Regulation on Special Education Services, a student requiring special education is defined as those who, for various reasons, significantly deviate from their peers in terms of student's characteristics and educational competencies (MEB, 2004). When students with slow learning processes, the concept of 'specific learning difficulty' is encountered (Özen, 2011). Specific learning difficulty is defined as a disruption in one or more of the basic psychological processes, manifesting itself in difficulties with the oral or written use of language, such as reading, writing, spelling, listening, thinking, speaking, or

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performing mathematical calculations (Akçin, 2009). Specific learning difficulty does not necessarily imply a problem related to intelligence, mind or behavior (MEGEP, 2007). Instead, it is seen as a deficiency in using the mind rather than a cognitive impairment (Deniz, Yorgancı & Özyeşil, 2009; MEGEP, 2007).

Students with specific learning difficulties do not necessarily have intellectual impairments, but they may experience challenges such as short attention spans and difficulties in language development and expression (Korkmazlar, 1999). These students learn the rules that guide social-cultural relationships, what printed material is, and how letters represent sounds. However, they may not know how to participate in classroom discussions, to use language outside of social contexts or to talk about language and focus on language (metalinguistic skills) (Bırol and Aksoy Zor, 2018).

Schwarz (1997) states that the difficulties students with specific learning difficulties face in language learning, especially when it comes to learning a second language, stem from a fear of failure and making mistakes, a lack of sufficient effort and motivation, and weaknesses in language learning experiences or skills. According to Schwarz, there are two challenges in teaching a second language to these students. First, schools rarely allocate a section or class for these students. Second, finding educated teachers to teach a second language to these students is a challenge. Possible factors affecting students with specific learning difficulties in learning a foreign language can be cognitive, visual, perceptual, linguistic, emotional, physical, educational, social, cultural, and economic factors (Gunning, 2006). These factors can differently shape language learning processes from other educational environments.

Many students with specific learning difficulties receive inclusive education in mainstream classrooms, where they are to be responsible for the same environment and educational programs like Turkish, mathematics, science and technology, and foreign languages. For inclusion to be successful, it is necessary to determine the level of the student in different disciplines, set appropriate goals for their level, provide individualized instruction for the achievement of these goals, and ensure the provision of special tools and support from special education professionals (Çulha, 2010). Even if individualized programs (Individualized Education Plan-IEP) are prepared for them, these students may still struggle to comprehend certain subjects. Providing equal educational opportunities for students in inclusive environments with their peers is a requirement of human rights (Efe, 2011). However, the ineffective structuring of these processes and the integration of all students into the same program can disadvantage them. Additionally, there are situations where parents of students, who cannot participate sufficiently in foreign language classes, request exemptions

(Yurttabir, 2019). In this process, teachers face challenges in terms of teaching and assessment materials, students face challenges in terms of learning, and researchers face challenges in terms of resources (Efe, 2011). Therefore, there is a need for further research on the subject.

To be more effective in their foreign language lessons, it is necessary to first identify the difficulties they face in this discipline (Efe, 2011). The impression that students with specific learning difficulties do not need to learn a foreign language is intended to be overcome by detailed descriptions of how students' learning processes. Therefore, describing the foreign language learning processes of students is important in this research. While research on various disciplines is frequently encountered in the literature, studies on foreign language instruction for students with specific learning difficulties are limited in both international and national literature. It is believed that this research, aiming to depict the foreign language learning processes of students with specific learning difficulties, will contribute to the literature, teachers, and researchers in terms of the views and suggestions of teachers and students in this process.

The research seeks to answer the question, "How do middle school students with specific learning difficulties learn a foreign language?". Based on this research question, the following sub-questions are included:

1. How do students with specific learning difficulties conceptualize the foreign language?
2. What are the views of English language teachers on how students with specific learning difficulties learn a foreign language?
3. What are the views of other language teachers on how students with specific learning difficulties learn a foreign language?
4. What are the views of specialists (special education, school psychological counselor) on students with specific learning difficulties learn a foreign language?

2. Method

In this research, the aim is to examine how students with specific learning difficulties learn a foreign language. These students were focused on a middle school located in a city center in the Aegean region. In this research, as one of the qualitative research designs, the case study was used. The case study is defined as a research method that focuses on 'how' and 'why' questions to understand a connected system formed by a certain individual or class in its natural environment (Jaeger, 1988) and is used when there is little or no control over events (Yin, 2014). This qualitative case study

(Creswell, 2018; Yıldırım & Şimşek, 2021), which is conducted to obtain in-depth information through multiple data collection and to create an opportunity to examine an uncontrollable event in depth, is a single embedded case study (Yin, 2014). In this context, the research aims to observe and investigate, without intervention, the natural progression of students with specific learning difficulties in the school environment and to define how the foreign language learning processes. This aim has laid the groundwork for selecting a case study design as the research method. Single embedded case design is a research design in which there are two or more substrates or units within a single case (Yıldırım & Şimşek, 2021). In the research, the case study design was used and the process experienced by students with specific learning difficulties in foreign language lessons was considered as a single case. The unit of analysis is a middle school and the students are substratified to study in the fifth, sixth, and eighth grades.

2.1. Research Context (Case)

The research was conducted in a public school in a city center in Aegean region. The school is a four-story building with 20 classrooms and approximately 420 students. The ground floor of the building was reserved for fifth-grade classrooms, a heating room, and a canteen. On the first floor, there is a deputy principal's room, teachers' room, special education class, eighth-grade classrooms, and teachers' toilets; on the second floor, there is a psychological counselor's room, computer laboratory, science laboratory, seventh-grade classrooms, and girls' toilets; and on the third floor, there is a principal's room, library, prayer room, sixth-grade classrooms, and boys' toilets. In the school garden, there is a single-story dining hall and a multi-purpose hall, a carpeted field, a few benches, tables, gazebos, and newly planted trees.

All processes related to the school are conducted through collaboration among all stakeholders. Administrators seek teachers' opinions and suggestions during all processes. Communication is mostly in the form of face-to-face meetings. The school's official website and corporate e-mail address are actively used. Services are presented transparently and easily accessible to all stakeholders. Parents are actively involved in educational activities as much as possible. The school provides 15 students with special education needs ranging from autism, mental deficiency, language and speech difficulties. The most intensive group is special learning disabilities with five students. Two of these students are in the fifth grade, two in the sixth grade, and one in the eighth grade. There are no students with special learning difficulties in the seventh grade.

2.2. Participants

The participants of the research consisted of five students (St) with special learning difficulties, three foreign language (English) teachers (ET), five Turkish language teachers (TT), and a school psychological counselor (PC) studying in a middle school in the 2022-2023 academic year. In addition, two special education teachers of the school who are experts in the field of special education are also among the participants of this research group. The characteristics of the participants are shown in Table 1.

Table 1. *Characteristics of Participants*

<i>Participant Codes</i>	<i>Gender</i>	<i>Age</i>	<i>Grade</i>
St1	Female	10	5th grade
St2	Male	10	5th grade
St3	Male	11	6th grade
St4	Male	11	6th grade
St5	Male	13	8th grade
<i>Experience (Year)</i>			
TT1	Male	42	18 (Master Teacher)
TT2	Male	34	9
TT3	Female	39	16 (Master Teacher)
TT4	Female	36	15 (Master Teacher)
TT5	Female	35	12 (Master Teacher)
ET1	Female	47	24 (Master Teacher)
ET2	Female	38	17 (Master Teacher)
ET3	Male	38	17 (Master Teacher)
PC	Female	38	17
SE1	Male	29	8
SE2	Female	25	4

In the research, participants were determined by purposive (criterion) sampling method. Purposive sampling is a sampling method that allows in-depth study in cases where it is thought to have rich information (Patton, 1987) and includes a series of criteria determined before the research (Yıldırım & Şimşek, 2021). In the study, since the school where the first author works was accessible and the criterion was appropriate, the convenience sampling technique was used under the purposeful sampling. In this type of sampling, the researchers gather data for the study from individuals or objects close to them to prevent loss of time, money and workforce (Aziz, 2013). The criteria determined for the participants in this research were that the students were diagnosed with specific learning difficulties, that these students were subjected to English education, that they were language teachers and psychological counsellor who taught the students, and that they were field experts.

2.3. Data Collection Tools

In the research, observation, interview, and documents were used as qualitative data collection methods. Semi-structured interview forms were used as a data collection tool in the interviews. These forms were prepared in line with the research questions, after ensuring that the questions of each group were parallel. Seven questions for teachers and students and eight questions for field experts were posed to describe students' language learning processes. Close-ended questions were avoided, and when necessary, probes were used to obtain in-depth information. Thus, a confirmation mechanism was provided within different participant groups.

After generating the form, expert opinions were obtained from a lecturer in the Department of Curriculum and Instruction at a state university and two language teachers for language comprehensibility. Afterward, pilot interviews were conducted with three teachers and one student using a voice recorder. As a result of the pilot interview, the suitability of the form was tested and it was decided to use it in the actual interviews without changing it. In the observation part, a participant observer form was prepared and the related students were generally observed informally by the researchers in in-class and out-of-class environments.

2.4. Data Collection Process

The researchers personally visited the school, informed the school administration about the purpose and content of the research, and requested an interview. Volunteer participants were asked when they were available and an appointment was requested. In addition, permission was obtained from each participant for the voice recorder to record the data completely. The research was carried out in the form of one-to-one question-answer with the participants in a semi-structured interview form. Each participant was asked in the same order. Interview questions were asked in order. Non-directive explanations were made in line with the participants' requests.

When the interview was impeded, a break was taken, and the audio recording device was turned off. When these circumstances disappeared, the interview was continued. The interviews were conducted between 01.11.2022-01.01.2023 and lasted between fifteen and twenty minutes. The participants were given a number according to the chronological order of the interviews, and these numbers became the code names of the participants (St1, ET1, TT1, PC, SE1...). Interviews were conducted in suitable classrooms or rooms. In addition, the non-verbal messages of the participants were recorded as notes. In the observation phase, the relevant students were observed in in-

class and out-of-class environments through the participant observation form. Notes were kept by the researchers during the observations.

2.5. Data Analyses

The data from the interviews and observation forms were transcribed in a Microsoft Office environment in a short time. Observation notes and existing situations were analysed by inductive descriptive analysis; interview data and new situations that emerged were analysed by inductive content analysis. During the data analysis and interpretation, firstly, open coding was performed and thus the meanings hidden in the documents were made more understandable (Strauss & Corbin, 1998). Then, thematic coding was performed. The data were sometimes coded as words and sometimes as word groups. Based on the research questions, the conceptual framework of the research, and the dimensions of the interviews, it was determined under which themes the data would be organised and presented. Then, the findings were described and interpreted with a systematic approach to reveal the meaningful relationships between the previously developed and coded categories and to reach some causal and explanatory conclusions, supported by direct quotations where necessary.

2.6. Trustworthiness and Repeatability

The replicability of the research is related to the concept of reliability (Baltacı, 2019). Triangulation is among the approaches used to increase reliability in qualitative studies (Yıldırım & Şimşek, 2021). Triangulation is used by collecting information from different people and sources (Maxwell, 2018). In this context, it was aimed to increase the reliability of the research by using the interview technique with teachers and students in different branches and the observation technique in the school environment.

Guba and Lincoln (1982) identified four main criteria for trustworthiness: credibility, transferability, dependability, and confirmability. In terms of credibility, attention was paid to whether the themes and sub-codes formed a whole. Interview and observation forms were prepared by analysing the literature and finalised with expert opinions. In terms of transferability, attention was paid to whether the themes form a whole among themselves. The research design, research group, data collection tools, data collection process, data analysis, and interpretation were explained in detail. In terms of credibility, theme, and code analyses were made by taking the opinion of an expert at the points of data collection and analysis and reaching the results. Thus, it was aimed to increase the acceptability of the research. In terms of confirmability, the participants,

social environment, and processes were clearly defined, detailed explanations were made about data collection and analysis, and raw data (audio recording files, transcribed Word documents) were kept so that they could be examined by other researchers.

2.7. Research Ethics and Role of the Researcher

All processes of this research were carried out under the supervision of the second author. All processes of this research were carried out under the supervision of the second author and the first author has the equal contribution to the preparation of the manuscript as the first author. The first author has nine years of teaching experience and has been teaching students at various levels, grades, and with various types of special needs since the first day she started teaching. The first author is teaching at the school where this research was conducted. For this reason, other students and teachers did not feel alienated throughout the research because she had a good command of the school climate. Official permission and ethical approval were granted before the research process begin. A voluntary consent form was also signed by all participants. The researcher is responsible for conducting, analysing, and interpreting the whole process without interfering with the natural process. In the research, the researcher conducted interviews and observations. The observations were carried out in the role of participant observer. It is known by the groups that the researcher made observations.

3. Findings

In this section, findings related to data obtained through qualitative data collection methods are presented in an integrated. The findings are presented in line with the the research questions.

3.1. Conceptualization of Foreign Language by Students with Specific Learning Difficulties

The process of students' learning a foreign language was defined using the theme of 'affective characteristics in learning'. The metaphors created by students about learning a foreign language reveal the category of 'colors'. While two students liked the process of learning a foreign language to 'blue', the codes 'yellow', 'black', and 'white' are each expressed once. That each student chooses a different color indicates personal differences. Additionally, the presence of similar colors suggests that, like a Venn diagram, in environments where students come together, there may be intersecting points, while in discrete points, there may be unique differences.

A category of 'responses' related to students' foreign language learning processes was identified. These responses were coded as 'cognitive responses' (f=3), 'affective responses' (f=3), and 'socio-cultural responses' (f=2). Sub-codes for cognitive responses included 'new learning' for two students and 'speaking like a foreigner' for a student. In the sub-codes for affective responses, the code 'excited' appeared twice, while 'good' and 'different' were each expressed once. Sub-codes for socio-cultural responses included 'understanding with other countries' and 'responding in English', each once. This finding indicates that students have different perspectives in the process of learning a foreign language. The identification of cognitive awareness and positive attitudes in the foreign language acquisition process highlights the importance of learning goals in the affective learning domain. Within these categories, learning a foreign language for students with learning difficulties can be defined as a structure encompassing cognitive, affective, and socio-cultural domains.

When defining the process of students' learning a foreign language, the theme of the 'learning process' was utilized. The learning process was categorized into 'difficulties' and 'competencies'. Difficulties were coded as 'speaking' (f=5), 'writing' (f=3), 'listening' (f=3), 'books' (f=3), 'vocabulary' (f=2), 'reading' (f=2), and 'teacher'. Competencies in the learning process included the code 'listening' twice, while 'books', 'vocabulary', and 'grammar' codes were mentioned once each. The foreign language learning process, being a multidimensional structure, includes both factors that complicate and facilitate the process. While students emphasized speaking problems the most, they felt competent in listening. St3 expressed speaking difficulties "I struggle when the teacher asks us to answer in English. Speaking English is difficult." During classroom observations, it was observed that students often responded to written or oral questions in English with Turkish answers. St4 mentioned writing difficulties "I struggle when writing in English. I can write one by one for homework or when copying from the book and the board to the notebook. I can't write fast. I write slowly for it to be neat." Observations revealed that the English language teacher helped St4 by going to their side and coding the letters to write words on the board. Despite English language teachers preparing individualized plans for students, it was observed that, aside from instant assistance during the lesson, they did not provide suitable content or activities for the students' levels. The same content and materials were used for all students in the class. Therefore, the difficulty students face in speaking may be explained by educational situations that are above the students' levels. Students may need content broken down into smaller units. Especially in a class with two students with specific learning difficulties, it was observed that teachers

could not provide enough attention to these two students. Therefore, students who do not receive the necessary attention and feedback may struggle in some areas.

When defining the process of students' learning a foreign language, the theme of the 'sources of learning difficulties' was utilized. The sources of difficulties were categorized as 'classroom environment' (f=3), 'lack of effort', 'writing in a foreign language', 'speaking in a foreign language' and 'listening in a foreign language'. Among the difficulties defined as the classroom environment, noise and sound in the classroom were emphasized the most. During observations, it was found that the noise inside the classroom increased from eighth grade to fifth grade. In this case, as the critical age approaches, the increase in negativity in the learning environment can permanently affect the learning process negatively. In a crowded and noisy classroom, the student's need for the teacher increases, while the time the teacher can allocate to each student decreases.

When defining the process of students' learning a foreign language, the theme of 'peer influence' was utilized. In this theme, the category of 'working together' was encountered twice. St3 explained this situation with the statement "My friends help me. We study for exams together with Emre.". It is interesting to note that, especially when students think of peer influence, the first thing that comes to their minds is the absence of peer bullying. This is intriguing because teasing behaviors were observed during observations. However, students believing that they receive help from their friends despite such situations can be explained by their separate evaluations of their friends' behaviors in class and during breaks. In addition, stating positive words for their friends in the English language class despite negative memories may indicate that students have positive attitudes in the English language class. Moreover, this finding can be a sign of their effort in their studies.

When defining the process of students' learning a foreign language, the theme of 'media usage' was utilized. This theme included the categories of 'tools', 'purposes', and 'impact' each once. Media tools included the codes 'internet', 'phone', and 'computer' each once. For media purposes, codes such as 'music', 'timed study', 'educational game', and 'learning' were encountered once each. In the effects of media, only the code 'benefit' was created. The controlled and purposeful use of media elements and their potential benefits are interpreted through the statement of St3:

I can learn something I don't understand from the internet. When I didn't know any English, and didn't even know how to write, my mom taught me a song. In the evenings, we put on headphones. We find the song. We stay like that for a long time. We listen until it finishes. For

an hour. It's similar to what we hear from the smart board. At the same time, it makes me write. I fill in the blanks. I check on Google or YouTube by opening it.

When describing the process of foreign language learning for students, the theme of 'advantages and disadvantages' was utilized. This theme was divided into categories of 'advantages' (f=4) and 'disadvantages'. The advantages category was coded as 'support education lessons' (f=2), 'games' and 'numbers'. The disadvantages category was coded as 'exams'. Among the advantages frequently mentioned for the learning process, support education lessons stood out. Particularly interesting is the finding that these students, often defined as disadvantaged by educators, mostly describe themselves as advantageous. Additionally, the students observed to be taken to support education in the foreign language course view this educational activity as an advantage, which can be explained by the opportunity to receive one-on-one education and attention from the teacher. It has been observed that in these lessons, the teacher is engaged with the student's daily life and problems related to both daily life and lessons.

St3 explained this situation "My one-on-one lessons are going better. The questions are different. The teacher explains half of what we do in the class.". In this context, it can be said that presenting content in a reduced or modified form has a positive effect on the student. Thus, the importance of implementing IEPs in a separate environment for students that cannot be applied in the classroom is emphasized. Additionally, it can be said that it is beneficial for students to receive education separately from the classroom environment. At this point, it can be considered that the student did not receive the expected attention from the teacher during the inclusion education, which may have led to the preference for individual lessons.

When describing the foreign language learning process, the theme of 'learning strategies' was utilized. In learning strategies, one of the categories 'resources', 'note-taking', and 'listening in class' was found. St3 mentioned the learning strategies "I look at my mom's old notebooks. I write them down in my notebook. We learn better if we listen to the lesson." In this regard, when determining learning strategies, it can be said that personal characteristics are as influential as the environment. Moreover, it can be interpreted that students are open to defining and applying strategies.

3.2. Views of English Language Teachers On How Students With Specific Learning Difficulties Learn a Foreign Language

The theme of 'affective characteristics in learning' was established based on the views of English language teachers when defining students' foreign language learning

processes. This theme was divided into two categories 'affective response' (f=3) and 'cognitive response'. In the affective response category, codes such as 'happy', 'unhappy', 'pessimistic', 'sad', 'lack of enthusiasm', and 'lack of curiosity' each appeared once. In the cognitive response category, the codes 'lack of effort' and 'unwillingness to learn' were obtained once each. It was observed that teachers perceive students' positive and negative behaviors more in affective areas. Additionally, during observations, students were found to experience different emotional states in various lesson contents, and on some days, the same students exhibited positive attitudes, while on other days, they displayed negative attitudes. In the context of affective learning, it can be said that initiating the learning process with attention and interest is crucial. The importance of addressing students personally and diversifying content is highlighted by ET1's "If we use methods that are easy, fun, songs, drawings, and games according to their level, they are happy. But when we use methods like grammar-based, explaining grammar rules, listening, writing for all students, they struggle and become unhappy."

According to the views of teachers, the theme of 'learning process' was established when defining students' foreign language learning processes. This theme was examined in the categories of 'difficulties' (f=3) and 'competencies'. The difficulties category of the learning process included codes such as 'lesson' (f=3), 'resource' and 'teacher'. The 'lesson' code consisted of sub-codes such as 'grammar', 'reading', 'writing', 'vocabulary', and 'speaking' each once. The 'resource' code consisted of the sub-code 'no book'. The 'teacher' code consisted only of the sub-code 'method'. In the competencies category, the 'lesson' and 'student' codes appeared once each. The 'lesson' code consisted of sub-codes such as 'listening' (f=2), 'grammar', 'speaking' and 'writing'. According to teachers, students feel most competent in listening, which aligns with the students' views mentioned in the previous section, where they feel competent in listening. Moreover, the presence of responses from students during listening activities observed in class strengthens this finding. Competencies in listening can be explained by the natural process of language acquisition, where listening, speaking, reading, and writing occur sequentially. Thus, students being in the initial step of language acquisition, which is the listening stage, may explain why they struggle in other stages and cannot progress in the language acquisition process.

According to the views of teachers, the theme of 'sources of learning difficulties' was utilized when defining students' foreign language learning processes. In this theme, the categories of 'teacher' and 'student' were encountered once each. The 'teacher' category was coded only as 'method' while the 'student' category was coded only as

'mind'. Teachers pointing to themselves as the source of difficulties was explained by ET2 "...first of all, some training should be provided to teachers on how to use methods in special learning difficulties, how to approach students. Because none of us received any training for this during university.". This finding emphasizes the importance of pre-service education for teachers. ET3's statement "We are trying to help them with a few things we researched on our efforts only," supports this view. In line with these statements, it can be said that the focal point of learning difficulties is centered around teacher education.

According to the views of teachers, the theme of 'peer influence' was utilized when defining students' foreign language learning processes. This theme was constructed from the categories of 'support' (f=2), 'peer bullying' (f=2), 'student' (f=2) and 'effect' (f=2). In the 'support' category, the codes 'collaboration' (f=2) and 'working together' (f=2) were. The 'peer bullying' category included the code 'teasing' (f=2). Under the 'student' category, the codes 'inadequacy' (f=2) and 'participation' were obtained. In the 'effect' category, the codes 'negative', 'withdrawal', and 'enjoyable' each appeared once. Similar to the students' views, support and collaboration stood out in the teachers' perspectives as well. ET3 emphasizes the dimensions of support and collaboration "In the classes I attend, those with learning difficulties try to help other friends. They try to assist when I give activities related to English. In other words, they help.". In this context, it can be said that group activities are beneficial in the learning process. Teachers also mentioned that there are minimal instances of peer bullying behaviors. This corresponds to the researcher's observation of teasing and mocking behaviors in classroom and hallway settings. The negative behaviors of students can be explained by the behaviors they acquire from their environment.

According to the views of teachers, the theme of 'media usage' was used when defining students' foreign language learning processes. This theme was divided into the categories of 'tools' (f=2), 'objectives' (f=3), 'effect' (f=2) and 'process' (f=2). In the 'tools' category, the codes 'internet' and 'smartboard' each appeared once. The 'objectives' category included the codes 'language acquisition', 'drawing', 'music', and 'non-educational game' each once. The 'media usage process' category was constructed from the codes 'controlled' (f=2) and 'according to the student's interest'. In the 'effect' category, the codes 'comfortable', 'appropriate', 'positive', 'negative', and 'beneficial' each appeared once. Various media elements can be used as different tools in language teaching. However, the emphasis on directing the process is mostly evident with the prominence of the controlled code. It can be said that students should not be left alone in media environments.

According to the views of teachers, the theme of 'advantages and disadvantages' was utilized when defining students' foreign language learning processes. This theme was examined in the 'disadvantages' (f=3) category. The disadvantages were divided into the codes 'teacher' (f=2) and 'student'. The teacher code is the most observed, with teachers pointing out that they do not have sufficient knowledge about the subject but are trying their best. ET3 states:

If there is a well-equipped teacher, that is the biggest advantage. But, as teachers, have we received such training? We have not received training specifically for students with special learning difficulties. We are just trying to help them with a few things we have researched on our own. I believe a good teacher is a great advantage for them.

This finding can be explained by the shortcomings in teacher education and professional development.

According to teachers' views, the theme of 'learning strategies' was utilized to describe students' foreign language learning processes. This theme was categorized into 'strategies' (f=2) and 'recommendations' (f=2). In the 'strategies' category, 'auditory techniques', 'visual techniques', and 'simplification' were each coded once. The 'recommendations' category was coded only as 'teacher' and 'student.' Under the 'teacher' code, 'education' sub-codes were mentioned, and under the 'student' code, 'memorizing words' sub-codes were mentioned once. ET1 explained the simplification strategy "They try to simplify everything. They don't write long things. They have found their methods, shortening everything. They focus on the simplest things in books or materials.". In this context, it can be said that students are still at the lower levels of cognitive learning goals. Simplifying and reducing content or activities in programs and books by teachers to facilitate students' learning processes could be a way to increase learning. Additionally, the suggestion that visual and auditory strategies could be beneficial was derived from the statement of ET2:

I have a student who learns the most by memorizing songs and drawing pictures. ... I make sure to have him draw pictures for at least 10 minutes in every lesson. He memorized almost all building names in English by drawing pictures with arrows, and he repeats them every day. Also, the song is memorable.

3.3. Views of Other Language Teachers on How Students with Specific Learning Difficulties Learn a Foreign Language

According to the views of Turkish language teachers, the theme of 'affective characteristics in learning' was established to describe students' language learning processes. This theme was examined under the category of 'affective reactions' (f=3). Within the 'affective reactions' category, the codes 'inadequacy' (f=3), 'bad' (f=3), and

'impairment' were obtained. At this point, teachers' views were mostly reflected in feelings of inadequacy and negativity. It has been previously expressed that positive and negative feelings can be present in the process of learning a foreign language. However, the absence of positive feelings in the context of native language learning is noteworthy. This finding can be explained by the fact that students in foreign language classes are more supported visually and auditorily, attracting their interest. Therefore, it can be assumed that students approach learning a foreign language with more positive effects compared to learning their native language. TT1 explained feelings of inadequacy and impairment as follows:

...Students feel bad about themselves when learning a language. Because learning a language is like a barrier in front of students with learning difficulties. Since they already struggle to express themselves and have difficulty in other subjects, language instruction is seen as a higher-level challenge for them. Therefore, language learning appears as an insurmountable barrier for them.

Although there may be insurmountable barriers to learning the native language, this situation is not considered an obstacle to learning a foreign language according to the views of English language teachers. Additionally, during observations, it was noted that Turkish language lessons progress more with a reliance on textbooks, while English language lessons involve various tools such as presentations, visuals, and music. The differences can be explained by the methods and approaches chosen by teachers.

According to the teachers' views, the theme 'learning process' was used to define students' language learning processes. This theme was examined in the categories of 'difficulties' (f=3) and 'competencies'. The difficulties category was divided into 'lesson' (f=3), 'student' (f=2), 'teacher', 'method', 'classroom environment', 'content', and 'source' codes. The classroom environment code was divided into 'exclusion', 'shyness', and 'discomfort' sub-codes. The lesson code consisted of 'reading' (f=2), 'understanding' (f=2), 'writing' (f=2), 'grammar' (f=2), 'vocabulary', 'listening', 'speaking' and 'content' sub-codes. The content sub-code included 'abstract concepts' and the understanding sub-code included 'implicit meanings'. In the student code, the sub-code 'level appropriateness' was obtained. In the competencies category, 'lesson' (f=2) and 'teacher' codes were found. In the lesson code, 'speaking' (f=2), 'reading', and 'understanding' sub-codes were discussed. The speaking sub-code consisted of 'simple language' and 'self-expression' sub-codes. The teacher code was formed from the sub-code 'method', and the method sub-code included 'eye contact'.

Competencies in speaking stand out in learning the native language. Students who come home having learned their native language to a certain level may have progressed from listening to speaking in the natural language acquisition process. The differentiation of this skill, sometimes seen as easy and sometimes as difficult, can be explained by dimensions such as teacher, method, and content. Considering the different perspectives on the process and the methods applied by different teachers, different reactions may have been received from students in similar situations. TT2 explained the teacher and method codes "Making eye contact with them also helps them understand better.". In other words, using gestures and facial expressions during the presentation of lesson content can be effective in achieving the goal.

TT1 expressed difficulties related to understanding "The grammar topic in our language might seem a bit abstract to them. They can understand sentences, but they might struggle to understand sentences with more implicit meanings." and "They can forget what they're doing when reading long paragraph questions, and they can disconnect from the meaning. They understand shorter paragraphs, shorter sentences, and clear sentences.". It was observed that students had difficulty perceiving long units in terms of language, text, and sentences. As the Turkish language teacher mentioned, using shorter units can contribute to a better understanding of language learning processes. In this context, it can be said that effective results can be achieved by using simplification strategies in language learning processes. Additionally, since daily language, which is used in the process of learning the native language, is more intense compared to foreign language content, it can be said that the learning process of foreign languages, which remains at a more basic level, can be easier, more enjoyable, and understandable.

According to the teachers' views, the theme 'sources of learning difficulties' was used to define language learning processes. This theme was divided into the categories of 'source' (f=2), 'classroom environment' (f=2), 'teacher' (f=2) and 'lesson'. The source category was created from the codes 'book' (f=2) and 'text'. The classroom environment category was divided into the codes 'teasing' and 'shyness'. The teacher category was divided into the codes 'method' (f=2), 'experience', and 'time management'. It can be said that there are problems at the basic level based on sources, classroom environment, and teachers in the process of learning the native language. TT2 expressed the source problem "I think books and texts are already heavy for them. Books can be special for them, simpler at a lower level. Also, they need to be separated from the class.". This situation can be explained by the lack of special classrooms and materials for students, making the process more challenging. TT1 stated the shyness

situation “Students with reading difficulties don't want to read in class. They can say things like 'Teacher, I can't read, I struggle. Can I not read?’. In this context, it can be said that activities do not relax the environment, students do not see each other as a team, and the principle of individualization in teaching methods is not adhered to. Additionally, it can be said that IEP is not followed.

According to the teachers' views, the theme 'peer influence' was used to define language learning processes. This theme was created from the categories of 'peer bullying' (f=3), 'impact' (f=3), 'support' (f=2), and 'student'. The support category was created from the codes 'helping each other' (f=2) and 'working together'. The peer bullying category was created from the codes 'teasing' (f=3) and 'humiliation'. The student category was created from the code 'awareness'. The impact category was created from the codes 'shyness' (f=2), 'negative', 'positive', 'introversion', 'positive', 'negative', 'fear' and 'shame'. TT2 exemplified support and cooperation “They can help each other. They can explain questions and words they don't understand in exams. It's a good side for their friends to help them. It's also a good side for those with learning difficulties. They like this interaction; group work is nice for them.”. In this context, it can be said that including group work in learning activities is beneficial.

TT1 expressed peer bullying “Laughing at them or looking down on them when they have difficulty reading or making fun of them, in short, peer bullying is effective.”. In this context, it can be considered that peer bullying in the native language course may be more specific, as other students are more knowledgeable about the subject. Because the foreign language course is not a new situation for all students in general, teasing behaviors may be less common as all students' disadvantage each other.

According to the teachers' views, the theme 'media usage' was used to define language learning processes. This theme was divided into three categories: 'tools' (f=2), 'purposes' (f=2), and 'effect' (f=3). In the tools category, the codes 'social media', 'computer', 'internet', and 'television' were accessed once. Purposes were divided into the codes 'language learning' (f=2), 'educational games', and 'learning words'. The effect was created from the codes 'negative' (f=3), 'effective', 'decrease in reading and writing', 'attention deficit', 'fun', 'easy', 'good', and 'positive'. TT1 explained the negative effects of the media “Because students do not use the media consciously; the videos negatively affect them in terms of language learning. Because few platforms speak by grammar rules or apply grammar rules perfectly. These cannot be supervised.”. TT3 stated the negative effects of the media “Students who are too interested in social media experience an increase in learning difficulties. The reading

and writing rate decreases, and it causes attention deficit.”; and the positive effects “By watching videos related to learning languages from the computer, internet, and social media, playing games, they can develop themselves more easily, more fun, and more efficiently.”. TT2 mentioned the positive effects of television “Actually, television has positive sides. For those whose vocabulary is limited in normal life, positive words, of course, can be obtained from television.”. In this regard, it can be said that the purposeful use of media elements provides the opportunity for students to experience situations they would not experience in real life. Students can have new achievements. However, at this point, mentioning negative sides alongside positive sides reminds of the controlled code mentioned in previous findings.

According to the teachers' views, the theme 'advantages and disadvantages' was used to define language learning processes. This theme was examined in the categories of 'advantages' and 'disadvantages' (f=3). The advantages category included the codes 'exams' and 'success'. The disadvantages category included the codes 'understanding' (f=2), 'reading' (f=2), 'writing' (f=2), 'grammar', 'analysis', 'hindrance to foreign language' and 'inability to learn'. It was observed that students who received different disciplinary training in different disciplines in support education courses took exams prepared specifically for their levels at the end of these processes, entering the exams that other students took, as observed in the support education lessons. TT2 explained the possible negative effect of not being sufficient in the native language on foreign language learning “If they did not understand the ways sentences are structured in Turkish... I think it has an impact on other languages to that extent. The better they know Turkish, the more parallel their English or foreign language goes...”. In this regard, a perspective focusing on similarities in language learning processes has been developed. However, previous findings indicate that interest and success in foreign languages can occur independently of this situation.

According to the teachers' views, the theme 'learning strategies' was used to define language learning processes. This theme was divided into two categories 'strategies' and 'recommendations' (f=3). The strategies category was coded as 'learning strategy'. The subcode of the learning strategy code was 'oral reading'. The recommendations category was coded as 'learning strategy' (f=2) and 'teaching strategy' (f=2). Learning strategies were created from the subcodes 'oral reading', 'silent reading', 'reading with eyes', 'repeating new words', 'using in sentences', 'paragraph writing', 'separating by colors', 'coding from initials' and 'learning by doing'. Teaching strategies included the subcodes 'teaching with games', 'teaching by hinting', and 'teaching according to the student'. TT1 expressed her recommendation for teaching strategy “I think language

teaching can be given to students with learning difficulties in a light, suggestive, and very small amount.". It can be explained that simplifying the content and using different strategies facilitate learning.

3.4. Views of Specialists on on How Students with Specific Learning Difficulties Learn a Foreign Language

According to the views of school psychological counselor and special education teachers, the theme of 'affective characteristics in learning' was created when defining students' native language and foreign language learning processes. This theme was examined under the categories of 'affective responses' (f=3) and 'cognitive responses'. In the affective responses category, the codes 'inadequacy' (f=2), 'anxiety' (f=2), 'unreadiness', 'bad mood', 'silence', and 'pressure' were included. SE1 expressed the feeling of anxiety in the learning process "Students with learning difficulties feel anxious because they don't know what they will encounter when they move on to a new topic.". PC expressed, "The situation is the same when learning a foreign language. They feel inadequate. Since they already have difficulty learning Turkish, we can say the same for foreign languages.". SE2 described what students feel "They are in a bad mood because of the lack of grammar and the confrontation with external factors such as their peers progressing faster. We can see feelings of inadequacy, and pressure. We can encounter crying or silence in students.". According to the teachers, while this process is generally defined negatively, in some cases, it has been interpreted as impossible. However, it can be said that special education teachers interpret this situation differently due to spending more time with students who have higher learning needs.

According to the teachers' views, the theme of 'learning process' was created when defining students' language learning processes. The learning process was examined under the categories of 'difficulties' (f=3) and 'competencies'. The difficulties in the learning process were coded as 'lesson' (f=2) and 'student' (f=2). The lesson code was created from the subcodes 'grammar' (f=2), 'writing' (f=2), 'vocabulary', and 'reading'. The student code consisted of the subcode "learning speed" (f=2). The comment that inclusive education may disadvantage students comes from the expression of PC, which includes difficulty and inadequacy codes:

Due to not progressing as fast as other students, they feel inadequate. Other students in their classes adapt to lessons more quickly since they do not have language or writing problems. They learn faster. Students with specific learning difficulties may feel inadequate because they deal with language problems, writing problems, and difficulty learning new topics all at once.

According to the teachers, the theme of 'sources of learning difficulties' was utilized to describe students' language learning processes. This theme resulted in categories such as 'classroom environment' (f=3), 'external factors' (f=2), 'teacher' (f=2), and 'student' (f=2). The category of classroom environment included only the code 'peer bullying'. The student category only resulted in the code 'individualization for the student'. In the teacher category, the codes 'expertise' (f=2) and 'method' (f=2) were reached. PC emphasized the need for collaboration and support between teachers and parents, stating that the process becomes easier when there is cooperation and awareness at both home and school. PC also pointed out that students with specific learning difficulties are not easily identifiable in the classroom environment unless disclosed, emphasizing the importance of raising awareness among teachers.

Additionally, when exploring the students' language learning processes, the theme of 'peer influence' was utilized. This theme was constructed from the categories of 'support' (f=3) and 'impact' (f=3). In the support category, the codes 'peer interaction' (f=2) and 'motivation' (f=2) were obtained. In the impact category, the codes 'positive' (f=2), 'good' (f=2), and 'negative' (f=2) were obtained. PC explained this situation:

If the classroom is accepting and compassionate, if students are included in games during breaks, if they can participate in class activities, and if mistakes are not met with mockery, laughter, or negative comments, then students can progress. This highlights the potential negative impact of the environment and peer influence, regardless of well-prepared programs.

According to the teachers' views, the theme of 'media usage' was utilized to describe students' language learning processes. This theme was divided into three categories 'tools' (f=2), 'objectives' (f=3), and 'impact' (f=3). The tools category was formed by the codes 'social media' (f=2), 'tablet' (f=2) and 'television'. The objectives included codes such as 'practice' (f=2), 'repetition' (f=2), 'vocabulary learning', and 'opportunity in time'. The impact category consisted of codes such as 'negative', 'beneficial', and 'positive'. SE1 mentioned, "These devices can be useful because they provide a chance for continuous repetition. They offer the opportunity to practice anytime by watching.". On the other hand, PC expressed the negative effects of media elements, stating, "I don't think watching lessons or solving tests on tablets has any positive impact. I believe it significantly shortens students' attention spans... Afterward, they can't focus on books. If media tools are not used for education.". At this point, it can be suggested that the controlled and purposeful use of media elements for educational purposes, both in terms of duration and content, can be beneficial. Additionally, it can be interpreted that excessive use may lead to attention deficits.

Regarding the teachers' views on students' language learning processes, the theme of 'advantages and disadvantages' was used. This theme was examined in the categories of 'advantages' (f=2) and 'disadvantages' (f=3). The advantages category was coded with 'student' and 'teacher'. The student code included 'talent' and 'fast learning' as sub-codes. The disadvantages category was coded with 'student' (f=2). The student code was divided into sub-codes such as 'falling behind' (f=2), 'inadequacy' (f=2) and 'negative emotion' (f=2). PC explained the advantage situation as follows:

They overcome the process more easily if they encounter professionals. When we compare students with specific learning difficulties, the approach of the primary school teacher is crucial. If the primary school teacher approaches consciously, the student progresses easily... If there is an opportunity to receive individual support, which most of them have, and if they have a good teacher there, this can be an advantage for them. If they receive special education, and if the teacher there is good, it can be an advantage for them.

In this context, it can be stated that teachers' approaches are effective in learning. Furthermore, the necessity of adequate teacher training becomes prominent when an appropriate approach to students is considered. Additionally, the expression emphasizing the importance of support at an earlier age can be interpreted in connection with the critical age in language learning. Among the reasons for students generally being at a disadvantage in language learning are inadequate school and program opportunities, teacher inadequacies, and parental capabilities.

Teachers' views on students' language learning processes were defined through the theme of 'learning advice'. This theme was constructed from the categories of 'teacher' (f=2), 'student', and 'classroom environment'. The teacher category was coded with 'method' (f=2), which included sub-codes such as 'drawing attention' (f=2), 'different materials' (f=2), 'different activities' (f=2), 'getting to know the student' (f=2) and 'planning' (f=2). The student category was coded with 'learning pace' (f=2). The classroom environment category was coded as 'homogeneous class' (f=2), 'gradual class' and 'class size'. PC stated her advice on the learning process as follows:

If it can be taught without grammar, through activities such as theater, games, and dialogue, they learn much more quickly... Especially fifth-grade students. Because they have no prejudice in the fifth grade, they eagerly turn to the sixth, seventh, and eighth grades... When it is entirely focused on rules or grammar, students automatically distance themselves from the lesson and the foreign language... For them, games and fun activities should be organized, and even an extra different program should be arranged. Students with special learning difficulties should take foreign language classes in a separate group of 3-4 people. Short-term memory-enhancing activities can be especially beneficial.

SE2 expressed her advice on the learning process "They need to learn in classes and gradually approach their levels. With a specific number of students at their levels and a certain pace. I think special classes should be opened.". The teachers' recommendations appear to be directed towards addressing the issues encountered. The reason behind providing recommendations on programs and activities may lie in the ineffective implementation of the IEP, even though it is prepared. Furthermore, the perceived need for special classes may result from insufficient benefits provided by the integration of students into regular class levels.

4. Conclusion, Discussion and Suggestions

In this research, the foreign language learning process of students with specific learning difficulties was comprehensively examined based on the perspectives of teachers and students. The foreign language learning process of students was addressed through categories such as affective characteristics, process, sources of difficulties, peer influence, media usage, advantages and disadvantages, strategies, and recommendations.

Affective characteristics occurring in the foreign language learning process were examined in the categories of cognitive, affective, and socio-cultural reactions. The emergence of differences in the learning process due to personal variations was highlighted. It was observed that students have awareness, different perspectives, and attitudes in learning a foreign language. Generally, students have a positive attitude. According to the views of teachers, students have different affective characteristics in this process. It was determined that students had positive feelings in lessons prepared with content that was suitable for their interests and levels and was fun and easy. In this context, it was identified that initiating the foreign language learning process with affective domain objectives was necessary. Especially in lessons intensively, based on the book, like in native language education, students experienced negative emotions. Foreign language education, when conducted similarly to native language education, led to feelings of alienation and inadequacy. However, foreign language education, often supported with various materials, was found to be interesting. On the other hand, lessons in native language education conducted strictly based on the book became an insurmountable barrier. Akçamete's (2009) statement that the differences of students with special needs differentiate the education process supports this finding.

The foreign language learning process was examined in the categories of difficulties and competencies. According to student perspectives, the listening stage was generally considered sufficient, while the speaking stage was identified as a challenging area. Additionally, students were observed to struggle with the spelling

of words. In a study examining the written products of students with specific learning difficulties, Ceylan (2023) found that students with specific learning difficulties across all grade levels wrote less legibly. Lam et al. (2011) concluded that students with specific learning difficulties had larger handwriting and differences in letter size in their written products. These findings support the difficulties encountered by students in the foreign language learning process in the current research.

Based on the findings from students, inappropriate content not suitable for the level and interests of students was presented to all students in the same way. Students were observed to struggle and fall behind in the classroom due to the lack of content division, simplification, and inadequate attention from the teacher. According to teacher perspectives, the inclusion positions of students in the classroom put them in a difficult situation. Students fell behind because the same content was presented to everyone in the class. This situation indicated a lack of adherence to IEPs. Additionally, the absence of special books for students was defined as a difficulty. Foreign language education differs from native language education in that the content is basic, simpler, and more straightforward. Generally, the learning process in language education was found to be influenced by the methods and approaches used by the teacher, as well as the content. Besides simplifying content from long units to make it suitable for the level, gestures and even eye contact were found to positively impact students' learning processes. Furthermore, the study by Ürün, Ürün, and Doğan (2023) concluded that the ideal environment for providing education to students with specific learning difficulties was not presented to teachers. In Çetinkol's (2019) study on inclusion practices, teacher perspectives were negative, viewing this education as a means of socialization for the student without contributing academically.

The source of difficulties in the foreign language learning process, according to students, was the noise in the classroom. It was observed that in smaller classes, increased noise led to more negative interventions at the critical age of language learning. Consequently, it was concluded that permanent difficulties in language learning could occur. According to teacher perspectives, the failure to establish collaboration between teachers and parents, teachers not receiving the necessary training, the absence of special resources and materials, the lack of special classrooms, not acting according to the student, and non-adherence to IEPs were among the sources of difficulties. In a study by Birol and Aksoy Zor (2018), it was found that either no education was received or insufficient education was provided regarding students with specific learning difficulties during university education. Additionally, the biggest problem in IEP practices was found to be inadequate time and the inability to

allocate time to students due to crowded classes. Akçay (2014) stated that primary school teachers lacked any knowledge about students with learning difficulties and did not know how to apply any teaching method to these students. Mullikin et al.'s (2021) study revealed that teachers had conceptual misconceptions about the characteristics and diagnostic criteria of learning difficulties. Avcıoğlu (2012) expressed that necessary collaboration between education staff and families was not achieved at every stage of inclusive education. Avcıoğlu also found that individualized instruction-based materials for students with specific learning difficulties could not be developed and there were insufficient resources on how to prepare, implement, and evaluate these programs. These findings parallel the difficulty sources obtained in the current research.

According to students, in the foreign language learning process, peer influence is described as working together, supporting, and helping each other. According to teacher perspectives, support and collaboration, especially through group work, were observed. Positive effects were found when students accepted each other. However, on the contrary, due to environmental factors, students were observed to fear making mistakes, remain silent, cry, and experience peer bullying. Interestingly, despite experiencing peer bullying, students did not mention it in the interviews but rather described their friends in terms of cooperation and assistance. Students with specific learning difficulties tend to decrease when learning their native language compared to other students. Most students feel competent in their native language. Moreover, students with specific learning difficulties have more negative attitudes toward their native language. This situation may be explained by the fact that other students, being more proficient in the native language, realize they are at a better level than students with specific learning difficulties and, as a result, may engage in peer bullying.

In foreign language classes, the absence of peer bullying is attributed to the fact that all students are learning the language anew, and they cannot perceive the difference between each other's proficiency. Therefore, behaviors such as teasing and belittling are less likely among students. Birol and Aksoy Zor (2018) stated that students with specific learning difficulties could be exposed to peer bullying due to the influence of other students. Bayrakçı and Susam (2021) found that students with specific learning difficulties acted shyly when their communication with friends was weak. These findings support the results of the current research.

Regarding the use of media elements in the foreign language learning process, the prominent media tools included the internet, tablets, phones, computers, smartboards, social media, and television. The unanimous opinion of all participants is that media

elements can be beneficial when used consciously and under parental control, in a way that matches students' interests and levels for educational purposes. In some cases, providing experiences and content that students cannot experience in real life and offering the opportunity for repetition as much as they want were also considered beneficial. However, uncontrolled usage of media in terms of duration, content, and purpose, and even leaving students alone with this media, can lead to excessive use. Inappropriate grammatical structures in media content and the inclusion of unsuitable topics were found to distract attention and lead to incorrect learning. Additionally, excessive and uncontrolled use may result in decreased attention span, difficulty in focusing, and regression in learning. Çınar (2023) statistically demonstrated in their study that students with high screen exposure had lower language development compared to students with low exposure. Duch et al. (2013) found that screen exposure affected the language development of normally developing students. Some studies suggest that computer-assisted education methods developed for students with specific learning difficulties can lead to improvement in reading, writing, and reading comprehension skills (Gonzales-Ledo, Barbeta & Unzueta, 2015; Hall et al., 2015; Jacobs & Fu, 2014). These findings qualitatively support the positive and negative effects of using media elements from the research.

In the advantages and disadvantages of the foreign language learning process, according to students, the most important advantage is supportive education. They mentioned that content in supportive education is simpler, and teachers show student's interest in them. This situation indicates the opportunity for the implementation of IEPs through supportive education. Surprisingly, while teachers could define students in many different situations as disadvantaged, students did not define themselves as disadvantaged in any area; instead, they stated that they were advantaged. According to teachers, good teaching, receiving the necessary training, being a relevant primary school teacher, supportive education, and exams prepared at the appropriate level through IEPs, along with showing interest and support at critical ages, were identified as advantages. Disadvantages were seen as insufficient school facilities, teachers not receiving the necessary training, failure to establish collaboration between teachers and parents, and the inability to implement IEPs. The lack of proficiency in the student's native language was also found to negatively affect foreign language education. This finding is parallel to the view that students with expression difficulties in their native language will experience failure in learning a foreign language (Senemoğlu, 1987; Cited in Günday, 2007). In Sivrikaya's (2023) study, it was determined that the knowledge of preschool teachers about specific

learning difficulties was insufficient, and there were conceptual misconceptions about learning difficulties. Such situations support the disadvantageous effects indicated in the research findings. Eripek (2007) found in their study that in written exams, questions designed for students in inclusive education to easily read, leaving more space between questions, or breaking down the content into sub-levels could turn the exams into an advantage for these students.

The strategies in the foreign language learning process were examined in the categories of strategy and recommendations. It was observed that students are aware of and use learning strategies. The effectiveness of personal characteristics and environmental factors in determining strategies was identified. Teachers suggested strategies for students' learning strategies, such as simplification, reduction, diversification with easy and fun materials, learning objectives at lower levels, suggestive approaches, and especially coding to support short-term memory. Teachers, who recommend experiencing critical ages effectively, also emphasized the importance of making methods and content fun, interesting, and simple. Since inclusive education does not provide opportunities for the implementation of IEPs, the preparation of appropriate programs for students in special classes, in the form of small groups of three or four people, with memory-enhancing activities was proposed. Seçkin Yılmaz's (2021) study indicates that students with specific learning difficulties speak with simple structural sentences, in addition to forming shorter sentences. Bayrakçı and Susam (2021) found in their study that teachers preferred one-on-one and simple to complex explanations to minimize the difficulties experienced by students with specific learning difficulties. Smith (2007) stated that the instructional goals and content of the education programs applied in general education classes should be organized in a simpler form for inclusion students. In addition to these strategies, Ürün, Ürün, and Doğan (2023) recommended plenty of reading and writing methods. The strategies and recommendations mentioned in the studies are similar to the findings of this research.

In summary, this research provided a detailed description of the foreign language learning processes of students with specific learning difficulties. To initiate the language education process, it is necessary to attract and convince students about language learning through affective domain objectives. The results indicated that when plans are made according to students' interests and needs, content is simplified, and appropriate methods, strategies, and techniques are determined, the learning process can take place. In this context, plans may be prepared according to students' interests and needs. To ensure the implementation of these plans, teachers can be

encouraged to pay more attention to students. Group work may be emphasized more in educational activities. Media elements may be used for educational purposes in a controlled. Activities to prevent peer bullying may be organized as part of values education. Support education may be increased according to school facilities. At more advanced levels, instead of inclusive education, students may be educated in special classes with fewer students. Achieving these goals may be facilitated by prioritizing teacher training at both pre-service and in-service levels.

Limitations

The limitations of this research include accessibility and the absence of a standard format for interviews and observations (Bowen, 2009; Yıldırım & Şimşek, 2021). Additionally, the data obtained in the research is limited to information gathered until January 2023.

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